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New  
**Oxford  
Modern  
English**

TEACHING  
GUIDE  
5

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Based on Single National Curriculum 2020



# CONTENTS

Unit	Page No.
Introduction	<b>v</b>
1 The Message of Peace	<b>1</b>
Shabbir Sharif and the Nishan-e-Haider	<b>6</b>
2 The World in a Wall	<b>7</b>
Stopping by Woods on a Snowy Evening	<b>15</b>
3 Does He Remember?	<b>20</b>
4 Robinson Crusoe	<b>26</b>
Sour Grapes	<b>32</b>
5 Collecting Things	<b>37</b>
The Skylark	<b>42</b>
Test – 1	<b>46</b>
6 Perseus and the Gorgon	<b>50</b>
A Misspelled Tale	<b>56</b>

7	Bahlol	<b>61</b>
8	Uncle Shams	<b>66</b>
	Everyone Sang	<b>71</b>
9	A Flash of Light	<b>76</b>
	The Road Not Taken	<b>81</b>
10	Karate Parrot	<b>86</b>
	Test—2	<b>92</b>
	Loveliest of Trees, the Cherry Now	<b>96</b>
11	Farming in Pakistan	<b>100</b>
12	The Problem with Plastic	<b>104</b>
13	The Olympic Games	<b>106</b>
14	Thinking about Role Models	<b>109</b>
	Test—3	<b>112</b>
	Sample Lesson Plan: The World in a Wall	<b>116</b>

# Introduction

## Introduction

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

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

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

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

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

## 1. Components of the course

### The Student Books

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

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

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

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

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

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

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

## **Speaking and Listening before Reading**

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

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

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

## **The Workbooks**

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

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

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

## **Supplementary Learning Materials**

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

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

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

## 2. Teaching English

### The Pupils

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

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

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

### Using the Teaching Guide

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

### Using the Student Books and Workbooks

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

### Using Materials

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

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



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

## **Planning**

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

## **Activity**

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

## **Dynamism**

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

## **Atmosphere**

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

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

## **Speaking in English**

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

# **3. Pre-reading**

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

## **Listening and Speaking skills**

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

## Points to consider:

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

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

Here are some activities to develop listening and speaking skills.

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

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

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

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

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

## Visual Skills

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

### Points to consider:

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

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

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

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

## Motor Skills

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

### Points to consider:

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

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

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

Many of the motor-skill activities are contained in the Workbook, but due to certain constraints (mainly of space available) they have been limited. Teachers should provide the pupils with ample opportunity to develop these skills even after work in the textbook has been started. Use lots of craft activities to develop hand-and-eye coordination. Remember that all the skills described above can be developed across the curriculum: do not confine the use of English to the English period alone!

## 4. Reading

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

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

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

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

## Checklist

The vocabulary and structures used in the Student Books are carefully controlled and graded. If the Student Books are used in conjunction with supplementary readers and other reading books provided by the teacher, the pupils should have no difficulty in learning to read. With the phonic skills learnt in Primers A and B, the pupils should be able to tackle new material with ease. However, some pupils may experience certain difficulties in reading.

The reading checklist contains items that cover the first few years of reading.

### Reading checklist—table

1.	Initial single consonants	b c d f g h j k l m n p q r s t v w x y z
2.	Short vowels	a e i o u
3.	Sound blending	hat wet pin job mud van leg sit fox gun
4.	Left to right sequencing	saw/was on/no ten/net for/from
5.	Letter shape recognition	b/h h/n c/e g/q t/f u/a g/y
6.	Recognition of orientation	b/d p/q n/u m/w
7.	Naming letters a) Sequence b) Random c) Caps/Small	A B C D E F G H I J B G M R P T F U W Mm Tt Ss Ff Gg Ll Rr Qq
8.	Long/short vowels	hat/hate bit/bite not/note tub/tube
9.	Association rhyme/sort	cat/bat/mat big/dig/jig pot/hot/cot t—ten/tap/tin a—bag/cap/mat
10.	Variations in sounds	g (go, giant); s (has, sit, sugar); c (cat, city); y (yes, sky, very)
11.	Vowel digraphs	ai ay ar ea ew ee oo oi oy oa ou
12.	Consonant digraphs and silent letters	th (think, then); sh (shop); ph (phone); ch (chip, chord); wh (when, who); wr (write); kn (know); gh (high); mb (climb); gn (gnat)
13.	Double consonants	bb dd ff gg ll mm nn pp rr ss tt zz (cc—accord, accept)
14.	Consonant blends: initial	bl br cl cr dr fl fr gl gr pl pr sc sk sl sm sn sp st sw tr tw
15.	Consonant blends: end and medial	-nk -ng (Also triple blends: thr scr str spr -ckl- -mpl- etc.) -ck -ct -ft -lb -ld -lk -lm -lp -lt -mp -nd
16.	Prefixes	ab- ad- be- com- con- dis- ex- inter- pre- pro- re- sub- un-
17.	Suffixes	-al -ance -ence -ent -ness -ful -less -able -ion -sion -tion -tive -ary -ery -ible
18.	Other endings	-s -ing -er -ed -es -ish -ly -y
19.	Contractions	can't don't we'll won't we've you're
20.	Syllabication (Word attack)	in/ter/est gar/den cab/in ru/ler but/ton

21.	Anticipation of words, tenses, phrases, outcomes	Plurals (was/were) Pairs (hot and ....) Tenses (has/had)
22.	Reading aloud	reads smoothly with expression, inflexions, and stress; awareness of punctuation; varies speed
23.	Referencing skills	uses a dictionary, index, contents page, glossary
24.	Reading strategies and comprehension	silent reading; Skims for outline; scans to locate specific information; studies factual information critically; integrates information from different sources; understands literal content; uses inference to extend understanding; integrates information and personal knowledge for further understanding

In order to keep a record of your pupils' progress, you might like to tabulate the information and keep a record sheet for each pupil.

### Here is an example:

Alphabet Recognition		
Name: .....	Class: .....	
Date: .....	Taught: .....	Known: .....

Letter sound	Letter name	Initial position	Middle position	End position	Capital (ABC)
a					
b					
c					
d					
e					
f					
g					
h					

Blends					
bl	br	cl	cr	dr	dw
fl	fr	gl	gr	pl	pr

The column headings of the table can be altered as the level increases.

## 5. Writing

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

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

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

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

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

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

Make sure that writing is always neat and that each letter is formed in the correct way from the start. Undoing a bad habit can take a long time, so make sure from the very start that the letters are written properly. Later, the pupils should take care to produce work that is not only legible, but grammatically and structurally correct. Where necessary, point out mistakes made in spelling and punctuation, but do this with care. If a pupil produces work that is full of mistakes, covering the page with corrections in red ink may discourage the pupil. Correct serious mistakes, but also take note of the other mistakes being made and plan a course of remedial action.

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

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

## 6. Structures

Lists of structures are given in the Contents' list for each book. Structures are presented in a graded manner throughout the series. These are introduced at an appropriate level and then revised at a later stage, in the same book or perhaps in the next.

Teachers should be aware of the structures being introduced, but it is not imperative that these are drilled, unless it is obvious that the pupils do need the practice. Do not spend too long on one structure; pupils soon learn the correct formula and can get all the answers right. These are better learnt over a long period of time with constant usage in a meaningful context—for example, in general conversation in class, or through a game.

Take note of recurring errors when the pupils speak amongst themselves or to you. There is no need to correct these errors every time they are made in general conversation, but if you are aware of the mistakes that are being made, you can put these right by ensuring that the pupils making the mistakes practise the correct drills at an appropriate time later on.

Here is a basic list of structures for use in the early stages of learning English. They are not in any particular order of introduction. Many additional structures will be used in oral work.

*This is a/an + common noun.*

*This is + proper noun.*

*This is my/your + common noun.*

*These/Those are ...*

*This is my right ...*

*That is my left ...*

*It is a/an ... It's a/an ...*

*It's my/your ...*

*They are ...*

*They're my/your ...*

*What is this/that? (What's)*

*What are these/those?*

*Is this/that/it a/my/your ...?*

*Yes, it's a/my/your ...*

*Yes, it is. No, it isn't.*

*No, it isn't a .../my/your ...*

*Are these/those/they .../my/your ...?*

*Yes, they're .../my/your ...*

*No, they aren't .../my/your ...*

*Yes, they are. No, they aren't.*

*Is this/that a/my/your ...?*

*Are these/those .../my/your ...?*

*My/Your/His/Her name is ...*



*What is my/your/his/her name?*

*What is this/that boy's/girl's/man's/woman's name?*

*His/Her name is ...*

*He/She is/is not a ... ..*

*This/That/It is ...'s ...*

*This/That/It is his/her ...*

*These/Those/They are ...'s ...*

*These/Those/They are his/her ...*

*You are/are not a/my boy/friend/pupil.*

*I am/am not a/your teacher/dog.*

*This/That/It is the ...*

*This/That ... is on the/my/your/his/her/John's ...*

*It is on the/my/your/his/her/John's ...*

*These/Those ... are near the ...*

*They are near the ...*

*This/That/It is a ... (adj) ... (n)*

*These/Those/They are ... (adj) ... (n.pl)*

*The ... (adj) ... (n) is/are on the/my ...*

*Where is/are the .... ...?*

*The: Is the boy cold? No, he is not. He is hot.*

*The ceiling is white.*

*Is the boy happy? No, he is not.*

*Prepositions: in, on, under, behind, beside, in front of, near*

*Adjectives: small, big, young, old, tall, short, thin, fat, etc.*

*Adjectives: The cat is small. It is a small cat.*

*Adjectives + prepositions: The green ball is on the table.*

*Imperatives: stand, sit, open, close, look at, say, pick up, hold up, draw, write*

*of the: Touch the top of the desk.*

*The girl is at the top of the stairs.*

*Plural forms of nouns:*

*Numbers 1 to 10 and 10 to 20*

*There are ..... on the plate.*

*There is .... in the room.*

*Is there a ... on the table?*

*No, there is not. There is not a ... on the ...*

*How many .... are there? There are .... ..*

They: *What are these? They are .....*

We/You. *We are ..... Yes, you are .....*

We/You/They. *Are you girls? No, we are not.*

Present Continuous tense: *He is walking. She is jumping. What is he doing? He is .....ing.*

Yes/No questions: *Is he shouting? Yes, he is. He is ....*

*Are they ...? No, they are not.*

Direct object: *What is he pulling? He is pulling a car. She is writing a letter.*

*The man is catching mice.*

Adverbials: *What is Moiz doing?*

*He is coming out/on/for/in/along/to/with/over.*

Have: *I have a book. Have you got a book? Yes, I have. (+ not)*

Has: *Danish has a kite. Has he got a book? No, he has not.*

Who: *Who has a pencil? Shaima has.*

Who: *Who are sitting down?*

What: *What time is it?*

Uncountable nouns: *sugar, grass, salt, tea, bread, rice; piece of, plate of, glass of, bottle of*

Please consult the guides for the levels below and above this one. They may contain ideas and suggestions that could be adapted and used in preparation of lesson plans for the units at this level. For example, the guide for the Primers contains a number of ideas about supplementary materials that can be made and used in class, and the words of over 70 songs, rhymes, and short poems.

## Suggestions and answers

### A COMPREHENSION

Choose the correct answer:

- ii) Kind to the people around them.
- ii) Forgiving.
- i) His feet bled.
- He ﷺ didn't treat the old woman harshly because He ﷺ was very kind-hearted. He ﷺ had a forgiving and merciful nature so he forgave the old woman.
- Hazrat Muhammad's ﷺ kindness brought people closer to Islam. A lot of people reverted to Islam because Hazrat Muhammad ﷺ treated everyone gently and forgave people who misbehaved with him.

### B WORKING WITH WORDS

- Use a thesaurus to find synonyms of these words.
  - honourable
  - own
  - act
  - many

### C. LEARNING ABOUT LANGUAGE

Add *-ness* to the following words to make a new word.

- kindness
- forgiveness
- illness
- witness
- thickness
- fitness
- kind-heartedness
- sadness

## D. LISTENING AND SPEAKING

Make a note of all the instances you could remember when you read the question in the 'While Reading' box. Discuss them with your classmates and decide how you can become more empathetic to the people around you.

Make a speech about the conclusions you have made about how to be more kind to others. Read it out in class.

Conduct a class discussion on what the word empathy means before starting this exercise. Talk about how peace and forgiveness are virtues praised in our religion and how we should be kinder to each other. Guide the students in jotting down points to write their speech.

## E. COMPOSITION

### 1. Summarise the chapter 'The Message of Forgiveness'.

Ask students to jot down some main points from the given text. Use those points to summarise the text.

### 2. Write a paragraph about why kindness is important. State your main idea clearly in your first sentence. Use supporting details to explain your main idea further.

Students should be able to compose sentences and form paragraphs by dividing the content. Ask them **not** to include unnecessary details, keeping their writing short and precise.

### 3. Think of kind things people say. Think of kind things people have said to you or that you have said to others. Draw speech bubbles with the kind words and phrases in them.

Students can create a dialogue using the speech bubbles and can perform it in class, or they can simply read the speech bubbles in class to share their experiences.

## F ACTIVITY

Make a mind-map in the format given below to highlight examples showing Hazrat Muhammad رَسُولُ اللَّهِ مُحَمَّدٌ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ as a man of peace.

Ask students to make a mind-map and discuss in class the qualities of Hazrat Muhammad رَسُولُ اللَّهِ مُحَمَّدٌ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ. Students can use the internet to find more information.

## Workbook: page 2

### A PUNCTUATION

#### 1. Name the following punctuation marks:

- a. question mark
- b. comma
- c. full stop
- d. speech mark
- e. hyphen

### B USING THE DICTIONARY

#### 1. Putting words in alphabetical order is easy. Try these:

costume      extreme      feeble      probable      success      trouble

#### 2. It is more difficult to put these in order. Try them.

- a. cartridge, censor, corporal, chisel, crescent, culprit
- b. decimal, decree, dreamer, drizzle, drill, due, dye, dynasty

**3. Put a circle round the word which is NOT in alphabetical order.**

- a. paint                                      b. rubbish                                      c. problem  
d. live    e. dry

**4. Find two meanings for each of these words in your dictionary. Write two sentences for each word.**

Students will use dictionary to find the meanings of the word.

**C COMPOUND WORDS**

**1. Match the following to make new words.**

There are plenty of other words in English which are compounds like these. Pupils can find some and make a list. They can report their findings to the class the next day. Give highest marks to the pupils who find the most, and to those who find the most interesting ones.

**2. Write the compound words here:**

skyscraper      flagpole      threadbare      toothbrush      sunlight      mudguard headmaster  
classroom      woodpecker

Also introduce others: e.g. broomstick, headache

**D WHICH WITCH IS WHICH?**

**1. Write two sentences for each of the pairs on the previous page.**

Check the meanings in your dictionary. Bring out the meaning of the words.

Pupils will write their own (interesting) sentences.

Meanings for your reference:

- piece — portion peace — not war  
whole — complete hole — cavity or space  
feat — accomplishment feet — parts of body

**2. Write homophones for the following:**

- a. yoke — for plough yolk — of egg  
b. mail — post male — man  
c. steal — rob steel — metal  
d. great — famous/big grate — rub on surface  
e. wait — stay weight — measure  
f. sell — give in exchange for money cell — room  
g. been — participle of go bean — vegetable  
h. flower — part of plant flour — powdered grain

**Note:** Some of the words have more than one meaning. The pupils' sentences, therefore, may employ another usage.

## Lesson plans

For detailed suggestions, refer to pages 1–7.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read and appreciate an interesting tale
- To develop comprehension skills
- To improve vocabulary and sentence structure

Task	Time
1. Reading of the text and explanation of the unfamiliar words	20 min
2. Attempt exercise A, Questions 1.	20 min

### LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To practise using a dictionary
- To expand vocabulary by introducing suffixes

Task	Time
1. Continue with Exercise B, Questions 1.	20 min
2. Attempt Exercise C, Questions 1.	20 min

### LESSON 3

**Textbook Time: 40 min**

**Aims:**

- To develop thinking, speaking, and listening skills
- To develop writing skills

Task	Time
1. Exercise D should be introduced and attempted.	20 min
2. Exercise E should be discussed and begun. The task can then be given as homework.	20 min

### PROJECT: EXTRA LESSON OR SET AS TWO WEEK HOMEWORK PROJECT

## LESSON 4

Workbook Time: 40 min

### Aims:

- To revise and reinforce the parts of speech
- To revise punctuation
- To practise correct pronunciation of the given words

Task	Time
1. Attempt Exercise A, Questions 1.	15 min
2. Attempt Exercise B.	5 min
3. Attempt Exercise C, Questions 1 and 2.	15 min
4. Quick recap of the content of the unit	5 min

## LESSON 5

Workbook Time: 40 min

### Aims:

- To practise using a dictionary
- To revise homophones

Task	Time
1. Attempt Exercise D, Questions 1.	20 min
2. Continue with Exercise D, Question 2	20 min

# Shabbir Sharif and the Nishan-e-Haider

## A ACTIVITY

1. **Write a short account of the war from the viewpoint of the Major or one of his company.**

Guide the students in doing this creative activity. Have a class discussion and collect pointers on what the situation in a war setting could be like. Once there is enough information gathered, guide the students in writing the short account.

2. **Discuss the following. Why do you think that medals are awarded to people in the armed forces? What do we associate with lions, the crescent shape, and stars, which makes them good choices for the names of medals?**

Pupils will give their own answers. Discuss what they have suggested.

3. **Design two medals to be given to the students who do best in two of the following categories. Draw the medal, name it, chose suitable colours and materials for your medal, and write a few sentences to explain your choices.**

Gather required resources such as paper, pens, etc. and guide the students in creating medals.



# 2

# The World in a Wall

Inform the pupils that there is a dramatic and funny incident in this story and that Durrell's books are full of such stories from his childhood. He was an avid collector of animals from a young age. His family did not always appreciate this habit! You could find out about, and tell the pupils about, other funny incidents from Durrell's childhood. When reading the story, make sure you convey to them that the chaos and pandemonium is meant to be a funny anecdote!

Note that here, and elsewhere in this book, the answers to the comprehension questions are to help you judge what points should be mentioned by the pupils in their answers. They should be allowed to answer the questions in their own words and not rigidly follow the words given in these answers. Be flexible.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- a. Gerald hunts for animals in an ancient, crumbling wall that surrounds his garden. It is a good place to find animals because many different creatures live in the cracks of the wall and under the bulges of the old plaster.
- b. Animals that Gerald finds:
  - i. in the day: hunting wasps, caterpillars, spiders, flies, dragon-flies, wall lizards
  - ii. at night: toads, geckos, crane-flies, moths
- c. Pupils should be encouraged to search and make notes before sharing them with the class.
  - i. Larry: Gerald's older brother; he talks a lot; he is an adult; he smokes and thinks the matchbox that Gerald has used is one full of matches; he flings his arm out when he sees the scorpion; he does not share Gerald's love of animals; the shock of the incident makes him scared of matchboxes.
  - ii. Roger: a pet dog; Gerald likes him and feeds him at mealtimes even though he is not supposed to; he barks wildly when the incident happens; Gerald takes him on walks - he is a companion to Gerald.
- d. Gerald thinks the female scorpion is wearing a pale fawn (brown) fur coat. All her babies are clinging to her back which is what creates the impressions that she is wearing a fur coat.
- e. Gerald forgets about the scorpions because he gets busy with feeding his dogs lunch.
- f. Gerald's mother is soaked by water after Margo tries to throw it at the scorpions and misses. Gerald's mother is so shocked that she is left gasping and unable to speak.
- g. Gerald stays away from the family in the afternoon because he knows they blame him for the incident that happened earlier, at lunch, and wants to keep out of their way.
- h. The repercussions of the incident are that Gerald develops a phobia of matchboxes and his mother decides to stop Gerald from exploring the animal world by getting him a tutor.
- i. The chapter is called 'The World in a Wall' because Durrell describes a whole 'world' of animal life which lives in it. There are many different creatures co-existing in it.

- j. Encourage the pupils to talk about the second paragraph of the extract and sort the creatures into two lists: prey and predators. The time they spend thinking and discussing is more important than getting the answers in the Venn diagram right!

Prey: crane-flies, moths, beetles, caterpillars, flies

Predators: lizards

Both: spiders, toads, geckos, hunting wasps, dragon flies

**While reading:** Pupils will say why they find it funny, or why they do not. Encourage them to give reasons for what they think. Durrell's anecdotes are meant to be humorous.

**Challenge:** Gerald likes scorpions, he knows they can be dangerous but he is fascinated by them and sympathetic towards them. Pupils should pick out any three descriptive phrases about scorpions from the passage. There are lots of phrases to choose from. Encourage pupils to consider what we learn about the scorpion or Gerald's feelings about them from their selected phrases.

## 2. Answer the following questions with reference to context.

*I completely forgot about my exciting new captures.*

- Gerald forgot because lunch distracted him.
- He captured the creatures because he was enraptured by them, and because he wanted to see the young scorpions grow up.
- The captured creatures were in a matchbox.
- Larry thinks that the matchbox is full of matches, he opens it while talking, and the scorpion climbs out on to his hand. He gets a big shock and flings the scorpions onto the table which makes everyone panic and things become chaotic.

## B WORKING WITH WORDS

### 1. Use the following words in sentences of your own to show that you understand what they mean. You will find the words in the story.

Encourage pupils to use a dictionary to check the meanings and the usage of the words. They should try to find out what type of word (verb, adjective, adverb, noun) each one is before using them in sentences of their own. Remind them that some of the words can be used in different ways so they need to look at them in context. (Their stomachs bulged. - verb; The wall had a bulge on it. - noun; There was a bulging wall in the garden. - adjective; etc.)

- bulging: swelling outwards; sticking out; (verb)
- reluctantly: with hesitation; unwillingly (adverb)
- enraptured: extremely pleased by (verb)
- surreptitiously: secretly, sneakily (adverb)
- oblivious: unaware (adjective)
- inhabitant: a person or animal that lives in a place (noun)
- dawdling: being slow (verb)
- confetti: small pieces of coloured paper traditionally thrown on birthdays and marriage ceremonies (noun)

Pupils will make their own sentences. Make sure the sentences are interesting and their own. Pupils may certainly find the words in the text and see how they are used, but they should not copy the sentences. Do not accept sentences that are like this: *The bag was bulging. He moved reluctantly. We threw confetti.* etc. These do not tell us much about the words or give us an idea of what is being said (unless there is some other explanation of context). In the first example above, the pupils may just as well have written: *The bag was full. The bag was swollen. The sides of the bag were sticking*

out. 'Bulged' in these contexts does not tell us anything about the word. Much better would be: *The children had stuffed so many sweets into the bag that now it was bulging and they began to fear that it would burst open.*

**2. Here are some common collective nouns. Can you match them correctly, and write them in your notebook?**

Note that in the second set, litter refers to puppies, but it can also refer to other mammals. Herd, however, only refers to cows (buffaloes, etc.) and not to puppies. Needless to say, we also use the word 'herd' for other cattles: goats, oxen, etc. We can say a deck of cards or a pack of cards. Note also:

- |                  |                     |
|------------------|---------------------|
| a flock of sheep |                     |
| a range of hills | a litter of puppies |
| a colony of ants | a school of fish    |
| a heap of stones | a deck of cards     |
| a flock of sheep | a bunch of keys     |
| a herd of cows   | a pack of wolves    |
| a pack of hounds |                     |

**3. Put the following nouns under the correct headings.**

Common nouns: river, people, places, mountains

Proper nouns: Indus, Jeff, Pakistan, K2

Countable nouns: stones, teeth, pens, jacket

Uncountable nouns: rain, snow, water, sand, rice, fur

## **C LEARNING ABOUT LANGUAGE**

Revise the eight parts of speech with examples on the board. Pupils will get a chance to recall the parts of speech when they tackle the written exercises below. However, you may first note how much they remember.

**1. Recall the first seven parts of speech. Try to give an example of each.**

Pupils will give their own examples. Discuss what they have suggested, and write their suggestions on the board. Accept suggestions of all kinds; if some are incorrect, so much the better. They can be discussed and slotted in the correct category. (Pupils will remember this much better, than being told by someone else.) Do not give them the examples in the first instance.

Examples:

- nouns:** bed, train, sandwich, tree
- pronouns:** you, me, him, they
- adjectives:** big, attractive, tiny, stiff, fluffy
- verbs:** think, sleep, went, showed, plays
- adverbs:** quietly, loudly, sweetly, shakily
- prepositions:** to, in, on, behind, in front of
- conjunctions:** and, but, though, or, because
- interjections:** What! Hey! Wow! Yummy!

**2. Make lists of nouns, pronouns, and adjectives in the following passage.**

**Nouns:**

day, Merlin, Wizard, valleys, Wales, stoneway, London, man, way, London, bishops, meeting, Abbey Church, Church, Church, stone, stone, anvil, anvil, sword (These may be sub-divided into proper nouns and common nouns, if you like.)

**Pronouns:**

he, one (person), him, he, he, they, everyone

**Adjectives:**

one, deep, green, famous, great, great, shining

Review interjections. A whole sentence may be an interjection (or exclamation): these do not have to be one word. E.g. What a load of rubbish he speaks!

**3. Find six interesting verbs and six interesting adverbs in the story.**

Pupils will find their own examples. Discuss what they have chosen so that they can add to their lists and correct each other if needs be.

**4. Underline the interjections in the following.**

a. Whew!      b. Alas!      c. Ugh!      d. Hurrah!

**5. Use the following prepositions in sentences of your own.**

Recall the definition of prepositions and encourage students to write definitions of their own.

## **D LISTENING AND SPEAKING**

**1. Work in a pair and take turns to ask each other some of the following questions. Answer each other in detail. Listen to your classmate's answer carefully. You can help your classmate give details by asking them about their response.**

Pupils should work in pairs, discussing each question in turn. They need to be prepared to give good reasons for their choices and can help each other to develop their reasons. Although their answers are important, concentrate more on the way in which the pupils present their conclusions and state their case.

## **E COMPOSITION**

**Imagine that you were present in the dining room during the scorpion incident. Write a paragraph about what you thought and felt about the incident. Think about: how you felt during the incident; how you feel about Gerald's interest in animals; what should happen to Gerald ...**

**OR**

**Pick out the descriptions of the scorpions from the story. Add to that description, and write a paragraph about scorpions. Draw a picture to go with it.**

Pupils should choose one of the tasks. The first is a more creative, but with clear guidance about what to include. The second task involves information retrieval and development of that information as well as the opportunity to draw a picture. Discuss both tasks first so that the pupils are aware of the expectations in each case.

**PROJECT:**

**MAKING A PRESENTATION**

**Do some research about ONE OR TWO of these dangerous animals.**

box jellyfish, golden poison dart, frog funnel, web spider, black mamba, hippopotamus, cassowary mosquito

**Prepare a presentation covering the points given below:**

- What makes it dangerous to humans?

- what it looks like (limbs, horns, tail, claws... colour, size, body covering: skin, fur...)
- whether it has a backbone and skeleton (or something else)
- whether its young are born or hatch from eggs
- what its mouth is like
- what it eats (Is it a carnivore, herbivore, or omnivore?)
- and, anything else you can find out.

If there is time (and you have the resources needed) to dedicate a lesson to the research project, this could be beneficial. Otherwise, this can be set as homework.

## Workbook: pages 5–9

### A BRUSH UP YOUR ENGLISH

#### 1. Can you read the poem without making a mistake?

A completely different sort of poem, and one that may prove difficult to read. The children should have fun trying to sort out the correct pronunciation. They should be reminded to try and read this again from time to time. (For pronunciation see 2. below.)

#### 2. Make lists of all the strange (rhyming) words in the poem.

The rhymes are in the couplets. Pupils can list these because they will then get an idea about the spelling. Do they know what all the words mean? If not, ask them to look in a dictionary. Do not give them the meanings yourself. Let them do the work. The exercise is mainly about trying to pronounce words in the English language—by no means an easy task.

#### Pronunciation:

tough	— as in ‘cuff’
bough	— cow
cough	— toff (ee)
dough	— slow
hiccough	— ‘hick-up’
thorough	— ‘thur-e (r)’
lough	— lock (an old word for a loch or lake in Scotland)
through	— ‘throo’
heard	— bird
beard	— feared, reared
bead	— deed, seed
meat	— meet (suite)
great	— grate (straight)
threat	— ‘thret’ (debt)
dose	— close (s not z)
rose	— ‘roze’ (z)
lose	— ‘looz’ (z)
goose	— ‘goos’
choose	— ‘chooz’
cork	— ‘cawk’

work	— ‘wu(r)k’ (The ‘r’ is not pronounced.)
card	— ‘kaa(r)d’
ward	— board
sword	— sawed
thwart	— ‘thwort’, fort

## B PARTS OF SPEECH

There are revision exercises based on the language component in the Student Book. Pupils should have no difficulty with this, so allow them to work on their own. Use this as a kind of test. If mistakes are made, review parts of speech again, or create some supplementary exercises for those who require practice.

### 1. Can you remember the eight parts of speech you have learnt about? Write the names here:

Pupils can write these in any order.

- |                |                |              |                 |
|----------------|----------------|--------------|-----------------|
| a. noun        | b. verb        | c. adjective | d. adverb       |
| e. conjunction | f. preposition | g. pronoun   | h. interjection |

### 2. Tick the correct answer.

- |       |       |      |
|-------|-------|------|
| a. ii | b. ii | c. i |
|-------|-------|------|

### 3. Make lists of the following:

Pupils will give their own examples.

- Three common nouns: girl, boy, dog, hat, tree, etc. (Pupils can write any.)
- Three proper nouns: Karachi, England, Faizan, Asia, Mount Everest, etc. (Pupils can write any.)
- Four adverbs: quickly, slowly, sweetly, rudely, etc.
- Four adjectives: attractive, ugly, round, ancient, etc.
- Five conjunctions: and, but, who, which, because, etc.
- Five prepositions: at, in, on, by, through, etc.

## C A HERD OF WORDS?

Pupils have already put together a number of collective nouns with the things they quantify. Here are some more. We never say ‘a bunch of wolves’. Bunch goes with flowers, grapes, etc; and wolves move around in packs. This is well known.

### 1. Here is a list of phrases, but they are not correct. Write the correct ones.

- |                      |                     |                     |
|----------------------|---------------------|---------------------|
| a. a bunch of grapes | b. a pack of wolves | c. a clump of trees |
| d. a nest of ants    | e. a swarm of bees  |                     |

### 2. Here are some more collective nouns. Write the correct phrases.

- |                           |                        |                         |
|---------------------------|------------------------|-------------------------|
| a. a litter of kittens    | b. a band of musicians | c. a troop of monkeys   |
| d. a regiment of soldiers | e. a gang of thieves   | f. a set of china       |
| g. a sheaf of corn        | h. a shoal of fish     | i. a suite of furniture |
| j. a group of islands     |                        |                         |

Also introduce other collective nouns: e.g. a set of cutlery, a bundle of newspapers, a fleet of taxis, etc.

### 3. Now fill in the blanks. Some of the collections are not on this page. You have read about them before.

- |                               |                           |
|-------------------------------|---------------------------|
| a. a <i>flock</i> of sheep    | b. a <i>bunch</i> of keys |
| c. a <i>herd</i> of elephants | d. a <i>pack</i> of cards |

- e. a *library* of books  
 f. a *clump* of trees  
 g. a *pack* of hounds  
 h. a *litter* of puppies  
 Do not forget others: a *pride* of lions, a *bunch* of flowers, etc.

**1. Underline the compound word in each sentence. Write the compound word and the two smaller words that form it.**

- a. seashell = sea+shell  
 b. necktie = neck+tie  
 c. footprints = foot+prints  
 d. butterfly = butter+fly  
 e. cupboard = cup+board

**2. Match the following to make compound words.**

- |           |          |         |            |            |          |
|-----------|----------|---------|------------|------------|----------|
| birdcage  | armchair | bulldog | toothbrush | broomstick | matchbox |
| butterfly | overcoat | dustbin | teapot     | ashtray    |          |

## Lesson plans

For detailed suggestions, refer to pages 1–7.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read and appreciate an interesting tale
- To develop comprehension skills
- To improve vocabulary and sentence structure

Task	Time
1. Reading of the text and explanation of the unfamiliar words	20 min
2. Attempt exercise A, Questions 1 and 2. Exercise 2 can be completed for homework.	20 min

### LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To practise using a dictionary
- To expand vocabulary by introducing collective nouns
- To revise different parts of speech
- To introduce interjections

Task	Time
1. Continue with Exercise B, Questions 1 and 2. Question 1, sentence composition can be given for homework.	20 min
2. Attempt Exercise C, Questions 1, 2, 3, 4, 5, and 6.	20 min

### LESSON 3

Textbook Time: 40 min

**Aims:**

- To develop thinking, speaking, and listening skills
- To develop writing skills

Task	Time
1. Exercise D should be introduced and attempted.	20 min
2. Exercise E should be discussed and begun. The task can then be given as homework.	20 min

### PROJECT: EXTRA LESSON OR SET AS TWO WEEK HOMEWORK PROJECT

### LESSON 4

Workbook Time: 40 min

**Aims:**

- To revise and reinforce the parts of speech
- To revise punctuation
- To practise correct pronunciation of the given words

Task	Time
1. Attempt Exercise A, Questions 1, 2, and 3.	15 min
2. Attempt Exercise B.	5 min
3. Attempt Exercise C, Questions 1 and 2.	15 min
4. Quick recap of the content of the unit	5 min

### LESSON 5

Workbook Time: 40 min

**Aims:**

- To practise using a dictionary
- To revise collective nouns

Task	Time
1. Attempt Exercise D, Questions 1, 2, 3, and 4.	15 min
2. Continue with Exercise D, Question 5	10 min
3. Attempt Exercise E, Questions 1, 2, and 3.	15 min



# Stopping by Woods on a Snowy Evening

*The content of the poem:* There are many questions to ponder, apart from those that are set. On one level this is a beautiful poem about a rider stopping by some woods and looking into them. The snow lies all around. Although he likes stopping to gaze at this scene, the horse shakes its harness bells and reminds him that he has a home to go to. He has an obligation somewhere else (promises to keep) and he has a long way to go before he can rest. Frost himself explains that he was up all night once, writing, and suddenly realized it was dawn. He went outside for some fresh air, and the snow was falling. He beheld a beautiful sight, and it inspired him to write a beautiful poem, although he had other obligations to meet and a lot of work to do.

On another level, some see this as the poet saying that death, signified by the dark woods (unknown, untravelled, yet attractive), seems like a satisfying option; and yet life has to be lived because there are obligations to be met. Pupils need not be aware of this second, underlying, meaning, but it is good to note that poems are not always what they seem. The literary critic might try to see such a message in the poem. For the pupils, it is enough for them to read and enjoy it.

*The metre and rhyming scheme of the poem:* The pupils have learnt about rhyming, but not a lot about metre. The feet are iambic (a short, unstressed syllable, followed by a long, stressed syllable). The metre in the poem (number of syllables for each line) is perfect. There are eight syllables for each line, and the rhyming scheme is a b a a; the last stanza is a a a a.

For more information about Robert Frost: [http://en.wikipedia.org/wiki/Robert\\_Frost](http://en.wikipedia.org/wiki/Robert_Frost)

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- a. The woods belong to a man who lives in the village.
- b. No.
- c. Winter. It is snowy. The 'darkest evening of the year' could be a reference to the longest night of the year. (Winter ..... December.) Solstice in the northern hemisphere is usually the 21/22nd December).
- d. Mysterious, raises questions; thoughtful/quiet, the snow and being alone (apart from the horse and its bells); let pupils think about this question and give their own views, with reasons for them.
- e. The rider stopped by the woods to watch them fill up with snow. Pupils may come up with other suggestions.
- f. The horse was puzzled because they had stopped in the woods without a farmhouse near, on the darkest evening of the year.
- g. Pupils will answer this question in their own words. Who knows? The repetition of the line gives the impression that there really is a long way to go before the narrator sleeps. It is similar to saying, 'it is a very, very, long way.' (Repetition is used for emphasis.)

2. What is the rhyming pattern in the poem? Do all the stanzas have the same pattern?
3. Answer the following questions with reference to context.

*He gives his harness bells a shake*

*To ask if there is some mistake.*

- a. The horse
- b. The leather straps and belts used to control a horse
- c. The horse was wondering why the man had stopped by the woods. Had he become lost? Had he forgotten to head for home? It was dark (and cold) and the snow was falling all around. The horse wonders whether the rider has made some mistake in all this.

## B WORKING WITH WORDS

### SUFFIXES

Illustrate on the board how words may be changed in this way. There are many suffixes in English. Pupils will get many exercises in which they have to add suffixes and thereby change the meaning of a word, or change it from one part of speech to another.

Only a few words have been given in each exercise here. You may give the pupils additional words.

Try these (but note the spelling changes): haze, dirt, craze, clay, glue, mouse, pink, yellow, blow, ease, dusk, nose, drowse, dog, stick, sun, snow, weight, thorn. Also, note that some words do not take the suffix.

1. Add the suffix **-y** to these words, and then use the new words (adjectives) you have made in sentences of your own. Think of more adjectives of quantity, quality, size, shape, and colour.

- a. fluffy
- b. funny
- c. leafy
- d. sugary
- e. bendy

Pupils will use the words they have formed in sentences of their own.

2. Add the suffix **-y** to the following, where possible. Not all the words can take the suffix **-y**, so check in a dictionary. And be careful about some spelling changes.

- a. red (ruddy)
- b. runny
- c. shady
- d. close (x)
- e. shout (x)
- f. thorny
- g. weighty
- h. cold (x)
- i. snowy
- j. sunny

3. Abbreviations

Note: The word abbreviation comes from the Latin word 'brevis' meaning short. Usually, it consists of a letter or group of letters taken from the word or phrase. Sometimes abbreviations are formed from syllables, for example, did you know that Interpol is an abbreviated form of **I**nternational **P**olice? The punctuation of abbreviations can be problematic. Differences exist between the UK and US systems, and various institutions adopt their own methods. The one point to bear in mind is to be consistent, whichever system one wishes to employ. Full stops are less frequently used these days.

- a. M.Sc (M.Sc.)
- b. HM
- c. MP
- d. MA (M.A.)
- e. SLC
- f. MD
- g. TU
- h. PhD (DPhil.)
- i. SE
- j. BEd (B.Ed.)

4. Write the short form (contractions) for the following.

- a. I'm
- b. haven't
- c. they've
- d. we're
- e. can't
- f. they'll
- g. shan't
- h. it's
- i. they're
- j. won't
- k. I'd
- l. she'll

Pupils should use this form when using direct speech in dialogue. This is closer to what people actually say. In written prose, however, the full form is generally more common.

Also practise other contracted forms. For example: I've, we've, can't, they'll, he'd, they'd, you're, you've...

## C LEARNING ABOUT LANGUAGE

### HOMONYMS

1. Choose the correct homonyms from the given choices.

- a. meat
- b. ate
- c. made
- d. by
- e. main

## D LISTENING AND SPEAKING

1. Say the following aloud, clearly and slowly.

The pupils should practise saying the lines a number of times so that they can pronounce them clearly and confidently. They are not easy to say and should not be rushed. Ask pupils to practise at home as homework.

## E COMPOSITION

**Write a paragraph or two about where the rider might have been going. What work did he do? Who was he going to see? Did anything happen to him?**

This requires creativity and imagination. Ask the pupils to shut their eyes, then tell them the following: Imagine a wood. It is dark. It is cold. There is a horse and rider in front of the wood. The horse has stopped. In the distance there is a dim light coming from the window of a solitary farmhouse. Smoke is rising from the chimney, so someone must be in. Is the rider heading there? What is the rider thinking? Where is he going? What is he going to do?

Ask the pupils to continue to keep their eyes shut for a minute. Then they can open their eyes, and write.

## Workbook: page 10

### A MAKING ADJECTIVES

1. Make adjectives from these nouns by adding suffixes.

- a. harmless      b. harmful      c. painless      d. thankful      e. truthful      f. careless
- g. useless      h. hopeful      i. playful      j. tasteless      k. pointless      l. useful

### B COUNTABLE AND UNCOUNTABLE NOUNS

1. Make the nouns below countable by using the right phrases from this box.

- a. a packet of sockets
- b. a handful of wires
- c. a box of cleaning liquids
- d. a box of screddrivers
- e. a sheet of paper
- f. a packet of switches

## Lesson Plans

For detailed suggestions, refer to pages 10–14.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read and appreciate a poem
- To enhance vocabulary by reading
- To develop comprehension skills

Task	Time
1. Read the text and discuss the unfamiliar words.	20 min
2. Attempt Exercise A, Questions 1, 2, and 3.	20 min

### LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To add suffixes to nouns to form adjectives
- To practise using a dictionary
- To identify some common abbreviations
- To revise contractions

Task	Time
1. Begin with Exercise B, and attempt questions 1 and 2.	15 min
2. Continue with Exercise B, Questions 3 and 4.	15 min
3. Recap the lessons taught so far.	10 min

### LESSON 3

**Textbook Time: 40 min**

**Aims:**

- Further practice with nouns and verbs
- To develop thinking skills
- To practise pronunciation
- To develop directed writing skills

Task	Time
1. Attempt Exercise C, Questions 1 and 2.	15 min
2. Attempt Exercise D. Set as homework.	5 min
3. Attempt Exercise E. A brief discussion should precede the written work.	20 min

## LESSON 4

Workbook Time: 40 min

### Aims:

- To familiarize the students with words that can be used as nouns or verbs
- To enhance English language and grammatical skills
- To be able to identify words as nouns, verbs, and adjectives

Task	Time
1. Attempt Exercise A, Questions 1 and 2.	20 min
2. Attempt Exercise B, Questions 1 and 2. Question 3—the task can be given as home assignment.	20 min

# 3

## Does He Remember?

A story with a moral. Your actions have consequences. Moin learns this lesson late in life.

### Suggestions and answers

#### A COMPREHENSION

##### 1. Answer the following questions.

- a. When Moin arrived at the gate he saw a sign that said 'Beware of Dogs'. Pupils may also list the other things he sees and the scrawled addition on the sign.
- b. Mike did not climb over the gate because he knew that the sign might be true and because he was too old.
- c. Yes, Moin had been to the house before. We know because it says that he was, 'thinking about all the occasions he had visited this very house' and because he remembers Nabil's dogs as puppies.
- d. Nabil was sitting in a large, dark living room.
- e. Ballubari reacted angrily to Moin as soon as he smelt him.
- f. Moin left the property by running out and leaping over the gate.
- g. There are a number of words and phrases that pupils can pick out. They need to try to explain how their choice(s) tell us that Moin was frightened of Ballubari. Some suggestions: 'Moin made sure to keep close to the old man' we tend to stay close to someone when we are frightened. 'Moin edged forward' - his movement is slow which tells us that he is scared rather than confident. 'aghast, stopping dead in his tracks' - aghast means to be filled with horror or shock; he is scared stiff.

A few more suggestions:

'I ... I do,' stuttered Moin.'

'No, no!' whispered Moin.'

'Stop him! Do something!' screamed Moin, as he too scrambled behind a large armchair.'

'shot outside'

'shakily'

'trembling hands'

'wiped the sweat off his brow'

- h. Ballubari recognized Moin by his smell.

**While reading:** Pupils will give their own opinions and reasons.

**Challenge:** Pupils will give their own opinions and reasons. There is no right answer here. It is an opportunity to practise expressing a view.

##### 2. Answer the following questions with reference to context.

- a. 'Can you be sure?' asked Moin.
  - i. Nabil
  - ii. Ballubari does not remember how Moin used to worry him.
  - iii. No. He asks the question again to double check.

- b. Nabil acted just in time.
- i. Ballubari leaped forward in an attempt to attack Moin.
  - ii. He threw himself on top of the dog, pinning it firmly to the floor, slowing it down.
  - iii. Only temporarily. Ballubari is strong and Moin later sees him at the window, so he must have gotten free from Nabil's hands.
3. **Moin entered the house at 3 o'clock in the afternoon. On a twenty four hour clock 3 pm would be written as 15:00. Write the times using the 24 hour clock.**
- 7 am - 7:00  
 7 pm - 19:00  
 2 am - 2:00  
 2 pm - 14:00

## B WORKING WITH WORDS

1. **Copy and complete the following. You will find the words in the passage, but try to do it without looking!**
- a. determinedly                      b. convinced                      c. squeaked, screeched                      d. scrambling
2. **Which of the following words are incorrect? Correct the mistakes.**
- a. collapsed                      b. obviously                      c. cacophony                      d. *annoyed*  
 e. apparent                      f. *illuminated*                      g. *ferocious*                      h. *scrawled*

## C LEARNING ABOUT LANGUAGE

### SENTENCES

1. **Make up some questions about the story using be and do.**  
 Pupils will come up with their own questions.

### PUNCTUATION

2. **Without looking at the story, copy the passage below, but put in the correct punctuation marks as you do so. When you have finished, read what you have written to see if it all makes good sense.**

'Can you be sure?' asked Moin.

'Sure of what?' asked Nabil. 'That he is asleep? You can hear him snoring, can't you?'

'No, no!' whispered Moin. 'Are you sure that he does not remember me?'

If pupils have done this by looking at the passage, you can easily set another task similar to this one.

3. **Make lists of verbs and adverbs in the following passage.**

Verbs:                      came, gazed, found, written, pulls, will, be, tried, to pull, could move

Adverbs:                      wonderingly, round, beautifully, out, hard, out

4. **Find six interesting verbs and six interesting adverbs in the chapter *Does He Remember?***

Pupils will find their own examples. Discuss what they have chosen so that they can add to their lists and correct each other if needs be.

5. Complete the following. For each one, choose a verb to use in the first gap of both sentences. Add suitable adverbs in the second gaps. Check that you have used the correct form of the verb.

- a. played; well  
b.

## D LISTENING AND SPEAKING

Your teacher will read out the story 'Does He Remember' to you...Tell the class a story about your own encounter with a dog. Start with the beginning; where were you when the incident happened? Tell the story in an interesting way so that it builds up suspense.

Before starting the exercise, have a class discussion on whether anyone has had a similar encounter. Guide the pupils in telling their story in an interesting way, using adjectives and adverbs.

## E COMPOSITION

1. Moin did not behave well when he teased the puppy. We should behave well. We should be kind to animals and people. We should be polite too. With your class, talk about why we should be good, kind, and polite. Talk about what we can/cannot do and what may/may not happen as a result. Then, on your own, write about this topic in two or three paragraphs. Use can/cannot, should/should not, may/may not in your writing.

Talk about the importance of being kind to all living things and guide pupils with writing their paragraphs.

2. Divide the class in half and discuss whether pocket money should be given monthly or weekly. Speak at your turn. If you disagree with your classmates, do it politely.

Divide the class in half and have the pupils create a mind map for their debate. Jot down points in favour of or against the discussion and present it to the class.

## Workbook: pages 11–13

### A ALMOST TOO EASY!

This is about adverbs, so spend some time discussing them before the pupils begin writing sentences. Show how the adverb may be placed in the sentence. There are various possibilities. However, pupils should be careful to make sure the adverb is actually describing the verb they intend and not some other in the sentence.

**Example:** Place the adverb 'immediately' in the following sentence.

He spoke to me and sat down.

He spoke to me immediately and sat down.

He spoke to me and immediately sat down.

There is a difference!

Give the pupils some adverbs and ask them to use them in oral sentences.

Try: hurriedly, yesterday, loudly, never, always, comfortably, plainly.

Point out that the words in the first exercise may be transposed.

**Example:** The school head easily settled the argument between the boys.

The school head settled easily into a comfortable chair.



**1. Use the following adverbs and verbs in sentences of your own.**

The pupils will write their own sentences.

Discuss the different kinds of adverbs mentioned in the text.

See if the pupils can suggest any other adverbs to add to the lists. (You need not introduce the words, manner, time, place here, but since they are easily understood words, you can if you like.)

**Time:** these tell us how often or when an action is performed; never, seldom, weekly, yesterday, tomorrow, now...

**Manner:** these tell us how an action is performed; spitefully, pleasantly, wonderfully, mysteriously, colourfully, lovingly...

**Place:** these tell us where an action takes place (and are usually placed after the main verb); here, nearby, everywhere, back, down, outside, home, away...

**2. Use the following in sentences of your own.**

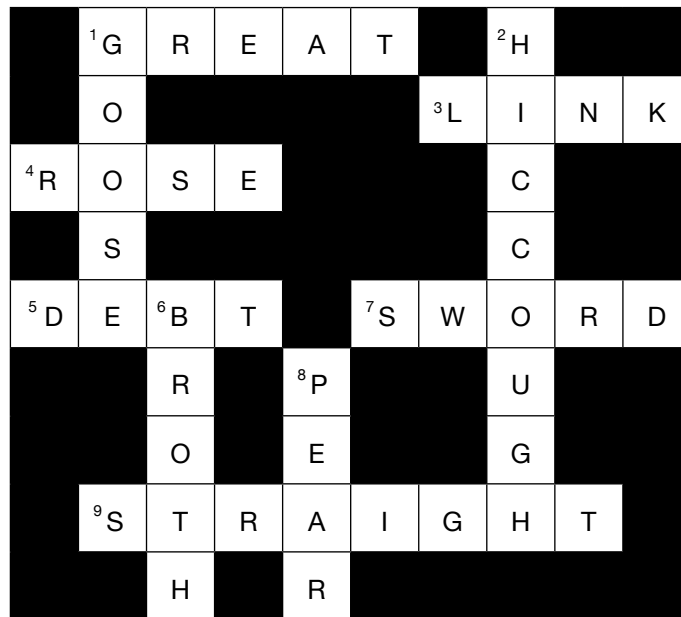
The pupils will write their own sentences.

Do they also know how to use other adverbs of this kind?

**Example:** 'occasionally', 'rarely', 'forever', 'often'.

**B A CROSSWORD**

Point out that crosswords are usually filled in with capital letters. This helps when words cross each other and a letter of one word is used as part of another. It will look odd if a capital appears in the middle of lower case letters to make up the word. So use capitals throughout.



**Where can you find all the words for this crossword in your workbook?**

The answers can be found in the poem, *Brush Up Your English*, on page 3.

## Lesson Plans

For detailed suggestions, refer to pages 16–20.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read and understand a narrative
- To develop reading and comprehension skills
- To increase vocabulary

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

### LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To scan the text and fill in the blanks
- To identify and use verbs and adverbs
- To practise correct punctuation

Task	Time
1. Attempt Exercise B, Questions 1 and 2.	15 min
2. Attempt Exercise C, Questions 1, 2, and 3.	20 min
3. Recap the lessons taught so far.	5 min

### LESSON 3

**Textbook Time: 40 min**

**Aims:**

- To practise using questions tags
- To develop directed writing skills

Task	Time
1. Continue with Exercise D, Questions 1, 2, and 3.	20 min
2. Attempt Exercise E; it should be discussed first.	20 min

## LESSON 4

Workbook Time: 40 min

### Aims:

- To further familiarize the students with adverbs and verbs
- To develop vocabulary
- To develop written expression

Task	Time
1. Attempt Exercise A, Question 1.	15 min
2. Attempt Exercise A, Question 2.	15 min
3. Do a recap of the unit with your students. (Revisit SB Ex. D, Qu. 3, if necessary.)	10 min

## LESSON 5

Workbook Time: 40 min

### Aims:

- To solve a crossword
- To revise and reinforce gender-specific words
- To practise using a dictionary
- To develop thinking skills

Task	Time
1. Continue with Exercise B.	20 min
2. Attempt Exercise C.	20 min

This is only a very short extract from the book *Robinson Crusoe*, by Daniel Defoe. The pupils will find the book in its original form too difficult at this stage. However, to learn about the whole plot of the story go to:

[http://en.wikipedia.org/wiki/Robinson\\_Crusoe](http://en.wikipedia.org/wiki/Robinson_Crusoe)

You might like to read them some extracts from the original.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- Daniel Defoe was famous writer, merchant, journalist, and spy, as well as a novelist and poet. He was born in 1660. Defoe worked at a number of trades before starting to write at the age of forty. (Information is contained in the 'Note' about the author, but pupils could be asked to conduct an online research or consult books in the library.)
- He clambered into a boat (with three others) and rowed towards the shore. A gigantic wave sank the boat, and he was the only one who managed to swim ashore.
- Robinson Crusoe swam back to the ship to get some things. He took bread, rice, cheese, tools, wood, rope, nails, sails, and clothes; guns and ammunition; and sugar and flour. Pupils will say which items they think would have proved most useful, and why.
- Robinson Crusoe discovered that he was on an island when he walked up a little hill and looked around. From there he could see that he was on an island.
- Some tasks that Robinson Crusoe did on the island were building a house with a strong stockade round it, exploring, making a boat, learning to make pots, growing corn, rice, and wheat, and making bread.
- Some things he found on the island were wild grapes and limes, wild animals and goats, water, and clay. Pupils will give their own opinions about which proved most useful, and say why.
- Pupils will say what they think. Perhaps some escaped somehow; others will have drowned.
- Pupils will give their own views.

**While reading:** Robinson Crusoe did not want the gold coins because he had no use for them on the island.

**Challenge:** See Exercise B, Question 3, on the next page.

#### 2. Refer to the text, and answer the questions.

- I lay down and slept again. The sun was high in the sky when I woke up.*
  - Robinson Crusoe had slept between the two branches of a tree the night before, after he had been shipwrecked.
  - He went to sleep again beside a river, after he had drunk some water, the following morning.
  - He decided to return to the ship to try and bring back some things which could be useful to him on the island.

## **B WORKING WITH WORDS**

### **POSSESSIVE PRONOUNS**

- 1. Choose the correct words from the box to complete the sentences below.**

**Use the other words in sentences of your own.**

- hers
- his
- Their
- theirs

Pupils can come up with sentences of their own using these.

- 2. Use your dictionary to find out the meaning of the following.**

Guide the pupils in using a dictionary. Remind them that words are listed alphabetically in a dictionary.

- 3. Your teacher will spell out some words. Write them down. Check your answers and learn any that you got wrong.**

Repeat this exercise every few lessons. Keep it brief and alternate it with spelling tests of key words.

For this exercise, try the following words: WAVES, AGAIN, THROWN, SUCCESS, FORTY, SPEECH, QUOTE, ANIMAL, SNORE, DROWNED. Choose ten frequently used words for the spelling tests.

Choose ten words from the passages for dictation exercises. Get the students to choose words and dictate them to the class so they can practise saying the letters.

### **PRONOUNS**

- 4. Complete the following sentences by choosing the correct pronoun. Make sure to choose the right pronoun according to gender and number.**

- myself
- yourself
- ourselves
- herself

## **C LEARNING ABOUT LANGUAGE**

### **ADVERBS - COMPARATIVE AND SUPERLATIVE**

- 1. Use your dictionary to find out which class these words belong to. If they are adjectives, write down the comparative and superlative forms.**

- adjective; no comparative and superlative forms
- adjective; riskier, riskiest
- verb; no comparative and superlative forms
- noun; no comparative and superlative forms
- adjective; braver, bravest
- noun; no comparative and superlative forms

- 2. Think of one more example each type and use it in a sentence.**

Guide the pupils in coming up with one example each for the different types of adverbs.

## IRREGULAR ADVERBS

1. Some adverbs are irregular. They do not follow the pattern given on the previous page. Copy these adverbs into your notebook.

Pupils should copy the table into their notebook.

2. Complete the sentences using adverbs.

Pupils will write their own sentences. Make sure appropriate adverbs are used. Some examples are:

- a. He drove *hastily* to the station because he was already late.
- b. She made a cake *early* this morning.
- c. He speaks English *fluently*.
- d. They *regularly* come to see us at the weekend.
- e. We *rarely* see them during the week.

## D LISTENING AND SPEAKING

1. Work with a classmate and make a list of 20 things that you would have taken from a sinking ship. Bear in mind that you would need things to survive on a desert island.
2. When you have made your list, put the items in order; the first being the most important or first thing you would choose to take.
3. Explain to the others in your class why you have chosen the first four things on your list. You may speak about two of them and your classmate may speak about the other two.

Pupils should work in pairs, discuss items of importance, make their lists, and then be prepared to give good reasons for their choices. Although the choice of items is important, concentrate more on the way in which the pupils state their case and present their conclusion.

## E COMPOSITION

Whose footprint was in the sand?

Write a few sentences about what you think happened. Use more question words to generate answers. A few examples of possible questions are given.

Encourage the pupils to use their own imagination to answer this. If they have already read an abridged version of the book and know the answer, they can still make up their own story.

## Workbook: pages 14–16

### A DONE EASILY

1. Form adverbs from these adjectives.

- |             |              |             |
|-------------|--------------|-------------|
| a. sensibly | b. humbly    | c. luckily  |
| d. politely | e. leisurely | f. terribly |

2. Now fill in the blanks for these:

- |           |       |        |
|-----------|-------|--------|
| b. late   | later | latest |
| c. little | less  | least  |
| d. much   | more  | most   |

**3. Give an adverb which can be used instead of the underlined words.**

- a. carefully                      b. softly                      c. angrily                      d. attentively

**B DIRECT AND INDIRECT OBJECTS**

**1. Underline the direct objects and circle the indirect objects in the sentences below:**

- a. He sent the box to his mother (circle mother).  
b. She found a present for her husband.  
c. The man bought a carpet for himself.  
d. Moiz threw a ball to his brother.  
e. He gave the balloons to the child.

**C PUNCTUATION**

Here is a passage. The punctuation marks have been left out. Write the passage again putting in all the punctuation.

‘That’s a great collection of keys,’ said the boy. I have the following shapes: round, square, rectangle, and oval. ‘I have been collecting them for a long time,’ the old man replied. ‘My favourite is the first one I got. It is round in shape.’ ‘Wow! I can see why it is your favourite,’ exclaimed the boy, ‘Where did you get it from?’

**Lesson Plans**

For detailed suggestions, refer to pages 31–33.

**LESSON 1**

**Textbook Time: 40 min**

**Aims:**

- To read and appreciate an extract from one of the great classics
- To develop vocabulary
- To improve comprehension skills

Task	Time
1. Reading and discussion of the text	20 min
2. Attempt Exercise A, Questions 1 and 2. If the work cannot be completed in this lesson, it should be given as homework.	20 min

**LESSON 2**

**Textbook Time: 40 min**

**Aims:**

- To use new vocabulary in sentences
- To practise using a dictionary
- To increase observation and thinking skills

Task	Time
1. Attempt Exercise B, Questions 1 and 2.	15 min
2. Attempt Exercise C, Questions 1 and 2. Discuss Challenge/Question 3 and they can be given as homework.	10 min
3. Attempt Exercise C, Part 2, Questions 1 and 2.	10 min
4. Recap the lessons taught so far.	5 min

### LESSON 3

**Textbook Time: 40 min**

**Aims:**

- More practice with adverbs
- To develop listening and speaking skills
- To develop directed writing skills

Task	Time
1. Attempt Exercise D.	25 min
2. Attempt Exercise E. A brief discussion can precede written work. If the exercise cannot be completed in this lesson, it should be carried on to the next lesson.	15 min

### LESSON 4

**Workbook Time: 40 min**

**Aims:**

- More practice with adverbs and adjectives
- To use *would* as the past tense of *shall/will*
- To make polite requests

Task	Time
1. Complete work from the previous lesson.	10 min
2. Attempt Workbook—Exercise A, Questions 1, 2, and 3.	20 min
3. Attempt Exercise B, Questions 1 and 2.	10 min

### LESSON 5

**Workbook Time: 40 min**

**Aims:**

- To make polite requests
- To enhance critical thinking skills
- To form grammatically correct sentences



- To explain phrasal verbs and use them in sentences

<b>Task</b>	<b>Time</b>
1. Continue with any unfinished work from the previous lesson.	10 min
2. Attempt Exercise C, Questions 1 and 2.	20 min
3. Recap the salient features of the unit.	10 min

# Sour Grapes

Pupils might like to hear some other Aesop's fables. Perhaps one of the stories will inspire them to write their own poem.

For more of Aesop's fables: <http://www.pagebypagebooks.com/Aesop/Aesops Fables/>

While reading the poem, ask the pupils why they think the first two lines of the last stanza are written in that way. See what happens to the metre if the lines were written thus: (count the syllables)

It is thus we often wish through life

When seeking wealth and power...

And then compare the number of syllables in these two lines with the number in the first two lines of the other stanzas.

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- Yes, the fox really did want the grapes. He was eager, and he tried to snatch them.
- The grapes were rich, ripe, and purple-red.
- In the first verse: lovely, rich, ripe, and purple-red grapes. In the third verse: mean and common fruit, sour.
- The moral (lesson) the poem teaches us is that people who cannot get what they have been trying for quite often say they did not really want it anyway.

**These questions are more difficult. Discuss them first.**

- The fox curled his nose because he could not reach the grapes and he now wanted to show that he no longer cared for them.
- Encourage pupils to give their own suggestions.

#### 2. a. In your own words, briefly explain what the poem is about.

Encourage the pupils to briefly summarize the poem and what the poet is trying to convey.

#### b. Use your own words and try to write out the last verse in prose. Do not alter the meaning, but use any words you like.

Pupils should try to do this on their own, but may find it difficult. When they have worked on it and produced their own versions, discuss them in class. Example (the notes in brackets are for you, not part of the meaning):

This (the answer just given in the previous verse) is what we say (and desire) in life when we seek wealth and power. And when we fail (to get what we want), like the fox (in the fable), we say, 'We are sure the grapes are sour!'

#### 3. Complete the following gapped summary.

fox, food, grapes, high, sour.

## B WORKING WITH WORDS

### CONSONANT CLUSTERS

1. The following words begin and end with a consonant cluster. Think of one more word that starts and ends with the same consonant cluster.

- a. spark
- b. ground

Students can come up with words of their own.

## C LEARNING ABOUT LANGUAGE

If the pupils cannot remember anything about subject, object, and predicate, give them some examples on the board.

1. Underline the subjects in the following sentences.

- a. The boy climbed the mountain.
- b. The (beautiful) girl sang for half an hour.
- c. The man (in the car) wore a fine cap.
- d. A bird (in a tree nearby) was building a nest.
- e. It was a very cold morning in January. ('It' refers to the morning.)

2. Pick out the objects in the following sentences. (Find the verb, and then ask: verb + what or who?)

- a. The boy kicked the football.
- b. The man saw a ghost.
- c. The girl played cricket.
- d. Fourteen girls sang the national anthem.
- e. Unfortunately, we never saw him in the dark.
- f. We sometimes let the dog out.

3. Pick out the predicates in the following sentences.

- a. The bird sang sweetly in the trees.
- b. The old man sat under the tree.
- c. He listened to the singing of the birds with great joy.
- d. He slowly closed his eyes.
- e. He fell asleep with his head on a stone.

4. The verb of a sentence has to agree with the subject. If the subject is singular, the verb must be too. If it is plural, the plural form of the verb must be used. Talk about why the verbs in the following sentences are not correct. Correct them.

- a. is; 'he' is singular, so verb must be too.
- b. are; 'children' are plural, so verb must be too.
- c. has; 'swing' is singular, so verb must be too.
- d. is; 'box' is singular, so verb must be too.

## D LISTENING AND SPEAKING

### 1. Read the following aloud, clearly and slowly.

Listen to the pupils reading, then read the words yourself. Make sure that the short vowel sounds are short, and not drawn out. Also, ensure that while saying *aw* (long vowel sound), pupils do not swallow the words and make them guttural (sounded in the throat). Help them clearly enunciate the diphthong sounds in the words, and figure out the silent letters in the words given in the list.

### 2. -ed ending. Sort the words into three columns: sounds like t, sounds like d, sounds like id.

sounds like t: stopped

sounds like d: finished, helped, laughed, moved, prayed, stayed,

sounds like id: decided, ended, needed, painted, seated, started, studied,

## E COMPOSITION

### 1. Write the story of the fox and the grapes in your own words using the elements of story writing (characters, plot, and setting). You may add any details you wish; you do not have to follow the ideas in the poem. When you have finished, check through your work carefully. Can you improve it by correcting mistakes or making improvements? Remember to do this with all your work!

### 2. The fox dislikes what he cannot have. Write a few lines on whether you think it's a good or bad thing to have this attitude.

Pupils will write their own story and lines for the exercise. Help them make a mind map first of what points they want to include, and then start the story. Check for punctuation and spellings once done.

Pupils should not try to paraphrase the poem. They should add more ideas or any commentary that they like to the poem.

## Workbook: pages 17–22

## A SUBJECT, OBJECT, AND PREDICATE

**Oral:** Revision of subject, object, and predicate.

### 1. The subjects are missing from the sentences below. Use one adjective and one picture clue to complete the sentences.

- a. playful puppy    b. famous doctor    c. colourful bird    d. popular conjuror/magician

Give further clues and ask pupils to make sentences: e.g. colourful/bird: The colourful bird sang a sweet song.

### 2. Choose suitable verbs for each subject below. Add an object to complete the sentences.

Examples:

- a. The elderly woman scolded the lazy boy.  
b. My sister buttered two slices of bread.  
c. Bilal and Saleem caught a partridge.  
d. The corporation workers drained the tank.

Give many more examples of your own.

### 3. Underline the predicates in the following.

- a. went hunting

- b. captured a ferocious, black and yellow tiger.
- c. opened the present with care.
- d. smartly saluted his superior officer.
- e. tried sitting on the branch.

**1. Complete the passage below using the correct prepositions with the words given in brackets.**

ask you for a favour; surprised; felt really sorry; share with

## **B DEAR SIR**

**Oral:** Revise letter writing, and talk about various letters people write—official, formal, informal. Discuss the layout of a letter. These days many letters are composed on a word processor, and there are different conventions used. Addresses in typed letters may be placed in line with the left column of the page. It is still customary, with hand-written letters, to place the sender's address on the right side of the page or in the middle.

## **C STORY WRITING**

**1. Look at these pictures carefully. Discuss them in class.**

Before you discuss the pictures, look briefly at the plan of the story and allow the pupils to describe orally what they see in the pictures. It might be useful to give the characters names right away to avoid having to say 'this man' and 'the other man', etc. Pupils can rename them when they write their own stories. The plan or 'key' on page 9 of the Workbook is only an outline of ideas; the dashes do not stand as blanks to be filled in. The story should be embellished, conversation added, and adjectives and adverbs used freely.

**2. Use this page to write some notes to use in your story. Give the characters names; use adjectives and some conversation. What kind of ending can the story have? Give your story a title.**

Allow the pupils to do this on their own. They should put down initial words and ideas; add to these on a sheet of paper or in their notebooks if they have lots of ideas. When they have finished, discuss some of the points they have put down.

**3. Now write the story in your notebook.**

Allow the pupils to write the story on their own. Read aloud, or ask the pupils to read, some of the stories. Display their work.

## **Lesson Plans**

For detailed suggestions, refer to pages 36–38.

### **LESSON 1**

**Textbook Time: 40 min**

**Aims:**

- To read and appreciate a poem based on a well-known Aesop's fable
- To paraphrase a given verse of the poem

Task	Time
1. Reading and understanding of the poem and the unfamiliar words	20 min
2. Attempt Exercise A, Questions 1 and 2. Question 3 should be discussed and given as homework.	20 min

## LESSON 2

**Textbook Time: 40 min**

### Aims:

- To provide full forms of common contractions
- To discuss the meanings of some common proverbs
- Further practice with subjects and predicates

Task	Time
1. Attempt Exercise B, Questions 1 and 2.	15 min
2. Attempt Exercise C, Questions 1, 2, and 3.	15 min
3. Recap the lesson taught so far.	10 min

## LESSON 3

**Textbook Time: 40 min**

### Aims:

- To practise correct pronunciation
- To rewrite a poem as a narrative, imaginatively adding details and information

Task	Time
1. Attempt Exercise D, Questions 1 and 2.	10 min
2. Attempt Exercise E.	25 min
3. Recap the lessons taught so far.	5 min

## LESSON 4

**Workbook Time: 40 min**

### Aims:

- To revise and reinforce the subject and adjectives
- To complete sentences using suitable verbs and by adding an object
- To identify a predicate
- To practise letter writing

Task	Time
1. Begin with the Workbook. Attempt Exercise A, Questions 1, 2, and 3.	15 min
2. Attempt Exercise B, Questions 1 and 2.	25 min

# 5

## Collecting Things

Pupils will be able to discuss hobbies and write about them too, later on, so there is no need to have a great discussion before the text is read. You may, however, ask a few questions about hobbies.

While discussing the unfamiliar words, explain something about archaeology, museums, things from the past, old buildings. Why is it important that some things are studied and preserved? Have the pupils been to a museum? What did they see there?

### Suggestions and answers

#### A COMPREHENSION

##### 1. Answer the following questions.

- a. People collect anything and everything. Stamps, shells, butterflies, hats, feathers, leaves, stones, matchbox covers, antiques, plates, costumes, cars, and a thousand and one other things are collected by people in every corner of the world.
- b. Stamp collecting was (and still is) so popular because stamps are easily obtained; most people have some friends in distant places or foreign countries who write letters to them.
- c. In order to start a collection of flowers you will need a notebook, an album or scrapbook, two pieces of hardboard (approx. 25 cm x 20 cm), newspaper, and a magnifying glass (...and some flowers).
- d. One should not pick more flowers than needed because some flowers are rare. Flowers make the environment look beautiful, and provide nectar for bees.
- e. A magnifying glass is useful if we want to study the leaves carefully. For most purposes our eyes are good enough.
- f. In our record book, we could write the name of the flower, where and when it was found, its size, colour, and shape, and its scent.
- g. Newspaper is used in the flower press because it can soak up the plant juices (to dry the flowers). It is more absorbent than most other types of paper.

**These questions are more difficult. Discuss them first.**

- h. Pupils will give their own answers. Make a list on the board. Some suggestions: if everyone collected certain types of shells, for example, they might become rare, it might have an impact on an ecosystem...etc; it would be cruel to kill butterflies or other small creatures for a collection (this is what collectors used to do); collections take up a lot of space - it would not be a good idea for someone with a small amount of space to start collecting large items!

**While reading:** Pupils will give their own answers.

**Challenge:** Pupils will give their own answers.

##### 2. Refer to the text, and answer the questions.

*Quite often what starts off as a hobby or pastime develops into a more serious study or even a profession.*

- a. The hobby of beginning a collection

- b. A child interested in stamps may work with stamps. One interested in collecting old coins may become a historian or archaeologist; one collecting flowers may become a botanist.

## B WORKING WITH WORDS

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

Pupils will write their own sentences. They are all useful words. Pupils should check the meanings in a dictionary.

### 2. Here is a crossword puzzle. All the words can be found in the second paragraph of the lesson.

1	L	E	A	V	E	S					
	2	S	H	E	L	L	S				
3	P	L	A	T	E	S					
4	S	T	A	M	P	S					
5	F	E	A	T	H	E	R	S			
			6	H	A	T	S				
			7	A	N	T	I	Q	U	E	S
			8	S	T	O	N	E	S		

## C LEARNING ABOUT LANGUAGE

### 1. Fill in the spaces with the correct pronouns.

- she
- you
- I

### 2. Fill in the spaces with the correct words.

- That
- This
- Those
- These

## D LISTENING AND SPEAKING

### 1. Pair up with a classmate and request them to join you on a trip to the zoo. Your classmate will either accept or politely decline your request. Take turns in doing the activity.

Pair up the students for the activity and help them use persuasive language in doing the task. They can talk about the benefits of going to a zoo to convince their partner.

### 2. Do you have a hobby? What is it?

Using imperatives to describe a hobby.

Encourage pupils to first make some useful notes about their hobby, which they may need to consult later on when they begin speaking. They should also read the list and practise making a few statements. Only then should they speak, using the introductory words given in the list. They may not need half the suggestions given in the list, but this should give them an idea of where to begin. Note that most of the statements will be imperatives.



## E COMPOSITION

1. **Make a similar list of tips to the one found in the lesson for someone who would like to collect (a) stamps and (b) seashells.**

Pupils may write about an entirely different hobby (collecting model cars, posters, picture postcards, or something else), if they wish. The information should be collated and presented in the form of advice to be given to a new collector.

2. **Write short invitations to the following. Remember to include the key facts, such as when and where the event is happening, as well as polite language.**
3. **Swap an invitation you have written with a classmate. Write a polite reply accepting your classmate's invitation.**

Repeat this exercise but, this time, politely decline the invitation.

Pupils will write their own answers.

## Workbook: pages 23–24

### A PRONOUNS

1. **Underline similar pronouns in the sentences below:**

- a. I hurt myself when I was cutting the vegetables yesterday.
- b. We should eat healthy food and take care of ourselves.
- c. Grandma cannot look after herself as she is quite old now.

2. **Use pronouns in place of the words in italics.**

- a. Mr Asim is my teacher. He teaches us Math.
- b. Ayesha lives next door. She is a good neighbor.
- c. Adil and Anwar are here. They will watch the match with me.

3. **Choose the right pronouns.**

- a. We saw a beautiful ship. Did you see them?
- b. She is my sister. Give this letter to her.
- c. Those children are making a lot of noise. Ask them to stay quiet.

4. **Start each sentence with this, that, these, or those.**

- a. this      b. these      c. Those      d. This; those

5. **Underline the subject, object and possessive pronoun in these sentences.**

- a. Subject pronoun: I
- b. Subject pronoun: I; Object pronoun: him, me
- c. possessive pronoun: mine, yours

## Lesson Plans

For detailed suggestions, refer to pages 41–44.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read a factual account
- To develop reading skills

Task	Time
1. Reading and discussion of the text and understanding of the unfamiliar words.	20 min
2. Attempt Exercise A, Question 1.	10 min
3. Continue with Exercise A, Question 2.	10 min

### LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To expand written and spoken expressions
- To develop vocabulary by solving a crossword puzzle
- To add adverbs to the given sentences
- To identify direct and indirect speech and to be able to change sentences from one to the other

Task	Time
1. Attempt Exercise B, Question 1.	10 min
2. Attempt Exercise B, Question 2.	10 min
3. Attempt Exercise C, Questions 1, 2, and 3.	20 min

### LESSON 3

**Textbook Time: 40 min**

**Aims:**

- To revise transitive verbs
- To develop thinking and speaking skills
- To develop directed writing skills

Task	Time
1. Continue with Exercise C, Question 4.	10 min
2. Attempt Exercise D.	20 min
3. Attempt Exercise E. Incomplete work can be given as homework.	10 min

## LESSON 4

Workbook Time: 40 min

### Aims:

- More practice with direct and indirect speech
- To reinforce understanding of transitive and intransitive verbs
- More practice of punctuation

Task	Time
1. Attempt Exercise A, Questions 1 and 2.	15 min
2. Begin Exercise B.	10 min
3. Attempt Exercise C.	10 min
4. Do a recap of the unit.	5 min

# The Skylark

Find some other poems about birds, and read these to the pupils.

If you want to know more about the poet:

[http://en.wikipedia.org/wiki/Christina\\_Rossetti](http://en.wikipedia.org/wiki/Christina_Rossetti)

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- The skylark was hanging between the earth and the sky, and soaring and singing.
- The poet and, perhaps, the skylark's mate.
- The skylark sings when it is flying up and when it is hanging between the earth and sky. It is silent when it flies down (sinks).
- It is early summertime or spring: tender green corn, butterflies danced, the earth was green, the sky was blue, one sunny morn, swift the sunny moments.
- Like the poet, the skylark's mate too was somewhere nearby, marvelling at the song and flight of this bird.
- Encourage pupils to give their own answers, and ask them to explain why they like/dislike the poem.

#### 2. Refer to the text, and answer the questions.

*A stage below, in gay accord,*

*White butterflies danced on the wing,*

- the blue sky
- In the stage above were fine sun and the shagbark.
- Accord means 'in harmony with'; the skylark's dancing and singing were in harmony with the white butterflies dancing around the cornfield.

### B WORKING WITH WORDS

#### 1. Give meaning of each simile and use it in a sentence in your notebook.

As gentle as a lamb: very kind and calm

As quick as a cat: very quick and sharp

Eyes like a hawk: to notice every small detail

Pupils will make their own sentences.

### C LEARNING ABOUT LANGUAGE

#### 1. Say whether the verbs in the sentences below are in the past, present, or future tense.

The words in brackets are additional information for you, specifying the tense.

- a. She *went* to the circus last week. PAST (**simple**)
- b. She usually *goes* to the circus when it comes here. PRESENT (**simple**)
- c. What *is she doing* now? PRESENT (**continuous**)
- d. She's *doing* her washing. PRESENT (**continuous**)
- e. *Will she come* to the cinema with us? FUTURE (**simple**)
- f. She'll *come* if you *ask* her nicely. FUTURE (**simple**)/ PRESENT (**simple**)
- g. I'll *go and ask* her tomorrow. FUTURE (**simple**)
- h. I'm *doing* my homework now. PRESENT (**continuous**)

**2. Write sentences of your own, using the words below and the tense shown in brackets.**

Examples:

- a. I go to school every day.
- b. I am going to school now.
- c. I usually give my mother a present on her birthday.
- d. I am writing a letter to my uncle.
- e. I eat a lot of rice on Sundays.
- f. I am wearing a new pair of trousers today.

## **D LISTENING AND SPEAKING**

**1. Your teacher will spell out some words. Write them down. Check your answers and learn those that you got wrong.**

Read out some common words for the students to write down. You can spell out words from the text, such as speck, soared, cornfield, swift.

**2. Learn the poem by heart and recite it aloud.**

This is not a difficult poem to learn by heart, so encourage the pupils to do so. Who can remember it the best, and who can recite it with the most expression? Let the class decide.

## **E COMPOSITION**

**Write about the most beautiful thing you have ever seen.**

How are the pupils going to describe beauty? Which words will they choose to use? What comparisons will they make in order to show how their chosen subject is more beautiful than other ordinary, mundane things?

## **Workbook: pages 25–28**

### **A DON'T BE TENSE**

**Oral:** Go through the text carefully, giving explanations where necessary.

**1. Say whether the verbs in the sentences below are in the simple present (s.p.) or the present continuous (p.c.).**

- |                     |                        |                       |                      |
|---------------------|------------------------|-----------------------|----------------------|
| a. is crying (p.c.) | b. is walking (p.c.)   | c. write (s.p.)       | d. is waiting (p.c.) |
| e. play (s.p.)      | f. are reading (p.c.)  | g. am painting (p.c.) | h. practise (s.p.)   |
| i. is taking (p.c.) | j. are watching (p.c.) |                       |                      |

**2. Change these sentences from the simple present to the present continuous.**

- a. We are working in the garden now.
- b. The children are playing games now.
- c. The Sun is rising in the east at this moment.
- d. She is taking her dog for a walk now.
- e. Our dog is chasing cats now.

**B SPELLING TIPS**

**1. Add -er to the following words. Be careful; not all the end letters are doubled.**

- a. rubber
- b. shopper
- c. swimmer
- d. beginner
- e. robber
- f. striker
- g. player
- h. digger
- i. winner
- j. runner
- k. boxer
- l. fitter

**2. Now try these. All the verbs end in -y; the -y is changed to -i before -er is added.**

- a. replier
- b. dryer
- c. worrier
- d. supplier
- e. fryer
- f. flier
- g. carrier
- h. crier

**C SIMILES**

**1. Fill in the blanks with similes.**

- a. as a giraffe
- b. as a lion
- c. as a coal
- d. as a clown

**2. Circle the simile in each sentence. On the line, explain what is being compared to what.**

- a. as sticky as syrup; glue compared to syrup
- b. as hot as the sun; tea compared to sun
- c. as heavy as an elephant; cupboard compared to elephant
- d. like a cheetah; brother's running compared to cheetah

**Lesson Plans**

For detailed suggestions, refer to pages 46–48.

**LESSON 1**

**Textbook Time: 40 min**

**Aims:**

- To read, enjoy, and appreciate a poem about a bird
- To enhance vocabulary
- To improve comprehension skills

Task	Time
1. Reading and understanding the poem	20 min
2. Attempt Exercise A, Questions 1 and 2.	20 min

## LESSON 2

**Textbook Time: 40 min**

### Aims:

- To develop vocabulary by introducing more phrasal verbs
- To demonstrate correct use of some phrasal verbs in sentences
- More practice of tenses

Task	Time
1. Attempt Exercise B, Questions 1 and 2. Some sentences can be given as homework.	20 min
2. Continue with Exercise C. Discuss and attempt Questions 1 and 2.	15 min
3. Exercise D can be given as homework.	5 min

## LESSON 3

**Textbook Time: 40 min**

### Aims:

- To assess recitation, memory, and oral expression skills
- To develop directed writing skills and vocabulary

Task	Time
1. Discuss Exercise D that was given for homework.	15 min
2. Attempt Exercise E.	25 min

## LESSON 4

**Workbook Time: 40 min**

### Aims:

- More practice with simple present and present continuous tenses
- To develop vocabulary by introducing more phrasal verbs

Task	Time
1. Begin with Exercise A, Questions 1 and 2.	15 min
2. Attempt Exercise B, Question 1.	20 min
3. Recap the salient features of the unit.	5 min

# Test—1

## Workbook: pages 29–32

This test covers Student Book and Workbook units 1–5.

## Suggestions and answers

### A READING

Read the poem aloud to your teacher. When you have finished, your teacher will choose two words from each stanza and read them out to you. Write down the words in your notebook. Can you spell them all correctly?

You may ask the pupils to read a stanza or two. Note that for most lines, the second word (and some others) should be stressed in order to keep the rhythm.

#### Example:

His **conscience**, of course, was as **black** as a **bat**,

But **he** had a floppety **plume** on his **hat**

Oh, **he** had a **cutlass** that **swung** at his **thigh**

And **he** had a **parrot** called **Pepperkin Pye**,

For spelling, choose from:

- wicked, perfectly, gorgeous
- conscience, plume, jiggled
- cutlass, thigh, parrot
- cavern, buccaneer, curious
- outnumbered, hundred, pirate

### COMPREHENSION

#### 2. Answer the questions about the poem.

- The pirate was as wicked as he could be. He had a black conscience, he was a hoarder (he kept a chest covered with mould), and he was a sinner (without scruples).
- He was gorgeous to see (handsome) with a zigzaggy scar at the end of his eye. He wore a plume in his hat and a large cutlass that swung on his thigh, and his pockets jingled with gold.
- Pupils will give approximate meanings.
  - floppety: moving from side to side (the plume was long and bendy)
  - buccaneer: pirate
  - mould: fungus
  - plume: feather
- A knife, sword, blade, dagger etc.
- Stanzas 1 and 5: a a a a, Stanzas 2, 3, 4: a a a b.
- The poet says: 'But oh, he was perfectly gorgeous to see!'



## B TEXTBOOK QUIZ

### 1. Answer these questions about your textbook.

- Robinson Crusoe had no use for gold coins on a desert island.
- They wanted to kill the scorpions.
- Some of the things you will need: a notebook, a pencil, an album or scrapbook, two pieces of hardboard (approx. 25 cm x 20 cm), newspaper, and a magnifying glass.
- The skylark had a nest unseen, somewhere among the million stalks of the cornfield.

### 2. Answer the questions about these lines of poetry from your textbook.

*He curled his nose and said,*

*'Dear me! I would not waste an hour...'*

- Sour grapes
- The poet is quoting the fox.
- To show he was not interested (anymore) in the grapes
- 'Upon such mean and common fruit' He would not waste his time going after the grapes or eating them.
- In the end he said, 'I'm sure those grapes are sour!'

## C WORKING WITH WORDS

### 1. What is the collective name used for:

- swarm/hive
- colony
- bunch
- gang
- litter

### 2. What is the name given to the female gender of the following?

- actress
- landlady
- tigress
- hostess
- empress
- girl
- goose
- cow
- heroine

## D LEARNING ABOUT LANGUAGE

### 1. What is an interjection? Explain and give an example.

An interjection is an exclamation. Words which show emotion are called interjections.

Example: Ouch! He stamped on my toe!

### 2. Think of one more example of each type and use it in a sentence.

Pupils will compose their own sentences.

### 3. State whether the underlined words in the following sentences are adverbs of manner, time, place, or frequency.

- time
- manner
- place
- frequency

### 4. Fill in the blanks with the correct adverbs from the box below.

- always
- often
- never

d. sometimes

Please note that any of these can fit in any of the sentences.

**5. Where in a sentence are adverbs usually placed? Explain and give an example.**

An adverb should be placed behind the verb it modifies or at the end of the sentence. For example: 1: I run quickly; 2: I like Science immensely.

**6. Underline the verbs. Say whether they are in the past tense (p.t.), simple present tense (s.p.), present continuous tense (p.c.), simple future tense (f.t.).**

a. is selling (p.c.)    b. will come (f.t.)    c. takes (s.p.)    d. filmed (p.t.)    e. am doing (p.c.)

## E COMPOSITION

**Write a letter to the editor of *The Weekly News* complaining that there are not enough news items about sport in the newspaper. Use a sheet of paper.**

Instruct pupils to write a formal letter.

## Lesson Plans

For detailed suggestions, refer to pages 50–52.

### LESSON 1

**Workbook Time: 40 min**

**Aims:**

- To review the previous 8 units
- To assess comprehension skills
- To assess the ability to write correct grammatical structures

Task	Time
1. Attempt Exercise A, Question 1.	15 min
2. Attempt Exercise A, Question 2.	15 min
3. Continue with Exercise B, Question 1.	10 min

### LESSON 2

**Workbook Time: 40 min**

**Aims:**

- To recap characters from the previous 8 units
- To assess how well concepts taught in the previous units have been understood

Task	Time
1. Attempt Exercise B, Question 2.	10 min
2. Attempt Exercise C, Questions 1 to 4.	15 min
3. Attempt Exercise D, Questions 1 to 4.	15 min

### LESSON 3

Workbook Time: 40 min

**Aims:**

- To evaluate how well grammatical concepts have been understood
- To assess directed writing skills
- To appraise knowledge and usage of English vocabulary

Task	Time
1. Attempt Exercise D, Questions 5 to 7.	15 min
2. Attempt Exercise E.	25 min

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- In the Northern skies, if you look up on a clear night, you can see a constellation of stars called Perseus.
- Dictys is described as kind. He allows Perseus and Danae to live on his land.
- Dictys was related to King Polydectes.
- King Polydectes asked his guests to bring him a horse. Then he asked Perseus to get him the head of Medusa.
- Perseus felt repulsed when he saw the witches because they were hideous. Pupils might also say that he felt sick or scared.
- Perseus stole the witches' eyeball so that he could get them to tell him how to get to the nymphs of Hera.
- Zeus, Hermes, and Athena helped Perseus because Polydectes was being unfair. Perhaps they wished to see the end of Polydectes.
- Perseus helped Andromeda because he admired her bravery and did not want to see her killed.

**While reading:** Pupils will give their own suggestions and reasons. Get them to use evidence from the passage.

**Challenge:** (was B, 1): Words in the story which have the same meaning are:

- a. petrified      b. banquet      c. tyrant

#### 2. Put the following in their correct order and put said ... or asked ... (add the correct name) after each.

- 'How can I get rid of this irritating man?' thought Polydectes.
- 'Oh Perseus, don't you know our customs?' asked one guest.
- 'Bring me the head of Medusa.' said Polydectes. (asked/demanded)
- 'Go to the Northern shore,' said Athena.
- 'Be cunning as well as brave,' said Athena.
- 'You have it, you fool,' said the second witch. (hissed)

#### 3. Answer the following questions with reference to context.

- 'Use your brain as well as your strength, Perseus.'
  - Athena
  - He notices how important the eye is to the witches and takes it. He used the shield as a mirror so that he does not look directly at Medusa.
  - He chops off Medusa's head with one swift blow. He defeats the sea monster.

## **B WORKING WITH WORDS**

### **1. Make questions to get the following answers; use the words in brackets.**

Suggestions:

- a. How many young people help Perseus?
- b. Why are the people helpful?
- c. How does Perseus use the shield?
- d. Will Perseus win the battles?
- e. What was the water like (after Perseus killed the serpent)?

## **C LEARNING ABOUT LANGUAGE**

### **1. Write out what each person said using the past continuous tense. The first one has been done for you.**

- c. I was getting off the bus.
- d. I was talking on the phone.
- e. We were dropping the children to the school.
- f. We were serving tea at the cafe.
- g. I was sleeping at the office.

### **2. Fill in the blanks using the correct form of the verb given in brackets.**

was standing; was wondering; saw; were carrying; thought; stopped; was getting; noticed; were aiming; were coming; were shooting; arrived

## **D LISTENING AND SPEAKING**

### **1. Practise conversations between different family members (combining words for relatives, first names, and family names) to demonstrate oral communication skills in the given situations.**

Pair up the students and have them practice aloud the situations given.

Read the following and study the diagram.

### **2. Read the following and study the family tree on the next page.**

Make sure the pupils have read all the words for relatives and the proper names of the members of the family.

Refer to pages 154 of the Student Book for the text.

## **E COMPOSITION**

**Write your own description of the fight between Perseus and the sea serpent. Say what happened and what sounds were made while they fought.**

Pupils should use their own words. They may deviate from the account given in the text, and add their own details if they wish.

**Workbook: pages 33–37**

## **A SENTENCE STRUCTURE: ACTIVE VOICE**

Explain that all the people mentioned in A are the performers of the actions (indicated in the box). They may decide who performed which action. The objects of the verbs are in B. All the verbs are in the active voice and they are transitive verbs; they have an object.

1. **Make oral sentences.**

2. **Match A and B and write sentences.**

- a. The baby broke the plate.
- b. The thief stole the necklace.
- c. Adil wrote the letter.
- d. Maria drew the picture.
- e. The potter made the pot.

3. **Fill in the table below, using words from your sentences in Exercise A.**

**Subject:** the baby, the thief, Adil, Maria, the potter

**Verb:** broke, stole, wrote, drew, made

**Object:** the plate, the necklace, the letter, the picture, the pot

## B IF/OR

1. **Write sentences as in the example above.**

- a. Go now, or you will miss the bus.
- b. Wear a coat, or you will feel cold.
- c. Stop playing with that knife, or you will cut yourself.
- d. Work hard, or you will not get into college.
- e. Take this tablet, or you will be ill.

## C USING THE DICTIONARY

**Oral:** Having discussed this page, it is a good idea to ask the students to look in their own dictionaries and compare the information that they find there. Different dictionaries adopt their own systems. However, the abbreviations used for grammatical terms and so on are usually the same.

1. **What do the following signs, symbols, or letters mean?**

- n — noun
- sth — something
- esp — especially
- ~s — the word, ~, and 's'. i.e. *feats* (forming the plural)

2. **What do these mean?**

- |   |                        |
|---|------------------------|
| vt — verbum trānsitīvum (transitive verb) | prep — preposition     |
| adj. — adjective                          | vi — intransitive verb |
| abbr. — abbreviation                      | pron. — pronoun        |
| e.g. — exempli gratia (for example)       | sb — somebody          |
| i.e. — id est, (that is, in other words)  | pt — past tense        |
| pl. — plural                              | pp — past participle   |

## D WHICH WORDS? WHAT WORDS?

**Use the following words in sentences of your own.**

**Oral:** Revise all the words in the box. Ask the pupils to use them in sentences; then proceed to the writing exercise. Note that when the words are used, they will inevitably produce a clause.

Here are some examples:

- a. He is the gentleman who gave me a lift the other day.
- b. He gave me a new certificate, which I promptly lost again!
- c. We go to see her when we have the time.
- d. I do not know whether they have gone yet.
- e. He did not tell us why he was late.
- f. We have no idea what they are going to do with the kitten.
- g. She cries and howls whenever we go close.

## E PREFIX AND SUFFIX

Give examples of your own or ask the pupils to search in their dictionaries for words that they believe begin with a prefix or end with a suffix. Find examples of the prefixes and suffixes given.

re-: release, replace, react, regenerate, etc.

-ly: fully, splendidly, carefully, safely

### 1. Make new words by using one of the prefixes above.

distrust, depart, discourage, relate, report (export).

### 2. Make new words by using one of the suffixes above.

peaceful, safely (er), dancer (ed), bigger, shameful (ed), happily (ier).

Note the spelling changes:

big/bigger (double 'g')

happy/happily (drop 'y', add 'i')

## F REQUESTS

**Complete the following sentences using suitable requests.**

Pupils will write their own sentences. Note that this form is used as a polite request.

**Example:** Would you care to shut the door?

Would you like to sit over here?

Would they show us their work, I wonder?

Sometimes, such requests are not really requests, but a polite way of saying that the speaker would prefer something is done in the way indicated.

**Example:** Would you kindly shut the door?

Would you use the side entrance please?

## G RHYMING WORDS

### 1. Write words that rhyme with:

- |         |         |         |          |         |
|---------|---------|---------|----------|---------|
| a. high | b. pack | c. tray | d. may   | e. tame |
| f. tear | g. hair | h. wood | i. loath |         |

Pupils can come up with their own answers.

## H ODD SINES

### 1. Mark each box (✓) or (X).

A Richman Steel Factory is the only correct picture. The rest all will have X marks.

### 2. Write the pairs of homophones here.

- |                    |                          |
|--------------------|--------------------------|
| a. aloud/allowed   | b. steel/steal           |
| c. current/currant | d. beech/beach           |
| e. cereal/serial   | f. stationary/stationery |

## Lesson Plans

For detailed suggestions, refer to pages 54–57.

### LESSON 1

**Textbook Time: 40 min**

#### Aims:

- To read and understand a story from Greek mythology
- To develop comprehension skills

Task	Time
1. Reading and understanding of the text	20 min
2. Attempt Exercise A, Questions 1, 2, and 3. Unfinished work can be completed as homework.	20 min

### LESSON 2

**Textbook Time: 40 min**

#### Aims:

- To enhance vocabulary by finding synonyms
- To develop written and verbal expression; a further study of asking suitable questions
- To practise active and passive voices

Task	Time
1. Attempt Exercise B, Question 1. Attempt the challenge task.	15 min
2. Continue with Exercise C, Question 1. Question 2 should be given as homework after a brief discussion.	20 min
3. Recap the lessons taught so far.	5 min



### LESSON 3

**Textbook Time: 40 min**

**Aims:**

- To enhance listening and speaking skills
- To improve concentration and memory
- To develop directed writing skills

Task	Time
1. Continue with Exercise D.	15 min
2. Attempt Exercise E. Unfinished work should be given as homework.	25 min

### LESSON 4

**Workbook Time: 40 min**

**Aims:**

- Further practice of active and passive voices
- To form sentences using correct grammatical structures

Task	Time
1. Attempt Exercise A, Question 1, 2, and 3.	20 min
2. Attempt Exercise B, Questions 1 and 2.	15 min
3. Revise the lesson taught so far.	5 min

### LESSON 5

**Workbook Time: 40 min**

**Aims:**

- To explain common abbreviations used in the dictionary
- Spelling practice using prefixes and suffixes

Task	Time
1. Continue with Exercise C, Questions 1 and 2.	15 min
2. Exercise D should be discussed and given as homework.	5 min
3. Attempt Exercise E.	15 min
4. Recap the salient features of the unit.	5 min

# A Misspelled Tale

A strange poem with words misspelled in a humorous manner. Discuss the unfamiliar words and note all the misspelled words. Note that the poet has tried to use homophones where possible, and in some instances the homophones are related to the American pronunciation of a particular word, not the British pronunciation. (e.g. dew/do; gnu/noo)

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Before answering any questions about the poem, try to write out the poem in correct English.

Pupils should try to write out the poem correctly (without the poet's misspelled words).

A little *boy* said, 'Mother, *dear*,  
May I go out *to* play?  
The *sun* is bright, the *air* is clear,  
O, mother, don't say *nay*!  
'Go *forth*, my *son*,' the mother said.  
The *aunt* said, 'Take your *sleigh*,  
Your *nice new* sled, *all* painted *red*,  
*But do not* lose your way.'  
(The weather changes and it starts to snow.)  
*Through* snowdrifts *great*, *through* watery pool,  
He *flew* with *might* and *main*—  
Said he, 'Though I *would* walk by rule,  
I am not *right*, 'tis *plain*.  
'I'd like to *meet* some kindly *soul*,  
For *here new* dangers *wait*,  
And yonder *stares* a treacherous *hole*—  
*Too slow* has been my gait.  
'I'm *weak* and *pale*, I've *missed* my *road*,  
But here a *cart* came past,  
He and his *sledge* were safely *towed*  
Back *to* his home at last.

#### 2. Answer the following questions.

- The boy said that the sun was bright, the air was clear, and that is why he wished to go out.
- He was warned not to lose his way.
- He was keen to go outside and play. He must have been happy when he was given permission to do so.

- d. In the morning the sun was bright; then the weather changed. It started snowing.
- e. He was on his sleigh, going through snowdrifts and watery pools but normally he would have walked. Now he was lost and looking at a 'treacherous hole' in the road; his progress had been too slow and he wanted to meet 'some kindly soul' because he had lost his way.
- f. Pupils may offer a range of effects. For example: it creates confusion; it makes it humorous...
- g. Pupils will give their own views and reasons for them.

**3. Refer to the text, and answer the questions.**

- a. *The ant said, 'Take ewer slay...'*
  - i. The aunt said these words to the little boy.
  - ii. He has a nice new sledge, painted red.
- b. *'Though I wood walk by rule, I am not rite, 'tis plane...'*
  - i. The little boy says these words to himself.
  - ii. It means 'normally, as is (my) usual habit.'
  - iii. He is upset and lost. (He wishes to be back at home.)

**B WORKING WITH WORDS**

**1. Think of homophones (words with the same pronunciation but with a different spelling) for the following words.**

- a. feet/feat
- b. pain/pane
- c. site/sight/cite
- d. sent/scent
- e. sees/seize

**2. Write the full forms of these abbreviations.**

- a. *exempli gratia*
- b. kilogram
- c. Before Common Era
- d. Mister
- e. Mistress
- f. Anno Domini

**C LEARNING ABOUT LANGUAGE**

**1. Try to join the pairs of sentences below; use the words *and*, *but*, *so*, or *because*.**

- a. He could not swim *because* he had a bad cold.
- b. She was not at home *so* we were not able to meet her.
- c. Mr Shah went to the market *and* he bought some eggs.
- d. She is very tall *but* her sister is quite short.
- e. Atif did not have a pen *so* he could not sign the cheque.
- f. Alia could not read the book *because* she had lost her glasses.
- g. Rahila wrote the letter *but* she did not post it.
- h. Rahim got a headache *because* he had done too much work.

**2. Write sentences of your own using the conjunctions *and*, *so*, *but*, and *because*.**

Pupils will write their own sentences.

**3. Read the following paragraph. Look at how the underlined words have been used to join explanations or examples to points. Discuss it. Copy the paragraph into your book.**

Remind students of transitional words that they have read in previous grades. read the given paragraph in light of that.

## D LISTENING AND SPEAKING

1. **Work in small groups to introduce yourself and others. You may use the given phrases.**

Pair up the students and have them practise the given introductory phrases.

2. **Work in groups of four to discuss and then present to the class a small presentation on any topic. Brainstorm ideas using a mind-map and use illustrations and notes in your final presentation for added clarity.**

Pair up the students in groups of four and have them select a topic that they want to present. Discuss the concept of making mind-maps that they've done in earlier grades and then conduct presentations.

3. **Read the following aloud.**

1. 2. 3. Concentrate on the vowel sounds.

4. *qu*

5. 6. *c* is pronounced like *s*.

*s* is sometimes pronounced like *z*.

## E COMPOSITION

Complete each sentence from a word given below.

1. sleep
2. slip
3. soar
4. hide
5. thrill
6. plight

## Workbook: pages 38–41

### A JOINING WORDS

**Oral:** Ask the pupils to use each conjunction in a sentence orally. Also, try with the second list of conjunctions. Please do set additional work of your own.

1. **Use the conjunctions above in sentences of your own.**

Pupils will write their own sentences. Make sure that in each sentence, the two parts joined by the conjunction relate to each other, and that the conjunction is the appropriate one.

2. **Use each conjunction once and fill in the blanks in these sentences.**

a. so                      b. while                      c. although                      d. unless                      e. because  
f. if                      g. since                      h. after                      i. as                      j. where

3. **Use because or so.**

because; so; so; so;because;so

### B HOMOPHONES

1. **Fill in the blanks with suitable words from the brackets.**

a. dessert                      b. piece                      c. plain                      d. week

## C KNOW YOUR ANIMALS

Only some animals are shown here. Please introduce other names too. The animals are not shown to scale. Can the pupils put them in order of size? Alphabetical order? Speed? Number of offspring at one time? Find another name for animals beginning with each initial letter of all the animals shown.

### 1. Here are some silhouettes. Name them. Can you put them in order of size?

- |               |             |           |             |
|---------------|-------------|-----------|-------------|
| a. camel      | b. rat      | c. lion   | d. horse    |
| e. rhinoceros | f. elephant | g. rabbit | h. kangaroo |
| i. squirrel   | j. monkey   | k. goat   | l. deer     |

**Order of size:** elephant, camel, horse, kangaroo, rhinoceros, lion, deer, goat, monkey, rabbit, rat/squirrel.

Pupils might like to research this on the Internet, and debate it.

### 2. Match the sounds with the creatures.

Creatures	Sounds	Creatures	Sounds
wolves	howl	mice	squeak
horses	neigh	owls	hoot
geese	cackle	lambs	bleat
snakes	hiss	donkeys	bray
buffaloes	bellow	dogs	bark
monkeys	chatter	turkeys	gobble
apes	gibber	frogs	croak
crows	caw	sparrows	chirp
hyenas	laugh	oxen	low
elephants	trumpet	hounds	bay
rabbits	squeal	bees	buzz
parrots	screech	lions	roar

## Lesson Plans

For detailed suggestions, refer to pages 60–62.

### LESSON 1

**Textbook Time: 40 min**

#### Aims:

- To enhance reading with correct pronunciation, expression, and style
- To enhance vocabulary
- To improve comprehension skills

Task	Time
1. Reading and discussion of the text and understanding of the unfamiliar words	20 min
2. Exercise A, attempt Question 1.	10 min
3. Attempt Exercise A, Questions 2 and 3. Unfinished work should be carried on to the next lesson.	10 min

## LESSON 2

**Textbook Time: 40 min**

**Aims:**

- Practice of homophones

Task	Time
1. Continue with Exercise A, incomplete work from the previous lesson should be completed.	10 min
2. Attempt Exercise B, Questions 1 and 2.	15 min
3. Continue with Exercise C.	15 min

## LESSON 3

**Textbook Time: 40 min**

**Aims:**

- To improve oral expression
- To practise correct pronunciation
- To enhance directed writing skills

Task	Time
1. Attempt Exercise D.	20 min
2. Attempt Exercise E.	20 min

## LESSON 4

**Workbook Time: 40 min**

**Aims:**

- To use conjunctions
- To recall the concept of active and passive voice
- To increase general knowledge

Task	Time
1. Begin with Exercise A, Questions 1 and 2.	15 min
2. Attempt Exercise B, Question 1 and 2.	15 min
3. Exercise C, Questions 1 and 2 should be discussed and given as homework.	5 min
4. Revise the salient features of the unit.	5 min

A story with a twist in the tail.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- Bahlol was always calm, he seldom smiled or showed his feelings, and he was a wonderful cook.
- There was no food in the house that day because the next day was market day.
- Bahlol was asked to feed the chickens because if the chickens ate the tin food and did not fall ill, then the food would be safe for the guests to eat.
- Pupils may either answer 'yes' or 'no'. If the students answer 'no', then ask them for a possible reason. If they answer 'yes', then a possible answer could be: The hostess says, 'They made no sign of wanting to leave.'
- When she heard the news that the chickens were dead, the lady thought the food in the tin was bad and had poisoned them.
- The chickens were killed and carried off by a fox.
- Pupils will give their own answers. Ask them to go through the story and pick out words and phrases that relate to her.

The storyteller was a lady who had lived on a plantation for many years. She has a calm temperament. (Only once did she feel like killing the cook.) She must be a fairly good employer because the cook has been with the family for years; she is also considerate towards her guests and offers them supper, although there is none in the house. She is polite and is concerned about Bahlol as well as the chickens. She is in control of her emotions.

- The strange situation, Bahlol's calm answers, and the hilarious confusion; pupils may come up with other reasons.

**While reading:** embarrassed

**Challenge:** Pupils will give their own answers. Ask them to give reasons.

#### 2. Refer to the text, and answer the questions.

- 'He's gone to see if the chickens are still alive,' I thought to myself.*
  - The speaker (talking to herself) is the lady of the house, and she is referring to the cook, Bahlol.
  - She is wondering whether the chickens have been poisoned or not, and whether she and her guests are likely to suffer.
  - Bahlol comes back with the news that all the chickens are dead.
- 'I am afraid we have a problem,' I explained.*
  - The lady of the house is explaining to her guests, the area councillor and his wife.
  - Bahlol had just entered with the news that the chickens had died; the guests knew nothing about the lady's plan to feed the chickens first to see if they would survive.
  - She says the food was indeed poisoned and that the guests should go and be sick.

## B WORKING WITH WORDS

1. Use the following in sentences of your own. Look in a dictionary if you are not sure of the meanings.

Pupils will make their own sentences. Make sure they do look in a dictionary if they are unsure about any of the words.

2. See if you can match these.

A	B
MP	Member of Parliament
St	saint
sec.	second
VIP	very important person
Ltd	limited
Co.	company

3. Circle the word that best completes each analogy.

1. patient
2. water
3. scissors
4. dig
5. cake
6. sheep

## C LEARNING ABOUT LANGUAGE

1. Put adverbs in the sentences below, either after the verb or after the object.

Pupils can give their own answers for this.

2. Circle the word in each sentence that tells you how something is done.

The verbs are underlined.

- a. quickly      b. carefully      c. slowly      d. patiently      e. carefully

3. Some of these sentences are correct, but some are not. If a sentence is incorrect, cross the sentence out and write it correctly.

- a. incorrect; I sipped the hot tea carefully.
- b. incorrect; The poor boy grabbed the bread and ate it hungrily.
- c. incorrect; He looked angrily at me.
- d. incorrect; Everyone looked nervously at each other when they heard the knock on the door.
- e. incorrect; The man spoke very politely and asked me for some money.
- f. incorrect; We walked slowly back after we lost the match.

4. Complete the dialogue below with the correct form of the words in brackets. One has been done for you.

loudly; curiously; quickly; accidentally; carefully; cleverly

5. Write should or must in the blank spaces given below.

- a. should      b. must      c. should      d. must



## D LISTENING AND SPEAKING

1. With your class, share one event in your life where something went wrong because of a misunderstanding. Share your stories with each other.
2. Your teacher will read out loud the story of Bahlol. Focus on the patterns of rhythm, stress, and intonation of the English language so you can reproduce these in your speech as well.

Pupils will share their their own stories for the first question. For the second question, teachers should read out the text with correct intonation and pronunciation as a model for the pupils.

Bahlol could also be said to have led someone up the garden path, again by misleading them. He held back information, which caused them to misunderstand.

## E COMPOSITION

Try to summarise the story in ten sentences or less. To do this, first go through the story noting the main points and events. Make sure you have all the key information. Group similar information together. Cut repeated information. Write your summary.

Pupils will write their own summaries according to the instructions given.

## Workbook: pages 42–43

### A YOU MUST, YOU SHOULD

Oral: Discuss the keywords and use them in further examples.

1. Write sentences of your own; use *should*.

The pupils will make up their own sentences.

Some examples are:

- a. Policemen should always look smart.
- b. Teachers should always be on time for their classes.
- c. You should take a taxi; it is much quicker.
- d. I think my neighbour should cut that tall tree down.
- e. The villagers should put a fence round the pond.

2. Write sentences of your own; use must.

Some examples are:

- a. The teacher said that we must hand our work in by Monday morning.
- b. Food must be covered at all times.
- c. Animals must not be allowed into the playground.
- d. Visitors to the mosque must remove their shoes.
- e. You must finish your work before going out to play.

### B ADVERBS OF MANNER

1. Underline the adverbs of manner in each sentence below.

- a. quickly      b. carefully      c. calmly      d. quickly

## C GAPPED SUMMARY

### 1. Fill in the blanks to complete the summary.

request; advice; scene; wife; better; room; collapsed; sitting; blankets; flame; upset

## Lesson Plans

For detailed suggestions, refer to pages 65–68.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read and enjoy an amusing anecdote
- To improve comprehension skills

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

### LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To form sentences using given words and phrases
- To practise using a dictionary
- To introduce gerunds

Task	Time
1. Exercise B, Question 1 should be given as homework.	5 min
2. Exercise B, Questions 2, 3, and 4 should be attempted.	20 min
3. Continue with Exercise C.	15 min

### LESSON 3

**Textbook Time: 40 min**

**Aims:**

- To relate an idiom to a particular situation
- To convincingly and orally present ideas
- To develop directed writing skills

Task	Time
1. Attempt Exercise D.	20 min
2. Attempt Exercise E. A brief discussion should precede the written work. Unfinished work should be given as homework.	20 min

## LESSON 4

**Workbook Time: 40 min**

**Aims:**

- More practice of present participles
- To revise and reinforce gerunds

Task	Time
1. Attempt Exercise A, Questions 1 and 2.	15 min
2. Continue with Exercise B, Question 1.	15 min
3. Recap the lessons taught so far.	10 min

## LESSON 5

**Workbook Time: 40 min**

**Aims:**

- More practice of gerunds
- To expand oral expression and vocabulary
- To use *should* and *must* correctly in sentences

Task	Time
1. Attempt Exercise B, Question 2.	15 min
2. Continue with Exercise C, Questions 1 and 2.	15 min
3. Recap the salient features of the unit.	10 min

You may add more dialogues and characters, and then perform the play in class. Make sure all pupils are involved in performing the play, whether it be acting as one of the characters, directing, set designing, listing and collecting the props, makeup, front of house, advertising and publicity, and so on.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- a. The workman misinterprets 'degrees'. He says he does not have a degree. He then misinterprets 'fine' and is worried he will be fined.
- b. Uncle Shams causes havoc by trying to help. The wall cracks, the ladder crashes to the floor, the hammer falls and breaks a tile, he breaks a chair, and when he is on his way out of the room, he knocks over a coffee table and breaks a vase. In no time at all, he has caused a great deal of damage; when he is around, the place becomes a disaster zone.
- c. The Maliks think that Uncle Shams has eccentric ways; he has come far too early for the wedding; he eats like a horse, and the cost of keeping him will rise; he will undoubtedly break other things and they will have to pay for the damage. It was for these reasons they wanted to get rid of Uncle Shams quickly.
- d. When Mr Malik calls Uncle Shams for lunch, Mrs Malik sarcastically calls Uncle Shams Mr Voracious and asks him to come and eat all the lunch, and break a few plates, cups, and saucers at the same time.
- e. i. aggrieved      v. hurt

**While reading:** Uncle Shams could have felt upset, hurt, angry. Encourage the pupils to explain the reason for their choice.

**Challenge:** Pupils can use their answers to 1 and the play to make notes before writing.

#### 2. Refer to the text, and answer the questions.

- a. *'Saima, don't confuse him with your talk of degrees and horizontal and fine and whatnot.'*
  - i. Mr Malik is speaking to Mrs Malik.
  - ii. The workman has been confused by the word degree (misinterpreted), fine (misinterpreted) and horizontal (probably not understood at all).
  - iii. Uncle Shams arrives and offers his help!
- b. *'I know he means well, but the man is a walking disaster zone.'*
  - i. Mrs Malik to Mr Malik
  - ii. Uncle Shams
  - iii. a catastrophe waiting to happen. a nightmare.

## B WORKING WITH WORDS

The best way to tackle this is to write the keywords on the board, read through the play, and ask the pupils to point out when one of the ideas is encountered. Note that all the words are abstract nouns and relate to feelings, attitudes, or behaviour of one kind or another. These can be gauged by what the characters in the play say and do. You will find some examples below of where these characteristics may be found. (There are others, so look out for them.)

### 1. In the play, find examples of the following:

- a. **honesty:** Mrs Malik: Well, I think he became quite upset with something we said. He is a nuisance to have around, you know. Mr Malik: And we could not keep our comments to ourselves. He must have overheard us.
- b. **clumsiness:** The workman: (*The workman, who is now up the step-ladder, drops the hammer and gives Uncle Shams a nervous look.*) Uncle Shams: (*A large crack appears, then the ladder wobbles and he comes crashing down.*)
- c. **cheekiness:** Uncle Shams: I've come to grace Samina's wedding with my presence. Mr Malik: You don't have to bring your suitcase to the dining table, Uncle.
- d. **scheming:** Mr Malik: We shall have to devise a plan to get rid of him.
- e. **hesitation:** Mr Malik: No, no. It's fi... it's all right. Mr Malik: And the worst thing is... he was going to leave you a small gift.
- f. **confusion:** Postman: Sorry, sir. Sorting office problem, sir. Motorbike problem, sir. Late starting problem, sir.
- g. **misunderstanding:** Workman: Degrees, madam? I have no degree, madam. And fine? I will get a fine?
- h. **concealment:** Mrs Malik: And for goodness sake, don't ask your Uncle Shams to fix it. I know he means well. Mr Malik: Shhhh! He might hear you. Mrs Malik: (*Aside*) Unless you want to pack some for a snack later? Uncle Shams: I won't be staying for lunch, I'm afraid. I suddenly remembered I have an appointment to keep back at home. Mrs Malik: (*Hiding the letter behind her back.*) Uncle Shams? What about Uncle Shams? Mr Malik: Well, quite a largish gift.

### 2. Find the opposites of these words in the play.

- |             |               |             |             |         |
|-------------|---------------|-------------|-------------|---------|
| a. straight | b. horizontal | c. presence | d. careful  | e. exit |
| f. worst    | g. welcome    | h. strange  | i. departed |         |

### 3. What are these anagrams?

- |            |            |             |
|------------|------------|-------------|
| a. wedding | b. largish | c. precious |
|------------|------------|-------------|

### 4. What are the contracted versions of the following?

shan't; won't; haven't; don't; it's; they've

Write the full versions of the following.

cannot; do not; he will; she is; shall not; will not; should have

### 5. Punctuation: Write the sentences in your notebook, with commas and full stops in the correct places.

- a. She speaks three languages: English, Urdu, and Arabic.
- b. My friend Nabila plays badminton, tennis, and basketball.
- c. Elephants, horses, mules, donkeys, and camels all carry goods on their backs but cows don't.
- d. My uncle speaks Chinese, Malay, and Punjabi but he doesn't speak Nepali or Russian.
- e. I have four grandparents, four aunts, three uncles, two brothers, two sisters, and one parrot.

### 6. Write the following digits in words. Make sure to use the hyphen correctly.

forty-nine; sixty-two; thirty-four; fifty-five

## C LEARNING ABOUT LANGUAGE

Do you know the nouns formed from the following verbs?

- |                |              |                |            |
|----------------|--------------|----------------|------------|
| a. destruction | b. choice    | c. imagination | d. arrival |
| e. comparison  | f. rejection | g. avoidance   |            |

## D LISTENING AND SPEAKING

### 1. Speaking with feeling

### 2. Find some other short speeches and try to work out what the speaker is feeling when each sentence is spoken.

Encourage the pupils to read the lines time and time again. Practise other short expressions too.

### 3. Act the play in class. Speak the lines as naturally as possible, with expression, just as if a real conversation is taking place.

Make sure all the pupils get a chance to take various parts.

### 4. How do we say goodbye? Discuss the different ways you would end the conversation and say goodbye in the situations above.

Discuss the various phrase we use to say goodbye to others.

## E COMPOSITION

### 1. Choose a simple story. With a friend or two, try to write dialogues for a short play. Use language that people normally use.

Ask the pupils to form pairs or small groups. They should first come up with some ideas and discuss them. Then, let them start writing their dialogues. Remind them that their dialogues should be as natural as possible. Ask them to listen carefully when they next hear some people having an ordinary conversation. People generally first listen when a remark is made, then they take up that idea and voice their opinion. Sometimes, the listener might respond with an agreement or a question.

### 2. We greet friends, strangers, adults, and children in different ways. How would the following people greet each other appropriately? Write short dialogues. Use speech bubbles or the format of a playscript.

Pupils will give creative answers of their own.

## Workbook: pages 49–52

## A NOUNS AND VERBS

You can form nouns from verbs by using these suffixes\*: *-ance -ation -y -ist -er*

### 1. Try to make nouns by using the suffixes above, and fill in the blanks.

- The **vibration** of the tracks was caused by the speeding train.
- The **discovery** of the missing diamonds was made by the inspector.
- A **dentist** helps to keep your teeth healthy.
- If you have good **teacher**, you will learn a lot.
- His **acceptance** of the post of manager was greeted with much cheering.

Explain that there are other suffixes too, for example: *-ure, -ment, -sion*. Ask pupils to think of words ending with these suffixes.

## B WATCH THAT STOP!

Rewrite the passage below putting in all the punctuation marks which have been left out. Start a new paragraph for each person's speech.

'There is a reward of £4000 for the capture of the robber,' said Mr Ralph. 'They are sure to catch him soon. Where could he go with all that money?'

'The world is a very big place to hide in,' said Mr Stuart.

'It was a big place a few years ago,' said Mr Fogg, speaking for the first time.

'Has the world grown smaller?' laughed Mr Stuart.

Discuss the use of the semicolon, and find examples in other pieces of text.

## C ANAGRAMS

Below are some more anagrams. The pictures give a clue to the kind of words found in each group. Write them in the space provided.

Refer to page 79 of the Workbook for the answers.

## D PARTICIPLES

1. Underline the present participles in the following sentences.

- a. sleeping    b. Hearing    c. laughing    d. coming    e. ploughing  
f. rotting (*is falling* is the present continuous tense of the verb.)

2. Now fill in the blanks with suitable present participles.

Some examples are:

- a. crying                      b. rolling                      c. interesting                      d. Seeing  
e. singing                      f. picking                      g. drowning                      h. irritating

## Lesson Plans

For detailed suggestions, refer to pages 70–73.

### LESSON 1

Textbook Time: 40 min

Aims:

- To read and perform the play
- To assess comprehension and analytical skills of the students

Task	Time
1. Reading the text, understanding, and appreciating the events	20 min
2. Attempt Exercise A, Questions 1 and 2. Unfinished work should be carried on in the next lesson.	20 min

## LESSON 2

**Textbook Time: 40 min**

### Aims:

- To analyze the behaviour of the different characters
- To enhance vocabulary using antonyms
- To practise more advanced punctuation

Task	Time
1. Complete work from the previous lesson.	10 min
2. Attempt Exercise B, Questions 1 and 2.	15 min
3. Attempt Exercise B, Question 3.	15 min
4. Exercise C should be given as homework.	

## LESSON 3

**Textbook Time: 40 min**

### Aims:

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

Task	Time
1. Attempt Exercise D, Questions 1, 2, and 3.	15 min
2. Attempt Exercise E.	25 min

## LESSON 4

**Workbook Time: 40 min**

### Aims:

- To form nouns from verbs using suffixes
- To revise and practise punctuation
- To revise and practise letter-writing skills
- To write and speak without using a double negative

Task	Time
1. Attempt Exercise A.	10 min
2. Attempt Exercise B. Exercise C to be given as homework (along with any unfinished work).	15 min
3. Attempt Exercise D.	10 min
4. Recap the salient features of the unit.	5 min



# Everyone Sang

War is not a pleasant experience for anybody, especially for soldiers engaged in battle. The soldiers (on both sides) feel tired, and are frightened for their lives. They get hungry and thirsty, and are far from their homes and loved ones. In this poem, although the soldiers are combating their enemy, there is a lull in the exchange of fire. Someone starts singing, and the mood is picked up by everyone, until the massed troops are all singing together. It is an uplifting, though fleeting, moment for the poet and the soldiers.

Imagine the horrors that the soldiers must have been facing during the war, and examine how the poet describes this uplifting and heart-warming experience.

Siegfried Sassoon fought bravely during World War I, and received a medal for doing so; however, he became opposed to the conduct of the war after the death of a very close friend. You can encourage the students to find out more about the poet and his works by visiting the following websites:

<http://www.geocities.com/CapitolHill/8103/>

<http://www.poetryarchive.org/poetryarchive/singlePoet.do?poetId=1561>

<http://www.poemhunter.com/siegfried-sassoon/>

## A UNDERSTANDING THE POEM

### 1. Answer the following questions.

- The people in the poem are in a war zone, probably in a trench.
- In the first stanza, the poet says his feeling of delight in the singing is just the same as imprisoned birds must feel when suddenly being able to fly in the open air.
- Beauty came, like the setting Sun.
- When he heard the singing, the poet felt that his heart 'was shaken with tears'.
- The feeling of the horror of the war left the poet when he heard the singing.

**These questions are more difficult. Discuss them first.**

- The words and phrases the poet uses to get across the idea that the birds are actually free are: 'Winging wildly across the white/ Orchards and dark fields' and 'on-on-on and out of sight'.
- Encourage pupils to imagine what it would have been like for the soldiers in the trenches—the constant bombardment, and the lack of cleanliness, sleep, and supplies. Pupils could be shown images or accounts from that time to develop a sense of the horrible conditions the soldiers endured. The resources listed above are a great starting point.

### 2. Can you find a rhyming pattern in the poem?

a b c b b

### 3. Refer to the text, and answer the questions.

*My heart was shaken with tears; and horror  
Drifted away...*

- His heart was shaken with tears when he heard the singing and 'beauty came like the setting Sun'. No, he was not unhappy, but filled with delight.
- The singing

## B WORKING WITH WORDS

- Find words in the poem that are anagrams of the following.  
a. WORDLESS                      b. EVERYONE                      c. DRIFTED  
d. FREEDOM                      e. SUDDENLY                      f. DELIGHT
- The correct order: WORDLESS DRIFTED SUDDENLY FREEDOM DELIGHT EVERYONE

## C LEARNING ABOUT LANGUAGE

Review present and past participles.

- See if you can complete the following table.

Base form	Simple past	Past participle
smell	smelled	smelt
break	broke	broken
read	read	read
blow	blew	blown
send	sent	sent

- Make a similar table in your notebook for the following.

a. throw	threw	thrown
b. show	showed	shown
c. buy	bought	bought
d. fight	fought	fought
e. see	saw	seen

## D LISTENING AND SPEAKING

- Say the following words aloud and pick out the odd word in each set.

The odd ones are:

- a. bone      b. quay      c. geese      d. clear

## E COMPOSITION

Write two paragraphs on any subject you like. The main idea is the first paragraph must be continued in the second paragraph.

Pupils should continue from the lines given, but they may write about any subject. Why everyone was singing and why their voices were uplifted is up to the pupils to explain. When they have finished writing, ask them to share their work with the others in class. Did they all come up with similar ideas or completely different ones?

## Workbook: pages 48–49

### A PAST PARTICIPLES

See how many of the blank spaces you can fill in without taking help from anyone.

Present Tense	Past Tense	Past Participle
arise	arose	arisen

awake	awoke	awoken
bear	bore	borne
befall	befell	befallen
blow	blew	blown
catch	caught	caught
choose	chose	chosen
do	did	done
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
forbid	forbade	forbidden
give	gave	given
know	knew	known
mistake	mistook	mistaken
ride	rode	ridden
seek	sought	sought
sew	sewed	sewn
shrink	shrank	shrunk
weave	wove	woven
withdraw	withdrew	withdrawn

## B FORMING ADJECTIVES

**Oral:** Give the pupils some more examples and see if they can make adjectives from nouns and use them in sentences of their own, e.g. beauty (beautiful), mud (muddy), anger (angry), etc. Ask them to find at least one example for each spelling change.

**1. Below are some sentences with blank spaces. After each sentence, there is a noun. See how many spaces you can fill with suitable adjectives made from nouns.**

- |              |                |               |              |
|--------------|----------------|---------------|--------------|
| a. sunny     | b. gigantic    | c. furious    | d. humorous  |
| e. dangerous | f. picturesque | g. scientific | h. effective |
| i. skillful  | j. dangerous   |               |              |

## Lesson Plans

For detailed suggestions, refer to pages 75–77.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read, discuss, and analyze the poem
- To improve vocabulary
- To polish pupils' comprehension skills

Task	Time
1. The poem should be read and discussed.	20 min
2. Attempt Exercise A, Questions 1, 2, and 3. Many of the questions may already have been discussed. If the exercise cannot be completed in this lesson, it should be continued in the next lesson.	20 min

### LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To solve anagrams
- To revise the simple past and past participle forms of verbs

Task	Time
1. Complete work from the previous lesson.	15 min
2. Continue with Exercise B, Questions 1 and 2.	10 min
3. Attempt Exercise C, Questions 1 and 2.	15 min

### LESSON 3

**Textbook Time: 40 min**

**Aims:**

- To hone listening and speaking skills
- To improve concentration and attentiveness
- To enhance directed writing skills

Task	Time
1. Begin with Exercise D.	15 min
2. Attempt Exercise E. Unfinished work should be given as homework.	20 min
3. Revise the key concepts taught so far.	5 min

## LESSON 4

Workbook Time: 40 min

### Aims:

- To reinforce the past tense and past participle
- Further practise the use of adjectives
- To write an incident related to a given proverb
- To develop directed writing skills

Task	Time
1. Exercise A should be discussed and given as homework.	5 min
2. Attempt Exercise B.	10 min
3. Attempt Exercise C. If the task cannot be completed in class, it should be given as homework.	25 min

# 9

## A Flash of Light

This piece contains a lot of factual information about Braille and the creator of Braille. Pupils could be encouraged to find out more on the subject and make displays of Braille for the classroom.

For more information about Braille: <http://en.wikipedia.org/wiki/Braille>

For more information about Louis Braille: [http://en.wikipedia.org/wiki/Louis\\_Braille](http://en.wikipedia.org/wiki/Louis_Braille)

For some fun Braille activities, where pupils can learn a lot more about the Braille alphabet and engage in some interactive work, visit: <http://www.afb.org/braillebug/>

For more information about Valentin Hauy: [http://en.wikipedia.org/wiki/Valentin\\_Hauy](http://en.wikipedia.org/wiki/Valentin_Hauy)

### Suggestions and answers

#### A COMPREHENSION

##### 1. Answer the following questions.

- Valentine was in a neighbourhood he was not very familiar with. He was on his way home and was thinking about the warm room and the glowing fire that would greet him on his arrival.
- Valentine met the beggar when he stepped onto the pavement and heard a rustling sound behind him.
- A franc. The beggar called Valentine back again because he thought Valentine had made a mistake by giving him a franc instead of a sou. (He thought Valentine had given him too much money by mistake.)
- The blind beggar knew what the coin was by passing his finger over its raised surface.
- Valentine was able to start a school for the blind with the help of money donated by the public.
- Some of the common words that have a Braille symbol each are, 'and', 'it', 'if', 'for', 'the'.
- Valentine was a kind, soft-hearted man and had thought a lot about the problems of blind people. He wanted to help.

**Challenge:** Braille is a system of reading and writing designed especially for the blind. Encourage pupils to find out more about it and discuss with their classmates.

##### 2. Say whether the following statements about the passage are true or false.

- False. Valentine thought a lot about the problems of blind people.
- False. Blind people can distinguish any sign that is raised.
- False. Valentine gave the blind beggar a franc.
- False. A franc was worth more than a sou.

##### 3. Refer to the text, and answer the questions.

*This was like a flash of light in Valentine's head.*

- The blind beggar's words
- He had given the beggar a franc (instead of a sou), and the beggar had pointed this out to him.

- c. Valentine thought that if the blind could distinguish at the least touch a piece of money, why should they not distinguish a mark, a letter, or a figure? In short, they should be able to distinguish any sign so long as it is raised.

## B WORKING WITH WORDS

1. Look at the Braille alphabet. Write the following names: use a different colour to show the raised dots.

a and b: Pupils will write 'a' using a different colour to show the raised dots

c. Pupils will write their own name in Braille form.

2. Choose words or phrases of your own and use them in place of the italicized words in the sentences below.

Pupils will use their own words.

Examples:

- a. The blind beggar *muttered an acknowledgement of gratitude* (1), and Valentine *departed/strolled off* (2).
- b. 'Surely, sir,' said the *honest/truthful* beggar.
- c. Valentine was *amazed/astounded/taken aback*.
- d. If the blind can *differentiate/discriminate/make out/ with a mere feel* a piece of money, why should they not distinguish a mark, a letter, or a figure?
- e. With the help of *public contributions*, Valentine Hauy was able to start a school for the blind.

## C LEARNING ABOUT LANGUAGE

1. Fill in the blanks with suitable conjunctions from the list below.

a. until    b. or    c. if    d. where    e. although    f. whether    g. unless    h. after

## D LISTENING AND SPEAKING

Your teacher will now read the message that was left on Thomas's phone. Listen carefully to the message and then answer the questions.

Refer to pages 142 of the Student Book and read the message slowly.

Answers:

1. b    2. c    3. c    4. a    5. c    6. b

## E COMPOSITION

Write a letter to the head of a publishing house requesting him/her to publish school textbooks in Braille.

Make sure the pupils give reasons for their request and suggest how the books should be priced and distributed.

Ensure that the conventional letter format is used, and that there is a proper introduction, request for the books, and signing off.

## Workbook: pages 50–53

### A THOUGH IT IS EASY

Join the following statements in two ways by using conjunctions.

- He is very tall, although he is young.  
Although he is young, he is very tall.
- He found he had no money, after he arrived at the market.  
After he arrived at the market, he found he had no money.
- We stayed at home, since it was raining.  
Since it was raining, we stayed at home.
- I spend my free time in the library, as I like books.  
As I like books, I spend my free time in the library.

### B MORE HOMOPHONES

**Oral:** Go through the list using each word in a sentence. Ask the pupils to tell you whether you have used the first spelling or the second.

1. Can you write the meaning of the following? Your dictionary will help.

- bawl — say, speak in a noisy way
- hymn — song of praise to God
- haul — pull, drag forcibly
- bough — tree branch
- thyme — kind of plant  
(pronounced 'time')
- fore — situated in front
- rein — long strap attached to bit used to guide or check a horse
- right — straight, exactly, justly
- steal — take away secretly; move secretly
- stair — one of a set of steps
- waste — desert; lay waste — damage; leftovers
- brake — apparatus for checking wheel's motion

2. Fill in the blanks with suitable words from the list above.

- The green *bough* was laden with ripe apples.
- The belt did not fit round her *waist*.
- The jockey pulled the horse's *rein* and it stopped.
- Akbar can never *write* his name in the *right* place.
- The thief tried to *steal* the expensive clock.

### C DEAR PEN PAL

**Oral:** Some discussion first. The pupils can note down some points so that paragraphing is orderly. Discuss who a pen pal is, if pupils do not know.



**Write a letter to a friend in England telling him about your school.**

Pupils may start with a short introductory paragraph of greeting. If they wish, they may write a longer letter in their notebooks.

## **D PARAGRAPHS**

**Write one paragraph on the topic 'Importance of Internet in Education'. Make a topic sentence and underline it.**

Pupils will compose their own paragraphs. Lesson Plans

For detailed suggestions, refer to pages 80–83.

### **LESSON 1**

**Textbook Time: 40 min**

**Aims:**

- To read and understand a factual account
- To improve observation skills
- To develop comprehension skills

<b>Task</b>	<b>Time</b>
1. Reading the text and understanding the unfamiliar words	20 min
2. Attempt Exercise A, Question 1. Some of these questions may have been discussed already. Unfinished work should be given as homework.	20 min

### **LESSON 2**

**Textbook Time: 40 min**

**Aims:**

- To develop vocabulary by replacing given words and phrases
- More practice with indirect speech and conjunctions

<b>Task</b>	<b>Time</b>
1. Attempt Exercise A, Questions 2 and 3.	10 min
2. Attempt Exercise B, Questions 1 and 2.	15 min
3. Attempt Exercise C, Questions 1 and 2.	15 min

### **LESSON 3**

**Textbook Time: 40 min**

**Aims:**

- To hone listening and speaking skills
- To enhance concentration skills

Task	Time
1. Attempt Exercise C, Questions 3 and 4. Question 4 can be given as homework.	15 min
2. Attempt Exercise D.	20 min
3. Recap the lessons taught so far.	5 min

## LESSON 4

**Textbook Time: 40 min**

**Aims:**

- To practise letter writing
- Revision and reinforcement of conjunctions
- To write direct and indirect speech

Task	Time
1. Begin with Exercise E. Unfinished work should be given as homework.	15 min
2. Workbook Attempt Exercise A.	10 min
3. Continue with Exercise B.	15 min

## LESSON 5

**Workbook Time: 40 min**

**Aims:**

- To practise homophones
- To reinforce and use phrasal verbs

Task	Time
1. Attempt Exercise C, Questions 1 and 2.	15 min
2. Attempt Exercise D.	15 min
3. Recap salient features of the unit.	10 min

# The Road Not Taken

For more information about Robert Frost:

[http://en.wikipedia.org/wiki/Robert\\_Frost](http://en.wikipedia.org/wiki/Robert_Frost)

To read other poems by Robert Frost:

<http://www.ketzle.com/frost/>

In your discussions about the poem, draw out the deeper meaning. The poet probably means that once a decision has been taken in life, one has to continue with the chosen course. In his case, he made a decision (about his life, his work, his friends; everything) and has had to abide by it. The decision might not have been an easy one, nor the most popular one. The course of one's life is determined by choice.

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- a. He stands for a long time looking down the paths as far as he can while deciding which to go down.
- b. Both paths looked 'just as fair' as each other, they were 'really about the same' and both were 'equally' covered in untrodden leaves.
- c. The path taken by the poet had 'the better claim'. It was grassy and wanted wear.
- d. Oh, I kept the first for another day!
- e. Yes, the poet was curious about the path he did not take. We know he was curious because he stood for a long time deciding which path to take. Even when after a long time had passed, he still wondered what would have happened had he taken the other path.

**These questions are more difficult. Discuss them first.**

- f. The poet doubted he would ever walk on the other path since the path he had taken led him elsewhere. He would probably never come back to that point again.
- g. Pupils can discuss whether he regrets it or not. He says that he will tell others about the choice he has made 'with a sigh', which suggests that he might always wonder where the other path in life would have led him. However, he also says that his path 'has made all the difference', which could be seen as a positive or negative statement on how things have turned out for him.
- h. Pupils will give their own responses.

#### 2. Look at the rhyming scheme of the poem.

- a. a b a a c
- b. There are nine syllables in each line; however, the second and third lines contain eight and ten syllables respectively.

#### 3. Refer to the text, and answer the questions.

- a. *Then took the other, as just as fair,  
And having perhaps the better claim,*

- i. He looked down one (road) as far as he could.
  - ii. Both were just as fair; both were grassy (really about the same); both were covered with leaves.
  - iii. One was grassier and wanted wear (lacked use).
- b. *I shall be telling this with a sigh  
Somewhere ages and ages hence:*
- i. He may later regret the decision to have taken one path and not the other.
  - ii. Two roads diverged in a wood, and I, I took the one less travelled by, And that has made all the difference.

## B WORKING WITH WORDS

### 1. Look at the following words and discuss their meanings.

Discuss all the uses with your students.

### 2. Write two sentences for each word, using the word in a different way each time.

The pupils will choose their own phrases.

### 3. Match the following synonyms:

Point out that synonyms are not exactly the same in meaning; one word may suit a particular context and a synonym might suit another context.

mad — insane

assist — help

reply — answer

centre — middle

top — summit

Further examples: lucky — fortunate; leave — abandon

### 4. Can you think of a synonym for each of the words in the list below?

a. inquire

ask

b. cease

end/stop

c. moist

damp

d. intelligent

clever/wise

e. strong

tough/powerful

f. enormous

huge/great/gigantic

g. slim

thin/slight/slender

h. generous

kind

## C LEARNING ABOUT LANGUAGE

Briefly remind the pupils about subject and predicate.

### 1. Write suitable subjects before each of these predicates.

Explain the idiomatic expressions:

**catch someone red-handed:** catch someone in the act of committing a crime

**take the bull by the horns:** tackle a difficult situation

Examples:

a. *The villagers* caught the thief red-handed.

b. *Cinderella* cleaned the dirty floor.

c. *The determined man* was willing to take the bull by the horns.

d. *The builder* had to find another job.

**2. Point out the subject and predicate in the sentences given below.**

- a. Subject: My new pen  
Predicate: stopped working
- b. Subject: July  
Predicate: favourite month

**3. Rewrite these sentences. Use an infinitive instead of the underlined words.**

- a. She wants to sleep in the afternoons.
- b. The dog was overjoyed to see his master.
- c. Naima asked to borrow some sugar.
- d. The children laughed to see the tricks of the monkey.
- e. Sheila was told to come home early.

**D LISTENING AND SPEAKING**

**1. Note the sound of 'a' in the following. Say the words slowly and clearly.**

- |       |         |       |        |
|-------|---------|-------|--------|
| (are) | path    | bath  | father |
| (act) | maths   | happy | jab    |
| (day) | late    | lathe | bathe  |
| (hen) | many    | any   |        |
| (air) | scary   |       |        |
| (awe) | wrath   | chalk |        |
| (her) | America |       |        |

**2. Write down one more example for both long and short vowel sounds.**

Pupils will come up with their own examples.

**E COMPOSITION**

**1. Have you ever had to choose between two things? Did you make the right choice or the wrong one?**

Discuss with your students. Use the planning prompts before they start to write.

**2. Write a letter to a friend, telling him or her about something you have just done. Also mention what else you might have done instead. Explain how you reached your decision.**

The choice for the subject of the letter can be about anything: something chosen in a shop, a task done, an event attended (but each should have an alternative that was not taken up).

**Workbook: pages 54–56**

**A SYNONYMS**

**1. Using a thesaurus, write two synonyms each for the following words, given in the text.**

Pupils will use a thesaurus to search for synonyms to the given words.

## C READING POETRY

Go through the text with the pupils. There are some useful tips here on how to paraphrase or write a summary of a poem. Practise with a few stanzas from other poems.

Pupils should always first find out the meaning of any words they do not understand. Introduce them to a thesaurus.

### Lesson Plans

For detailed suggestions, refer to pages 86–89.

#### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To enjoy and discuss a poem
- To improve vocabulary
- To develop comprehension skills

Task	Time
1. Reading and discussion of the poem, and explanation of the unfamiliar word	20 min
2. Attempt Exercise A, Questions 1, 2, and 3. If the exercise cannot be completed in this lesson, it should be completed as homework.	20 min

#### LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To practise using a dictionary
- To develop writing skills
- To revise subject and predicate

Task	Time
1. Attempt Exercise B, Questions 1 and 2. Some of the sentences should be given for homework.	15 min
2. Attempt Exercise B, Questions 3 and 4.	15 min
3. Attempt Exercise C, Question 1.	10 min

#### LESSON 3

**Textbook Time: 40 min**

**Aims:**

- Revision of subject and predicate
- To introduce infinitive and finite verbs
- To develop listening and speaking skills
- To practise letter writing

Task	Time
1. Continue with Exercise C, Questions 2 and 3.	15 min
2. Attempt Exercise D.	10 min
3. Start and discuss Exercise E; it can then be completed in the next lesson.	15 min

## LESSON 4

**Workbook Time: 40 min**

**Aims:**

- More practice of infinitives
- Revision and practice of passive voice

Task	Time
1. Complete work from the previous lesson.	15 min
2. Attempt Exercise A, Questions 1 and 2.	15 min
3. Continue with Exercise B.	10 min

## LESSON 5

**Workbook Time: 40 min**

**Aims:**

- To solve anagrams
- To develop observation skills

Task	Time
1. Attempt Exercise C.	15 min
2. Continue with Exercise D, Questions 1 and 2.	15 min
3. Recap the salient features of the unit.	10 min

An amusing tale, which should be read and enjoyed as such.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- We know that the three friends often met at the café through the statements like: Adil and Babar were sitting in *their usual seats* by the window. Sameer says, 'especially when I am in here, most of *the time*, with you two'.
- Babar asks him what he has been up to. The waiter looks curiously at his foot.
- Sarah wanted a pet to keep her company because she was lonely.
- Sarah went to the pet shop on the corner of GT Road and Flowers Street beside the milk depot to purchase a pet.
- The assistant demonstrated the parrot's skill by placing an old chair in the middle of the shop, letting the parrot out of its cage, and saying in a loud voice, 'Parrot! Karate chair!'
- Sarah tested the parrot's ability by allowing the parrot to practise its skills on her old boxes, crockery, and other useless items.
- Babar and Adil remained silent throughout the story because they found it all too incredible.
- When Sameer returned home, he asked his wife about the parrot. When he heard it was a 'karate parrot' he expressed his disbelief by saying, 'Parrot! Karate? My foot!' The parrot immediately attacked his foot.
- Sameer's wife had to beg him to allow her to keep a dog or a cat as a pet, and Sameer did not get her one. This shows he was not too keen on keeping a pet. He thought a flat was too small for a pet, and it would be unfair to keep one there. (After the 'accident' he would probably have been very much against the idea of keeping any kind of animal in the flat.) He calls the parrot 'vile'. Pupils will say whether or not they agree with his views.

**While reading:** Pupils will give their own views with reasons.

**Challenge:** Some pupils can be given this task. A short account of Babar or Adil's reaction would be sufficient.

#### 2. Explain the following in your own words.

- I was amazed. (filled with disbelief)
- boasted
- a parrot that can do karate
- most amazing (far-fetched and unbelievable)
- unable to speak from surprise; speechless

#### 3. Refer to the text, and answer the questions.

- I found out later that she ended up in the strange little pet shop.*
- Sameer made the statement to Adil and Babar.



- ii. He (Sameer) had been into the city, had visited the bank, and done some shopping.
- iii. She (Sarah) went into the pet shop to get a pet cat or dog, because she was lonely at home.
- b. *He stood there looking very pleased with himself.*
  - i. The parrot
  - ii. He had just smashed a chair to pieces.
  - iii. Sarah is astonished and pleased; she buys the parrot.

## B WORKING WITH WORDS

### 1. Write the opposites of these words.

- |           |          |           |          |
|-----------|----------|-----------|----------|
| a. seldom | b. quiet | c. friend | d. wide  |
| e. forget | f. sink  | g. tight  | h. few   |
| i. idle   | j. weak  | k. first  | l. alive |

### 2. Here are some adjectives. Find out what they mean and use them in sentences of your own. Do not forget that you should think of a suitable noun which each adjective describes.

Pupils will use the adjectives to describe nouns of their choice in their sentences.

- |                 |  |
|-----------------|--|
| a. fragrant     | pleasant or sweet smelling                   |
| b. devoted      | strongly attached/loyal                      |
| c. customary    | in accordance with custom/usual practice     |
| d. colossal     | huge, gigantic                               |
| e. deafening    | very noisy/very loud                         |
| f. affectionate | having or displaying tender feelings, loving |

## C LEARNING ABOUT LANGUAGE

### 1. Use the right comparative and superlative forms of the adjectives in brackets.

1. smartest      2. more boring      3. bigger      4. most interesting

## D LISTENING AND SPEAKING

### At the shop

Pupils should work in pairs and ask questions, give answers, and make comments about the goods. In addition to the items given, you may introduce a whole range of other items, labelled with prices, for the pupils to use as their stimulus.

## E COMPOSITION

### What do you think happened to the karate parrot after this incident?

Pupils can be creative here. See which student can come up with the best story.

## Workbook: pages 57–61

## A TENSES: REVISION

Introduce other verbs too, and ask the pupils to add them to another table in their notebooks.

**1. Can you complete the following tables?**

<i>to work</i>	<b>past</b>	<b>present</b>	<b>future</b>
simple tense	He worked.	He works.	He will work.
continuous tense	He was working.	He is working.	He will be working.
perfect tense	He had worked.	He has worked.	He will have worked.

<i>to swim</i>	<b>past</b>	<b>present</b>	<b>future</b>
simple tense	He swam.	He swims.	He will swim.
continuous tense	He was swimming.	He is swimming.	He will be swimming.
perfect tense	He had swum.	He has swum.	He will have swum.

**2. Can you say in which tense these sentences are written?**

- a. present perfect      b. simple present      c. past perfect      d. future continuous  
 e. present continuous

**B USING THE DICTIONARY 3**

**1. Use your dictionary and find the missing letters in the words below. For each gap decide whether the missing letter is a vowel or consonant.**

- |         |         |         |           |
|---------|---------|---------|-----------|
| petrol  | fear    | poise   | eleven    |
| point   | clear   | frolic  | stone     |
| survive | start   | majesty | worry     |
| many    | streets | hazard  | necessary |

**2. Stress**

The stressed syllables are shown below in capital letters.

- |        |        |         |           |
|--------|--------|---------|-----------|
| DOctor | poLICE | atTACK  | CINema    |
| ANgle  | POLish | conNECT | supPOSE   |
| Tiger  | MINute | rePLY   | PHYsics   |
| CIRcle | HOUses | paRADE  | phySICian |

Ask pupils to write some other words like this, for practice.

**C HOW IT IS SAID**

Oral work is not necessary, but make sure that the pupils actually do look in the dictionary and try to work out the correct pronunciation of each word.

**1. Use your dictionary to find the spellings of the words.**

**2. Put in the stress marks to show which syllable is stressed.**

The stressed syllables are in capitals.

ALLigator, chamELEon, acCORDion, BUTterfly, paralLELogram

**3. Write a definition for each word.**

- |           |   |
|-----------|---|
| alligator | — a large animal which lives on water and on land |
| chameleon | — a small animal like a lizard                    |
| accordion | — a portable musical instrument having bellows    |

- buterfly — an insect which grows from a caterpillar and has wings  
 parallelogram — a four-sided figure with opposite sides equal and parallel

*Note:* Different systems are used to denote stress. In the words above, only the main stress has been capitalized.

## D -ING PARTICIPLES

**Oral:** Revise present participles.

### 1. Complete the sentences using the present participle as a verb.

Examples:

- They watched the elephants *swimming in the river*.
- We came to hear you *singing your latest song*.
- The men sat round the fire *telling jokes*.
- We came across a man *dozing on the bench*.
- The children noticed a monkey *climbing a tree*.

### 2. Complete these sentences using the present participle as an adjective.

Examples:

- The *bouncing* ball came to a halt.
- The *crying* child was given a biscuit.
- A *rolling* stone gathers no moss.
- A *drowning* man clutches at a straw.
- The *speeding* car overturned at the corner.

### 3. Make your own sentences with these present participles.

Pupils will make their own sentences.

## E COMPOUND WORDS

Find a word that will go in each of the blanks below. The right word will form a compound word.

- |              |                   |                  |             |
|--------------|-------------------|------------------|-------------|
| 1. timetable | 2. anti-clockwise | 3. handbag       | 4. postman  |
| 5. shortlist | 6. tabletop       | 7. burglar alarm | 8. airtight |

## Lesson Plans

For detailed suggestions, refer to pages 92–95.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read and appreciate an incredible tale with an amusing ending
- To develop reading and comprehension skills
- To develop observation skills

Task	Time
1. Read the story and explain the unfamiliar words.	20 min
2. Attempt Exercise A, Questions 1, 2, and 3. Some of these questions may have been discussed. Each pupil should be given a chance to participate. Unfinished work can be completed in the next lesson.	20 min

## LESSON 2

**Textbook Time: 40 min**

### Aims:

- To develop vocabulary
- To enhance general knowledge
- To revise and reinforce gerunds, participles, and infinitives

Task	Time
1. Unfinished work from the previous lesson to be completed	10 min
2. Attempt Exercise B, Questions 1, 2, 3, and 4.	20 min
3. Begin Exercise C. Unfinished work can be given as homework.	10 min

## LESSON 3

**Textbook Time: 40 min**

### Aims:

- To improve listening and speaking skills
- To apply observation and analytical skills
- To imagine and continue narrating the story

Task	Time
1. Attempt Exercise D.	20 min
2. Attempt Exercise E. Unfinished work should be given as homework.	20 min

## LESSON 4

**Workbook Time: 40 min**

### Aims:

- Further practice of the infinitive
- To revise the past, present, and future tenses

Task	Time
1. Recap the lessons taught so far.	10 min
2. Attempt Exercise A, Question 1.	15 min
3. Continue with Exercise B, Questions 1 and 2.	15 min

## LESSON 5

**Workbook Time: 40 min**

### Aims:

- To revise consonants and vowels
- To practise correct pronunciation with emphasis on stress and intonation

<b>Task</b>	<b>Time</b>
1. Attempt Exercise C, Question 1.	15 min
2. Continue with Exercise C, Question 2.	15 min
3. Recap the salient features of the unit.	10 min

# Test—2

## Workbook: pages 62–66

This test covers Student Book and Workbook Units 1–10.

## Suggestion and answers

### A COMPREHENSION

Study the advertisement below.

Note that the advertisement for the Reader's Club contains many mistakes. When pupils study this they should note the mistakes, and also try to catch all the double meanings. You may use this later on to discuss all the jokes and spot the mistakes.

Answer the following questions:

- The Junieur Reader's Club (Junior Readers' Club)
- It is where members can gather once a month to discuss a book that has been read.
- Lisa Little
- The Matrix Question's (misspelled: questions). R.U.C. Rious (Are you serious); Barnaby on the farm by G. Oatman (Goatman); My time in Mars (should be 'on' Mars). I. B. Leavit (I believe it); Bottle Jam by C. Rushmore (Crush more); Raging Winds by S. T. Orming (Storming)
- They have taken no care at all, and there are many mistakes.

Spelling mistakes: juniour (junior), discus (discuss)

Grammar/Incorrect usage: Think it! (Think about it!) Some books we are read (we have read). Time in Mars (on Mars)

Punctuation: Reader's (implying there is only one member); Question's (Questions)

### B TEXTBOOK QUIZ

1. Give short answers to the following. The questions are based on your textbook.

- the poet (Everyone Sang)
- Bahlol, Robinson Crusoe
- Athena (Perseus and the Gorgon)
- Andromeda (Perseus and the Gorgon)
- Valentine Haug (A flash of light)
- Sarah (Karate Parrot)

2. Give complete answers to the following questions based on your textbook.

- Uncle Shams leaves the Maliks' house because he overhears Mr and Mrs Malik talking about him and saying he is a 'walking disaster zone', 'a catastrophe waiting to happen', and 'a nightmare'. They also say he eats like a horse, and make other nasty comments about him.

- b. Bahlol feeds the chickens with some food from the suspect can. When he reports that the chickens have died, he does not say how they have died, and the lady assumes they have died of food poisoning.
- c. A horse and the head of Medusa
- d. Sameer did not want one. He thought a flat was too small for a pet, and it would be unfair to keep one there.
- e. (Pupils will give any of the observations they remember.) Louis Braille perfected the system; it consists of raised dots on stiff paper; each letter has its own marking; common words have one symbol; books in Braille are thick; etc.

### C REFERENCE TO CONTEXT

Answer the questions about these lines of poetry from your textbook.

*'I'm weak and pail, I've mist my rode,'*

*But here a carte came past...*

- 1. The lines are from *A misspelled tale* by Elizabeth T. Corbett.
- 2. The little boy
- 3. week/weak, pail/pale, mist/missed, rode/road, carte/cart
- 4. He went out on his sledge and lost his way in the rain and snow.
- 5. He and his sledge were safely towed back home.

### D WORKING WITH WORDS

1. Complete the following proverbs:

- a. An eye for an eye, and a tooth for a tooth.
- b. Actions speak louder than words.
- c. Don't put all your eggs into one basket.

2. Make adjectives from the following:

- a. envious    b. wondrous, wonderful    c. muscular    d. shady

3. What do these abbreviations stand for?

- a. volume    b. please turn over    c. United Nations Organization

4. Give synonyms for these words:

- a. trampled, flattened    b. villain, rogue    c. evil, shameful, unpleasant

### E LEARNING ABOUT LANGUAGE

1. Use -ing participles to complete the following:

Pupils will use their own words.

- a. The *winning* boy was given a sweet.
- b. A *rolling* stone gathers no moss.
- c. The children heard a very *exciting* story.
- d. The girl was overjoyed, *opening* her presents.

2. Underline the collective noun(s) in each sentence.

- a. flock of geese

- b. herd of sheep
- c. pack of wolves

## F COMPOSITION

Write a letter to Lisa Little asking for information.

Pupils will write their own letters. Make sure all the conventions are followed and that the information is requested for and that the advertisement is commented upon.

## Lesson Plans

For detailed suggestions, refer to pages 92–99.

### LESSON 1

Workbook Time: 40 min

Aims:

- To assess comprehension
- To assess writing skills

Task	Time
1. Attempt Exercise A.	20 min
2. Attempt Exercise B, Questions 1 and 2.	20 min

### LESSON 2

Workbook Time: 40 min

Aims:

- To revise the previous units
- To assess recall ability
- To assess understanding of grammatical structures
- To evaluate punctuation skills

Task	Time
1. Attempt Exercise C.	15 min
2. Attempt Exercise D, Questions 1 to 5.	20 min
3. Reread and check the answers.	5 min



### LESSON 3

Workbook Time: 40 min

**Aims:**

- To assess grammatical accuracy and understanding
- To assess directed writing

Task	Time
1. Continue with Exercise E, Questions 1 to 3.	15 min
2. Attempt Exercise F.	20 min
3. Reread and check the answers.	5 min

# Loveliest of Trees, the Cherry Now

You might like to introduce this poem by showing a look at some beautiful images of nature such as some trees in bloom, or in different seasons.

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- The narrator likes cherry trees and says that they are the 'loveliest' of all the trees.
- Spring. The tree is in bloom; this usually happens in spring. The narrator says that it is Eastertime.
- The first and third lines of the second stanza tell us that the narrator expects to live for seventy years: 'three score years and ten' and 'seventy springs'.
- In the last stanza, the poet mentions spring. The poet also mentions snow which is associated with winter. We can presume that the seasons are changing, moving from winter to spring.
- The phrase the poet has used that means the same as: 'there isn't much space and time', is 'little room'.

#### 2. The rhyme scheme of the poem helps to create a light, positive feeling to match the message of the poem. The poet has used rhyming couplets. Write down the pairs of words that rhyme. Add another word that rhymes to each pair. These should not be from the poem.

##### Suggestions:

now/bough/cow/row

ride/Eastertide/hide/pride

ten/again/hen/pen

score/more/four/core

bloom/room/tomb

go/snow/row/show

#### 3. Answer the following questions with reference to context.

- Twenty will not come again,*
  - He has lived for twenty years; those years have passed by.
- Read the last stanza again.
  - He has decided to spend time in the woods looking at the trees covered in blossom and snow.
  - He thinks that since he only has fifty years left to enjoy such things, he should take every opportunity to do so.

### B Working with words

- Using a dictionary, find the meanings of the word bloom. Write down two definitions that apply to the poet's use of this word.

*Noun* a flower, especially one cultivated for its beauty  
the state or period of flowering  
the state or period of greatest beauty, freshness, or vigour

**2. Compound words: add a word to each of the following to make a new word.**

Note that whole words should be added, not any group of letters. Example: *Sunday* is acceptable, but *sunny* is not, because *ny* is not a word.

- |                                      |                               |                  |            |
|--------------------------------------|-------------------------------|------------------|------------|
| a. Sunday                            | b. dentist                    | c. fellow/felled | d. bargain |
| e. butter/matter/sitter/letter, etc. | f. tender/wonder/redder, etc. | g. courage       |            |
| h. ranger/singer/manger, etc.        |                               |                  |            |

## C LEARNING ABOUT LANGUAGE

**What would you say in these situations? Use Wh- words such as why, who, which, what, where, when, and how.**

1. What is the date today?
2. When does the course finish?
3. Who have you invited to your birthday party?
4. Where can we go on vacation?
5. Where are we going to have lunch in town?
6. Which flavour ice cream does everyone want?

## D LISTENING AND SPEAKING

**1. Study the plan of the classroom in the picture.**

Allow the pupils to study the plan of the classroom. Discuss the plan. *Where are the desks? How are they arranged? How many rows are there? Where is the door. Are there any windows? Use: top, bottom, left, right, middle, next to, in front of, behind.*

Refer to pages 142 and 143 of the Students Book for text and instructions.

All the pupils have been named except for NADIA. So, she is the one who is speaking, and her desk is to the right of Faiza's, and closer to the door.

**2. Look at the calendar, report card, and timetable. Compose two questions about each one. In small groups, take it in turns to ask your questions and find the answers. Use question words such as when, where, how often, etc.**

Pupils will come up with their own questions.

## E COMPOSITION

**Look at the two images of cherry trees below. One is of a cherry tree in spring, covered in blossom, and the other is of a cherry tree in winter, covered in snow.**

**Work with a classmate and come up with a list of words and phrases you could use to describe the tree in spring. Then come up with a list of words and phrases that you could use to describe the tree in winter. Which words and phrases could be used for both?**

You could use the work you and your classmates have done to create a wall display of all your descriptive words and phrases.

Pupils could be encouraged to get more ideas by looking at the pictures as well as using their imagination and experiences.

**Project:** This can be done in an art lesson, in class, or at home.

## Workbook: pages 67–68

### A POEMS AND RHYMES

1. Write the words in rhyming pairs:

goats—boats

goes—blows

far—bazaar

out—about

set—minaret

lie—sky

2. Now here is part of a poem but the last word in each line has been left out. Can you put the words from the pairs on the previous page into the correct blanks?

I should like to rise and **go**

Where the golden apples **grow**;

Where below another **sky**

Parrot islands anchored **lie**,

And watched by cockatoos and **goats**,

Lonely Crusoes building **boats**;

Where in sunshine reaching **out**

Eastern cities, miles **about**,

Are with mosques and **minaret**

Among sandy gardens **set**,

And the rich goods from near and **far**

Hang for sale in the **bazaar**;

Where the great wall round China **goes**,

And on one side the desert **blows**.

Ask the pupils to copy the poem in their notebooks and to illustrate it.

### B ELEMENTS OF POETRY

Read the poem 'Loveliest of Trees, the Cherry Now' in Textbook 5, page 111. Analyse the poem and write how it fulfills the elements of poetry.

Read the poem aloud with pupils once again in the class. Have a class discussion in which pupils give their own answers to the questions.

## Lesson Plans

For detailed suggestions, refer to pages 101–104.

### LESSON 1

Textbook Time: 40 min

Aims:

- To read the poem with the correct rhythm and stress
- To discuss and analyze the poem
- To develop comprehension skills

Task	Time
1. Read the poem; discuss the unfamiliar words and the theme of the poem.	20 min
2. Attempt Exercise A, Questions 1, 2, and 3.	20 min

## LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To develop vocabulary
- To introduce more rules about infinitives
- To give instructions for students to follow

Task	Time
1. Discuss Exercise B and give as homework.	5 min
2. Attempt Exercise C.	15 min
3. Attempt Exercise D.	20 min

## LESSON 3

**Textbook Time: 40 min**

**Aims:**

- To develop directed writing skills
- To use the infinitive verb form as subject, object, or adverb
- To identify words that rhyme

Task	Time
1. Begin with Exercise E. Unfinished tasks should be given as homework. Alternatively, an extra lesson could be taken to complete this and the PROJECT.	15 min
2. Attempt Workbook—Exercise A.	10 min
3. Attempt Exercise B, Questions 1 and 2.	15 min

## LESSON 4

**Workbook Time: 40 min**

**Aims:**

- Some more practice of phrasal verbs
- To write sentences using phrasal verbs

Task	Time
1. Attempt Exercise C.	15 min
2. Continue with Exercise D.	15 min
3. Recap the salient features of the unit.	10 min

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- ports of Gwadar, Ormara, and Karachi
- The coastline of Pakistan is at the ports of Gwadar, Ormara, and Karachi.
- Some places in the mountains get cut off from other places during winter because of heavy snowfall.
- The main crops grown in Pakistan are wheat, rice, and cotton, but others like sugarcane, fruits, and vegetables are also grown in many areas.
- The National Horse and Cattle Show is held every November in Lahore.
- cattle races,
- The National Horse and Cattle Show organizes various events to amuse the visitors like animal parades, polo matches, displays of animal performing tricks. There are other attractions too, such as floats, lightshows, and performances by stunt people, military bands, and school children.

#### 2. Answer the following questions with reference to the pie chart. These questions are more difficult. Discuss them first.

- Cattle, buffaloes, sheep, goats, camels, poultry, horses, mules, & donkeys are included in the pie chart.
- The yellow segment of the pie chart represents goats.
- I think horses, mules, and donkeys have been grouped together because they are members of the same family.
- More land is used for buffalo and cattle farming because they are used for their meat, milk, or other by-products like hair and hides. (engage students to find external information on the internet. There can be multiple possible answers too, for example: cattle and buffaloes are also used in traditional method of farming)

### B WORKING WITH WORDS

#### 1. Complete the following in your own words; each sentence should be about Pakistan.

Students should be able to complete the given sentences. They can use the vocabulary given in the text and can consider the text as a reference for sentence composition.

#### 2. Look at map on page 117. Discuss the different areas and where they are in relation to other areas. Use the cardinal directions north, south, east, and west and the vocabulary below. Then, use each direction, in sentences of your own.

Discuss how to read a map with the students, using the given key. Make sure that students correctly use the given vocabulary.

3. **Sort these words into three columns, according to whether they are neutral, feminine, and masculine words. Use a dictionary to check the meanings of any you do not know. Add nouns for people to each column.**

Masculine      billy, bull, drake, fox, gander, ram, rooster, stag, stallion

Feminine      cow, doe, ewe, goose, hen, mare, nanny, vixen

Neuter      dog, duck, kid, sheep, poultry

4. **Which of the words in your three columns are plurals? Make a list of the plurals and write the singular form next to each one. (Watch out for irregular ones!)**

camels, cattle, deer, ducks, fox, goats, oxen, sheep, vixen

## C. LEARNING ABOUT LANGUAGE

### SIMPLE TENSES

1. **Here are some sentences written in the simple tenses. Say whether they are in the past, present, or future.**

- Yesterday Mohsin played football with his friends. (past tense)
- Sajid will return to England on Tuesday. (future tense)
- Mohsin fell on the grass. (present tense)
- Seema sings very sweetly. (present tense)
- We like her but she does not like us. (present tense)

2. **Here are some sentences in the continuous tenses. Say whether they are in the past, present, or future.**

- Salim is walking to the market at the moment. (present tense)
- Yesterday the children were playing in the rain. (past tense)
- They were playing but he was sleeping. (past tense)
- The dog is barking at the thief. (present tense)

3. **Make your own sentences using the following verbs in the perfect tense.**

Students should be able to compose sentences using perfect tense.

## D. LISTENING AND SPEAKING

### ASKING QUESTIONS TO FIND OUT MORE

1. **Do you remember learning about fact and opinion in book 4? Find three facts and three opinions in Pakistani Produce. Compare your answers with a classmate.**

Revise the difference between opinion and fact with examples. Then ask students to search and find in the given text opinions and facts, and share them with the class.

2. **With a partner, write five questions about the passage above. Ask another pair your questions and answers theirs.**

Students will come up with their own questions.

3. **First take votes on the following statements. How many pupils agree with the statements? How many disagree? Draw the table below in your book and fill in the totals.**

4. **Choose one of the statements, form two teams, and argue your case in a debate.**

5. **At the end of the debate, have another voting session to find out which team did better.**

Encourage students to use their persuasion skills to influence the audience in their favour.

6. **Say these words. Add one or two more words to each list. Use a dictionary to help you.**

threw throw three throat            stripe strap  
squawk squish                        thought fought

7. **We use the article 'a' or 'the' before words beginning with consonant sounds. We use 'an' or the (thee) with words that start with a vowel sound. Say the following and note the sound the start with. The first one has been done for you**

- |                                 |                |                 |
|---------------------------------|----------------|-----------------|
| a. an heir (sounds like a -air) | b. an hour     | c. a hair       |
| d. an honest man                | e. a hound     | f. a wonder     |
| g. a one-day event              | h. a European  | i. a university |
| j. a ukulele                    | k. a U I. an F | m. an 8         |

## E. COMPOSITION

**Write a description of a national event that you have been to or heard about. Write it as if you were there. You will need to use your imagination and lots of description (use the five senses, adjectives, adverbs, similes...).**

Engage students to come up with similes, adverbs, adjectives, etc. and use them in their description. They can be as creative as they can and can use pictures, newspaper or article clippings to illustrate further.

## Lesson Plans

For detailed suggestions, refer to pages 94–96.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read the story
- To discuss and analyze the story
- To develop comprehension skills

Task	Time
1. Read the story; discuss the unfamiliar words and the theme of the story.	20 min
2. Attempt Exercise A, Questions 1 and 2.	20 min

### LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To develop vocabulary
- To introduce more rules about gender nouns
- To give instructions for students to follow



Task	Time
1. Discuss Exercise B and give as homework.	5 min
2. Attempt Exercise C.	15 min
3. Attempt Exercise D.	20 min

### LESSON 3

**Textbook Time: 40 min**

**Aims:**

- To develop directed writing skills
- To identify articles

Task	Time
1. Begin with Exercise E. Unfinished tasks should be given as homework. Alternatively, an extra lesson could be taken to complete this and the PROJECT.	15 min
2. Attempt Workbook—Exercise A.	10 min
3. Attempt Exercise B, Questions 1 and 2.	15 min

### LESSON 4

**Workbook Time: 40 min**

**Aims:**

- Some more practice of continuous tenses and simple future tenses
- To write sentences using articles

Task	Time
1. Attempt Exercise C.	15 min
2. Continue with Exercise D.	15 min
3. Recap the salient features of the unit.	10 min

**A COMPREHENSION****1. Answer the following questions.**

- Zara holds her breath while crossing the bridge so that the stink of the stagnant water would stay out of her nostrils.
- 'Think green' means to recycle material and help solve the problem of plastic pollution.
- Zara notes down the helpful suggestions and ideas her friends suggest, such as to learn more about green projects, reduce the use of plastic, carry a small cloth bag, look out for local green groups.
- Zara reads an article about an amazing invention which was helping to scoop out plastic waste in the ocean. She also She watches a video about people in South America who had put a barrier across a river and collected the waste from it.
- Zara feels annoyed and upset during the conversation with her family because they think that it's not their problem, rather it is the problem of those people who live near the river. They ask Zara to ignore it and focus on her schoolwork instead. They think someone else will deal with such stinky mess.
- Zara does not use a straw to drink, and is relieved to see that the her drink was brought in glass.
- The water that does not flow becomes stagnant and starts to stink. It can also attract mosquitoes and cause dangerous diseases like dengue fever and malaria etc. (engage students to come up with information from external sources like newspaper or internet to answer this question).

**2. Answer the following questions with reference to context.**

*'Let's see if a trip to the bookshop will cheer you up.'*

- Mum says this to Zara.
- Zara is not cheerful because nobody in her family is willing to make a change to help the environment.
- A visit to a book shop may cheer her up, because she likes to read.

**B WORKING WITH WORDS****1. Change the following verbs to nouns, by adding the correct suffix: -or or -er. Look up any words you do not know.**

- |              |               |                |               |
|--------------|---------------|----------------|---------------|
| a. creator   | b. discoverer | c. inventor    | d. investor   |
| e. protector | f. detector   | g. commentator | h. inheritor  |
| i. inspector | j. objector   | k. actor       | l. contractor |

**2. Use the first five words you have formed in sentences of your own.**

Students will come up with their own sentences.

**3. Choose the pair of words that best express a relationship similar to that of the original pair. Then write the explanation. The first one has been done for your help.**

- Paper:trees – Meat comes from animals and paper comes from trees.
- lion;cat – Cricket is a type of sport and lion is a type of cat.

## C LEARNING ABOUT LANGUAGE

### PHRASES AND CLAUSES

1. Which of the following are phrases and which are clauses?

- |           |           |           |           |
|-----------|-----------|-----------|-----------|
| a. phrase | b. clause | c. phrase | d. phrase |
| e. clause | f. clause | g. phrase | h. clause |
| i. phrase | j. clause |           |           |

2. Join these sentences using suitable conjunctions or relative pronouns.

- We wanted to see the film **but** we had no money.
- The dog ran into the road **but** it was run over by a lorry.
- The girl was crying **because** she had hurt her leg.
- Nasir had a broken toe **so** he was unable to play in the match.
- He stayed at home **and** read a book.
- The cat is drinking the milk **that** I poured in the saucer.
- Eating the grapes off the branch was a fox **and** its tail was very bushy.
- The man stopped the girl **because** she had dropped a purse.
- The elephants ate the bananas **where** were growing in our garden.
- The car was driven by a man **who** was very old.
- The letter was brought by a boy **who** I gave ten rupees.

## D LISTENING AND SPEAKING

### A LISTENING GAME

1. Some of the letters in the words are missing, but you should be able to guess what they are. Listen to your teacher and fill in the missing letters.

Ask the students to listen carefully when you are reading out the words and fill in the missing letters.

## E COMPOSITION

### WHAT HAPPENED NEXT?

Imagine that Zara, from the story above, continues trying to be more environmentally friendly. What does she do?

Work in pairs to write an interview between a reporter and Zara. The interview should ask questions about her attempts to 'think green' and any other things that you want to find out about her environmental work. You must also write her answers. Use the details given in the text as well as your imagination to do this!

When you have finished, work in pairs (one of you is the interviewer and the other is the interviewee) and read the questions and answers you have written.

Students should be able to form dialogues in accordance to the given text. They can get as creative in suggestions and ideas as they can. They can also look up for more information on the internet.

**A COMPREHENSION****1. Answer the following questions.**

- Around 200 nations take part in the modern Olympic Games.
- The first modern Olympic Games were held in the year 1896, in Athens, Greece.
- Pakistan has won 10 medals in the Olympics.
- The Olympic Games were cancelled in 1916, 1940, and 1944, because of World War I and II.

**2. Answer the questions about these words from the text.**

*Different city states and kingdoms in ancient Greece would get together, pausing any wars or battles between themselves, and arrange competitions.*

- The ancient Olympic Games featured wrestling, horse and chariot races, and other athletic events.
- In what year did the ancient Olympics began from 776 BCE to 393 CE.
- The ancient Olympic Games were held after every four years.

**B WORKING WITH WORDS**

- Here is a list of Olympics sports. Work with a partner to find each words in the box on the next page.
- Talk about the sports and look up any you have not heard of.

Once students have located the words in the word search box, engage students to have a discussion in class on various sports, each student can pick one sport for discussion. They can also share pictures to illustrate further.

**C LEARNING ABOUT LANGUAGE**

- The passage that you've just read is organised into paragraphs. The first paragraph is an introduction to the passage. Read it again and notice how it tells the reader what the passage is about.

Students should be able to organise paragraphs in correct order.

- Read the fifth paragraph again. Notice how each sentence begins with a different sentence opener. Write a list of the word or phrase each sentence begins with.

Since 1924,

Ask students to make a list of sentence openers and share them with the class.

- Read the following paragraph. Talk about how you could make changes to the order of the words in the sentences to make the sentence openers more interesting. You may need to add or remove some words when you make the changes. The first sentence has been done for you:

Students should be able to write sentence openers for the given paragraphs.

4. Write a short paragraph about the picture of the Olympic stadium on page 138. Use some interesting sentence openers.

Students should be able to write a paragraph and get creative with sentence openers. They can also use the list of sentence openers they made in question 2 as a reference.

## D LISTENING AND SPEAKING

- In a small group, talk about the questions below and record your answers in a table or chart. Engage students to share their favourite sport with the class. They can use pictures, newspaper clippings, articles, etc.
- In the same group, write down five questions about sports. Each person in the group needs to ask at least five other people the questions and record the answers. Share your answers.

## E COMPOSITION

Sport and exercise help people stay fit and healthy. Write a short report using the framework below. Your paragraphs do not need to be long. You can use some transitional phrases too (see page 152).

Ask students to write a short report using the guide given in the exercise.

## Lesson Plans

For detailed suggestions, refer to pages 99–100.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read the story
- To discuss and analyze the story
- To develop comprehension skills

Task	Time
1. Read the story; discuss the unfamiliar words and the theme of the story.	20 min
2. Attempt Exercise A, Questions 1 and 2.	20 min

### LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To develop vocabulary
- To give instructions for students to follow

Task	Time
1. Discuss Exercise B and give as homework.	5 min
2. Attempt Exercise C.	15 min
3. Attempt Exercise D.	20 min

## LESSON 3

Textbook Time: 40 min

### Aims:

- To develop directed writing skills
- To write a short report

Task	Time
1. Begin with Exercise E. Unfinished tasks should be given as homework. Alternatively, an extra lesson could be taken to complete this and the PROJECT.	15 min
2. Attempt Workbook—Exercise A.	10 min
3. Attempt Exercise B, Question 1.	15 min

**A COMPREHENSION****1. Answer the following questions.**

- A role model is a person viewed by others as an ideal who should be copied.
- Many advertisements feature famous people because people are impressed by fame and get easily influenced by famous celebrities.
- The runner trained hard from a young age and he became a tough competitor for other runners. But instead of working hard, he cheated by taking medical drugs which would make him run faster.
- The writer tells us about their grandmother who was also a role model for them.

**2. Answer the questions about these words from the text.**

*'Good role models are important.'*

- People displaying good behaviour, their way of life, or their success in a particular area which makes other people follow them, can be considered a role model
- Arfa Randhawa one example of a good role model.
- Role models can influence our behaviour, our way of life and our career choices.
- Do you have any role models? (Subjective question: Ask students to come up with their role models and discuss in class why they have chosen that certain person as their role model.)

**B WORKING WITH WORDS****1. What words can we use to describe the qualities of a good role model?**

Use a thesaurus and a dictionary and find six more words to add to this list:

truthful      resolved      caring      considerate

Students can come up with their own examples.

**2. Share the words you have found with the class to make a long list of good qualities a role model can have.**

Students can use a thesaurus to come up with additional similar words.

**C LEARNING ABOUT LANGUAGE**

Find advertisements in newspapers and magazines. Have they used persuasive language as in the list above?

Ask students to find persuasive language in sentences and phrases used by advertisements.

## D LISTENING AND SPEAKING

1. Watch or listen to some advertisements in class. Then, in a small group, talk about how they try to persuade you. What persuasive techniques do they use? Do any of the advertisements use music or songs?
2. In your small group, make a short radio advertisement for one of the following products. Try to use some persuasive techniques and make it interesting. Present your advert to the class.

Ask students to share ideas and creative strategies for their advertisement in the class. They can use drawings, pictures from the internet and role-play to demonstrate.

## E COMPOSITION

### Which famous Pakistani role models should the world know about?

Students can find material on Pakistani role models like Abdul Sattar Edhi, Fatima Jinnah, etc. They should be able to use guidelines to write a letter to the head-teacher.

## Lesson Plans

For detailed suggestions, refer to pages 101–102.

### LESSON 1

**Textbook Time: 40 min**

#### Aims:

- To read the story
- To discuss and analyze the story
- To develop comprehension skills

Task	Time
1. Read the story; discuss the unfamiliar words and the theme of the story.	20 min
2. Attempt Exercise A, Questions 1 and 2.	20 min

### LESSON 2

**Textbook Time: 40 min**

#### Aims:

- To develop vocabulary
- To use a thesaurus
- To give instructions for students to follow

Task	Time
1. Discuss Exercise B and give as homework.	5 min
2. Attempt Exercise C.	15 min
3. Attempt Exercise D.	20 min



### LESSON 3

Textbook Time: 40 min

**Aims:**

- To develop directed writing skills
- To write a letter

Task	Time
1. Begin with Exercise E. Unfinished tasks should be given as homework. Alternatively, an extra lesson could be taken to complete this and the PROJECT.	15 min
2. Attempt Workbook—Exercise A.	10 min
3. Attempt Exercise B, Questions 1 and 2.	15 min

# Test—3

## Workbook: pages 81–87

This test covers Student Book and Workbook units 1–14.

## Suggestions and answers

### A READING

Read the story and answer the questions at the end. Your teacher may ask you to read a paragraph or two aloud.

You may ask the pupils to read a paragraph or two aloud, at any time. Notice their fluency and expression, especially the way in which they change their tone while reading direct speech.

Words they may not have come across before:

*hammock*: a hanging bed made of canvass or netting and suspended at both ends by ropes tied between two supports (usually trees)

*processing plant*: a factory in which things are treated or prepared in a series of steps or actions, for example, using chemicals or industrial machinery

### B COMPREHENSION

#### 1. Answer the following questions about the story.

- Being a businessman, he was used to people working to schedules and long hours, so the banker checked the time. The fisherman had stopped work and it was only midday.
- The banker wanted to tell the fisherman how much more he could be doing with his time and how he could be making more money.
- The fisherman woke up when he liked, fished (comfortably) for a couple of hours, then played with his children, or played his guitar and sang.
- The fisherman had everything he needed in life and plenty of time to do what he liked doing; there was no need for him to make more money or become stressed about trying to become rich.
- The banker had little time for himself or his family; he worked long hours to make his money. He was in no way happier than the fisherman.

#### 2. Answer the following questions about the story.

- a. ii                                      b. false                                      c. ii                                      d. iii

### C TEXTBOOK QUIZ

#### 1. Give short answers to the following questions based on your textbook.

- Zara
- Wheat, rice, and cotton
- The cherry tree
- In Athens, Greece in 1896.

**2. Give complete answers to the following questions based on your textbook.**

- a. Stamps, shells, butterflies, hats, feathers, leaves, stones, matchbox covers, antiques, plates, costumes, cars, and a thousand and one other things
- b. They were killed and taken away by a fox.
- c. She stood with her mouth open. She was lost for words. Never in all her years had she seen such a sight!
- d. Mr and Mrs Malik said some unkind things because Uncle Shams had already begun to wreck the house (trying to put up a picture and knocking over furniture). They also said he ate a great deal and that his stay would increase their food expenditure. They did not want him to stay for a whole month before the wedding, and wanted to get rid of him.
- e. It has white blooms and snow all over it.

**D WORKING WITH WORDS**

**1. What do these abbreviations stand for?**

- |              |                                 |                     |
|--------------|---------------------------------|---------------------|
| a. pronoun   | b. transitive verb              | c. id est (that is) |
| d. adjective | e. exempli gratia (for example) | f. abbreviation     |

**2. What noises are made by the following?**

- |              |                   |             |
|--------------|-------------------|-------------|
| a. bees buzz | b. frogs croak    |             |
| c. crows caw | d. turkeys gobble | e. cows moo |

**3. What are the opposites of the following?**

- |                 |              |                  |
|-----------------|--------------|------------------|
| a. dissatisfied | b. unhappy   | c. outside       |
| d. up           | e. careless  | f. rejoice, hope |
| g. unhelpful    | h. beautiful | i. bottom        |

**E LEARNING ABOUT LANGUAGE**

**1. Join the pairs of sentences using the words below.**

- a. He won't come to the party because he has to work till seven.
- b. The boys climbed the tree although they did not have a ladder.
- c. She wrote a poem while her friends played ball.
- d. Bilal went to the forest where he saw a tiger.

**2. Change the sentences given below into the past continuous tense. Add a time phrase to show that the event was taking place some time in the past.**

- a. She was buying strawberries in the market yesterday.
- b. He was taking his father to the hospital on Monday.
- c. They were singing loudly and clapping their hands last night.
- d. I was working hard last week.

Please note that pupils can use any time phrase of their choice.

**3. Arrange these describing words in the correct order.**

- a. short brown hair
- b. small blue chair
- c. long purple necklace

## F COMPOSITION

Write on a sheet of paper a short story based on this photograph.

Pupils should be as imaginative as possible. Their account should relate to the photograph.

### Lesson Plans

For detailed suggestions, refer to pages 129–131.

#### LESSON 1

Workbook Time: 40 min

Aims:

- To assess oral expression, pronunciation, and fluency when reading
- To assess comprehension skills
- To assess directed writing skills

Task	Time
1. Attempt Exercise A.	20 min
2. Continue with Exercise B, Questions 1 and 2.	20 min

#### LESSON 2

Workbook Time: 40 min

Aims:

- To assess comprehension of texts studied
- To assess vocabulary and expression

Task	Time
1. Attempt Exercise C, Questions 1 and 2.	20 min
2. Attempt Exercise D.	10 min
3. Attempt Exercise E, Question 1.	10 min

#### LESSON 3

Workbook Time: 40 min

Aims:

- To assess grammatical understanding and accuracy

Task	Time
1. Attempt Exercise E, Questions 2 to 4.	20 min
2. Attempt Exercise F, Questions 1, 2, and 3.	15 min
3. Rereading and checking of the exercises	5 min

## LESSON 4

Workbook Time: 40 min

### Aims:

- To assess directed writing skills

Task	Time
1. Attempt Exercise F, Questions 4 to 7.	15 min
2. Attempt Exercise G.	20 min
3. The students should be encouraged to reread and check their work before handing it in.	5 min

# SAMPLE LESSON PLANS

<b>Topic</b>	The World in a Wall	<b>Week</b>	1
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<b>Class</b>	V	<b>Duration</b>	40 min
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<b>Learning Outcomes</b>	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Skim and scan text to find relative information</li> <li>• Read and comprehend texts</li> </ul>
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<b>Date and Time</b>	<b>Content and teacher activity</b>	<b>Formative assessment</b>
<b>Day 1:</b> 00/00/00 <b>05 min</b>	<p><b>Settling time:</b></p> <p>As this will be the first week of the term, greet the students warmly, ask them about their holidays, introduce yourself, and make them feel welcome.</p>	Verbal response
<b>10 min</b>	<p><b>Starter:</b></p> <p>Recap through questioning. Focus on pre-reading task in the chapter. Ask students the question to activate their imagination. Try to get responses from most students, this way you can gauge their speaking and listening skills as well.</p>	Verbal response Recall Speaking and listening skills

Date and Time	Content and teacher activity	Formative assessment
25 min	<p><b>Focused [Group] Reading:</b></p> <ol style="list-style-type: none"> <li>1. It will be great if students had read the chapter on their own before coming to the class. If that's not possible, they can be guided to silently read the first two pages in the class before activity. It is worthwhile to describe why 'autobiography' is an important type of reading. A person writing about their life experiences may also reflect collective life experiences and history of a particular era/time period. Individual point of view and perspective of the author can be understood i.e., how a person sees the world around them.</li> <li>2. After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once. Ask students the following questions after they have read the story <ul style="list-style-type: none"> <li>- What is the hobby of the person who wrote the story?</li> <li>- The inhabitants of the wall were a mixed lot, and they were divided into day and night workers, the hunters and the hunted. What is the author talking about? How many animals/insects has the author referred in this story?</li> <li>- Why was the mother unhappy? What problems may be faced by the mother due to author's hobby?</li> </ul> </li> <li>3. Post-reading discussion: Do you have a unique hobby? Do you know anyone who has a hobby that annoys everyone? Request students to draw the animals and insects referred to in the text. (You can reduce any questions or points if you have less time).</li> <li>4. Encourage students to read the chapter first two paragraphs carefully and ask them to underline the adjectives the author has used. Students will share the adjectives they have underlined and you can help them notice that these adjectives have enriched the writing.</li> </ol> <p><b>Teacher's Resource: Answers</b></p> <ul style="list-style-type: none"> <li>- Answers like 'having pets', 'keeping / observing pets' are correct.</li> <li>- The author is talking about insects / creatures living in the cracks of the wall; some are active at night and others are active during the day. Some of them eat the others. As such, the activities of these creatures/insects are described.</li> <li>- The mother was unhappy because the hobby created complication/mess around the house.</li> </ul> <p><b>Feedback:</b> Give feedback on responses.</p> <p><b>Reading:</b> Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p><b>HOMEWORK:</b></p>	<p>Skim &amp; scan</p> <p>Focused reading</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
<b>Day 2:</b> 00/00/00 25 min	<b>Class Work: Comprehension</b> Attempt Exercises A in class. <b>Feedback:</b> Give feedback on responses and correct any answer if required.	Verbal response Brainstorm Creative thinking Prediction Foreshadowing
15 min	<b>Activity:</b> <b>Write the following on the board.</b> a bale of cotton a basket of fruit a batch of bread a galaxy of stars a group of islands a fleet of ships a forest of trees  Ask students if these represent a group - A collective noun is a word or phrase that refers to a <b>group of people</b> or things as one entity. Can students think of more examples.  <b>Feedback:</b> Give feedback on responses and correct any answer if required.	Verbal Response Counting skills Writing skill Brainstorming Creative writing
<b>Day 3:</b> 00/00/00 20 min	<b>Class Work: Working with words</b> Attempt Exercise B1 and 2. <b>Feedback:</b> Give feedback on responses and correct any answer if required.	Recall Brainstorming Verbal response Writing skills
10 min	<b>Activity:</b> You can say 'Noun' and request students to find a noun in the story / chapter they have read, this can be followed by adjectives, verbs, etc.  Look out for the common mistake students make and revise the concepts and add more examples. Request students for a few examples. Prompt students to answer. Encourage the students to make similar sentences. When the students have grasped the concept, move on.  <b>Feedback:</b> Give feedback on responses and correct any answer if required.	Verbal response Speaking skills Listening skills Creative thinking Brainstorming Problem solving skills
10 min	<b>Class Work: Learning about language</b> Attempt Exercise C1, 2, 3 in class. <b>Feedback:</b> Give feedback on responses and correct any answer if required.  <b>HOMEWORK:</b> Practice common and proper nouns	Writing skill Brainstorming



Date and Time	Content and teacher activity	Formative assessment
<b>Day 4:</b> 00/00/00 20 min	<b>Class Work: Listening and speaking</b> Attempt Exercise D. <b>Feedback:</b> Give feedback on responses and correct any answer if required.	Verbal response Listening skills Speaking skills Brainstorming
20 min	<b>Workbook Exercise:</b> Attempt Exercise <b>Feedback:</b> Give feedback on responses and correct any answer if required. <b>HOMEWORK:</b>	Writing skills Brainstorming Creative thinking Creative writing
<b>Day 5:</b> 00/00/00 20 min	<b>Class Work: Composition</b> Attempt Exercise E in class. <b>Feedback:</b> Give feedback on responses and correct any answer if required.	Verbal response Writing skills Reading skills Speaking skills Listening skills
15 min	<b>Workbook Exercise:</b> Attempt Exercise D. <b>Feedback:</b> Give feedback on responses and correct any answer if required.	Writing skills Brainstorming Creative writing Creative thinking Comprehension skills
05 min	<b>Plenary:</b> Ask the students the following questions: Pictionary – draw the word without speaking or writing. Brainstorm or mind map of what has been learnt during lesson.	Brainstorm Verbal Response

<p><b>ASSESSMENT</b></p> <p>Comment on the conflict between the family members due to the author.</p> <p>From which perspective is the story told?</p> <p>What is the main event in the story?</p>	<p><b>REFLECTION</b></p> <p>If you write about your life events, how you get along with your school mates, teachers, and parents, will people enjoy reading about you.</p> <p>What makes a story interesting?</p>
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**NOTES**

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