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For Grade

OXFORD PROGRESSIVE ENGLISH

6

RACHEL REDFORD
TEACHING GUIDE

SECOND EDITION



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INTRODUCTION

This Teaching Guide 6 is tightly focused on making your job of teaching the book easier.

I have gone through each Unit in the order in which the tasks are printed with explanations of what they are designed to elicit (in accordance with the aims and objectives of the National Curriculum and the Cambridge O Level syllabus); comments, guidance, further ideas, suggestions and the keys to answers where appropriate. All the tasks and the qualities of the texts reflect the requirements of the National Curriculum for Year 7 and of the Cambridge O Level syllabus. I have deliberately used accessible language and have avoided the daunting phrasing of formal documents.

I am aware that some teachers find these books tough to get through in the time they have; my aim in the Guide has been to simplify, explain and support. For the high ability students who may need extra stimulation and their teachers, there is a further resource: three varied 1000 word Extension Texts with questions which are at the back of this Guide. I have clearly marked these as 'optional'!

I am delighted that I have been able to revise Oxford Progressive English Books 6,7 and 8, and I truly believe that you and your students will enjoy these new versions. I'm sure that the new illustrations and lay-out will be vastly more attractive to you and your students. In addition there are around 30 new texts in OPE 7 which bring it right up to date with a wonderfully diverse, gripping and entertaining collection of mainly (but not exclusively) contemporary topics and text types from around the world and across centuries with a strong focus on Pakistan and the United Kingdom. There are plenty of opportunities for students to frame their own opinions on diverse issues. I have tried not to be too specific in some of these topics – for example global conflicts and technology – because our world and the English language is changing so fast. The Guide will point out where discussion of issues can be widened.

I do hope that you enjoy teaching Book 6 and that you will find this accompanying Teaching Guide helpful.

Rachel Redford.

CONTENTS

Below is a clear explanation of what is in each Unit and what students will learn from the texts and the supporting exercises.

Each Unit now has a final Listening task and a Test Yourself section on Spellings and Vocabulary. Units 5 and 10 have a final Let's Revise section.

All the tasks and the qualities of the texts reflect the requirements of the Cambridge O Level English Language 1123 syllabus and Cambridge IGCSE English First Language 0500 syllabus. I have deliberately used accessible language and have avoided the phrasing of formal documents.

Unit 1: Where We Live Now

Reading Texts	Student Learning Objectives
<i>Living Alone in the Wilderness</i> Personal Narrative	Qs on a) understanding and b) on word meanings
<i>Across the Indus</i> Poem	Qs on a) detail b) vocabulary: finding words and their opposites, participles, literal and non-literal meanings, gerund c) interpretation
<i>Choosing a Host Family</i> Tabulated Information	Class / Group discussion Connectives, conjunctions, types of sentences

Topics	Student Learning Objectives
Grammar: Verb – Simple present tense	Explanation with examples given. Identify examples from the text.
Grammar: Compound adjectives	Explanation with examples given. Identify examples from text.
Grammar: -ing participles as part of verb, as adjective, as noun	Explanation with examples given. Identify examples from text.
Grammar: Literal and non-literal meanings Gerunds	Explanation with examples given.
Grammar: Connectives as markers; conjunctions; connecting adverb or phrase	Explanation with examples. Writing tasks: a) filling in gaps with connectives b) Writing a Report
Writing: A Report	Students write 2 paragraphs addressing 2 contrasting opinions; use connectives to introduce examples or supporting explanation.
Writing: A play script	Students structure a play script. They create their own characters
Speaking and Listening: <i>Coober Pedy: A Curious Place to Live</i>	Listen to reading of the complete unseen text. Students fill in the gaps in their gapped version of the text with the words listed in their books.
Test Yourself	Students test their spelling on 10 words and test their explanations on 10 vocabulary words; all 20 words have been in the Unit.

Unit 2: The Sea

Reading Texts	Student Learning Objectives
<i>Encounter with a Shark</i> Personal Memories	Answer Qs on understanding and evaluation; analyse and produce colourful and exciting vocabulary.
<i>Beaches Without Waste</i> Factual Report	Answer Qs on understanding and interpretation; match 12 meanings of words to words in the text; use 6 in sentences.

Topics	Student Learning Objectives
Writing: Story of a lucky escape	Students use words chosen for danger and excitement; direct speech, 1 st person, and past tense.
Grammar: Direct speech	
Grammar: Syllables	Students understand monosyllabic polysyllabic; can count syllables
Grammar: Comparisons and Superlatives	Students understand the explanations and examples; produce comparatives and superlative from given adjectives.
Writing: A Notice	Students follow the bullet points on structure and tone in order to write for the given purpose.
Discussion: Opinions	Students follow prompts to express their opinions on the poem using appropriate introductory phrases.
Speaking and Listening: The New Island	Teacher reads the text unseen by the students; students answer and discuss Qs on main ideas, details, cause, and effect.
Test Yourself	Students test their spelling on 10 words and test their explanations on 10 vocabulary words; all 20 words have appeared in the Unit.

Unit 3: Memories

Reading Texts	Student Learning Objectives
<i>The Red Letter Day</i> Personal Memories	Answer Qs on interpretation; understand definition of a simile; analyse a complex simile in the text.
<i>The Tide Rises, the Tide Falls</i> 19 th Century Poem	Match meanings to words in the poem; interpret the mystery in the poem; understand and find in the poem rhymes and rhyming; students read the poem in chorus.

Topics	Student Learning Objectives
Grammar: Suffixes Adverbs Qualifiers Prefixes Silent Letters	Students understand the explanations and examples
Writing: Writing prefixed words	Students understand the explanations and examples
Speaking and Listening: Learning to Write	Teacher reads unseen text and students answer Qs on main ideas, details, and cause and effect; students discuss comparisons between themselves and the children in the text.
Test Yourself	Students test their spelling on 10 words and test their explanations on 10 vocabulary words; all 20 words have appeared in the Unit.

Unit 4: Violent Nature

Reading Texts	Student Learning Objectives
<i>The Egg-Collector's Surprise</i> 19 th Century Non-fiction	Students answer questions on understanding; provide synonyms for words in the text; identify verbs in the past tense in the text.
<i>The Fire of Pera</i> 1870 Auto-biography	Students understand proverbs concerning fire and provide the general truth behind the literal meanings.
<i>The Eruption of Mount Tambora</i> 1815 and <i>Darkness</i>	Students match given meanings to words in the text; fill in the text-based gaps with <i>effect / effects / affected</i> ; answer Qs on critical interpretation of the lines of poetry.
<i>Hurricane Matthew Haiti</i> Fact Box and News Report	Students answer Qs on understanding; write their own sentences using words from the text; consider the effectiveness of headlines and sub-headings.

Topics	Student Learning Objectives
Discussion	Students attempt to resolve the mystery behind the skeleton in the tree by discussing the answers to 3 structured Qs.
Writing	Students write a text-based report using and underlining verbs in the past tense.
Vocabulary	Students learn the meanings, usage (pronunciation and derivation where appropriate) of 'biography' and 'autobiography'; catastrophe.
Grammar: Homographs	Students understand definition of homographs and supply different meanings of given homonyms.
Writing	Students write a news report on the Fire at Pera structured into 3 paragraphs with answers to 'wh-' Qs, and a topic heading for each paragraph.
Writing: A news report	After considering headlines in the text, students write their own news report on a chosen topic with headlines and sub-headings.
Speaking and Listening	Teacher reads the unseen <i>Rebuilding Homes After the Nepal and Pakistan Earthquake</i> ; students answer Qs on main ideas, detail, and cause and effect.
Test Yourself	Students test their spelling on 10 words and test their explanations on 10 vocabulary words; all 20 words have appeared in the Unit.

Unit 5: Sights and Sounds

Reading Texts	Student Learning Outcomes
<i>Sights and Sounds in a Kabul Bazaar</i> Travel writing	Students answer Qs on understanding and on evaluation of words and phrases; match 10 meanings to 10 words from the text; identify from the text words and phrases conveying sounds.
<i>An Experiment with Cuttlefish</i> Autobiographical Escapade	Students answer Qs on understanding; detailed Qs on the effects of words; Qs on the character of the boy in the text; use words from the text in their own sentences.
<i>The Music of the Sirens</i> Story from Ancient Greece	Students answer Qs on understanding; match definitions to words from the text.

<i>Sweet Clarinet</i> Fiction	Students answer Qs on understanding and detail; identify feelings from the text to illustrate given adjectives.
<i>Touching</i> Poetry	Students understand explanation of the metaphorical and literal meanings of 'touch'; answer Qs on this topic.

Topics	Student Learning Objectives
Writing: Sentences on the senses	From explanation and example, students understand the role of the senses.
Grammar: adjectives with the suffix <i>-ible</i> and <i>-able</i>	Students understand the function and usage of the suffix <i>-ible</i> and <i>-able</i> ; produce <i>-ible</i> / <i>-able</i> words from given base adjectives.
Grammar: The habitual past tense	Students understand this tense from explanation and examples; write the correct tense in gapped sentences.
Past perfect tense	
Research and Writing	Students research online (if appropriate) charities that help people with sight problems and use their information to inform in writing a structured letter to local newspaper with appropriate vocabulary.
Writing: A letter of apology	Students use prompts to write a structured text-based letter of apology using appropriate tone and vocabulary.
Grammar: Relative pronouns	Students understand explanation of usage of <i>who</i> , <i>whom</i> , <i>whose</i> , <i>which</i> , and <i>that</i> ; fill in gaps in given sentences and produce their own sentences using relative pronouns.
Pronouns antecedent agreement	
Grammar: The passive voice	Students understand active and passive voice; fill in the gaps in given sentences appropriately.
Writing: A story	Students write a story (true or imagined) in which someone is helped by music.
Speaking and Listening	Teacher reads a text on Beethoven's deafness; students fill in the gaps in their gapped version of the text.
Test Yourself	Students test their spelling on 10 words and test their explanations on 10 vocabulary words; all 20 words have appeared in the Unit.
Let's Revise	With or without teacher guidance, students work through a Reading Text (<i>Unseen Enemies</i>) with 4 supply Qs and 3 multiple choice Qs; 1 detailed Grammar task; Writing task—covering the skills learned in Units 1 to 5.

Unit 6: Protecting Our Big Cats

Reading Texts	Student Learning Objectives
<i>Saving Lions in Tanzania</i> Information Article	Students answer Qs on understanding and detail; complete text-based writing tasks detailed under the Topics section that follows.
<i>Struggle to Save the Siberian Tiger</i> Magazine Article	Students extend their word power by matching given definitions to words in the text; understanding and writing key words and concepts from the text.

<i>Snow Leopards Caught on Camera</i> Online Report	Students answer Qs on understanding; explain the meaning of and use words and phrase in the text; answer Qs on synthesis by comparing this text with <i>Saving Lions in Tanzania</i> .
<i>When Animals Turn on Human Beings</i> Tabulated information	Students answer Qs on understanding; find countries in an atlas; learn and use specialist vocabulary.

Topics	Student Learning Objectives
Writing: A report	Students write a structured text-based report using the 'where... what... ' prompts.
Writing: An interview	Students use prompts to write a text-based interview producing Qs and responses.
Grammar: Asking Qs using auxiliary <i>do</i>	Students understand examples and write Qs using <i>do, does, did</i> .
Writing: Transitional devices	
Grammar: Asking Qs with <i>wh-</i> words	Students learn to structure Qs with <i>who, where, what, when, why</i> using simple past and present tenses in Qs and As.
Grammar: The simple present and present continuous verb tenses	Students understand the examples & illustration of simple present and present continuous; supply the correct tenses in gapped sentences.
Present perfect tense	
Grammar: Prefixes <i>-un</i> and <i>-anti</i>	Students add to their knowledge of prefixes <i>un-</i> and <i>anti-</i> ; fill in sentence gaps with appropriate words with these prefixes.
Class Discussion: Viewpoints and opinions	Students use given prompts to identify text-based opinions, and to express their own opinions on saving the Siberian tiger.
Writing: An account	Students write an account of someone who makes a wrong judgement, including explanations and consequences.
Grammar: suffixes <i>-er</i> and <i>-or</i>	Students understand explanation of <i>-er</i> and <i>-or</i> suffixes; complete gapped sentences; differentiate suffix <i>-er</i> and <i>-or</i> words from nouns ending in <i>-er</i> and <i>-or</i> .
Speaking and Listening: <i>PoacherCams</i>	Teacher reads the text about cameras being used to detect and deter poachers; students produce meanings for given phrases from the text.
Test Yourself	Students test their spelling on 10 words and test their explanations on 10 vocabulary words; all 20 words have appeared in the Unit.

Unit 7: Searching

Reading Tests	Student Learning Objectives
<i>Mpho's Search</i> Fiction	Students answer Qs on understanding; extend word power with usage of <i>to find / lose. Look for/ search for</i> .
<i>Jonas Salk</i> Student Essay	Students learn how to evaluate the text, discussing shortcomings and possible improvements.
<i>Tracking the Striped Hyena in Southern Pakistan</i> Gapped Text	Students provide prepositions; identify words from the text to match given definitions.

<i>Finding the Tomb of Tutankhamen</i> Non-fiction	Students answer Qs on understanding; match definitions to words from the text.
<i>Magnet Fishermen</i> Journal Article	Students answer Qs on understanding, detail, and interpretation; extend word power with gap filling and illustration of expressions.

Topics	Student Learning Objectives
Writing: A play script	Students follow the prompts to fill in the gaps for a text-based play script.
Grammar: Active and passive voice	Students follow explanation of passive and active voice in simple past and present for verb <i>to find</i> and fill in gaps appropriately.
Grammar: Phrasal verb <i>to find out</i>	Students understand examples and write responses.
Writing: An account of a hero	Students follow prompts to write and conclude 4 structured paragraphs.
Grammar: Prepositions	Students add another 11 prepositions to their experience; select appropriate preposition for the gapped text.
Grammar: Topic headings	Students write topic headings for the paragraphs in <i>Tutankhamen</i> text.
Vocabulary: Extending word power	Students understand text-based expressions; complete text-based dictionary work; <i>to discover</i> and <i>to unwrap</i> illustrated.
Writing: An interview and newspaper report	Students fill in the responses in text-based interview following prompts; write a newspaper account with sub headings, headline, and vivid vocabulary.
Vocabulary extension	Students learn fish expressions.
Research and Discussion	Students find out about space archaeology and report back to the class on a topic that has interested them.
Writing: The end of a story	Students complete a story from the point when two amateur archaeologists have discovered an old chest.
Listening	Teacher reads unseen text on trained Rescue Dogs; Students identify statements as true or false.
Test Yourself	Students test their spelling on 10 words and test their explanations on 10 vocabulary words; all 20 words have appeared in the Unit.

UNIT 8: Advances in Technology

Reading Texts	Students Learning Objectives
<i>Separating Conjoined Twins</i> Online Article	Students answer Qs on understanding; students practice the explained specialist vocabulary and expressions.
<i>The Karakoram Highway</i> 4 Texts Written for Different Purposes	Students answer Qs on understanding; match definitions to words and phrases in the text; explain the likely source of each text.
<i>The Space Race</i> Chronologically Mixed Information Bytes	Students study markers to enable them to sequence the bytes; write out the paragraphs in chronological order; discuss specialist vocabulary.

<i>The Smartphone that Saves Lives</i> Charity Advertisement	Students answer Qs on understanding; extend word power with specialist vocabulary.
<i>Where is Screen Time Leading Our Children?</i> Online Article	Students answer Qs on understanding; extend their opinions on the article in discussion.

Topics	Student Learning objectives
Writing: An account	Students write a text-based account of differences using markers.
Writing: Direct and indirect questions	Following explanation, students write indirect speech as direct speech.
Grammar: Pairs of commas	Students add informative phrases or clauses to sentences using pairs of commas.
Writing: Explaining text types	Students compare the types, interest, and viewpoint in 4 short texts.
Writing: Choosing interesting verbs and adjectives	Students fill in gaps in sentences with interesting words and intensifiers.
Vocabulary extension	Students learn and use specialist vocabulary and acronyms.
Spelling and pronunciation [-shun]	Students learn the pronunciation of [-shun] words and the spelling of words ending in -tion / -sion / -cian.
Writing: Topic sentences	Students write topic sentences for <i>Where is Screen Time Leading Our Children?</i>
Writing: Parts of a story	Students write the beginning and ending of a story concerning the use of a smartphone.
Writing: Dialogue	Students complete a dialogue between mother and daughter with opposing views.
Listening	Teacher reads an unseen text on China's largest glass bridge and answer 5 multiple choice Qs on it.
Test Yourself	Students test their spelling on 10 words and test their explanations on 10 vocabulary words; all 20 words have appeared in the Unit.

UNIT 9: Sports

Reading texts	Student Learning Objectives
<i>Go Go Go! Whitewater Rafting in Malaysia</i> Online Advertisement	Students understand the language of advertising.
<i>Cheese Rolling</i> Online Sports Report	Students answer Qs on understanding; define meanings of words in the text; compare the purpose and writing style of the fact box and the text.
Snowboarding Festival in Malam Jabba	
<i>Cycling on a Glacier</i> Interview	Students answer Qs on understanding; compare contrasting feelings in the text.

Topics	Student Learning Objectives
Writing: A notice	Students write information notice using encouraging and factual language.
Writing: An account	Students use prompts to write an account of a sport real or imagined.
Grammar: Apostrophes	Students follow detailed explanation with examples of use of apostrophes; identify and supply apostrophe use in singular and plural nouns.
Grammar: Tag questions	Students understand explanation and illustration of tag Qs in present, future, and simple past tenses.
Grammar: Framing Qs	Students complete text-based sentences with positive or negative tag Qs with correct punctuation and tense.
Grammar: Subject verb structure	
Grammar and Writing: Future time	Students learn future time with modal verb <i>will + infinitive</i> and <i>going to + infinitive</i> , and future time markers; fill in gaps in given sentences with required future time words.
Listening	Teacher reads text on Malam Jabba ski slope; students fill in a given grid with the opinions and comments of 5 different people in the text.
Test Yourself	Students test their spelling on 10 words and test their explanations on 10 vocabulary words; all 20 words have appeared in the Unit.

UNIT 10: Journeys

Reading Texts	Student Learning Objectives
<i>Crossing the River</i> Autobiography	Students learn from text-based word-building; answer Qs on understanding.
<i>Marianne North—Traveller and Artist</i> Biography	Students answer Qs on understanding, interpretation, and word and phrase based evaluation.
<i>A Strange Encounter</i> Young Adult Fiction	Students use dictionaries to find meanings of words in the text; answer Qs on understanding; answer Qs requiring deeper thought.

Topics	Student Learning Objectives
Vocabulary	Students engage in word-building; evaluate expressions and words from the text.
Grammar: The definite and indefinite articles	Students follow detailed explanation and fill in gaps with 'the', 'a', 'an', or zero as appropriate.
Grammar: Count and non-count nouns	Students follow explanation and examples of using count and non-count nouns with articles and determiners.
Grammar: The partitive genitive	Students learn countable expressions for non-count nouns.
Writing: Count and non-count nouns	Students fill in sentence gaps with and identify singular or plural count and non count nouns, as appropriate.
Vocabulary: English usage	Students follow explanations of <i>hang/hanged</i> and specialist words from the text.

Grammar and Writing: Metaphors and similes	Students follow explanation and illustration; explain point of similarity in given examples; write their own sentences with similes.
Masculine, Feminine, Neuter	
Writing: Conclusion of a story	Students write the end of a story ending with a given metaphorical sentence.
Grammar: Irregular noun plural forms	
Writing: A story	Students follow suggestions to write a story called <i>The Journey</i> ; use the discussion below on planning their stories.
Discussion: Planning a story	Students share ideas with class partner; follow detailed planning structure in planning their own stories.
Grammar: Indirect speech	Students learn from examples and re-write direct speech as indirect using a variety of saying words.
Writing: The beginning of a story	Students write the beginning of a story of a secret world focusing on imaginative words and suspense.
Listening	Teacher reads text <i>The True Story of an Incredible Journey</i> ; students fill in the gaps in their version with 12 given words; discuss aspects of the story.
Test Yourself	Students test their spelling on 10 words and test their explanations on 10 vocabulary words; all 20 words have appeared in the Unit.
Let's Revise	With or without teacher guidance, students work through a Reading Text (on Responsible Adventure Travel) with 10 supply Qs and 5 multiple choice Qs; 3 detailed Grammar tasks; Writing task – covering the skills learned in Units 8, 9, and 10.

The New Features

1) **Test Yourself: 10 spelling words and 10 Vocabulary words from the Unit**

How much time you spend on this section will depend, as throughout the book, on the abilities of your students.

The spelling words ideally require written responses from your students. If you have time to re-test after giving your students another opportunity to learn the spellings, that would be a helpful consolidation. At the back of this Teaching Guide is a Scoresheet which can be photocopied and which will provide incentive and guidance to your students. There is room on the sheet for re-test scores.

If you do not have as much time as you would like, the vocabulary words can be effectively tested orally. Ideally students keep vocabulary books in which they can write the correct definitions. There are suggestions throughout this Guide on using the Vocabulary words in interesting and lively ways for oral responses, and for guidance on pronunciation and stress patterns. The aim is to enlarge students' vocabularies and give them confidence in using new words and expressions.

2) **Listening**

The Listening texts are around 280–350 words long and present a variety of text types including travel writing, a family problem, an interview, and a folk tale. The main tasks require students to listen carefully and supply answers to questions with varying focus including the main points; details and vocabulary of the texts; multiple choice questions, and filling in the gaps with given words. Some of these questions require answers in writing, but others may be answered orally. In addition,

the texts and the topics and issues they raise encourage students to express their own opinions and ideas.

You will have to decide exactly how you read these texts to your students. First of all, make sure their books are closed when you read, so that they do not turn to the back of the book for the full texts! To begin with, you will need to give guidance: probably read the text more than once; read slowly; and perhaps give some guidance and help with the questions. By the time you get to Unit 10, students should be advanced enough so that you do not need extensive guidance. Obviously, this will vary from class to class with varied ability ranges.

3) Let's Revise

These 2 Let's Revise sections after Units 5, and 10 are another new feature which could be valuable for you and your students in various ways. Each Let's Revise section consists of:

A 500-word text (an autobiographical experience from a blind child's life after Unit 5; website extract for Responsible Travel after Unit 10);

5 multiple choice questions based on the text;

Questions testing the Grammar points learned in the previous Units (i.e., 1–5; 6–10);

A writing question (a newspaper report on a plane crash in Unit 5; an advertisement in Unit 10).

These sections may be used in various ways:

As end of term tests under examination conditions and time allowances;

In sections for homework or class;

In class with guidance and support from you;

A formal assessment for both you and the student of what has and has not been learned;

As a guide to see where there are difficulties for individual students.

It may be a good strategy to complete the first Let's Revise as a class activity, ensuring that the students understand what is needed for full written answers.

The answers to the Qs where relevant are included in this Guide.

General

The Guide is tightly focused on your job of teaching the book and is entirely different from the previous Teaching Guide.

I have gone through each Unit in the order in which it is printed with explanations of what the tasks are designed to elicit (in accordance with the aims and objectives of the Cambridge O Level syllabus); comments, guidance, further ideas, suggestions and the keys to answers where appropriate. I am aware that some teachers can find these books tough to get through in the time they have; my aim in the Guide has been to simplify, explain, and support. There are high ability students using this book and for them and their teachers there is a resource: suggestions for further extension and challenge in the three Extension Texts with questions, which are at the back of this Guide. I have clearly marked these as 'optional'!

I am delighted that I have been able to revise these Oxford Progressive English books, and I truly believe that you and your students will enjoy these new versions. There are around 30 new texts which bring OPE 6 right up to date with a wonderfully diverse, gripping, and entertaining collection of mainly (but not exclusively) contemporary topics and text types from around the world and across centuries. I'm sure that the new illustrations and layout will be vastly more attractive to you and your students. There are plenty of opportunities for students to frame their own opinions on diverse issues. I have tried not to be too specific in some of

these topics—for example contemporary language change and technology— because our world is changing so fast. The Guide will point out where discussion of issues can be widened.

I do hope that you enjoy using it.

Unit 1

Where we live now

Sample lesson plan

Class/level: 6
Duration: 40–45 minutes (one period)
Topic: The *-ing* participle
Aim: To reinforce understanding of the categories and uses of the *-ing* participle
Resources: *Oxford Progressive English*, Book 6

Quick revision: What is the *-ing* participle?

It is the part of the verb with the *-ing* ending such as *flying, praying, spying*

When is it used?

- 1) As part of the verb: He was *breaking into* the safe when the alarm went off.
- 2) As an adjective to qualify a noun: Her *rising* temperature worried her mother.
- 3) As a noun: *Reading* is a great pleasure.

Now add three more examples of your own to 1), 2) and 3).

	Contents at a Glance Unit 1 Where We Live Now
Texts	Living Alone in the Wilderness: personal narrative of 16-year-old boy living alone on the Isle of Skye in Scotland, UK.
	Across the Indus: a poem which explores views of the crowded city.
	Choosing a Host Family: tabulated information for group discussion.
	All texts are followed by a) increasingly challenging text-based questions starting with Reading for Understanding b) questions on vocabulary and expressions. As throughout the book, texts provide a variety of both text types and of countries and ways of life.
Grammar	Simple Present tense -ing Participles Compound adjectives Participles, Literal and non-literal meanings Gerund Connectives and conjunctions
Writing	A report An account of where you live -ing Participles Writing sentences
Discussion	Selecting host family for a student
Listening	Cooper Pedy: A Curious Place to Live, Australia Filling in gaps with 12 given words
Test Yourself	10 Spellings and 10 word Meanings of words in the Unit

Vocabulary: Interpreting words for meanings Living Alone in the Wilderness

The best use of time may be to work through these questions orally with students noting down the additions to their vocabulary. Encourage students to use the context (in

this instance of the boy building a fire) to provide meanings for unfamiliar words, for example *embers* and *kindling* in Q5.

Key: 1) inaccessible 2) that it was a tough job dragging heavy supplies to their isolated home across the snow 3) automatic; instinctive; entirely natural 4) animals which have been killed on the road (Zeki had skinned them and tanned them) 5) *embers* are the still hot or burning ash heart of the fire left after the fire has burnt out; *kindling* is bits of dry sticks used to get the fire going 6) equipment 7) disorientated 8) *flickering* is a small fire just getting going (or going out); a *blazing* / *roaring* fire is one that is burning strongly & hotly with strong flames

Reading for understanding

These questions are designed to elicit specific information. In this way, students are learning to give specific answers. For example, students are asked for *two* ways in Q1: 2 pieces of evidence in Q6. Answering the question is an obvious skill, but a useful one! Q8 is an opportunity for the students express their own opinions with reasons, and interpretations.

Compound adjectives

The Grammar point is linked to an analysis of words & their effects.

Opportunity for students to try out their creativity imaginatively, enhance their word power, and to improve their own writing.

Reading for detail: *Across the Indus*

The poem is brief, but tightly packed! The Questions encourage students to look beneath the explicit & explore the meanings & appreciate the effects of the words. Students can select from the particularly powerful use of consecutive adjectives.

Vocabulary KEY

Festering = rotting; mouldering

Drone = insistent buzzing (what other meanings of this word?)

Indifferent = unfeeling; uncaring

Disgorging = spewing out

Obliterating = hiding everything from view

Reading for interpretation: *Across the Indus*

- 1) because it is littered with rotting refuse and uncollected rubbish
- 2) because the flies bring disease and infections / because the noise is irritating and unavoidable
- 3) The indifferent eyes belong to the uncaring / unseeing people who are reasonably well-off and do not live in the squalor where very poor children have sores on their bodies
- 4) Disgorging = spewing out. It paints a picture of children flowing out from the houses in waves / as a mass / it makes the children faceless without individuality / just a mass of poor children
- 5) It would get in your eyes / take you over completely so that you couldn't see anything through the clouds of dust

Literal and Non-Literal Meanings

Guide students to read the phrases carefully and write the literal and non-literal meanings.

Literal meanings are those meanings which are taken in the most basic sense without metaphor or exaggeration.

Non-literal meanings are those which are not taken in their usual or most basic sense. They are exaggerated.

Gerund

1. Reading
2. Singing
3. Shouting
4. Complaining
5. Shaking
6. Remembering
7. Sitting
8. Having

Choosing a Host Family

The task is intended to give students practice in a) synthesising information b) forming opinions c) expressing opinions orally with supporting evidence.

A useful lead-in: Before considering the actual host families, the group could start their discussion with a consideration of Irfan's interests and details and what sort of family he is likely to choose.

- Some useful expressions for the groups to emphasise the desired tone of the discussion:
- Perhaps Mrs Rhodes would be best because...I think it would be a good idea for... I'm sure Irfan would like.. Considering Irfan's love of cricket...
- Optional extension for the discussion: If you were going on the exchange visit, which host family would you choose and why?

Grammar: Connectives

This useful Grammar section is designed to inforce or reinforce the ground-work for using connectives in effective continuous writing. CIAE syllabus and marks schemes reflect the importance of effective linking in correctly punctuated writing.

Writing a report which follows is an opportunity for students to follow the prompts and use connectives and to use appropriately formal language.

Conjunctions and Connectives

1. Furthermore, because
2. First of all
3. Even though, but
4. Moreover, because
5. Moreover, and

Types of Sentences

1. Exclamatory
2. Imperative
3. Interrogative
4. Declarative
5. Exclamatory

6. Interrogative
7. Declarative

Coober Pedy: A curious place to live - Australia

The full text which you will read to students is in the back of the Student Book. You will have to make sure the students' books are open at page 17 and not at the back of the book! Students have only the list of words to be inserted, not the text.

There are many ways you can use the Listening section at the end of each Unit. Each text is around 500 words long and the tasks set the students are varied. You will adjust how you present each one—how much guidance / time / help – according to the abilities of your students and how they progress.

In later Units when your students are more practised, you may wish to use a Listening section as a test with no guidance from you at all, but for this first Listening task, you will almost certainly need some preparation time to explain the procedure you have chosen.

Ensure that students understand the vocabulary before you start of *The Outback* and *dingoes*.

Go through the 12 given words on page 17 so that students understand them and have examples provided by the class and you of how they can be used.

You will read the full version and depending on your students' abilities, you will read it straight through, or pause at each gap or each paragraph, or you may find it works best to read it through initially, and then again more slowly.

Key

Coober Pedy: A curious place to live.

There are some very curious places to live in the world, but Coober Pedy, a remote, blisteringly hot area in the South Australian outback must be one of the strangest. Before the early twentieth century, Coober Pedy did not exist. The original inhabitants of the Outback, the 1) **indigenous** (2) Aboriginal people, could not survive in such a hostile, barren place baked by the fierce sun and so the vast area remained 2) **uninhabited** (8) That is until 1915 when, by chance, a gemstone was found, a blue opal. The rush for opals began. The precious opals could be discovered only by digging by hand, not by mining with machines which is why the area was not destroyed by commercial 3) **mining** (12) Many of the men who had come to the area to seek their fortunes had recently returned from the WW1 trenches. Their experience in making war-time dugouts had made them expert 4) **excavators** (7) To survive in the intolerable heat, the men excavated rooms underground which they lived in.

About 1800 people now live underground in Coober Pedy in a network of underground chambers of surprising sophistication. The 5) **diversity** (9) of the residents is also surprising: no less than 50 different nationalities live here happily together. One resident has made himself an indoor pool, whilst another runs a beautician business – all underground. There is even a campsite for visitors and, for the more demanding tourist, the Desert Cave Hotel with its silent, high-ceilinged rooms with a 'cool' 23C temperature, around 30 degrees lower than above ground. The town even has a golf course, but because it is far too hot to play by day, these 6) **enterprising** (4) residents play at night with golf balls which glow in the dark.

Nearby is Lake Eyre which covers no less than 3,500 square miles. On rare occasions when there is water in the lake, wild animals revel in the opportunity to 7) **bask** (5) in it, and flocks of exotic birds wade along its fringes. Usually, however, the vast area is an arid, deserted salt pan. Visitors can take a flight in a small local plane to view the staggering white brilliance of 8) **reflective** (3) salt crystals for as far as the eye can see.

In this area there are vast cattle and sheep ranches (called stations) which are protected by the world's largest continuous construction: a fence stretching for 3,488 miles 9) **erected** (10) to keep out the predatory dingoes. Just how essential this fence is was shown when a rancher returned after a few months to his cattle station to muster his sheep and found that part of the fence had come down. Just on 1000 of his sheep had been taken by 10) **invading** (11) dingoes.

Cooper Pedy is such an extraordinary place that despite its remoteness, film crews have made their way to it, 11) **attracted** (6) by the landscape's disturbing resemblance to our idea of distant planets. The favourite film location spot is on the outskirts of Cooper Pedy. Called Moon Plain, the ground sparkles with 12) **glittering** (1) gypsum and is packed with marine fossils, which were left by icebergs, millions of years ago: a brilliant backdrop for an inter-planetary movie!

If there is time over.

If there is time after this task, there could be lively discussion about how students think they could or could not adapt to living in such a place as Cooper Pedy

Test Yourself

There are various ways of using this section. If time is running short for coverage of the rest of the Unit, this section could be set for Homework. Students would learn the spellings and use each of the words in the Vocabulary list in sentences of their own, to be checked or tested in class in the first 10 minutes of a lesson.

Learning time can be given in class for the spellings, followed by a self-corrected test with scores kept week by week by the student. A template for a student Score Card to be entered up at the end of each Unit is at the back of this Guide.

Throughout this Guide, there will be suggestions for using these lists. Here is one:

To make the task more interesting, set a task in pairs. Within a time limit, the pairs of students use as many of the 20 words in both columns they can in continuous prose.

e.g. *There was a great commotion in the usually placid community living their traditional way of life in a remote mountain region of China. A drone was circling overhead....*

The results are then shared with the class.

Apart from the obvious benefits of extending students' vocabularies, CAIE syllabus outlines the credit given for **range** of vocabulary.

Unit **The Sea**

2

Sample lesson plan

Class/level:	6
Duration:	40–45 minutes (one period)
Topic:	Comparatives and superlatives
Aim:	To reinforce understanding of how adjectives are expressed for degree and used
Resources:	<i>Oxford Progressive English Book 6</i>

Contents At a Glance Unit 2 The Sea	
Texts	Encounter with a shark The writer vividly remembers a shark attack from his childhood in Australia
	Beaches without Waste Factual report on a community clear-up of Karachi's beaches

Encounter with a Shark: Reading for understanding and evaluation

Qs 1–6 require close reading for information recall, whilst Q7 requires students to have evaluated Billy's *apparently* harsh treatment of Trader, and Q8 requires students to infer Trader's motives and reasons for keeping his experience secret from his mother eg to save her from worry & shock; in case she forbids him to go swimming again...

Making writing good to read

This is a really useful task to extend students' own writing by encouraging them to think beyond the safe & accurate but dull vocabulary, and experiment with the vivid, colourful & adventurous.

The discussion on the effectiveness of direct speech is also useful – as is the correct punctuation of direct speech which could be revised at this point. Single or double speech marks may be used, but whichever the student uses, it should be consistent throughout the piece of writing. Both a) and b) below are accurate.

- e.g. a) 'You're just a coward!' shouted Billy. 'You'll never do it!'
 b) "You're just a coward!" shouted Billy. "You'll never do it!"

Hopefully, these skills should be evident in the students' Writing on the lucky escape which follows! (p23)

Reading for understanding and evaluation: Beaches without Waste

The answers to questions 1–5 are evident in the text: the skill is for students to express them simply and clearly, showing that they have understood the issues and are not merely copying chunks from the text.

Q6 is open-ended.

Matching meanings to words in the text

Key: 1) j 2) k 3) l 4) i 5) c 6) h 7) b 8) j 9) d 10) e 11) f 12) l

The meaning of the word role

'The media needs to play its role in creating awareness of environmental degradation'

- Role: part
- Media: television; blogs, Instagram, phone messaging, news online; print and online news reporting; apps; interviews...
- This could be extended to ask which of these ideas could be usefully carried out in school.

Comparatives & Superlatives

Key:

shocking more shocking most shocking

large larger largest

vulnerable more vulnerable most vulnerable

effective more effective most effective

positive more positive most positive

significant more significant most significant

small smaller smallest

urgent more urgent most urgent

Writing a Notice

Remind students to include all the bullet points in their Notices

Unit Memories

3

Sample lesson plan

Class/Level: 6

Duration: 40–45 minutes (one period)

Topic: Direct speech and saying words

Aim: To reinforce understanding and application of direct speech and variety of saying words

Resources: *Oxford Progressive English Book 6*

Contents At a Glance Unit 3 Memories	
Texts	The Red Letter Day autobiographical memories of a blind Indian child experiencing the sea for the first time
	The Tide Rises, the tide falls 19 th century poem with significant rhyme and rhythm, and a mystery
	All texts are followed by a) increasingly challenging text-based questions starting with Reading for Understanding, on evaluation and interpretation b) questions on vocabulary and expressions, simile, and shades of meaning and suggestion. As throughout the book, texts provide a variety of both text types and of countries and ways of life.
Grammar	Syllables Comparisons and superlatives
Grammar	Qualifiers: adverbs and adjectives Prefixes dis- un- re-
Writing	A play script A description
Discussion	Discussing a possible ending to the text Crows Know What makes a good teacher
Writing	A story Haikus A notice
Discussion	What makes interesting writing: choice of words and direct speech The meaning and effect of a simile Expressing opinions and ideas about the mystery in a poem
Listening	The New Island, Pakistan Qs on main ideas, details, and cause and effect
Listening	Learning to write Tibet Qs on main ideas, details, and cause and effect Discussion on comparisons between the students and those in the text

Reading for interpretation: Red Letter Day

Qs here are mixed: Qs 1–3 require close reading in order to select words & phrases in the text whilst Qs 4–6 require a level of inference. For example From Q4 it can be understood that when the boys swam in the canal in Lahore, they were allowed to swim only within the area cordoned off with wire; on the beach they were free. Q5 asks why Vedi felt so happy. In Paragraph 4 Vedi wrote *I forgot everything*. From this, it can be inferred that Vedi was usually troubled; that his daily life was not particularly happy / was difficult & stressful. In the water these troubles flowed away and he felt free and was happy to enjoy his new experience.

Q7 requires empathy. There is of course no ‘right’ answer – any appropriate emotion is ‘right’; encourage students to explain more than one feeling and choose their words carefully. E.g. Vedi may well have felt: *exhilarated by his new experiences; deflated with a sense of anti-climax after such an exciting day; exhausted after the long journey and the emotional turmoil of the day; filled with longing to return and feel the freedom again...*

Grammar: Qualifiers

The verbs which the adverbs qualify:

2) made 3) remember 4) stared 5) replied 6) are...sure 7) made 8) said

Writing: Providing the prefixes un- dis- re- for listed verbs

1) re-do 2) unsure 3) re-write 4) disconnect 5) unwanted 6) disinfect 7) re-play
8) unsympathetic 9) re-deliver 10) disbelieve

- Note that the prefix re- is usually followed by a hyphen.

Listening: Learning to Write

This text is shorter than the previous two, so this would be a good opportunity for giving no help or guidance apart from the background below before you read.

Background: *Learning to Write* is a biographical account of childhood schooldays in Lhasa, the high-altitude capital of Tibet, in the 1950s. Jetsun Pema was the sister of the 14th Dalai Lama of Tibet.

Learning to write

Classes started very early in the morning and the house of the children’s tutor was twenty minutes away on horseback, so they had to get up before daybreak. Jetsun Pema had to set a good example to her little nephew and niece who were only six and four years old and hated getting up when it was dark and cold. Lhasa, the capital of Tibet where the family lived, is at an altitude of 10,500 feet, so the mornings were very cold indeed. The children were wrapped in blankets and given hot tea and roasted flakes of barley. Following an ancient tradition, the children’s faces and hands were protected from the bitter wind whilst they were on horseback. The servants rubbed a mixture of milk and honey into their skin, and covered their lips with beeswax. They liked to lick the sweetness from their lips as they rode to school.

Lessons were hard and very long. The children were given wooden boards which measured about one foot square and were covered in chalk dust. The tutor used to trace the Tibetan letters with a stick in the chalk dust and the children then had to go over the letter shapes with ink. The chalk dust would stop them making the wrong shapes. When the board was full of letters, they had to wash and dry their boards carefully and start all over again. That was how they learned to write. It was such painstaking work that the children got blisters on their hands. It was not surprising that the school day seemed long!

Listening for the main ideas

- The journey was difficult because it required 20 minutes on horseback, and a very early start in the dark when the temperature was very low and the wind bitter.
- The day seemed long because learning the letters was repetitive and painstaking consisting of the task of tracing letters in chalk dust on wooden boards which they had to wipe clean when they were full, and cover with letters over & over again.

Listening for details

- 20 minutes
- The servants covered the children's faces with milk & honey and their lips with bees wax to protect them from the biting cold
- They were covered with chalk dust in which the tutor wrote the Tibetan letters which the children went over in ink. When it was full they had to wash and dry the board and repeat the process.

Listening for cause and effect

- Very low temperatures, particularly early in the morning; [it was sparsely populated so school was a long way away]
- She had to set a good example by getting up very early herself so they would get up and have their hot tea and barley flakes before the journey.
- They got painful blisters on their hands from the constant washing & drying and handling the hard wood.

Writing task

1. Unsure
2. Re-write
3. Disconnect
4. Unwanted
5. Disinfect
6. Replay
7. Unsympathetic
8. Redeliver
9. disbelieve

Silent Letters

- a. g
- b. t

The Tide rises, the tide falls: Matching words to definitions

Twilight= between light & darkness; efface = wipe away; stalls = stables; neigh = noise horses make; hastens = hurries; shore = beach.

Interpreting meaning

1. twilight, night-time, dawn

Rhymes and rhyming

Rhyming words from the poem: *sprawls*: falls, calls, stalls, walls *gown*: brown, town;
bands: hands, sands; *law*: shore nevermore

Providing words which rhyme:

Remind your students that the words need the same sound which may be spelt in different ways, and may have more syllables than the given word. Encourage them to provide different spellings if possible.

E.g. *tide*: wide, relied, divide, spied, bride...

white: delight, fight, height, spite, write...

neigh: way, affray, delay, weigh, astray...

stamp: ramp, tramp, revamp, cramp, amp...

rise: wise, flies, realise, hypnotise, dries...

The mystery of the man on the shore

No right answers – just lots of ideas!

He came to meet someone (who?) who failed to show up; he was scattering ashes (whose?); he was deeply troubled (why?) and had been trying to calm himself; he had returned to a place he loved as a child but had to leave and travel back to his home; he was remembering someone whom he once loved at this place; he was searching for someone (who?)...!

Listening

You will have been able to gauge the abilities of your students according to how they responded to the Listening task in the previous Unit. It would probably be effective to present the text in the same way as you did then with the same level of guidance, help and pausing.

The New Island

When a major earthquake shook Balochistan in September 2013, the people of the Pakistani coastal town of Gwadar had another shock as they saw that a new island had emerged in the sea, just over a kilometre from shore.

'I was flabbergasted,' a local journalist said. 'I could see this grey, dome-shaped body in the distance, like a giant whale swimming near the surface. Hundreds of people had gathered to watch it in disbelief. We could hear the hissing sound of the escaping gas.'

The following day the journalist landed on the rocky part of the newly formed island to investigate. There were dead fish on the surface and the hissing sound of the escaping gas could be heard. Although they couldn't smell the gas, they did put a match to the fissures from where it was oozing and set it on fire.

'Not even water could kill it straightaway,' said the journalist. 'It was scary. We had to pour bucketful after bucketful over it.'

The director-general of the Karachi-based National Institute of Oceanography explained how seismic movement of fault-lines in the area had caused the island to emerge.

"The seabed near the coast contains vast deposits of frozen gas with a large inflammable methane content," he explained. "These deposits usually lie compressed under a sediment bed 300m-800m thick. When the plates along the fault-lines move, however, they create heat and the expanding gas blasts through the fissures in the earth's crust, propelling the entire sea floor to the surface.'

The island that popped up this way near Gwadar is the fourth in this region since 1945, and the third during the last 15 years. The newly formed island is likely to be there for only a few months, however. As the pressure that propelled the sea floor to the surface eases up, the island will subside back into the sea.

Listening for main ideas

- 1) Major earthquake and 2) Emergence of a new island
- Journalist visited the island, heard the hissing gas, and lit the escaping gas.
- Director-general explained how seismic movement within fault-lines caused the island to emerge

Listening for details

- Hissing from the escaping gas could be heard coming from fissures underground
- He could not put the fire out with water
- It will remain probably for a few months & then as the pressure below subsides, it will slip back into the sea.

Listening for cause and effect

- The plates along the fault lines moved, created heat which thawed the frozen gas which then blasted through the fissures.
- It was thrust up through the earth's crust to the surface of the ocean

For the other explanations: students may be as fanciful as they wish!

Unit Violent Nature

4

Sample lesson plan

Class/level:	6
Duration:	40–45 minutes (one period)
Topic:	Prepositions
Aim:	To reinforce effective use of prepositions in speech and writing
Resources:	<i>Oxford Progressive English</i> , Book 6

Contents At a Glance Unit 4 Violent Nature	
Texts	The Egg-Collector's Surprise 19 th century non-fiction
	The Fire of Pera 1870 autobiography
	The eruption of Mount Tambora 1815 factual mini-text Darkness 1815 poem extract
	Hurricane Matthew, Haiti Fact box with news report
	All texts are followed by a) increasingly challenging text-based questions starting with Reading for Understanding, on detail, feelings and interpretation b) questions on matching words to definitions; synonyms, proverbs, meanings and effects of vocabulary and expressions. As throughout the book, texts provide a variety of both text types and of countries and ways of life.
Grammar	homonyms prepositions ; fill in gaps with given prepositions suffix -less words
Writing	Text-based report underlining verbs in the past tense News report with topic headings; role of headings and subheadings Filling in gaps with effect effects affected
Discussion	Resolving a mystery of the skeleton hidden in the tree The value of kindness with reference to the Bush fires What would save in a fire?
Listening	Re-building homes after the earthquake in Nepal Qs on main ideas, details, and cause and effect
Test Yourself	10 Spellings and 10 Meanings of words in the Unit

Vocabulary: Meanings of words

Key: (easy!) large bird of prey; old clothes / tatty pieces of fabric; rotting; safe; took off (not to be confused with *stripped of* as in *the trees were stripped of their leaves*); drawn away from / pushed to the side

Writing your own account

1. climbed
2. reached
3. looked

4. astonished
5. pulled

Grammar: Homographs

1. The injury was so painful, I could not bear it. – To tolerate.
2. The bear came running towards us in the forest – A wild animal.
3. I forgot to close the door when I left the house – Shut.
4. Alisha and her sister were very close to each other – Connected.
5. When I was a teenager, I was Lean. My mother always forced me to eat healthy food! – Thin.
6. I felt so tired after the hike that I leaned against a rock and rested for a few minutes. – Rest against.

Writing: A report

This is an opportunity for students to be aware of appropriate register. Language should be formal and accurate, but as it is a newspaper report, it is also an occasion for some dramatic and vivid description of the fire and those caught up in it.

One way would be to include a personal experience—perhaps the poor woman who mixed up her baby and the family silver; or the thieves taking the opportunity to rob.

Writing: Sentences using given words

Examples:

- 2) The floods displaced hundreds of peoples whose homes were situated around the river mouth.
- 3) Apart from epidemics of cholera, influenza, typhoid or Covid19, *epidemic* can be used metaphorically in non-medical terms. e.g., “There has been an epidemic of petty thieving in the school and it must stop,” announced the Headmaster.
- 4) The first time that Harry went out with his new prosthetic leg, he felt very vulnerable, but he soon gained confidence.
- 5) The final assault on Nanga Parbat was delayed because overnight snow had made the summit inaccessible.
- 6) The donkeys were able to climb the treacherous route and deliver vital stores of water and medicines to the villagers stranded after the earthquake.

Listening: Rebuilding homes after the earthquake in Nepal and Pakistan

Before reading to the students, make sure that they understand the 6 words which they have been given, and also what a financial loan, and interest charged on it, entails.

Read with whatever guidance you have decided on according to your students’ abilities. Make each Listening task slightly more challenging by reducing your guidance for each Unit.

REBUILDING HOMES AFTER THE EARTHQUAKE IN NEPAL AND PAKISTAN

Earthquake in Nepal

Ratna counts herself lucky. She and her husband and their two sons survived the devastating 7.8 magnitude earthquake in Nepal in 2015. But her narrow four-storey home in a sprawling city south of Kathmandu was badly damaged. ‘There were big cracks from the back of the house to the front, and half the ground floor collapsed,’ she says. The damage across the country cost Nepal nearly 8 billion pounds, cutting its already

meagre economic output in half. The government subsequently offered hundreds of thousands of homeowners £2,300 each to rebuild their homes.

Unfortunately, that only covered only up to half the cost of rebuilding a typical family dwelling, leaving many Nepalese with a new problem: paying for loans. 'I took a bank loan,' says Ratna. 'Now we have to choose between paying the loan and feeding ourselves. We can't do both.'

In Nepal's worst affected districts, the majority of those who rebuilt their homes relied on loans to do so. Some borrowed from banks; others from informal lenders—neighbours, family members, or local businesses. They are now struggling to pay impossibly high rates of interest.

The challenges facing the authorities are enormous. Nepal is a mountainous country subject to chronic political upheaval. Repairing the damage from the earthquake is a monumental task. There are more than 820,000 houses eligible—the scale is massive. It's bigger than Pakistan in 2005 and Haiti in 2010 in terms of the number of houses that need to be rebuilt. But just getting the money to those who need it is difficult. 'Two families live in our home—mine and my uncle's,' says student Santosh. 'We still need 2 million rupees (around £14,000) to finish the building. My father had to sell his land to help pay for this, and it's still not enough.'

Earthquake in Pakistan

On 8th October 2005, Kashmir experienced an earthquake measuring 7.6 on the Richter scale. The death toll was more than 80,000, while 200,000 people were injured. An astounding four million people were left homeless. The Muzaffarabad area suffered the most where at least 32,335 buildings were destroyed. It was one of the most destructive earthquakes that Pakistan has experienced.

There was a lot of property loss caused by the earthquake. The damage was severe because of the poor construction of houses in the area. The following aftershocks and landslides and falling rocks halted the relief effort as they damaged highways and roads. The relief effort worked hard day and night to repair and reconstruct 611,000 houses according to safety measures over 4 years.

The Pakistani government showed vision and leadership to reconstruct the area. There was coordination between all the agencies working together to make decisions and play their role in helping the people. Earthquake Relief and Rehabilitation Authority (ERRA) was created and started their work on 24 October 2005. All agencies worked on the same programme using resources efficiently to help the entire affected area which enabled the people to get rehabilitated easily. One of the key aims of housing recovery was to enable people to use the resources they have to create their own solutions. A lot of policies and objectives were adjusted to people's needs. Local residents have replaced concrete with wood and concrete roofs with corrugated galvanized iron sheets to rebuild their homes according to the suggestions given.

ERRA aimed to complete the reconstruction of 436,486 destroyed rural homes by the end of April 2010. Almost all the affected people have now returned. Their programme was divided into two parts. The first part was the owner-driven housing programme for 600,000 homes. They inspected, financed, monitored, and then trained the people to build the homes themselves. The other part of the programme consisted of 13,000 projects. The rebuilding of schools, hospitals and infrastructure has been completed. The new buildings are seismically safe as compared to the old ones.

Reading for main ideas: Key

- Take out loans from banks, money-lenders or family members which needed to be repaid.
- Because they are poor, can only just feed themselves and can't possibly re-pay loans or pay the interest.

- Because Nepal is mountainous & politically unstable; the numbers of damaged homes is monumental; getting money to the people is difficult.

Reading for details

- It makes the people real & individual & therefore increases your sympathy & involvement.
- By citing the figures and dates.
- The interest rates are very high which makes paying off the actual loan almost impossible for poor people

Reading for cause and effect

- Almost 8 billion pounds
- They had to take out loans or sell land like Santosh's father
- The two families who live in Santosh's home live in a partially re-built house, have less land and still not enough money to finish the re-building.

Test Yourself

For variation:

Spellings: Let your students correct these spellings:

- 1) communitiy
- 2) estinguish
- 3) ferosity
- 4) mariage
- 5) asmatic
- 6) possesions
- 7) resedential
- 8) visibltly
- 9) stolking
- 10) scepsis

Meanings:

- 1) Who would write your autobiography? [you would!]
- 2) What might be salvaged from a shipwreck? [Its cargo; its technical equipment... the crew would be 'saved', not 'salvaged' which does not apply to living things]
- 3) What different things can a human being be stricken with? [illness; disease; conscience; remorse; guilt]
- 4) Why would someone be petrified?
- 5) What may be referred to as 'a bundle of joy'? [a baby]

Let's Revise

Supply Qs:

- 1) Literally pitchers = jugs and cannon = artillery guns mounted on wheels.
Metaphorically: pitchers are receptacles to be filled with facts, showing how Mr Gradgrind is concerned only with cramming facts into his pupils. Cannon is an explosive aggressive charge designed to blow away childhood and imagination with a blast of facts.
- 2) simile = 'looking like the antennae of busy insects'. You can visualise the unusual length of Bitzer's eyelashes and the analogy with insects stresses the inhumanity & automaton-like product of Mr Gradgrind's education.
- 3) authoritarian; rigid; rule-driven; narrow; non acceptance of imagination or critical thinking outside accepted rules.
- 4) Sissy knows about real working horses; Bitzer has memorised the dictionary factual definition. Gradgrind likes Bitzer's definition because it's factual, un fanciful, orderly, to the point with no irrelevance.
- 5) because she was so alarmed and frightened when Mr Gradgrind picked on her; she was struck dumb.

- 6) Sissy is dark-eyed and dark-haired with depth and life /vitality to her; Bitzer is pale, washed out with no real zest or life in him.
- 7) Sissy = what little boys called other boys who were feeble or girly and wouldn't join in reckless boys' games. Jupe= sounds like 'dupe' which means a fool Bitzer = has a harsh sound like *blitzen* which is thunder; it doesn't suggest gentleness, subtlety or empathy.
- 8) a) principle = concept; guiding belief b) discharge = shot; explosion c) lustrous = shining; thick and glorious d) deficient = lacking e) shod = wearing shoes f) quivering = quaking
- 9) It is hard / angular / without any give in it
- 10) E.g. *Mr Grandgrind's school of facts; Give me facts!*

Multiple choice Qs-Key

1c 2c (note the *not* in the Q) 3b (she was a, c, and d but only curtseying is a mark of respect) 4b (the lack of natural colour could be seen in a, c, and d but could not be seen in his blood) 5a

Grammar 1b

The choice is open here, but the words which the students choose must have a prefix or a suffix or both. The following are suggestions only

a) speechless b) motherless fatherless c) intolerable / unbearable d) undone e) re-write; re-do f) unable /powerless.....disbelieve g) unprotected / unsafe.... undisciplined / unrestrained / disobedient h) disconnected.... inedible

2b) 1 chopped 2 married 3 flipped 4 trimmed 5 applied 6 plotted 7 steadied 8 hurried

c) short vowel in base word ending in a consonant doubles the consonant in past tense

3) 1. much/more/most 2. dangerous / more dangerous /most dangerous 3. hungry / hungrier / hungriest 4. frightening / more frightening /most frightening 5. big/bigger/ biggest 6. cold/colder/coldest

Unit Sights and Sounds

5

Sample lesson plan

Class/level:	6
Duration:	40–45 minutes (one period)
Topic:	Simple past tense and habitual past tense
Aim:	To clarify and reinforce use of correct tenses
Resources:	<i>Oxford Progressive English Book 6</i>

Contents At a Glance Unit 5 Sights and Sounds	
Texts	Sights and sounds in a Kabul market travel writing
	An experiment with cuttlefish autobiographical escapade
	Sweet Clarinet fiction
	All texts are followed by a) increasingly challenging text-based questions starting with Reading for Understanding: evaluation of words and phrases; meaning and mood; syllabic structure; and on detail. b) questions on matching words to definitions; literal and metaphorical meanings; and effects of vocabulary and expressions. As throughout the book, texts provide a variety of both text types and of countries and ways of life.
Grammar	Adjectives with the suffix –ible and –able The habitual past tense Relative pronouns The passive voice
Writing	The role of the senses in written sentences A letter of apology A story
Discussion	Making words work – discussion of text-based vivid words The sense of touch with prompts Expressing feelings prompted by poem
Research	Students research a charity which helps with eye problems Use their information to write about it to local news forum
Listening	Beethoven’s deafness Students fill in the gaps with given words
Test Yourself	10 Spellings and 10 Meanings of words in the Unit

The Kabul Bazaar Reading for understanding

The first 4 Qs are basic comprehension requiring appropriate selection from close reading. Qs 5 and 6 require slightly higher-order skill of identifying contrasts within the text (5) and comparisons (similarities and differences) between text and student’s own experience.

Reading for evaluation of words

These Qs test comprehension by giving students experience in selecting specific words from the text. Encourage full explanations / evidence in their answers.

- 1) *miscellaneous* describes the broad mix of unrelated objects for sale. The partridge, unlike the objects, is alive and separate from all the other things laid out. He's not a useful household object.
- 2) *makeshift* a song 'played too loudly through a car loudspeaker'
- 3) *heaving*
- 4) *Cacophonous* describes discordant, unpeaceful sounds. There is clatter, buzz, growl, squeak, bellowing ...
- 5) A *repertoire* is a selection, usually used to describe for example, the pieces of music a musician can play – [so the use is slightly ironic] There is a wide range of smells and words to describe the smells of spices, bread, diesel, effluvia etc. All very specific and appealing directly to the reader's senses.
- 6) The wick (like on a candle) on a paraffin stove has to be kept short and cut to burn effectively. If it is neglected (as here), it doesn't burn properly and gives off distinctive unpleasant (and harmful) fumes.

Past Perfect Tense

- a. The train had just left.
- b. The rain had stopped.
- c. I had forgotten my ticket.
- d. They had stolen it a week before.
- e. I had not seen her for ages.
- f. I had just cleaned it.
- g. I had already eaten my sandwiches.

Past Perfect Tense

- a. I had written the letter before the postman arrived to collect the post.
- b. I had baked the cookies before the guest felt hungry.
- c. He had been trying to crack the CSS exam for more than five years before he decided to give up.
- d. They had visited the hill station for the last ten years.

Vocabulary: An experiment with Cuttlefish

Suggested sentences not based on the text topic:

- 1) John wants a much bigger *commercial* van now that his business has expanded.
- 2) The cook was horrified to find that the lobster she was going to prepare for the banquet had *putrefied* overnight.
- 3) Thomas invented many *ingenious* excuses for not having done his homework, but his teacher did not believe any of them.
- 4) I find his laziness and rudeness *insupportable* and I will not put up with it.
- 5) Fortunately Martin's sight was *unimpaired* after the injury to his eye.

Making words work

Discussing and pooling ideas about these words would help. The task represents further consolidation of encouraging the use of vivid, interesting words in the place of ordinary vocabulary which students feel 'safe' with. It's always better to use more adventurous

language and risk spelling errors which can be corrected and learned from than rely on basic simple vocabulary.

Writing about Oliver's character

Encourage /insist that students answer these questions fully with full explanations. e.g. Q1 What does the word *fanatically* tell you about Oliver's character? Answer: *It tells us he was a fanatic* is not a sufficient answer! It tells us that he was passionate, single-minded, determined, unusually possessed by his passion for cuttlefish / crazily, madly interested / obsessively caught up in/ that he became involved in his passionate interests to the point of losing sight of common sense / that something might go wrong ... Answers should engage in this line of response.

Writing a letter of apology

Comparison with the aims, tone and choice of language of the letter about the Charity Sightsavers would be useful before writing this letter of apology. Would the tone and language be different in any way?

Writing task

Warn – advise of danger
 Mast – vertical support for sails
 Longing – strong desire
 Calm – smooth
 Deaf – unable to hear
 Fade – become less

Relative pronouns

2. whose
3. whom
4. who
5. whose
6. whom

Pronoun antecedent agreement

- a. He
- b. It
- c. Them
- d. One

Grammar: Relative pronouns filling in gaps

1) whom 2) whose 3) whom 4) who 5) whose 6) whom

Passive voice

Key: 2) was rescued 3) is teasing 4) saw 5) are broken 6) was found

Reading for detail: Sweet Clarinet

These Qs are designed to a) develop critical thinking and select evidence and b) enable students to use their feelings and sympathy in their writing of full answers.

E.g. Q2 *How do you think Billy squeezed every 'mellow note' out of his clarinet?* To begin with, Billy played 'slowly, confidently' and as his confidence grew, he was able to put

every ounce of his feelings as he 'squeezed out' the notes. Squeezing suggests the effort involved and how he was extracting everything he could from his instrument. *Mellow* suggests the peaceful, modulated, controlled, beautiful note which he succeeded in playing and which helped his recovery. Encourage this kind of full response.

Listening: The deafness of Beethoven

The text on Beethoven is 300 words long so that the task is not too demanding, but the task is a little harder. Students do not have the words to put in the blanks, so they have to listen carefully.

It would be sensible to read through the text first to the class with their books closed so they just listen.

The second reading would be with their books open. Depending on the abilities of your students, you can pause at the end of the sentence in which a required word occurs to give them a minute to fill in the word. You will find which method fits your students.

At the end, check their spelling!

The deafness of Beethoven

By the time Beethoven turned 30 in 1800 he had composed two piano concertos, six string quartets, and his first symphony. Everything was looking pretty good for him with the prospect of a long, 1) **successful** career ahead.

But Beethoven had begun to hear buzzing and ringing in his ears. Aged 30, he wrote to a childhood friend who was working as a doctor saying that he had been 2) **suffering** for some time: 'For the last three years my hearing has grown steadily weaker' he wrote.

He tried to keep news of the problem 3) **secret** from those closest to him because he feared his career would be 4) **ruined** if anyone realised.

'For two years I have avoided almost all social gatherings because it is impossible for me to say to people I am deaf,' he wrote.

By the age of 44, he was almost totally deaf and unable to hear voices or many of the sounds of his beloved countryside. It must have been 5) **devastating** for him.

The exact cause of his hearing loss is 6) **unknown**. Theories range from lead poisoning, typhus, or possibly even his habit of plunging his head into cold water to keep himself awake.

His ears sang and buzzed 7) **constantly** and his deafness became worse. One 8) **bizarre** remedy was strapping wet tree bark to his upper arms until it dried out and produced blisters. This didn't cure the deafness, but it did keep him away from his piano for two weeks.

His deafness was a slow 9) **deterioration** rather than a sudden loss of hearing, so he could always hear in his mind what his 10) **compositions** would sound like. In 1826, he composed a great work formed entirely of those sounds in his imagination.

Test Yourself

Spelling:

Use the following words in a single sentence—and spell them right! Remember that a single sentence can be extended by using a semi-colon!

- a) audible-applause-overwhelming

E.g., Ben's relief was almost audible when his piano recital was greeted with overwhelming applause.

- b) emotions-ordeal-anxiously

E.g., The mother could not control her emotions; she had waited anxiously throughout her little girl's operation and now her ordeal was over.

- c) grotesque – appearance; touched

E.g., Rowena let out a scream at the fancy dress party when a clown figure with a grotesque appearance touched her hand.

Meanings:

- 1) What sorts of things can *putrefy*? What is the adjective from the verb *to putrefy*? [usually things which are edible when in good condition: meat, fish etc. *Putrid* is the adjective]
- 2) Who would carry out a *dissection* of an animal? [a biologist or similar for experimental / research purposes]
- 3) What sort of laughter is *giggling*?
- 4) If someone said they were *financially well off*, what would they mean? [they have plenty of money; have no money worries]
- 5) What sort of behaviour would your teacher find *insupportable*? [e.g. rudeness; cheekiness; lying...]

Let's Revise

Multiple choice questions

1. b
2. a
3. d

Relative pronouns

- A
1. who
 2. whose, who
 3. whom, which
- B.
1. her
 2. me
 3. yourself

Unit **Protecting our Big Cats**

6

Sample lesson plan

Class/Level:	6
Duration:	40–45 minutes (one period)
Topic:	Asking questions—using <i>do</i> , <i>does</i> , <i>did</i> and <i>wh-</i> words
Aim:	Recognizing and using correct forms of interrogative statements
Resources:	<i>Oxford Progressive English</i> , Book 6

Revise the Grammar points

Contents At a Glance Unit 6 Protecting our Big Cats	
Texts	Saving Lions in Tanzania information article
	Struggle to save the Siberian tiger magazine article
	Snow leopards caught on camera online report
	When animals turn on human beings tabulated information
	All texts are followed by a) increasingly challenging text-based questions starting with Reading for Understanding: on detail, synthesis & comparison. b) questions on matching words to definitions; identifying key words; learning and using specialist vocabulary. As throughout the book, texts provide a variety of both text types and of countries and ways of life.
Grammar	Asking questions using the auxiliary <i>do</i> Asking questions with <i>wh-</i> words The simple present and present continuous verb tenses Prefixes <i>un-</i> <i>anti-</i> Suffixes <i>-er</i> <i>-or</i> (differentiated from nouns ending in <i>-er</i> <i>-or</i>)
Writing	Key words from text A report An interview An account including causes and consequences
Discussion	Describing pictures Viewpoints and opinions on saving the Siberian tiger
Listening	Poacher Cams Students provide meanings for given words & phrases from the text
Test Yourself	10 Spellings and 10 Meanings of words in the Unit

Reading for detail: Saving Lions in Tanzania

Explanation of *largesse* (para 2): *Largesse* means generosity, giving or bestowing gifts on others (usually in the hope of some return).

Students need to understand the structure of the tribal communities before tackling the Reading for detail.

The majority of these Qs are fact-based which reflects the text type. Full answers are required. For example, Q3 Reading for detail *Why are cattle everything to the villagers?* This student answer is not acceptable:

- a) *Cattle is everything to the people because they are used as dowry, investment, and largesse.*
It merely reproduces the text with no evidence that the student has understood the words. The following is a full answer:
- b) Cattle is everything because they are given as a reward for young lion hunters who gain wealth and status within the community as a result. Cattle are used as important bride prices and as a form of investment because the tribes do not deal in money. Cattle can also be used as gifts where the value of the cattle will match the reward or benefit the giver is expecting.

Writing a report

There are plenty of prompts here for the student. You could supplement them by discussing the appropriate words and phrases which students are to use.

It would be useful to ask your students to:

- Provide an introduction and a conclusion
- Use headings and sub-headings
- Use formal language
- Concentrate on writing clearly and logically
- Organise their material before writing the report

Writing Task

- 1) Do you like cycling?
- 2) Did you all go to London?
- 3) Does the monsoon season begin in March?
- 4) Did you all take the medicine?
- 5) Do you want a new bicycle?

Grammar: Present continuous tense—Filling in blanks with verbs

- 1) I'm (or I am) baking / making / mixing / icing / decorating
- 2) [usually] goes (it can't be 'visits' because of the given preposition 'to')
- 3) is living / is staying / is remaining
- 4) arrive / turn up / come
- 5) are driving / travelling (it can't be 'are busy' or 'are on the train' because you're asked for a verb only)
- 6) see / visit / phone / text /

Present Perfect Tense

- a. I had walked miles.
- b. She had it repaired.
- c. I had opened the window.
- d. They had arrived.
- e. He had it moved.
- f. We had watched all of these.

Finding words in the text Siberian Tiger

- | | | | |
|------------------------|-----------------|--------------------|-------------|
| 1) undisturbed | 2) increasingly | 3) unemployment | 4) survive |
| 5) close to extinction | 6) heritage | 7) internal organs | 8) affected |
| 9) harsh | | | |

Filling in gaps with poach, extinction etc.

- 1) anti malaria
- 2) anti government

Discussion: Viewpoints—Struggle to save the Siberian tiger

This is an opportunity for students to identify different opinions in a text, an important skill of synthesis and evaluation.

Adding their own opinions is a test of their ability to give not just a bald, unsubstantiated opinion, but to back up that opinion with evidence.

Guidance on using persuasive language rather than dogmatic statements would help.

E.g., I suggest / it would be advisable / inadvisable to / therefore / furthermore / in spite of / whilst / on the whole / obviously / clearly / I am opposed to the idea that / I would strongly recommend / broadly speaking / on balance....

The discussion can be extended by asking students to think of a real-life situation where this moral could be applied. It may be on a personal level or on a much wider issue. This could provide ideas for the Writing task which follows.

Reading for understanding

1. Undisturbed
2. Increasingly
3. Unemployment
4. Extinction
5. Heritage
6. Internal organs
7. Affected
8. Harsh

Vocabulary: Providing explanations of phrases from the text ‘Snow Leopards caught on camera’.

- 1) rugged terrain = tough, wild territory / land
- 2) remote-sensor cameras = cameras controlled remotely / from a distance which will take pictures when it senses the presence of something moving
- 3) watershed = land that separates the 2 rivers
- 4) brace themselves = toughen themselves up to face / prepare themselves for a difficult situation
- 5) human-carnivore conflicts = clashes between human beings and meat-eating animals
- 6) livestock mortality = numbers of deaths amongst the humans’ herds / cattle / animals
- 7) sense of stewardship = a feeling of duty towards looking after / protecting / being responsible for
- 8) peaceful co-existence = living together in harmony / without conflict

When animals turn on human beings

This task requires students to process information presented in tabulated form, select specific details and facts, and make comparisons.

They also search for countries in an atlas (or online) and learn specialist vocabulary such as *to maul*, *to trample* and two meanings of *to turn on*.

Grammar: Suffixes –er and –or

Actor; teacher; visitor; cooker (i.e. a stove - someone who cooks = cook); bottle opener; ticket collector; calculator; driver; owner; poacher

1) farmer (suffix) manger (noun); 2) driver (suffix) tractor (noun) 3) messenger (suffix) deliver (verb) 4) hairdresser (suffix) curlers(noun) 5) baker (suffix) butter (noun)

Listening—PoacherCams

Introduce the 380-word text so that students know what it is about, and explain that their task will be to explain the meanings of the words in their lists which have been taken from the text.

PoacherCams

Asia's critically endangered tigers have a new friend: a high-tech camera that can detect poachers and automatically trigger the deployment of wildlife rangers and other law enforcement authorities.

The cameras, called PoacherCams, have been developed by the big cat conservation organization Panthera, which plans to install thousands of them in crucial tiger habitats in Asia and Africa to help protect other big cat species, such as snow leopards and lions. All of these animals are being killed for their bones, fur, and other valuable body parts.

PoacherCams are similar to existing wildlife monitoring cameras, which employ motion detection systems and invisible infrared flashes to photograph anything that walks in front of them. Unlike other cameras, however, a PoacherCam contains software that can tell whether what is photographed is an animal or a human. If it's the latter, the device connects with cellular networks to send a copy of the photo to authorities, who can decide if they need to mobilize forces to stop potential poachers, ideally long before they kill an endangered animal.

Nick Beale, head of security and operations for Panthera's tiger team said the cameras could prove particularly useful given that tigers have been forced into increasingly smaller territories. 'This is a critical time for tigers,' he said. 'The wildlife trade problem in Asia is just huge. I work in seven countries at 23 different sites, and every single one of them is under threat. People still think there are vast wildernesses in Asia, and unfortunately that's not the case anymore. The fact of the matter is that tigers live in these very compressed zones.' For now, that's an advantage for enforcement teams because they can look in a confined space rather than the huge expanse of Africa.

"It could be an old lady and her grandson walking alongside a protected area—that's not an issue," Beale said. "It could be somebody crossing over into the boundary of a protected area with a rifle. That would trigger a response."

Panthera has been testing and refining the cameras for the past few years and credits the technology with arrests in at least five countries. The organization manufactures the cameras itself to keep costs down and then donates the devices to its partners around the world.

Definitions to share with the class:

- 1) law enforcement authorities = people / officers employed to make sure the law is obeyed
 - 2) crucial tiger habitats = places where tigers live and hunt; vital / critical / particularly significant because they're close to where humans live and work
 - 3) wildlife monitoring cameras = cameras which follow and record the activities of wild animals and birds
 - 4) motion detection systems = cameras programmed to pick up movement or disturbance and make images
 - 5) invisible infrared flashes = red flashes of light with longer wavelengths than ordinary light which can't be seen by the naked eye
 - 6) to mobilize forces = to put / set the law enforcers into action
 - 7) very compressed zones = extremely confined spaces or areas
 - 8) trigger a response = to set off / to set in motion a planned reaction
- Test Yourself Extra optional quiz: answers in square brackets

Spelling

- 1) Which 2 words end with a [shn] ending? How is it spelt? [extinction and vaccination]
- 2) 2 words end with the letter v + 3 more letters. Which are they and how are they pronounced? [carnivore [karni-vor] and endeavour [en-dev-]]
- 3) Which word has a letter 'o' which is not pronounced? [leopard [lep d]]
- 4) How do you pronounce *safari*? ([s -far-i] with the stress on the 2nd syllable)
- 5) In which words is the letter s pronounced as [s] in one & [z] in the other? [safari and enterprise]

Meanings

- 1) What does a poacher do?
- 2) What is the meaning of the verb (as in the text) and the noun *brace*? [*noun* = a support as in a brace for teeth]
- 3) What part of speech are a) rugged (adjective) b) maul [verb] c)
- 4) What is the difference between a carcass and a skeleton? [carcass is a dead (possibly partially eaten) dead animal body; a skeleton is the bones of a dead animal or human]
- 5) How could you use the words 'trample' (or trampled) and 'enclosure' in the same sentence? (e.g. *The elephant escaped from its enclosure and trampled on his keeper.*)

Unit Searching

7

Sample lesson plan

Class/Level: 6
Duration: 40–45 minutes (one period)
Topic: Active and passive voice
Aim: To reinforce use of active and passive voice and correct tenses through practice
Resources: *Oxford Progressive English*, Book 6

	Contents At a Glance Unit 7 Searching
Texts	<i>Mpho's Search</i> fiction <i>Jonas Salk polio vaccine</i> student essay <i>Tracking the striped hyena in southern Pakistan</i> gapped text <i>Finding the tomb of Tutankhamen</i> non-fiction <i>Magnet fishermen</i> journal article
	<i>All texts are followed by a) increasingly challenging text-based questions starting with Reading for Understanding: on evaluation, interpretation and detail. b) questions on matching words to definitions; extending word power; expressions; phrasal verbs. As throughout the book, texts provide a variety of both text types and of countries and ways of life.</i>
Grammar	Active and passive voice Phrasal verb <i>to find out</i> Prepositions: selecting 11 given for gapped text
Writing	Providing topic headings (<i>Tutankhamen</i>) A play script An account of a hero An interview & a newspaper report The end of a given story
Research	Students find out about space archaeology Report back to the class on a topic of interest to them
Discussion	The argument in the folk tale & present it as dialogue Performing play script of <i>Mpho's Search</i>
Listening	<i>Training rescue dogs</i> True or false statements
Test Yourself	10 Spellings and 10 Meanings of words in the Unit

Reading for understanding: Mpho's search

Finding words in the text:

- 1) increasingly narrow 2) very little 3) fall down 4) thought hard 5) many hours

Playscript of Mpho's search

To ensure that everyone in the class speaks, this could be presented with you speaking the various characters and the class answering in chorus as Mpho.

Writing task

1. The buried treasure was not found for over 500 years.
2. 'When we find the missing child, we will know what happened,' said the police officer lading the search for Millie.
3. Even after searching for years for the light aircraft which disappeared, no remains of it were found.
4. When the missing child was found safe and well, the search team cheered.
5. 'If a solution of the problem is not found this year, it will be found next year,' promised the council leader.

Writing task—providing the correct form of find/found

- 1) was not found 2) find 3) were found 4) was found 5) is not found

Vocabulary: Explanation of research

Stressed and unstressed syllables are very important in spoken English. The wrong stress can make words unintelligible!

Quick quiz : which syllable is stressed in the following? (answers in brackets) Make the class repeat the correct pronunciation:

- 1) vaccine (1st) 2) noun immunisation (4th) but the verb to immunise (1st)
 3) courageous (2nd) 4) awarded (2nd) 5) infecting (2nd) 6) characteristic (4th)

Writing: Writing about my hero

Remind students to use all they have learned from the discussion about the student essay on Jonas Salk in their own essay.

Asking them to make a check list of features they want to use before writing would help. Encourage them to think of abstract qualities, not just information about what the chosen hero did.

eg inventive - philanthropic - courageous - determined - wanted to help others - sensitive - generous - put the safety of others before his/her own - devoted - unstinting in his/her efforts ...

'Hero' is loosely used these days. The Covid19 pandemic which is raging as I write this will give students plenty of examples of true heroism.

Writing: Tracking the striped hyena—Gapped text with prepositions

1. about 2. outside 3. despite / in spite of 4. since 5. in addition
 6. about 7. during 8. through/during 9. apart from 10. around
 11. since 12. during 13. in addition 14. with 15. through
 16. despite / in spite of 17. around 18. despite/in spite of
 19. towards 20. in addition

Dictionary work

- Ancient Egyptians are famous for their preservation of dead bodies in their entirety. Embalmed and wrapped in cloth or skins these bodies called mummies remain, if undisturbed, in the same condition as when they were buried or entombed,
- Mummy = a) embalmed body b) child's name for Mother
- Mummify is the verb meaning to prepare the body and make it into a mummy ready for burial
- A curse is a plea / utterance / command to a supernatural power to bring misfortune on another human being. A curse cannot be un-said.

Vocabulary & Expressions: Matching words from Tutankhamen to definitions-Finding the tomb of King Tutankhamen

1 need = requirement 2 massive = enormous 3 stripping = leaving bare 4 convinced = absolutely certain 5 back = support with money 6 investigation = search 7 glinting = gleaming 8 coffin = container for a dead body 9 spores = living particles 10 mask = protection for mouth & nose

Writing: Finding alternatives for word

- 1) stealing / thieving / robbing / looting
- 2) glinting / gleaming / glistening / shining
- 3) impatiently / eagerly / enthusiastically / hurriedly / excitedly
- 4) nervous / not confident / anxious / on edge / panicky / tense
- 5) amazed / staggered / astonished / astounded / flabbergasted
- 6) wonderful / dazzling / superb / brilliant
- 7) treasures / booty / riches / precious / fortune
- 8) priceless / beyond price / invaluable / rich beyond imagination

Reading for understanding: Magnet fishing

The final 2 Qs are a little different from just retrieval. Q7 requires students to select main points and summarise; Q8 requires students to understand / explain the main point being illustrated by the reference to the father and his son.

Reading for detail and interpretation: Magnet Fishing

These skills from the final Qs of Reading for understanding are developed here. Summarising, providing topic headings as well as detail of language use are required. Students are asked to explain the implicitly made 'point' of parts of the text. eg Q1 What point is the writer making by giving examples of everyday use of magnets? (Paragraph 1) The point is that magnets are nothing new and we use them in a multitude of every day objects.

Q7 'Child's play' is an expression which dismisses an activity as something undemanding and simple which any child could carry out. The writer uses the expression to indicate that magnet fishing may sound simple, but it actually demanding, complex & potentially dangerous.

Matching definitions

- 1) 1. i 2. f 3. h 4. b 5. g 6. c 7. j 8. d 9. e 10. a
- 2) 1. jettisoned 2. conscientious 3. notorious 4. debris 5. embedded

Fishy expressions

- a) off the hook – let off the hook means that you have been released from an obligation or responsibility
- b) to fish around = to look around in order to make a good or better selection
- c) fishy = doubtful; possibly illegal; suspect (adjective stress on 1st syllable)
- d) hook, line & sinker = absolutely; completely and utterly; you might fall for a scam or a deception *hook, line & sinker*, or fall in love *hook, line & sinker!*
- e) a whole different kettle of fish = a completely different matter; a totally different more significant category; stealing your friend's bag of crisps is one thing, but stealing his mobile phone is a whole different kettle of fish
- f) big fish in a little pond = you may be famous & respected within your small community, but nationally or globally you are unimportant or unknown.
- g) a fish out of water = someone who feels uncomfortably out of his or her comfort zone; someone who does not feel he belongs in the place he finds himself. If you moved to another school in another country you might feel like a fish out of water.

Listening: Search and Rescue dogs

The following Listening text is 330 words long. It is for you to read to your students who should be listening and not attempting to find the text at the back of their books! As with all these Listening tasks, how slowly you read, and how many times you read, and how much help you give for the answers depends on the abilities of your students,

Search and find in New Mexico

I was lost among the junipers in the starkly beautiful La Tierra Mountains just outside Santa Fe, New Mexico. I sat in a deep stream bed that could drown me in seconds with one flash flood. Lucky for me, temperatures hovered around 60 degrees during a storm-free afternoon. Would I be found by the search dog, I nervously wondered?

I had purposely walked off the trail into the mountains without a radio for communication or compass to guide me, offering myself up as part of a search and rescue training exercise. Part of me wanted to see what it felt like to be lost – and found. Minutes ticked by, seeming like hours. Panic started to set in. What was I thinking? Trusting a search and rescue team I didn't know, just for the sake of a story?

Then, suddenly, a flicker of motion appeared above me. A dog made a quick dash down the rocky slopes of the stream, dust and debris flying behind the churning paws. A blur of golden fur flashed before me, and after a quick touch of a snuffling nose, the dog spun with the speed of lightning, retreated to the crest of the steep banks and disappeared from sight. Moments later, search dog handler Linda and her Golden Retriever, Banner, appeared at the top of the bank. Both started sliding down toward me, with Linda offering smiles and a thumbs up.

I had been lost, and then, suddenly, I had been found. But why did the dog run off again? After finding me, this happy, exuberant dog had gone back to bring her handler to me. This search dog specific behaviour is called a "recall re-find." While I had had no idea why the Golden Retriever was leaving, I had been confident my ordeal was over. The recall re-find allows search dogs to work far from their handler. Once they find what they are looking for, they dash to tell their handler.

Key to True / False Qs

- | | |
|---|---------------------|
| 1. It was very cold for John as he waited for Banner to find him. | True / <u>False</u> |
| 2. John had a radio and a compass with him. | True / <u>False</u> |
| 3. John had taken part in the exercise for fun | True / <u>False</u> |
| 4. John started to feel rather worried and panicky as he waited. | <u>True</u> / False |
| 5. Time passed quickly for John. | True / <u>False</u> |
| 6. The dog ran extremely fast. | <u>True</u> / False |
| 7. Having located John, Banner then ran off. | <u>True</u> / False |
| 8. Banner's handler was called Lorraine | True / <u>False</u> |
| 9. The dog handler was not pleased. | True / <u>False</u> |
| 10. Banner was trained to fetch her trainer after finding John. | <u>True</u> / False |
- Reasons 1) False (it was 60 degrees) 2) False (he was 'without' a compass or radio) 3) False (he'd done it 'for a story' / to take part in an exercise) 4) True ('panic started to set in'; he was nervous) 5) False (minutes felt like hours) 6) True (ran 'with the speed of lightning'; he was a 'blur') 7) True (he ran up the hill and disappeared from sight) 8) False (She was called Linda) 9) False (she was smiling and gave a thumbs up sign) 10) True ('recall re-find' is explained in final sentences)

Test Yourself**Spellings:**

- Which word has the highest number of consecutive consonants? [Egyptian]
- What is the difference between *lose* and *loose*? (meaning / verb & adjective; pronunciation [looʒ] and [loos])
- Which word has an 'n' that is usually not sounded? (environment: [envire-ment])
- To spell *courageous*, think of *courage* and add the suffix -ous to make it into the adjective.
- Which words have a prefix? {discover = opposite of to cover; unwrap = opposite of to wrap}

Meanings:

- Give an example of a superstitious belief or action.
- Make up a sentence using the words *prowl* and *nocturnal*.
- What might be excavated by archaeologists? (an ancient building /burial site/ tomb...)
- Which diseases is it possible to be immunised against? (polio, influenza, measles..)
- How would you be feeling if you were *dejected*?

Unit Advances in Technology

8

Sample lesson plan

Class/Level:	6
Duration:	40–45 minutes (one period)
Topic:	Direct and indirect questions
Aim:	To enable students to practice and reinforce framing of interrogative statements in direct and indirect speech
Resources:	<i>Oxford Progressive English</i> , Book 6

	Contents At a Glance Unit 8 Advances in Technology
Texts	Separating con-joined twins online article The Karakoram Highway texts for different purposes The Space Race chronologically mixed information bytes The smart phone that saves lives Charity advertisement Where is screen time leading our children?
	All texts are followed by a) increasingly challenging text-based questions starting with Reading for Understanding & including explaining purpose b) questions on matching words to definitions; extending word power; expressions; specialist vocabulary. As throughout the book, texts provide a variety of both text types and of countries and ways of life.
Grammar	Pairs of commas Markers indicating sequence & chronology
Writing	An account of differences in a text using markers Direct & indirect questions Comparing text types & viewpoints in 4 texts Choosing interesting verbs & adjectives Topic sentences Beginning & ending of a story about a smartphone A Dialogue between mother & daughter with opposing views
Discussion	Pronunciation of [shun] words Of issues raised by screen time Current specialist vocabulary Issues raised by Space travel
Listening	China's largest glass bridge 5 multiple choice Qs
Test Yourself	10 Spellings and 10 Meanings of words in the Unit

Separating con-joined twins: Specialist Vocabulary

A3 B5 C6 D7 E2 F1 G4

Filling in the blanks: Nasal – nose; spinal – spine; renal – kidneys; abdominal – stomach; oral – mouth

Writing an explanation

Focus here on using markers to introduce the differences. The following are a useful addition to those examples in the book:

Comparison: *equally; likewise; similarly*

Contrast: *unlike; whereas; conversely*

The reference to Stoics allow students to make a further contrast between the parents' emotional responses and the Stoics' responses.

Grammar: Pairs of commas

Reinforce the guide that commas are needed when the sentence is complete without the words between the commas.

1. My cousin, Fariha, told me a secret.
2. My teacher, who was born here in Karachi, has been teaching at this school for fifteen years.
3. John Brown, Managing Director of Sky Airlines, said yesterday that he would do all he could to avoid airport delays.
4. The child who fell into the river was saved. *No commas*
5. Tom Brown, whose father is the managing director of a big company, is always late for school.
6. Nadia's mother, the well-known cookery writer, is teaching her daughter French.
7. The doctor who carried out the operation was able to give an accurate account of the patient's progress. *No commas*

Writing task

1. My cousin, Fariha, told me a secret.
2. My teacher, who was born here in Karachi, has been teaching at this school for fifteen years.
3. John Brown, Managing Director of Sky Airlines, said yesterday that he would do all he could to avoid airport delays.
4. The child, who fell into the river, was saved.
5. Tom Brown, whose father is the managing director of a big company, is always late for school.
6. Nadia's mother, the well-known cookery writer, is teaching her daughter French.
7. The doctor, who carried out the operation, was able to give an accurate account of the patient's progress.

Vocabulary: Matching definitions to words in the texts 'The Karakoram Highway'

Text A	hewn out	stupendous	inhospitable
Text B	unpredictability	cantilevered	disconcerting enterprise
Text C	incongruous	oven-like	pastures
Text D	terrain	savage	blasted

Writing about the 4 mini texts: The Karakoram Highway

Words which could be helpful to give to students:

factual *flattering* *Guide book* *low-key* *Wikipedia*
diary entry *travelogue* *travel blog* *informative* *useful*

dramatic *triumphant* *descriptive* *vivid*
hyperbolic (=exaggerated) *admiring* *patriotic* *fact-packed*

Sequencing the Space Race

- 1) Bytes 1 & 4: markers to look at: dates; link between the Russians' first Space walk and the Americans' first Space walk;
- 2) Bytes 11, 3 & 7 markers look at: dates, 'followed up'; references to a dog; Russian and American comparison

Students may pick out any other sequence of bytes using markers.

Reading for understanding: Smartphones that save lives

These Qs appear difficult because they contain a great deal of specialist vocabulary which may well be new to students, but their meanings are clear from a careful reading of the text. It's a good text of using context to understand meanings, and of explaining those meanings.

It may be helpful to run through some of the questions with the students, or at least direct them to the relevant parts of the text. eg Q1 make sure they understand the difference between *cure* and *diagnose*. Q5 explain the metaphor of the *mirror* as a reflection Q7 Students should use their appreciation of the difficulties under which the doctors are working to answer this one.

Writing sentences using given words: Smartphones that save lives

- a) I'm afraid the *prognosis* (=likely future outcome) is not good. His heart is severely damaged.
- b) Dave has bought an expensive *portable* BBQ for the summer.
- c) People in drought-stricken countries cannot get enough *nutrients*. (= sustenance necessary for healthy life)
- d) She knew he was not well when she looked at his eyes and saw that his pupils were *dilated*. (=enlarged)
- e) The language in the class reader should be *accessible* to all the children. (=within reach / attainable)

Spelling and pronunciation: –shun words

Voiced and unvoiced sounds. The student book says you 'use your voice' in some sounds. This is the difference between voiced and unvoiced sounds and the easy way to test it is to place 2 fingers flat against your voice box and pronounce for example 'z' as in *zip* and 'h' as in *hip*. You will feel a vibration, that is voice, for the voiced 'z'. For the 'h' there will be no vibration: 'h' is unvoiced.

Taking ideas further: Where is screen time leading our children?

This should produce some very lively discussion.

The student book gives prompts and ideas but it does not give detailed examples or cite current trends because with the speed of today's technological and social change they would date very quickly.

This is the opportunity for students to supply their own current experiences and views. Over-use of social media is a serious issue affecting today's young people and effecting massive changes in social behaviour with a host of accompanying problems including mental illness.

Listening China's Grand Canyon Glass Bridge

The following text is 380 words. The multiple choice Qs may be completed as a test or as a class activity, or a combination. Students should listen with their books closed.

China's Grand Canyon Glass Bridge

China's Zhangjiajie Grand Canyon Glass Bridge is about 40 kilometres from Zhangjiajie National Forest Park. It is the world's highest glass-bottomed bridge. It is 6 metres wide and a staggering 300 metres above the ground. When it opened in 2016 it had to close almost straightaway for two weeks as it was dangerously swamped by 80,000 visitors! It now has 8000 visitors a day. This bridge was also the longest in the world, but the new glass bridge in China's Hebei province opened in 2018 has now taken that record.

Spanning the gigantic gulf between two mountains cliffs, it offers a way to enjoy a panoramic view of the stunning Zhangjiajie Grand Canyon — if you dare to walk on it! It doesn't serve just as a walkway — thrill-seekers can go on a 285 metre bungee jump (the highest jump in the world) or on a 430 metre zip-wire.

As a maximum of 600 people are allowed on the glass bridge at one time, visitors are allowed to enter only in batches. The entering time is set when the ticket is booked. Visitors need to book a ticket from the official website in advance, as no tickets are sold on the spot except for discounted tickets for kids, students, and senior people. The official website accepts bookings made with a Chinese identity card number. If you are a foreign visitor, you should book through a travel agency.

Be warned! The glass bridge is likely to close in severe weather. Visitors can take only mobiles and small-sized bags on the bridge – so no large cameras or hand-luggage. If you have a heart problem, high blood pressure, or a fear of heights, it's probably best not to attempt to cross the bridge! And certainly don't behave dangerously by running on the bridge or leaning over the rail. You need to be physically fit! It is recommended that you start your day early and try to arrive before the large bus tour groups.

The long walk is energy-consuming although there is a slide to go down a short distance instead of walking. You will be richly rewarded with stunningly beautiful scenery. Get your camera ready for the overhanging cliffs, waterfalls, and lush green forests visible through the glass at your feet.

Multiple choice Qs key

Key 1.a 2.b (the metres are wrong on the other two) 3.c 4.b 5.a
6.c 7.c 8.a (vertigo is fear of heights) 9.c (they may see lush forests, but not lush meadows; they may see mountain cliffs but not mountain peaks) 10.b (they may also get the best views but the point made in the text is that they will avoid the crowds)

Test Yourself

Check the stress in the pronunciation in all these words

Spelling: stress patterns: 1 -1st 2 -2nd 3 -1st 4 n/a 5 -3rd 6 -2nd 7 -2nd 8 -3rd
9 -2nd 10 -2nd (noun)

- How do different words in the list spell the sound [sh]? ('ci' in specialist & musician; 'ss' in permission (confusion is not an example because the sound is voiced 'sh' [zh]))
- fulfil* is not to be confused with *fill* & *full* which are unrelated in meaning. (However, in the simple past tense of *to fulfil*, the 'l' is doubled: *He fulfilled his promise.*)
- In what situation would you need permission to do something? (from a parent to go somewhere etc; to travel to a particular place...)
- If you *researched* your family history, what would you like to find out?
- Why might someone have an appointment to see a *specialist*? (for a medical reason)

Vocabulary : stress patterns: 1-2nd 2-1st 3- 1st 4- =stress on both syllables 5-2nd
6-2nd 7-1st 8 n/a 9-1st 10- 3rd

- 1) Which word in your list means absolutely enormous? *gargantuan*
- 2) Which word would you use to describe the tense, difficult situation between two arguing people? *fraught*
- 3) Which word indicates a death? *fatality*
- 4) Who would operate on someone's brain? *neurosurgeon*
- 5) Which word could you use to describe something which filled you with admiration?
Awe-inspiring

Unit 9 Sports

Sample lesson plan

Class/Level: 6
Duration: 40–45 minutes (one period)
Topic: Future time and tag questions
Aim: To reinforce use of tag questions with statements in future tense
Resources: *Oxford Progressive English*, Book 6

Revision of future time

	Contents At a Glance Unit 9 Sports
Texts	<i>Go Go Go! Whitewater rafting in Malaysia</i> advertisement <i>Cheese Rolling</i> fact box and online sports report <i>Snowboarding Festival at Malam Jabba</i> <i>Cycling on a glacier</i> interview
	<i>All texts are followed by a) increasingly challenging text-based questions starting with Reading for Understanding & including comparing purpose & writing style; interpretation & feelings b) questions on meanings & effects of words in poems; unfamiliar words & expressions; language of advertising. As throughout the book, texts provide a variety of both text types and of countries and ways of life.</i>
Grammar	Apostrophes Tag questions Framing questions Future time with <i>will+infinitive</i> and <i>going to+infinitive</i>
Writing	A information notice with persuasive language An account using prompts A poem with prompts Rhyming Filling in gaps with future time verbs
Discussion	Should kite-flying be banned at Basant? With a final class vote
Listening	<i>Malam Jabba ski slope, Pakistan</i> Filling in grid with the opinions of 5 people in the text
Test Yourself	10 Spellings and 10 Meanings of words which have appeared in the Unit

Writing: a notice

This is a form of Directed Writing. Students have to write in an appropriate register and answer every part of each bullet point. There is room for creativity in the choice of sport, but also training for structured writing as directed.

Vocabulary: Explaining in your own words–Cheese rolling

- 1) the only one extraordinary / curious uncommon
- 2) a circular cheese weighing 4 kilos
- 3) dangerously precipitous
- 4) a measurement of slope. 100% gradient would be vertical
- 5) with everyone in agreement
- 6) being bought & managed by an international company
- 7) a non-Christian celebration
- 8) in wider circulation
- 9) one in front / a leader who is going to win / beat the opposition
- 10) allergic to dairy products

Writing an account of a sporting event

This is another Directed Writing type task. It is good training to make students used to following instructions and writing on exactly what they are asked for without omissions or additions. As in the other task on p204, there is room for creativity to make the task more enjoyable.

The task preceding this one where students consider purpose of texts and the effects on the choice of language will help them to complete this task.

Looking deeper: Interview with Samar Khan

This interview introduces students to a different type of text. From Samar's words, we learn a great deal about her feelings and about the hassle she faced on some of her trips. Before answering these questions, it would be useful to have a general discussion about Samar's achievements and struggles: the hostility & difficulties she faced as a female; the inspiration she is to women in particular; her personal difficulties and mental health experiences; the value of sport in building confidence...

Snowboarding Festival in Malam Jabba**Subject verb structure**

- a. Subject: furniture
Verb: is
Object: house
- b. Subject: honesty and kindness
Verb: are
Object: strengths
- c. Subject: workers
Verb: are
Adjective: lazy
- d. Subject: He
Verb: eating
Object: orange
- e. Subject: She
Verb: sleep
Adverb: soundly
- f. Subject: Mr. Jones
Verb: is the
Noun: teacher

Framing questions

1. A
2. B
3. C
4. D
5. E
6. F

Writing task

1. will depart
2. will not be sold at
3. will drop, will go
4. will not hear
5. will be, will not be

Writing task: Filling in blanks with future tense verbs

Your students will think of other appropriate verbs these are examples only.

- 1 *future* The president (will visit Africa; will fly to Africa... / is going to visit / fly to Africa) tomorrow.
- 2 *future negative* These animals (won't fetch / aren't going to fetch...) a good price at market on Wednesday because they are too thin.
- 3 *future* 'The day after tomorrow I (will visit / am going to visit) my mother in hospital and then I (am going to go / return) home,' explained Razzak's mother.
- 4 *future negative* 'From now on she (will not /won't believe/ is not /isn't going to believe) a single word he says,' said Fatima.
- 5 *future negative* We are hoping that next year the rainfall (will be / is going to be) better and the crops (will not be / won't be / are not/ aren't going to be) as poor as this year.

Listening: Malam Jabba

Students are required to fill in the grid with the opinions expressed in the text *The Ski slope at Malam Jabba, Pakistan*. The text is 380 words.

If you don't want the students to write in & spoil their text books, and photocopying is not practical, give students a minute to make 5 columns headed by the people's names. Students are told in their book that you will read the text a second time after they have filled in their grid.

The Ski slope at Malam Jabba, Pakistan.

The Malam Jabba International Alpine Ski Cup in 2017 was the first international ski championship held at Malam Jabba in the hill station's history. 60 skiers (50 men and 10 women) from nine countries competed. The resort has gone from strength to strength since then.

The foreign skiers at the skiing championship held on Malam Jabba's slopes were left stunned by the hill station's ethereal beauty, with some calling it a skier's paradise and others honouring it as one of the most beautiful slopes in the world.

Anthionios, an official from the International Ski Federation (ISF) said, "This is no doubt a very beautiful ski slope surrounded by beautiful forest, and I really like it. It is ISF standard and a world-class ski slope. But the government must reconstruct the road leading to Malam Jabba as it is in really bad shape."

Fatima, a skier from Afghanistan, said she was inspired. "This year, Naltar our other popular destination for ski-ing, saw very little snow, and it is also very far for us to

travel, so we shifted the ski events to Malam Jabba. It is good to know that we now have two international standard ski slopes and we can hold events at both sites,”

Mohammad Kargar, a skier from Afghanistan, praised the scenic beauty of Malam Jabba, but was also impressed by the hospitality of the people. “I found real hospitality and love in the people here. It seems we have entered a splendidly perfect place on earth. It is a really dazzling sight with the green forest around and the people are really well-mannered and hospitable.’

Bahrudin, a skier from Tajikistan, also praised the beauty of Malam Jabba and the facilities provided for skiers. “Swat valley really is a paradise. I have never seen such a paradise-like ski slope in other parts of the world. Everything in Malam Jabba is heart-warming and I wish to come here again and again.”

Air Commodore Shahid Nadeem, one of the organisers of the event said, “We have shown the world that Pakistan is one of the most beautiful and safe countries now. Tourists from across the world can come and can enjoy the scenic beauty and hospitality of the people here.’

Here is the key:

	Anthonios ISF official	Fatima Skier from Afghanistan	Mohammad Skier from Afghanistan	Bahrudin Skier from Tajikistan	Commodore Nadeem Event organiser
1	Appreciates the beauty	Naltar ski resort didn't have enough snow and is further to travel	Praised the scenic beauty	Praised the beauty of the place	It's shown Pakistan to be a most beautiful and safe country
2	Ski slope is world-class / ISF standard	It's good to know that there are 2 international ski slopes in Pakistan	Was impressed by the hospitality and good manners of the people	The ski-slope is a paradise	Tourists will come from all over the world
3	The approach road needs re-structuring	Was inspired	It's a perfect place on earth	It's heart- warming and he wants to come again	They will enjoy the beauty and the hospitality

Test Yourself

Pronunciation guidance on stressed syllables:

Spelling

- 1) 2nd 2) 1st 3) 2nd 4) 1st *ac* pronounced [ass] 5) 2nd 6) 3rd 7) 2nd 8) n/a 9) 1st 10) 1st
- 1) *Somersault* is a very odd spelling which is explained in this Unit. Pronounced [summer-salt], you just have to learn it!
- 2) *Bizarre* is another odd one pronounced [biz-ar] This is an adjective meaning odd/curious / strange Not to be confused with *bazaar* which is a market.
- 3) Which word has a suffix? (imaginable) How do you spell the base word? (imagine) What could be described as *unimaginable*?

Vocabulary

- 1) = stress 2) 1st 3) 2nd 4) 1st 5) 2nd 6) 1st 7) 1st 8) 2nd *ique* pronounced [eek] 9) 1st silent 'h' 10) 1st
- 1) Make up a sentence with *whirling* and *perilously* in.
- 2) Who might be intolerant of what?
- 3) How could you use the word *backlash*?

Unit Journeys

10

Sample lesson plan

Class/Level: 6
Duration: 40–45 minutes (one period)
Topic: Metaphors and similes
Aim: To make speech and writing more effective and interesting through improved vocabulary
Resources: *Oxford Progressive English*, Book 6

	Contents At a Glance Unit 10 Journeys
Texts	<i>Crossing the River</i> 19 th century autobiography from Russia
	<i>Marianne North traveller & artist</i> biography
	<i>A strange encounter</i> young adult fiction
	<i>All texts are followed by a) increasingly challenging text-based questions starting with Reading for Understanding & including interpretation & words & phrases evaluation & Qs involving deeper thought b) questions on defining meanings; using dictionary to find meanings; matching definitions to words in the text; specialist vocabulary. As throughout the book, texts provide a variety of both text types and of countries and ways of life.</i>
Grammar	The definite and indefinite article Count and non-count nouns The partitive genitive Irregular noun plurals Indirect speech
Writing	Filling in gaps with count and non-count nouns Metaphors and similes A conclusion to a story using the given metaphorical final sentence. A story following discussion The beginning of a story focussing on suspense
Discussion	Structuring a story with class partner
Listening	<i>The true story of an incredible journey</i> Students fill in the gaps in their version with 12 given words
Test Yourself	10 Spellings and 10 Meanings of words which have appeared in the Unit
Let's Revise	Students work through a Reading Text (<i>Responsible adventure travel</i>) with 10 supply Qs & 5 multiple choice Qs; 3 detailed Grammar tasks; Writing task – covering the skills learned in Units 8,9 & 10.
Let's Revise	Reading text <i>The World's Oldest Clove tree</i> with 10 supply Qs, 5 multiple choice Qs; 3 detailed Grammar tasks; a Writing task – covering the skills learned in Units 5,6 & 7

Vocabulary: Word Building—Crossing the River

More examples of words with prefix un- in + suffix -ly:

*inexplicably insufficiently unremarkably uncaringly unconsciously
unbelievably unfeelingly unusually unhappily unkindly unthinkingly*

Filling in the blanks with definite & indefinite articles

Key: 1 blank 2) blank blank 3) blank 4) the a 5) the blank 6) the blank 7) a blank a

Writing task

1. 'Do we need to get (blank) petrol before we set off?'
2. 'I don't usually eat (blank) cake, but this one looks so delicious that I will. May I have a small slice of (the) bread as well?'
3. My uncle keeps (the) bees in (an) orchard. They make delicious (blank) honey.
4. 'This is (the) young man I was telling you about. He's (a) good worker.'
5. (The) last dog I had was very well-trained. Usually, these sorts of (blank) dogs are very difficult to train.
6. Sana is not able to come with us to (the) theatre this evening, as she is suffering from (the) flu.
7. (The) new boy started at school today. We didn't know him. But we asked him if he'd like to join in our game in (the) playground. He loves (blank) cricket and joined in straightaway. He turned out to be (a) good cricketer.

Writing: Filling in gaps with count and non-count nouns

- b) peasants: plural count noun ferryman: singular count noun
- c) courage: singular non-count noun; strength: singular non-count noun; me: plural count noun
- d) current: singular count noun; fear: singular non-count noun
- e) swimmer: singular count noun; shallows: plural count noun

Reading for inference & evaluation: Marianne North

What we learn apart from the facts:

- 1) *Even though she had been trained as a singer at home and had had no formal training as an artist, she decided she would paint what she saw.* (Paragraph 2) She was adventurous, fearless, undaunted by her lack of artistic training; keen to break away from what life offered her; she trained as a singer; was determined; had definite ideas about what she wanted; was unconventional and did not conform to the female stereotype of her day.
2. *She journeyed alone to countries which few nineteenth century men had visited, let alone a single woman who would accept neither companion nor chaperone.* (Paragraph 3) Wildly unconventional; determined to do as she wanted ignoring the constraints of a 19th century woman; intrepid; excited by rather than afraid of the unknown; heedless of danger; insistent, categorical, fiercely independent with no wish for a companion or, even worse, a woman to guard and protect her
3. *She worked fanatically long hours, rising early to paint, and continuing her explorations well into the dark evenings.* (Paragraph 4) Energetic; tremendously hard-working; determined to use every minute of every day in pursuit of her art; totally unconventional; totally committed to her pursuits

4. *A fairly wealthy woman in her own right, Marianne North designed and financed a fine gallery with a portico like a Greek temple for her work to be displayed.* (Paragraph 5)
Assumed a conventional male role in relation to money; she was totally in control of her money; her talents were varied and fully exploited; she wanted to share her art with the public; she was proud of her work; she respected classical design for her building
5. *The lower part of the gallery's walls were clad in no fewer than 246 different types of wood which she had brought back from her travels.* (Paragraph 5) Her knowledge and her bond with nature was deep and without boundaries; she was extremely methodical and organised in her discoveries & in her accounts of them; she was meticulous & painstaking in her work; she had extremely high standards of perfection

Vocabulary: Matching words to definitions—Marianne North

Key: 1) d 2) e 3) f 4) g 5) j 6) h 7) i 8) c 9) b 10) a

Planning a story

This is a very useful template for students which gives them all the scaffolding / structure which they need for their stories.

Encourage them to look back at the texts in this Unit and select some effective words, and use their imaginations for some more.

eg for the 1st box: 1st sentence suggestions: How I wish I had never set out on that perilous journey! The first night of the journey was the blackest and the longest I had ever lived through.

Vocabulary: A strange encounter

1) Prow = front of the canoe 2) crestfallen = disappointed, downhearted 3) entreat = plead 4) embedded = buried, stuck right in beneath the surface 5) companionable = good company; friendly 6) ibis = magnificent large wading birds with large down-curving beaks 7) spike = sharp thorn 8) maze = confusing variety / tangle

Direct & indirect speech

Filling in answers with a saying word & indirect speech.

Remind your students to be guided by the given sentence. For example in the first one, Maia saying she has a thorn in her hand is likely to be upset, frightened or in pain. So *Maia cried that she had a thorn in her hand* would be appropriate, as would *Maia called out that.....* *Maia shouted that....* *Maia screamed that....* whereas *Maia said / stated* would not be appropriate.

Listening: A true story of an incredible journey

You are going to read this 420-word true story to your students. They may know about the film which was made about these animals which miraculously found their way home across Canada. It was made in 1963, but is still a favourite and has made over 4 million dollars!

In their books the students have 12 words which fit the 12 spaces in the gapped text which they also have in their books. Remind them that the words are not listed in the order in which they appear!

Below in brackets are the numbers of the gaps where the given words belong:

1. tirelessly (9) 2. matted 3. belonged (12) 4. farmstead (7) 5. terminal (10) 6. trace (8) 7. sparsely (6) 8. accompany (1) 9. bundled (3) 10. ramshackle (4) 11. highlights (5) 12. bonded (2)

A true story of an incredible journey

Mr and Mrs Hunter and their two children lived in a town in Canada. When Mr Hunter had to give a series of university lectures in England for three months, his wife and children were to accompany him. But someone would have to look after the animals: Luath the loyal, red-haired retriever, Bodger the quite elderly bull terrier who was blind in one eye but still a fighter, and Tao the sapphire-eyed Siamese cat, a great bird-hunter solidly bonded to both Bodger and Luath. The Hunters' old friend John who lived 300 miles away offered to take the animals into his house, so Bodger, Luath and Tao were bundled into the Hunters' truck and settled into John's ramshackle house on the edge of the dense Canadian wilderness.

With such rich hunting grounds so close to home, John was a keen hunter and one of the year's highlights was the duck shooting week not long after the animals came to stay. John's neighbourhood was sparsely populated, but a distant neighbour Mrs Oakes said she would come and fetch the animals after John had set off and take them back to her farmstead and look after them until John returned. When Mrs Oakes arrived she expected to hear Luath and Bodger barking at the noise of her truck, but there was only silence. The house was empty. 'Well,' said Mrs Oakes out loud. 'That saves me some trouble – he must have taken them somewhere else.' And she drove back home.

In fact, as John realised when he returned home at the end of the shoot with a truck full of dead ducks, the animals had gone. He searched for miles, through the forests and around the lakes but could find no trace of them. What was he going to say to the Hunters when they returned from England? John worried and worried, and hunted tirelessly each day for the animals. As it turned out, it was the Hunters who had news for John when they returned from England. Mr and Mrs Hunter were alarmed to hear their children crying out in shrill voices. They found them lying in the shed with the animals. Luath, Bodger and Tao had been roused from the deep sleep of near terminal exhaustion to bask in the children's healing embraces. Their paws were ragged and torn, their fur..... and their bodies emaciated, but they had walked through 300 miles of grizzly bear territory, crossing lakes and climbing peaks to get back home where they belonged.

The discussion is optional but is an opportunity for students to express their own ideas.

Test Yourself

Spelling: 1) In *thunder and lightning* an error is to put an 'e' in *lightning*. If you put an 'e' in it, you make it *lightening* which means making lighter eg *We must lighten that donkey's load – it's too heavy for him.*

2) *Extraordinary* is usually pronounced [ex-trord-n ry]. The word is made of extra+ordinary which means 'outside the ordinary' as in an 'extra-curricular' topic is one outside the curriculum.

3) *Ageing* - don't forget the 'e' – just remember age+ing.

4) Break up *discoloured* and it's easy! Dis+colour+ed American spelling would leave out the 'u'

5) In *glimpse* & *unconscious* which letters do you think you need to look out for? [a near silent p in *glimpse* & a silent c in *unconscious*

Meanings: 1) What might be half-submerged? (eg a wrecked ship partially under the water)

2) What sort of traveller is intrepid? (fearless; courageous...)

3) In what ways would an *emaciated* person look different from a *robust* one? (thin, under-nourished; sick versus strong; healthy, tough)

4) What kind of situation or behaviour would you find threatening?

5) What is the difference between *plumage* and *fur*?

Let's Revise: Responsible Tourism

Supply Questions answers

- 1) Only responsible holiday companies have expert (top quality) guides who teach about the animals and the issues arising from their conservation, and give a percentage of their profits to conservation projects.
- 2) that humans interfere with / harm animals etc by their presence and their behaviour.
- 3) *potentially disastrous consequences* = affecting them in ways which could cause their deaths or serious harm *aborting the process altogether* = abandoning the behaviour (egg-laying) totally
- 4) Difficult because their instinct is not to kill animals – it seems the complete opposite to conservation; + student's own opinion
- 5) In favour of controlled hunting: national parks / conservation areas need money to operate & protect animals & the controlled hunting produces revenue / money. Controlled hunting / killing brings in essential revenue for the indigenous poor people & can secure land for the wild animals.; + student's own opinions
- 6) The 'notion' (= an idea, opinion, understanding or concept) is that animals are safe in their national parks in Africa – in fact most of the animals live outside national parks.
- 7) because it's a vast undertaking / business & needs a huge amount of maintaining / looking after; its buildings, roads & equipment (=infrastructure); a huge staff; looking after, protecting & tracking the animals
- 8) *porous borders* = boundaries which animals can easily pass through / penetrate; rather than solid fencing or walls *Infrastructure* = basic physical & organisational structures & systems needed to operate a community / business *Surveillance* = observation, monitoring, checking on in order to keep animals safe from harm
- 9) It seems *ironic* that 90% of the land is set aside for hunting. This is *ironic* because it seems to be completely contradictory / say the complete opposite of what you would expect – aren't they supposed to be conserving these animals?? But on further thought / with more information, it can be understood – that is that the set-aside land brings in the money to conserve the rest of the animals & their habitat.
- 10) Long-term: they want to find alternatives to hunting and establish responsible tourism which can be sustained into the future Short-term: they tolerate hunting & killing for financial reasons for a limited length of time, so that they can achieve their long-term plan+ student's opinion

Multiple choice questions

- 1) d 2) a 3) b 4) c 5) c

Apostrophes

- 1 *wasn't* (d) *Tiah's* (any name) (a&c)
- 2 *won't* (d) *can't* (d)
- 3 *zoo's* (or equivalent)(a&c) *bear's* (a&c) or *bears'* (b&c) *tiger's* (a&c) *tigers'* (b&c)
hadn't (d)

Turning statements into tag Qs

- a) This must be the best day's cricket ever, mustn't it? Tomorrow's game can't be any better, can it?

- b) Tomorrow's exam will be the most difficult, won't it? Last week's maths exam was better than we feared, wasn't it?
- c) What's your favourite food? I love pizza, don't you? Yesterday I ate too much and felt sick. That served me right, didn't it?
- d) When your baby sister was born, she was tiny, wasn't she? She's growing bigger everyday now, isn't she?

Direct and indirect speech.

- 1 Martin said / stated (or appropriate alternative) angrily that he didn't agree with Trophy Hunting.
- 2 Mina said / stated emphatically that it's human beings who are the enemy of wildlife.
- 3 Hassan said / stated forcefully that of course big game animals are better alive than dead.

LET'S REVISE**Phrase – subject and a verb**

- 1. Phrase
- 2. Clause
- 3. Phrase
- 4. Phrase
- 5. Clause
- 6. Phrase
- 7. Clause
- 8. Phrase

for or since

- 1. for
- 2. since
- 3. since
- 4. for
- 5. for
- 6. since
- 7. since
- 8. since
- 9. for
- 10. for

Clues

- 1. F
- 2. E
- 3. H
- 4. C
- 5. A
- 6. D
- 7. B
- 8. G

For Reference And Extended Study

Exemplar Lesson Plan for Unit 1

Scoresheet for Test Yourself

Optional extension texts with Reading for Understanding and Vocabulary questions:

- 1) Gulliver's Travels 2) Grandfather's Tiger 3) The Swing

Exemplar Lesson Plan for Unit 1

In the RH column the italicised words are taken from Cambridge syllabus / mark schemes

Topics	Tasks	SLOs in accordance with CAIE
Week 1		
1 <i>Living alone in the Wilderness</i>	Qs on u/s & vocabulary	Extending student word store; <i>understanding of explicit meanings</i>
2 Grammar: Simple past tense Compound adjectives	Explanations, examples & writing practice	Identifying verb tenses; using compound adjectives to extend student's writing
Grammar	Qs on u/s & detail Phrasal verbs with <i>threaten</i>	Identifying & analysing the effects of words; <i>reading for meaning and effects</i>
4 <i>Across the Indus</i>	Qs on interpretation & detail Analysis of words, meanings & effects -ing participles explanations, examples and writing practice	Explaining opposites coherently; <i>understanding implicit meanings; extending critical skills</i> <i>Making accurate use of grammar</i>
5 Choosing a Host Family	Understanding tabulated information; making comparisons; expressing informed opinions within a group discussion; making notes during discussion	Synthesising & evaluating information in order to make coherent supported opinions
Week 2		
6 Grammar: Connectives	Explanations, examples, usage and writing practice	Learning the uses and effects of <i>linking devices</i> ; students practising independent writing
7 Writing: A Report	Preparing and writing a report on the choices of host families	<i>Using appropriate register & vocabulary</i> ; summarising main points & coming to a conclusion
		persuade & interest
9 Listening	<i>Cooper Pedy</i> in Australia: filling in gaps in teacher-read text with given words	Delivery to be dictated by students' abilities
10 Test Yourself	Study time for 10 spelling words followed by test; class discussion of the 10 Meanings	Optional follow-up: students using the words in their own writing.

This scoresheet may be photo-copied and given to your students for them to keep a record of their scores and progress with the Test Yourself lists of Spellings and Vocabulary at the end of few Unit.

If you choose to test your students a second time after they have had opportunity to re-learn each list, there is room for 2 scores for each unit so they can view (hopefully!) their improvement.

Scoresheet For Test Yourself OPE 6					
Your name.....					
	Date	Score out of 10 Spelling	Score out of 10 Vocabulary	Spelling Words to re-learn	Vocabulary words to re-learn
Unit 1		1 st test: Re-test:			
Unit 4		1 st test: Re-test:			
Unit 5		1 st test: Re-test:			
Unit 6		1 st test: Re-test:			
Unit 7		1 st test: Re-test:			

Scoresheet for Test Yourself

Unit 8		1 st test:			
		Re-test:			
Unit 9		1 st test:			
		Re-test:			
Unit 10		1 st test:			
		Re-test:			

Optional Extension texts

“Give me excess of it!” (Twelfth Night 1ii) ‘Please sir, I want some more!’ (Oliver Twist)

You may well feel that you have plenty of work in the Student Book and do not need anything more. In which case, you can ignore this final section!

However, there are situations when this section would be helpful. It consists of three extracts of 800, 1100 and 1000-word texts followed by two groups of questions focusing on 1) understanding and b) the meanings and effects of vocabulary. The texts can be used with or without the questions.

This section would be useful as:

Extra reading & tasks for able students who want or need to be stretched further.

A worksheet to occupy supervised students when you have to miss time at school.

An end of term or end of unit test of reading skills for your / the students’ guidance

Listening experience followed by informal discussion: read by you as an enjoyable introduction to classic English works of fiction.

Texts:

Gulliver's Travels by Jonathan Swift (classic early English fiction–800 words)

Grandfather's Tiger by Ruskin Bond (complete short story–1100 words)

The Swing by Ved Mehta (autobiography–1000 words)

Extension 1–Extract from Gulliver's Travels

The following text is part of Gulliver's Travels by Jonathan Swift, retold in modern English by James Riordan. Gulliver's Travels, written by the satirist and poet, Jonathan Swift (1667-1745), was published in 1726. It tells of the travels of Lemuel Gulliver in many fantastical lands, including most famously, the countries of Lilliput and Brobdingnag. In Lilliput, where he was shipwrecked, Gulliver is a giant in a land of tiny people, and in Brobdingnag in the extract below, he is a tiny person in a land of giants twelve times as big as himself.

The book is the most reprinted in the whole of the English language, and the story with its fantastical elements has often been abridged and retold for children. The original, however, is about 250 pages long, and is a highly sophisticated, witty and satirical attack on political and intellectual arguments of the time.

This part of the story relates Gulliver's escape from Brobdingnag, where he was kept in a box with a ring on its roof so that he could be carried, often by the King and Queen's daughter, Glumdalclitch.

Gulliver's Travels

- Paragraph 1** I had always believed I would one day regain my freedom. But I could never have guessed how it would come about. I have to admit I was treated with much kindness by the King and Queen and the entire Court. Everything was done to make me feel at home. But I did not fancy being a canary in a cage for people to stare at. I longed to be among people with whom I could talk on even terms, to walk about the streets and fields without fear of being trodden on like a frog or hedgehog. My freedom came sooner than I expected and in the strangest way. I had now been two years in this land. As my third year started, I went with Glumdalclitch and the royal party to the south coast of the kingdom. As usual I was carried in my wooden travel box with a ring on top for a page boy to hold. Once on the beach, I told the boy to leave me for a while as I intended to take a nap. No doubt he scampered off looking for birds' eggs. I shut myself up in my little house to keep out the cold and climbed into my hammock; in no time at all I was fast asleep.
- Paragraph 2** Suddenly I was woken by a violent jolt. Someone was pulling the ring on top of my box. I then felt the box being lifted high in the air and carried forward at great speed. The first jolt had knocked me out of my hammock, and now I was being flung from side to side. Several times I shouted at the top of my voice, but in vain. Out of the windows I could see nothing but clouds and sky. Nevertheless, I could hear noises overhead like wings flapping. Then I realized what had happened: some eagle had got the ring in its beak. It obviously intended to dash me upon the rocks, like a crab-shell. The eagle's keen sense of smell had evidently told it there was meat inside the house.
- Paragraph 3** In a little while, the noise and fluttering of wings had increased and my box was being tossed up and down like a kite on a windy day. Furthermore, I also heard a few bangs and squeals, as if birds were fighting. Then all at once I was falling straight down at such breakneck speed that I lost my breath and my stomach was in my mouth. My fall ended in a terrible splash. For a few moments I was in complete darkness before my box bobbed up and I could see light from the tops of my windows. I was in the sea! I guessed that the eagle had been attacked by two or three others and had had to drop me into the ocean.

Paragraph 4 If I was in danger before, all in all I was in even greater trouble. At any moment I expected my box to be dashed to pieces against some rocks or overturned by a rising wave. If just one window broke, it would be the end for me. The water was already coming in from little cracks, and I did my best to stop the leaks. Some four hours must have passed. And then, to my alarm, I heard a grating noise along one side of my box, and I thought that I was being pulled or towed along in the sea, for every now and then the box would give a jolt, which made the waves rise near the tops of my windows, pitching me into darkness. I had no idea what was happening.

Paragraph 5 Climbing on a chair and putting my mouth as near as I could to the air hole in the top of my box, I called for help in a loud voice, and in all the languages I knew. I then tied my handkerchief to a walking stick and thrust it through the hole, waving it in the air. If any ship were near, the sailors might realize there was someone shut up in the box. After about an hour, one side of the box struck against something hard. Then I plainly heard a noise on the roof, like that of a cable grating as it passed through the ring. My box began to rise in the air. At that I began shouting until I was hoarse. In return I heard a loud cry: it gave me such joy as is impossible to describe. I now heard someone trampling overhead, and then came a voice calling loudly through the air-hole: 'If there is anybody below, speak!' It was an English voice.

Reading for understanding

- 1) Why is the simile 'like a canary in a cage' an appropriate way of describing Gulliver's position? Give more than one reason. (paragraph 1)
- 2) What made Gulliver realise that an eagle had taken hold of his cage? (paragraph 2)
- 3) What made Gulliver think that the eagle had fought with another bird? (paragraph 3)
- 4) In what way did Gulliver find himself in 'even greater trouble'? (paragraph 4)
- 5) What sounds did Gulliver hear? How did they make him feel? (paragraph 5)

Vocabulary

- 1) Write down the words in the text in the paragraphs indicated which mean the same as:
a) skipped (1) b) smash (2) c) headlong (3) d) chucking (4) e) cord
Key a) scampered b) dash c) at breakneck speed d) pitching e) cable
- 2) Select 2 similes from the text and explain why they add to your understanding and enjoyment.
- 3) The King and Queen did what they could to make Gulliver feel 'at home'. Explain the meaning of the following 'home' words:
a) at home (as in the text) b) homecoming c) homeland d) homesick e) homely

Extension 2 Text 2 Grandfather's Tiger

The following text, *Grandfather's Tiger*, is a complete 1100 word short story written by Ruskin Bond, who lives in the Himalayas, and is a much respected writer and journalist who has been writing for over forty-five years.

Grandfather's Tiger

Paragraph 1 Timothy, the tiger cub, was discovered by Grandfather on a hunting expedition in the jungle. Grandfather was no shikari*, but as he knew the forest better than most people, he was persuaded to accompany the party, which consisted of several Very Important Persons, to advise on the terrain and the direction the beaters should take once a tiger had been spotted. The camp itself was sumptuous with even large tents (one for each shikari), a dining-tent, and a number of servants' tents. The dinner was very good; it was

not often that one saw seven or eight courses, in a tent in the jungle! But that was how things were done in those days. There were also some fifteen elephants, four of them with howdahs for the shikaris, and the others especially trained for taking part in the beat.

Paragraph 2 The sportsmen never saw a tiger, nor did they shoot anything else, although they saw a number of deer, peacock, and wild boar. They were giving up all hope of finding a tiger, and were beginning to shoot at jackals, when Grandfather, strolling down the forest path at some distance from the rest of the party, discovered a little tiger about eighteen inches long, hiding among the roots of a banyan tree. Grandfather picked him up, and brought him home after the camp had broken up. At first the tiger cub, which was named Timothy by Grandmother, was brought up entirely on milk given to him in a feeding-bottle by our cook, Mahmoud. But the milk proved too rich for him, and he was put on a diet of raw mutton and cod liver oil, to be followed later by a more tempting diet of pigeons and rabbits. Timothy was provided with two companions-Toto the monkey, who was bold enough to pull the young tiger by the tail, and then climb up the curtains if Timothy lost his temper; and a small mongrel puppy, found on the road by Grandfather.

Paragraph 3 At first Timothy appeared to be quite afraid of the puppy, and darted back with a spring if it came too near. Finally, he allowed the puppy to crawl on his back and rest there! One of Timothy's favourite amusements was to stalk anyone who would play with him, and so, when I came to live with Grandfather, I became one of the tiger's favourites. With a crafty look in his glittering eyes, and his body crouching, he would creep closer and closer to me, suddenly making a dash for my feet, rolling over on his back and kicking with delight and pretending to bite my ankles. He was by this time the size of a full-grown retriever, and when I took him out for walks, people on the road would give us a wide berth. When he pulled hard on his chain, I had difficulty in keeping up with him. His favourite place in the house was the drawing room, and he would make himself comfortable on the long sofa, reclining there with great dignity, and snarling at anybody who tried to get him off. Timothy had clean habits, and would scrub his face with his paws exactly like a cat. He slept at night in the cook's quarters, and was always delighted at being let out by him in the morning.

Paragraph 4 'One of these days,' declared Grandmother in her prophetic manner, 'we are going to find Timothy sitting on Mahmoud's bed, and no sign of the cook except his clothes and shoes!' Of course, it never came to that, but when Timothy was about six months old a change came over him; he grew steadily less friendly. Sometimes at night we would hear frenzied cackling from the poultry house, and in the morning there would be feathers lying all over the veranda. Timothy had to be chained up more often. And finally, when he began to stalk Mahmoud about the house with what looked like villainous intent, Grandfather decided it was time to transfer him to a zoo. The nearest zoo was two hundred miles away. Reserving a first class compartment for himself and Timothy - no one would share a compartment with them - Grandfather took him to the zoo where the authorities were only too glad to receive as a gift a well-fed and fairly civilized tiger.

Paragraph 5 About six months later, when my grandparents were visiting relatives, Grandfather took the opportunity of calling at the zoo to see how Timothy was getting on. Arriving at the zoo, Grandfather made straight for the particular cage in which Timothy had been interned. The tiger was there, crouched in a corner, full-grown and with a magnificent striped coat.

'Hello, Timothy!' said Grandfather and, climbing the railing with ease, he put his arm through the bars of the cage.

The tiger approached the bars, and allowed Grandfather to put both hands around his head. Grandfather stroked the tiger's forehead and tickled his ears, and, whenever he

growled, smacked him across the mouth, which was his old way of keeping him quiet. The tiger licked Grandfather's hands and only sprang away when a leopard in the next cage snarled at him. Grandfather shooed the leopard away, and the tiger returned to lick his hands. A number of people had gathered to watch the reunion when a keeper pushed his way through the crowd and asked Grandfather what he was doing.

'I'm talking to Timothy,' said Grandfather. 'Weren't you here when I gave him to the zoo six months ago?'

'I haven't been here very long,' said the keeper. 'Please continue your conversation. But I have never been able to touch him myself – he's always very bad tempered.'

Paragraph 6 It was beginning to get dark. He had been stroking and slapping Timothy for about five minutes when he found another keeper observing him with some alarm. Grandfather recognized him as the keeper who had been there when Timothy had first come to the zoo.

'You remember me,' said Grandfather. 'Now why don't you transfer Timothy to another cage, away from this stupid leopard?'

'But ... sir,' stammered the keeper. 'It is not your tiger.'

'I know, I know,' said Grandfather testily. 'I realize he is no longer mine. But you might at least take a suggestion or two from me.'

'I remember your tiger very well,' said the keeper. 'He died two months ago.'

'Died!' exclaimed Grandfather.

'Yes sir, of pneumonia. This tiger was trapped in the hills only last month and he is very dangerous!'

Grandfather could think of nothing to say. The tiger was still licking his arm with increasing relish. Grandfather slowly withdrew his hand from the cage.

'Goodnight, Timothy,' he mumbled and giving the keeper a scornful look, walked briskly out of the zoo.

*An Urdu word for a hunter

Vocabulary

bagged = captured, usually killed-literally 'put in the bag' to be brought back

beaters = the men whose job it is to make the capture of the hunted animal easier for the hunters with guns; they take part in the 'beat'

to give a wide berth to = to give plenty of space to something; to avoid meeting (A 'berth' is the place where a large ship is tied on shore and it needs a great deal of room to manoeuvre)

frenzied = wild, crazed, uncontrolled

interned = imprisoned

prophetic = telling the future

retriever = dog bred to bring back in its mouth the game shot by the hunter; it is a soft-mouthed dog which will not bite the game, but retrieve it undamaged

shooed (simple past tense of to shoo) = make, usually an animal, go away by saying 'Shoo! Shoo!'

stalk = to dog, to follow closely to the annoyance of the person being followed.

sumptuous = extremely luxurious

terrain = layout and features of the land and landscape

Very Important People = also known as VIPs. These are people in elevated positions of society or business who receive special treatment, for example, when travelling

Reading for understanding

- 1) Describe Timothy's life before he was given to the zoo.
- 2) What have you learned about the qualities of Grandfather's character?
- 3) Do you think he would make a good grandfather for you? Give your reasons.
- 4) What did the narrator, the 'I' of the story, enjoy when he visited his grandfather and Timothy?
- 5) Explain his grandmother's worries about Timothy.
- 6) For what reasons did Grandfather finally decide that Timothy should be given to a zoo?
- 7) What are the features which make this story good to read? Think about features such as suspense; vocabulary; setting; surprise...

Vocabulary

- 1) What would expect to eat at a sumptuous meal? (paragraph 1)
- 2) Describe an object using the adjective intricate. (paragraph 2)
- 3) What is a mongrel puppy? (paragraph 2)
- 4) What does the word pretending (paragraph 3) tell you about Timothy's biting?
- 5) How prophetic did Grandmother's words turn out to be? (paragraph 4)
- 6) In what or where would a) an animal be interned b) a human being be interned? (paragraph 5)
- 7) What did Grandfather's scornful look tell you about how he was feeling? (paragraph 6)

Extension 3 Text 3 The Swing

This extract, *The Swing*, comes from *Vedi*, the autobiography of Ved Mehta, the writer and academic, who was born in Lahore and was blind from a very young age. He was sent to a school for blind children far away from his home. Another extract from the same autobiography, *The Red Letter Day*, when Vedi feels the sea for the first time is in Unit 2 of this book. This text describes the physical dangers and injuries which the young boys had to suffer during his school days.

Mr. and Mrs. Ras Mohun ran the school. They believed that blind children should not be protected from every danger and injury because they had to make their way in a difficult world and therefore should learn to deal with its dangers and difficulties.

The Swing

Paragraph 1

'The worst thing a person can do to blind children is to coddle them,' Mr. Ras Mohun used to say to his wife. 'Activities and hard knocks are the best thing for their development. Vedi is lucky that he's so naturally active.'

I never walked anywhere but always ran, not caring what was in the way. Sometimes I would forget where a wall or a post was, and would crash into it. Other times, a bed or a chair would have been moved, or a door left half open - generally by a partially sighted person - and I would run into it. There was hardly a day when I did not get a cut or a bump, most often on the forehead, the eyebrows, or the shins. Once, my shins would not stop bleeding, even after Mrs. Ras Mohun repeatedly applied tincture of iodine to them. She had to bandage my legs from knee to ankle. The bandages stayed on for several days, and after she took them off I was careful for a while, as even a mere bit of friction would start up the bleeding again. I did not give the injuries much thought, but I automatically learned to sleep on my side in such a manner that they would not touch the sheets or the pillow.

Paragraph 2 All of us totally blind boys were constantly hitting ourselves against something or other. We would feel each other's bumps and injuries, and we would joke about them. 'Let me feel,' we would say. 'Is it on your hood or on your mudguard? Or is it the wheel again?' Hood was our slang for a forehead, mudguard for an eyebrow, and wheel for a shin. We had special names for bumps on special spots - like horns for bumps on the sides of the forehead. We might say, 'Have you got one horn on your hood or two?' or, 'Oh, that's a big horn!' Even as we made light of our injuries, we attributed to whatever we hit - or whatever hit us, as we came to think of it - the malevolence which we attributed to the entire sighted world. It seemed to us that a stationary object, like a wall, no less than a familiar object in an unfamiliar place, like a chair that had been moved, would wilfully loom out of the sighted world to vex us. Whenever we hurt ourselves on anything at all, we would kick it and beat it and cry out, and yet sometimes our injuries came not from the sighted world but from our own carelessness.

Paragraph 3 One day, Abdul and Bhaskar were on the swing in the back courtyard. I could feel the whoosh of air as the swing repeatedly flew past my head-first coming, then going back. The swing board was held on the rope only by a notch in each end. When the swingers went too high, the board would sometimes come unhooked from the rope and spill them. I feared that Abdul and Bhaskar would get thrown and hurt themselves. Besides, it was long past time for me to have my turn on the swing. 'Stop!' I shouted. 'It's my turn!' Instead of stopping, they pumped the swing harder and faster and higher, as if they were a couple of trapped birds trying to escape. 'Catch us and you can have the swing!' Bhaskar shouted breathlessly, his voice ricocheting in the well of the back courtyard. When the swingers did not play fair, we would often stop the swing by rushing at the rope from the front, catching hold of it, and dragging our feet along the ground. I listened carefully to the whooshes of air, and when I was sure that the swing was just in front of me, I dashed forward with my arms out-stretched. But I had forgotten momentarily that Bhaskar had one good eye and could see me coming. I heard the board squeak against the rope as the swing was jerked to the side out of my reach. But the swing, it turned out, was going so fast that Bhaskar wasn't able to jerk it far enough and a corner of the board struck me like a hammer blow in the middle of my forehead. I staggered and fainted.

Paragraph 4 When I woke up, I had the odd sensation that my forehead was frozen and that someone was scratching it with the point of an ice pick.

'Don't!' I cried, trying to wriggle out from under it.

'Lie still,' said a strange man's voice that seemed to be coming from above my head. 'I'm stitching up your wound. It's a really bad one. You're lucky that your brain was spared.'

I began to cry.

'You're just in pain. Try to go to sleep,' the man said, and he tied a bandage around my head so tightly that it seemed to bunch up the skin on my forehead under it. I remember that I had to sleep on my back, because every time I turned on my side I felt that the man was jabbing my forehead with the ice pick again. I remember that the moment I woke up, I examined the wound through the bandage. It felt as if some-one had branded me. I had heard that really bad criminals were permanently branded on their foreheads with an iron and abandoned on an island. I started howling.

'You are making a noise,' the Sighted Master said.

'The man is going to send me to the prisoners' island!' I cried.

'You are going nowhere,' the Sighted Master said. 'You are going to sleep under my supervision.'

I went back to sleep.

Paragraph 4 I don't know how long I stayed out of classes, but the next thing I remember is that I was feeling my forehead, from which the bandage had been removed, and the boys had

gathered around me to feel it, too. There were impressions on my forehead, and they formed a sort of pattern—two parallel lines of dots, one longer than the other, rather like an elongated Braille q. Abdul was feeling it with his fingers, which were as rough as a pumice stone. I cried out with pain.

'Q' for quiet!' he yelled. 'Two, four, six, eight - who do you appreciate? Bhaskar!'

Vocabulary

aloft = high up

coddle = to comfort, to treat in an excessively motherly and protective way.

('Mollycoddle' means the same thing, but even more so).

elongated = lengthened, stretched out

jerked = pulled sharply'

to make light of = to pretend that something is not as important or painful as it really is

malevolence = evil

notch = a cut in the wood

ricocheting (pronounced [rik-o-shay-ing]) = bouncing off. A bullet from a gun, or a ball hit hard on a pool table ricochets when it bounces off from side to side in an unpredictable way.

tincture of iodine = a purple essence used to paint on wounds to prevent infection. It stings horribly!

vex = to annoy, anger

wilfully = doing something unpleasant or unacceptable on purpose

Reading for understanding

1. Explain how the boys reacted to all the injuries they suffered.
2. Explain exactly how Vedi came to be injured by the swing which Abdul and Bhaskar were using.
3. Describe Vedi's experiences after he woke up following his faint after he was hit by the swing.
4. What was Vedi afraid of? Why did he have this fear?
5. Write down three words or phrases which show that Vedi could not see.
6. Do you think anyone of the boys was to blame for Vedi's injury?
7. Describe the qualities of character which you think Vedi shows in this text.

Vocabulary

- 1) What does friction mean? (paragraph 1) What does friction between people mean?
- 2) Explain how & why the boys used parts of a car to describe parts of their bodies. (paragraph 2)
- 3) Why did the boys regard things which injured them as malevolent? (paragraph 2)
- 4) What does stationary mean? (paragraph 2)
- 5) What are the whooshes which Vedi could hear and why are they crucial to his understanding of what is going on? (paragraph 3)
- 6) What sort of movement is jabbing? (paragraph 4)
- 7) What does it mean to be branded on the forehead? (paragraph 4)
- 8) What were the impressions on Vedi's forehead? (paragraph 5) What do you think were Vedi's first impressions of the school when he first arrived at a very young age?

Lesson Plans

Grade Level: 6 – Unit 1 WHERE WE LIVE NOW

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

- Students will be able to read and understand a personal narrative text, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.
- Students will be able to identify and discuss personal narrative, first person viewpoint and its strengths/limitations

Lesson Plan 1: Teaching Reading Comprehension (Text: Living Alone in the Wilderness)

Introduction (10 minutes)

1. Request students to share how their previous day went and draw their attention to what a personal narrative is: explain that a personal narrative is a **true story about a personal experience**. It is told from a person's point of view and includes thoughts and feelings / memories/ dialogues/ recollections about the experience.
2. Discuss that a person's point of view, descriptive language, and reflection on the experience are included in personal narrative.
3. Introduce the text "Living Alone in Wilderness" by telling the students that it is a personal narrative about a sixteen-year-old boy who has chosen to live alone in a tipi in the wild wilderness in Isle of Sykes. Ask the students to predict what the story might be about.

Body (20 minutes):

4. Request your students to open up the text 'Living Alone in Wilderness' and read paragraphs 1 and 2 silently.
5. Discuss the first & second paragraphs as a class. Ask the students to identify any new vocabulary words and discuss the meanings of those words. Write the new vocabulary words on the whiteboard.
6. Have the students read the third paragraph silently and highlight any new vocabulary words. Then, have them work in pairs to use context clues to determine the meanings of the new vocabulary words.
7. Repeat this process for each paragraph in the text. Teacher can request students to share what they think is the overall gist of the text. If there are any gaps, teacher can explain.
8. Request the students to analyse author's purpose in writing the text 'to inform', 'to persuade', 'to entertain' etc.

In the follow-up class, ask the students to read through the text, ask them to identify elements of a personal narrative, such as the author's thoughts and feelings, descriptive language, and reflection on the experience. Encourage them to use evidence from the text to support their observations.

9. After the students have finished reading the text and identifying new vocabulary words, request them to create a list of new vocabulary they have learnt – this can be in form of a worksheet. The worksheet will have a list of the new vocabulary words and students will be asked to write the definition of each word using context clues and use these in a sentence. The worksheets can be created by students and may look like this:

Words	Clues from context	Meaning/ Definition	Sentences

- Once the students have completed the vocabulary worksheet, bring the class back together to discuss the new vocabulary words and how they were used in the text. Ask the students to share their sentences with the class.
- Discuss the first-person point of view and its strengths (benefit of first-person account, interest level, details etc.) and limitations (lack of objectivity and biasness etc.).

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to reflect on what they learned about personal narratives and reading comprehension. Ask them to share their observations about the elements of a personal narrative in the text.
- (Homework) Assign the students to write their own personal narrative about a time when they were alone or had to survive in a difficult situation. Encourage them to use some of the new vocabulary words they learned in the lesson.
- (In class) Have students share their personal narratives in small groups and discuss the elements of personal narratives they included.

Assessment – Student’s interest can be assessed by

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Personal narrative writing assignment

Lesson Plan 2: Teaching Strategies for Reading Comprehension of Personal Narratives

- Provide an overview of what personal narratives are, and how they are structured.
- Model the process of reading a personal narrative by reading aloud and discussing the text with the class.
- Encourage students to identify new vocabulary words as they read and to use context clues to determine the meanings of these words.
- Help students understand the importance of descriptive language and the author’s reflection on the experience in personal narratives.

Lesson Plan 3: Teaching *Across the Indus* by Shahid Hosain

Group work: Students should work in groups to find out the main focus and message of the poem *Across the Indus*. Request 1 member of each group to share what they think the author has depicted about River Indus. Teacher can summarise at the end the following points and add more perspective.

- In this poem Hosain talks about the **significance of the river Indus, how it is majestic and dirty at the same time**. At the beginning or during the class, environmental pollution can be discussed as a major issue Pakistan & the world has faced.
- The river flows through many cities and many people reside in the cities. River Indus is the lifeline of Pakistan’s agriculture & economy - as
- The river helps the nearby land to thrive.
- There are certain problems as well, all the cities are not flourishing.
- Some people living near the river are poor and poverty has engulfed them.

- The author, however, is not sad about it **he feels that the river is majestic as it provides shelter to thousands and it has also been an important part of history and it will continue to be so.**

Cross-curricular links

Teachers should also try to create a cross-curricular link by talking about the significance of River Indus as it provides an ecosystem for marine life, wildlife and human beings. Students can and should also contribute to this discussion about how they may have read about ecosystems in their science class. The discussion can also be about the historical significance of River Indus – how it has formed an identity for the communities that have existed here for thousands of years. Because of River Indus, many ancient societies (Moen-jo-Daro/Harrappa/Gandhara) have also existed as water is a life source for people in all eras.

Lesson plan 4: Teaching Compound Adjectives (before page 9-11 of the book)

Explanation for extending the vocabulary lesson: Teacher can explain that compound adjectives are adjectives that are made up of two or more words joined together to describe a noun. They are often hyphenated to show that they function together as a single adjective modifying a noun. Compound adjectives can be made up of a combination of adjectives, nouns, and/or participles.

Examples of compound adjectives include:

- An eight-legged insect (made up of “eight” and “legged”) - This compound adjective describes an insect with eight legs, such as a spider or an octopus.
- A four-year-old child (made up of “four-year-old” and “child”) - This compound adjective describes a dispute that has been ongoing for four years.
- A high-pitched sound (made up of “high” and “pitched”) - This compound adjective describes a sound that is high in frequency.
- A well-known personality (made up of “well-known” and “personality”) - This compound adjective describes a celebrity who is widely recognized or famous.
- A red-faced woman (made up of “red-faced” and “woman”) - This compound adjective describes a man whose face has turned red, possibly due to embarrassment or anger.

Compound adjectives can help to add specificity and clarity to a sentence by providing more information about the noun being described. However, it is important to use them correctly and avoid overusing them, as this can make the sentence difficult to read and understand.

Task: Student should provide more examples from their surroundings.

Lesson plan 5: Teaching Participles

Teacher’s explanation should include definition and example:

Definition: A participle is a verb form that can function as an adjective in a sentence. Participles can end in -ed, -en, or -ing, and are used to describe a noun or pronoun in a sentence.

Examples:

1. The running water sounded calming. (In this sentence, “running” is a present participle, describing the noun “water”.)
2. The exhausted boy collapsed after the marathon. (In this sentence, “exhausted” is a past participle, describing the noun “boy”.)
3. The broken vase lay on the floor. (In this sentence, “broken” is a past participle, describing the noun “vase”.)
4. The thrilled child ran to the park. (In this sentence, “thrilled” is a past participle, describing the noun “child”.)

Task: Student to share more examples of participles.

Participles can also be used in participial phrases, which are groups of words that include a participle and its modifiers. Here are some examples of participial phrases:

1. Running down the street, the dog chased after the squirrel. (In this sentence, “running down the street” is a participial phrase, modifying the subject “dog”.)
2. Exhausted from the long day, the teacher went home and collapsed on the couch. (In this sentence, “exhausted from the long day” is a participial phrase, modifying the subject “teacher”.)
3. Broken into a million pieces, the mirror lay shattered on the floor. (In this sentence, “broken into a million pieces” is a participial phrase, modifying the subject “mirror”.)

Homework: Students should try and write at least one example of participle phrases in their notebooks. As a homework they can be requested to find more examples.

Lesson Plan 6: Teaching Participle versus Gerunds

1. Introduction (10 minutes)

- Begin by asking students if they know what a participle and gerund are.
- Explain that a participle is a verb form that can function as an adjective, while a gerund is a verb form that functions as a noun.
- Write the definitions of participle and gerund on the whiteboard and ask students to copy them into their notebooks.

2. Explanation (10 minutes)

Write these sentences on the board or share with class. Request students to point out participles and gerunds.

- Surprised by the sound of sirens, I looked out the window.
- The ballerina taught us dancing.
- Apologizing to me isn't enough this time.
- Ali cleaned up the broken glass.
- I saw Kamran running down the street.
- She is afraid of flying.
- They are capable of doing hard work.

3. Practice (10 minutes)

- Give students writing a writing prompt ‘describe a childhood memory’ and request them to use both participles and gerunds in their writing.
- Ask students to share their writing with the class and have the class identify the participles and gerunds and how they are used in the sentence.
- Provide feedback on the use of participles and gerunds and encourage students to continue using them in their writing.

4. Assessment:

- Have students complete a writing assignment that requires them to use both participles and gerunds correctly in their writing.
- Review the writing assignments and provide feedback on the use of participles and gerunds.

Teachers can use the following examples

Participles:

1. Running late, Jack rushed to his meeting. (In this sentence, “running” is a present participle, describing the subject “Jack”.)

2. The broken vase lay on the floor. (In this sentence, “broken” is a past participle, describing the noun “vase”.)

Gerunds:

1. Swimming is my favourite hobby. (In this sentence, “swimming” is a gerund, functioning as the subject of the sentence.)
2. Eating pizza is always fun. (In this sentence, “eating” is a gerund, functioning as the subject of the sentence.)

Note: Teacher needs to also explain that it’s important to note that some verbs can be both a gerund and a participle, depending on how they are used in the sentence. For example, “swimming” can be a gerund as in the sentence above, or a participle as in “The swimming pool is closed.” In this case, “swimming” is describing the noun “pool”.

The most important thing is to use both participle and gerund even if we do not always remember their definitions.

Task: Students should be able to complete exercises on pages 10-11 after these lessons.

For monthly assessment: Students to write one paragraph using compound adjectives, participle phrases/participles and gerunds.

Lesson 7: Finding a Host Family

Groupwork: Ask students to work in groups of three and imagine if they need to shift abroad for studies for 6 months which two factors from the list given in the book will be the most important for them. If they have to live with another family (a host family) for six months, what other factors should be considered. Do you think there are some factors that you may have in mind which are not mentioned in the book.

Task: Can students write a letter to an imaginary host family requesting if they can stay with them for 6 months? The letter should include request, schedule, which school they would go to, why they can be a good guest etc.

Theme of this unit: WHERE WE LIVE NOW

Each unit in the book has a theme. All texts (prose, poetry) are linked to this main theme.

Group work: In groups of 4 to 5, students to discuss the significance of the theme (for example: the text 1 “Living Alone...” is linked to this theme as it explores the lifestyle and habitat choice of Zeki (a 16-year-old boy), Across the Indus is linked to this theme, as we live near Indus Basin and the entire civilization/cities have sprung close to this river, etc.

UNIT 2 THE SEA

Lesson Plan Title: Analysis of Personal Memories Text: “Encounter With a Shark” by Trader Faulkner

Objectives:

- Students will read and comprehend the personal memories text “Encounter with a Shark” by Trader Faulkner.
- Students will develop critical thinking skills by analyzing the text and discussing the author’s message.

Introduction (10 minutes)

1. Begin by asking students if they fear any specific animal have ever had a scary encounter with an animal or experienced a traumatic event that they still remember. Ask them to briefly share their experiences with the class.

2. Introduce the text “Encounter with a Shark” by explaining that it is a personal memories text about a traumatic experience that the author had as a child.

Reading and Analysis (30 minutes)

1. Students will read the text silently, underline key words and difficult words to look up in a dictionary.
2. After reading, have students identify the author’s thoughts and feelings to share a personal experience / a recount.
3. *Vivid details.* Specific details paint a picture in the reader’s mind and appeal to the reader’s senses ... *Figurative language.* Tools of the writer’s craft such as analogy, simile, and metaphor add depth to authors’ descriptions. If you deem fit, please explain similes/ metaphors / analogy with examples. Ask students to find out
4. *Precise language.* ... (this is very important – choice of words that describe what authors (students) really mean.
5. *Thoughtful organization.* (Students should think how they can organize a story – will it start with a dialogue, description of a place, or any kind of action).
6. Have students identify the author’s tone and highlight examples from the text to support their analysis.
7. Introduce the literary devices (simile, metaphor, personification) and have students identify examples of each in the text.
8. Bring the class together for a whole-group discussion and ask for volunteers to share their analysis with the class.

Closure (10 minutes)

1. Summarize the author’s message in the text.
2. Ask students to reflect on the importance of personal memories and sharing them with others.

Assessment: Assess students’ understanding of the objectives by reviewing their completed graphic organizers and their participation in the class discussion. Additionally, assess students’ writing prompt responses for evidence of critical thinking and reflection.

TEACHING DIRECT SPEECH

Support video: <https://www.youtube.com/watch?v=pXr6YAzTSPs> (Direct Speech)

Warm-up (5 minutes): Start the class by asking “What did you have for dinner last night?” After getting a few responses, explain how this example is categorized as direct speech.

Ask the students to repeat what direct speech is. Write their answers on the board. Then, give them another example of direct speech such as, “My mom said, ‘Don’t forget to take out the trash.’” Ask the students to identify the direct speech in the sentence.

Introduction (10 minutes): Explain to the students that direct speech is when we report someone’s exact words. Write on the board, “Direct speech is when we use the exact words that someone said, and we put those words inside quotation marks.” Show them some examples, such as:

- “I love biscuits and chips,” said Maryam.
- “What time is it?” asked Taimur.
- “I’m not feeling well,” said Manisha.

Ask your students to write at least 2 more examples on their own.

Teaching (15 minutes): Ask the students to work in pairs or small groups to come up with some sentences using direct speech. Have them write their sentences on the board or a piece of paper. Then, go over each sentence as a class and identify the direct speech. Correct any mistakes they may have made.

Activity (15 minutes): Give the students a worksheet or write the below mentioned on the board with sentences that contain indirect speech. Ask them to rewrite each sentence using direct speech. Walk around the classroom and help them if they have any questions.

- He says that he is ill.
- She bought a car.
- I am living in Skardu.
- Dania said she will study hard this year.
- They said that they had been walking along the street.

Conclusion (5 minutes): Bring the class together and ask a few students to share their direct speech sentences. Then, review the key points of the lesson and make sure the students understand how to use direct speech in their writing and conversations.

Real-life example from the classroom: During a class discussion about their favourite TV shows, one student said, "I love watching XYZ because it's so mysterious/funny/spooky, etc. Another student asked, "What's so mysterious about it?" The first student replied, "Well, as Eleven says, 'Friends don't lie,' and there are a lot of lies and secrets in the show." This is an example of direct speech used in a conversation between students.

Explain that by using direct speech students can improve their dialogue writing within stories, and other narrative accounts.

How to teach Descriptive Writing

Homework: Request the students to read the text "An Encounter..." again and underline vivid details, figurative language and any other examples of description.

Pework (can be given as a homework)

Before students start the first task on pages 23 – writing about your lucky escape, request them to brainstorm about the event (it could be real or imaginative). They have to work individually to write as many details as come to mind about the following aspects of descriptive writing.

1. *Vivid details.* Specific details paint a picture in the reader's mind and appeal to the reader's senses. ...
2. *Figurative language.* Tools of the writer's craft such as analogy, simile, and metaphor add depth to authors' descriptions.
3. *Precise language.* ... (this is very important – choice of words that describe what authors (students) really mean.
4. *Thoughtful organization.* (Students should think how they can organize a story – will it start with a dialogue, description of a place, or any kind of action).

In class (Discussion): Discuss the examples of figurative language and vivid details from the text "An Encounter..." and request students to share their examples of vivid details, figurative language and the way they want to organize their story about their lucky escape.

Teaching Figurative Language & Vivid Details (15 minutes): Discuss the examples of vivid details given below, request students to pay attention to what makes these 'vivid'. You can use examples from your own context or use the following examples along with explanations given below.

1. Simile: "The classroom board is as white as snow." This comparison uses the words "as" or "like" to compare two things that are different but share a similar quality.
2. Metaphor: "A great classroom is a beehive of activity." This comparison does not use the words "as" or "like," but instead directly states that one thing is another.
3. Personification: "His pencil ran across the page." This gives human qualities to a non-human object, in this case, the pencil.
4. Hyperbole: "I have a ton of homework to do tonight." This exaggerates the amount of homework to emphasize the speaker's point.

5. Onomatopoeia: "The clock tick-tocked in the background." This uses words that sound like the thing they are describing to create a sensory image.
6. Alliteration: "The fluffy, furry ferret frolicked on the floor." This uses the repetition of the same sound at the beginning of each word to create a musical effect.

Activity: Keeping in mind their task of writing about a lucky escape, students mention the plot of their story briefly and then try to write at least 3 of the 6 concepts of vivid details/ figurative language that they want to use in their story. They can improve on it as a homework.

Thoughtful Organization (10 minutes): Students should think how they can organize a story – will it start with a dialogue, description of a place, or any kind of action or something else. Teacher can facilitate the discussion.

From this point on, if there is time in class, students can start working on their story and complete it as a homework.

Beaches Without Waste

Pework (can be given as a homework)

Before students start the lesson, ask them (as a homework) to find any news report that they like and bring a cut out to class.

In class (Discussion): Discuss the examples students have brought – ask questions like "why do you like this news report, what caught your attention?" After getting a few responses, write the following features on board.

- **Headline** – important feature as it attracts attention
- **Pictures** - important feature as it attracts attention
- **Sub-heading** – elaborates the topic
- **Cause** – people tend to read about what they care
- **Order of information** – the information should be organized systematically (in a clear chronological order)
- **Reporter's name**
- **Mostly written in third-person & past tense**

Teaching (15 minutes): Ask the students to read the text. Then work in pairs or small groups to find which features written above can they find easily in the text "Beaches Without Waste".

Students to complete 'Writing a Notice' exercise after this.

Theme of this unit: THE SEA

Each unit in the book has a theme. All texts (prose, poetry) are linked to this main theme.

Group work: In groups of 4 to 5, students to discuss the significance of the theme (for example: environmental awareness, marine life, sea pollution, why is sea important for human beings).

Cross-curricular link: How is maritime ecosystem supporting life on earth.

UNIT 3 – MEMORIES

A Red-Letter Day

Prework (10/15 minutes)

Before students start the lesson, ask them to work in pairs – student A closes their eyes and student B presents them with a unique object – without looking at the object and just by feeling it – student A has to describe it.

All Students As will tell the class how they arrive at their conclusion about what the object is. Differently abled people feel and experience things differently – when students start reading the text, they should be asked to.

- Underline all descriptive phrases and words
- Which details indicate that the author cannot see and only feel things around him.

In class (Close reading): Discuss the examples students have brought – ask questions like

- Pay attention to how many times the author writes “hear/heard/ sound/ taste/ feel” references in the text
- What evidence is present in the text that it is the author’s first visit to a beach?
- What are evidences that make you understand that author lives in a hostel?

Homework: Students can do comprehension exercises as a homework.

TEACHING SILENT LETTERS

Write on board, “knee, knife, know” and “honest, hour” and more words with examples of silent letters.

Ex: psychology, psychiatrist and pseudonym.

<https://www.youtube.com/watch?v=kpo6sVBOaLk>

Request students to give more examples of words with silent letters.

TEACHING ADVERBS

Explain to your students “Adverbs teach you about verbs”. You can use the following examples from the table.

Ask them to provide more examples.

How	Loudly	Slowly	Softly
When	After	Now	before
Where	Nowhere/somewhere	outside	upstairs

1. Define adverbs: Explain to students that adverbs are words that modify or describe verbs, adjectives, and other adverbs. They add more information to the sentence and often answer questions like “how,” “when,” “where,” and “when.” For example, in the sentence “She sings beautifully,” “beautifully” is an adverb that modifies the verb “sings.”
2. Use real-life examples: Provide students with real-life examples of adverbs that they can relate to. Here are some examples:
 - How: She talks loudly.
 - When: They will come tomorrow.
 - Where: She walked here.
 - To what extent: She runs very fast.

3. Identify adverbs in sentences: Provide students with simple sentences and ask them to identify the adverb. For example:

- He speaks slowly. (Slowly)
- She reads quickly. (Quickly)
- They play outside. (Outside)
- She eats carefully. (Carefully)

Your students should be able to use adverbs with ease.

TEACHING 'THE TIDE RISES, THE TIDE FALLS'

- **Imagery:** Request the students to read the lines carefully and point out imagery.

"The twilight darkens, the curlew calls; Along the sea-sands damp and brown The traveller hastens toward the town, And the tide rises, the tide falls."

Here, the image of the "twilight darkens" and the "curlew calls" set a peaceful and serene tone. The image of the "sea-sands damp and brown" creates a visual picture of the shore, and the "traveller hastens toward the town" sets a sense of urgency and movement. Finally, the repeated phrase "the tide rises, the tide falls" creates a sense of rhythm and repetition, which adds to the poem's beauty.

- **Personification:** Request the students to read the section 'Helpful Hints' and find out personification used here.

"The day returns, but nevermore Returns the traveller to the shore, And the tide rises, the tide falls."

Here, the personification of the tide suggests that it has a cyclical nature, like the cycle of life and death. The image of the "traveller" who never returns to the shore creates a sense of melancholy and loss, and the repetition of the phrase "the tide rises, the tide falls" reinforces the theme of change and impermanence.

- **Symbolism:** Longfellow uses various symbols in the poem to convey his message. For example, the "sea-sands" can be seen as a symbol of time and change. The repeated phrase "the tide rises, the tide falls" can be seen as a symbol of the cyclical nature of life and death.

Unit 4 – Violent Nature

Objective: Reading and writing an account

Lesson Plan 1 – The Egg-collector's Surprise

Silent Reading

Students to read (can be done at home) the text 'The Egg-Collector's Surprise' – the text is an account of an egg collector climbing trees and discovering a skeleton of a man. The account is the collector's experience. The reading can also be done at home and the discussion / comprehension exercises can be done in the class. The students should refer to the helpful hints as they read the texts.

An account is a detailed description of facts about an event that has happened. A writer describes the scene and presents accurate descriptions and facts. Formal language is used in accounts.

Lesson Plan 2 – Writing an account

Explain to your students what an account is.

In this writing exercise, ask the students to create mind maps for rough draft work.

They can follow the instructions given in the rubrics and gather all information here.

What happened to the egg collector?

- _____
- _____
- _____

Explain what happened to the shepherd?

- _____
- _____
- _____

Title of the account:

Lesson Plan 3: Teaching Grammar – Homographs

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

Students will be able to read and understand homographs, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss homographs.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of homographs, and its examples.

Definition: A homograph is a word that is spelt like another word but has a different meaning from it, and may have a different pronunciation, for example bow and bow.

Discuss what are homographs used for as explained in the student's book.

Body (20 minutes):

Learn Grammar: Homographs

- Elicit that homographs are words that spell the same but have different meanings.
- Explain that the homographs help us in inferring the different meanings of words.
- Have students look at the texts and name the homographs used.
- Ask them to brainstorm other homographs and write them on the board.
- Ask several students to use homographs in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses *homographs*.

- Tell students that homographs may be pronounced the same (homophones), or they may be pronounced differently (heteronyms, also known as heterophones).
- Have students look at the story and name the homographs they can find. Encourage them to say what the homographs tell us.
- Ask questions related to the text which involve homographs.

Write sentences in your notebook using homographs. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing sentences with more homographs.
- (In class) Have students share their sentences with each other.

Assessment – student’s interest can be assessed by how many new homographs they have found.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Unit 5 – Sights and Sounds

Objective: Reading and writing an account

Lesson Plan 1 – Sights and Sounds in a Kabul Bazar

Silent Reading

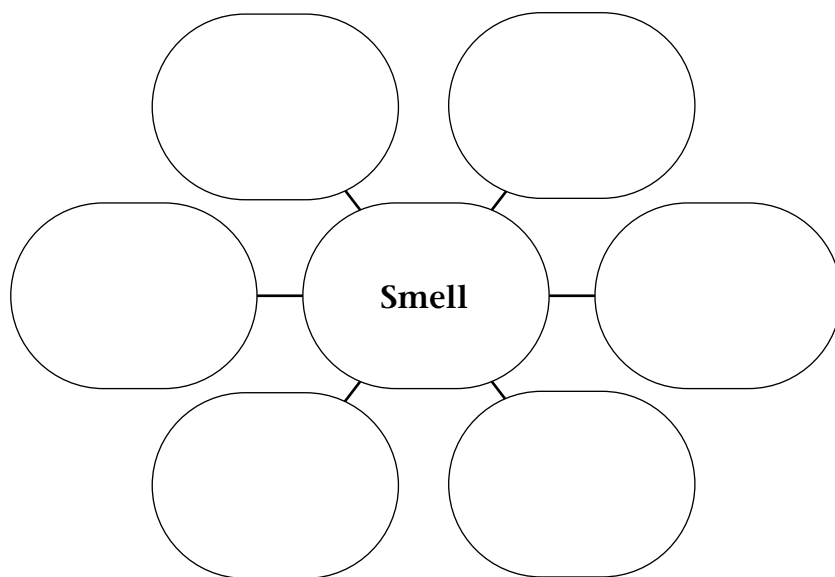
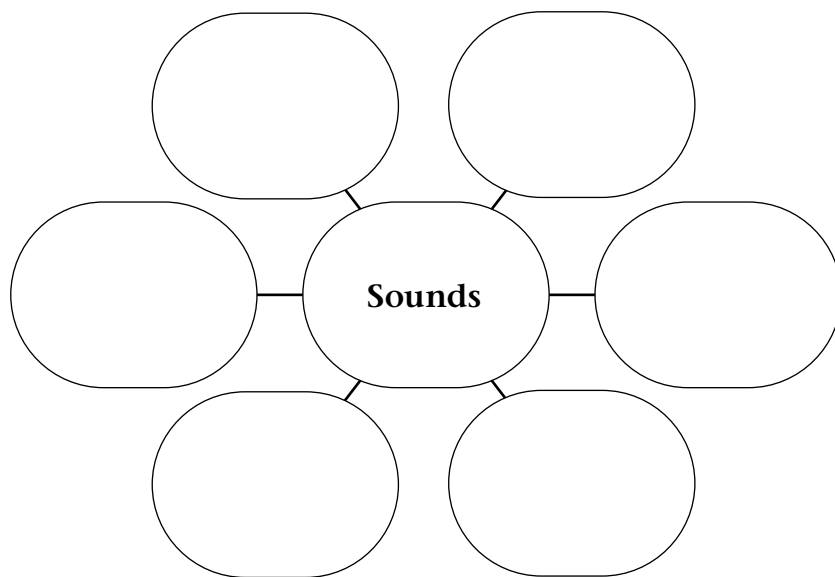
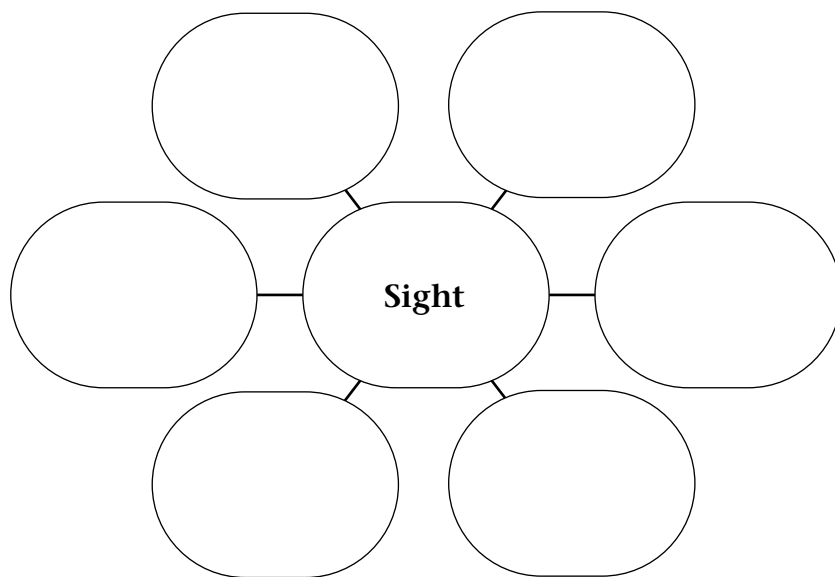
Students to read (can be done at home) the text ‘Sights and Sounds in a Kabul Bazar’ – the text is an account of a traveler who is walking through Kabul bazaar. The account describes the vibrancy of the bazaar, how colourful it is with the materials present it. The writer creates a vivid description of all that he sees, smells, and hears. The reading can also be done at home and the discussion / comprehension exercises can be done in the class.

In a personal narrative, a writer writes about their own experience. The essay has a beginning, middle and end.

As you read through this narrative, you will note that the author has used his sense of sight, sound and smell to describe what he can see, hear and smell through the bazaar.

Analyze the text and write the sounds, smell, and things he sees in the mind maps below:

Analyzing the text in this way will help students in understanding, in detail, how writers create descriptions. It will encourage them to write descriptions themselves.



Lesson Plan 2 – Writing a letter

Explain to your students what a formal letter is.

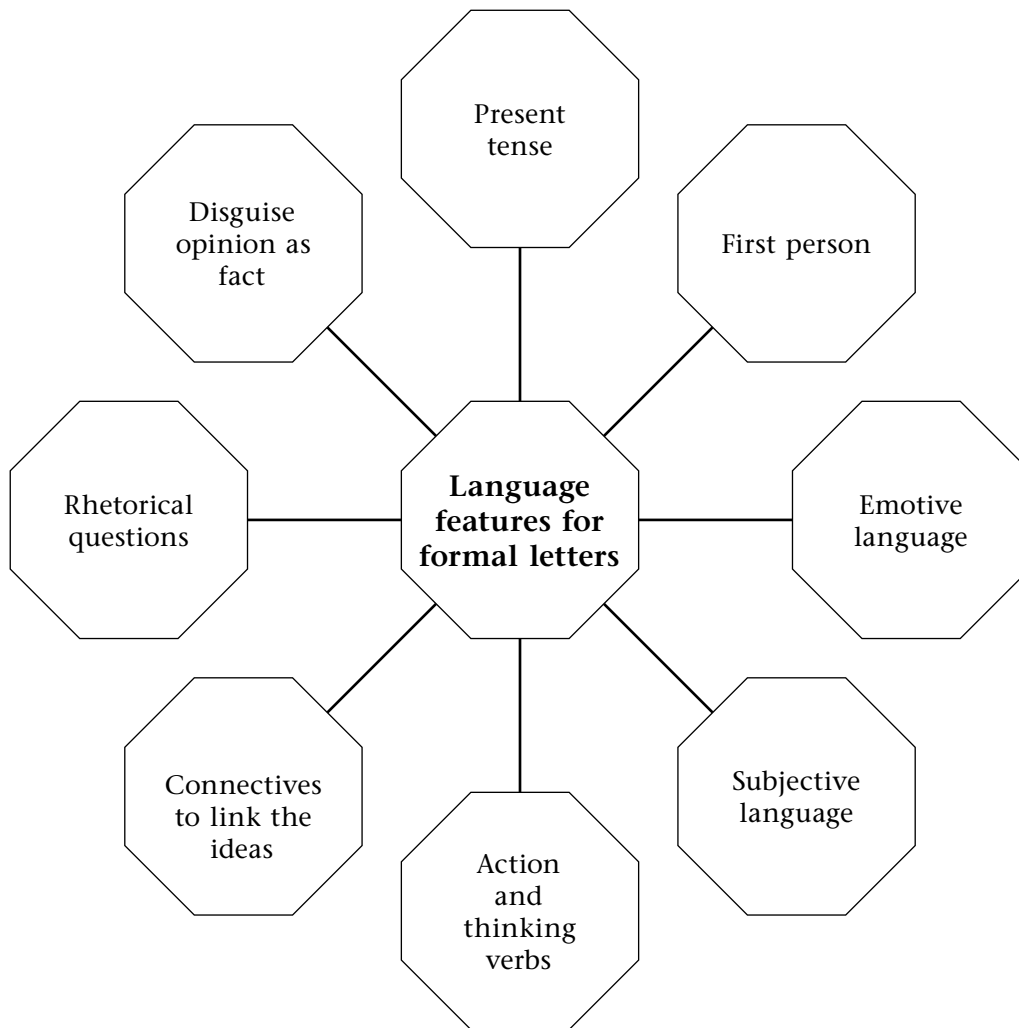
In this writing exercise, ask the students to follow the formal letter format.

What kind of language is used in formal letters?

FORMAL WRITING

Formal writing is employed when the writer has no familiarity with his audience, or when the writer is writing on a crucial issue that needs the attention of authorities. Formal writing is regularly used in professional situations.

Here are some of the language features used in formal letters:



Lesson Plan 3: Teaching Grammar – Adjectives with suffix ‘-ible’ ‘-able’

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

Students will be able to read and understand adjectives with suffixes ‘-ible’ and ‘-able’. Identify new vocabulary words and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss adjectives with suffixes *'-ible'* and *'-able'*.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of adjectives with suffixes *'-ible'* and *'-able'*, and its examples.

Definition: In adjectives that use the suffixes *'-ible'* and *'-able'*, the base word may be spelt differently in the adjective but the word is recognisable.

Discuss what adjectives with suffixes *'-ible'* and *'-able'* are used for as explained in the student's book.

Body (20 minutes):

Learn Grammar: Adjectives with suffix *'-ible'* *'-able'*

- Elicit that adjective with suffixes *'-ible'* and *'-able'* are words that are used to describe nouns in a variety of ways.
- Explain that the adjectives with suffixes *'-ible'* and *'-able'* enhance the writing style of the text.
- Have students look at the texts and name the adjectives with suffixes *'-ible'* and *'-able'* used.
- Ask them to brainstorm other adjectives with suffixes *'-ible'* and *'-able'* and write them on the board.
- Ask several students to use adjectives with suffixes *'-ible'* and *'-able'* in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses adjectives with suffixes *'-ible'* and *'-able'*.
- Tell students that adjectives with suffixes *'-ible'* and *'-able'*.
- Have students look at the story and name the adjectives with suffixes *'-ible'* and *'-able'* that tell us an action that was happening. Encourage them to say what the adjectives tell us.
- Ask questions related to the text which involve the adjectives.

Write sentences in your notebook using adjectives. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing sentences with more adjectives that use the suffixes *'-ible'* and *'-able'*.
- (In class) Have students share their sentences with each other.

Assessment – student's interest can be assessed by how many new adjectives with the suffixes *'-ible'* and *'-able'* they have found.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Lesson Plan 4: Teaching Grammar – The Habitual Past Tense

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

Students will be able to read and understand the habitual past tense, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss the habitual past tense.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of The Habitual Past Tense, and its examples.

Definition: The habitual past is a verb aspect that is used to refer to repeated events in the past.

Discuss what the habitual past tense is used for as explained in the student's book.

Body (20 minutes):

Learn Grammar: The Habitual Past Tense

- Elicit that the habitual past tense are words that are used to refer to repeated events in the past.
- Explain that the habitual past tense can be used to express that we used to do certain things in the past repeatedly but we no longer do it.
- Have students look at the texts and name the habitual past tense used.
- Ask them to brainstorm other words containing 'used to' and write them on the board.
- Ask several students to use the habitual past tense in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses the habitual past tense.
- Tell students that the habitual past tense implies that there were certain habits in the past that you had which you no longer do.
- Have students look at the story and name the words with 'used to' that they can find. Encourage them to say what these words tell us.
- Ask questions related to the text which involve the habitual past tense.

Write sentences in your notebook using the habitual past tense. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing new sentences with more the Habitual Past Tense.
- (In class) Have students share their sentences with each other.

Assessment – student's interest can be assessed by how many new sentences they have found with the habitual past tense.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Lesson Plan 5: Teaching Grammar – Past Perfect Tense

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

Students will be able to read and understand past perfect tense, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss past perfect tense.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of past perfect tense, and its examples.

Definition: The form of a verb that expresses an action completed before a particular point in the past, formed in English with it and the past participle.

Discuss what Past Perfect Tense is used for as explained in the student's book.

Body (20 minutes):

Learn Grammar: Past Perfect Tense

- Elicit that past perfect tense is used to express views about a situation that had happened in the past.
- Explain that the past perfect tense can be used to express context of a situation.
- Have students look at the texts and name the Past Perfect Tense.
- Ask them to brainstorm other Past Perfect Tense and write them on the board.
- Ask several students to use Past Perfect Tense verbs in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses past perfect tense.
- Tell students that past perfect tense is used in narratives where the writers describe things that have happened in the past.
- Have students look at the story and name the past perfect tense that tell us an action that was happening. Encourage them to say what the past perfect tense tell us.
- Ask questions related to the text which involve the past perfect tense.

Write sentences in your notebook using past perfect tense. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.

- (Homework) Assign the students to practice writing sentences with more past perfect tense.
- (In class) Have students share their sentences with each other.

Assessment – student’s interest can be assessed by how many new past perfect tense they have found.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Lesson Plan 6: Teaching Grammar – Relative pronouns

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

Students will be able to read and understand relative pronouns, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss relative pronouns.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of relative pronouns, and its examples.

Definition: Relative pronouns introduce relative clauses. Relative clauses tell us more about people and things e.g. *Aleena, who is just 23, has secured an internship to NASA.*

Discuss what relative pronouns are used for as explained in the student’s book.

Body (20 minutes):

Learn Grammar: Relative pronouns

- Elicit that relative pronouns are words that use *who, whom, when, and where*.
- Explain that there are two kinds of relative clauses; to make clear which person or thing we are talking about, and to give more information about a person, thing or situation.
- Have students look at the texts and name the relative pronouns used.
- Ask them to brainstorm other relative pronouns and write them on the board.
- Ask several students to use relative pronouns in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses relative pronouns.
- Tell students that relative pronouns are used in identifying and adding clauses. In an identifying clause we can use *who, whom, whose, which, or that* and in an adding clause we can use *who, whom, whose, or which*. We do **NOT** use *that*.

- Have students look at the story and name the relative pronouns that tell us an action that was happening. Encourage them to say what the relative pronouns tell us.
- Ask questions related to the text which involve the relative pronouns.
- Write sentences in your notebook using relative pronouns. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing sentences with more relative pronouns.
- (In class) Have students share their sentences with each other.

Assessment – student’s interest can be assessed by how many new relative pronouns they have found.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Lesson Plan 7: Teaching Grammar – Pronouns antecedent agreement

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

Students will be able to read and understand pronouns antecedent agreement, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss pronouns antecedent agreement.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of pronouns antecedent agreement, and its examples.

Definition: The noun or noun substitute that a pronoun is linked to is called antecedent. Pronouns should agree in number, person, and gender with their antecedents.

Discuss what is pronoun antecedent agreement used for as explained in the student’s book.

Body (20 minutes):

Learn Grammar: Pronouns antecedent agreement

- Elicit that pronouns antecedent agreement are used to add detail to characters and situations.
- Have students look at the texts and name the pronoun antecedent agreement used.
- Ask them to brainstorm other sentence pronoun antecedent agreement, and write them on the board.
- Ask several students to use pronoun antecedent agreement in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses pronouns antecedent agreement.
- Have students look at the story and make the sentence with pronoun antecedent agreement that they can find. Encourage them to say what the pronoun antecedent agreement tells us.
- Ask questions related to the text which involve the pronoun antecedent agreement.

Write sentences in your notebook using pronouns antecedent agreement. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing sentences with more pronoun antecedent agreement.
- (In class) Have students share their sentences with each other.

Assessment – student’s interest can be assessed by how many new pronoun antecedent agreement they have found.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Lesson Plan 8: Teaching Grammar – The Passive Voice

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

Students will be able to read and understand passive voice, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss the passive voice.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of passive voice, and its examples.

Definition: When a sentence is written in the passive voice, the subject receives the action. Passive forms are made up of the verb *be* with a *past participle*.

Discuss what is the passive voice used for as explained in the student’s book.

Body (20 minutes):

Learn Grammar: The Passive Voice

- Elicit that the passive voice are words that are used to express the focus of the sentence is on the action itself and the subject or agent performing that action is unimportant or unknown.
- Explain that the passive voice can be used to express when we transform a sentence in the active voice into one in passive, the following important changes take place;

the subject and object exchange their positions, if the subject appears in the sentence in passive voice, it is introduced with *by*, the verb takes on the suitable past participle form and agrees in number and person with the object in the subject position.

- Have students look at the texts and name the passive voice used.
- Ask them to brainstorm other passive voice sentences and write them on the board.
- Ask several students to use the passive voice in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses the passive voice.
- Tell students that the passive voice is made up of *to be* with a *past participle*. Sometimes the verb *get* is used with a *past participle* to form the passive.
- Have students look at the story and name the passive voice sentences that they can find. Encourage them to say what the passive voice tells us.
- Ask questions related to the text which involve the passive voice.

Write sentences in your notebook using the passive voice. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing more sentences with the passive voice.
- (In class) Have students share their sentences with each other.

Assessment – student’s interest can be assessed by how many new passive voice sentences they have found.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Unit 6 – Protecting Our Big Cats

Objective: Reading and writing an informative article

Lesson Plan 1 – Saving Lions in Tanzania

Silent Reading

Students to read (can be done at home) the text ‘Saving Lions in Tanzania’ – the text is an account of an informative article about the measures taken for conservation of lions. The article describes how the population of lions has been deteriorating, and what measures have been taken to save them from extinction. The writer provides all facts and figures in the article. The reading can also be done at home and the discussion / comprehension exercises can be done in the class. The students should refer to the helpful hints as they read the texts.

In an informative article, a writer presents factual information on a topic.

As you read through this informative article, you will see that the writer has used certain words to connect her ideas together.

In informative texts, conjunctions and connectives are used to join different parts together.

Connectives used to sequence events and ideas through time:

Later on
After that
Next
Finally
Towards the end
To begin with

Connectives describing cause and effect relationship:

If
Therefore
Because of this
Since
Consequently

Connectives introducing an interesting or surprising idea/condition:

However
Although
Otherwise
Despite

Informative texts rely on accurate ideas and details. A writer should focus on organisation and word choice.

Components of Informative texts:

When you write your own informative text, you can draft it into components and then create a final draft. This will help you in organising information.

Lesson Plan 2: Teaching Grammar – Asking questions – using do, does, did

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

Students will be able to read and understand how to ask questions – using *do*, *does*, *did*, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss how to ask questions – using *do*, *does*, *did*.

Introduction (10 minutes)

Begin the lesson by explaining to the students, what it means to ask questions – using *do*, *does*, *did*, and its examples.

Discuss what is the purpose of asking questions – using *do*, *does*, *did* as explained in the student's book.

Body (20 minutes):

Learn Grammar: Asking questions – using *do, does, did*

- Elicit that using *do, does, did* are creates questions to inquire information.
- Have students look at the texts and name the questions using *do, does, did*.
- Ask them to brainstorm other questions that use *do, does, did* and write them on the board.
- Ask several students to use *do, does, did* in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses *do, does, did* to ask questions.
- Have students look at the story and name the sentences using *do, does, did* to ask questions. Encourage them to say what these sentences tell us.
- Ask questions related to the text which involve using *do, does, did* to ask questions.

Write sentences in your notebook using *do, does, did* to ask questions. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing sentences with more asking questions – using *do, does, did*.
- (In class) Have students share their sentences with each other.

Assessment – student’s interest can be assessed by how many new asking questions – using *do, does, did* they have found.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Lesson Plan 3: Teaching Grammar – Transitional Devices

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

Students will be able to read and understand transitional devices, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss transitional devices.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of transitional devices, and its examples.

Definition: Transitional devices connect ideas together and create a flow in writing.

Example: *Therefore, however, and, etc.*

Discuss what transitional devices are used for as explained in the student’s book.

Body (20 minutes):

Learn Grammar: Transitional Devices

- Elicit that transitional devices are words that are used to guide readers from one sentence to the other.
- Explain that the transitional devices can be used to relate ideas to each other which helps in assisting the reader in comprehending the text.
- Have students look at the texts and name the transitional devices used.
- Ask them to brainstorm other transitional devices and write them on the board.
- Ask several students to use transitional devices in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses transitional devices.
- Tell students that transitional devices imply that an essay is well written and connects ideas together in a comprehensive way.
- Have students look at the story and name the transitional devices that they can find in the text. Encourage them to say what the transitional devices tell us.
- Ask questions related to the text which involve the transitional devices.

Write sentences in your notebook using transitional devices. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing sentences with more transitional devices.
- (In class) Have students share their sentences with each other.

Assessment – student’s interest can be assessed by how many transitional devices they have found.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Lesson Plan 4: Teaching Grammar – Asking questions using *wh*- words

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

Students will be able to read and understand *wh*- words that ask questions, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss asking questions using *wh*- words.

Introduction (10 minutes)

Begin the lesson by explaining to the students how asking questions are created using *wh*- words, and its examples.

Discuss how many kinds of *wh*- words are used to create asking questions as explained in the student’s book.

Body (20 minutes):

Learn Grammar: Asking questions using *wh*- words

- Elicit that using *wh*- words to ask questions helps students in creating interrogation questions easily.
- Explain that using *wh*- words to ask questions can be helpful in creating clear and direct questions.
- Have students look at the texts and name the *wh*- words used to ask questions.
- Ask them to brainstorm other *wh*- words to ask questions and write them on the board.
- Ask several students to use *wh*- words to ask questions to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses *wh*- words to ask questions.
- Have students look at the story and name the *wh*- words to ask questions. Encourage them to say what the *wh*- words ask.
- Ask questions related to the text which involve using *wh*- words.

Write sentences in your notebook using *wh*- words to ask questions. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing sentences with more *wh*- words to ask questions.
- (In class) Have students share their sentences with each other.

Assessment – student's interest can be assessed by how many new *wh*- words they have found.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Lesson Plan 5: Teaching Grammar – Present Continuous Tense

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

Students will be able to read and understand present continuous tense, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss present continuous tense.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of present continuous tense, and its examples.

Definition: The present continuous means that we are in the middle of an action. The present continuous is the present tense of *be + an - ing* form.

Discuss what present continuous tense is used for as explained in the student's book.

Body (20 minutes):

Learn Grammar: Present Continuous Tense

- Elicit that present continuous tense is used to express an on-going action that is happening in the present.
- Explain that the present continuous tense can be used to express situations when we are in the middle of something but not actually doing it at the moment of speaking or when things are changing over a long period.
- Have students look at the texts and name the present continuous tense used.
- Ask them to brainstorm other sentences in the present continuous tense and write them on the board.
- Ask several students to use present continuous tense in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses present continuous tense.
- Have students look at the story and name the sentences in present continuous tenses that they can find. Encourage them to say what the present continuous tense tells us.
- Ask questions related to the text which involve the present continuous tense.

Write sentences in your notebook using present continuous tense. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing more complex sentences in present continuous tense.
- (In class) Have students share their sentences with each other.

Assessment – student's interest can be assessed by how many new sentences they can write in the present continuous tense they have found.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Lesson Plan 6: Teaching Grammar – Present Perfect Tense

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

Students will be able to read and understand present perfect tense, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss present perfect tense.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of present perfect tense, and its examples.

Definition: The present perfect tells us about the past and the present.

Discuss what present perfect tense is used for as explained in the student's book.

Body (20 minutes):

Learn Grammar: Present Perfect Tense

- Elicit that present perfect tense are words that are used to express the present perfect tells us about the past and the present.
- Explain that the present perfect tense consists of the present tense of have + a past participle.
- Have students look at the texts and name the present perfect tense used.
- Ask them to brainstorm other present perfect tense and write them on the board.
- Ask several students to use present perfect tense in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses present perfect tense.
- Have students look at the story and name the present perfect tense that tells us an action that was happening. Encourage them to say what the present perfect tense tells us.
- Ask questions related to the text which involve the present perfect tense.

Write sentences in your notebook using present perfect tense. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing more sentences with present perfect tense.
- (In class) Have students share their sentences with each other.

Assessment – student's interest can be assessed by how many new sentences with present perfect tenses they have found.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Lesson Plan 7: Teaching Grammar – Antonyms – Using the Prefixes un- and anti-

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

Students will be able to read and understand Antonyms – Using the Prefixes *un-* and *anti-*, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss Antonyms – Using the Prefixes *un-* and *anti-*.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of Antonyms – *Using the Prefixes un- and anti-*, and its examples.

Definition: a word that means the opposite of another word

Example: disturb un-disturbed
 nationalism anti-nationalism

Discuss what Antonyms – Using the Prefixes *un- and anti-* are used for as explained in the student's book.

Body (20 minutes):

Learn Grammar: Antonyms – Using the Prefixes *un- and anti-*

- Elicit that antonyms – using the prefixes *un- and anti-* are used to express words that mean the opposite.
- Explain that the antonyms – can be used to express the opposite of words by adding *un-* and *anti-* to them. These prefixes change the meaning of the stem word and makes a word that means the opposite of the stem word.
- Have students look at the texts and name the antonyms with the prefixes *un- and anti-* used.
- Ask them to brainstorm other antonyms with the prefixes *un- and anti-* and write them on the board.
- Ask several students to use antonyms with the prefixes *un- and anti-* in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses antonyms with the prefixes *un- and anti-*.
- Have students look at the story and name the antonyms that use the prefixes *un- and anti-* with tell us an action that was happening. Encourage them to say what the antonyms tell us.
- Ask questions related to the text which involve the antonyms with the prefixes *un- and anti-*.

Write sentences in your notebook using antonyms with the prefixes *un- and anti-*. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing sentences with more antonyms using the prefixes *un- and anti-*.
- (In class) Have students share their sentences with each other.

Assessment – student's interest can be assessed by how many new antonyms with the prefixes *un- and anti-* they have found.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Lesson Plan 8: Teaching Grammar – Suffixes

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

Students will be able to read and understand suffixes, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss suffixes.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of suffixes, and its examples.

Definition: A letter or group of letters added to the end of a word to make another word, such as *-ly* in quickly or *-ness* in sadness

Discuss what are suffixes used for as explained in the student's book.

Body (20 minutes):

Learn Grammar: Suffixes

- Elicit that suffixes are letters that are used to create new words from the base word.
- Explain that the suffixes can be used to express more descriptions by enhancing a word.
- Have students look at the texts and name the suffixes used.
- Ask them to brainstorm other suffixes and write them on the board.
- Ask several students to use suffixes in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses suffixes.
- Tell students that suffixes change the grammatical function of words.
- Have students look at the story and name the suffixes that tell us an action that was happening. Encourage them to say what the suffixes tell us.
- Ask questions related to the text which involve the suffixes.

Write sentences in your notebook using suffixes. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing sentences with more suffixes.
- (In class) Have students share their sentences with each other.

Assessment – student's interest can be assessed by how many new suffixes they have found.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Unit 7 – Searching

Objective: Reading and writing playscripts

Lesson Plan 1 – Writing lines in a playscript

Silent Reading

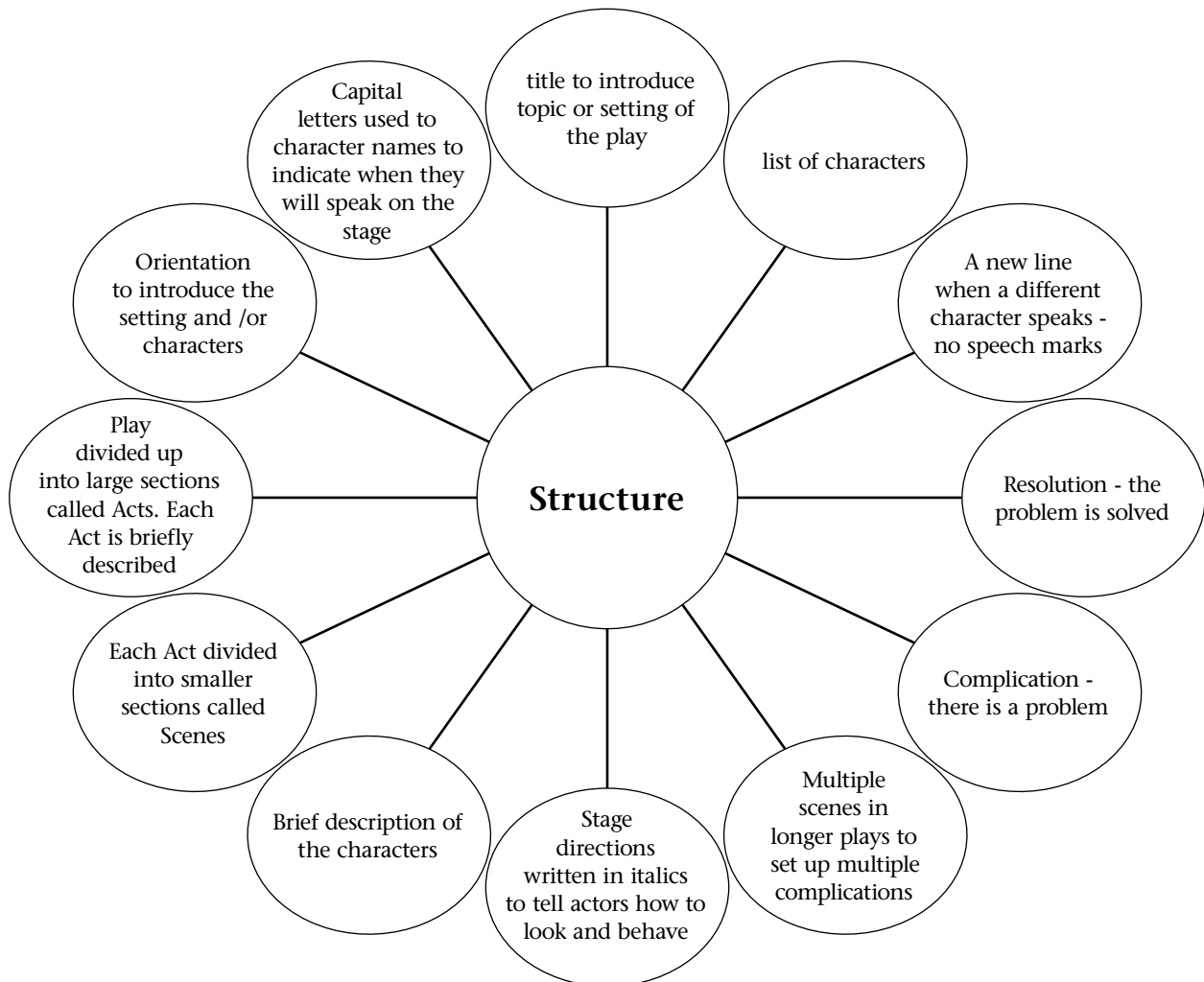
Students to read (can be done at home) the text ‘Mpho’s search’ in the form of a playscript – the playscript contains dialogues spoken by the characters. The writing task asks students to create their own playscript using the dialogues from the text. The reading of the text can also be done at home and the discussion / comprehension exercises can be done in the class.

As you read the text, you can find the dialogues and even indirect speech which you can turn into dialogues for the playscript.

What is a play?

A play is a narrative that has been written for a dramatic performance. A play can enable the audience to take on another person’s perspective as they explore difficult issues and complex relationships.

Writers of plays do not have the same freedom that ‘story’ writers have in developing characters, as they have to establish the characters through what they say and do instead of using lots of description about them.



What kind of language is used in plays?

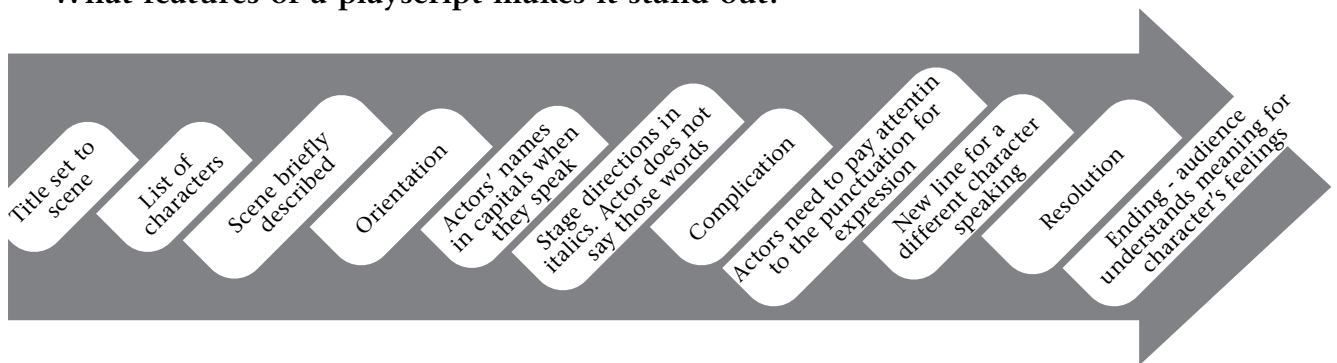
Written in first and second person as the characters talk to each other

Lots of punctuation to show the actors how to use verbal expression

a character may appeal directly to the audience for assistance or understanding

soliloquy - when a character talks by him/herself so that the audience can understand his/her thoughts and feelings

What features of a playscript makes it stand out?



Lesson Plan 2: Teaching Grammar – Active and Passive Voice

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

Students will be able to read and understand active and passive voice, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss active and passive voice.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of active and passive voice, and its examples.

Definition: When the subject is the person or thing doing the action, then we use an active verb. This is active voice.

When the subject is not doing the action, then we use a passive verb. This is passive voice.

Discuss what active and passive voice is for as explained in the student's book.

Body (20 minutes):

Learn Grammar: Active and Passive Voice

- Elicit that active and passive voice are used to express sentences in different forms.
- Have students look at the texts and name the sentences with active and passive voice used.
- Ask them to brainstorm other active and passive voice sentences and write them on the board.
- Ask several students to use active and passive voice in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses active and passive voice.
- Tell students that in a passive sentence, when we want to say who or what did the action, we use *by*. We can give other details about the action. For example, we can use a phrase saying when or where something happens. Sometimes there is no phrase after the verb.
- Have students look at the story and name the active and passive voice sentences that tell us an action that was happening. Encourage them to say what the active and passive voice sentences tell us.
- Ask questions related to the text which involve active and passive voice.

Write sentences in your notebook using active and passive voice. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing more sentences with active and passive voice.
- (In class) Have students share their sentences with each other.

Assessment – student’s interest can be assessed by how many new active and passive voice they have found.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Lesson Plan 3: Teaching Grammar – Phrasal Verb – To Find Out

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

Students will be able to read and understand Phrasal Verbs, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss Phrasal Verbs.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of Phrasal Verbs, and its examples.

Definition: A verb combined with an adverb or a preposition, or sometimes both, to give a new meaning, for example *go in for*, *win over*, and *see to*

Discuss what phrasal verbs are used for as explained in the student's book.

Body (20 minutes):

Learn Grammar: Phrasal Verb – To Find Out

- Elicit that phrasal verbs are words that are used to write figurative expressions.
- Explain that phrasal verbs can be used to speak English creatively, and in a variety of ways.
- Have students look at the texts and name the phrasal verbs used.
- Ask them to brainstorm other phrasal verbs and write them on the board.
- Ask several students to use phrasal verbs in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses phrasal verbs – To Find Out.
- Have students look at the story and name the phrasal verbs which they can find. Encourage them to say what the phrasal verbs 'To Find Out' tell us.
- Ask questions related to the text which involve the Phrasal Verb – To Find Out.

Write sentences in your notebook using phrasal verbs. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing sentences with more phrasal verbs – To Find Out.
- (In class) Have students share their sentences with each other.

Assessment – student's interest can be assessed by how many new phrasal verbs – To Find Out they have found.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Lesson Plan 4: Teaching Grammar – Prepositions

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

Students will be able to read and understand prepositions, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss prepositions.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of Prepositions, and its examples.

Definition: A word or group of words, such as *in, from, to, out of* and *on behalf of*, used before a noun or pronoun to show place, position, time, or method.

Discuss what prepositions are used for as explained in the student's book.

Body (20 minutes):

Learn Grammar: Prepositions

- Elicit that prepositions are words that are used to express the position of something, the place an event happened, the time of the event or the method.
- Explain that the prepositions can be used to express detailed descriptions.
- Have students look at the texts and name the prepositions.
- Ask them to brainstorm other prepositions and write them on the board.
- Ask several students to use prepositions in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses Prepositions.
- Tell students that prepositions help in relating one word to another within a sentence. They allow a writer to connect separate items.
- Have students look at the story and name the prepositions that tell us an action that was happening. Encourage them to say what the prepositions tell us.
- Ask questions related to the text which involve the prepositions.

Write sentences in your notebook using prepositions. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing sentences with more prepositions.
- (In class) Have students share their sentences with each other.

Assessment – student's interest can be assessed by how many new prepositions they have found.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Unit 8 – Advances in Technology

Objective: Comparing texts written for different purposes

Lesson Plan 1 – Karakoram Highway

Silent Reading

Students to read (can be done at home) the four texts A-D – the four texts contain different perspectives of the writers about the Karakoram highway and their experiences of travelling on these terrains. The students should read and interpret every text differently as the writers have different purposes of writing. The reading of the text can also be done at home and the discussion / comprehension exercises can be done in the class.

How can texts be compared?

Ask the students to evaluate the ideas and opinions in both texts.

The students should give their own views, based on what they have read in the texts about the experiences and views of the students.

Students should be able to write an essay with their own analysis and views about the texts.

Students should aim to:

<ul style="list-style-type: none">• Create content that is complex, well developed, and effective.
<ul style="list-style-type: none">• Create content that has a well-organised structure that assimilates ideas from the texts.
<ul style="list-style-type: none">• Use a wide range of well-constructed sentences accurately, including complex sentences.
<ul style="list-style-type: none">• Exhibit precise and effective use of a wide range of vocabulary.
<ul style="list-style-type: none">• Consistently use appropriate tone and register for audience and purpose.
<ul style="list-style-type: none">• Exhibit highly accurate use of complex spelling, punctuation, and grammar.

Reference: Cambridge marking scheme

Lesson Plan 5: Teaching Grammar – Pairs of Commas

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

Students will be able to read and understand pairs of commas, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss pairs of commas.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of pairs of commas, and its examples.

Definition: The comma is used to express the shortest pause and is used as a separator, but always within the sentence, never at its end. It has the following uses.

- to separate words in series
 - to separate words, phrases and clauses, and pairs of words in a sentence
 - to mark off a direct quotation
 - to separate the words yes and no from the rest of the sentence
 - to separate expressions like of course, and in fact
 - to separate the date and the year
 - to separate question tags
- Pairs of commas are used to separate extra information in a sentence.

Discuss what pairs of commas are used for as explained in the student's book.

Body (20 minutes):

Learn Grammar: Pairs of commas

- Elicit that pairs of commas function in many ways.
- Explain that the pairs of commas can be used to separate extra information in a sentence and highlight it.
- Have students look at the texts and point the pairs of commas used.
- Ask them to brainstorm other sentences with pairs of commas and write them on the board.
- Ask several students to use pairs of commas in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses sentences with pairs of commas.
- Have students look at the story and name the sentences that contain pairs of commas that they can find. Encourage them to say what information these pairs of commas highlight.
- Ask questions related to the text which involve the pairs of commas and their function in the text.

Write sentences in your notebook using pairs of commas. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing more complex sentences using pairs of commas.
- (In class) Have students share their sentences with each other.

Assessment – student's interest can be assessed by how many new sentences they can write with pairs of commas.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Unit 9 - Sports

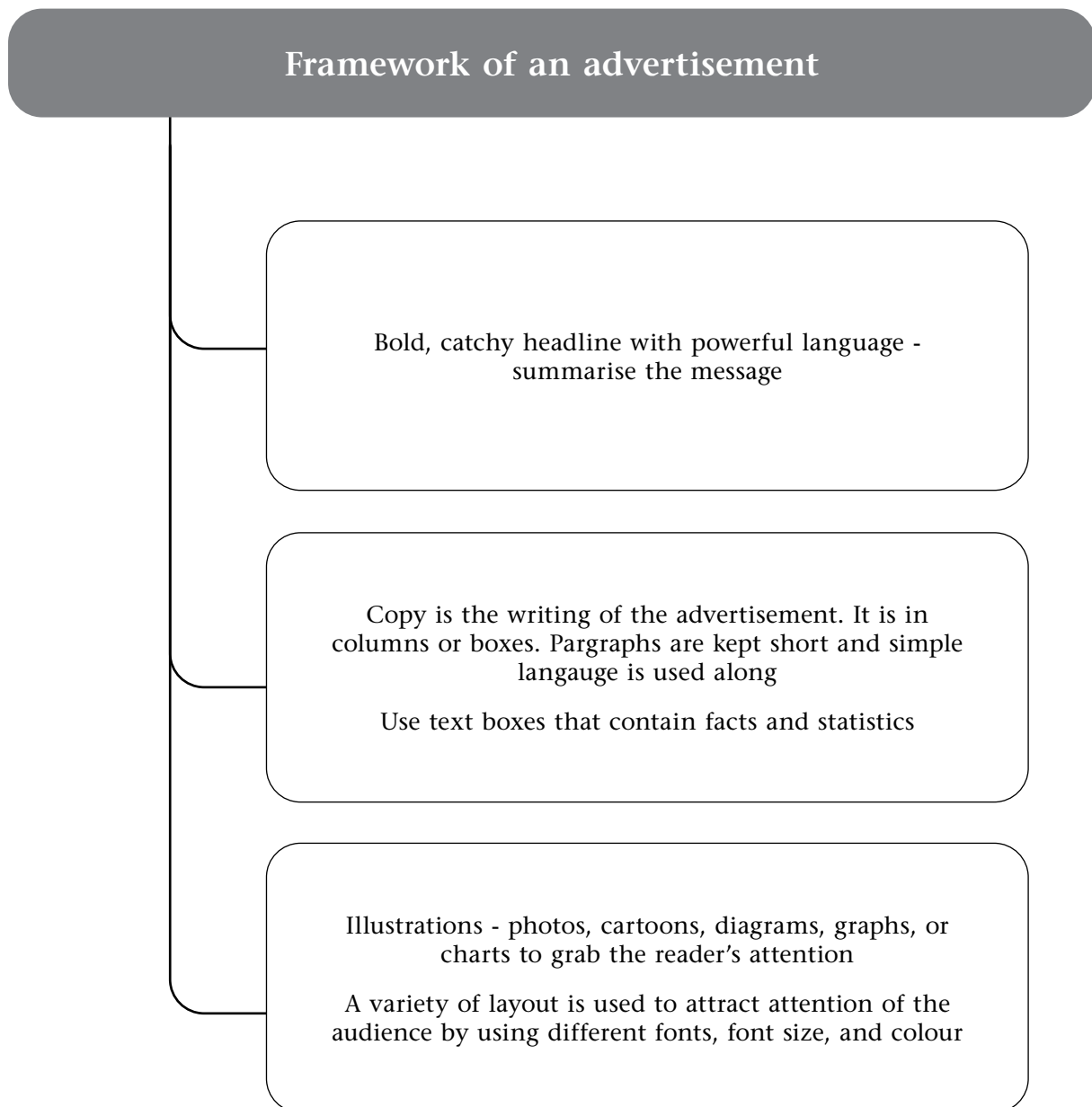
Objective: Reading and writing advertisements

Lesson Plan 1 – Go Go Go! Whitewater Rafting in Malaysia!

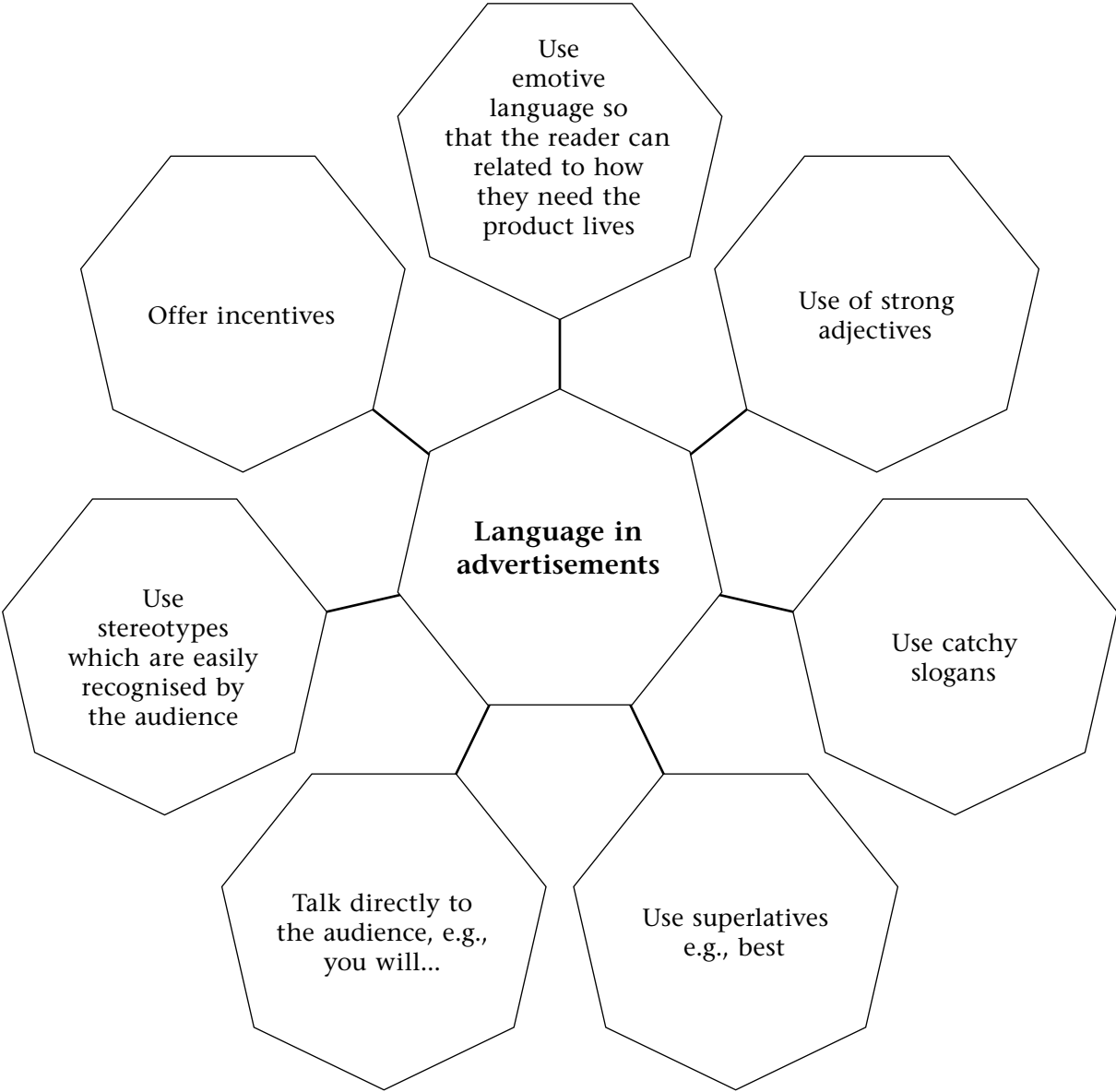
Silent Reading

Students to read (can be done at home) the advertisement 'Go Go Go! Whitewater Rafting in Malaysia!' – advertisements are a type of exposition. It promotes goods, services and activities such as encouraging people to buy things, donate money, or attend special events. The aim is to persuade people to buy the product or use the service. Advertisements use positive images and are directed at a specific target audience. They are often visually appealing and use catchy slogans. Good advertisements have a strong purpose, a specific audience and they are direct and to the point.

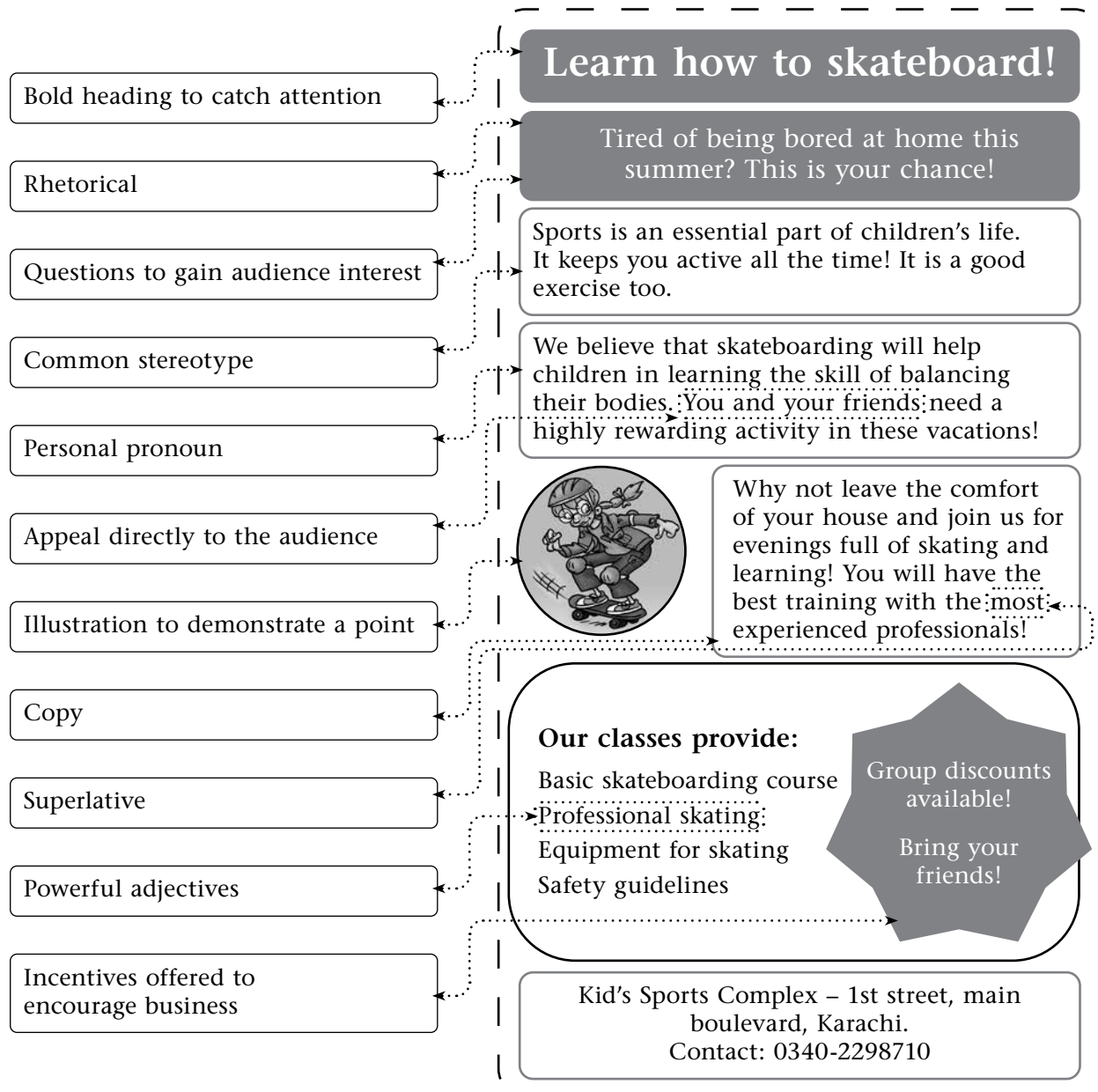
What is the basic structure of an advertisement?



What kind of language is used in advertisements?



Look at this advertisement and see how the framework is followed.



Lesson Plan 2: Teaching Grammar – Apostrophes

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

Students will be able to read and understand apostrophes, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss apostrophes.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of apostrophes, and its examples.

Definition: The apostrophe is commonly used for the following purposes:

- to show possession
- to show periods of time
- to join words through contraction

Discuss what apostrophes are used for as explained in the student's book.

Body (20 minutes):

Learn Grammar: Apostrophes

- Elicit that apostrophes are used to show possession in a sentence, to show periods of time, and in contractions.
- Explain that apostrophes can be used to show ownership by placing it with 's' at the end of nouns.
- Have students look at the texts and mark the apostrophes used.
- Ask them to brainstorm other sentences with apostrophes and write them on the board.
- Ask several students to use apostrophes in sentences to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses apostrophes.
- Have students look at the story and mark the sentences that use apostrophes that they can find. Encourage them to say what the apostrophes tell us.
- Ask questions related to the text which involve the apostrophes.

Write sentences in your notebook using apostrophes. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing more complex sentences with apostrophes.
- (In class) Have students share their sentences with each other.

Assessment – student's interest can be assessed by how many new sentences they can write with apostrophes.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Lesson Plan 3: Teaching Grammar – Tag Questions

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

Students will be able to read and understand tag questions, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss tag questions.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of tag questions, and its examples.

Definition: These are very short questions (only verb + subject) added at the end of declarative sentences. A comma separates the statement from the question tag. A speaker uses question tags when he/she wants the listener to confirm or contradict his/her statement.

Discuss what present continuous tense is used for as explained in the student's book.

Body (20 minutes):

Learn Grammar: Tag Questions

- Elicit that tag questions are used by the speaker to seek confirmation of his or her statement to which the tag is attached. Question tags seem to ask for the listener's opinion but they usually ask for agreement.
- Explain that While changing statements with question tags into indirect speech, the tag is expanded to a full question and the question mark is left out.
- Ask them to brainstorm new tag questions and write them on the board.
- Ask several students to use tag questions in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation asking tag questions.
- Have students look at the story and name the tag questions that they can find. Encourage them to say what the tag questions tell us.
- Ask questions related to the text which involve the tag questions.

Write tag questions in your notebook. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing more complex tag questions.
- (In class) Have students share their tag questions with each other.

Assessment – student's interest can be assessed by how many new tag questions they can create.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Lesson Plan 4: Teaching Grammar – Subject Verb Structure

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

Students will be able to read and understand subject verb structure, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss subject verb structure.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of subject verb structure, and its examples.

Definition: The subject of a sentence may be singular or plural. When the subject is a pronoun, instead of a noun, it may belong to the first, second, or third person. Consequently, the verb in a sentence must agree with the subject in number and person. If the subject is singular, the verb must be singular; if it is plural, the verb must also be plural. If the subject is a pronoun, the verb must agree with the person of the pronoun.

Discuss what subject verb structure is used for as explained in the student's book.

Body (20 minutes):

Learn Grammar: Subject Verb Structure

- Elicit that subject verb structure is used to create sentences that have proper structures and create a proper flow in writing as well as giving descriptions vividly.
- Explain that the subject verb structure can be used to teach students how to write sentences properly.
- Have students look at the texts and identify the subject verb structures.
- Ask them to brainstorm other sentences and identify their subject verb structure and write them on the board.
- Ask several students to use subject verb structure in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses subject verb structure.
- Have students look at the story and mark the subject verb structures in the sentences. Encourage them to say what the subject verb structures tell us.
- Ask questions related to the text which involve the subject verb structure.

Write sentences in your notebook using subject verb structure. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing more complex sentences with subject verb structure.
- (In class) Have students share their sentences with each other.

Assessment – student’s interest can be assessed by how many new sentences they can write with subject verb structure.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Lesson Plan 5: Teaching Grammar – Future Time

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

Students will be able to read and understand future time, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss future time.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of future time, and its examples.

Definition: The simple future is used to talk about events that are yet to happen or will happen in the time to come. Its form is will + the base form of the verb.

Discuss what simple future is used for as explained in the student’s book.

Body (20 minutes):

Learn Grammar: Future Time

- Elicit that simple future is used to express an on-going action that is happening in the present.
- Explain that the simple future can be used to express situations which will happen in the future.
- Have students look at the texts and name the sentences which are in future time.
- Ask them to brainstorm other sentences in future time and write them on the board.
- Ask several students to use future time in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses future time.
- Have students look at the story and name the sentences in future time that they can find. Encourage them to say what the future time tells us.
- Ask questions related to the text which involve the future time.

Write sentences in your notebook using future time. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing more complex sentences in future time.
- (In class) Have students share their sentences with each other.

Assessment – student’s interest can be assessed by how many new sentences they can write in the future time.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Unit 10 – Journeys

Objective: Reading and writing biographies

Lesson Plan 1 – Marianne North – Traveller and Botanical Artist

Silent Reading

Students to read (can be done at home) the text ‘Traveller and Botanical Artist’ – the biography. A biography is an account, with information and details, written about a person’s life by someone else. You will find biographies written about famous people in encyclopaedias, non-fiction books that focus on a variety of subjects.

Biographies are usually factual. But when they are written by someone close to the person, or acting on behalf of the person (with their permission), they may include opinions because they are written from a particular point of view.

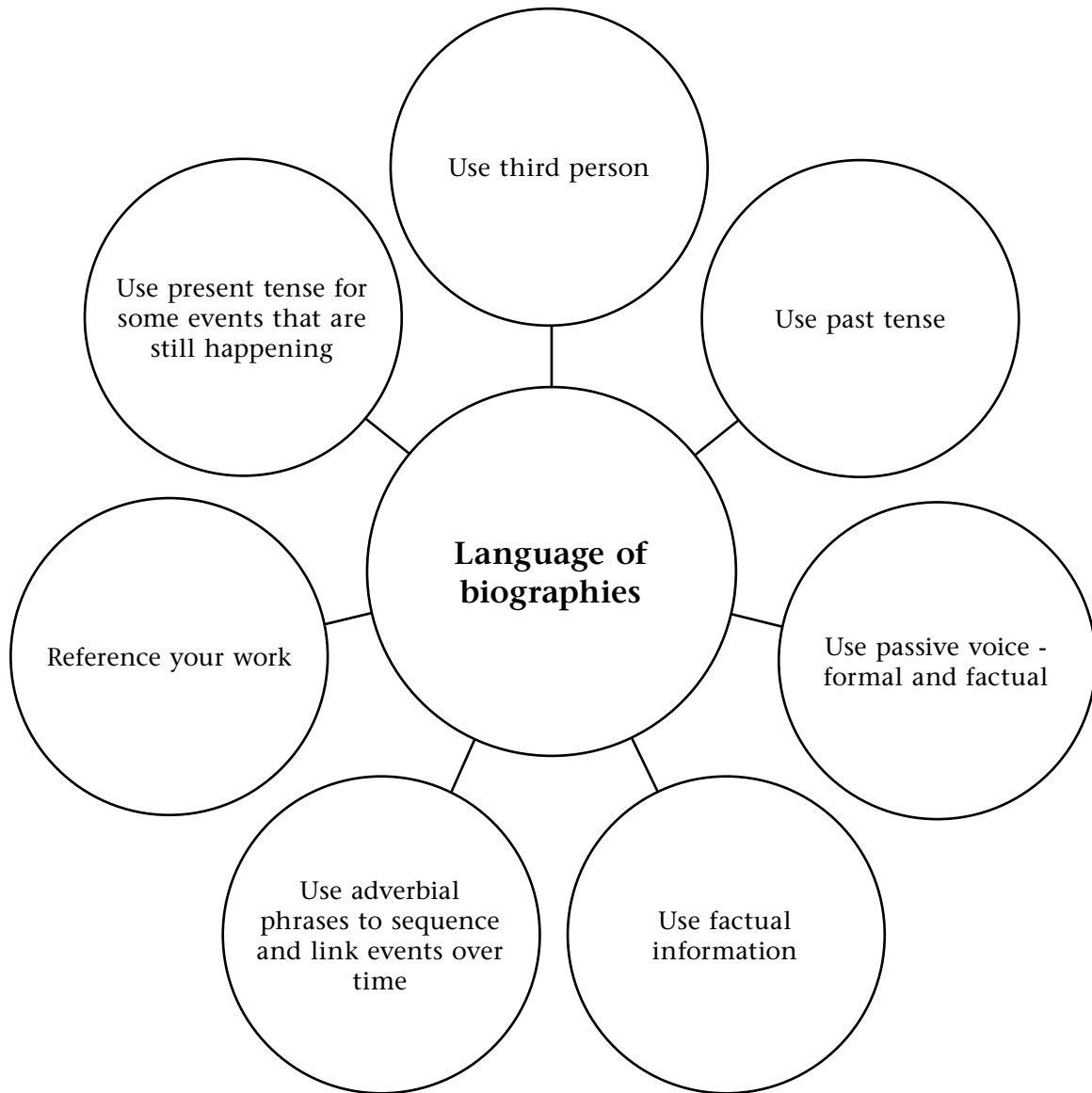
The reading of the text can also be done at home and the discussion / comprehension exercises can be done in the class.

What are the features of a biography?

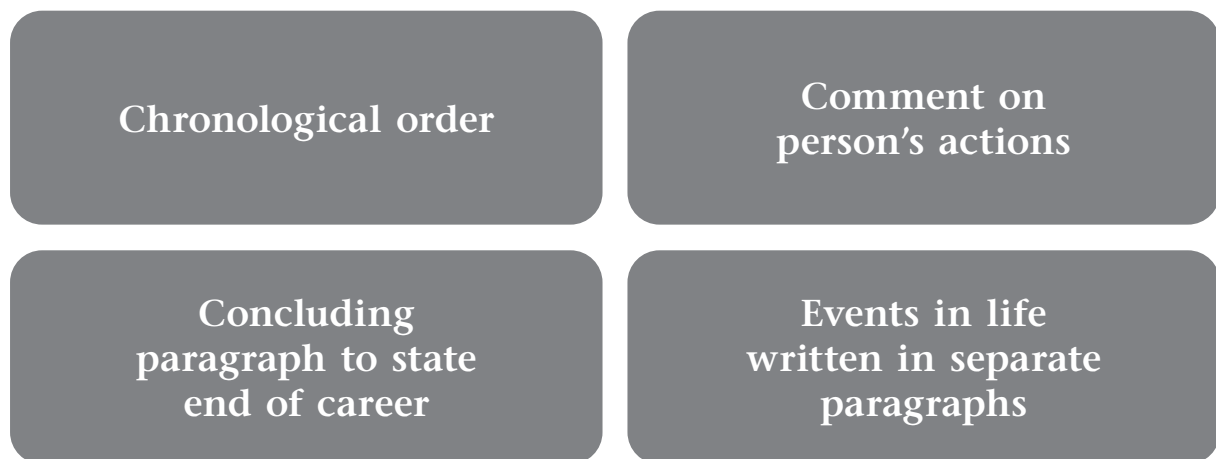
Biographies

- introduction paragraph - a brief summary of the main idea
- opening - gain interest of the reader
- events written in separate paragraphs - chronological (time) order
- concluding paragraph - the end of a career, - what the person will be most remembered for / a fact about their lasting influence on others
- a rhetorical opening
- personal opinions about the actions and influences of the person
- End with a question - the reader think deeply about the life and influences of the person

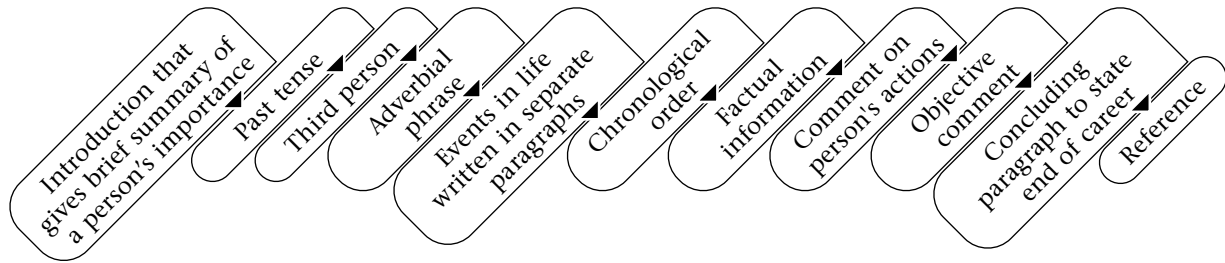
What kind of language is used in biographies?



What are the features of a biography?



What is the structure of a biography?



Lesson Plan 1: Teaching Grammar – The Definite and Indefinite Articles

Duration: Flexible (teachers can adapt according to their schedule)

Objectives: Students will be able to read and understand the definite and indefinite articles, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss the definite and indefinite articles.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of the definite and indefinite articles, and its examples.

Definition: Indefinite articles are *a* and *an*. They do not refer to particular nouns; they refer to nouns generally. *A* is used before nouns that do not begin with a vowel sound. *An* is used before nouns that begin with a vowel sound. *The* is the definite article. It is used to identify a specific noun. We use it when we know which particular noun we are talking about.

Discuss what the definite and indefinite articles are used for as explained in the student's book.

Body (20 minutes):

Learn Grammar: The Definite and Indefinite Articles

- Elicit that the definite and indefinite articles are used to refer to nouns.
- Explain that the definite and indefinite articles can be used to refer to different kinds of nouns.
- Have students look at the texts and mark the definite and indefinite articles used.
- Ask them to brainstorm other sentences with definite and indefinite articles and write them on the board.
- Ask several students to use the definite and indefinite articles in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses definite and indefinite articles.

- Have students look at the story and name the sentences in the definite and indefinite articles that they can find. Encourage them to say what definite and indefinite articles tell us.
- Ask questions related to the text which involve the definite and indefinite articles.

Write sentences in your notebook using the definite and indefinite articles. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing more complex sentences with definite and indefinite articles.
- (In class) Have students share their sentences with each other.

Assessment – student’s interest can be assessed by how many new sentences they can write with definite and indefinite articles.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Lesson Plan 2: Teaching Grammar – Count and Non-Count Nouns

Duration: Flexible (teachers can adapt according to their schedule)

Objectives: Students will be able to read and understand count and non-count nouns, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss count and non-count nouns.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of count and non-count nouns, and its examples.

Definition: Countable nouns can be counted and can be used as singular (a pen) or plural (six pens).

Examples: *coin, coins, note, notes*

Uncountable nouns are also called mass nouns and refer to liquids, substances, and ideas

Examples: *oil, plastic, milk, honesty*

Discuss what count and non-count nouns are used for as explained in the student’s book.

Body (20 minutes):

Learn Grammar: Count and Non-Count Nouns

- Elicit that count and non-count nouns are used to differentiate between concrete and abstract concepts.
- Explain that the count and non-count nouns can be used to indicate whether something can be attainable or it’s just a concept.
- Have students look at the texts and name the count and non-count nouns used.

- Ask them to brainstorm other count and non-count nouns that they can find and write them on the board.
- Ask several students to use count and non-count nouns in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses count and non-count nouns.
- Have students look at the story and name the sentences in count and non-count nouns that they can find. Encourage them to say what the count and non-count nouns tells us.
- Ask questions related to the text which involve the count and non-count nouns.

Write sentences in your notebook using count and non-count nouns. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing more complex sentences in count and non-count nouns.
- (In class) Have students share their sentences with each other.

Assessment – student’s interest can be assessed by how many new sentences they can write in the count and non-count nouns they have found.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Lesson Plan 3: Teaching Grammar – The Partitive Genitive

Duration: Flexible (teachers can adapt according to their schedule)

Objectives: Students will be able to read and understand the partitive genitive, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss the partitive genitive.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of the partitive genitive, and its examples.

Definition: The partitive genitive is the countable expression given to non-count nouns.

Example: a *piece* of my love

Discuss what The Partitive Genitive is used for as explained in the student’s book.

Body (20 minutes):

Learn Grammar: The Partitive Genitive

- Elicit that the partitive genitive is used to express non-count nouns as countable.
- Explain that the the partitive genitive can be used to quantify abstract concepts.

- Have students look at the texts and name the partitive genitive used.
- Ask them to brainstorm other sentences with the partitive genitive and write them on the board.
- Ask several students to use the partitive genitive in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses the partitive genitive.
- Have students look at the story and name the sentences in text which contain the partitive genitive that they can find. Encourage them to say what the partitive genitive tells us.
- Ask questions related to the text which involve the partitive genitive.

Write sentences in your notebook using the partitive genitive. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing more complex sentences in the partitive genitive.
- (In class) Have students share their sentences with each other.

Assessment – student’s interest can be assessed by how many new sentences they can write with the partitive genitive they have found.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Lesson Plan 4: Teaching Grammar – Metaphors and Similes

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

Students will be able to read and understand metaphors and similes, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss metaphors and similes.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of metaphors and similes, and its examples.

Definition: A metaphor is a word or phrase used to describe somebody/something else, in a way that is different from its normal use, in order to show that the two things have the same qualities and to make the description more powerful.

A simile a word or phrase that compares something to something else, using the words *like* or *as*.

Discuss what metaphors and similes are used for as explained in the student’s book.

Body (20 minutes):

Learn Grammar: Metaphors and Similes

- Elicit that metaphors and similes are used to create vivid image in writing.
- Explain that metaphors and similes can be used in poetry and fiction for imagery.
- Have students look at the texts and name the metaphors and similes used.
- Ask them to brainstorm other sentences in the metaphors and similes and write them on the board.
- Ask several students to use metaphors and similes in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses metaphors and similes.
- Have students look at the story and name the metaphors and similes that they can find. Encourage them to say what the metaphors and similes tell us.
- Ask questions related to the text which involve the metaphors and similes.

Write sentences in your notebook using metaphors and similes. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing more complex sentences with metaphors and similes.
- (In class) Have students share their sentences with each other.

Assessment – student’s interest can be assessed by how many new sentences they can write with metaphors and similes.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Lesson Plan 5: Teaching Grammar – Masculine, Feminine and Neuter

Duration: Flexible (teachers can adapt according to their schedule)

Objectives: Students will be able to read and understand masculine, feminine and neuter, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss masculine, feminine and neuter.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of masculine, feminine and neuter, and its examples.

Definition: Masculine refers to male, feminine refers to female, and neuter refers to gender-less.

Discuss what masculine, feminine and neuter is used for as explained in the student’s book.

Body (20 minutes):

Learn Grammar: Masculine, Feminine, and Neuter

- Elicit that masculine, feminine, and neuter is used to refer to male and female. Neuter refers to belonging to a class of nouns, pronouns, adjectives or verbs whose gender is not feminine or masculine.
- Explain that masculine, feminine, and neuter can be used to indicate the different genders and usage of pronouns with them. This can be used to create characters.
- Have students look at the texts and name the masculine, feminine, and neuter nouns.
- Ask them to brainstorm other sentences which contain masculine, feminine, and neuter and write them on the board.
- Ask several students to use masculine, feminine, and neuter in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses masculine, feminine and neuter.
- Have students look at the story and name the sentences in masculine, feminine, and neuter that they can find. Encourage them to say what the masculine, feminine, and neuter tells us.
- Ask questions related to the text which involve the masculine, feminine and neuter.

Write sentences in your notebook using masculine, feminine, and neuter. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing more complex sentences in masculine, feminine, and neuter.
- (In class) Have students share their sentences with each other.

Assessment – student’s interest can be assessed by how many new sentences they can write using masculine, feminine, and neuter.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Lesson Plan 6: Teaching Grammar – Indirect Speech

Duration: Flexible (teachers can adapt according to their schedule)

Objectives:

Students will be able to read and understand indirect speech, identify new vocabulary words, and use context clues to determine the meaning of new vocabulary words.

Students will be able to identify and discuss indirect speech.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of indirect speech, and its examples.

Definition: Indirect speech is a report of what somebody has said that does not use their exact words.

Discuss what indirect speech is used for as explained in the student's book.

Body (20 minutes):

Learn Grammar: Indirect Speech

- Elicit that indirect speech is used to rephrase what someone else has said.
- Explain that indirect speech can be used to express a lot of information being relayed in a conversation in passive terms.
- Have students look at the texts and mark the examples of indirect speech that they can find in the text.
- Ask them to brainstorm other sentences in the indirect speech and write them on the board.
- Ask several students to use indirect speech in a sentence to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns writing a text and carrying out a conversation that uses indirect speech.
- Have students look at the story and name the sentences in indirect speech that they can find. Encourage them to say what indirect speech tells us.
- Ask questions related to the text which involve indirect speech.

Write sentences in your notebook using indirect speech. Tell your partner.

Conclusion (10 minutes):

- To wrap up the lesson, ask the students to revise what they have learned.
- (Homework) Assign the students to practice writing more complex sentences in indirect speech.
- (In class) Have students share their sentences with each other.

Assessment – student's interest can be assessed by how many new sentences they can write in indirect speech.

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Translation guidelines for teachers and students

Guidelines for teachers to teach translation

1. Introduce the concept of translation

Inform the students that translation is a complex and vibrant process which plays a vital role in facilitating communication, making information accessible to a wider range of audience, and promoting an understanding between different cultures.

It is the process of transferring the meaning of a text from the source language (original language the text is present in) to the target language (the language that the text is to be translated in). While doing this it is of utmost importance to maintain the original intent, humor, style, and tone of the text.

Translation goes beyond the simple and run-of-the-mill word by word substitution. It requires an in-depth understanding of both, source and target language; including grammar, vocabulary, idioms, and at times cultural tones.

2. Different kinds of translation techniques

Explain to the students that there are several techniques when it comes to translation. For example, literal translation, paraphrasing, localization, etc. However, for the sake of our task, we will focus on literal translation.

3. Provide bilingual resources

Drill this technique and practice on to the students. While learning translation, they should always have a bilingual dictionary (source and target language). Encourage them to increase their vocabulary to become familiar with words and their synonyms.

Provide them with any newspaper which prints the news in both English and Urdu languages. Ask them to read the same news in both languages and try and pinpoint the differences in sentences structures, social nuances, language cues, grammar, style, and tone.

4. Practice with simple sentences and authentic texts

In the beginning, always start small. Provide students with easy to understand and easy to translate sentences. This will help them get a better grip on the rules and gain confidence in their work.

For example:

We are in school.	ہم اسکول میں ہیں۔
I am working.	میں کام کر رہی ہوں۔
We will eat lunch.	ہم لंच کریں گے۔
We are studying English.	ہم انگریزی پڑھ رہے ہیں۔

In the second step, provide the students with authentic texts which will help expose them to real life use of language and help them develop a more natural style of translation. You may provide them with kids' magazine articles, short stories, poems, songs, nursery rhymes, etc.

5. Encourage them to think about word choices

Remind the students that there are several ways of saying a single thing. Emphasize the point that they have to pay attention to not only the words but the scenario and the environment in which the matter is being said or conversed.

For example: 'Oh! A car!'. This sentence can be said in two manners. One instance can be someone admiring a car and expressing their joy, the other instance can be when someone sees a car moving in a manner of harming anyone and the person exclaims in alarm.

It is of utmost importance that the translator is aware of these things before they begin their work in order to effectively convey the original meaning of the text in its original style.

6. Provide translation tasks of real-life texts

As they are moving forward with their translation exercises, take a step up and provide the students with real-life materials to translate. Offer them menus, signs on billboards, short texts in magazines and ask them to translate while keeping the original intent of the text intact.

7. Help with the development of language proficiency

Before starting the task of translation, it is of utmost importance that the translator (in this case the students) has a good, if not strong, grasp on the source and target language. At this stage, encourage the students to read and immerse themselves in both languages in order to improve their vocabulary.

8. Help increase the knowledge of cultural awareness

Inform the students that languages and cultural contexts go hand in hand. Several sentences include idioms and cultural inferences. It is extremely important that the students have at least some ideas of what the norm of both (source and target) languages is.

9. Lay emphasis on proofreading and revising their work

Help the students develop efficient revision strategies, such as, reading aloud, re-reading their work and making necessary corrections, and seeking peer feedback.

Advise the students to take a break from their work and then get back to it for proofreading, in this manner they may find some mistakes which they could not catch earlier on or they may even have ideas to use different vocabulary which would suite the passage best.

10. Provide correction and feedback on a regular basis

One main trick to help students improve their work is to regularly check their work and provide feedback accordingly. If the work remains unchecked for any number of time period, it is possible that the student's mistake will go unchecked and they will keep practicing while making similar mistakes. This will cement that incorrect technique and it will take longer for them to unlearn to make required corrections.

Tips for the students when translating texts from one language to another

1. Start off by getting a good feel for the passage or sentence you have to translate. Read the passage / sentence multiple times and try to understand the context as much as possible.
2. Look for words that you know. Underline them and try to guess the meaning of difficult words via reference to the context.
3. At this stage focus on easy-to-understand words or phrases. Pay attention to sentences which only have one subject and verb.
4. One easy way to translate a passage is by breaking it down and translating one word at a time. Remember to write the meanings of the word with pencil on top of the passage or sentence.
5. Keep a dictionary by your side. Keep referring to the difficult words, if possible, make a log where you can add all the words that you have learnt with their meanings.
6. Read texts in the language that you are not familiar with the most. For example, if you have difficulty in understanding English, read texts (such as, books, magazines, newspapers, etc.) and try to familiarize yourself with the different sentence structures.
7. The best practice would be to read newspapers. Read the same news in Urdu and then in English. Try to understand how each sentence is phrased and which word is selected when.
8. Get feedback always! It is good to check your work on your own, however, always try and get feedback from a teacher or a fluent speaker. Ask them how you could have translated the words differently or if you could have chosen a better or different word.
9. Commit to memory! Practice makes perfect. Start by practicing sentences that you are familiar and comfortable with. For example: translate sentences about things happening in your classroom, your daily routine, family members, etc.
10. Keep practicing!

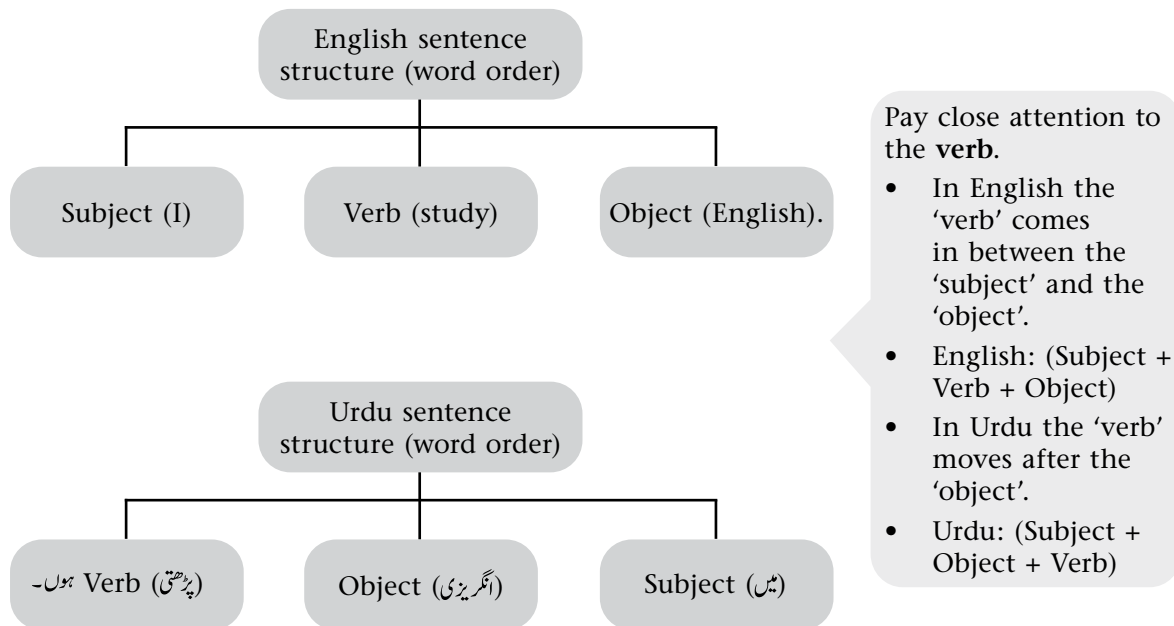
Point of advice!

Translation is a skill that takes practice and time to improve. Do not be deterred if you find yourself making mistakes in the beginning. Learn from your mistakes and continue practicing.

How is the sentence structure different between English and Urdu?

Always remember that the word order differs from one language to another.

Placement of Verb:



Tips and tricks regarding the difference between English and Urdu

1. Placement of Adjective

Unlike the placement of verb which changes when translating from English to Urdu or vice versa, Adjective maintains its position after being translated.

In English, generally adjectives are placed before the noun that they are explaining the attributes of. For example, 'A plain dress.'

The same is the case after the translation. For example, 'ایک سادہ جوڑا۔'

2. The use of Pronoun

The use of pronouns is more frequent in Urdu rather than English. In English when the sentence can be understood just from the context, there is no necessity of the pronoun.

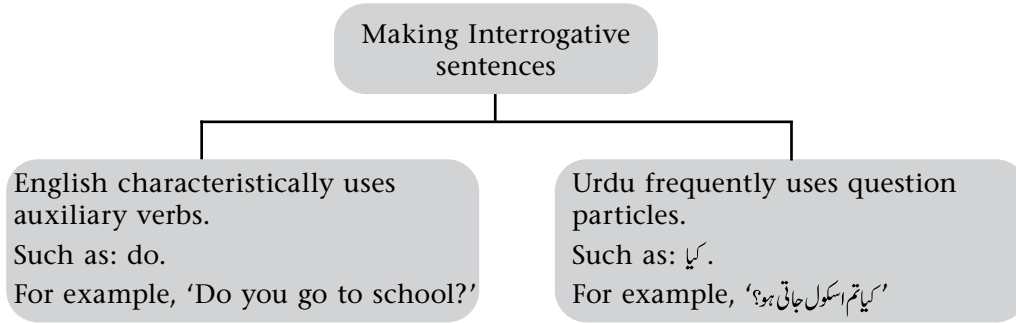


Whereas, in Urdu, pronouns are generally used for the sake of clarity.

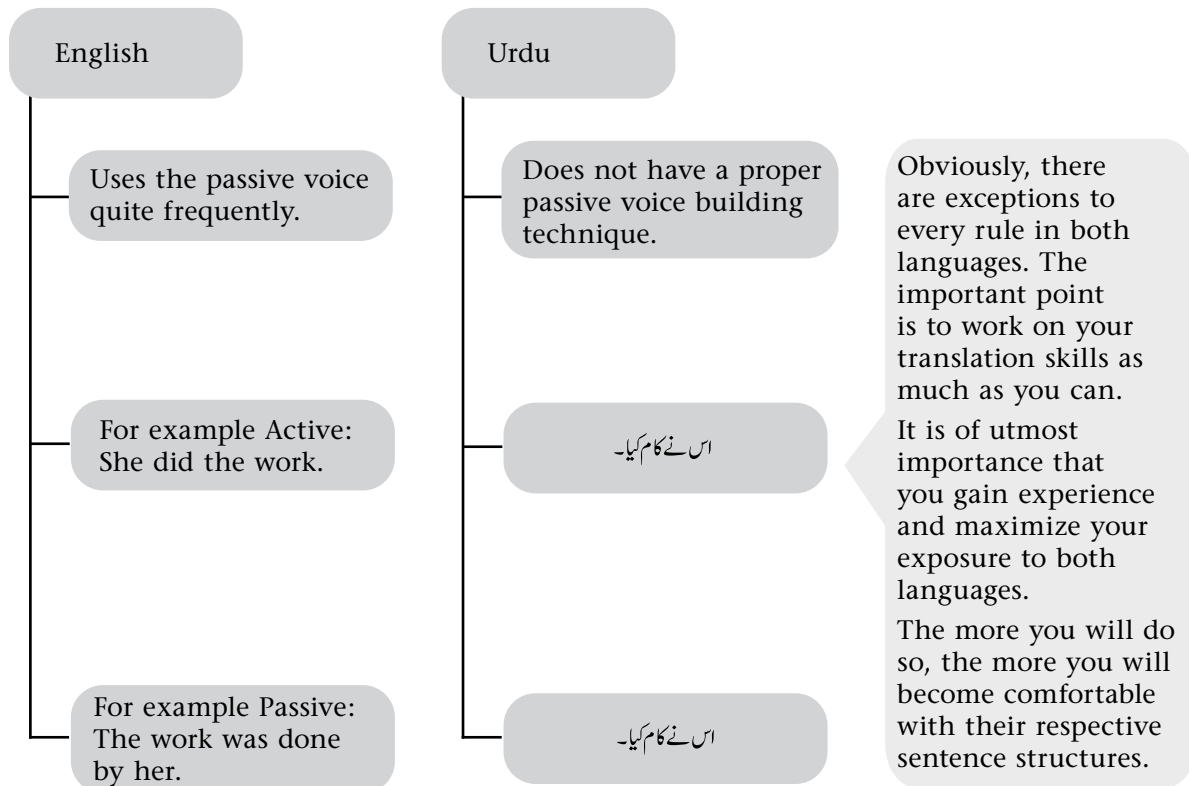
For example:



3. Interrogative sentences



4. Passive voice



Note: Following are the one line (easy to translate) sentences:

Sentences:	Translation:
The sun will be rising.	سورج طلوع ہو رہا ہوگا۔
When will you vacate the house?	تم مکان کب خالی کرو گے؟
The traveler had not returned home before evening.	شام سے پہلے مسافر گھر نہیں لوٹا تھا۔
The accused was not released on bail.	ملزم کو ضمانت پر رہا نہ کیا گیا۔
How was this change brought?	یہ تبدیلی کیسے لائی گئی؟
The old man was dozing in the room.	بوڑھا آدمی کمرے میں اوتک رہا تھا۔
The match has ended without any win or lose. OR The match has ended in a draw.	مٹیچ بغیر جیت کے ختم ہو چکا ہے۔
It is very hot today.	آج سخت گرمی ہے۔
There were a lot of mango trees in our garden.	ہمارے باغ میں بہت سے آم کے درخت تھے۔
It is seven now. OR It is 7-0-clock.	اب سات بجے ہیں۔
They will go for a walk in the morning.	وہ صبح سیر کو جائیں گے۔
The grandmother told us a strange story. OR The grandmother told us a strange tale.	دادی اماں نے ہمیں عجیب کہانی سنائی۔

Start with simple one line sentence translations.
Mark the subject, verb, and object in the first go. Then slowly move on to translating the rest of the words present in the sentences.
After the entire sentence is done, make sure that the sentence on the whole makes sense.
Proofread the sentence and check the sentence structure and pay attention to the excess words present.

Pay attention to the sentence structure and how it changes when translated from Urdu to English.

Focus on the question words when translating interrogative sentences. The question word in the Urdu sentence lies in the middle of the sentence ' کب ' ; whereas in the English sentence, the sentence starts with the question word 'When'.

Encourage the students to think about word choices.

Real-life translation tasks make it easy for the students to understand and thus translate.

Practice simple sentence where the sentence structure does not change while translating.

Note: Following is a passage which needs to be translated. Pay attention to the sentence structure and placement of verb while translating and double check afterwards.

Translate the following passage into English:

شور کی آلودگی ایک سنگین مسئلہ ہے اور اس پر مقامی اور ریاستی سطح پر توجہ دینے کی ضرورت ہے۔ لوگوں کو انسانی صحت پر شور کے خطرناک اثرات کے بارے میں آگاہی پیدا کرنی چاہیے لہذا ضرورت اس امر کی ہے کہ زیادہ شہری احساس اور ذمہ داری رُو یہ اختیار کیا جائے تاکہ ماحول میں شور کی آلودگی پھیلنے والے عنصر کی غیر ضروری استعمال سے بچا جاسکے۔ تب ہی ہمارا ملک رہنے کے لیے زیادہ پرسکون اور پرامن جگہ ہوگا۔

Translation:

Noise pollution is a serious issue and needs attention at local and state level. People must develop awareness about the dangerous impact of noise on human health. It is, therefore, a need to acquire more civic sense and responsible attitude to avoid the unnecessary use of noise pollution irritants in the environment. Only then, our country would be a much quieter and peaceful place to live in.

Read the passage / sentence multiple times and try to understand the context as much as possible.

Look for words that you know. Underline them and try to guess the meaning of difficult words via reference to the context.

One easy way to translate a passage is by breaking it down and translating one word at a time. Remember to write the meanings of the word with pencil on top of the passage or sentence.

After the entire passage is done, make sure it makes sense on the whole.

Proofread the passage and check the sentence structure and pay attention to the excess words present.

Newspaper translation

Note: Take a look at the translations below, focus on the sentence structure and also note if the full meaning of the passage is captured.

چائے کی درآمدات مئی 2023ء میں 9.13 ارب روپے پہنچ گئی

19 جون، 2023

اسلام آباد (آن لائن) چائے کی درآمدات مئی 2023ء کے دوران 9.13 ارب روپے تک پہنچ گئی۔ ادارہ شماریات کے مطابق گزشتہ مالی سال مئی کے دوران چائے کی درآمدات کا کل حجم 5.9 ارب روپے تھا جو رواں سال مئی میں بڑھ کر 9.13 ارب روپے ہو گیا ہے۔ اس طرح ایک سال کے اندر 4.4 ارب روپے کا اضافہ ریکارڈ کیا گیا ہے۔

Tea imports reached 9.13 billion rupees in May 2023

June 19, 2023

Islamabad (Online) Tea imports reached 9.13 billion rupees during May 2023. According to the Bureau of Statistics, the total volume of tea imports during May last financial year was 5.9 billion rupees, which has increased to 9.13 billion rupees in May this year. Thus, an increase of 4.4 billion rupees has been recorded within one year.

Worksheet

Keeping in mind everything you have learned up till now, translate the following passage in English:

1903 سے 1906 تک، اینڈسن نے شمال مغربی گزرگاہ سے گزرنے کا راستہ تلاش کرنے کے لیے ایک مہم پر چھ آدمیوں کے عملے کو لے کر پر نکلا۔ نارنڈ ویسٹ پیٹیج بحر اوقیانوس سے بحر الکاہل تک آرکنک سمندر سے گزرنے والے سمندری راستے کا نام Gjøa ہے۔ انتہائی سرد درجہ حرارت کی وجہ سے یہ علاقہ زیادہ تر وقت منجمد رہتا ہے۔ ہر سال تھوڑی دیر کے لیے کیبیڈا کے شمال میں زمین کے گرد برف اتنی ٹوٹ جاتی ہے کہ جہازوں کو گزرنے دیتا ہے۔ Gjøa اتنا چھوٹا تھا کہ ان پانیوں اور اٹھلے علاقوں کے اوپر سے گزر سکتا تھا جس سے بڑے جہاز تباہ ہو جاتے تھے۔ سردیوں کے دوران، جب جہاز برف میں جم جاتا تھا، تو عملے نے وہاں رہنے والے انوٹ کو دیکھا اور آرکنک کی بتا کی اہم مہارتیں حاصل کیں، جیسے کتوں کو سلج کے ذریعے سفر کرنے کے لیے استعمال کرنا۔ یہ بعد میں قطب شمالی کی مہمات میں کارآمد تھے۔ اینڈسن نے پہننے کے لیے کھالوں کا ذخیرہ بھی کیا جو اس کے پاس موجود ادنیٰ کپڑوں سے کہیں زیادہ گرم تھے۔

Translation:

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This is TEACHING GUIDE 6 in the OXFORD PROGRESSIVE ENGLISH series from Oxford University Press, Pakistan.

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