

Complimentary Copy—Not For Sale

For Grade

OXFORD PROGRESSIVE ENGLISH

8

RACHEL REDFORD
TEACHING GUIDE

SECOND EDITION



OXFORD
UNIVERSITY PRESS

Contents

Unit 1	Great Inventions?	2
Unit 2	Horses.....	5
Unit 3	Mysteries	8
Unit 4	Conflict	11
Unit 5	Railways	15
Unit 6	Food	21
Unit 7	Belonging.....	24
Unit 8	Money.....	28
Unit 9	The English Language.....	32
Unit 10	Per ardua ad astra.....	35

INTRODUCTION

This Teaching Guide 8 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 8 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 8 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 8 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.

Book 8 Unit 1: Great Inventions?

Reading Texts	Student Learning Objectives
<i>The Montgolfier brothers' hot air balloons</i> Factual report	Qs on reading for u/s; characteristics of text types;
<i>The Heart of Professor Silverfish</i> Fantasy fiction	Q's on reading for u/s; understanding a character; words and phrases

Topics	Student Learning Objectives
Vocabulary	Matching given meanings to words in the text
Writing: an account	Imaginative account of a balloon flight
Writing: text-based words	To be used by students in independent writing
Discussion	On issues surrounding an ever-lasting heart
Grammar: modal verb <i>should</i>	To express obligation & likelihood; examples & usage
Writing: an essay	On the inventions of the 20 th & 21 st centuries
Test Yourself	10 spellings to learn and 10 meanings of words in this unit to understand
Let's Listen	Great Inventions? Arguments for and against modern inventions
Research	Opportunity for students to find out about an invention and report back to the group on its effects

Book 8 Unit 2: Horses

Reading Texts	Student Learning Objectives
<i>The Wonderful Horse</i> Persian folktale	Qs on reading for u/s; vocabulary and meanings
<i>Winter Journey</i> biography	Qs on reading for u/s; vocabulary range; Russian words
<i>Polo at the Shandur Pass</i> Non-fiction	Incomplete text: students insert the missing sentences provided

<i>Old Joe</i> fiction	Qs on reading for u/s; inference; horse expressions
---------------------------	---

Topics	Student Learning Objectives
Discussion	Of text-based meanings and lessons
Vocabulary: words in use	<i>Reputation & hands</i> : explanations, usage & examples
Discussion:	Matching meanings to expressions; usage
Writing: expressions	independent writing using expressions
Vocabulary: odd man out	Students supply answers & explanations
Writing: a story	About a human being saved by a bond with an animal

Book 8 Unit 3: Mysteries

Reading Texts	Student Learning Objectives
<i>Mystery at the Monastery</i> <i>The Hairy Houdini</i> Mystery stories in the news	Qs on reading for u/s & inference
<i>Daud's Ride</i> A true story?	Qs on reading for inference
<i>The Mystery of the Sarah-Joe</i> Historical mystery	Qs on reading for u/s & inference; vocabulary
<i>The Bermuda Triangle</i> Factual report	Qs on reading for u/s; detailed Qs on vocabulary & meanings

Topics	Student Learning Objectives
Vocabulary: words in use	<i>missing; to be missing; to go missing; to miss</i> : examples & usage
Writing	Providing correct forms of the above
Grammar: alliteration	Examples; writing alliterating headlines
Writing: sentences	Using given words, inserting sentences into text
Discussion: opinion	On whether the text is a true story or not
Grammar: conjunctive adverbs	Examples & explanations given; students link given sentences with adverbs & correct punctuation
Vocabulary: words in use	<i>incredible and incredulous; incredibly and incredulously; credible and credulous; plausible & implausible; and mediums</i>
Discussion	What do you think really happened to the Sarah Joe?
Writing: an account	Text-based & student's own opinion account of the mystery
Writing: story	Imaginative story about someone or something which is missing

Test Yourself	10 spellings to learn and 10 meanings of words in this unit to understand
Let's Listen	<i>A Mysterious Hoard</i> Filling in gaps and discussion

Book 8 Unit 4: Conflict

Reading Texts	Student Learning Objectives
<i>War is a bad taste business</i> Non-fiction	Qs on reading for u/s; specialist vocabulary; matching meanings to words in text
Re-enacting world history <i>A perfect World</i> Student letter to the Editor	Students to share their opinions with the letter writer's; words in use <i>utopia</i>
<i>Selda's new life</i> Fiction	Qs on reading for u/s & inference
<i>Homesick</i> poetry	Qs on reading for u/s; discussion on effectiveness of <i>understatement</i>

Topics	Student Learning Objectives
Writing: sub-headings	Writing a sub-heading for each paragraph of text
Discussion: persuasive features in the advertisement Class debate	On whether the full horrors of war should or should not be fully reported in the media
Grammar: participles	Providing the -ing & -ed participles & simple past forms of given infinitive base forms
Writing: Cultural festivals	Examples, explanations and practice given
Vocabulary: words in use Words in use	<i>conflict; to resolve; resolution</i> with examples
Grammar: prefixes	<i>post- pre- ex- mis- anti- semi- half-</i> examples & practice
Grammar: conditional sentences with <i>if</i>	Examples, explanations and practice given
Writing: letter to the editor	On what makes a perfect world
Writing: on-line advice	Student's advice to troubled text character
Writing: a poem	About a place remembered from childhood – real or imaginary
Test Yourself	10 spellings to learn and 10 meanings of words in this unit to understand
Let's Listen	<i>The sporting spirit</i> Multiple choice Qs
Writing: Debating	Examples, explanations and practice given

Book 8 Unit 5: Railways

Reading Texts	Student Learning Objectives
<i>Lost in the Snow</i> Non-fiction	Qs on reading for u/s & detail; words in use <i>marooned</i> ; expressions
<i>Crossing the bridge</i> Adventure fiction	Qs on reading for u/s & interpretation; matching given explanations to words in the text
<i>High-speed trains opening up in China</i> Travel	Qs on reading for u/s
<i>How to build a maglev at home</i> instructions	Students read instructions and follow them

Topics	Student Learning Objectives
Vocabulary	Text-based, hyphenated, 'cold' & pairs of words
Writing: account	Text-based newspaper account from a passenger's point of view
Discussion: group	With stimulus mini text on moral standards
Grammar: direct speech	Description, fact and opinion
Discussion	On the effects of development & tourism on communities
Writing: opinions	Opinions of 6 people on whether development is a 'scourge'
Writing: a story	Involving 5 given ingredients
Vocabulary: words in use	Expressions with and meanings of <i>train</i>
Discussion	Meanings & use of railway expressions
Research	On railways built in bizarre places
Test Yourself	10 spellings to learn and 10 meanings of words in this unit to understand
Let's Listen	<i>The express train</i> Fitting in 12 given words into gaps
Let's Revise	500 word text followed by open and multiple choice Qs+ Grammar tasks & a writing task based on the skills learned in Units 1-5

Book 8 Unit 6: Food

Reading Texts	Student Learning Objectives
<i>Spaghetti Bolognese</i> autobiography	Qs on reading for u/s; matching words in the text to definitions; expressions
<i>The best soup in the world</i> Magazine article	Qs on reading for u/s & detail; locating & studying words in text

<i>The chocolate tasting club</i> advertisement	Qs on reading for u/s; specialist vocabulary; identifying meanings of words in the text
<i>Aashak / ravioli</i> poetry	Qs on reading for u/s and for metaphor

Topics	Student Learning Objectives
Writing: comparisons	Text-based adult & childish behaviour
Vocabulary: onomatopoeia	Explanation. Examples and practice
Grammar: the indefinite article	Words beginning with unstressed phoneme []
Writing: sub-headings	Seven sub-headings in newspaper style
Discussion: telling a story	Narrating a story about tasting a new food
Writing: a story	About tasting unfamiliar food, true or fictional
Writing: description of food you like	Of the food
Writing: description	Of a food custom in family or community
Test Yourself	10 spellings to learn and 10 meanings of words in this unit to understand
Let's Listen	<i>The Burke & Wills expedition in Australia 1860</i> True or false statements

Book 8 Unit 7: Belonging

Reading Texts	Student Learning Objectives
<i>At the border 1979</i> Poetry	Qs on reading for u/s; & detail; reading for comparison
<i>The Pilbara Wanderer</i> Vox populi	Qs on reading for detail; applying given adjectives to text characters
<i>Child of Tibet</i> autobiography	Qs on Qs on reading for u/s & detail & for inference;

Topics	Student Learning Objectives
Writing	Descriptive paragraph
Discussion	Why did this story make such a successful film?
Discussion	Comparing the lives and conditions of people in 2 texts
Grammar: Prepositional Phrases	Detailed explanation
Writing: Prepositional Phrases	Explanation & examples
Grammar: Compound or Phrasal Prepositions	Explanation & examples
Writing: Phrasal Preposition	Explanation & examples
Grammar: verb agreement	Detailed explanation on noun & verb agreement
Writing: verb agreement	Exercises & practice

Writing: a description	Of a place where you feel you do or do not belong
Test Yourself	10 spellings to learn and 10 meanings of words in this unit to understand
Let's Listen	<i>Water, water, everywhere...but who does it belong to?</i> Identifying the phrase which fits from 3 given phrases

Book 8 Unit 8: Money

Reading Texts	Student Learning Objectives
<i>The bewitched jacket</i> fiction	Qs on reading for u/s; extended Qs on issues raised by the text
<i>Money</i> Student's essay	Correcting 12 errors in the essay; discussing what makes an effective essay

Topics	Student Learning Objectives
Vocabulary	Words & expressions; odd man out; words in use <i>materialistic, materialism</i>
Discussion	On issues around money and happiness
Writing: essay	Entitled <i>Money</i> using prompts
Discussion	Meanings of money-related proverbs
Discussion	Letter stimulus for discussion on the effects of sudden extreme wealth
Grammar: adverbs of frequency	Full explanations with examples
Writing	Fill in gaps of given text with verbs of frequency & write sentences using verbs of frequency
Test Yourself	10 spellings to learn and 10 meanings of words in this unit to understand
Let's Listen	<i>How guilty is each one?</i> Tabulating information & opinions of 3 people

Book 8 Unit 9: All Change

Reading Texts	Student Learning Objectives
<i>Mum, Dad, & me</i> poetry	Tabulating comparisons; Qs on comparisons & detail
<i>Arrival</i> Young adult fiction	Qs on reading for u/s & comparison, for detail & inference

Topics	Student Learning Objectives
Writing; tabulating	Tabulating text-based differences & comparisons
Writing: topic sentences / phrases	One for each of text's six paragraphs
Grammar: conjunctive adverbs	7 more conjunctive adverbs; full explanation of usage & punctuation.

Writing	Sentences with given conjunctive adverbs
Discussion	With prompts to widen discussion: how text character will cope with her new surroundings
Writing: diary entry	For someone's first day at a new school
Grammar: questions, commands & statements	Explanation of meanings & punctuation with examples
Writing	Sentences as questions, commands or statements as directed
Test Yourself	10 spellings to learn and 10 meanings of words in this unit to understand
Let's Listen	<i>The adolescent brain</i> Multiple choice questions

Book 8 Unit 10: Per Ardua ad Astra

Reading Texts	Student Learning Objectives
<i>Pakistan's first astronaut</i> Feature profile	Qs on reading for u/s & for inference & detail; identifying qualities in the astronaut;
<i>Two cricketing achievements</i> Factual documents	Qs on reading for u/s
<i>A country childhood</i> Autobiography	Qs on reading for u/s
<i>Chinasa</i> Short story	Qs on reading for u/s & for inference & detail

Topics	Student Learning Objectives
Vocabulary	Latin words and mottos
Writing: topic sentences	One for each of text's five paragraphs
Discussion	How important is it to have 'big dreams'
Writing: opinion piece	On future of space travel & of astronaut's aspirations
Grammar: the superlative <i>most</i>	Explanations, examples & practice; including the difference between <i>the most</i> and <i>a most</i>
Writing: assessments	Comparing text-based achievements
Grammar: multi-word verbs	Explanations, usage, expressions, examples & practice of phrasal verbs with base <i>bring</i>
Discussion	About what makes a 'global icon' – text as stimulus
Vocabulary	Filling in gaps and writing independent sentences using given words from the text
Vocabulary: spelling	Examples & practice in <i>-eek -ique -eak</i>
Discussion	The meanings & effectiveness of mottos; students writing their own

Writing: a story	About someone whose achievement fits one of the mottos discussed
Test Yourself	10 spellings to learn and 10 meanings of words in this unit to understand
Let's Listen	<i>Daedalus suits</i> Qs on main ideas, detail & language
Let's Revise	500 word text followed by open and multiple choice Qs+ Grammar tasks & a writing task based on the skills learned in Units 1-5

The New Features

Research and CAIE objectives & Helpful Hints

1) Test Yourself: 10 spelling words & 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 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 photo-copied and which will provide incentive and guidance to your students. There is room on the sheet for re-test scores if required. The Guide provides support on pronunciation by providing the stress patterns of these words, and notes on the spellings of sounds.

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 of these words and others they meet in the texts. There are suggestions throughout this Guide on using the Vocabulary words in more interesting & lively ways than just writing sentences using them. The aim is to enlarge students' vocabularies and give them confidence in using new words and expressions.

2) Listening

The Listening texts are around 300-400 words long and present a variety of text types including travel writing, a report of extinction of animals, places to visit in London 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 & 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 to give so much help. 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 (Extract from *The Strange Case of Dr Jekyll and Mr Hyde* after Unit 5; a text about aurochs after Unit 10.)
- 5 multiple choice questions based on the text
- Questions testing the Grammar points learned in the previous Units (ie 1-5; 5-10)
- A writing question (a diary entry and two compositions after Unit 5; writing an essay after 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, ensuring that the students understand what is needed for full written answers.

The answers to the Qs where relevant are included in this Guide and a useful adaptable template for a formal letter is given in Writing template in the student book.

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 8 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 Great Inventions?

1

Sample lesson plan

Class/Level: 8

Duration: 40–45 minutes (one period)

Topic: Modal verb *should*

Aim: To understand and reinforce use of modal verbs; improving grammar skills

Resources: *Oxford Progressive English Book 8*

Reading Texts	Student Learning Objectives
<i>The Montgolfier brothers' hot air balloons</i> Factual report	Qs on reading for u/s; characteristics of text types
<i>The Heart of Professor Silverfish</i> Fantasy fiction	Q's on reading for u/s; understanding a character; words and phrases

Topics	Student Learning Objectives
Vocabulary	Matching given meanings to words in the text
Writing: an account	Imaginative account of a balloon flight
Writing: text-based words	To be used by students in independent writing
Discussion	On issues surrounding an ever-lasting heart
Grammar: modal verb <i>should</i>	To express obligation & likelihood; examples & usage
Writing: an essay	On the inventions of the 20 th & 21 st centuries
Test Yourself	10 spellings to learn and 10 meanings of words in this unit to understand
Let's Listen	Great Inventions? Arguments for and against modern inventions
Research	Opportunity for students to find out about an invention and report back to the group on its effects

Matching given words to words in the texts:

1) flammable (A) 2) potentially (B) 3) tinker (B) 4) impetus (B) 5) speculated (B)
6) bulbous (B) 7) physiology (B) 8) aloft (C) 9) taffeta (C) 10) elaborately (C)

Synonyms–Suggested words:

2) low / down-hearted / blue 3) familiar / well-charted 4) private 5) tiny 6) dangerous
7) injured / hurt 8) logical / reasonable / sensible 9) mean / miserly 10) naughty

Using words from Cogheart text in sentences

Encourage students to think about meanings and scenarios for the words which would make interesting sentences, rather than just using the passage.

Perpetual motion on board ship can make people seasick; memories can be *implanted* and never forgotten; a *rosewood box* could contain vital secret papers or photographs, an ancestor's diary –or be disappointingly empty; *palms* can be palm trees as well as hands; monkeys have very human-like palms.....

eg. The waiter brought many delicious cakes under silver domes to our table.

Or: The silver domes of the lost city amazed the explorers.

Writing: An idea for an invention

Give students time to plan the description:

paragraph 1) introduction – name the invention, its use briefly, & who would make it - mass produced? Made by you?

paragraph 2) describe the invention and how it would be made – the machinery / technology required

paragraph 3) the uses / benefits of the invention & your reasons for choosing this invention

Listening

This piece should produce a great deal of discussion! There are plenty more controversial issues I could have included, but have left them for students to explore themselves. These issues may well change as the years pass. Even since I wrote this piece, the world has changed in fundamental ways the extent of which are as yet unknown from the pandemic of Covid19 – there is plenty more to discuss!

Help with the words and phrases presented to students

ethical = according to a system of moral code, behaviour or principle

dilemma = quandary; apparently insoluble predicament or difficulty

moral / immoral = system of moral principles affecting personal relationships

annihilation = wiping out; extinguish (from the Latin *nihil* = nothing)

decimate = to destroy; hugely damage; devastate (from Latin *decem* = ten literally it means to destroy one in ten, but now used in a general sense)

superabundance = available [resources] in far greater quantities than needed

cerebral damage = damage to the brain

Test Yourself

Spelling:

- 1) which words have double consonants? [currents; commemorated; disappearance; balloon]

- 2) Why does *currents* have 'in the sea' in brackets after it? [so that you don't confuse it with the homophone, the fruit *currants*]
- 3) Which word has the letter p pronounced differently from how the letter p is pronounced in the word *perpetual*? [metamorphosis]
- 4) Which word has the letter c pronounced differently from how the letter c is pronounced in *combat*? [device]
- 5) Which 3 errors are there in this spelling: *dissapearence* ?

Meanings:

- 1) What might a strategist do in time of war? [plan an attack / battle]
- 2) Which word means the study of something? What is it the study of? [physiology = the study of the mechanisms of living organisms.
Which other *-ology* words do you know?
- 3) In which text did an automaton (stress on 2nd syllable) appear? [the waiter in *Cogheart*] What other words do you know beginning with *auto-*?
- 4) What could you *mould* (verb) with your hands? [clay; pastry; dough] How could you metaphorically *mould* something? [influence / shape someone to behave the way you want] (American spelling: mold)
- 5) Which nouns are flammable and non-flammable? [taffeta is flammable and will burn easily; helium is an inert gas and non-flammable]

Unit 2

Horses

Sample lesson plan

Class/Level: 8

Duration: 80 – 90 minutes (two periods)

Topic: Expressions

Aim: To teach the usage of new vocabulary words

Resources: *Oxford Progressive English Book 8*

Reading Texts	Student Learning Objectives
<i>The Wonderful Horse</i> Persian folktale	Qs on reading for u/s; vocabulary and meanings
<i>Winter Journey</i> biography	Qs on reading for u/s; vocabulary range; Russian words
<i>Polo at the Shandur Pass</i> Non-fiction	Incomplete text: students insert the missing sentences provided
<i>Old Joe</i> fiction	Qs on reading for u/s; inference; horse expressions

Topics	Student Learning Objectives
Discussion	Of text-based meanings and lessons
Vocabulary: words in use	<i>Reputation & hands</i> : explanations, usage & examples
Discussion	Matching meanings to expressions; usage
Writing: expressions	Independent writing using expressions
Vocabulary: odd man out	Students supply answers & explanations
Writing: a story	About a human being saved by a bond with an animal

***The Wonderful Horse*: Words from the text to match given words**

Key: a) horse, steed b) equal, match c) minister, vizier d) name, reputation e) getting hold of, acquiring f) diplomacy, tact g) luxury, splendour h) juicy, succulent i) famous, famed j) show appreciation of, applaud

Discussion of the meanings of *The Wonderful Horse*

Students could consider too just how trustworthy the two men are. Is Hatim Tai telling the truth?

Is he a lying diplomatist?

How's your Russian?

- a) a brass or silver container with an in-built stove for heating water
- b) a guest room
- c) the light below the icon
- d) cloaks
- e) Hold on!
- f) wolves

Matching words to meanings

Key: 1) d 2) g 3) a 4) f 5) c 6) b 7) e

Expressions with *hand*: Filling in the gaps.

Key: 1) hand in 2) hand it over 3) hand out 4) hand up 5) hand back 6) hand down

Hand expressions and meanings

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

Sequencing the text *Polo at Shandur Pass*

Sequencing and understanding main points which is involved in this task is one of CAIE's objectives.

Students need to explain the 'hooks' which enabled them to slot in these 10 sentences.

- 1) [the sentence] follows on from the geographical origins of polo
- 2) explains the (grizzly!) way in which the polo ball was different from today
- 3) explains the 'heaven and hell' of the previous sentence
- 4) gives a further example of the rules
- 5) introduces injuries to spectators after injuries to players in previous paragraph
- 6) Adds a detail about the perilous nature of the trek to the polo ground
- 7) details of how the horses have to acclimatise to the altitude
- 8) illustrates the celebratory music played before the game following on from the rising tension etc in the previous paragraph
- 9) an illustration of the players' toughness as arms are broken & bandaged up
- 10) game is over – explanation of spectators' return journey.

Odd Man Out

- 1) *cowardly* is not brave; all the others are courageous
- 2) *weak* is feeble; all the others are strong
- 3) *vast* is huge; all the others are dangerous
- 4) *enormous* is huge; all the others are amazing

Reading for Understanding: *Old Joe*–Final 2 questions

These would make a good discussion as they raise many issues. What is the best / kindest way of telling a child a beloved horse (or person) has died? How relevant / central / comforting is religious belief?

Such a discussion would help students answer the Reading for inference questions which follow.

Odd Man Out

- b) bull – is male, all the others are female animals
- c) hooves – only animals have hooves; humans & animals have the other features
- d) stable – is a man-made shelter / building for animals; all the others are outdoors where animals could graze / feed
- e) porch – is on the front of a house; all the others are on roofs
- f) content – is happy / satisfied; all the others are various kinds of dissatisfaction

Writing: A charity publicity document

This task is similar to CAIE Directed Writing where students are given a purpose and an audience.

The directive here to use emotional and persuasive language should be followed. Direct questions addressed to the reader and imperatives will help. Students may like to include pictures, or a description of the sort of picture they would like to include – or even arrange their text around a picture.

Test Yourself

- 1) *Veterinary* is a tricky spelling! It is pronounced *vetinry* or *vetinary* with the stress on the 1st syllable. Much easier to spell is what a veterinary doctor is called. What is it? [vet]
- 2) *miniature* is another word which swallows up a letter when pronounced. It is usually pronounced *minna-cher* with the stress on the 1st syllable.
- 3) Which 3 words have double consonants? [blizzard; community; accomplishment]
- 4) Which words end with the unstressed sound [] as in *manner*? How is the [] spelt in each of the 3 words? [*rumour* spelt *our*; *miniature* spelt *ture*; *pedlar* spelt *ar*]
- 5) Which words are abstract nouns? [*rumour*; *experience*; *accomplishment*]

Meanings

- 1) Which words mean the same as a) sleepy [somnolent] b) winning (adj) [victorious] c) teased [taunted] d) constant [perpetual]
- 2) Who might have a rasping voice? [very old / sick person; someone upset or angry]
- 3) What has the snow done to make a snowdrift? [drifted in the wind to pile up into a heap or wall]
- 4) What kinds of tournaments are there? [medieval jousts; sports events eg tennis/ cricket...]
- 5) Give an example of someone who has outgrown something. [eg a child outgrowing his/her school uniform / his/her toys; outgrowing an interest..]

Unit Mysteries

3

Sample lesson plan

Class/level: 8

Duration: 40–45 minutes (one period)

Topic: Conjunctive adverbs

Aim: Revision and reinforcement of grammar skills and expression

Resources: *Oxford Progressive English Book 8*

Reading Texts	Student Learning Objectives
<i>Mystery at the Monastery</i> <i>The Hairy Houdini</i> Mystery stories in the news	Qs on reading for u/s & inference
<i>Daud's Ride</i> A true story?	Qs on reading for inference
<i>The Mystery of the Sarah-Joe</i> Historical mystery	Qs on reading for u/s & inference; vocabulary
<i>The Bermuda Triangle</i> Factual report	Qs on reading for u/s; detailed Qs on vocabulary & meanings

Topics	Student Learning Objectives
Vocabulary: words in use	<i>missing; to be missing; to go missing; to miss</i> : examples & usage
Writing:	Providing correct forms of the above
Grammar: alliteration	Examples; writing alliterating headlines
Writing: sentences	Using given words, inserting sentences into text
Discussion: opinion	On whether the text is a true story or not
Grammar: conjunctive adverbs	Examples & explanations given; students link given sentences with adverbs & correct punctuation
Vocabulary: words in use	<i>incredible and incredulous; incredibly and incredulously; credible and credulous; plausible & implausible; and mediums</i>
Discussion	What do you think really happened to the Sarah Joe?
Writing: an account	Text-based & student's own opinion account of the mystery
Writing: story	Imaginative story about someone or something which is missing
Test Yourself	10 spellings to learn and 10 meanings of words in this unit to understand

Let's Listen	<i>A Mysterious Hoard</i> Filling in gaps and discussion
--------------	---

Vocabulary

Mystery at the Monastery a) priceless b) massive volumes c) archives d) chamber
e) neglected f) antique g) exterior

Hairy Houdini a) raids b) emaciated s) CCTV footage d) feasts e) release f) rifled g)
mass

Writing—Using *missing, etc*

- They were missing / went missing.
- The police found the missing books in Gosse's flat.
- It went missing.
- The jigsaw has 3 pieces missing.
- Jenny and Sana arranged to meet outside the cinema, but they missed each other.
- Taufiq's father never came home from work one day last year, and has been missing ever since.
- I would miss my family most if I had to live in another country.
- Tariq was hungry by the first lesson because he had overslept and missed out on breakfast / missed his breakfast.
- Every day we wait for the telephone to ring hoping that it is our beloved daughter, Tania, who has been missing for three months.
- At 11 a.m. the police were told that Tania was missing.

Conjunctive adverbs

In students' own sentences using the given conjunctive adverbs, look for:

- Relevance / link in sense between the two parts of the sentence
- Sentences full enough of content to illustrate the link
- Correct use of semi colon, comma & full stop.

Vocabulary

Words which may prove difficult: 1) a large weather system which brings poor weather including rain 2) Here it means ships / boats (vessels are also jugs or containers)
7) a wooden crucifix roughly made by hand (small, not life-size) often left beside a grave or engraved on the headstone; a Christian symbol 8) an collection of printed or handwritten pages which have not been bound or made into a book 10) buried with the body (to inter is to bury)

Speaking and Listening: The Mysterious Hoard

The text with the words inserted:

Mr and Mrs Hemmings bought an old piano for their four children who 1) **played** it for the next 20 years. After the children had grown up, the piano stayed in the Hemmings' sitting room. Eventually, the couple had to 2) **downsize** and move into a smaller house. It was then that the Hemmings saw an article in the local paper in which the local Community College asked for musical instruments to be 3) **donated** to them. The Hemmings had no hesitation in giving their old piano to the College, pleased that it would be used once again and benefit a new generation of young people.

Once 4) **installed** in the College, it was found, not surprisingly, that the piano which was well over 100 years old needed tuning, so the local piano tuner Mr Backhouse was called in. No work had ever been carried out on the piano so it was no 5) **surprise** to him when he found that to tune it properly he needed to take the keys out. As he did so, he saw that something was 6) **wedged** in the space: the edge of something, some kind of fabric bag. At first Mr Backhouse thought it was moth balls, but as he 7) **extracted** more of it he saw that it was neatly embroidered. Imagine his amazement

when he cut it open and found it contained gold sovereigns! And not just a handful – Mr Backhouse and the head-teacher who had hurried to Mr Backhouse’s summons counted out 913 sovereigns dating from between 1847 and 1915 from the reigns of Queen Victoria, Edward VII and George V weighing 6 kilograms. Backhouse, a keen amateur 8) **archaeologist** was more used to discovering Neolithic finds, and was completely bowled over by this 9) **unparalleled** hoard.

Some of the packaging included a piece of cardboard from a cereal packet which showed that the sovereigns had been packed away between 1926 and 1946 when the total would have been worth about £770, enough to buy a 4-bedroomed house at that time. The 10) **hoard**, the largest ever found in Britain, was declared Treasure which means it was owned by the Crown. An inquest was held according to the law after which the 913 gold sovereigns were offered for sale to museums.

The hoard was sold for £500,000. No fewer than 50 people came forward 11) **claiming** to be heirs of the original owner, but their stories proved false. Mr Backhouse was awarded half the sale money which he put towards his semi-retirement which 12) **tinnitus** was forcing upon him. The College was delighted with the other £250,000. Mr and Mrs Hemmings who had owned the piano for 33 years received nothing, but they stated that they were happy that the College would put the money to good use.

- The Discussion provides plenty of opportunity for raising moral issues and codes of moral and immoral behaviour!

Test Yourself

Spelling:

- 1) Which word has a silent letter p? [cupboard pronounced kubəd – a board or shelf for keeping cups on]
- 2) What is the difference in pronunciation of the letter l in *librarian* and *occasionally*? [to rhyme with *eye* in *librarian* stress on 2nd syllable; part of [zhən] sound in *occasionally*].
- 3) Which 2 words spell the sound as in *awe* differently? [or in *corpse*; oa in *hoard*]
- 4) In *monastery* the e is swallowed up and the word is pronounced *mon stree* with the stress on the first syllable. In which other word which also ends in y is the final vowel swallowed up in pronunciation? [*laboratory* usually pronounced *laboratree* - and usefully abbreviated to *lab!*]
- 5) What is the difference in pronunciation of c in *occasionally* and *corpse*? [none [k] in both]

Meanings:

- 1) Which word could you find on a human being or an animal? [*mandible* = jaw bone]
- 2) Which 2 words are names for people with a special interest or skill? [*escapologist* & *oceanographer*] What is that interest or skill?
- 3) Give an example of a freak weather event. [flash flood; typhoon; earthquake; tsunami...]
- 4) Would *offshore* be at sea or on land? [at sea – away from /off the shore /beach]
- 5) Which words mean a) tough / strong [sturdy] b) dreadful [horrendous] c) imitated [simulated]

Unit Conflict

4

Sample lesson plan

Class/level: 8
Duration: 40–45 minutes (one period)
Topic: Writing a letter
Aim: To polish writing skills
Resources: *Oxford Progressive English Book 8*

Reading Texts	Student Learning Objectives
<i>War is a bad taste business</i> Non-fiction	Qs on reading for u/s; specialist vocabulary; matching meanings to words in text
Re-enacting world history <i>A perfect World</i> Student letter to the Editor	Students to share their opinions with the letter writer's; words in use <i>utopia</i>
<i>Selda's new life</i> Fiction	Qs on reading for u/s & inference
<i>Homesick</i> poetry	Qs on reading for u/s; discussion on effectiveness of <i>understatement</i>

Topics	Student Learning Objectives
Writing: sub-headings	Writing a sub-heading for each paragraph of text
Discussion: persuasive features in the advertisement Class debate	On whether the full horrors of war should or should not be fully reported in the media
Grammar: participles	Providing the -ing & -ed participles & simple past forms of given infinitive base forms
Writing: Cultural festivals	Examples, explanations and practice given
Vocabulary: words in use Words in use	<i>conflict; to resolve; resolution</i> with examples
Grammar: prefixes	<i>post- pre- ex- mis- anti- semi- half-</i> examples & practice
Grammar: conditional sentences with <i>if</i>	Examples, explanations and practice given
Writing: letter to the editor	On what makes a perfect world
Writing: on-line advice	Student's advice to troubled text character

Writing: a poem	About a place remembered from childhood – real or imaginary
Test Yourself	10 spellings to learn and 10 meanings of words in this unit to understand
Let's Listen	<i>The sporting spirit</i> Multiple choice Qs
Writing: Debating	Examples, explanations and practice given

Participles grid

Infinitive –base form	-ing participle	simple past	-ed participle
lose	losing	lost	lost
begin	beginning	began	begun
write	writing	wrote	written
buy	buying	bought	bought
wake	waking	woke	woken
ride	riding	rode	ridden
drink	drinking	drank	drunk
swim	swimming	swam	swum
sing	singing	sang	sung
catch	catching	caught	caught
go	going	went	gone

Writing a Letter: A perfect world

The formal letter template at the back of this Teaching Guide could be a help to your students in this task.

The first set of bullet points are issues which students **may** like to include or focus on.

The second set of bullet points are requirements, so students do need to include both personal and global / national issues.

In this particular case, students are asked for 4 paragraphs (2 personal & 2 global national points would be an obvious way of satisfying this requirement) + a very brief introductory paragraph and a final one-sentence (or two-sentence maximum) concluding paragraph.

This provides practice in reading a question carefully. Candidates in the examinations frequently lose marks for only partially fulfilling the requirements of a Directed Writing task.

Your address

Date _____

Recipient's Title (eg. The Editor; The Headteacher),

Recipient's business / school as appropriate,

Address of business / school as appropriate

Dear Sir/Madam,

Opening paragraph. Use your opening paragraph to introduce yourself and your reason for writing the letter. It's crucial that your message is direct and underlines why you're contacting the recipient. Consider this paragraph as a direct way to capture their attention.

Main body. Use this space to delve into the issues raised in the opening paragraph. Give more detail of what you're offering or asking of the recipient, backed up by relevant information. Consider this paragraph as an exploration of the points raised in the opening paragraph. Depending on what you have been asked in the question, the main body of the letter may be 3 paragraphs with 3 distinct topics making at least 3 different points.

Closing statement. In this brief final paragraph / sentence, repeat the purpose of your letter and express an appropriate hope for some response.

Yours faithfully.

A stylized, cursive handwritten signature in black ink, appearing to read 'Signature'.

[Your name & title printed]

Note: If you are given the recipient's name, begin your letter with Dear Mr.... Mrs..... Miss, as appropriate and end it with: Yours sincerely, There are various acceptable ways of laying out a formal letter. Block printing as above is the simplest.

Reading for inference: Selda's new life

These questions are designed to develop students' empathy for others in situations which are unfamiliar to them. Selda may be a Turkish girl making a new life with her family in Switzerland, unlike students and their friends using OPE 8, but they can respond to the universal themes and issues of ambition, frustration, complex clashes of duty, obedience, opinion & culture within a family.

The advice scenario is an opportunity for students to suggest helpful strategies to resolve Selda's problems, which is a more challenging task than merely point out what is making Selda unhappy. Suggestions for tolerance, understanding and compromise may be made – lessons which will be developed with the donkeys and the slogan writing in the task which follows.

Homesick poem

The questions and tasks following the poem, apart from being stimulating and stretching, are fulfilling CAIE syllabus objectives of analysing and appreciating the effects of a piece of writing, and how those effects are created.

Test Yourself

Spelling:

- 1) *Government* is often mis-spelt because the 'n' is left out. It is there because the word is *govern+ ment*, the suffix which makes the verb into a noun, as in *excitement* or *contentment*. In pronunciation, the 'n' is often not pronounced at all in informal speech. You may well hear *government* pronounced as [gʊvment], but that is not a pronunciation to copy!
- 2) *foreigners* = *foreign people*. What a spelling! It is one of English Language odd spellings. Do you remember the *sovereigns* hidden in the piano? *Foreign* used to have a much simpler phonetic spelling but 4 centuries ago it somehow adopted the spelling to match *sovereign*. (And *sovereign* was spelt that way by chance because the word *souverain* meant 'supreme' & that became associated with the monarch and his reign and became *sovereign*!)
- 3) *camouflage* is another odd spelling because it comes from French *camouflier* meaning to disguise. Pronounced [kam- -flar-zh] stress on 1st syllable, retaining the French pronunciation of *age* as it is in English words *montage* & *collage*.
- 4) In which two words is the sound *sh* spelt with the letter *c*? [*special* & *precious*]
- 5) In which two words is the letter *s* sounded as [z]? [*foreigners* & *whereas*]

Meanings:

- 1) What has *protagonist* got to do with drama? [it's the main character]
- 2) Give an example of inhumanity. [carrying out torture / massacre...]
- 3) What might have a jagged edge? (pronounced [djagid] stress on 1st syllable) [a reipped piece of fabric; a cliff edge; a saw]
- 4) What could be *churning*? [butter; disturbed thoughts or memories in your head;]
- 5) What are 3 synonyms for *excessive*? [too much/ extravagant / gratuitous / immoderate / OTT (over the top colloquial)]

Unit Railways

5

Sample lesson plan

Class/level:	8
Duration:	40–45 minutes (one period)
Topic:	Direct Speech
Aim:	Revising vocabulary skills
Resources:	<i>Oxford Progressive English Book 8</i>

Reading Texts	Student Learning Objectives
<i>Lost in the Snow</i> Non-fiction	Qs on reading for u/s & detail; words in use <i>marooned</i> ; expressions
<i>Crossing the bridge</i> Adventure fiction	Qs on reading for u/s & interpretation; matching given explanations to words in the text
<i>High-speed trains opening up in China</i> Travel	Qs on reading for u/s
<i>How to build a maglev at home</i> instructions	Students read instructions and follow them

Topics	Student Learning Objectives
Vocabulary	Text-based, hyphenated, 'cold' & pairs of words
Writing: account	Text-based newspaper account from a passenger's point of view
Discussion: group	With stimulus mini text on moral standards
Grammar: direct speech	Description, fact and opinion
Discussion	On the effects of development & tourism on communities
Writing: opinions	Opinions of 6 people on whether development is a 'scourge'
Writing: a story	Involving 5 given ingredients
Vocabulary: words in use	Expressions with and meanings of <i>train</i>
Discussion	Meanings & use of railway expressions
Research	On railways built in bizarre places
Test Yourself	10 spellings to learn and 10 meanings of words in this unit to understand
Let's Listen	<i>The express train</i> Fitting in 12 given words into gaps
Let's Revise	500 word text followed by open and multiple choice Qs+ Grammar tasks & a writing task based on the skills learned in Units 1-5

Reading for detail: Lost in the Snow

- 1) the train was given clearance from the Paris headquarters to continue (1)
- 2) a distraught *chef de train* (4)
- 3) it was uncannily quiet (5)
- 4) After 48 hours of unremitting effort, the tunnellers broke through to the surface (6)
- 5) But each of them was pointing a gun menacingly at the strangers (7)
- 6) a few scrawny chickens were pecking at the mud floor (8)
- 7) The peasants accompanied the party some of the way, which was disconcerting (9)
- 8) the final stage of the journey to Constantinople, a distance of some eighty miles, was made at a snail pace (10)

Vocabulary: Pairs of words

To illustrate the different meanings:

- 4) a) The cruise ship *berthed* at Southampton at the end of its voyage.
Annie was very excited after the *birth* of her little sister.
- b) The old tramp lived in a *hovel* under the motorway.
novel = book (noun) *novel* = new (adjective)
- c) Aunt Minnie *alighted* from the train with her three bags with great difficulty.
Aunt Minnie was *delighted* when a young man helped her carry her bags.
- d) Despite the terrible destruction of the earthquake, *morale* was high amongst the villagers.
'This story has a *moral*,' said our teacher as she began to read us a cautionary tale.
- e) After ten days lying beside the pool, it began to *pall* and Eddie wanted to go home.
Paul had a twin brother called Peter.

Vocabulary

- 1) bounded CHECK! 2) resumed 3) bear 4) ruinous 5) immovable 6) circuit
- 7) compelled 8) prudent 9) retiring 10) bore.

Writing Opinions

This is a good exercise for identifying opinions using both the text and the students' empathy and understanding of the problems and conflicting interests involved. A very contemporary situation which they can probably see replicated in their own environments.

Speaking and Listening: Train expressions

These two might perplex 21st century students: d) hit the buffers. The buffers are bumpers in stations for where trains end their journeys. They absorb shock and prevent damage. If someone has 'hit the buffers' it means he /she has come to the end of something such as life or trying to solve a problem. e) Full steam ahead obviously

comes from the age of steam – now seen in Europe only on vintage trains run for entertainment.

Research

An opportunity for students to find out and tell others of extraordinary railtracks.

If your students do not have access to the internet at home, or if only some have, this task can be omitted.

Speaking and Listening

The text with the words inserted:

“You’ll have to be a sensible boy today, Jamil,” Jamil’s mother said that morning. “Dadi is not well and I have to go on the train and fetch her back here, so we can look after her. You must take care of Bina. Will you do that?”

“Of course I will, Umami,” Jamil replied. At 14 years old he was a good boy who had been a great **1) support** to his mother since his father had died.

“Can we come and wave you goodbye? Please?” pleaded Bina, Jamil’s six year-old sister.

“OK, but promise to hold Jamil’s hand,” she replied.

The train station was a very exciting place for both Jamil and Bina with all the people **2) bustling** about, the deafening noise of whistles, shouting and **3) screeching** brakes, and the **4) intoxicating** smell of hot engines. Hanging on tightly to her brother’s hand and clutching her never-ever-to be separated-from doll, Raggy, she **5) quivered** with excitement as she watched her mother board the local train and wave as with a **6) cacophony** of clanking and grinding it slowly drew out of the station.

Just as Jamil and Bina turned to go there was an announcement. The Express train was arriving!

“Oh please, Jamil! Let’s see the express train before we go!”

It was too good to miss. Jamil loved trains too and he was quick to agree. “OK. As soon as it has gone we’ll go back home. Auntie will be looking out for us”

The **7) gigantic** express train seemed to fill the entire station like some heavy-breathing giant. A **8) horde** of people swarmed towards it as it came to a noisy, wheezing, snorting halt. Jamil felt a surge of panic as the crowd **9) surged** forward and Bina’s excitement **10) ebbed** away.

“Doors closing in one minute! Get on board!” shouted the station master through a megaphone.

He started to shove people with their heavy bags and straggling children up through the **11) cavernous** doors. Jamil screamed out but it was futile. He lifted Bina into his arms but still he could not force his way back onto the platform. The automatic doors jammed shut with a **12) fearsome** sucking noise. Jamil and Bina, rigid with fear, were trapped inside.

“Next stop in 4 hours’ time is...” came the over-head announcement.

Thirty minutes later, Auntie looked out for Jamil and Bina to return from the station. Worried when they did not return, she made her way to the station. The huge crowds had **13) dissipated**.

As she hurried towards the station master, something on the track caught her eye. It was Raggy. The station master heard a cry, turned and saw a woman **14) stagger** and fall.

*The discussion to follow encourages students to think of the most likely outcome in the real world, and to use their imaginations to think about how the fictional story might continue.

Test Yourself

Spelling:

- 1) *business* is often mis-spelt because of that letter i which doesn't seem to fit! It's pronounced [biz-n s] (stress on 1st syllable), but think of it as busy-ness (the act of being busy) & the I should be remembered!
- 2) *Swollen* is an irregular participle (swell / swelled / swollen) It keeps the double l in each part of the verb. When would a river be swollen? [after rain; snow melt...] Why might your arm be swollen? [from an insect bite; when it's broken / bruised...]
- 3) *minorities* is one of the nouns ending in y which changes to ies in the plural. How would you write *embroidery* in the plural? [*embroideries*]
- 4) *ploughed* is pronounced to rhyme with *crowd* / *loud*. You will see the American spelling of *plowed*.
- 5) *initial* is pronounced [in-ish l] stress on the 2nd syllable. Which other word in this list has the letter i three times? [*minorities*]

Meanings:

- 1) To *alight* (verb) means to get down from, exit from a train, vehicle or bicycle. What does the adjective *alight* mean? [on fire / burning]
- 2) *megaphone* means 'big sound' – it's the instrument used to magnify sound. What other words have *mega= big* or *phone=sound* in them? [*megalith*; *megabyte* telephone; homophone; phonetic]
- 3) Who or what could you describe as *scrawny*? [*thin scraggy undernourished animals*; used to describe an underweight human being it is insulting; only a living thing can be described as *scrawny*]
- 4) What are the different meanings of *He distinguished himself* and *He was a distinguished linguist*? [a) verb: he did exceptionally well/ performed well / was a star b) adjective: well respected; outstanding]
- 5) Give an example of a futile activity or action. [one that achieves nothing / pointless: eg an attempt to rescue someone / hoarding rubbish or unwanted junk mail / an aircraft's attempts to take off in thick fog]

Let's Revise

Dr Jekyll & Mr Hyde

Supply questions

- 1) Contrast between a) darkness; emptiness (no-one to be seen); silence; peaceful & b) movement; figures (sudden appearance of a briskly walking man & a running child moving in opposite directions to one another); vicious trampling of the child; sound of her screams; frightening / alarming
- 2) The trampling of the child & leaving her screaming: *trampled calmly* where the cruelty of the act & the calm / collected / way it was carried out makes it more sinister & shocking; *screaming on the ground* = a very shocking, upsetting image of the child; *hellish* accentuates the inhuman, ghastly nature of the attack.
- 3) [*information: A juggernaut originally was a large wagon carrying an image of a Hindu god in celebrations; it is used now metaphorically as a huge destructive unstoppable force; it is often used to describe massive articulated lorries*] because a) he seemed unnatural / inhuman b) he appeared as an unstoppable destructive force bent on attacking the child.

- 4) the hideous 'ugly' look the assailant gave the narrator brought him out in a sweat from fear and a chilling terror; after the doctor had seen the child, the narrator was still uneasy about the 'curious' / otherworldly / sinister assailant
- 5) The doctor's white face expressing a strong desire to kill the assailant added to reader's impression that he was a truly wicked / evil / hellish / devilish man
- 6) They both felt a strong desire to kill the assailant, but they channelled these illegal desires into making him pay for his attack by threatening to create a scandal which would ruin his reputation.
- 7) Again, devilish / Satanic / coming from the pit of hell & evil. He was so evil and inhuman that he appeared to scorn any normal human feelings & emotions / committing outrageous acts of inhumanity whilst remaining completely calm & unruffled by his actions.
- 8) a) as an alternative to killing him or physically attacking him b) to help the family & avoid a scene (as the man said) / force the man to make some recompense for his sins. His quick response of 'Name your figure' shows he was willing to pay although 'forced him up' suggests he needed to increase the amount he initially offered.
- 9) a) striding along b) unstoppable force c) only / just d) revenge / getting their own back e) patchy/ with peeling paint f) fake / false
- 10) *the man trampled calmly over the child and left her screaming on the ground. It was hellish to see (1) He wasn't like a man; it was like some juggernaut (2) The assailant made no resistance, but gave me one look so ugly that it brought out the sweat on me (3) In the middle was the man with a kind of black sneering coolness – frightened too but carrying it off like Satan (4) a cheque signed not by himself but with the name of another respected gentleman whom we both know (5)*

Multiple Choice Key

- 1) c 2) a 3) b

Conditional sentences with *if*

- 1) If I won the lottery, I would share it with you.
- 2) If you wear a jumper, you would be / will be warmer.
- 3) If the government pays us compensation, we would / will be able to re-build our house.

Conditional clauses with *would*

- 1) My idea of happiness *would be a trip to Disney Land.*
- 2) My mother's wish *would be to have a holiday.*
- 3) My little sister's ideal birthday party *would be a Bouncy Castle.*

Conjunctive adverbs: examples only

- 1) My 3 year-old cousin has nightmares; *however, she is recovering.* / *However, she is recovering.*
- 2) We have asked our local government to clear the rubbish; *however, the rubbish is still there* / *However, the rubbish is still there.*

- 3) The school has been overwhelmed by high numbers of new pupils; *in fact we are refusing entry to any more. / In fact, we are now refusing entry to any more.*
 - 4) Abdul has been expelled from school for cheating and insolence; *in addition he has brought shame on the school / In addition he has brought shame on the school.*
 - 5) Yasmeen was supposed to be revising for her exam; *in fact she was messaging her friends. / In fact she was messaging her friends.*
- 3.
- 1) The rain is very heavy *but should stop soon.*
 - 2) Aisha caught the train on time *so should be on time for her appointment*
 - 3) I'm afraid I can't go to the cinema with you this week *but I should be free next week.*

Writing

The choice of writing options 2&3 is in line with CAIE choice of composition writing at O Level: discussion / opinion and creative / imaginative.

Unit Food

6

Sample lesson plan

Class/level: 8
Duration: 40–45 minutes (one period)
Topic: Onomatopoeia
Aim: Vocabulary improvement and practice
Resources: *Oxford Progressive English Book 8*

Reading Texts	Student Learning Objectives
<i>Spaghetti Bolognese</i> autobiography	Qs on reading for u/s; matching words in the text to definitions; expressions
<i>The best soup in the world</i> Magazine article	Qs on reading for u/s & detail; locating & studying words in text
<i>The chocolate tasting club</i> advertisement	Qs on reading for u/s; specialist vocabulary; identifying meanings of words in the text
<i>Aashak / ravioli</i> poetry	Qs on reading for u/s and for metaphor

Topics	Student Learning Objectives
Writing: comparisons	Text-based adult & childish behaviour
Vocabulary: onomatopoeia	Explanation. Examples and practice
Grammar: the indefinite article	Words beginning with unstressed phoneme
Writing: sub-headings	Seven sub-headings in newspaper style
Discussion: telling a story	Narrating a story about tasting a new food
Writing: a story	About tasting unfamiliar food, true or fictional
Writing: description of food you like	Of the food
Writing: description	Of a food custom in family or community
Test Yourself	10 spellings to learn and 10 meanings of words in this unit to understand
Let's Listen	<i>The Burke & Wills expedition in Australia 1860</i> True or false statements

Matching words to their definitions

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

Vocabulary: great grandparents etc

Great uncle; Great aunt; Great Grandfather; Great grandmother

Vocabulary

- 1) Which word: a) ankle-high b) portable c) battered d) unaffordable
- 2) Finding synonyms: a) slivers b) stock c) seething

Matching definitions

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

Vocabulary: Chocolate

Scientific words: 1) Flavonoids are a naturally occurring antioxidant, which thins the blood and prevents clotting.

2) Theobromine is a mild stimulant and anti-depressant which helps to promote a positive mental attitude.

3) hydrogenated; cardiovascular; antioxidants...

4) to be authoritative; to impress and persuade by being knowledgeable; to show that it is serious, not frivolous or merely popular

Words associated with society and business

5) one which takes into consideration the morality behind the products produced or traded eg refusing to trade in guns

6) a huge gap / inequality in wages / earnings between the rich and the poor

7) Trading with countries all over the world

8) It's a vicious cycle in which poor people are trapped however much they work – caused by disadvantages such as daily wages; no fixed address or bank account; no sick pay...

9) the chance for young people to have a better life than their parents

Speaking and Listening

The Burke and Wills Expedition Australia 1860

1. The expedition was planned to cross Australia from north to south. T/F
2. The men endured bitter cold, intense heat and high humidity. T/F
3. The men sometimes walked by night to avoid the blazing sun. T/F
4. At Cooper's Creek the men were plagued by wild animals. T/F
5. Rodents and insects made the men's lives miserable. T/F
6. A python which was killed by Wills's horse gave the men valuable food. T/F
7. By the time they reached Cooper's Creek, they were already short of food. T/F
8. The local bread made from Nardoo saved the men from starvation. T/F
9. Starvation made the men's teeth fall out and their limbs turn blue. T/F
10. Burke made a grave error in dumping the heavy lime juice. T/F
11. The men left no written account of their expedition. T/F
12. The men eventually died of exhaustion. T/F

Key: 1F (from south to north) 2T 3T 4F (rats, not wild animals) 5T 6F (it wasn't valuable as it made them ill) 7T 8F (it filled them but its lack of nutrients contributed to their deaths) 9F (Scurvy, not starvation) 10T 11F ('diaries and journals' were left behind by the men) 12F (they died of a combination of starvation, exhaustion and illness)

Test Yourself

Spelling:

- 1) Which two words contain 'gh' each with a different pronunciation? [*dough* unpronounced, the word rhymes with 'go; spaghetti [hard g]]
- 2) Which three words have the letter c with the pronunciation [sh]? [*precious; delicious; ocean*]
- 3) Which word has the letter i pronounced as in *if* and which word has the letter I pronounced as it is in *eye*? [*paralysis* & *proprietor* both with the stress on the 2nd syllable]
- 4) *connoisseur* is a difficult spelling because it is a French word . *Conna tre* means to know in French which is where the double 'n' comes from. Its pronunciation in English is [kon ser]
- 5) Centuries ago *sieve* was spelt *sif* which is much easier. It's just one of those many quirky English spellings! What would you do with a sieve? [strain away liquid in cooking; refining flour..]

Meanings

- 1) What would be the advantage of being ambidextrous? [you could write / fulfil practical tasks with either hand]
- 2) migration: what is a person who migrates into a country called? [an immigrant] What is a person who migrates out of a country called? [an emigrant] What is someone who travels from one country to another for temporary work called? [a migrant]
- 3) Which would is onomatopoeic? [crackle]
- 4) What are the indigenous people of Australia called? [Aborigine]
- 5) If your arm was mottled after you damaged it when you fell off your bike, what colour would it be? [a mixture of purple & dark red]

Unit Belonging

7

Sample lesson plan

Class/level:	8
Duration:	80–90 minutes (two periods)
Topic:	Prepositional Phrases
Aim:	Polishing language comprehension and usage skills
Resources:	<i>Oxford Progressive English</i> Book 8

Reading Texts	Student Learning Objectives
<i>At the border</i> 1979 Poetry	Qs on reading for u/s; & detail; reading for comparison
<i>The Pilbara Wanderer</i> Vox populi	Qs on reading for detail; applying given adjectives to text characters
<i>Child of Tibet</i> autobiography	Qs on reading for u/s & detail & for inference;

Topics	Student Learning Objectives
Writing:	Descriptive paragraph
Discussion	Why did this story make such a successful film?
Discussion	Comparing the lives and conditions of people in 2 texts
Grammar: Prepositional Phrases	Detailed explanation
Writing: Prepositional Phrases	
Grammar: Compound or Phrasal Prepositions	
Writing: Phrasal Preposition	
Grammar: verb agreement	Detailed explanation on noun & verb agreement
Writing: verb agreement	Exercises & practice
Writing: a description	Of a place where you feel you do or do not belong
Test Yourself	10 spellings to learn and 10 meanings of words in this unit to understand
Let's Listen	<i>Water, water, everywhere...but who does it belong to?</i> Identifying the phrase which fits from 3 given phrases

At the Border

The questions and tasks on this poem certainly fulfil the CAIE objectives of *understanding how writers achieve effects* and a *more in-depth understanding of the writer's craft*. It also encourages students to empathise with important issues which are common in our fractured world. How much background you wish to give to enable students to understand up to you to judge. This is an impassioned poem.

Vocabulary

1) definitions a) fearless b) one who cares about people's welfare / loves humanity & promotes its well-being [suffix *philo*= love; *Anthropos* = Ancient Greek humanity c) orangey-red d) awkwardly; uncomfortably e) scruffy; unkempt f) fur and skin thin / infected with mange g) searcher for discarded food / anything at all edible h) row / commotion i) stuck together in lumps and mats j) passenger on the back of a bike

Writing Prepositional Phrases

Key: 1) in spite of 2) along with or in addition to 3) in case of 4) by means of or by way of 5) in front of

Reading for inference and detail: Child of Tibet

Some pointers might be helpful to enable students to answer fully:

- 1) Plausible (credible) because the Tibetans believed in lives in other galaxies so an iron bird in the sky was a possibility.
- 2) i) celebratory / excited / happy ii) initial confusion / perplexity / lack of understanding / relief at catching her connection iii) anxiety / feeling lost and abandoned
- 3) because he couldn't understand her travel document; he was cautious / suspicious of letting a refugee into the country
- 4) the doors opening automatically / the vastness of the supermarket / the abundance of goods / unfamiliar luxury goods... 'Groaning' suggests the shelves were heaving with / under the massive weight of all these dazzling goods
- 5) her excitement / sensual enjoyment / revelling in the pleasure of the scent / the intensity of the experience
- 6) Over-riding is far more indelible / all-consuming / powerful
- 7) that she didn't understand the French custom of serving various courses so she over-ate on the first course, not realising more was to follow – then she felt embarrassed that she didn't want what her hostess had provided for second course.
- 8) *drinking in* adjectival clause

Writing: Headings

Another useful preparation for CAIE examinations: topic sentences and appreciation of main points.

Speaking and Listening: *Water, water everywhere...but who does it belong to?*

Below are 10 sentences. In brackets in each sentence are three words or phrases. You have to underline the one which fits the text.

1. The average human is (70%; 65%; 60%) made up of fresh water.
2. Water has an important role in the body by (**carrying nutrients**; keeping the heart healthy; oxygenating the blood).
3. (**toxins**; nutrients; rainwater) are produced by human activity and are washed into the sea.

4. The River Nile runs through (6; 7; 8) countries.
5. The last country downstream, Egypt, has to deal with the (**waste**; salt; drought).
6. Conflict in the Middle East may be caused by (government rules; civil war; **limited access to clean water**).
7. People are fighting over water because of (**climate change**; scarcity caused by drought; water being degraded by human activities).
8. Water in the sea, lakes and rivers *should* belong to (water corporations; national governments; **no-one and everyone**)
9. Water is an essential resource for us all and should be (sold to profit us all; **cherished and shared**; controlled by countries' governments)
10. No-one has the right to (**despoil**; exploit; sell) what does not belong to them.

Text:

Water, water everywhere...but who does water belong to?

All people need clean, fresh water because it is what we are made of. The average human is 60% water by weight. Water has an important role in nearly every major function in the body, regulating body temperature, carrying nutrients and oxygen to cells, removing waste, cushioning joints and protecting organs and tissues. And all of the water in our bodies comes from the environment. So why do we pollute it or waste it?

Free, clean water comes with the rain. It lands on the ground and as it runs off, or percolates through the soil, it dissolves nutrients and carries them along. Unfortunately rainwater also carries the toxins and other pollutants from man-made activities and it ends up in streams, rivers, lakes and ultimately the sea, from where it evaporates and condenses into clouds which rain down again.

Water therefore seems to defy human boundaries and therefore belong to no-one. But does it? Many rivers are the borders between countries, but who does the water belong to? Rivers may run through more than one country, so what then? The River Nile, for instance, flows through seven countries. Each of the seven countries takes water from the Nile and flushes waste into it. Egypt, the last country downstream, bears the collective burden. So who does the water of the River Nile belong to?

Clean water access, not oil, may be seen as the real flashpoint issue in the Middle East. As the world's climate changes, drought is becoming more common and many millions of people are literally fighting for their lives, to ensure sufficient water for themselves and their families. Even in countries like New Zealand, where there is plenty of rainfall, water is degraded by human activities.

Whilst there is an enormous amount of water in the sea, people can't drink it. Who does the water in rivers and lakes and in the ground belong to? To whom does the water in the sea belong? Is it to the gigantic money-making corporations and companies? Like the air in the atmosphere, water is a resource that all people should share and cherish.

People might charge for access to water – and they certainly do - but that doesn't mean the actual water belongs to them. The reality is that water belongs to no-one and everyone. We just borrow it from the environment. And what right does anyone have to despoil something they don't own? None.

Test Yourself**Spelling:**

- 1) Which 3 words have double consonants? [immigration (= migrate in; 'in' changes to 'im' before 'm'); affluent; embarrassed (twice)]
- 2) *Tomatoes* (English pronunciation [tom-ar-toes]) and *potatoes* both have *oes* plurals and both have stresses on the second syllable.
- 3) *environment*, like *government* has an 'n' which is frequently not sounded at all: [envire- -ment] stress on 2nd syllable. Environs = surroundings - that's why there is an 'n'
- 4) How is the sound 's' spelt differently in these words? [sc in *descending*; ss in *embarrassed*; s in *tomatoes resource & desperately*; c in *resource*]
- 5) *desperately* is often mis-spelt and confused with *disparately* which means separately. Spell each syllable as you say it: des-per-ate-ly with stress on 1st syllable.

Meanings:

- 1) What could make someone feel *nostalgic*? [thinking about good times in the past...]
- 2) Who could be described as *intrepid*? [an explorer; a courageous fire fighter...]
- 3) What would an *overwhelming* feeling do to you? [completely envelop you / take you over...]
- 4) What might leave you *baffled*? [someone's strange behaviour; a really difficult maths problem...]
- 5) What's the difference between a *hypermarket* and a *supermarket*? [a hypermarket is enormous and bigger than a supermarket] Which other words do you know which begin with the suffix *hyper-* meaning huge? [hypersensitive; hyperactive...]

Unit Money

8

Sample lesson plan

Class/level:	8
Duration:	40–45 minutes (one period)
Topic:	Adverbs of frequency
Aim:	Reinforcement of grammar skills and usage
Resources:	<i>Oxford Progressive English</i> Book 8

Reading Texts	Student Learning Objectives
<i>The bewitched jacket</i> fiction	Qs on reading for u/s; extended Qs on issues raised by the text
<i>Money</i> Student's essay	Correcting 12 errors in the essay; discussing what makes an effective essay

Topics	Student Learning Objectives
Vocabulary	Words & expressions; odd man out; words in use <i>materialistic, materialism</i>
Discussion	On issues around money and happiness
Writing: essay	Entitled <i>Money</i> using prompts
Discussion	Meanings of money-related proverbs
Discussion	Letter stimulus for discussion on the effects of sudden extreme wealth
Grammar: adverbs of frequency	Full explanations with examples
Writing	Fill in gaps of given text with verbs of frequency & write sentences using verbs of frequency
Test Yourself	10 spellings to learn and 10 meanings of words in this unit to understand
Let's Listen	<i>How guilty is each one?</i> Tabulating information & opinions of 3 people

Vocabulary: Odd Man Out

- 1) ancient (the others all mean pleasant)
- 2) carpet (covers the floor; the others screen windows)
- 3) ran (moved fast; the others are people gathering together)
- 4) tiny (the others all mean very big)
- 5) oven (is for cooking; the others are part of a fire)

Words and expressions

Don't confuse *Foreboding* with *forbidding* – they are often used wrongly.

Foreboding is a noun as explained here. *Forbidding* is either a) part of the verb *to forbid* as in *My dad is forbidding me to go out* or b) an adjective to describe something ominous / slightly frightening / unsettling as in *The house with its gloomy windowless walls surrounded by dark trees was forbidding.*

Vocabulary: Matching definitions

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

Adverbs of frequency

Key:

Dr. Rose was a country doctor in the 1950s. He 1) **regularly** drove around the country visiting his patients, 2) **always** driving his old Morris Minor car. He was a man of set habits and he was 3) **never / rarely / seldom** seen without his checked felt hat and his cheerful striped scarf. He was a kind and careful doctor who would 4) **frequently / regularly / often** drive miles to see a sick patient, even if he knew that he would 5) **never** be paid because the patient was too poor to pay. One day, he was just leaving an elderly farmer suffering from pneumonia. He had 6) **frequently / often** told the old man not to go out to his sheep in bad weather, but of course he had disobeyed the doctor because he 7) **never** had anyone to help him with the sheep. Dr. Rose was tired after a very long day and was looking forward to getting home, but just as he was getting into his car, Mrs. McGuire came to her door and called him in. 'Oh dear,' he thought to himself. '8) **Sometimes** I wish that people didn't 9) **always** need me. But I must see what she wants.' Dr. Rose walked into Mrs. McGuire's house. 'You look tired, Doctor,' she said. 'I won't keep you a moment. You remember my dear son, Daniel, don't you?' Dr. Rose did indeed remember Daniel. He had helped him into the world and watched him grow up into a lively boy who was 10) **always** up to some kind of mischief. As he grew into a young man helping his parents on the farm, Dr. Rose thought that he had 11) **never** seen such a promising young man. Tragically, Daniel had died following a farm accident a few months previously. 'Yes, of course I do. The best young man I had 12) **ever** seen,' replied the Doctor. 'He thought so much of you, Doctor, I would like you to have this book in memory of him,' said Mrs. McGuire. It was the children's story book which Dr. Rose had 13) **often / frequently** read to Daniel when he was a child. Back in his car on the way home, Dr. Rose wiped away the tears, which 14) **repeatedly / constantly** filled his eyes. 'You can 15) **never** put a price on love,' he thought to himself, and all the weariness he had been feeling dropped away from him.

Writing: Infinitives

Examples only: 1) to explain 2) to give 3) to find / see / discover / read 4) to save / to cure 5) to comfort / hush / soothe

Speaking and Listening

	Domestic situation	Financial situation	What did each want the cash for?	How much the machine paid out	What each did with the pay-out from the machine	How guilty is each one?
Mrs Ali	Husband unable to work through injury; 5 children; works 5-830 as a cleaner	Very short of money	To buy groceries	£200	Buy shoes for 2 children & pay the electricity bill	
Mr Jarvis	married; big house; 2 children at boarding school	Very well off solicitor; charges £300 for a consultation; affords boarding school fees	To pay his taxi fare	£200	Took his wife out for an expensive meal	
Natalie	Student living in a shared flat with her friend Kate	Can only just about manage on her money	To pay her rent	£100	Gave it to her friend so that she could visit her sick father.	

The question of guilt is for discussion: Is keeping this money a 'crime'? Does genuine need excuse this 'crime'? If you give the money away does it absolve you from the 'crime'? Does a wealthy person have a greater moral duty to give it back than a poor hard-working person? Does the wealthy person commit a greater 'crime' than the poorer one?

Test Yourself

Spelling:

- 1) *conscience* [kon-sh ns] often seems a difficult one to spell. *Science* (where the *sc* is pronounced *s*) is usually spelt correctly and means 'knowledge' in its Latin root *scientia*. *Conscience* has the same word in it and means 'with knowledge' (*con* = with in Latin) or with awareness. *Conscious* and *conscientious* are part of the same spelling group.
- 2) In which words is the letter *c* pronounced as [k] and [s]? [*successful* – remember the double consonants but the suffix *ful* has only one 'l']
- 3) Which 2 words have the prefix *-in*? What does the prefix mean? [*inedible*; *inexhaustible* makes a negative, like *-un*]
- 4) Which words begins with a silent consonant? What is its meaning? [*pneumonia* [*newmonia*] = lung disease from the Greek *pneumon* = lung]
- 5) In which word is the sound [yoo] and how is it spelt? [*pursue* is pronounced [pers-yoo] with the stress on the 2nd syllable. *Revenue* has a similar spelling of the sound.

Meanings:

- 1) What might you believe if you were *superstitious*? [all sorts of suggestions here!]
- 2) What kind of mood would you be in if you were *contemplative*? [thoughtful; cogitative]
- 3) If you made a request about your upcoming birthday party *tentatively*, how sure would be of receiving a positive response? [Not sure because you are suggesting in the hope of a positive response, but not confident]
- 4) What sort of dog is a *spaniel*? What other kinds of dogs do you know? [*spaniel* is traditionally a hunting dog who collects the shot birds in its soft mouth. Labrador, terrier, retriever...]
- 5) Who are what might make a *pact*? [a promise / agreement between friends / individuals or countries *pactum* = agreement in Latin]

Unit The English Language

9

Sample lesson plan

Class/level:	8
Duration:	40–45 minutes (one period)
Topic:	Topic sentences
Aim:	Practice in correct and fluent use of vocabulary
Resources:	<i>Oxford Progressive English</i> Book 8

Reading Texts	Student Learning Objectives
<i>Mum, Dad, & me</i> poetry	Tabulating comparisons; Qs on comparisons & detail
<i>Arrival</i> Young adult fiction	Qs on reading for u/s & comparison, for detail & inference

Topics	Student Learning Objectives
Writing; tabulating	Tabulating text-based differences & comparisons
Writing: topic sentences / phrases	One for each of text's six paragraphs
Grammar: conjunctive adverbs	7 more conjunctive adverbs; full explanation of usage & punctuation.
Writing	Sentences with given conjunctive adverbs
Discussion	With prompts to widen discussion: how text character will cope with her new surroundings
Writing: diary entry	For someone's first day at a new school
Grammar: questions, commands & statements	Explanation of meanings & punctuation with examples
Writing	Sentences as questions, commands or statements as directed
Test Yourself	10 spellings to learn and 10 meanings of words in this unit to understand
Let's Listen	<i>The adolescent brain</i> Multiple choice questions

Conjunctive adverbs

Key: 1) what is more 2) similarly / in the same way 3) in the intervening time 4) in addition 5) if not 6) for that reason 7) unquestionably 8) on the other hand

Reading for detail & inference

- 1) confused; unhappy; tongue-tied; overwhelmed; unable to express her feelings; frightened
- 2) biting down on her knees: distressed; disturbed; trying to displace the terror she felt
- 3) "Feet off the seats, please" (2) "Mind the leather" (3)
- 4) physically she was feeling car-sick / nauseous / uncomfortable; mentally she was feeling 'at sea'; troubled; stirred up; weak
- 5) She thought she could not hurt /ache more but she was wrong: when she saw the school, her heart hurt even more / tightened in her chest.
- 6) It accentuates the idea of pain / injury / an explosion of hurt and damage
- 7) The English air was *thicker and smelt of rubber and something sharp*; ie it was less fresh; more contaminated by smells but Will gulped it in because even stale air was better than the suffocating / stultifying atmosphere in the car
- 8) Hannah and Zoe thought Samantha was unfair to judge Will without knowing her. They did not like Samantha. (answer from Hannah and Zoe's words only)

Questions, commands, statements, and exclamatory sentences

Key: 1 a) command b) question c) statement d) command e) question f) command g) statement h) command f) question j) question

2 a) done as an example in the book b) Start the next one now. or: Start the next one now!

- c) Shall I mark your work now?
- d) You are going to do this again
- e) Give your work in on Monday.
- f) Shall we check our answers carefully?
- g) Be ready for the next exercise now!
- h) Shall we stand up straight?
- i) I will do it again or: I shall do it again
- j) You really do think that's good enough

Speaking and Listening

Key: 1) b 2) a 3) a 4) c 5) b 6) a 7) b 8) c 9) c

Test Yourself**Spelling:**

- 1) *extraordinary* has syllables which are often swallowed up in pronunciation: [ex-trord-nry] Which other word also has syllables which are swallowed up in pronunciation? [*contemporary* [kon-tempry] or [kon-temp-ry] both words have the stress on the 2nd syllable.]
- 2) How many different spellings of the s sound are there in these words? [*sc fascinated; s strengthened; sphere*]
- 3) How many different pronunciations of the letter g can you find? [3: nasal in *strengthened*; hard g in *negligible* and soft g in *negligible & apologise*]

- 4) The f sound is represented by the letter f in *fascinated*, *artificial* & *further*. In what other way is it spelt? [as 'ph' in *sphere*]
- 5) *Further* is pronounced [fer-th] with the stress on the 1st syllable. Which word is also 2 syllables with those two same vowel sounds but a different spelling? [*murmur* [mer-m] A *murmuration of starlings* is a vast mass of these birds together, their wings making a soft murmuring sound)

Meanings:

- 1) What verb does the noun *assumption* comes from? [to assume] What assumption might you make of a young man who drives a very expensive car? [eg that he has money / is a show-off...]
- 2) Which *innovative* ideas have been introduced into medicine and surgery in the last 70 years? [eg body part transplants]
- 3) When might a tired person feel *reinvigorated*? [=made strong again: after a rest / a massage / a bath / a meal...]
- 4) What position would you be in if you were *hunched* over your homework? [bent / with a curved spine / head down...]
- 5) Which of the words in the list did not exist before the 21st century? [*emoticons*]

Unit 10

Per ardua ad astra

Sample lesson plan

Class/level:	8
Duration:	40–45 minutes (one period)
Topic:	Superlatives
Aim:	Revision and reinforcement of vocabulary skills and usage
Resources:	<i>Oxford Progressive English Book 8</i>

Unit 10 Per Ardua ad Astra

Reading Texts	Student Learning Objectives
<i>Pakistan's first astronaut</i> Feature profile	Qs on reading for u/s & for inference & detail; identifying qualities in the astronaut;
<i>Two cricketing achievements</i> Factual documents	Qs on reading for u/s;
<i>A country childhood</i> Autobiography	Qs on reading for u/s;
<i>Chinasa</i> Short story	Qs on reading for u/s & for inference & detail

Topics	Student Learning Objectives
Vocabulary	Latin words and mottos
Writing: topic sentences	One for each of text's five paragraphs
Discussion	How important is it to have 'big dreams'
Writing: opinion piece	On future of space travel & of astronaut's aspirations
Grammar: the superlative <i>most</i>	Explanations, examples & practice; including the difference between <i>the most</i> and <i>a most</i>
Writing: assessments	Comparing text-based achievements
Grammar: multi-word verbs	Explanations, usage, expressions, examples & practice of phrasal verbs with base <i>bring</i>
Discussion	About what makes a 'global icon' – text as stimulus
Vocabulary	Filling in gaps and writing independent sentences using given words from the text
Vocabulary: spelling	Examples & practice in <i>-eek -ique -eak</i>
Discussion	The meanings & effectiveness of mottos; students writing their own
Writing: a story	About someone whose achievement fits one of the mottos discussed
Test Yourself	10 spellings to learn and 10 meanings of words in this unit to understand

Let's Listen	<i>Daedalus suits</i> Qs on main ideas, detail & language
--------------	--

Reading for detail and Inference *Namira: Pakistani astronaut*

Notes to help:

- Commercial travel aims to at least pay its way, ideally to make a profit from passenger fares. A mission to Mars would be a national venture funded by the government which is for research (or national prestige) purposes and doesn't aim to make money.
- she's enormously adventurous / spirited / energetic / fired up with ideas that are not necessarily rational, possible to be realised, or practical but ambitious & positive
- The literal perspective would show her how small the world and all the countries looked from space; spiritually it would widen her thoughts: it might make her think about how those countries should be united peacefully together to look after the precious planet Earth; she might consider how insignificant her own country looked; how crazy it is of mankind to be at war with its neighbours; how staggering the beauty of the Earth is...
- These are idealistic aims! Women need to break out of the stereotype / restrictions which keep them back and create new, ambitious, achieving women by transforming / changing themselves; putting themselves first / nurturing their abilities / growing into these new creations: able, strong women who can make their dreams reality.
- Student opinion here: is it right for money / profit to be made at the expense of the planet / environmental pollution / destruction etc? By the time you use this book, the commercial intergalactic commercial flights might be operating – or the company's mounting losses and COVID19 might have put an end to the venture for the time being!

Vocabulary Matching words from the text to given meanings

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

Comparative and superlative adjectives

Correcting sentences: 1) hardest 2) the most remarkable 3) vastest 4) stronger and stronger 5) most wonderful 6) the most exciting

Providing comparative and superlative forms: 2) more sustainable most sustainable 3) more impassioned most impassioned 4) stronger strongest 5) more peaceful most peaceful 6) more idealistic / most idealistic 7) more certain most certain

Multi word verbs using 'bring'

- | | | |
|---------------|-----------------|---------------|
| 1) bring in | 2) bring down | 3) bring back |
| 4) brought up | 5) brought out | 6) brought up |
| 7) brought on | 8) brought down | |

Discussion following Nelson Mandela

This is an opportunity to widen the understanding and appreciation of the issues raised in the extract from Nelson Mandela's autobiography. Students can offer their opinions and feelings about apartheid and consider the effects of Mandela's achievements in working to abolish it. They may like to refer to the career of Barack Obama. Do any other leaders in Pakistan or elsewhere in the world deserve the title 'global icon'?

Reading for detail and inference: Chinasa

- 1) *The owner of the house* (where the narrator had a room)
- 2) *I wanted to take Chinasa back with me to my home... I wanted her to become the daughter I would never have*
- 3) The country blundered / had one bad government after the other / progress was haphazard / ill-managed / without proper control. *Careering* is blundering around in an uncontrolled or dangerous manner. In American English, you will hear 'careening' which in British English has a completely different meaning of repairing boats!
- 4) *a little shaky* when she read about how Chinasa's life had gone after she had left the narrator. *Began to shake furiously* when she read the reference to herself as a fairy godmother; she was overwhelmed with emotion when she realised that Chinasa had not forgotten her and she the narrator had set her on her life path.
- 5) Chinasa showed courage; bravery; fortitude; determination; application; warmth; patience; forbearance... Chinasa had been helped by an International Charity which sent her abroad for education and a new life where she had been awarded scholarships to further her education.
- 6) She felt that not only would it be practically difficult to travel to another country, but she probably felt she would have been intruding into Chinasa's life. The bond she had with Chinasa had been many years before when Chinasa was a child. The narrator is satisfied to keep her huge sense of pride in Chinasa's achievements and her own crucial part in them in her heart. She's refusing any idea of attempting to see Chinasa, symbolised by her closing the newspaper. She is keeping the loving bond they had intact that way.

Filling in gaps with given words

- 1) j 2) f 3) g 4) d 5) e

Filling in gaps with *ique* words

- 1) unique 2) antique 3) technique

Listening for Language

- Synonyms: a) well-off / wealthy b) eye-watering / unbelievably high / sky-high
 c) newly established company d) flying / whizzing / speeding
 e) closed down / no longer functioning f) (note English spelling) manhandle / operate / direct

Test Yourself**Spelling:**

- 1) Which 2 words have a suffix which tells you that they are nouns? [competitiveNESS like *happiness* etc; temperaMENT like *contentment* etc]
- 2) Which word has a suffix which tells you that it is an adverb? [partially like *softly* etc]
- 3) Which word has a suffix which tells you that it is an adjective? [*sustainable*]
- 3) Which two words have the letters 'ass' in them? How is each one pronounced? [[s] in compass [kum-p s] stress on 1st syllable and in embarrassing [embar- s-ing] stress on 2nd syllable]
- 4) Why is *endeavour* a tricky word to spell? [the sound 'e' as in egg is spelt 'ea' and the sound 'er' is spelt 'our']

Meanings:

- 1) What sort of place would be described as dank? [a dark, damp cave; a basement kitchen or room...]
- 2) What would a defunct factory building look like? [dilapidated/ruined/ skeletal/ empty/eerie...]
- 3) What sort of problem might need ingenuity to solve? [a difficult situation which seems insoluble eg making a piece of machinery work]
- 4) *Well-meant* means something which was done with good intentions, but which did not have a good outcome. Can you think of a situation where a well-meant comment was made?
- 5) What word or phrase could you use for someone who has an *affinity* with the sea? [a bond /rapport]

Let's Revise**Reviving extinct aurochs****Supply Qs:**

- 1) *massively muscular; powerful; great* (not primordial; bovine)
- 2) because humans had encroached on their territory by cultivating the land
- 3) That he is a source of one of the very few written references to aurochs

Multiple choice Qs

Key: 1c (key is *most* important) 2c (key is *symbolise*) 3a

Grammar: conjunctive verbs

- 1) Tariq excelled in his end of term exams; *what is more* he was awarded the History Prize. *Or unquestionably he is the year's star pupil*
- 2) Are you free for lunch today? *If not, could we meet next week?*
- 3) You go and have a rest; *meanwhile I'll finish clearing up.*
- 4) My mother is ill in bed today. *For that reason I'll have to stay at home.*
- 5) I'm very lucky that I love my job; *what is more, I'm well paid for it!* *or unquestionably it's the best one I've ever had.*

Commands, questions, and statements

- 1) Go out for lunch now! (command)
- 2) Have you forgotten your sports kit? (question)
- 3) George should apologise. (statement)
- 4) This is a surprise! (exclamation)

Spelling of -eak -eek -ique words

1 physique 2 sleek 3 leak

Writing

This task is similar to a CAIE argumentative composition.

Students are given the scaffolding here and must include each part.

Listening Exercises – in mock Latin in this proof

FOR REFERENCE AND EXTENDED STUDY

This extract comes from The If Game by Catherine Storr, a novel for young adults which tackles some difficult issues including family relationships, and the idea of a parallel universe. The author died in 2001 at the age of 87, the year before this book was published.

Stephen believes that his mother died when he was little. He lives with his father and, at the beginning of this extract, he has just returned home after a short holiday with him. Before he went away, he had dug up a key in the garden and used it to enter an empty house where there were voices speaking to him as if they knew him. While on holiday, he had explored an old tower and, there again, a boy had spoken to him as though he knew him.

In this extract, back home again he has met Alex, a girl whom he had met briefly before when the voices had first spoken to him. He did not intend to share his thoughts and fears with her, but he finds her a sympathetic listener and tells her that he heard voices in the unoccupied house. She tells him about the 'If Game'.

Alex is both a girl's and a boy's name. For a girl, it is short for 'Alexandra', and for a boy, it is short for 'Alexander'.

The If game

Paragraph 1

'Did you hear those voices anywhere else?' Alex asked.

It seemed ridiculous, but having started to tell her, but he had to go on. 'In a sort of tower. One of them was a boy. Quite small.'

'What was he doing in a tower?'

'Hiding. He said it was a game.'

'And he knew you too?'

'He thought we were in Australia. He must have been crazy.'

Alex said, 'Wait a minute. You said those other people in the empty house had funny accents. Were they Australian?'

'Could have been. Yes.' Now that she'd said it, he knew she was right. 'So they're somewhere around over here?'

'That last one was in Martelsea -where my dad and I'd gone on holiday.' 'Seems like they're everywhere,' Alex said.

'That's how I feel.'

'You don't like them?' she asked.

'It's not that. It's that I don't like them knowing everything about me and I don't know them.'

He didn't want to tell her that they knew his baby name.

She was thinking hard. 'Is there anything special about the places you meet them at? Or is it just anywhere?'

'Inside the house. In the garden. Inside the tower.' Then, remembering, he said, 'It's like as if I always have to go through a door. Then they're there.'

'You mean they're always on the other side of the door? Suppose the doors let you in to a different sort of life?'

'You mean science fiction sort of stuff?' He wanted immediately to get rid of the idea. 'Something like that. Only ... ' she stopped, mid-sentence.

'Go on.'

'You'll say it's stupid.'

'Never mind. Just say what you were going to.'

Paragraph 2

She said, suddenly, in quite a different tone, 'Do you ever play the *If Game?*' She continued, 'It's sort of wondering what you'd be doing if something different had happened. Like What would you do if you won the lottery? or Who would you be if you could choose to be somebody else?'

Stephen recognized it at once. 'I don't play it with anyone. It's the sort of thing my dad doesn't like.'

'Mine doesn't either. But it's a game my mum and I play a lot.'

'What's that got to do with Australia and these people?'

'I just wondered. Suppose there's another life going on somewhere where you might have been if something different had happened?'

'I don't understand.'

'I mean, suppose a long time ago you did something that sort of pinned you down to being here like this. And if it had happened differently, you might be in Australia with those people. And they think you are really there. It's sort of another you.'

'You mean there are two of me?'

'In a way, I suppose so. Only this here is more real, so you don't know about the other life except when you go through one of those doors. Then you find out you're there. But, of course you wouldn't know anything about it because most of the time you're here.'

'Sounds crazy.'

'I knew you'd say that,' she said.

He found that he did not want to hurt her feelings. 'I don't mean you're crazy. Only I don't see how it would work.'

'I don't either. Only I've always wondered if it couldn't. My dad could have been in the team. Playing football.'

'He must have been really good.'

Paragraph 3

'He was. Only he had an accident to his knee. They did an operation and they said he could go back and play again, but if he got hurt again, that'd be it. It'd be much more serious. So he had to decide what to do. He said it wasn't worth the risk.'

'Not to play in that team? He must be crazy!' Stephen said.

'No, he isn't! You've no right to say that! You don't know anything about it,' Alex said, flaring up.

'I know about football,' Stephen said.

'But you don't know my dad.'

Stephen nearly said, 'And I don't want to.' To know a man who could have been one of those heroes and who had turned down the chance just because of a little accident to his knee? He said, 'You don't understand about football.'

'That's all you know. Girls can know about football just as well as boys. They can play it too.'

They stared at each other, both furious. Then suddenly, Stephen felt bad. He had no right to criticize her dad, whom he didn't even know. He wouldn't have liked it if she'd started telling him where his own dad was wrong. He said, 'It must have been hard for him.'

'Yes, it was.' She was still angry.

'He might have been famous! He'd have made thousands of pounds! Millions, probably.' 'That's what my mum and I play the *If game* about. We say, Where would we be now if Dad had gone on playing? Sometimes I imagine there's another one of me living in a huge house with lots of money, and Dad being famous. That's why I thought perhaps there's really another one of you living somewhere.'

'In Australia, you mean?'

'I suppose it could be. Do you think your dad ever thought of going out there?'

'I shouldn't think so.' But something Dad had said, months ago, sounded in Stephen's mind. He'd said something about the other side of the world. Stephen couldn't for the moment remember, and Alex was asking him something.

'How do you get through the doors?'

'I've got some keys,' he said. 'I found one when I was digging in the garden.' He remembered that that was the day he'd first talked to Alex.

'I wonder if they'd work for me? Perhaps I'd find -I was in America and Dad was a millionaire.' Somehow he was sure his keys wouldn't work for her. She stood up. 'I've got to go now. Bye. Be seeing you.'

Then she was gone.

Reading for understanding

- 1) Why is Stephen disturbed by his recent experiences?
- 2) Alex's father had had a great opportunity when he was young. What was it and why did he not seize the opportunity?
- 3) Explain the *If Game* which Alex and her mother play.

Reading for inference

- 1) What led to Alex and Stephen becoming angry with one another?
- 2) Why do you think Stephen's father would not like him to play the *If Game*?
- 3) Why did Stephen think that the keys would not work for Alex?

Reading for detail

- 1) At the end of paragraph 1, Alex says: 'Only...' What is the function of the ellipsis (the three full stops)?
- 2) Most of this text is dialogue. The author has not used many saying words. How is it clear who is speaking without the saying words? What would have been the effect if she had used saying words every time Stephen or Alex spoke?
- 3) How many different moods and feelings can you find in the text?

Writing

Write your own *If Game*.

- You can make it all up, or write about your true feelings.
- Write to interest your class

EXTENSION TEXT 2

This extract is the opening of 1984 written by George Orwell in 1948, two years before he died aged 46. He turned the date round to 1984 for his creation of a totalitarian state in his imagined dystopian future. 1984 or Nineteen Eighty-four is one of the most influential and defining novels of the twentieth century and words and concepts created by Orwell have been absorbed into the English Language. Most notably are the Thought Police, Newspeak and Big Brother, the latter have spawned the international reality show of that name. The book has also been made into a cinema film (in 1984), and adapted for radio and even ballet and opera. It has been translated into 65 languages and it is estimated to have sold over 30 million copies.

The book opens with Winston Smith returning to his flat after work.

Big Brother

Paragraph 1

It was a bright cold day in April, and the clocks were striking thirteen. Winston Smith, his chin nuzzled into his breast in an effort to escape the vile wind, slipped quickly through the glass doors of Victory Mansions, though not quickly enough to prevent a swirl of gritty dust from entering along with him. The hallway smelt of boiled cabbage. At one end of it a coloured poster had been tacked to the wall. It depicted simply an enormous face, more than a metre wide: the face of a man of about forty-five, with a heavy black moustache and ruggedly handsome features. Winston made for the stairs. It was no use trying the lift. Even at the best of times it was seldom working, and at present the electric current was cut off during daylight hours. It was part of the economy drive in preparation for Hate Week. The flat was seven flights up, and Winston, who was thirty-nine and had a varicose ulcer above his right ankle, went slowly, resting several times on the way. On each landing, opposite the lift-shaft, the poster with the enormous face gazed from the wall. It was one of those pictures in which the eyes follow you about when you move. BIG BROTHER IS WATCHING YOU, the caption beneath it ran.

Paragraph 2

Inside the flat a fruity voice was reading out a list of figures which had something to do with iron production. The voice came from an oblong metal plaque like a dulled mirror which formed part of the surface of the right-hand wall. Winston turned a switch and the voice sank somewhat, though the words were still distinguishable. The instrument (the telescreen, it was called) could be dimmed, but there was no way of shutting it off completely. He moved over to the window: a smallish, frail figure, the meagreness of his body merely emphasized by the blue overalls which were the uniform of the party. Outside, even through the shut window-pane, the world looked cold. Down in the street little eddies of wind were whirling dust and torn paper into spirals, and though the sun was shining and the sky a harsh blue, there seemed to be no colour in anything, except the posters that were plastered everywhere. The face with its black moustache gazed down from every commanding corner. There was one on the house-front immediately opposite. BIG BROTHER IS WATCHING YOU, the caption said, while the dark eyes looked deep into Winston's own. In the far distance a helicopter skimmed down between the roofs, hovered for an instant like a bluebottle, and darted away again with a curving flight. It was the police patrol, snooping into people's windows. The patrols did not matter, however. Only the Thought Police mattered.

Paragraph 3

Behind Winston's back the voice from the telescreen was still babbling away about the over-fulfilment of the Ninth Three-Year Plan. The telescreen received and transmitted

simultaneously. Any sound that Winston made, above the level of a very low whisper, would be picked up by it, moreover, so long as he remained within the field of vision which the metal plaque commanded, he could be seen as well as heard. There was of course no way of knowing whether you were being watched at any given moment. How often, or on what

system, the Thought Police plugged in on any individual wire was guesswork. It was even conceivable that they watched everybody all the time. But at any rate they could plug in your wire whenever they wanted to. You had to live - did live, from habit that became instinct -- in the assumption that every sound you made was overheard, and, except in darkness, every movement scrutinized.

Paragraph 4

Winston kept his back turned to the telescreen. It was safer, although as he well knew, even a back can be revealing. He tried to squeeze out some childhood memory that should tell him whether London had always been quite like this. But it was no use, he could not remember: nothing remained of his childhood except a series of bright-lit tableaux* occurring against no background and mostly unintelligible. He went back to the living-room and sat down at a small table that stood to the left of the telescreen. From the table drawer he took out a penholder, a bottle of ink, and a thick, quarto-sized blank book with a red back and a marbled cover. For some reason the telescreen in the living-room was in an unusual position. Instead of being placed, as was normal, in the end wall, where it could command the whole room, it was in the longer wall, opposite the window. To one side of it there was a shallow alcove in which Winston was now sitting, and which, when the flats were built, had probably been intended to hold bookshelves. By sitting in the alcove, and keeping well back, Winston was able to remain outside the range of the telescreen, so far as sight went. He could be heard, of course, but so long as he stayed in his present position he could not be seen.

Paragraph 5

The book that he had just taken out of the drawer was a peculiarly beautiful book. Its smooth creamy paper, a little yellowed by age, was of a kind that had not been manufactured for at least forty years past*. He could guess, however, that the book was much older than that. He had seen it lying in the window of a shabby little junk-shop. Party members were supposed not to go into ordinary shops; he had given a quick glance up and down the street and then had slipped inside and bought the book for two dollars fifty. At the time he was not conscious of wanting it for any particular purpose. He had carried it guiltily home in his briefcase. Even with nothing written in it, it was a compromising possession. The thing that he was about to do was to open a diary. If he detected it was reasonably certain that it would be punished by death, or at least by twenty-five years in a forced-labour camp.

**Tableaux = scenes a French words absorbed into English singular= tableau plural = tableaux*

Reading for understanding

- 1) Who is the man with the black moustache? Why is his face everywhere? (paragraph 1)
- 2) What was the telescreen and why was it in Winston's flat? How did Winston help himself to tolerate it? (paragraphs 2,3&4)
- 3) What was the secret object which Winston had in his drawer? How had he acquired it and what was he going to do with it? (paragraph 5)
- 4) What picture does Orwell paint of his imagined society in 1984? List as many features of it as you can. What was life like for ordinary citizens? (whole text)

Reading for detail

- 1) There is no right answer to this, but what do you think would happen in Hate Week? (paragraph 1)
- 2) What was the helicopter doing? Why was it not as bad as the Thought Police? (Paragraphs 2&3)
- 3)

- 3) Why do you think the alcoves built to hold books are empty? (paragraph 4)
- 4) Why was what Winston was about to do so risky? (paragraph 5)

Vocabulary

- 1) Which details build the atmosphere of the bleakness of the townscape outside Winston's flat? (paragraphs 1&2) Explain the effect they have on your imagination.
- 2) *He moved over to the window: a smallish, frail figure, the meagreness of his body merely emphasized by the blue overalls which were the uniform of the party.* (paragraph 2) How do the words Orwell has chosen convey a picture of Winston?
- 3) How does Orwell make Winston's diary sound precious? (paragraphs 4&5)
- 4) What does 'a compromising possession' mean? (paragraph 5)

Discussion

What parallels can you see between Orwell's *1984* and now in your country or anywhere else in the world?

Extension Text 3

From *Beowulf* re-told by John Bailey

Beowulf (bear-wolf) is the only epic of its time to have survived, and is one of the most important pieces of European literature, set in the Kingdom of the Geats (Scandinavia), a culture which did not survive beyond the end of the sixth century CE*. If the hero, Beowulf, was based on a real man, he would have lived around 570CE. The epic was translated into Anglo Saxon verse around 700CE, and the only existing copy in the British Museum in London was made around 1000 CE. This priceless manuscript miraculously survived a fire in the eighteenth century.

King Hrothgar has built Heorot, a splendid banqueting hall to celebrate the peace following the overthrow of his enemies. Unknown to the king, there lurks in the fens (the surrounding marshlands) a fearful monster, Grendel, who jealously watches the building of the hall, and plots his revenge on the humans who built it. The following text tells the part of the story when Beowulf overcomes Grendel.

Britain's ancient close links with Scandinavia before the sixth century can be seen in the name Thursday, named after the Norse god, Thor. Friday is named after Frigg, the wife of Odin, and Wednesday is named after another Norse god, Woden.

Beowulf's mighty battle

Paragraph 1

Inside the hall were light and laughter, feasting and song. The torches on the walls flamed, throwing moving shadows on the stonework. On the rush-strewn floor stood long benches and tables where the warriors feasted, shouting and telling fine stories of their fights. They waved their brawny arms as they boasted and looked back on their violent lives. Their yellow hair shook with laughter; rough fingers, calloused by years of gripping sword and axe, splitting skulls or heaving on the oars as they forced their vessels through the bitter cold of the North Sea, now relaxed, curled around their mead* cups. Hrothgar and his queen Wealthrow sat at the head of the room. The king smiled with satisfaction to see the building finished at last and his trusted followers feasting at the tables. The huge tapestries stirred on the walls as the wind howled outside, unheeded by the company.

Paragraph 2

Across the fens there was a stirring as the monster Grendel dragged himself from the black depths of the lake. He sensed the joy and triumph in Heorot and his suffering became quite unbearable. Snarling and moaning, he travelled rapidly across the marshes. He had legs like a man, but a grotesque head and giant strength; his brain was full of

cunning and anger. Hrothgar and his queen had retired for the night, leaving the others asleep round the edges of the hall. There was silence apart from occasional sleep-talk and murmuring, and the torches had burnt low. Even the guard nodded. Grendel hardly hesitated as he reached the huge oak and iron door. It opened before him as if by magic. Quickly he seized the two nearest sleeping men, wrenched off their limbs and devoured them entirely; then growling with anger, he turned and made off.

Paragraph 3 In the morning there was despair and misery in the hall. They were used to violence and sudden death, but only from human enemies they could see and recognize and fight against. This latest foe brought disaster as had previous assailants, but this one came silently in the night and left only huge footprints, odd bits of hair and slime and a smell of death. He was neither human nor animal and they were at a loss. Worse was to follow: Grendel grew bolder and more savage and came again many times, until it was no longer safe for Hrothgar and his men to sleep in Heorot. They sacrificed to their heathen gods but it made no difference: the killing went on and on and the story of Grendel and his vengeance spread.

Paragraph 4 It came to the ears of Beowulf, a distant relative of Hrothgar. Already famous for his strength and heroic deeds, he decided to go to Hrothgar's aid. With thirty followers he built a ship, launched it beneath the cliffs and set off. Soon they reached the Danish coast and were given safe passage to Heorot by the watchmen guarding the shores, leaving their ship riding at anchor. Their corselets clinked and gleamed as they travelled the stony road until they arrived at Heorot. There they propped their shields and ash-spears against the walls of the building and rested, as Hrothgar questioned and welcomed Beowulf their leader, whom he had seen only once before when he was a child. Beowulf spoke of his victories; he told how he had destroyed sea monsters and giants, and asked to be allowed to take on Grendel without weapons, relying on the strength of his arm alone. He and his men would sleep in the hall that night, as no one had done for several years since the terror began. The king was glad enough to agree to the plan, and later that evening Beowulf and his men settled down for the night inside the walls of Heorot, waiting and listening.

Paragraph 5 Far off in the fen, Grendel knew that someone had dared to return at night to Heorot. He sensed the new presence and fury welled up in his brain like a foul mist. In the dark night, as wolves howled and the creatures of day hid themselves, Grendel came gliding across the land. He ached to kill. Once again the door sprang open at his touch and he stepped inside. An awful light shone from his eyes like a flame and he was aware of the company of men - all asleep except one. It made him ravenous and at once he seized and ate the nearest man. Then it happened: the next man was Beowulf. As Grendel groped in the dark, he found his hand seized and locked by a grip such as he had never known. Terror flooded into him and he tried to break away, but it was no use.

Paragraph 6 Beowulf sprang up and hung on with all his strength. The two of them swayed and staggered across the hall, well matched for strength. Benches, tables, and mead cups crashed to the floor; tapestries were ripped down. Alarmed by the hideous howling of the monster and the crashing of furniture, Beowulf's men sprang up to help him, seizing swords and spears wherever they could. But weapons were useless: they broke like matchsticks. It was a battle of strength and willpower. With a last desperate effort, Grendel tore himself away. As he did so, his arm was wrenched from its socket at the shoulder, the joints burst and with the shriek of a soul in hell he bolted across the moors mortally wounded, dripping blood and in terror of death. He dragged himself back to his retreat, where the water surged red as he returned to die beneath the marsh.

Beowulf meanwhile, exhausted but triumphant, hung up the huge bloody arm and hand as a trophy from the roof beam, and people came from miles around next day to see it. There was great rejoicing in Heorot. Warriors came to praise Beowulf and to gaze on the monstrous limb, hanging from the rafters. Hrothgar organized a huge feast and precious

gifts were showered upon Beowulf and his men as light and laughter returned after nightfall for the first time for many years.

*mead = *drink of fermented honey and water*

Reading for understanding

- 1) What sort of men were the warriors celebrating in the banqueting hall? (paragraph 1)
- 2) What have you learned about Grendel's appearance, feelings and actions in paragraph 2? Why was he such a dangerous adversary? (paragraph 3)
- 3) Who was Beowulf and why was he most suited to take on Grendel? (paragraph 4)
- 4) Describe Beowulf's tremendous struggle with Grendel and the final outcome. Why were his men unable to help him? (Paragraphs 5 & 6)

Reading for detail

- 1) What covered a) the floor and b) the walls of Heorot?
- 2) How did the huge oak and iron door open for Grendel to enter? (paragraph 2)
- 3) What did the men do in an attempt to ward off Grendel which was unsuccessful? (paragraph 3)
- 4) How did Beowulf and his 30 men get to Heorot? (paragraph 4)
- 5) What does the simile 'like a foul mist' add to your image of Grendel? (paragraph 5)
- 6) What did Beowulf do with the severed limb? Why did he do that? (paragraph 6)

Vocabulary

Explain the meanings of the following words:

- | | | |
|------------------|-------------------|------------------|
| a) brawny (1) | b) grotesque (2) | c) devoured (2) |
| d) assailant (3) | e) sacrificed (3) | f) corselets (4) |
| g) foul (5) | h) shriek (6) | i) trophy (6) |

Lesson Plans

Unit 1 – Great Inventions?

Objective: Reading and analysing factual reports

Lesson Plan 1 – The Montgolfier Brothers’ Hot Air Balloon

Silent Reading

Students to read (can be done at home) the text ‘The Montgolfier Brothers’ Hot Air Balloon’ – the teacher can brief that hot air balloons are an invention which a past that goes back to ancient China. Today, they are used for recreational purposes as they are dangerous for travelling long distances. 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.

If there is time, students can work on a Know, Want to Know, Learned (KWL) chart. They can organize what they already knew about hot air balloons, what they want to know and what they have learned through the texts in the book.

Know	Want to Know	Learned
Hot air balloons are...	The hazards of using a hot air balloon...	Any new info from the passage

Activity for vocabulary section

Words	Contextual Clues	Matching exercise

Lesson Plan 2 – Teaching A Story ‘The Heart of Professor Silverfish’

Explain to your students what fantasy fiction is.

Teacher’s Explanation

- 1) Introduction: Fantasy is a genre of literature that features magical and supernatural elements that are not real. Some writers create characters that are in a fantasy world with its own laws and logic while others place them in a real-world setting with fantastical elements. Speculative in nature, fantasy is not tied to reality or scientific fact. Request your students to think of a story they have read from this genre – it could be anything from a classical fairytale to a YA novel – the purpose is to motivate students to think about their experiences of reading fantasy fiction.
- 2) Elements and Characteristics: Some of the common narrative themes include good vs. evil, heroic or villainous quest for knowledge/power, individual vs. society, man vs. nature or himself, Bildungsroman (coming of age), love, betrayal, epic journey, unlikely/reluctant hero, etc.

Discussion: Students should be asked which elements and characters are present in the story.

Thinking Ahead

Imagine you are a writer who must continue this story. How would you develop it?

Think of what magical events you will create that will take place in this mystery. Did John actually destroy the device? Did professor Silverfish give up and use a much lesser efficient device? Did he keep the secret in his rusty heart, or did he plan something else?

There are infinite ways in which this story can be taken forward. Which path would you choose? Use this graphic organiser to build your story:

Fantasy Story Graphic Organizer

Plot:

Characters:

First (include details):

Next (include details):

Then (include details):

Finally (include details):

Exploring Writer's Techniques

Students to work in groups of 3 to explore the writer's craft by exploring the techniques listed below.

Writer's technique	Example	Explanation
Describing the overall suspense created		
Describing how the character tells the story from his perspective		

Showing professor Silverfish's relationship with other characters		
How does the story end? What effect is created?		

Lesson Plan 3: Teaching Grammar – Modal Verbs *should*

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

Objectives:

- Students will be able to read and understand modal 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 modal verbs.

Introduction (10 minutes)

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

Definition: A verb such as can, may or will that is used with another verb (not a modal) to express possibility, permission, intention, etc.

Discuss what is should used for as explained in the student's book.

Body (20 minutes):

Learn Grammar: Modal verbs with *should*

- Elicit that modal verbs are words that are used to express possibility, permission, intention.
- Explain that the modal verb should can be used to express obligation and possibility.
- Have students look at the texts and name the modal verbs used.
- Ask them to brainstorm other modal verbs and write them on the board.
- Ask several students to use should 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 should modal verbs.
- Tell students that modal verbs that like should imply advice, obligation, and probability.
- Have students look at the story and name the modal verbs that tell us an action that was happening. Encourage them to say what the modal verbs tell us.

- Ask questions related to the text which involve the modal verb.

Write sentences in your notebook using modal 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 modal verbs.
- (In class) Have students share their sentences with each other.

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

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

Unit 2 – Horses

Lesson Plan 1 – The Wonderful Horse

Objective: Exploring folk tales

Silent Reading

Students to read (can be done at home) the text ‘The Wonderful Horse’ – the teacher can brief that folk tales are a genre of fiction that include very old traditional stories from various places in the world that were originally passed on to people in spoken form. The reading can also be done at home and the discussion / comprehension exercises can be done in the class.

Ask the students to analyse the folk tale and fill this table:

Characters (Are they imaginary/real/supernatural?) that have been featured and how are they integral to the story? Are they round or flat characters?	Animals that have been featured and how do they contribute to the story?	What motifs are used in the story? Is a wish being granted, or use of trickery?	What was the main quest in the story?	Author or author(s)	Moral(s) of the story

Lesson Plan 2 – Polo at Shandur Pass

Explain to your students what non-fiction texts are.

Teacher’s Explanation:

The text gives us information on how polo is played. Can you highlight the rules of the game? Let’s check your skills of identifying information.

Write them down:

Duration	
Breaks	
Chukkars	
Dimensions of the ground	
Types and number of equipments used	
Number of players	

Unit 3 - Mysteries

Lesson plan 1—News Reports

Objective: Exploring non-fiction texts

Silent Reading

Students to read (can be done at home) the texts ‘Mystery number one’ and ‘Mystery number two’– the teacher can brief that these news reports give information on mysteries being solved and how they were unraveled.

Analysing News Reports

Newspaper articles are written to inform the reader about specific events. To appeal the reader, news articles use a layout that catches the attention of a reader, and the language is based on a style which is dramatic.

Core features:

Mystery one:

• Headline:	
• By-line:	
• Opening paragraph:	
• Body:	
• Final paragraph:	

Mystery two:

• Headline:	
• By-line:	
• Opening paragraph:	
• Body:	
• Final paragraph:	

Read the two mysteries and fill in the boxes above by specifying which sentences in the reports make up these components.

Lesson Plan 2—Alliteration

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

Objectives:

- Students will be able to read and understand alliteration, identify the function of alliteration, and learn how to use them.
- Students will be able to identify and discuss alliterations.

Introduction (10 minutes)

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

Definition: the use of the same letter or sound at the beginning of words that are close together

Examples: mystery at the monastery

Body (20 minutes):**Learn Grammar:**

- Elicit that alliterations are words that begin with the same sound.
- Explain that alliterations are used in poems to create a rhyming effect.
- Have students look at the texts and name the alliterations that they can find.
- Ask them to brainstorm other alliterations.
- Ask several students to use an alliteration to create a headline.

CREATIVITY

- Put students into pairs. Have partners take turns reading out alliterations that they have come up with.
- Tell students that alliterations are usually used in stories/poems and newspaper headlines. They make a news story stand out.
- Have students look at the story and name the alliterations they can find.
- Ask questions related to their understanding of alliterations.

Write sentences in your notebook using alliterations. 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 alliterations.
- (In class) Have students share their sentences with each other.

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

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

Lesson plan 3—Conjunctive Adverbs

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

Objectives:

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

Introduction (10 minutes)

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

Definition: A conjunctive adverb is a part of speech that is used to connect one clause to another. These verbs are also used to show sequence, contrast, cause and effect, and other relationships.

Body (20 minutes):

Learn Grammar:

- Elicit that conjunctive adverbs are words that are a part of speech that is used to connect one clause to another.
- Explain that conjunctive adverbs
- Have students look at the texts and name the conjunctive adverbs.
- Ask them to brainstorm other conjunctive adverbs.
- Ask several students to use conjunctive adverbs in a sentence to explain how they feel.

CREATIVITY

- Put students into pairs. Have partners take turns acting out conjunctive adverbs.
- Have students look at the story and name the conjunctive adverbs that tell us an action that was happening. Encourage them to say what the conjunctive adverbs tell us.
- Ask questions related to the text which involve the conjunctive adverb.
- Write sentences in your notebook using conjunctive adverbs. Tell your partner.
- students use the words in the grammar box to write sentences.
- Then partners can take turns reading their sentences and correcting the answers.

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 conjunctive adverbs.
- (In class) Have students share their sentences with each other.

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

- Vocabulary test (spoken or written)
- Student participation during class discussion
- Conjunctive adverb assignment

Unit 4 – Conflict

Objective: Learning how to interpret non-fiction texts

Lesson plan 1 – War is a bad taste business

Reading criticism on war – Analysing with context

In literature, war is generally looked down upon as a crime that is more heinous than any other atrocity committed. There is no glorification of war that is appropriate for literature. Writers vehemently oppose war in their writings, and their criticism of war lies heavily on their intention of supporting world peace and protection of human lives.

Students to read (can be done at home) the text ‘War is a bad taste business’ – the teacher can brief that war journalists risk their lives to do accurate reporting, and their writings are often full of grim facts about what they have witnessed. Accurate reporting about war is extremely crucial, and journalists have helped shaping the view of public with the way they have reported the events. The reading can also be done at home and the discussion / comprehension exercises can be done in the class.

Reading non-fiction

In this text, the writer expresses his opinions about his experiences.

Identify the facts and opinion in the text and fill this table.

Facts	Opinions

Writing

This activity asks students to write a sub-heading for each paragraph. This means that the students have to read each paragraph, understand it, and condense the gist of it into a heading.

Students who already have good practice with topic sentences can do this task easily.

The second part of the question is more complex as it requires a student to write whole paragraphs just by reading sub-headings. This requires imagination, research and elaboration in writing.

Lesson plan 2 – Re-enacting World History

Explain to your students what historical non-fiction is.

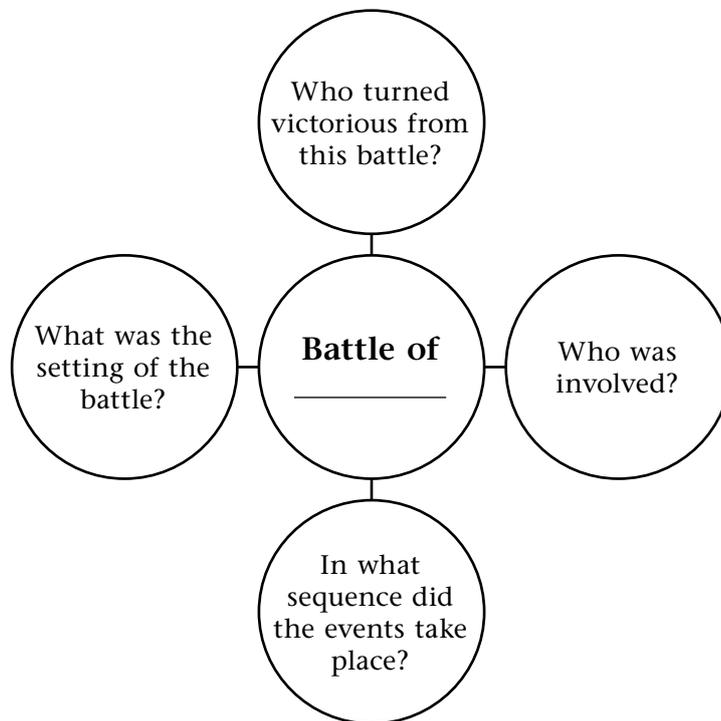
Teacher's Explanation

Historical nonfiction is based on true events and facts. These are well-researched and detailed texts.

Ask the students to imagine that they have been assigned to choose a battle from history for re-enactment.

How would they re-enact the entire event?

Ask them to jot down their details in a graphic organizer.



Lesson Plan 3: Writing – Cultural Festivals

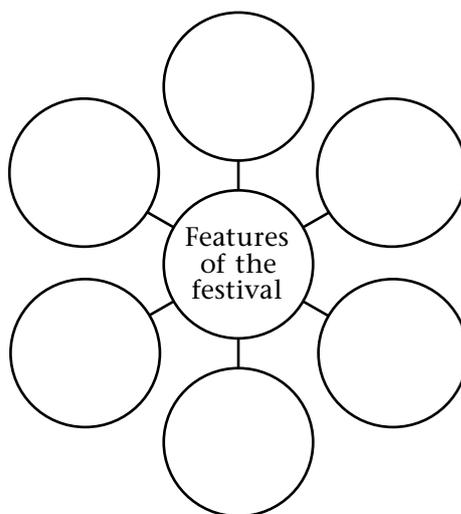
Cultural festivals are some of the most intriguing activities that attract children. They involve a lot of components which add to the fascination, and each festival tells a story which connects one to the history of their land.

Your students should list all the cultural festivals that take place in your country. Use this chart to help you:

Cultural Festivals in Sindh:	Cultural festivals in Balochistan:
Cultural festivals in Punjab:	Cultural Festivals in Northern areas: Hunza: Chitral: Gilgit: Skardu: KPK:

The main aim of this writing task is to teach students how to write vivid details that can make a reader imagine the fervor and vibrancy of a cultural festival. Encourage them to use as many words as they can to describe what they want to.

Help the students in choosing one festival and then ask them to brainstorm all the aspects of the event which highlight cultural practices. It is important to write how these features of the festivals are characteristic to the region, and they are unique to our country.



Lesson Plan 4: Teaching Grammar – Prefixes

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

Objectives:

- Students will be able to read and understand prefixes, identify prefixes, and determine the meaning of prefixes.
- Students will be able to identify and discuss prefixes.

Introduction (10 minutes)

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

Definition: A prefix alters the meaning of the base word.
Example: helpful un-helpful

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

Body (20 minutes):

Learn Grammar: Prefixes

- Elicit that prefixes alter the meaning of words. When added to words, they could mean the opposite.
- Explain that prefixes are a letter or group of letters added to the beginning of a word to change its meaning.
- Have students look at the texts and name the prefixes that they can find.
- Ask them to brainstorm other prefixes and write them on the board.
- Ask several students to use prefixes 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 *prefixes*.
- Tell students that prefixes can be positive and negative. They can change the meaning of a word into its antonym.
- Have students look at the story and name the prefixes that have negative meanings. Encourage them to say what the prefixes tell us.
- Ask questions related to the text which involve the prefixes.

Write sentences in your notebook using prefixes. 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 prefixes.
- (In class) Have students share their sentences with each other.

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

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

Lesson plan 4 – Letter to the Editor – A Perfect World

Silent Reading

Read the letter to the editor and identify the components of a formal letter.

Break down the components in bullet points to see if the letter has been written correctly.

Components of a formal letter:

- a. _____
- b. _____

- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____

Ask the students to write a formal letter following the same format.

They have read today's newspaper and they are disturbed at a column that promotes tourist activities which are not environmentally friendly.

Write a letter to the editor expressing your concerns. Here are some points to help you:

- Jet skiing at a newly formed lake can cause high amounts of pollution.
- Increased construction of hotels is causing pollution at lakes as sewage is drained in the water.
- Tourists are polluting the environment, leaving trash for the locals to clean.

The students can add more points that they can think of.

Lesson Plan 5: Teaching Grammar – Conditional sentences with IF

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

Objectives:

- Students will be able to read and understand conditional sentences and identify conditional sentences with *IF*.
- Students will be able to identify and discuss conditional sentences.

Introduction (10 minutes)

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

Definition: Conditionals sentences tell us the result of a condition. The *if* clause tells us the condition and the main clause tells us the result.

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

Body (20 minutes):

Learn Grammar: Conditional sentences with IF

- Elicit that conditional sentences are words that are used to describe conditions.
- Explain that the conditional sentences can be used to convey the idea that something is unlikely to happen, using the past tense.
- Have students look at the texts and name the conditional sentences used.
- Ask them to brainstorm other conditional sentences and write them on the board.
- Ask several students to use conditional sentences with *IF* 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 conditional sentences with *IF*.
- Tell students that conditional sentences with *IF* use different words in different tenses to convey a variety of meanings.
- Have students look at the texts and name the conditional sentences with *IF* that they can find. Encourage them to say what the conditional sentences tell us.
- Ask questions related to the text which involve the conditional sentences.

Write sentences in your notebook using conditional sentences. 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 conditional sentences with *IF*.
- (In class) Have students share their sentences with each other.

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

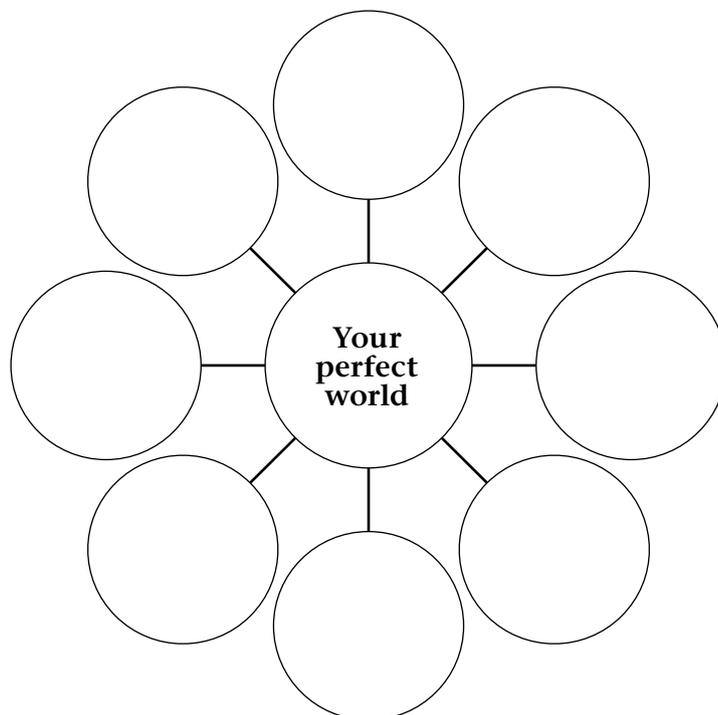
- Vocabulary test (spoken or written)
- Student participation during class discussion
- Sentence writing assignment

Lesson plan 6 – Writing - A Letter to the Editor

In the letter to the editor, ask the students to divide their letter in paragraphs and decide which points they will cover in the introduction, in the main body, and in conclusion. The points suggested in the book are not limited, and they can be expanded according to what the student wants to write.

Since the students have to write about the kind of world they imagine, they should not be limited to what they want to write. Every student will write the letter from their own perspective, and they should be encouraged to use mind maps to help them organize their thoughts.

For example:

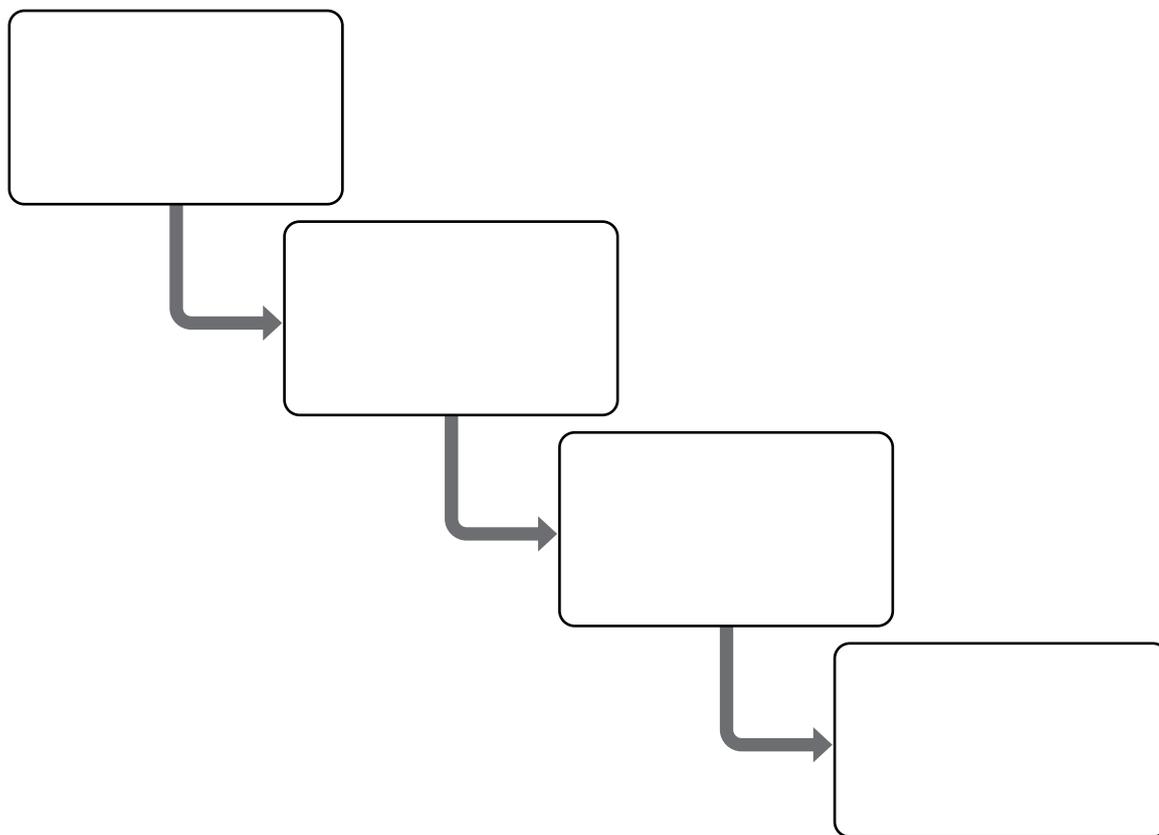


Lesson plan 7 – Writing – Online advice to Selda

The online advice to Selda must be written in a sequential order for it to make logical sense.

Ask the students to use this flowchart to sequence the advice before writing it into a final draft.

How can the advice be sequenced? What is the purpose of sequencing the advice?



Lesson plan 8 – Writing a poem

Writing a poem is no easy feat! It takes a lot of planning to write a good poem, as it requires creativity and knowledge and a lot of preparation.

How can a student prepare to write a well-crafted poem?

Step 1

Prewriting:

- choose a topic
- decide who your audience will be
- understand the purpose of writing a poem
- make a mind map of all the information that you need
- plan your layout and structure of the poem
- make a word bank of the metaphors, similes, and other poetic devices that you can use

Step 2

Drafting:

- jot down your ideas
- use your pre-writing ideas to help you
- write in the format you have chosen for the poem
- focus on the message of the poem
- don't focus on the mistakes at this stage

Step 3

Revising:

- read your draft and mark your mistakes
- share your writing with a friend or teacher
- does your writing make sense to you?
- have you achieved what you wanted to with the poem?
- have you chosen creative word choices?
- can more detail be added?
- can it be more concise?
- have you achieved what you wanted to, with this poem

Step 4

Editing/Proof-reading:

- fix the mistakes that you have marked
- check the punctuation
- check all the spellings
- finalise your work

Lesson Plan 9 – Debating

Debating is a skill, and students who choose to participate in debates are good at writing argumentative and persuasive texts and have public speaking skills. At this stage, students are still learning how to carry out debates, and you can help them.

Before carrying out the activity, have a discussion with the students outlining what a debate is and how it is carried out.

Traits of a good debate:

Ideas and details

Students need to know that they have to be focused on their topic and not wander off. A good debater always has a sharp focus on the main idea of his debate. His arguments should make sense and should be well connected to the topic.

Organisation

Argumentative and persuasive writing have specific organizational structure which must be followed in order to make logical sense. The argument in a debate needs to be built up sequentially, so the debate does not feel all over the place. When the points are sequenced, they are easier to understand and they make sense to the listener, specially when they are connected well with supporting evidence.

Use of language

A debate uses an appropriate persuasive tone that needs to be employed when a student carries out their debate. The students must be focused and sure of the stance they have chosen. They should know when to use informal or formal language, and active or passive voice.

Choice of words

Debates sound monotonous when students use a restricted amount of words. Using a variety of words make the debate sound interesting and catches the attention of the listener. Students should use the vocabulary appropriate to the topic they are speaking about.

Fluency

A good debater always speaks in a flow. The sentences should be structured in a way that they connect to each other and are maintain the attention of the listener. Using conjunctions, connectives, and transitional words can help one create a smooth flow in the debate.

Unit 5 – Railways

Objective:

Lesson Plan 1: Teaching Grammar – Direct Speech, description, fact, and opinion

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

Objectives:

- Students will be able to read and understand direct speech, description, fact, and opinion.
- Students will be able to identify and discuss direct speech, description, fact, and opinion.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of direct speech, description, fact, and opinion and their examples.

Definition: Direct speech is a sentence in which the exact words spoken are reproduced in speech marks (also known as quotation marks or inverted commas)

Definition: Descriptions are a spoken or written account of a person, object, or event.

Definition: Facts are truths.

Definition: Opinions are a view or judgement formed about something, not necessarily based on fact or knowledge.

Body (20 minutes):

Learn Grammar: Direct speech, description, fact, and opinion

- Have students look at the texts and recognize direct speech, description, fact, and opinion.
- Ask them to brainstorm new sentences with direct speech, descriptions, facts and opinions, and write them on the board to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses these concepts.
- Ask questions related to the text which involve the direct speech, descriptions, facts and opinions.

Write sentences in your notebook using direct speech, descriptions, facts, and opinions. 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 modal verbs.
- (In class) Have students share their sentences with each other.

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

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

Lesson Plan 2 – High Speed Trains Opening Up in China – Travelogue

Silent Reading

Students to read (can be done at home) the text ‘High Speed Trains Opening Up in China’ – the teacher can brief that travelogues are written to record the travelling journey and experiences of a person. Every travelogue is unique as it captures the perspective of different people travelling and meeting the locals. 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.

How to comprehend texts?

To comprehend a text and analyse it, students need to read the text like a writer. They have to understand how a text is constructed and how the ideas in it are connected to each other.

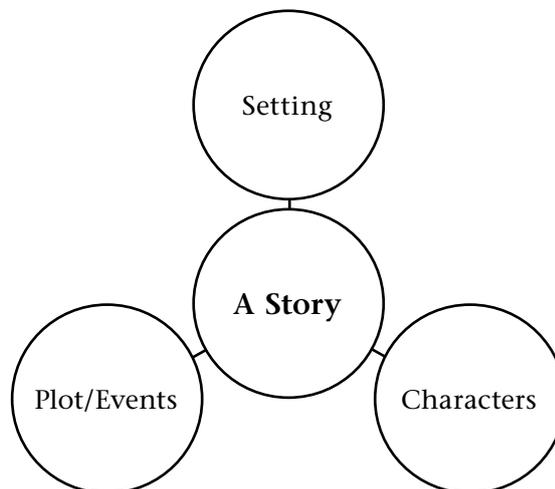
How can we read a text like a writer? Here are some tips:

- Understand the meaning of the text with the context. You can only analyse a text with prior knowledge.
- What is your purpose of reading this text? What information are you looking for?
- What is the author’s purpose of writing this text?
- Read with your complete attention. You should be engrossed in the text to read it carefully enough to analyse it.
- Take a break from reading to pause and reflect.
- If you feel like you cannot make sense of the text, re-read it.
- Pay attention to how the words are used in context. Think about the writer’s thought process while choosing the words he has written.
- Use a dictionary to refer to the new words that you have learnt. It’s never too late to learn new words!
- Indulge in reading and try to understand the way the author has used their writing to create images to achieve their purpose of the text.
- Can you summarise the main idea of the text to a class fellow? If you can, that means you have understood the text!

Lesson Plan 3 – Writing a story

How can students write a well-planned story?

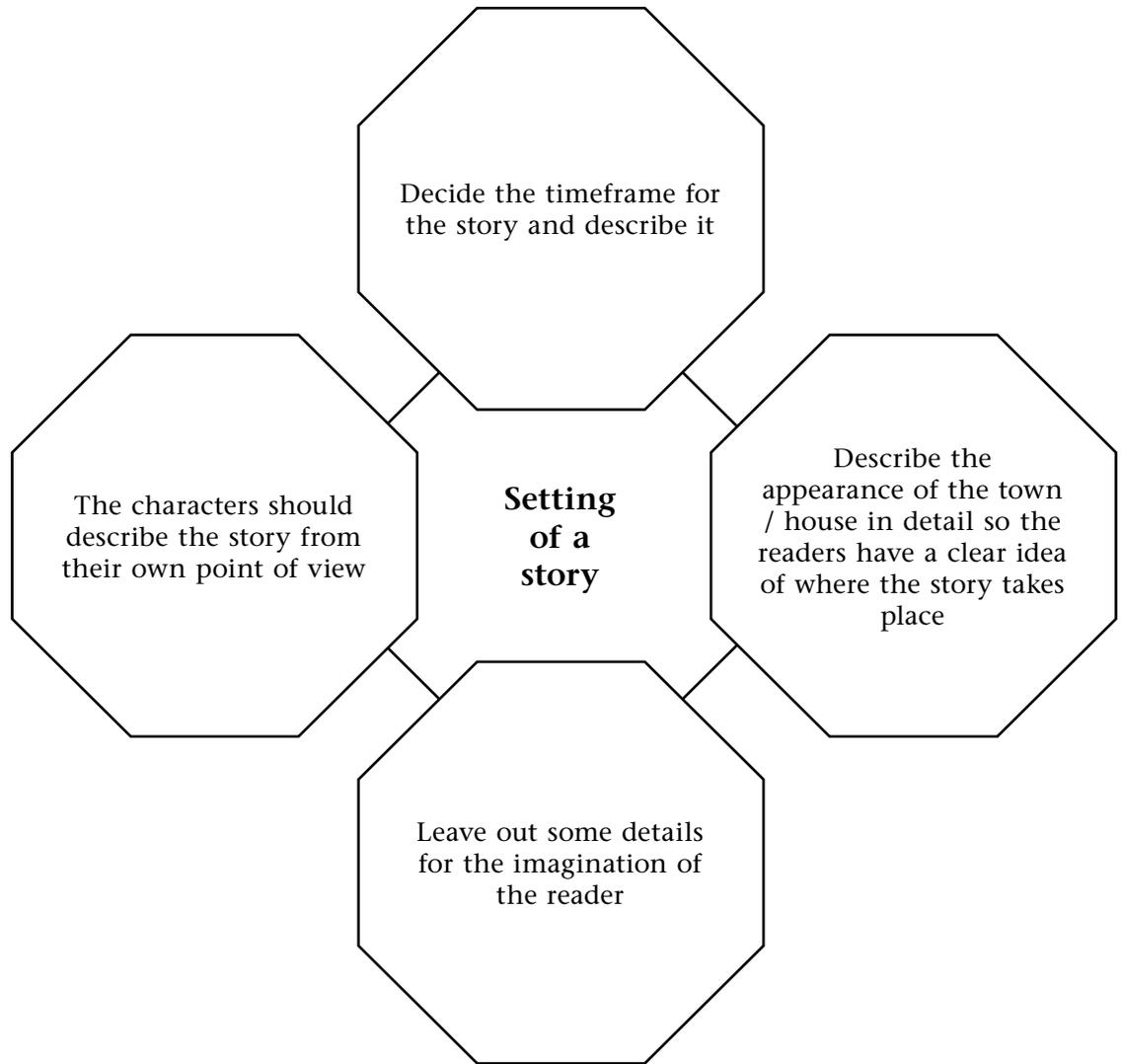
Let’s look at the components of a story:



Setting

The setting is one of the most important features of establishing a base for a story. Every event that happens and characters that exist in the story will depend on the setting.

Here are some ways in which the students can create the setting.



Characters

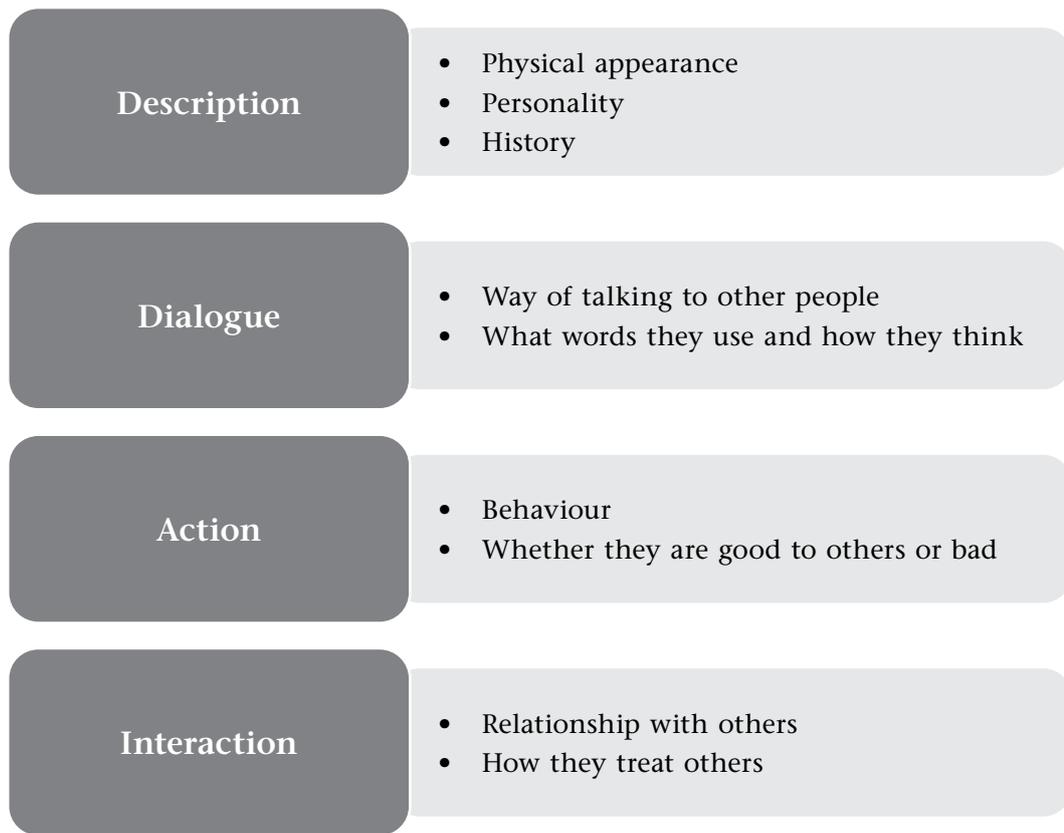
In stories, there are two types of characters, **round** and **flat**.

Round characters are characters that evolve throughout the story. They are the main characters.

Flat characters are characters that do not develop throughout the story, and they assist the round characters in their journey.

Characters should be believable. You can make them seem real by their descriptions, the dialogues they speak, their actions, and the way they interact with other people. Characters should have their distinct personalities.

Here are some of the ways characters can be described:



Let's Revise

Lesson Plan 1: Teaching Grammar – Conditional sentences with IF and WOULD

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

Objectives:

- Students will be able to read and understand conditional sentences with *IF* and *WOULD* and identify them in a text.
- Students will be able to identify and discuss conditional sentences.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of conditional sentences with *IF* and *WOULD*, and its examples.

Body (20 minutes):

Learn Grammar:

- Elicit that conditional sentences with *IF* and *WOULD* are words that are used to describe a condition and its result.
- Have students look at the texts and name the conditional sentences with *IF* and *WOULD* used.
- Ask them to brainstorm other conditional sentences with *IF* and *WOULD* and write them on the board.
- Ask several students to use conditional sentences with *IF* and *WOULD* 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 conditional sentences with *IF* and *WOULD*.
- Have students look at the story and name the conditional sentences with *IF* and *WOULD* that they can find. Encourage them to say what the conditional sentences with *IF* and *WOULD* tell us.
- Ask questions related to the text which involve the conditional sentences with *IF* and *WOULD*.

Write sentences in your notebook using conditional sentences with *IF* and *WOULD*. 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 conditional sentences with *IF* and *WOULD*.
- (In class) Have students share their sentences with each other.

Assessment – student's interest can be assessed by how many new conditional sentences with *IF* and *WOULD* they have found.

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

Lesson Plan 2: Teaching Grammar – Conjunctive adverbs

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

Objectives:

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

Introduction (10 minutes)

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

Definition: A conjunctive adverb is a part of speech that is an adverb by design but has the characteristic of a conjunction. It can be used to link different clauses or sentences, to show cause and effect, sequence, and contrast between the two clauses or sentences.

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

Body (20 minutes):

Learn Grammar: Conjunctive adverbs

- Elicit and explain that conjunctive adverbs are words that are used to express the cause and effect, sequence, or contrast between two sentences.
- Have students look at the texts and name the conjunctive adverbs used.

- Ask them to brainstorm other conjunctive adverbs and write them on the board.
- Ask several students to use conjunctive adverbs 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 conjunctive adverbs.
- Have students look at the story and name the conjunctive adverbs that they can find. Encourage them to say what the conjunctive adverbs tell us.
- Ask questions related to the text which involve the conjunctive adverbs.

Write sentences in your notebook using conjunctive adverbs. 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 conjunctive adverbs.
- (In class) Have students share their sentences with each other.

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

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

Lesson Plan 3: Teaching Grammar – *should* to express what is likely and obligation

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

Objectives:

- Students will be able to read and understand the use of *should* to express what is likely and obligation, 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 use of *should* to express what is likely and obligation.

Introduction (10 minutes)

Begin the lesson by explaining to the students, how the word *should* is used to express what is likely and obligation, and its examples.

Body (20 minutes):

Learn Grammar: *should* to express what is likely and obligation

- Elicit that *should* is used to express what is likely and obligation.
- Have students look at the texts and mark the sentences that employ *should* to express what is likely and obligation.
- Ask them to brainstorm new sentences that use *should* to express what is likely and obligation and write them on the board.
- Ask several students to use *should* in a sentence to express what is likely and obligation to show that they have understood the concept.

CREATIVITY

- Put students into pairs. Have partners take turns acting out a conversation that uses *should* to express what is likely and obligation.
- Tell students that the word *should* implies what is likely and obligation.
- Have students look at the story and name the sentences that use the word *should* to express what is likely and obligation that tell us an action that was happening. Encourage them to say what these sentences tell us.
- Ask questions related to the text which involve the use of *should* to express what is likely and obligation.

Write sentences in your notebook using *should*. 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 *should* to express what is likely and obligation.
- (In class) Have students share their sentences with each other.

Assessment – student’s interest can be assessed by how many new ways of using *should* to express what is likely and obligation they have found.

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

CLASS 8 – Unit 6 – Food

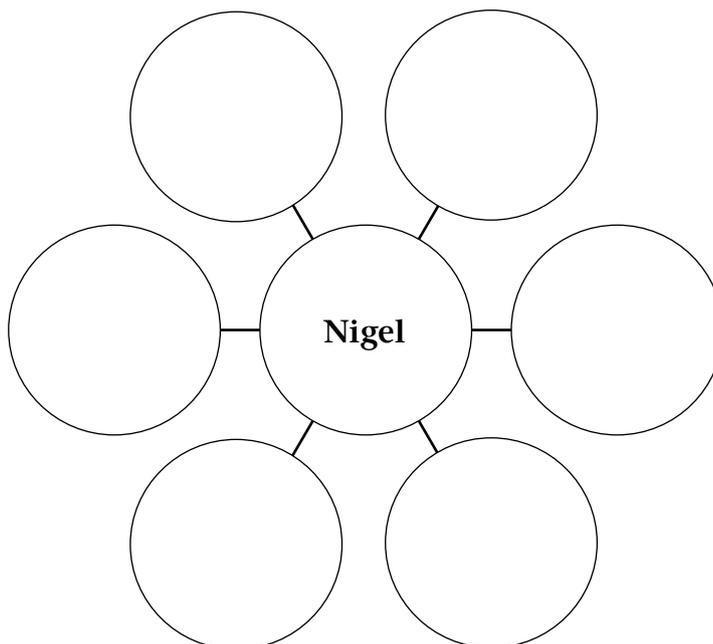
Lesson Plan 1 – Writing task

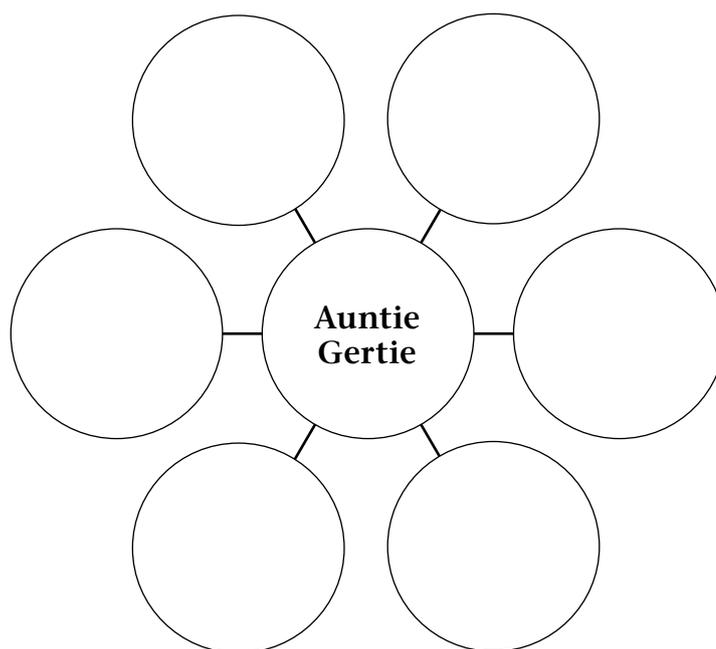
Character sketches

This task asks students to create two character sketches.

Character sketches are descriptions of characters which highlight their traits.

Ask the students to use these mind maps to write down the qualities of these characters.





Ask the students to use points from this mind map to write their answer.

Lesson Plan 2: Teaching Grammar – Indefinite article

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

Objectives:

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

Introduction (10 minutes)

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

Definition: A determiner (*a* and *an* in English) that introduces a noun phrase and implies that the thing referred to is non-specific (as in she bought me a book; government is an art; he went to a public school). Typically, the indefinite article is used to introduce new concepts into a discourse.

Discuss what is an indefinite article used for as explained in the student's book.

Body (20 minutes):

Learn Grammar: Indefinite article

- Elicit that indefinite articles are words that are used to express non-specific nouns.
- Have students look at the texts and name the indefinite articles used.
- Ask them to brainstorm other indefinite articles and write them on the board.
- Ask several students to use 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 indefinite articles.
- Have students look at the story and name the indefinite articles that you can find. Encourage them to say what the indefinite articles tell us.
- Ask questions related to the text which involve the indefinite articles.

Write sentences in your notebook using 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 sentences with more indefinite articles.
- (In class) Have students share their sentences with each other.

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

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

Lesson Plan 5 – Aashak / Ravioli

Objective: Understanding a poem

Reading a poem

Objective: Students will be able to read and analyse poetry.

Silent Reading

Students to read (can be done at home) the text ‘Aashak/Ravioli’ – the teacher can brief that in the poem

- 1) After re-reading the poem, ask the students to reflect on the emotions conveyed in the poem. What emotions do they feel while reading it?
- 2) Divide the class into pairs or small groups and provide each group with a set of questions to discuss and analyze the poem. Here are some sample questions:
 - What is the significance of the description of the mother’s appearance in the poem?
 - How does the poet convey the sense of urgency in the process of cooking?
 - Why is it important that the edges are fully sealed? How does this action contribute to the overall message of the poem?
 - How does the mother daughter duo interact? What effect does the description have on the reader?
 - What is the significance of the description of the method of cooking and the ingredients used?
 - How does the poet describe the process of cooking? What is the tone of the speaker?

- What emotions are portrayed through the actions of the characters, such as the urgency of the mother and the efforts of the daughter?
 - How does the quote in the final lines of the poem convey the message of the poem?
- 3) Have each group present their findings and insights to the class, encouraging discussion and sharing of different perspectives.

Follow-up activity: Ask students to individually write a reflective response to the poem. They can choose to focus on a particular aspect of the poem that resonates with them or explore their own experiences with helping their mothers or cooking with their parents. Remind them to support their ideas with evidence from the poem.

Optional: Ask students to create visual representations of the poem using drawings, collages, or digital media, capturing the emotions and imagery they interpreted from the poem.

Conclusion: Wrap up the activity by having a class discussion, allowing students to share their reflections and insights gained from reading and analyzing the poem.

This activity encourages students to engage with the poem on a deeper level, examining the emotions, imagery, and themes present. It promotes critical thinking, collaboration, and personal reflection, fostering a deeper appreciation for the power of language and the ability of poetry to convey complex emotions and experiences.

Lesson Plan 6 – Recipes

Objective: Understanding non-fiction texts with procedures

Writing a recipe

Your students have read two recipes in this unit. Explain the components of a recipe and ask the students to write their own recipe using the template given below.

Title of the recipe

Contributed by

Time to prepare: | Time to cook:

Ingredients:

Recipe:

Notes:

Unit 7 – Belonging

Lesson Plan 1: At the Border, 1979

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

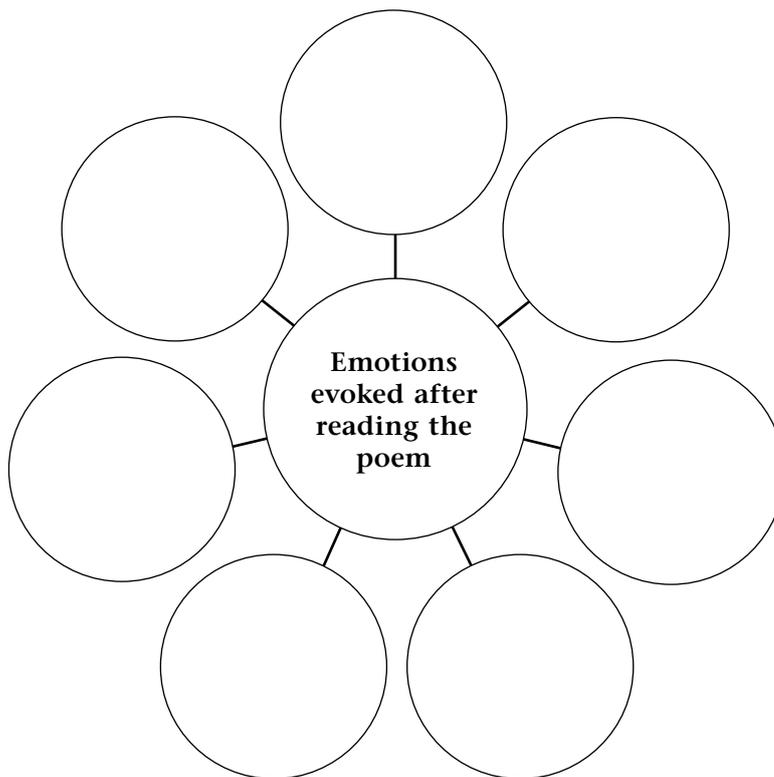
Objective: Students will be able to read and analyse poetry.

Silent Reading

Students to read (can be done at home) the text 'At the Border, 1979' – the teacher can brief that in poem titled "At the Border, 1979," Choman Hardi recounts a personal experience from her childhood when her family was returning to Iraq after seeking refuge in Iran. The poem captures the emotions, observations, and significance of crossing the border and the impact it had on the poet and her family.

Reading Activity: Exploring and analyzing Emotions and Imagery in "At the Border, 1979"

- 1) After re-reading the poem, ask the students to reflect on the emotions conveyed in the poem. What emotions do they feel while reading it? Have them fill the template below and discuss their responses in small groups.



- 2) Divide the class into pairs or small groups and provide each group with a set of questions to discuss and analyze the poem. Here are some sample questions:
 - What is the significance of the check-in point in the poem?
 - How does the poet convey the sense of division between countries?
 - What is the role of the sister in the poem? How does her action with the iron chain contribute to the overall message?
 - How does the poet's mother describe the place they are going back to? What effect does her description have on the reader?
 - What is the significance of the rain and the waiting families in the poem?

- How does the poet describe the autumn soil on both sides of the border? What does it symbolize?
 - What emotions are portrayed through the actions of the characters, such as the crying mothers and the man kissing his homeland?
 - How does the final image of the chain of mountains encompassing everyone tie the poem together?
- 3) Have each group present their findings and insights to the class, encouraging discussion and sharing of different perspectives.

Follow-up activity: Ask students to individually write a reflective response to the poem. They can choose to focus on a particular aspect of the poem that resonates with them or explore their own experiences with identity and belonging. Remind them to support their ideas with evidence from the poem.

Optional: Ask students to create visual representations of the poem using drawings, collages, or digital media, capturing the emotions and imagery they interpreted from the poem.

Conclusion: Wrap up the activity by having a class discussion, allowing students to share their reflections and insights gained from reading and analyzing the poem.

This activity encourages students to engage with the poem on a deeper level, examining the emotions, imagery, and themes present. It promotes critical thinking, collaboration, and personal reflection, fostering a deeper appreciation for the power of language and the ability of poetry to convey complex emotions and experiences.

Reading for understanding:

Explanation – Reading Strategy: Reading for Understanding Questions

- Explain to students that reading for understanding questions are designed to help them deepen their comprehension and critical thinking skills while reading a poem.
- Reading for understanding questions focuses on various aspects such as theme, figurative language, tone, mood, or the poet's purpose.
- Before reading the poem, instruct students to skim through the questions to get an idea of what they should pay attention to while reading.
- Read the poem aloud.
- Encourage students to annotate the poem as they read, underlining or highlighting key phrases or words that may help them answer the reading for understanding questions.
- After reading the poem, instruct students to review the questions and answer them based on their understanding of the poem. Encourage them to refer back to the text and provide evidence to support their answers.
- Once students have completed the questions, facilitate a class discussion to share and compare their answers. Encourage students to explain their reasoning and engage in respectful debate if there are different interpretations.
- Use the discussion as an opportunity to clarify any misconceptions, expand on important themes or literary devices, and encourage critical thinking about the poem.
- As a follow-up activity, ask students to reflect on their experience of answering the reading for understanding questions and discuss any new insights they gained about the poem through this process.

Note: The specific reading for understanding questions will depend on the poem being studied. It is important to choose questions that are appropriate for the grade level and align with the learning objectives of the lesson.

Reading for comparison:

Explanation – Reading Strategy: Reading for Comparison Questions

- Explain to students that reading for comparison questions are designed to help them analyze and explore the similarities and differences between various elements within a poem.
- Reading for comparison questions focuses on comparing themes, characters, poetic techniques, or the poet’s use of language.
- Before reading the poem, instruct students to skim through the questions to get an idea of what they should pay attention to while reading and what elements they will need to compare.
- Read the poem aloud.
- Encourage students to annotate the poem as they read, noting any instances or examples that are relevant to the reading for comparison questions.
- After reading the poem, instruct students to review the questions and answer them based on their understanding of the poem. Encourage them to refer back to the text and provide specific evidence to support their comparisons.
- Once students have completed the questions, facilitate a class discussion to share and compare their answers. Encourage students to explain their comparisons and provide examples from the poem to support their points.
- Use the discussion as an opportunity to delve deeper into the poem’s meaning, explore different interpretations, and highlight the effectiveness of certain poetic techniques or themes.

Lesson Plan 2: Teaching Grammar – Prepositional Phrases

Objectives:

Students will be able to:

- Identify and understand the concept of prepositional phrases.
- Recognize and analyze prepositional phrases within sentences.
- Determine the function of prepositional phrases in relation to the rest of the sentence.
- Use prepositional phrases to add details and provide additional information in writing.
- Apply knowledge of prepositional phrases to enhance sentence structure and variety.
- Construct sentences using prepositional phrases that convey clear meaning and improve overall writing style.
- Evaluate the effectiveness of prepositional phrases in communicating ideas and concepts.
- Apply prepositional phrases in various contexts, such as descriptive writing, narratives, and persuasive essays.

Introduction (10 minutes)

Begin the lesson by explaining to the students the definition of prepositional phrases, and their examples.

Definition: A prepositional phrase is a group of words that begins with a preposition and ends with a noun, pronoun, or noun phrase.

Examples:

The ball landed beneath the chair.

The students worked during the class.

Discuss what is *prepositional phrase* used for as explained in the student's book.

Body (20 minutes):

Learn Grammar: Prepositional phrase

- It functions as an adjective or adverb in a sentence and provides additional information about the subject, object, or action.
- Prepositional phrases often indicate location, time, direction, or the relationship between different parts of a sentence.
- They are used to add detail and enhance the meaning of a sentence, allowing for more precise and descriptive communication.
- Have students look at the texts and name the prepositional phrases used.
- Ask them to brainstorm other prepositional phrases and write them on the board.
- Ask several students to use prepositional phrases in a sentence to show that they have understood the concept.

CREATIVITY

- Introduce the concept of prepositional phrases to the students, providing them with the definition and examples.
- Explain that prepositional phrases often describe the location, direction, or relationship between objects in a sentence.
- Point out different objects placed at various locations in the classroom to the students.
- Instruct the students to carefully observe the objects and identify prepositional phrases based on the visual context.
- Encourage the students to think about the possible prepositions and the words that follow them to form the prepositional phrases.
- Ask the students to write down the prepositional phrases they identify on a piece of paper or notebook, writing the preposition and the words that make up the phrase.
- After the students have completed their work, gather them together for a discussion.
- Ask volunteers to share the prepositional phrases they found and explain how they determined their answers based on the visual context.
- Provide feedback and clarification as needed, ensuring that the students understand the correct identification and formation of prepositional phrases.
- If time permits, encourage the students to create their own sentences using prepositional phrases inspired by the pictures on the worksheets.

Conclusion (10 minutes):

- Conclude the lesson by summarizing the key points about prepositional phrases and their role in enhancing sentence structure and meaning.
- (Homework) Assign the students to practice writing sentences with more prepositional phrases.
- (In class) Have students share their sentences with each other.

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

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

Lesson Plan 3: Writing Task – Prepositional Phrases

Objectives:

Students will be able to:

- effectively incorporate prepositional phrases in their writing to provide specific details, descriptions, and locations.
- vary the use of prepositional phrases to convey different relationships and meanings in their written compositions.
- revise and edit their written compositions to ensure accurate and coherent use of prepositional phrases.

Student’s book tasks:

- 1) Each of the following sentences contains a prepositional phrase. Identify the prepositional phrase. Explain its function in the sentence.
- 2) Choose five prepositions from the box on pages 156–157 and make them into prepositional phrases. Write five sentences, using one of your prepositional phrases in each one.

Explanation:

Task 1: In this exercise, you are given a set of sentences that contain prepositional phrases. Your task is to identify the prepositional phrase in each sentence and explain its function within the sentence.

A prepositional phrase consists of a preposition (a word that shows a relationship between a noun or pronoun and another word in the sentence) followed by a noun or pronoun called the object of the preposition. Prepositional phrases provide additional information about the location, time, manner, purpose, or relationship between different elements in a sentence.

To successfully complete this exercise, carefully read each sentence and locate the prepositional phrase. Identify the preposition and the object of the preposition. Consider the role of the prepositional phrase in the sentence and how it adds meaning or clarifies the relationship between different parts of the sentence.

Once you have identified the prepositional phrase, explain its function by describing how it modifies a noun, pronoun, or verb, or how it provides additional information about time, place, or manner. Consider how the prepositional phrase contributes to the overall meaning and structure of the sentence.

By analyzing and understanding the function of prepositional phrases in these sentences, you will enhance your comprehension of how prepositional phrases add detail and clarity to sentence structure.

Task 2: In this exercise, you are asked to choose five prepositions from the provided box on pages 156-157 and create prepositional phrases using them. Additionally, you are required to write five sentences, incorporating one prepositional phrase in each sentence.

A prepositional phrase consists of a preposition, such as “in,” “on,” “at,” “under,” “beside,” or “between,” followed by an object, which can be a noun, pronoun, or noun phrase. Prepositional phrases function to provide information about the relationship between different elements in a sentence, such as location, time, direction, or manner.

To successfully complete this exercise, carefully review the prepositions in the provided box and select five of them. Then, construct a prepositional phrase by combining each chosen preposition with an appropriate object. The object should fit grammatically and make sense within the context of each sentence.

For example, if you choose the preposition “in,” you can form a prepositional phrase like “in the kitchen” or “in a crowded room.” If you select the preposition “under,” you can create a prepositional phrase such as “under the tree” or “underneath the table.”

Once you have your prepositional phrases, use them to write five sentences. Ensure that each sentence is grammatically correct and effectively conveys the relationship described by the prepositional phrase.

By engaging in this exercise, you will practice applying your understanding of prepositions and prepositional phrases in sentence construction. This activity will help reinforce your ability to use prepositional phrases to provide clarity and detail in your writing.

Lesson Plan 4: Teaching Grammar – Compound and Phrasal Prepositions

Objectives:

Students will be able to:

- Differentiate between compound prepositions and phrasal prepositions.
- Identify compound prepositions and phrasal prepositions within sentences and determine their meaning and usage.
- Understand the function of compound and phrasal prepositions in expressing location, time, and other relationships.
- Use compound and phrasal prepositions to provide precise and descriptive information in writing.
- Analyze the impact of compound and phrasal prepositions on sentence structure and meaning.
- Apply knowledge of compound and phrasal prepositions to enhance sentence variety and clarity in writing.
- Recognize compound and phrasal prepositions in everyday language and literature.
- Demonstrate the ability to construct sentences using compound and phrasal prepositions correctly.

Introduction (10 minutes)

Begin the lesson by explaining to the students the definition of compound and phrasal prepositions, and their examples.

Definition:

Compound Prepositions: Compound prepositions are prepositions that are made up of two or more words. These words work together to express a single idea or relationship between different parts of a sentence.

Examples of compound prepositions include “in front of,” “on top of,” “out of,” and “by means of.”

Phrasal Prepositions: Phrasal prepositions are prepositions that are composed of a preposition followed by a particle, typically an adverb or a preposition. The combination of the preposition and the particle creates a single unit that functions as a preposition in a sentence. Phrasal prepositions, like compound prepositions, convey various relationships, such as location, time, and manner.

Examples of phrasal prepositions include “according to,” “in addition to,” “because of,” and “due to.”

Discuss what is *compound and phrasal prepositions* used for as explained in the student’s book.

Body (20 minutes):

Learn Grammar: Compound and Phrasal Prepositions

- Compound prepositions function in a similar way to single-word prepositions, indicating location, time, direction, or other relationships.
- The function of phrasal prepositions is to provide more precise and specific information about the relationship between objects, people, or actions in a sentence.
- Phrasal prepositions help students communicate more effectively by allowing them to express various shades of meaning and create more vivid descriptions in their writing.
- They are used to add detail and enhance the meaning of a sentence, allowing for more precise and descriptive communication.
- Have students look at the texts and name the compound and phrasal prepositions used.
- Ask them to brainstorm other compound and phrasal prepositions and write them on the board.
- Ask several students to use compound and phrasal prepositions in a sentence to show that they have understood the concept.

CREATIVITY

- Begin by reviewing the concepts of compound and phrasal prepositions with the students, providing examples and explanations.
- Divide the class into small groups or pairs.
- Distribute small pieces of paper to each group.
- Instruct the students to write a compound or phrasal preposition on each piece of paper, making sure to include the entire prepositional phrase (e.g., “in front of,” “according to”).
- If needed, provide a preposition list for students to reference or brainstorm together as a class [Appendix A].

- Once the work is done, have the students mix them up and spread them out on a table or on the floor.
- Explain that the goal of the activity is to match the compound or phrasal preposition with sentences that appropriately use those prepositions.
- Provide a set of pre-written sentences, each missing a preposition, and distribute them to each group [Appendix B]. Alternatively, students can create their own sentences.
- Instruct the students to read the sentences carefully and match them with the corresponding compound or phrasal preposition cards.
- Encourage students to discuss their reasoning and explain why they made certain matches.
- Once the matching activity is complete, have each group share their matches with the class, explaining their choices.
- Facilitate a class discussion about the correct matches and any areas of confusion or questions that arise.

Conclusion (10 minutes):

- Conclude the lesson by summarizing the key concepts and providing additional examples or practice opportunities, if time allows.
- (Homework) Assign the students to practice writing sentences with more compound and phrasal prepositions.
- (In class) Have students share their sentences with each other.

Assessment – the student’s interest can be assessed by how many new compound and phrasal prepositions they have found.

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

Appendix A:

Compound and Phrasal Prepositions:

1) according to	11) in accordance with
2) along with	12) in addition to
3) apart from	13) in front of
4) as for	14) in place of
5) as of	15) in spite of
6) as per	16) instead of
7) as to	17) on account of
8) aside from	18) out of
9) because of	19) prior to
10) by means of	20) regardless of
	21) with regard to

Appendix B:

Instructions: Fill in the gaps in the following sentences 1–5 with an appropriate phrasal preposition from the given box:

in addition to	about	because of	in front of	instead of
----------------	-------	------------	-------------	------------

- 1) The students were excited _____ the upcoming field trip to the museum.
- 2) She decided to take a walk _____ studying for her exam.
- 3) _____ the heavy rain, the picnic was canceled.
- 4) _____ buying a new car, he decided to fix his old one.
- 5) _____ the book you borrowed; I also need my pen back.

Answer Key:

- 1) The students were excited about the upcoming field trip to the museum.
- 2) She decided to take a walk instead of studying for her exam.
- 3) Because of the heavy rain, the picnic was canceled.
- 4) Instead of buying a new car, he decided to fix his old one.
- 5) In addition to the book you borrowed, I also need my pen back.

Extended Task – Compound and Phrasal Prepositions

Student's book tasks:

- 1) Fill in the gaps in the following sentences 1–5 with an appropriate phrasal preposition from the box above.
- 2) Write your own sentences using the following phrasal prepositions.

Explanation:

Task 1: In this exercise, you are provided with a set of sentences numbered 1-5, and your task is to fill in the gaps in each sentence with an appropriate phrasal preposition from the box given above.

Phrasal prepositions are combinations of a preposition and one or more particles (typically adverbs or adjectives) that together function as a single unit. They serve to establish relationships between different elements in a sentence, such as time, location, manner, or condition.

To successfully complete this exercise, carefully review the box of phrasal prepositions provided above the sentences. Each phrasal preposition consists of a base preposition combined with a particle. Consider the meaning and context of each sentence and select the appropriate phrasal preposition that fits naturally and conveys the intended meaning.

For example, if you see the gap in a sentence that indicates a relationship of time, you may choose the phrasal preposition “by the time” or “at the end of” from the box. If the gap suggests a relationship of location, you may select “in front of” or “behind” as appropriate.

Once you have chosen the phrasal preposition that best fits the context of each sentence, fill in the gaps accordingly.

By completing this exercise, you will practice using phrasal prepositions effectively to express specific relationships within sentences. This will enhance your understanding of how phrasal prepositions can add precision and clarity to your writing.

Task 2: In this exercise, you are tasked with writing your own sentences using the given phrasal prepositions. Phrasal prepositions are combinations of a preposition and one or more particles that function as a single unit to establish relationships between different elements in a sentence.

To successfully complete this exercise, follow these steps:

- i. Review the list of phrasal prepositions provided.
- ii. Consider the meaning and context of each phrasal preposition.
- iii. Think about how you can construct sentences that effectively convey the intended meaning using the given phrasal prepositions.
- iv. Start by selecting one phrasal preposition from the list.
- v. Formulate a sentence that incorporates the chosen phrasal preposition in a way that makes sense and demonstrates its specific relationship.
- vi. Repeat the process for the remaining phrasal prepositions, crafting a unique sentence for each one.

For example, if the given phrasal preposition is “in addition to,” you could create a sentence like, “In addition to studying math, I also enjoy playing the piano.” This sentence showcases the relationship of an extra activity being mentioned alongside another activity.

By creating your own sentences using the provided phrasal prepositions, you will practice applying your understanding of these linguistic structures. This exercise will help you become more comfortable and proficient in using phrasal prepositions to convey specific relationships within your writing.

Lesson Plan 5: Writing Task – Description Writing

Objectives:

Students will be able to:

- effectively use sensory language and vivid descriptive details to create engaging and immersive descriptions in their writing.
- structure their descriptions effectively using a variety of organizational patterns, such as spatial, chronological, or order of importance.
- revise and edit their descriptive writing to enhance clarity, precision, and impact.

Student’s book task: Write a description of either:

the place where you feel you belong

or

the place where you feel you do not belong

You may choose a real place, or an imaginary one.

Explanation:

What is a descriptive essay?

A descriptive essay allows us to explore the power of words and vivid descriptions to paint a picture in the reader’s mind. In this type of essay, we use sensory details and expressive language to bring a person, place, or thing to life. Through our words, we can transport the reader to the very heart of our experiences and share our unique perspectives.

The process of writing a descriptive essay

Writing a descriptive essay about a place where you feel you belong or do not belong can be an engaging and expressive task. It allows you to explore your emotions, experiences,

and perceptions of a specific location, whether real or imaginary. To effectively write such an essay, follow the steps and strategies outlined below:

- 1) **Choose a place:** Select a place that holds personal significance for you, whether it's a real location you've experienced or an imaginary one you've envisioned. Consider the emotions and connections you have with the place to make your writing more authentic and compelling.
- 2) **Brainstorm and plan:** Use graphic organizers, such as a mind map or a Venn diagram, to brainstorm ideas and organize your thoughts. Create a list of sensory details, emotions, memories, and specific experiences associated with the chosen place. This will serve as the foundation for your descriptive essay.
- 3) **Introduction:** Begin your essay with an engaging introduction that captures the reader's attention. Clearly state the place you will be describing and whether you feel you belong or do not belong there. Provide a brief overview of the significance of the place to you, setting the stage for your descriptive writing.
- 4) **Body paragraphs:** Develop the body of your essay by dedicating each paragraph to a specific aspect or element of the place. Use sensory details (sight, sound, smell, taste, touch) to paint a vivid picture in the reader's mind. Describe the physical features, atmosphere, people, or any other relevant details that contribute to your sense of belonging or alienation. Use specific examples and anecdotes to support your descriptions and make your writing more engaging.
- 5) **Writing strategies:**
 - **Show, don't tell:** Instead of simply stating your emotions, use descriptive language and sensory details to immerse the reader in the experience of the place.
 - **Use figurative language:** Incorporate similes, metaphors, or personification to add depth and vividness to your descriptions.
 - **Use varied sentence structures:** Combine short and long sentences, as well as simple and complex sentences, to create a rhythm and flow in your writing.
 - **Revise and edit:** After completing the first draft, review your essay for clarity, coherence, and grammar errors. Make necessary revisions to improve the overall quality of your writing.
- 6) **Conclusion:** Conclude your essay by summarizing your overall feelings and thoughts about the place. Reflect on how your connection (or lack thereof) with the place has shaped your identity or understanding of yourself. End with a memorable closing statement that leaves a lasting impression on the reader.

Remember, the key to writing an effective descriptive essay is to use vivid language, sensory details, and personal experiences to bring the place to life for the reader. By employing graphic organizers and writing strategies, you can organize your thoughts and present a compelling description of the place where you feel you belong or do not belong.

Lesson Plan 6: Teaching Grammar – Verb Agreement

Objectives:

Students will be able to:

- Understand the concept of verb agreement.
- Differentiate between singular and plural subjects and select the appropriate verb form based on the subject.

- Apply subject-verb agreement rules when dealing with compound subjects, collective nouns, indefinite pronouns, and phrases intervening between the subject and verb.
- Recognize and correct common errors in subject-verb agreement, such as using incorrect verb forms with singular or plural subjects.
- Analyze and edit sentences to ensure proper subject-verb agreement, improving sentence clarity and grammatical accuracy.
- Use subject-verb agreement effectively in writing to enhance sentence structure and convey meaning accurately.
- Identify subject-verb agreement errors in written texts and provide explanations and corrections for these errors.
- Apply subject-verb agreement rules consistently in both spoken and written language, demonstrating grammatical accuracy and precision.
- Evaluate the impact of subject-verb agreement on overall sentence comprehension and communication effectiveness.

Introduction (10 minutes)

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

Definition: Verb agreement refers to the grammatical rule that dictates that the verb in a sentence must agree in number and person with its subject.

Examples:

Singular Subject and Singular Verb Agreement:

The dog barks at the mailman every morning.

She writes beautiful poems in her free time.

Plural Subject and Plural Verb Agreement:

The students study hard for their exams.

They play basketball on weekends.

Discuss what is *verb agreement* used for as explained in the student's book.

Body (20 minutes):

Learn Grammar: Verb Agreement

- In other words, the form of the verb should match the number (singular or plural) and person (first, second, or third) of the subject.
- Maintaining proper subject-verb agreement ensures clarity and grammatical correctness in sentence construction.
- Have students look at the texts and identify where the verb agreement is used.
- Ask several students to make sentences to show verb agreement.

CREATIVITY

- Begin by reviewing the concept of subject-verb agreement with the students, explaining that the verb must agree with the subject in terms of number (singular or plural).
- Divide the class into small groups and distribute small pieces of paper to each group.

- Instruct each group to write down a mix of singular and plural subjects on the pieces of paper, ensuring that each subject is written on a separate piece of paper.
- Once the pieces of paper are completed, have the groups mix them up and place them face down on a table or in an envelope.
- Explain that the goal of the activity is to sort the subject pieces of paper into the correct envelopes or containers labeled “Singular” and “Plural” based on the appropriate verb agreement.
- Instruct the students to take turns picking a subject piece of paper from the table or envelope and reading it aloud to the group.
- As a group, discuss the appropriate verb form that matches the subject in terms of number (singular or plural).
- Once the group agrees on the correct verb form, have them place the subject piece of paper into the corresponding envelope or container.
- Encourage students to provide explanations and reasoning for their choices during the discussion.
- Continue the activity until all the subject pieces of paper have been sorted into the appropriate envelopes or containers.
- Facilitate a class discussion to review the correct verb agreement choices and address any questions or uncertainties.

Conclusion (10 minutes):

- Conclude the activity by summarizing the key concepts of subject-verb agreement and providing additional examples or practice opportunities, if time allows.
- (Homework) Assign the students to practice writing sentences with more verb agreement.
- (In class) Have students share their sentences with each other.

Assessment – the student’s interest can be assessed by how many sentences they can make with the correct subject-verb agreement.

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

Lesson Plan 7: Writing Task – Verb Agreement

Objectives:

Students will be able to:

- demonstrate a consistent understanding of subject-verb agreement, ensuring that verbs agree in number with their corresponding subjects.
- identify and correct errors in subject-verb agreement in their own writing through self-editing and revision.
- apply subject-verb agreement rules effectively in more complex sentence structures, including compound subjects, indefinite pronouns, and collective nouns.

Student’s book task: In the following sentences, write down:

- a. the correct verb from the two given to you in brackets;
- b. whether the verb is singular or plural;
- c. the grammatical reason for your choice of verb.

Explanation:

In this exercise, you will be provided with sentences containing two given verbs in brackets. Your task is to:

- a. Choose the correct verb from the two options provided.
- b. Determine whether the chosen verb is singular or plural.
- c. Explain the grammatical reason for your choice of the verb.

To successfully complete this exercise, follow these steps:

- 1) Read the sentence carefully, paying attention to the subject and the context.
- 2) Analyze the two given verbs in brackets, considering their tense, form, and meaning.
- 3) Consider the subject of the sentence and determine if it is singular or plural.
- 4) Select the verb that agrees with the subject in terms of number (singular or plural).
- 5) Explain the grammatical reason for your choice of the verb by referring to subject-verb agreement rules. This can include the concept that a singular subject requires a singular verb, while a plural subject requires a plural verb.

For example: Sentence: “The cat (play/plays) with a ball.”

- a. The correct verb choice is “plays.”
- b. The verb “plays” is singular.
- c. The grammatical reason for choosing “plays” is that the subject “the cat” is singular, and according to subject-verb agreement, a singular subject requires a singular verb.

By practicing this exercise, you will enhance your understanding of subject-verb agreement and develop your ability to choose the correct verb form based on the number of the subject. This exercise will help you improve your overall grammar skills and ensure subject-verb agreement in your writing.

Lesson Plan 8: Teaching Grammar – Gerunds

Objectives:

Students will be able to:

- Understand the concept of gerunds as verb forms that function as nouns in a sentence.
- Recognize gerunds in sentences and differentiate them from other verb forms, such as present participles and infinitives.
- Identify the role of gerunds as subjects, objects, and complements in sentence structure.
- Determine the function of gerunds in expressing actions, activities, or states.
- Analyze the form and structure of gerunds, including their regular formation by adding “-ing” to the base form of the verb.
- Identify common verbs that are frequently followed by gerunds.
- Demonstrate the ability to rewrite sentences by replacing certain words or phrases with gerunds to convey specific meanings.

Introduction (10 minutes)

Begin the lesson by explaining to the students the definition of gerunds, and their examples.

Definition: Gerunds are verb forms that function as nouns in a sentence.

Examples:

Subject:

Singing is her favorite hobby. (Gerund “singing” acts as the subject of the sentence, expressing the activity.)

Object:

She enjoys swimming in the ocean. (Gerund “swimming” functions as the object of the verb “enjoys,” representing the activity.)

Discuss what *gerunds* are used for as explained in the student’s book.

Body (20 minutes):

Learn Grammar: Gerunds

- Gerunds are created by adding “-ing” to the base form of a verb and are used to express actions, activities, or states.
- Gerunds can act as subjects, objects, or complements in a sentence, performing similar functions to other nouns.
- Ask them to brainstorm other gerunds and write them on the board.
- Ask several students to use gerunds in a sentence to show that they have understood the concept.

CREATIVITY

- Begin by introducing the concept of gerunds to the students, explaining that gerunds are verb forms that function as nouns in a sentence.
- Divide the class into small groups and provide each group with a chart paper.
- Assign each group a specific category or theme related to gerunds, such as “Activities,” “Hobbies,” “Sports,” or “Jobs.”
- Instruct each group to create a gallery of gerunds under their assigned category. They should write down as many gerunds as they can think of that fit within their category.
- After a designated time, have each group hang their chart paper in different areas of the classroom.
- Divide the class into pairs or small groups and provide each pair/group with index cards or small pieces of paper and pen/pencil.
- Instruct the pairs/groups to rotate around the classroom, visiting each gallery and writing down at least one gerund from each category on their index cards/paper.
- Encourage the students to read the gerunds aloud and discuss their meanings with their peers as they move from one gallery to another.
- Once all the groups have visited each gallery, reconvene as a whole class.
- Facilitate a class discussion by going through each category one by one. Ask students to share the gerunds they found and explain their meanings.

- Clarify any questions or uncertainties regarding the usage of specific gerunds and their functions as nouns.

Conclusion (10 minutes):

- Conclude the lesson by summarizing the key concepts of gerunds and discussing how they can be used effectively in writing.
- (Homework) Assign the students to practice writing sentences with gerunds.
- (In class) Have students share their sentences with each other.

Optional: Assign a writing task where students incorporate gerunds into their own sentences or paragraphs, emphasizing their understanding of gerunds as nouns.

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

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

Writing Task – Gerunds

Student’s book task: Rewrite each of the following sentences using a suitable gerund. (Study the examples given above.)

Explanation: In this exercise, you are given a set of sentences, and your task is to rewrite each sentence using a suitable gerund.

Remember! A gerund is a verb form that functions as a noun and ends in “-ing.” It represents an action or activity.

To successfully complete this exercise, follow these steps:

- 1) Read each sentence carefully and identify the main verb.
- 2) Determine the action or activity expressed by the main verb.
- 3) Convert the main verb into a gerund form by adding “-ing” to the base form of the verb.
- 4) Rewrite the sentence using the gerund form as a noun.

For example:

Original Sentence: “She sings beautifully.”

Rewritten Sentence: “Her singing is beautiful.”

Further explanation: In the original sentence, the main verb is “sings.” To rewrite the sentence using a gerund, we change the verb “sings” to the gerund form “singing.” The gerund “singing” functions as a noun in the sentence, and we modify the sentence structure to express the idea that her singing is beautiful.

By completing this exercise, you will practice using gerunds effectively to convey actions or activities as nouns in sentences. This will enhance your understanding of gerunds and improve your ability to use them in your writing to add variety and clarity to your sentences.

Unit 8 – Money

Objective: Students will be able to read and analyse an essay

Lesson Plan 1 – Money – Student’s essay

Silent Reading

Students to read (can be done at home) the text ‘Money – Student’s essay’ – the teacher can brief that in essay titled “Money,” Faisal attempts to write an essay on the topic of money. Writing an essay can be an engaging and thought-provoking task. It offers an opportunity to explore different perspectives and critically analyze the impact of money on individuals and society. The essay also contains some grammatical or spelling errors. It is followed by the teacher’s comments.

Reading Activity: Exploring the Theme of Money

- 1) Divide the students into small groups or pairs.
- 2) Ask the students to read the text silently, underlining or taking notes on important points, interesting ideas, or any questions that arise.
- 3) After reading, instruct each group to discuss the following questions:

How does the author describe people’s desire for more money and the associated expectations?	What are some examples given to illustrate how money can impact individuals and families in both positive and negative ways?	According to the text, does having more money guarantee happiness or success? Why or why not?	Can money fulfill all our needs and desires? What are some things that money cannot buy?	What is the author’s perspective on the true value of money?

- 4) Give the groups some time to discuss the questions and share their thoughts within their groups.
- 5) Bring the class back together and allow each group to share their insights and perspectives. Encourage them to present their ideas and engage in respectful discussions.
- 6) Facilitate a class discussion based on shared insights. Encourage students to provide evidence from the text to support their opinions.
- 7) Summarize the key points discussed and ask the students to reflect on what they have learned about the theme of money and its significance in their own lives.

Optional: As an extension activity, ask students to write a short reflection or response essay on the topic of money, incorporating their own thoughts and perspectives along with references to the text.

Conclusion: Wrap up the activity by having a class discussion, allowing students to share their reflections and insights gained from reading and analyzing the essay.

Note: The teacher can provide guidance and clarification during the discussion, ensuring that all students have a chance to participate and contribute their ideas. The focus should be on critical thinking, respect for different viewpoints, and the development of effective communication skills.

Writing Task – Editing the essay

Student’s book task: 1. Write out the corrections for the twelve words which the student spelt wrongly in his essay.

2. Write your own essay called *Money*. Write about any issues you choose connected with money. For example:

Do you need money to succeed in life?
Money is a good servant but a bad master.
Does money cause more problems than it solves?

- Plan the points you are going to make in each paragraph.
- Make your opening sentence interesting to engage your reader’s attention.
- Use your concluding sentence to sum up neatly the main point(s) of your essay.
- Include at least one statement of fact in your essay. Write ‘F’ in the left-hand margin where you have included a fact.
- Include in your essay at least one statement of opinion, either your opinion or someone else’s. Write ‘O’ in the left-hand margin where you have included an opinion.

Explanation

1. **Write your own essay called *Money*. Write about any issues you choose connected with money.**

Write out the corrections for the twelve words which the student spelled wrongly in his essay.

To complete this task, you will need to review the student’s essay and identify the twelve misspelled words. Once you have identified them, write out the correct spelling for each word. Here’s an example:

Original essay sentence: "People imagine they will be happier and more fulfilled living life like the rich and famous."

Corrected sentence: "People imagine they will be happier and more fulfilled living life like the rich and famous."

Repeat this process for all twelve misspelled words in the student's essay.

2. Write your own essay called Money. Write about any issues you choose connected with money.

For example: Writing an essay titled "Money" provides an opportunity to explore various issues and topics related to money and its impact on individuals and society. You can choose any specific issue or topic that interests you. Here's a general guide to help you structure your essay:

Introduction: Begin with an attention-grabbing opening sentence to engage the reader's attention. Provide some background information on the topic of money and its significance in our lives. State your thesis statement, which should present the main argument or viewpoint you will be discussing in the essay.

Body Paragraphs: Plan the points you are going to make in each paragraph, ensuring they support your thesis statement. Consider including a statement of fact (marked with 'F') and a statement of opinion (marked with 'O') in your essay as required.

For example, if you choose the issue of whether money causes more problems than it solves, you could structure your body paragraphs as follows:

Paragraph 1: Introduction to the issue and its relevance (no specific fact or opinion required).

Paragraph 2: Discuss examples and evidence supporting the argument that money can indeed cause problems (include an 'F' for a statement of fact).

Paragraph 3: Present counterarguments or opposing viewpoints that suggest money can also solve problems (include an 'O' for a statement of opinion).

Paragraph 4: Provide your own perspective on the issue, supporting your argument with additional evidence or examples (include an 'O' for a statement of opinion).

Paragraph 5: Sum up the main points discussed in the essay and reiterate your thesis statement in a concise manner.

Conclusion: End your essay with a concluding sentence that neatly summarizes the main point(s) of your essay. It can also include a thought-provoking statement or a call to action related to the topic of money.

Remember to use clear and concise language, provide evidence to support your arguments, and ensure your essay flows logically from one paragraph to the next. Proofread and revise your essay for clarity, coherence, and correct spelling and grammar before submitting it.

Lesson Plan 2 – Discussion

Objective: Students will be able to learn how to edit an essay and think critically.

Student's book task: Faisal's essay is obviously a very good one, apart from the spelling! What have you learned about what makes a good essay?

Think about features such as paragraphing, vocabulary, sentence structure, argument.

Explanation: In a good essay, several features contribute to its overall quality. These features include effective paragraphing, appropriate vocabulary usage, varied sentence structures, and a strong argument. Let's delve into each of these elements:

- 1) **Paragraphing:** A good essay demonstrates clear paragraph organization. Each paragraph should focus on a specific idea or argument and be structured with a topic sentence that introduces the main point. Supporting sentences should provide evidence, examples, or explanations, while transitional words and phrases ensure smooth transitions between paragraphs.
- 2) **Vocabulary:** A good essay showcases a wide range of appropriate vocabulary. The writer should choose words that accurately convey their intended meaning and effectively communicate their ideas. Using precise and descriptive language helps create a vivid and engaging essay.
- 3) **Sentence Structure:** A good essay employs a variety of sentence structures to maintain reader interest. It includes simple, compound, and complex sentences to convey different ideas and maintain a natural flow. Sentence length and rhythm should be considered to create a balanced and engaging essay.
- 4) **Argument:** A good essay presents a clear and well-developed argument. The writer should have a strong thesis statement that clearly states their main point or viewpoint. The essay should then provide compelling evidence, logical reasoning, and relevant examples to support the argument. Counterarguments can also be addressed to demonstrate a comprehensive understanding of the topic.
- 5) **Coherence and Cohesion:** A good essay maintains coherence and cohesion throughout. Ideas should be logically organized, with each paragraph building upon the previous one. Transitions and linking words/phrases are used effectively to guide the reader through the essay and establish connections between different parts of the text.

Overall, a good essay showcases a clear structure, demonstrates a strong command of vocabulary and sentence structures, presents a well-developed argument, and maintains coherence and cohesion. By incorporating these features, an essay becomes more compelling, persuasive, and enjoyable to read.

Lesson Plan 3 – Discussion (Task 2)

Objective: Students will be able to learn how to edit an essay and think critically.

Student's book task: Read the letter below. It is to his mother from a very wealthy celebrity who was once just an ordinary child.

- Have you ever dreamed about being rich and famous? What do you think is the attraction of such a life? Why do you think so many people dream of having such a life?
- What does Robbie's letter tell you about what it is like to be suddenly rich and famous?
- What does his letter tell you about the reality of such a life? Can you think of any other unfortunate results of extreme wealth?
- What do you think the future holds for Robbie and people like him? How would you advise Robbie if you were his mother?
- Imagine you are a celebrity and write a similar letter to your mother.

Explanation:

Robbie's letter provides insight into the reality of being suddenly rich and famous. It reveals the emptiness and loneliness that can come with extreme wealth and celebrity

status. It suggests that having all the money he once dreamed of did not bring Robbie the happiness and fulfillment he expected.

The letter also highlights the lack of genuine connections and the loss of privacy that accompanies fame. Robbie mentions that fans adore him but questions the meaning of such adoration when it does not translate into true love and understanding from others.

The letter implies that extreme wealth can lead to a sense of isolation, dissatisfaction, and a longing for a simpler, ordinary life. Robbie's desire to escape his current situation and return to a more "ordinary" existence indicates the drawbacks of living in the spotlight and the superficiality that can surround extreme wealth.

Other unfortunate consequences of extreme wealth might include difficulties in forming genuine relationships, constant media scrutiny, and the potential for exploitation or manipulation by others.

Regarding the future, it is uncertain what lies ahead for Robbie and people in similar situations. However, it can be suggested that finding a balance between wealth, fame, and personal fulfillment is crucial. Advice for Robbie could involve seeking support from trusted friends and family, exploring hobbies or interests that provide genuine joy, and prioritizing meaningful connections over material possessions.

Now, imagine you are a celebrity and write a similar letter to your mother.

Lesson Plan 4: Teaching Grammar – Adverbs of frequency

Objectives:

Students will be able to:

- Understand the concept of adverbs of frequency and their role in indicating the frequency or regularity of actions or events.
- Identify adverbs of frequency in sentences and recognize their position within a sentence.
- Differentiate between different adverbs of frequency, such as "always," "usually," "often," "sometimes," "rarely," and "never."
- Understand the relationship between adverbs of frequency and verb tenses, recognizing how they modify the frequency of actions in different time frames.
- Apply adverbs of frequency in writing to provide clear and accurate descriptions of frequency in narrative, descriptive, and persuasive texts.
- Construct sentences using adverbs of frequency correctly in terms of placement and subject-verb agreement.

Introduction (10 minutes)

Begin the lesson by explaining to the students the definition of adverbs of frequency, and their examples.

Definition: Adverbs of frequency are words that indicate how often an action or event occurs. They provide information about the frequency or regularity of an action. Adverbs of frequency can be used to describe routines, habits, or general truths.

Examples:

I always brush my teeth before going to bed.

In this example, “always” is an adverb of frequency that shows that the action of brushing teeth occurs regularly and without exception.

They rarely eat fast food.

“Rarely” is an adverb of frequency that indicates the infrequency of the action of eating fast food.

Discuss what is *adverbs of frequency* used for as explained in the student’s book.

Body (20 minutes):

Learn Grammar: Adverbs of Frequency

- Adverbs of frequency express how often an action occurs.
- They modify the verb by providing information about the frequency of the action.
- Adverbs of frequency help establish a timeframe in which an action or event occurs.
- Have students look at the texts and name the adverbs of frequency used.
- Ask them to brainstorm other adverbs of frequency and write them on the board.
- Ask several students to use adverbs of frequency in a sentence to show that they have understood the concept.

CREATIVITY

- Begin by reviewing the concept of adverbs of frequency with the students, explaining that these adverbs indicate how often an action or event occurs.
- Divide the class into small groups and distribute index cards or small pieces of paper to each group.
- Instruct each group to write down different daily activities or routines on separate index cards. For example, waking up, eating breakfast, going to school, doing homework, playing sports, etc.
- Once the index cards/pieces of paper are completed, have each group shuffle them and place them face down on a table or in a container.
- Explain that the goal of the activity is to pick an activity card and create a sentence using an adverb of frequency to describe how often the action occurs.
- Instruct the first group to select an activity card from the table or container and set a timer or watch the clock for a specific time frame (e.g., one minute).
- Within the given time frame, each group member takes turns creating a sentence using the selected activity card and an adverb of frequency. For example, “I often meditate in the morning.”
- After the time frame, the next group takes their turn, and the process continues until each group member has had a chance to participate.
- Encourage students to use a variety of adverbs of frequency (e.g., always, usually, sometimes, rarely) in their sentences.

- Facilitate a class discussion after each group has completed their turn, allowing students to share their sentences and discuss the frequency of various activities.
- Clarify any questions or uncertainties regarding the usage of adverbs of frequency and their placement in sentences.

Conclusion (10 minutes):

- Conclude the activity by summarizing the key concepts of adverbs of frequency and discussing how they help convey information about habitual actions and routines.
- (Homework) Assign the students to practice writing sentences with more adverbs of frequency.
- (In class) Have students share their sentences with each other.

Optional: Assign a writing task where students write short paragraphs describing their own daily routines and incorporating adverbs of frequency to describe the frequency of each activity.

Assessment – the student’s interest can be assessed by how many new adverbs of frequency they have found.

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

Lesson Plan 5 – Writing Task – Adverbs of Frequency

Objectives:

Students will be able to:

- accurately use adverbs of frequency to describe and discuss routines, habits, and recurring events in their written compositions.
- vary the use of adverbs of frequency to add precision and detail to their written descriptions and narratives.
- revise and edit their written compositions to ensure accurate and consistent use of adverbs of frequency.

Student’s book task: Fill in the gaps in the following with appropriate adverbs of frequency. In some of the gaps, more than one adverb is appropriate. Write down as many as you can for each gap.

Explanation: In this exercise, you are asked to fill in the gaps in the sentences with appropriate adverbs of frequency. Adverbs of frequency are words that indicate how often an action or event occurs. They provide information about the regularity or frequency of an action.

To successfully complete this exercise, you will need to consider the meaning of each sentence and choose the adverb of frequency that best fits the context. Sometimes, there may be more than one correct answer, as different adverbs of frequency can be used to convey similar meanings.

When selecting the appropriate adverbs of frequency, think about the frequency of the action or event described in the sentence. Consider if it happens regularly, occasionally, rarely, or never. Common adverbs of frequency include “always,” “usually,” “often,” “sometimes,” “rarely,” and “never.”

It is important to note that the choice of adverb should align with the meaning and intention of the sentence. Additionally, consider the subject-verb agreement when using the adverb of frequency.

Remember to write down as many appropriate adverbs of frequency as you can for each gap, as there may be multiple correct answers. This exercise will help reinforce your understanding of adverbs of frequency and their usage in expressing the regularity or frequency of actions or events.

Lesson Plan 6: Teaching Grammar – Infinitives

Objectives:

Students will be able to:

- Understand the concept of infinitives as verb forms that function as nouns, adjectives, or adverbs in a sentence.
- Recognize infinitives in sentences and differentiate them from other verb forms, such as gerunds and finite verbs.
- Identify the role of infinitives as subjects, objects, or complements in sentence structure.
- Determine the function of infinitives in expressing purpose, intention, obligation, ability, or necessity.
- Analyze the form and structure of infinitives, including their base form preceded by the word “to.”
- Understand the difference between infinitives and other verb forms, especially gerunds and finite verbs, in terms of their usage and sentence functions.
- Use infinitives effectively in writing to add variety and clarity to sentence construction.
- Complete sentences using infinitives correctly in terms of subject-verb agreement and verb tense consistency.
- Evaluate the impact of using infinitives in writing, considering style, tone, and overall message conveyance.

Introduction (10 minutes)

Begin the lesson by explaining to the students the definition of infinitives, and their examples.

Definition: Infinitives are verb forms that are typically preceded by the word “to” and function as nouns, adjectives, or adverbs in a sentence. They express the idea of an action or state without indicating any specific tense or subject.

Examples:

Noun function:

To read is one of the best ways to improve your vocabulary.
(Infinitive “to read” acts as the subject of the sentence, functioning as a noun.)

Adverbial function:

She practiced hard to win the competition. (Infinitive “to win” modifies the verb “practiced,” providing the purpose or goal of the action.)

The book was too heavy to carry. (Infinitive “to carry” modifies the adjective “heavy,” explaining the reason or result of the adjective.)

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

Body (20 minutes):

Learn Grammar: Infinitives

- Infinitives can act as the subject of a sentence, taking on the role of a noun. For example, "To swim in the ocean is my favorite activity."
- Infinitives can modify verbs, adjectives, or adverbs, providing additional information about the action or state. For example, "She went to the store to buy some groceries" (modifying the verb "went") and "He was excited to see his friends" (modifying the adjective "excited").
- Have students look at the texts and name the infinitives used.
- Ask them to brainstorm other infinitives and write them on the board.
- Ask several students to use infinitives in a sentence to show that they have understood the concept.

CREATIVITY

- Begin by reviewing the concept of infinitives with the students, explaining that infinitives are verb forms that function as nouns, adjectives, or adverbs in a sentence.
- Divide the class into small groups and provide each group with index cards or small pieces of paper.
- Instruct each group to create a set of five index cards with different sentences that contain infinitives. Each sentence should highlight a different function of infinitives (e.g., noun function, adverbial function).
- Once the index cards are prepared, have each group hide their cards in different locations around the classroom or school premises.
- Explain that the objective of the activity is to find the hidden cards and identify the function of the infinitive in each sentence.
- Allow the groups to search for the hidden cards, encouraging teamwork and collaboration.
- Once a group finds a card, they should read the sentence aloud and determine the function of the infinitive.
- The group can discuss and justify their answers, and if they are correct, they can keep the card as a point.
- The activity continues until all the cards have been found and the functions of the infinitives have been identified.
- After the hunt, reconvene as a whole class and discuss the different sentences and their corresponding functions of the infinitives.
- Clarify any questions or uncertainties regarding the usage and functions of infinitives.

Conclusion (10 minutes):

- Conclude the activity by summarizing the key concepts of infinitives and their various functions.
- (Homework) Assign the students to practice writing sentences with infinitives.
- (In class) Have students share their sentences with each other.

Optional: Assign a writing task where students incorporate infinitives into their own sentences or paragraphs, showcasing their understanding of infinitives and their functions.

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

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

Lesson Plan 7: Writing Task – Infinitives

Objectives:

Students will be able to:

- correctly identify and use infinitives in their writing to express purpose, intention, or future actions.
- vary the placement and structure of infinitives in their writing to add variety and depth to their sentences.
- revise and edit their written compositions to ensure accurate and appropriate use of infinitives.

Students’ book task: Fill in the gaps in the following sentences with appropriate infinitives.

Explanation: In this exercise, you are presented with sentences that have gaps, and your task is to fill in those gaps with appropriate infinitives. Remember, infinitives are verb forms that are typically preceded by the word “to” and can function as nouns, adjectives, or adverbs in a sentence.

To successfully complete this exercise, you need to consider the meaning and context of each sentence. Think about what action or state is being described and how an infinitive can appropriately fit in that context. Pay attention to the function that the infinitive should serve within the sentence.

When selecting the appropriate infinitive, consider the purpose, intention, obligation, ability, or necessity that the sentence requires. Remember that infinitives can act as subjects, objects, or complements in sentence structure.

For each gap in the sentences, choose an infinitive that makes the most sense and maintains the overall meaning and grammar of the sentence. Think about how the infinitive will contribute to the sentence’s clarity and effectiveness.

By completing this exercise, you will strengthen your understanding of infinitives and how they can be used to express various meanings and functions within a sentence.

Unit 9 – All Change!

Lesson Plan 1: Teaching Grammar – More Conjunctive Adverbs

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

Objectives:

Students will be able to:

- Understand the purpose and function of conjunctive adverbs in connecting ideas and indicating relationships between clauses.
- Use conjunctive adverbs appropriately to join independent clauses or sentences.
- Analyze the effect of conjunctive adverbs on the overall meaning and coherence of a text.
- Demonstrate an expanded vocabulary and a nuanced understanding of the different types and uses of conjunctive adverbs.

Introduction (10 minutes)

Begin the lesson by revising the definition of conjunctive adverbs with the students, also add examples.

Revision:

Definition: A conjunctive adverb is a part of speech that is used to connect one clause to another. These verbs are also used to show sequence, contrast, cause and effect, and other relationships.

Examples:

However: She studied diligently for the test; however, she still struggled to understand the material.

In this example, “however” is a conjunctive adverb that shows a contrast between the student’s effort in studying and her difficulty in comprehending the material.

Furthermore: The book not only provided an engaging plot, but it also had richly developed characters. Furthermore, it explored thought-provoking themes.

In this example, “furthermore” is a conjunctive adverb that adds information and emphasizes the continuation of the positive aspects of the book, building upon what was previously mentioned.

Discuss what is *conjunctive adverb* used for as explained in the student’s book.

Body (20 minutes):

Learn Grammar: Conjunctive adverb

- Conjunctive adverbs are used to indicate a contrast or contradiction between ideas or clauses. For example: Although he studied hard, he couldn’t pass the exam.
- Providing Additional Information: Conjunctive adverbs can be used to add information or provide further explanation within a sentence. For example: Moreover, she has a keen interest in music and plays multiple instruments.
- Have students look at the texts and name the conjunctive adverb used.
- Ask them to brainstorm other conjunctive adverbs and write them on the board.

- Ask several students to use conjunctive adverb in a sentence to show that they have understood the concept.

CREATIVITY

- Divide the students into pairs or small groups.
- Provide each group with a set of sentences that need to be connected using conjunctive adverbs. The sentences should contain two independent clauses that can be linked together.
- Instruct the students to identify the appropriate conjunctive adverb that best fits the relationship between the two clauses and to rewrite the sentences accordingly.
- Encourage the students to discuss and justify their choices of conjunctive adverbs based on the intended meaning and the relationship between the clauses.
- After the groups have completed the activity, invite them to share their rewritten sentences and the conjunctive adverbs they used. Discuss the different choices made and the impact on the overall meaning and coherence of the sentences.
- As a follow-up, have each group create their own set of sentences with missing conjunctive adverbs for other groups to solve.

Example sentences:

- 1) She loves playing the piano. _____, she also enjoys singing in the choir.
- 2) He studied diligently for the test. _____, he didn't perform well in the exam.
- 3) They planned to go hiking. _____, the weather forecast predicted heavy rain.
- 4) We had a great time at the beach. _____, we couldn't stay longer due to other commitments.

Answers:

- 1) She loves playing the piano. Additionally, she also enjoys singing in the choir.
- 2) He studied diligently for the test. However, he didn't perform well in the exam.
- 3) They planned to go hiking. Unfortunately, the weather forecast predicted heavy rain.
- 4) We had a great time at the beach. However, we couldn't stay longer due to other commitments.

By engaging in this activity, students will practice identifying and using appropriate conjunctive adverbs to connect ideas and clauses effectively. This will reinforce their understanding of conjunctive adverbs and help them develop their skills in using them appropriately in their writing.

Practice task explanation: In this exercise, you will analyze pairs of sentences that include conjunctive adverbs. Your task is to study the conjunctive adverbs used in each pair and then select a suitable phrase from the given box to replace the conjunctive adverb in each sentence. Follow these steps:

- 1) Read through the pairs of sentences numbered 1 to 8. Pay attention to the conjunctive adverbs used in each sentence.
- 2) Examine the phrases listed in the box labeled a to h. Each phrase corresponds to one of the conjunctive adverbs used in the sentences.

- 3) Determine which phrase from the box could replace each conjunctive adverb in the sentences while maintaining the meaning and coherence of the sentence pair.
- 4) Make your selections by matching the appropriate phrase letter (a to h) with the corresponding sentence number (1 to 8).
- 5) Verify your answers to ensure that the replaced phrases accurately convey the intended meaning and properly connect the sentences.
- 6) If possible, discuss your choices with a partner or compare your answers with a classmate to further reinforce your understanding.

This exercise will help you develop a better understanding of the relationship between conjunctive adverbs and the phrases they represent. By replacing the conjunctive adverbs with suitable phrases, you will strengthen your comprehension of how these adverbs function to connect ideas and clauses in sentences.

Conclusion (10 minutes):

- Conclude the lesson by summarizing the key concepts of conjunctive adverbs and discussing how they help convey information about habitual actions and routines.
- (Homework) Assign the students to practice writing sentences with conjunctive adverbs.
- (In class) Have students share their sentences with each other.

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

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

Lesson Plan 2: Writing Task – Using Conjunctive Adverbs

Objective: Students will be able to effectively use conjunctive adverbs to connect and clarify ideas in their writing.

Student’s book task: In this task, you are presented with pairs of sentences labeled 1-8. Each pair of sentences contains a conjunctive adverb from the given box, and you are required to study the conjunctive adverbs used in these pairs.

Next, you need to select one phrase from the options provided (a-h) that could be used in place of each conjunctive adverb in sentences 1-8. The goal is to find a suitable alternative that maintains the coherence and logical connection between the two sentences in each pair.

To complete this task effectively, follow these steps:

- 1) Read the pairs of sentences carefully, paying close attention to the conjunctive adverbs used.
- 2) Examine the given phrases in the box (a-h) and consider their meanings and functions.
- 3) Analyze the context and relationship between the two sentences in each pair.
- 4) Determine the appropriate phrase from the options that would serve as a suitable replacement for the conjunctive adverb in maintaining the intended meaning and coherence.

For example, if the original pair of sentences is: “He loves playing soccer. Additionally, he enjoys basketball.” and the conjunctive adverb used is “additionally,” you would look for a phrase in the options that conveys a similar meaning of adding or introducing

additional information. In this case, you could choose the phrase “in addition” as a suitable replacement.

By selecting the appropriate phrase for each conjunctive adverb in sentences 1-8, you demonstrate your understanding of how these adverbs contribute to the flow and coherence of written text. This exercise helps strengthen your skills in recognizing and using conjunctive adverbs effectively, which is crucial for constructing well-connected and coherent sentences and paragraphs.

Lesson Plan 3: Arrival – Young Adult Fiction

Objective: Students will be able to read and analyse an essay.

Young adult fiction refers to a genre of literature specifically targeted towards teenagers and young adults, typically between the ages of 12 to 18. It encompasses a wide range of genres, including contemporary, fantasy, dystopian, romance, and more. Young adult fiction typically features protagonists who are also young adults and explores themes and issues relevant to this age group, such as identity, relationships, coming-of-age, and social challenges. This genre often tackles complex topics with relatable characters and engaging narratives, offering young readers a space to explore their own experiences, emotions, and perspectives. Young adult fiction has gained popularity for its ability to entertain, educate, and resonate with young readers.

Silent Reading

Students to read (can be done at home) the text ‘Money – Student’s essay’ – the teacher can brief that in the provided excerpt is from the coming-of-age novel “The Girl Savage” by Katherine Rundell. It introduces the character of Wilhelmina, who has led a carefree and adventurous life on a farm, devoid of formal education. Following the deaths of her mother and father, she is sent away to a school “for her own good.” The excerpt describes her arrival at the school, marking a significant change in her life.

This introduction sets the stage for Wilhelmina’s coming-of-age journey, suggesting that her experiences at the school will shape her character and personal growth. It also implies the potential conflicts she may encounter as she navigates the contrasting worlds of her past and present.

Through this excerpt, readers are likely to be engaged by the anticipation of how Wilhelmina will adapt to her new environment and the opportunities for personal development that lie ahead.

Reading Activity: Exploring transition from familiar, untamed surroundings to an unknown and structured environment

- 1) Ask the students to read the excerpt silently, underlining or taking notes on important details about the main character, Wilhelmina, and her experiences.
- 2) After reading, divide the students into small groups or pairs.
- 3) In their groups, instruct the students to discuss the following questions:

Describe the character of Wilhelmina based on the information provided in the excerpt. What are some of her defining characteristics and experiences?	How does Wilhelmina's life on the farm differ from her new life at school? What challenges or changes might she encounter at the school?	Reflect on the phrase "sent away for her own good." Why do you think Wilhelmina was sent away? How might this impact her character and development?	Discuss how Wilhelmina's experiences as a free-spirited and active child might shape her ability to adapt to the structured environment of the school. What strengths or skills might she bring with her?	Predict how Wilhelmina's character might evolve and grow throughout the novel based on her arrival at the school. What conflicts or obstacles might she face?

- 1) Allow sufficient time for group discussions, ensuring that each student has an opportunity to contribute their thoughts and perspectives.
- 2) Bring the class back together and ask each group to share their insights and conclusions.

- 3) Facilitate a class discussion based on shared insights, encouraging students to support their ideas with evidence from the text.
- 4) Summarize the key points discussed and ask the students to reflect on how significant life changes can impact character development and personal growth.

Optional: As an extension activity, ask students to write a short creative piece exploring Wilhelmina's thoughts and emotions during her arrival at the school. They can imagine themselves in her shoes and describe the challenges she might face or the hopes and fears she might experience.

Note: The focus of this activity is to encourage students to analyze character development and reflect on the impact of significant life changes. Emphasize the importance of using evidence from the text to support their ideas and encourage respectful discussions among group members.

Reading for understanding and comparison:

Explanation – Reading Strategy: Reading for Understanding and Comparison Questions

Reading for understanding and comparison is a valuable skill that helps students comprehend a text's content, make connections between different parts of the text, and analyze similarities and differences. It encourages critical thinking and the ability to draw conclusions based on evidence from the text. Here's an explanation of how this skill can be applied:

- 1) When Will arrived at the airport, what did she miss as she ran stumbling along, tripping over her shoelaces? (Paragraph 1) To answer this question, students need to carefully read paragraph 1 and identify the specific detail or action that Will missed while she was running. They should pay attention to any descriptions, events, or objects mentioned that Will might have overlooked due to her distracted or clumsy state.
- 2) Describe the welcome she received from the driver who had been sent to collect her. (Paragraph 1) This question requires students to provide a description of the welcome that Will received from the driver mentioned in paragraph 1. They should refer to the text to identify any words, gestures, or actions that indicate how the driver welcomed Will upon her arrival. By analyzing the details provided, students can paint a clear picture of the driver's behavior and the nature of the welcome.
- 3) How does Will's drive to her new school compare with the driving she had experienced in Zimbabwe? (Paragraph 2) For this question, students should examine paragraph 2 and compare the driving experience described during Will's journey to her new school with her past experiences in Zimbabwe. They should identify similarities and differences in terms of road conditions, driving styles, or any other details that highlight the contrasting nature of the two driving experiences.
- 4) How does the Zimbabwean and the English attitude to mud differ? (Paragraph 3) In paragraph 3, students will find information about the attitudes toward mud in Zimbabwe and England. They should carefully analyze the text to identify any descriptions or statements that illustrate the different perspectives or behaviors of the people from these two regions regarding mud. By comparing the information provided, students can highlight contrasting attitudes.
- 5) What struck Will most forcibly about the appearance of her new school? (Paragraph 3) To answer this question, students should focus on paragraph 3 and identify the specific detail or aspect of the school's appearance that made a strong impression on Will. They should pay attention to any descriptions or vivid imagery that help portray Will's reaction to the school's appearance.

- 6) Why did Will ‘wiggle’ her ankles? (Paragraph 4) In paragraph 4, students will find the information that explains why Will wiggled her ankles. By carefully examining the context and actions described in the paragraph, students should be able to identify the reason behind this specific action. They should consider the situation, Will’s emotions or intentions, and any relevant details that shed light on her ankle wiggling.

For each question, students need to carefully read the corresponding paragraph and extract relevant information to provide accurate answers. Encourage students to refer back to the text and support their answers with specific details and evidence.

Reading for detail and inference:

Explanation – Reading Strategy: Reading for Detail and Inference Questions

Reading for detail and inference is a critical reading skill that requires students to carefully analyze the text, identify specific details, and draw logical conclusions based on those details. It involves closely examining the information provided and making inferences or predictions beyond what is explicitly stated. Here’s an explanation of how to approach this type of reading:

- 1) Read the question carefully: Make sure you understand what the question is asking. Pay attention to keywords or phrases that indicate the specific detail or inference required.
- 2) Locate relevant information: Refer back to the indicated paragraph(s) in the text. Read the paragraphs carefully, paying attention to specific details, descriptions, dialogue, or actions that relate to the question.
- 3) Gather specific details: Identify the specific details or evidence that directly addresses the question. Look for facts, descriptions, quotes, or actions that provide the necessary information.
- 4) Infer meaning: Based on the gathered details, make logical inferences or predictions that go beyond what is explicitly stated. Consider the context, the author’s tone, character actions or motivations, and any other clues in the text to draw conclusions.
- 5) Support your answer: Provide evidence from the text to support your response. Use direct quotes, paraphrases, or specific details to justify your inference or answer. This demonstrates a close reading of the text and strengthens your response.
- 6) Consider multiple perspectives: Think critically and consider alternative interpretations or possible outcomes. Compare and contrast different details or viewpoints to develop a well-rounded understanding of the text.
- 7) Provide explanations: Explain your reasoning and thought process in your answer. Clearly articulate how you arrived at your inference or conclusion based on the details from the text.
- 8) Review your response: Before submitting your answer, reread the question and your response to ensure they align. Check for clarity, coherence, and accuracy.

By practicing reading for detail and inference, students develop their ability to comprehend texts on a deeper level, make connections, and draw logical conclusions. It enhances their critical thinking skills and enables them to engage more effectively with various types of texts. Encourage students to support their answers with specific evidence from the text and to think critically and independently about the information provided.

Lesson Plan 4: Discussion

Objective: Students will be able to learn how to edit an essay and think critically.

Student's book task: What kind of experience at school do you think awaits Will?

You may like to consider:

- how different Will's life in Zimbabwe had been in comparison with that of the girls at school;
- how different Will must seem to the other girls with her cartwheeling and wildcat movements;
- whether you think the girls will welcome her or exclude her;
- How will Will need to help her adjust to her new environment;
- whether homesickness will affect Will;
- how will Will deal with the grief she feels after her father's death.

Explanation: The provided discussion questions encourage students to reflect on the potential experiences and challenges that Will, the character, may encounter at her new school. Here's an explanation of how students can approach each question:

- 1) How different Will's life in Zimbabwe had been in comparison with that of the girls at school: Students should consider the stark contrasts between Will's upbringing in Zimbabwe and the lives of the girls at her new school. They can discuss the impact of cultural, social, and economic differences on Will's experience, such as different educational backgrounds, family dynamics, and community values. This will help them understand the potential challenges and adjustments she may face.
- 2) How different Will must seem to the other girls with her cartwheeling and wildcat movements: Students should reflect on the description of Will's energetic and unconventional behaviors. They can discuss how these behaviors might set her apart from the other girls and potentially affect her social interactions. Students can consider both positive and negative aspects, such as admiration, curiosity, or even potential exclusion due to perceived differences.
- 3) Whether they think the girls will welcome her or exclude her: Students should speculate on how they believe the girls at school will respond to Will's arrival. They can consider factors such as cultural norms, personal biases, and the girls' own backgrounds and personalities. Encourage students to provide reasoned arguments and evidence to support their predictions.
- 4) How Will will need to help her adjust to her new environment: Students should brainstorm ways in which Will can navigate and adapt to her new environment. They can consider strategies like seeking support from teachers or peers, participating in school activities, developing new friendships, or finding common ground with her classmates. This encourages students to think about the proactive steps Will can take to ease her adjustment process.
- 5) Whether homesickness will affect Will: Students should discuss the potential impact of homesickness on Will's emotional well-being and ability to adapt. They can consider her connection to her home country, the absence of familiar surroundings and loved ones, and the challenges of acclimating to a new culture. Encourage students to explore coping mechanisms or support systems that might help Will navigate her feelings of homesickness.

- 6) How Will will deal with the grief she feels after her father's death: Students should reflect on the emotional impact of Will's father's death and discuss potential ways she might cope with her grief. They can consider the importance of support from friends, family, or school counselors, as well as self-care strategies and resilience-building activities. Encourage students to consider the potential long-term effects of grief and how it might shape Will's experiences at school.

Encourage students to think critically, draw connections between the text and their own experiences, and provide well-reasoned responses supported by evidence from the text. This fosters deeper comprehension, empathy, and the development of analytical thinking skills.

Lesson Plan 6 – Writing Task

Objective: Students will be able to learn how to write and edit an essay, and think critically.

Student's book task: Write the diary entry for someone's first day at a new school.

- Write in the first person (I).
- You can make it fictional or base it on an experience which you have had.
- Make the new school very different from what your chosen person has experienced before.

Explanation: Start by explaining the purpose of writing a diary, which is to provide a personal outlet for self-expression and reflection. Through diary writing, students can document their thoughts, experiences, and emotions in a private space. It allows them to explore their own identity, understand their feelings, and gain self-awareness. Writing a diary also enhances language skills, as students practice writing fluency, vocabulary, and grammar. Moreover, it encourages critical thinking as students analyze their experiences, evaluate their choices, and gain insights into themselves. Overall, diary writing in grade 8 serves as a valuable tool for personal growth, self-expression, and the development of language and critical thinking abilities.

The above-mentioned question (Students' book task) asks students to write a diary entry depicting someone's first day at a new school. Here's an explanation of how students can approach this task:

- 1) Choose a perspective: Students should decide whose perspective they want to write the diary entry from. They can either create a fictional character or draw from their own personal experience. This choice will shape the tone, voice, and emotions conveyed in the diary entry.
- 2) Establish the first-person perspective: Since the diary entry should be written in the first person, students should use "I" to express the thoughts, feelings, and experiences of the character or themselves. This will create a sense of personal connection and provide insight into the narrator's perspective.
- 3) Set the scene: Students should establish a clear and vivid description of the new school to highlight its differences from the person's previous experiences. They can describe the surroundings, the building's architecture, the atmosphere, the students, the teachers, or any unique aspects that make the school distinct.
- 4) Convey emotions and reactions: Students should reflect on how the character or they themselves felt on the first day at the new school. They can explore emotions such as excitement, nervousness, anticipation, or anxiety. Describing the character's initial reactions to the differences encountered in the new school will help create a sense of immersion and authenticity.

- 5) Reflect on the challenges and adjustments: Students should include reflections on the challenges faced by the character or themselves in adjusting to the new school environment. They can discuss feelings of being an outsider, navigating new social dynamics, understanding different academic expectations, or dealing with unfamiliar routines. This will add depth to the diary entry and provide a realistic portrayal of the characters or their own experiences.
- 6) Show growth or change: Students can demonstrate how the character or themselves adapt and grow throughout the first day at the new school. They can include moments of overcoming obstacles, making new connections, or finding a sense of belonging. This will add a sense of progression and development to the diary entry.

Encourage students to be creative, use descriptive language, and reflect on their own emotions or the emotions of a fictional character. The diary entry should capture the essence of the first day at a new school and provide insight into the challenges and growth experienced by the character or themselves.

Lesson Plan 7: Teaching Grammar – Questions, Commands, Statements and Exclamatory Sentences

Objectives:

Students will be able to:

- Distinguish between questions, commands, statements, and exclamatory sentences by recognizing their unique structures and functions.
- Understand and apply the correct punctuation marks for different sentence types, such as question marks for questions, periods for statements, exclamation marks for exclamatory sentences, and periods or exclamation marks for commands.
- Analyze the structure and word order of each sentence type, identifying subject-verb agreement in statements, inverted word order in questions, and imperative verbs in commands.
- Convert statements into questions by using appropriate question words, sentence structures, and intonation patterns.
- Develop the ability to construct clear and concise commands, understanding the importance of imperative verbs and the use of direct and indirect commands.
- Express emotions, surprise, or strong feelings using appropriate vocabulary and sentence structures to create effective exclamatory sentences.
- Comprehend the different functions of questions, commands, statements, and exclamatory sentences in communication, such as seeking information, giving instructions, making statements of fact, and expressing strong emotions.

Introduction (10 minutes)

Begin the lesson by explaining to the students the definition of infinitives, and their examples.

Definitions:

Questions: Sentences that are used to ask for information, seek clarification, or prompt a response from someone. They typically end with a question mark (?).

Examples:

What is your favorite color?

Did you finish your homework?

Commands (also known as imperatives): Sentences that give direct orders, instructions, or requests to someone. They are used to tell someone what to do and often do not include a subject.

Commands can end with a period (.) or an exclamation mark (!).

Examples:

Please close the door quietly.

Stop talking and listen to me!

Statements: Sentences that express facts, opinions, or ideas. They convey information or make statements of truth. Statements typically end with a period (.), and they can be affirmative or negative.

Examples:

I love reading books.

The sun sets in the west.

Exclamatory Sentences: Sentences that are used to express strong emotions, surprise, excitement, or emphasis. They convey a sense of exclamation or intense feeling. Exclamatory sentences often end with an exclamation mark (!).

Examples:

What a beautiful sunset!

I can't believe we won the game!

Discuss what are *Questions, Commands, Statements and Exclamatory Sentences* used for as explained in the student's book.

Body (20 minutes):

Learn Grammar: Questions, Commands, Statements and Exclamatory Sentences

- Questions are used to ask for information or clarification. They help gather facts, opinions, or details from others.
Commands are used to give direct orders or instructions to someone, telling them what to do or how to do something.
- Statements express information, facts, or opinions. They communicate ideas, share knowledge, or convey thoughts.
- Exclamatory sentences convey intense emotions, excitement, surprise, or emphasis. They help express feelings more vividly.
- Have students look at the texts and name the questions, commands, statements, and exclamatory sentences used.
- Ask them to brainstorm other questions, commands, statements, and exclamatory sentences and write them on the board.
- Ask several students to use questions, commands, statements, and exclamatory sentences to show that they have understood the concept.

CREATIVITY

- Prepare a set of sentence cards, each containing a different sentence. Make sure to include a mix of questions, commands, statements, and exclamatory sentences.
- Divide the class into small groups or pairs.
- Shuffle the sentence cards and distribute them to the groups.
- In their groups, students should take turns reading out the sentences from their cards.
- After reading a sentence, each student must identify the sentence type (question, command, statement, or exclamatory sentence).
- Once the sentence type is identified, the student should explain the function or purpose of that sentence type.
- The group members can discuss and provide feedback on the accuracy of the identification and explanation.
- Rotate the cards within the group, allowing each student to take a turn.
- Encourage students to ask for clarification or discuss any sentences they find challenging.
- Finally, have a whole-class discussion, allowing students to share interesting or challenging sentences they encountered during the activity and explain the function of each sentence type.

Extension:

- For an additional challenge, students can rewrite the sentences they received into a different sentence type. For example, a question can be rewritten as a statement, or a statement can be transformed into a command.
- Students can create their own sentence cards, making sure to include a variety of sentence types. They can then exchange their cards with other groups for a more diverse activity.

Conclusion (10 minutes):

- Conclude the activity by summarizing the key concepts of questions, commands, statements, and exclamatory sentences and their various functions.
- (Homework) Assign the students to practice writing questions, commands, statements, and exclamatory sentences.
- (In class) Have students share their sentences with each other.

Assessment – the student’s interest can be assessed by how many new questions, commands, statements, and exclamatory sentences they have found.

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

Lesson Plan 8: Writing Task – Questions, commands, and statements

Objective:

Students will be able to:

- differentiate between questions, commands, and statements in written and spoken language.
- construct grammatically correct questions, commands, and statements in their written and spoken communication.
- effectively use questions, commands, and statements to enhance their oral communication skills.

Students' book tasks:

1: Make three headings and underline them: 1) Questions 2) Commands 3) Statements 4) Exclamatory sentence
Write out the following sentences in the correct columns.

2: Rewrite b–k as asked. You will need to change the form of the verb. The first one has been done for you.

3: Write down one question, one command, and one statement from the text you have just read.

Explanation:

Task 1: To complete this task, you are asked to create three headings and underline them. The headings should be:

- 1) **Questions:** Under this heading, you will categorize sentences that are designed to ask for information or prompt a response. Questions typically seek answers and end with a question mark (?). Examples of questions could include “What time is it?” or “How did you do on the test?”
- 2) **Commands:** Under this heading, you will categorize sentences that give instructions, orders, or make requests. Commands are used to tell someone what to do and often don't include a subject. They can end with a period (.) or an exclamation mark (!). Examples of commands could include “Clean your room” or “Stop talking!”
- 3) **Statements:** Under this heading, you will categorize sentences that make statements of fact, express opinions, or convey information. Statements can be affirmative or negative and typically end with a period (.). Examples of statements could include “The cat is sleeping” or “I like pizza.”
- 4) **Exclamatory Sentences:** Under this heading, you will categorize sentences that express strong emotions, excitement, or surprise. Exclamatory sentences often end with an exclamation mark (!) and convey a sense of emphasis. Examples of exclamatory sentences could include “What a beautiful day!” or “I can't believe it!”

By writing out the given sentences in the correct columns, you are practicing your ability to identify and categorize sentences based on their functions. This exercise helps you develop a better understanding of the different sentence types and how they are used to communicate specific meanings or intentions. Organizing the sentences into the correct columns allows you to visually see the distinctions between questions, commands, statements, and exclamatory sentences.

Task 2: In this task, you are asked to rewrite the given sentences, specifically the parts labeled as b–k. The form of the verb in each sentence needs to be changed. The first sentence has already been done as an example.

To complete this task, follow these steps:

- Start with the original sentence given.
- Identify the part labeled as b–k, which typically refers to a specific verb or verb phrase in the sentence.
- Determine the correct form of the verb that needs to be used based on the context or tense required.
- Rewrite the sentence, replacing the original verb or verb phrase with the new verb form.

- Continue this process for the remaining sentences, making sure to change the verb form in each one.

For example, if the original sentence is: “I eat breakfast every morning.” and the part labeled as b-k is “eat,” you might need to change the verb form to fit a different tense or subject. In this case, you could rewrite it as “He eats breakfast every morning.”

Remember to pay attention to grammar rules, verb conjugation, and any other relevant factors when changing the verb forms. The goal is to accurately modify the sentences while maintaining their original meaning and grammatical structure.

By completing this task, you are practicing your ability to manipulate verb forms and understand how they contribute to sentence structure and meaning. This exercise helps reinforce your understanding of verb conjugation and usage, which is an important aspect of grammar.

Task 3: In this task, you are being asked to extract specific types of sentences from the text you have just read. The three types of sentences you need to identify are:

- 1) **Question:** For this part, you are required to find a sentence from the text that asks for information or seeks clarification. Questions usually end with a question mark (?).
- 2) **Command:** In this section, you should locate a sentence that gives a direct order, instruction, or request to someone. Commands often lack a subject and can end with a period (.) or an exclamation mark (!).
- 3) **Statement:** Here, you need to identify a sentence that conveys a fact, opinion, or idea. Statements express information and can be affirmative or negative. They typically end with a period (.) in most cases.

To complete the task successfully, read the text carefully and look for sentences that match the criteria for each type. For example:

Sample excerpt: “The sun was shining brightly, and the birds were chirping in the trees. The teacher asked the students to complete their assignments, and they eagerly started working.”

Question: “What did the teacher ask the students to do?”

Command: “Complete your assignments before the end of the day.”

Statement: “The sun was shining brightly, and the birds were chirping in the trees.”

By identifying and writing down one question, one command, and one statement from the provided text, you demonstrate your ability to differentiate between these sentence types and recognize their distinctive characteristics in written content. This exercise enhances your comprehension skills and reinforces the significance of varied sentence structures in written communication.

Unit 10 – Per Ardua Ad Astra

Objective: Understanding topic sentences

Lesson Plan 1 – Pakistan’s First Astronaut

Silent Reading

Students to read (can be done at home) the text ‘Per Ardua Ad Astra’– the teacher can brief that women have always been instrumental in space missions. Today, even Pakistani women have contributed to NASA and have been on space missions which is a huge feat for Pakistanis. 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.

Lesson Plan 2 – Writing

Explain to your students what topic sentences are.

Teacher’s Explanation

Introduction: In a text, a paragraph is built around a main idea. The first sentence is usually the topic sentence, which holds the main idea of the paragraph. The topic sentence is usually followed by details or elaboration. Rarely, the main idea is present in the last sentence. Therefore, students should always read the whole paragraph before marking the topic sentences.

Discussion: Students should be asked which sentences constitute as topic sentences.

Carry out the writing task activity of topic sentences by making groups of four and asking the students to read the text silently and decide amongst themselves what the topic sentence is. They can also highlight the other details to justify that they are supporting sentences instead of the main idea.

Lesson Plan 3: Teaching Grammar – Using the Superlative it

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

Objectives:

Students will be able to read and understand superlative it, 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 superlative it.

Introduction (10 minutes)

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

Definition: relating to adjectives or adverbs that express the highest degree of something, for example best, worst, slowest and most difficult.

Discuss what superlative it is used for as explained in the student's book.

Body (20 minutes):

Learn Grammar: Superlative it

- Elicit that superlative it is used to express the highest degree of an adjective.
- Explain that the superlative it usually has a definite article in front of it.
- Have students look at the texts and name the superlative it used.
- Ask them to brainstorm superlative it and write them on the board.
- Ask several students to use superlative it 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 superlative it.
- Tell students that superlative it implies 'very' in certain sentences and the indefinite article 'a' is used in that case.
- Have students look at the story and name the superlative it that was happening. Encourage them to say what superlative it tells us.
- Ask questions related to the text which involve the superlative it.

Write sentences in your notebook using superlative it. 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 superlatives.
- (In class) Have students share their sentences with each other.

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

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

Lesson Plan 4: Teaching Grammar – Multi-word Verbs

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

Objectives:

- Students will be able to read and understand multi-word 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 multi-word verbs.

Introduction (10 minutes)

Begin the lesson by explaining to the students, the definition of multi-word verbs, and its examples.

Definition: Multi-word verbs are verbs which consist of a verb and one or two particles or prepositions (e.g. up, over, in, down)

Discuss what are multi-word verbs used for as explained in the student's book.

Body (20 minutes):

Learn Grammar: Multi-word Verbs

- Elicit that multi-word verbs are words that are used figuratively or metaphorically.
- Explain that there are three types of multi-word verbs: phrasal verbs, prepositional verbs and phrasal-prepositional verbs. Sometimes, the name 'phrasal verb' is used to refer to all three types.
- Have students look at the texts and name the multi-word verbs used.
- Ask them to brainstorm other multi-word verbs and write them on the board.
- Ask several students to use multi-word 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 multi-word verbs.
- Tell students that multi-word verbs consist of two parts; a verb and a participle.
- Have students look at the story and name the multi-word verbs that tell us an action that was happening. Encourage them to say what the multi-word verbs tell us.
- Ask questions related to the text which involve the multi-word verbs.

Write sentences in your notebook using multi-word 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 multi-word verbs.
- (In class) Have students share their sentences with each other.

Assessment – student's interest can be assessed by how many new multi-word verbs they have found.

- 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 لچھ 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!

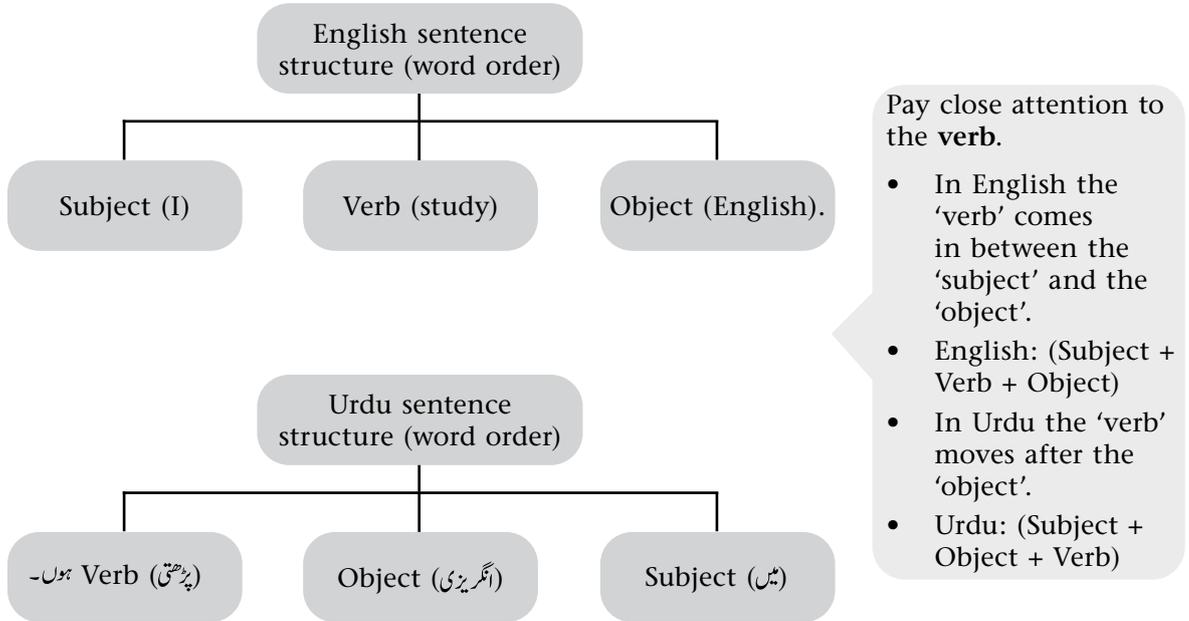
Point of advice!

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.

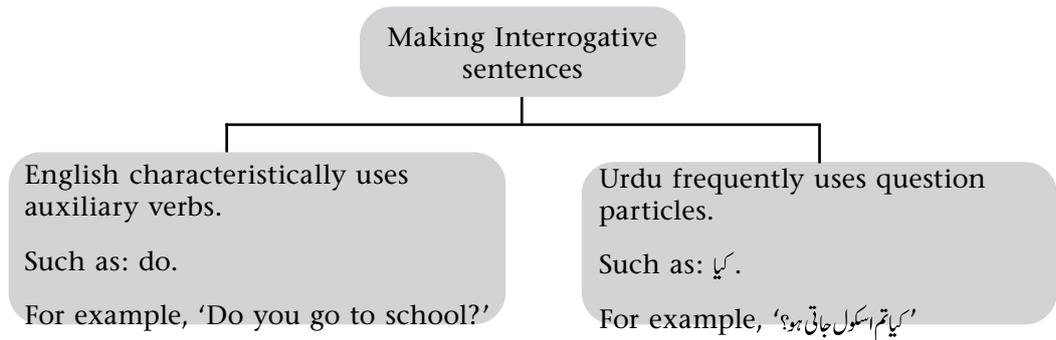


Whereas, in Urdu, pronouns are generally used for the sake of clarity.

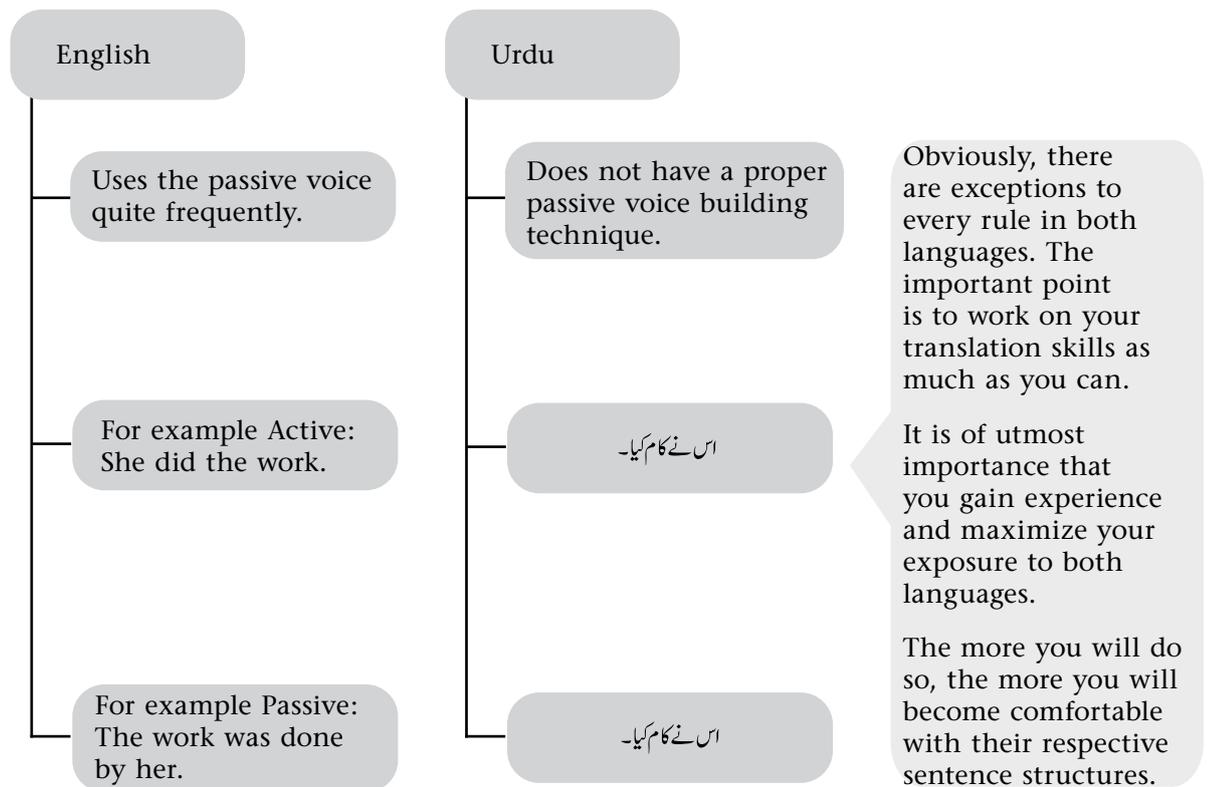
For example:



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 سفر گھر نہیں لوٹا تھا۔
The accused was not released on bail.	لوڈم کو ضمانت پر رہا نہیں کیا گیا۔
How was this change brought?	یہ تبدیلی کیسے لائی گئی؟
The old man was dozing in the room.	پڑھا آدمی کمرے میں اونگ رہا تھا۔
The match has ended without any win or lose. OR The match has ended in a draw.	مچ بھیر باریجیت 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-o'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 ماں 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 ' , 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 رڈیہ 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.

ارکان پارلیمنٹ کی تنخواہوں کیلئے بجٹ میں 13 ارب مختص

19 جون، 2023

اسلام آباد (آن لائن) چیئرمین و ڈپٹی چیئرمین سینیٹ، اسپیکر و ڈپٹی اسپیکر قومی اسمبلی، دونوں ایوانوں کے پوزیشن لیڈران و اراکین کی تنخواہوں اور مراعات کیلئے اگلے مالی سال کے بجٹ میں 13 ارب روپے مختص کر دیئے گئے، قومی اسمبلی کیلئے 8 ارب 30 کروڑ جبکہ سینیٹ آف پاکستان کیلئے 5 ارب سے زائد رقم مختص کرنے کی تجویز دی گئی ہے، سب سے زیادہ اضافہ اسپیکر، ڈپٹی اسپیکر، چیئرمین و ڈپٹی چیئرمین سینیٹ کی تنخواہوں اور مراعات میں کیا گیا ہے۔ وزارت خزانہ کی جانب سے جاری دستاویزات میں اراکین سینیٹ و قومی اسمبلی سمیت اسپیکر و ڈپٹی اسپیکر چیئرمین و ڈپٹی چیئرمین اور دونوں ایوانوں میں پوزیشن لیڈران کی تنخواہوں اور دیگر مراعات میں اضافے کیلئے دونوں ایوانوں سے بلز کی منظوری سے قبل ہی اضافی رقم مختص کر دی گئی ہے دستاویزات کے مطابق موجودہ مالی سال کے دوران اراکین اسمبلی کیلئے 1 ارب 35 کروڑ روپے سے زائد مختص کئے گئے ہیں جبکہ اگلے مالی سال کیلئے یہ رقم بڑھا کر 1 ارب 48 کروڑ روپے کر دی گئی ہے۔

13 billion allocated in the budget for the salaries of members of Parliament

June 19, 2023

Islamabad (Online) 13 billion rupees have been allocated in the budget of the next financial year for the salaries and benefits of the Speaker and Deputy Speaker of the National Assembly, the opposition leaders and members of both houses. While it has been proposed to allocate more than 5 billion for the Senate of Pakistan, the highest increase has been made in the salaries and allowances of the Speaker, Deputy Speaker, Chairman and Deputy Chairman of the Senate. Additional money has been allocated to increase the salaries and other benefits of the Speaker and Deputy Speaker, Chairman and Deputy Chairman, including the Senate and the National Assembly, and the opposition leaders in both houses, before the approval of bills from both houses. More than 1 billion 35 crore rupees have been allocated for the assembly, while for the next financial year this amount has been increased to 1 billion 48 crore rupees.

Worksheet

Keeping in mind everything you have learned up till now, translate the following passage in English:

سیارے کے ہر حصے کے اپنے اپنے چکر اور درجہ حرارت، بارش، خشکی، گرمی، اور سردی جو اس علاقے میں موسم کی تشکیل کرتی ہے۔ بعض جگہ چار موسم ہوتے ہیں۔ شناخت کرنا آسان ہے جب کہ دوسروں میں سردیوں سے گرمیوں میں اچانک پھلانگ لگتی ہے یا تھوڑا سا تغیر ہوتا ہے۔ سال بھر ایسی منزلیں ہیں جن میں قابل اعتماد موسم اور دیگر ہیں۔ جہاں موسم بدلتا ہے۔

انسان کو گرمی، سردی، بارش، آندھی، طوفان، دھند، نمی اور بہت کچھ کا مقابلہ کرنا پڑتا ہے۔ ہم موسم اور موسم سے خود کو بچانے اور بچانے کے بہت سے طریقے تیار کیے ہیں۔ اس سے پیدا ہونے والے حالات، جیسے چھتری، سن اسکرین، ایئر کنڈیشننگ، پتکھے، ہیٹرز، اور تھرمل لباس وغیرہ۔ یہ اور بہت سی دوسری ایجادات کا مطلب یہ ہے کہ لوگ زمین کے زیادہ مخالف علاقوں میں بھی آرام سے تلاش کر سکتے ہیں اور رہ سکتے ہیں۔ تاہم، بے شمار کے باوجود ٹیکنالوجی میں ترقی، موسم اور شدید درجہ حرارت اب بھی مسائل پیدا کرتے ہیں اور ہوتے ہیں۔ بنی نوع انسان پر شدید اثر۔

Translation:

Acknowledgements

The If Game by Catherine Storr; OUP, 2001. *Beowulf: Tales of gods and men* retold by John Bailey, Kenneth Mcleish, David Spearman; OUP, 1981.

This is TEACHING GUIDE 8 in the OXFORD PROGRESSIVE ENGLISH series from Oxford University Press, Pakistan.

Over the last fifteen years, the series has enjoyed huge success as a wholly reliable resource for both language acquisition and success in the Cambridge O Level examinations.

A revised and re-written Teaching Guide for each Book offers guidance and support which is accessible, clear and constructive.

★ New Editions

- Books 6, 7, and 8 have now been re-written and re-designed for today's changed and changing world, making them hugely appealing for both teachers and students.
- Reading, Writing, Listening, and Discussion tasks have been written specifically to prepare students to fulfil CAIE syllabus requirements.
- An accompanying revised and re-written Teaching Guide for each Book offers constructive guidance and support.

★ Special Features of the teaching guide

- A wide range of level appropriate genres and themes
- Extension texts for additional practice
- Answer keys
- Detailed lesson plans with activities for skill enhancement



About the Author:

- ★ Rachel Redford has had a long career in English Language and Literature public examinations in the UK, including Principal Examiner for GCSE English and Senior Examiner for English as a Foreign Language.

She has published over 25 textbooks including Texts from Other Cultures, a collection of extracts from across the world, and the four Student Books in the Oxford UK series *Oxford English: An International Approach*.



www.oup.com

How to get in touch:

web www.oup.com.pk
email oup.pk@oup.com
tel (021) 111 693673
(111 OXFORD)
(021) 35071580-86

For Price



Scan Here