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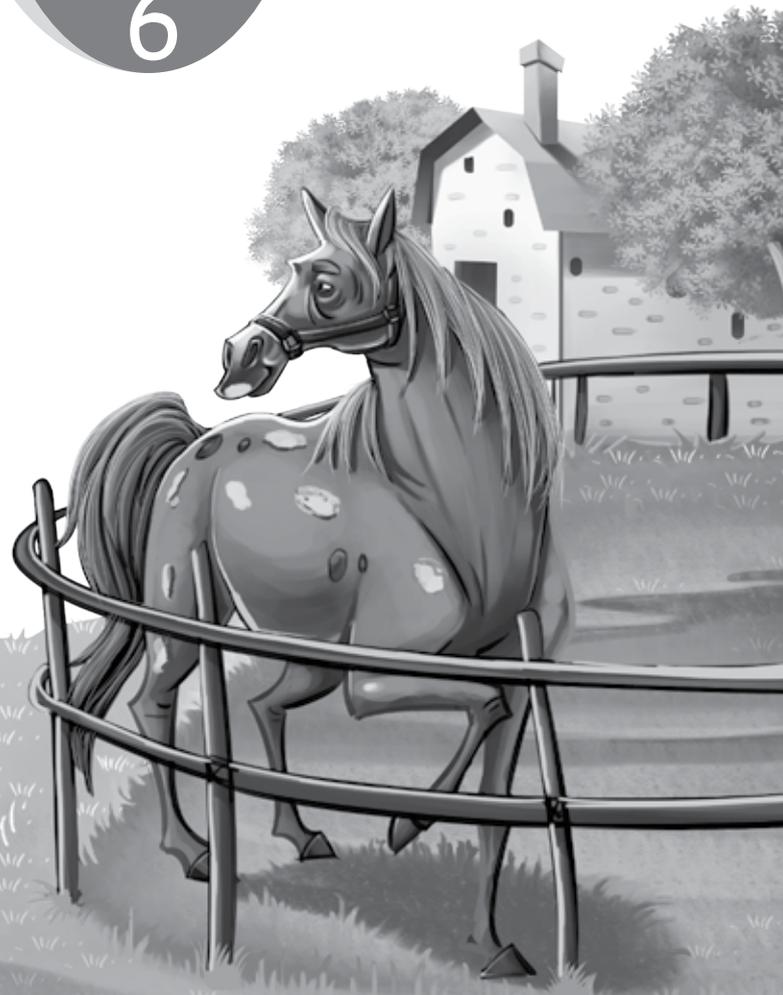
3rd Edition

New
Oxford
Modern
English

TEACHING
GUIDE

6

Nicholas Horsburgh
Claire Horsburgh



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Introduction

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

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

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

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

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

1. Components of the course

The Student Books

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

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

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

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

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

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

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

Speaking and Listening before Reading

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

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

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

The Workbooks

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

In the Primers, much of the written work consists of writing letters and words. Naturally, this means that pupils also have to read. But remember, writing is an even more complicated activity than reading.

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

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

Supplementary Learning Materials

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

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

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

2. Teaching English

The Pupils

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

- What is the background of the pupil?
- Is English spoken at home on a regular basis?
- Is the pupil a second-generation learner? (Have the parents received some kind of education?)

- Does the pupil come from a home where books and magazines are available and where the other members of the family read?
- Does the pupil come from a home where there are educational toys, a radio, TV, internet access, newspapers?
- Does the pupil have any difficulty related to sight, speech, or hearing?

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

Using the Teaching Guide

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

Using the Student Books and Workbooks

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

Using Materials

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

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

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

Planning

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

Activity

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

Dynamism

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

Atmosphere

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

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

Speaking in English

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

3. Pre-reading

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

Listening and Speaking skills

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

Points to consider:

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

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

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

Here are some activities to develop listening and speaking skills.

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

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

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

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

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

Visual Skills

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

Points to consider:

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

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

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

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

Motor Skills

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

Points to consider:

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

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

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

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

4. Reading

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

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

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

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

5. Writing

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

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

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

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.

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.

Mother to Son

Hughes' poetry is distinctive— he wrote jazz poetry, which is all about rhythm and improvisation, and which employs the use of repetitive phrases, just like jazz music. The poem was written in 1922 but has a modern feel to it. The poem is uplifting with a positive message of a mother speaking to her son with words of encouragement about overcoming difficulties. This poem offers a great opportunity to share the value of using a distinct, authentic voice when writing creatively.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions in your own words.

- a. A mother is speaking in the poem and her words are addressed to her son.
- b. The speaker compares her life to a flight of worn down, dimly-lit stairs.
- c. The speaker encounters tacks, splinters, holes, bare boards, and patches of darkness on the stairs.
- d. She has kept climbing up.
- e. Don't turn back; don't sit down, and don't fall, are the three pieces of advice the speaker gives to the listener in the poem.
- f. The line, 'Life for me ain't been no crystal stair.' is repeated. The speaker also repeats the message that she hasn't given up with the similar lines: 'I'se been a-climbin' on' and 'I'se still climbin'".
- g. The one-word line, 'Bare.' is shortest. Pupils will give their views on why the poet has made it so short. It is a stark fact that her life has been hard, empty, and without comforts, which the word on its own makes clear.

These questions are more difficult. Discuss them first.

- h. Life for the mother has been very difficult but she has not given up.
- i. Pupils will give their own views. Perhaps, she wishes to share her experience and encourage him to never give up.
- j. The tacks and splinters might represent hardships and painful moments: if you step on a tack or get a splinter on your hand or foot, it hurts, so perhaps these represent moments of physical or emotional pain. Pupils can find plenty of examples but must be encouraged to explain their reasons. Some examples: boards torn-up could represent opportunities that have been removed from her due to the lack of financial resources; no carpet on the floor could represent lack of comfort and wealth; the lack of light could represent times when she has felt sad, uncertain, or hopeless.

B WORKING WITH WORDS

1. Find all the non-standard words used in the poem. Write them out along with their correct meanings and form. Don't forget to list all the words with an apostrophe.

Pupils should be encouraged to find as many as they can. Then ask them to share their answers to see if as a class they have found them all.

ain't – has not; I've – I have; a-climbin' – climbing; reachin'/landin'/turnin'/goin' – all missing a g at the end; set down – sit down; 'cause – because; kinder – kind of. Pupils should also turn the contractions, such as I'll and Don't into I will and Do not.

2. Write these sentences using standard and grammatically correct English.

- a. I am expecting a friend for dinner.
- b. I have been waiting at this bus stop for one hour.
- c. I am not going to the cinema tonight.
- d. They have been kind of sleepy today.
- e. She stayed at home because she was ill.
- f. You are not doing this at all if you find it is too difficult to do now.

C LEARNING ABOUT LANGUAGE

SENTENCES

Discuss the different types of sentence and look for examples in other pieces of writing. Collect a number of each type of sentence and have them to hand. Read them out quickly, one after another, and ask the pupils to identify, equally quickly, what type each is. Perhaps you can turn this into a team game, but should anyone get one wrong, they will lose five points for their team! Appoint one pair of pupils at a time, one from each team, to compete against each other; otherwise expect mayhem!

1. Pick out the statements, questions, commands, and exclamations.

- | | | | |
|--------------|-------------|--------------|----------------|
| a. statement | b. question | c. command | d. exclamation |
| e. statement | f. command | g. statement | h. question |

2. Make questions from the sentences below.

Some examples:

- a. Did it have tacks in it?
- b. Were there places with no carpet on the floor?
- c. Did he sit down on the grass?
- d. Does she find it hard?
- e. Are you still working hard?

Check that there is a question mark at the end and that the word order is correct. Pupils might create more general questions rather than simply using the vocabulary of the sentence. Talk about the difference between doing that and using the same wording. For example, Did it have tacks in it?, invites a yes or no answer or the example given. A more general question such as What did it have on it?, is more open.

D LISTENING AND SPEAKING

1. Read the list of words aloud. Look in a good dictionary to check how the words are pronounced.

Ask the pupils to read the list of words aloud. Concentrate on one word at a time

2. Learn the poem you have read by heart. Recite it aloud and try to say it better each time.

Remember that it is being spoken by a mother to her son and the mother wants to get across to the son that her life has been hard, but wishes to encourage him to make something of his life.

Ensure the pupils read the poem aloud a number of times.

E COMPOSITION

1. Try to write your own poem in which you give someone (a brother, sister, or friend) some good advice. The poem can rhyme or not (as in the current selection). Use words you would normally use in your everyday speech.
2. How will your poem be different from that of a father giving advice to his son or daughter, or a teacher giving advice to a pupil?

Before pupils begin, talk about the language they would use with a friend, rather than the language an adult would use with a child. Talk about what advice they might give. Give them time to think and give you examples of the way they might speak to a friend or sibling and what they might advise about. Write the words and phrases they suggest on the board.

Some examples students might come up with are: hi rather than good morning; gonna, rather than going to; yeah-rather than yes. Don't let pupils get overly hung up on using contractions and colloquialisms; they can use standard English too. The main focus should be conveying the advice in the form of a poem.

Workbook: pages 2–5

A. STATEMENTS, QUESTIONS, COMMANDS, AND...

1. Talk about what the people in this picture might be saying.
2. Write what you think each speaker is saying.

Oral: Discuss the picture and ask the pupils to suggest what each person in the picture (including the dog, —'Woof! Woof!') is saying. Be careful about the numbers given to each speaker. Note that in some instances, a speaker makes a comment, a reply is given, then the first speaker makes another comment. When you have discussed what one or two characters are possibly saying to each other, let the pupils write their own suggestions.

When the task has been completed, find out what various pupils have written. They can read their comments aloud and compare their comments with those made by others.

B. PUNCTUATION

- a. 'Ha, ha,' he said. 'Can you get it into your bag?'
- b. 'You're getting the idea,' I said.
- c. 'Sorry, I'm a stranger round here,' he said with a note of glee.
- d. 'Where's the hotel?' he demanded in a parade-ground voice.
- e. 'Don't know?' he shouted. 'You must know!'
- f. 'Get on the pavement,' he threatened.
- g. 'Sit there,' he said, and pointed to the seat behind the stage.
- h. 'The car broke down,' he said.

C. SPEECH PRACTICE

1. Learn this verse.

Make sure the pupils do read the poem aloud a number of times.

D. VOCABULARY

1. Here are some words connected with sorrow. Do you know what the words mean? Look in a dictionary if you do not know a word.

Discuss the subjects of sorrow and grief. Ask the pupils to make up sentences orally, using all the words in the list. Explain that in a particular instance one word may be more appropriate than another.

E. DICTIONARY WORK

The alphabetical order is: anguish, anxious, cry, depressed, depression, dismay, distress, fed up, forlorn, grief, heartbroken, hurt, low, miserable, misery, mournful, pain, pathetic, pitiable, pitiful, poor, regret, sad, sorrow, sorry, tears, touching, unhappy, upset, wail, weep, wretched.

F. COMPOSITION

1. Use the italicized words in the vocabulary list in sentences of your own

Pupils will make up their own sentences.

G. HOW MUCH DO YOU KNOW?

1. Write the numbers of the true statements in the box on the left, and the numbers of the false statements in the box on the right.

- | | | | | | |
|----------|----------|---------|----------|----------|----------|
| a. False | b. True | c. True | d. True | e. False | f. False |
| g. True | h. False | i. True | j. False | k. True | l. False |

Lesson Plans

For detailed suggestions, refer to pages 1–4.

LESSON 1

Textbook Time: 40 min

Aims:

- To understand and enjoy a poem
- To expand vocabulary
- To talk about hardships in life
- To develop comprehension skills

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

LESSON 2

Textbook Time: 40 min

Aims:

- To improve understanding of Standard English
- To develop vocabulary

- To identify sentences as statements, questions, commands, or exclamations.
- To convert statements into questions

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

LESSON 3

Textbook Time: 40 min

Aims:

- To practise oral expression and intonation
- To read a poem with appropriate expression and rhythm
- To develop directed writing skills

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

LESSON 4

Workbook Time: 40 min

Aims:

- To develop writing skills
- To write questions, commands, statements, and exclamations
- To revise punctuation

Task	Time
1. Attempt Exercise A, Questions 1 and 2.	25 min
2. Attempt Exercise B, Question 1. Incomplete work should be completed as homework.	15 min

LESSON 5

Workbook Time: 40 min

Aims:

- To expand vocabulary
- To enhance fluency in oral expression
- To develop directed writing skills

Task	Time
1. Attempt Exercise C.	15 min
2. Continue with Exercise D.	10 min
3. Attempt Exercise E. Unfinished work can be completed in the next lesson	15 min

LESSON 6

Workbook Time: 40 min

Aims:

- To expand vocabulary
- To build directed writing skills
- To improve thinking skills

Task	Time
1. Complete unfinished work from the previous lesson.	5 min
2. Attempt Exercise F.	15 min
3. Do Exercise G.	10 min
4. Recap the learning points of the unit.	10 min

The opening chapter of *Nicobobinus* introduces the characters and gets straight into an adventure. This humorous and entertaining novel is one that pupils might like to read themselves at home.

A COMPREHENSION

1. Answer the following questions.

- We learn that Nicobobinus is an extraordinary child who stuck his tongue out at the prime minister. We also learn that he lives in Venice and that he could do anything!
- Rosie is Nicobobinus's best friend.
- People don't pay attention to what Rosie says because she is always having wild ideas.
- Rosie suggests that she and Nicobobinus should pull up every weed on his doorstep and discover the Land of Dragons.
- The children go on their adventure the next morning, when it is just starting to get brighter. They take buns and lemonade with them.
- They meet the Nightwatchman and a dog on their journey. The Nightwatchman tries to stop them from going on their adventure. Rosie trips over the dog and it barks at them until it notices the buns and starts to eat them.
- Nicobobinus escapes from the Man in the orchard by doubling himself up and going backwards as fast as he could, instead of trying to run away, so the man's legs are knocked from under him, and he lands in a pile of leaves. Then he hides in a shed.
- He squirms through a long, narrow passage made of stone.

These questions are more difficult. Discuss them first.

- This line that shows the man is reluctant to break the door down is: 'Right! I'm going to break this door down!' said the Man. And then, because he knew he'd have to repair the door himself, he added: 'Do you hear?' Also, he bangs on the door and shouts, but does not break it down.
- The thoughts Nicobobinus has as he is falling down the well, and some suggestions for what he is feeling (pupils may come up with other plausible ideas) are:
 - '*Bother!*' He is annoyed/shocked.
 - 'a rather unkind thought about his best friend, who had instigated the whole expedition, and it involved her dangling over a snake pit, while numerous fierce dragons flew at her chanting': - he blames his friend and wants to get back at her.
 - 'Suppose it's a well? A deep, unused well, with slimy, slippery sides that you could never climb, and icy water at the bottom that...' - he is starting to feel worried and frightened.

While Reading: Pupils will give their own opinions after thinking and discussing amongst themselves. This is a good opportunity to reinforce messages about how to stay safe!

Challenge: Write three statements, questions, and exclamations about the story you have just read.

2. Write the lines of speech below. Put the name of the speaker after each line.

- 'Ah ha! I've got you now!' The Man
- 'Let's pull up every single weed on your doorstep.' Rosie

- c. 'It's one of the best ideas I've ever had!' Rosie
- d. 'Ow!' Nicobobinus
- e. 'Open this door at once, d'you hear?' The Man
- f. 'You'll think of something!' Rosie

B WORKING WITH WORDS

Look at this list of words and phrases from the story. Find where they have been used. Pick out any four examples from above and use them in sentences of your own.

Allow time for the pupils to find the words in the story so that they can look at them in context. Encourage them to be creative when they use the four they choose in sentences of their own.

C LEARNING ABOUT LANGUAGE

1. Write questions for these answers. (Note: variations are possible!)

Pupils will write their own sentences. Here are some possible examples for a:

What was her job? Who was Mrs X? Why did she live in the Secretariat?

Discuss the pupils' responses.

2. Make up a statement, command, question, and exclamation.

Pupils will write their own sentences. Here is an example for a.

statement — The cat is near the door.

command — Let that cat out through the door.

question — Is the cat behind the door?

exclamation — That cat! It has scratched the door!

Discuss the pupils' responses.

2. Convert the following exclamations into statements.

a. That is a lovely dress.

b. You are very brave.

c. She is angry.

d. It is a fine day.

Again, pupils will write their own sentences based upon the story.

Idiomatic language/Phrasal verbs

Discuss the text and examples. Get the pupils to make up oral sentences of their own, using the idiomatic expressions. Give further examples like:

This puncture is going to set us back one hour.

1. Now set to, and write one sentence of your own for each of the phrases above.

Pupils will write their own sentences. Discuss them in the class.

D LISTENING AND SPEAKING

Read the passage at the back of the student book twice to the pupils. Read it clearly and slowly. The pupils should listen with their student books closed. When you have finished reading, ask them to answer the questions in Exercise D. Set a time limit. When they have finished, read the passage again and allow them to mark their work. (Alternatively, get them to exchange their exercise books and mark each other's work.)

1. Listen to the description of Venice and answer the questions.

Mark the correct answers with a tick.

- | | |
|------------------------------|-----------------------|
| a. Venice is a city in | i. Italy. |
| b. The city is like a | i. maze. |
| c. Venice is famous for its | ii. architecture. |
| d. The city is in danger of: | iii. sinking. |
| e. Venice has lots of | i. museums and cafés. |

2. Write five detailed sentences about where you live. Then, in a small group, take turns to read out your work. Make notes on what you hear from others. Next, take turns to ask questions about what you read out. How much information did your classmate record?

Pupils will write their own sentences. Discuss.

E COMPOSITION

‘A panel suddenly slid open, and Nicobobinus stepped through into the most amazing room he’d ever seen.’

What would the most amazing room you have ever seen look like? Write a description of the room and its contents.

Encourage the pupils to write an imaginative description. Then they can read their work to their classmates. This can be given as homework or completed in a separate lesson if time allows.

Workbook: pages 6–10

A STATEMENTS, QUESTIONS, COMMANDS AND...!

Convert the exclamations into statements or commands by changing the order of the words and adding or omitting any words you wish. Do not change the meanings of the sentences.

- a. It is a great nuisance.
- b. It is strange to see you here.
- c. We are having such wonderful weather.
- d. After walking 20 miles we were tired.
- e. You are talking (a lot of) nonsense.
- f. Please pay attention.
- g. You must run quickly and fetch your brother.
- h. You are a wonderful person.

B DICTIONARY WORK

Put the following words into alphabetical order and write a definition for each.

The alphabetical order is: bold, completely, comrade, remind, summer, undergrowth.

Pupils should be encouraged to use a dictionary. They will need to condense the definitions into their own words. Some of the words have multiple meanings and pupils should choose one definition.

C LANGUAGE

Oral: Use some of your own statements (complete and incomplete sentences) and ask the pupils to tell you *why* they are incomplete. Do they have a subject and a predicate? Do they have a finite verb?

1 Some of the following are not complete sentences. Can you say why they are not complete?

- a. There is no finite verb in the sentence.
- b. Complete.
- c. No finite verb, no predicate. The sentence would have been complete if a finite verb had been added: The runners... valleys, stopped to drink some water.
- d. Nothing to qualify 'when'. This is a dependent clause, but we don't have an independent/a main clause.
- e. Nothing to qualify the 'if'. We don't know what will happen 'if we don't go'.
- f. Complete.
- g. Complete.
- h. Complete. (The subject 'You' or other proper name is understood.)

2. Rewrite the incomplete sentences.

Note that there are many possibilities. Pupils should understand that the sentence must make sense, otherwise it is incomplete in some way and the meaning will not be clear.

- a. The boy (is) speaking to my brother and sister sitting on the swing. Possible alternatives are: The boy speaking to my brother and sister sitting on the swing is my best friend. The boy speaking to my brother and sister is sitting on the swing.
- c. The runners were tired and thirsty after their long race over the hills and through the valleys.
- d. When we change around the letters of a word or a phrase to make another word or phrase, we call these anagrams! Or simply: we change around the letters of a word or a phrase to make another word or a phrase.
- e. If we don't go to the police station now, they will come here. If we don't (do something), go to the police station now.
- f. Complete.
- g. Complete.
- h. Complete. (The subject 'You' or other proper name is understood.)

D IDIOMS

Match the following to form some well-known idioms. Use them in sentences of your own.

- a. for better or for worse
- b. black and blue
- c. cut and dried
- d. dead and gone
- e. by fair means or foul

Pupils should use these in sentences of their own.

E WORD FAMILIES

1. Cross out the word that does not belong in each group. Can you name the groups?

- a. Holland — languages
- b. teak — metals
- c. pencil — containers
- d. river — roadways
- e. friend — relations (family)
- f. egg — meats
- g. cinema — habitations/dwellings
- h. plain — (not, *plane*) tools

Pupils can have fun trying to make their own word-family puzzles. Some can be more obscure than others. In each list, however, one word must be different for some reason (spelling, type of object, type of word: verb, noun, adjective, etc.).

2. Compare your answers with a partner. Give reasons for your choice of word. Can you make similar word-family puzzles?

The pupils should do this exercise in pairs or in groups.

F ARTICLES

1. Fill in the blanks (where necessary) with a, an, the, or some.

In **the** picture on **the** next page, you can see Nicobobinus in **a** shed in **an** orchard. Poor boy, he's stuck now and needs to find **a** way to escape from **the** shed. He has dirt on his clothes from (*****) climbing over **a** wall and from bumping into **a** tree. He is here because he is hiding **a/the** man outside. **The** man is very angry with him because Nicobobinus was going to take **some** apples from **the** orchard. **The** man is threatening to break down **the** door. **The** big bolt is closed but **the** hinges are creaking and **the** door is shaking. In **the/a** corner of shed there is **a** garden fork, **an** axe and **a** spade. On **the/some** shelves are **some** boxes and **a** pair of gloves. **The** window is covered in dirt and there are **some** large cobwebs on it. In **the** middle of **a** large cobweb there is **a** big spider that has caught **a** fly. **The** wooden walls of **the** shed have **some** hooks on them. One has **a** rope on it and another has **a** saw hanging on it. **Some** apples lie on the floor. **A** mouse is looking out of **a** hole at **an** apple.

Nicobobinus is leaning back on **a/the** lawn-roller that he has pushed against **the** door. **The** noise and **the** shaking from behind **the** door don't seem to be bothering **the** boy because he has **a** small grin on his face. He has spotted **the** catch of **a** trapdoor in floor. This might be **a** way out of **the** shed, away from **the** angry man, and on to freedom or **a** new adventure.

2. When you have finished, read the passage aloud to a friend. Does it sound correct?

The pupils should do this exercise in pairs or in groups.

Lesson Plans

For detailed suggestions, refer to pages 7–11.

LESSON 1

Textbook Time: 40 min

Aims:

- To read a story
- To expand and enjoy vocabulary
- To build reading skills
- To practise comprehension skills
- To answer in complete sentences

Task	Time
1. Read the text—the pupils should be encouraged to read aloud in turns.	15 min
2. Discuss the unfamiliar words and ask questions orally.	5 min
3. Attempt Exercise A, Question 1.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To extend vocabulary
- To enhance thinking skills
- Further practice of statements, commands, questions, and exclamations

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

LESSON 3

Textbook Time: 40 min

Aims:

- Further practice of statements, commands, questions, and exclamations
- To extend vocabulary

Task	Time
1. Exercise C, Question 2—some sentences should be attempted in class; the exercise can then be given as homework.	15 min
2. Attempt Exercise C, Question 3.	10 min
3. Continue with Challenge. Incomplete work can be continued in the next lesson.	15 min

LESSON 4

Textbook Time: 40 min

Aims:

- To extend vocabulary
- To introduce and practise idiomatic language/phrasal verbs
- To use idiomatic language/phrasal verbs in sentences

Task	Time
1. Complete the work from the previous lessons	10 min
2. Continue with Exercise C—Phrasal verbs, oral discussion.	10 min
3. Exercise C—Idiomatic language/phrasal verbs, Question 1. Any unfinished work can be given as homework.	20 min

LESSON 5

Textbook Time: 40 min

Aims:

- To develop concentration and memory
- To develop reading, writing and speaking skills
- To develop directed writing skills

Task	Time
1. Recap of the previous lessons.	5 min
2. Attempt Exercise D, Questions 1 and 2.	20 min
3. Attempt Exercise E. Any unfinished work can be given as homework. Alternatively, a separate lesson can be dedicated to completing Exercise E and the PROJECT.	15 min

LESSON 6

Workbook Time: 40 min

Aims:

- To revise statements, questions, commands, and exclamations
- To develop vocabulary

Task	Time
1. Attempt Exercise A.	15 min
2. Exercise B, Questions 1 should be set as homework	5 min
3. Attempt Exercise C, Questions 1 and 2. Any unfinished work can be given as homework.	15 min
4. Attempt Exercise D, Question 1.	5 min

LESSON 7

Workbook Time: 40 min

Aims:

- To develop language skills
- To classify words in categories
- To practise the use of the articles a, an, the, and some
- To revise the concepts introduced in the unit

Task	Time
1. Attempt Exercise D, Question 2.	10 min
2. Attempt Exercise E.	15 min
3. Attempt Exercise F.	10 min
4. Give a recap of the unit—reference to context, synonyms, statements, questions, commands, etc., phrasal verbs, articles, and the formation of complete sentences.	5 min

2

The Ransom of the Red Chief

A funny story about a kidnapping that goes wrong for the kidnappers! The little boy in this story is a challenge the kidnappers cannot handle. Tell the pupils to look out for his terrible behaviour. The author of this story has written it in the voice of one of the kidnappers. He is not a well-educated man, as the pupils will see from the way he speaks. Ask them if they can spot when he is not using Standard English. For example, in the second paragraph: *Bill and me* should be *Bill and I*. Use this opportunity to discuss why we need to know the difference between Standard and Non-Standard English.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- a. The story is set in the state of Alabama in the south of the United States of America.
- b. The two men decided to kidnap someone because they wanted two thousand dollars to buy some land.
- c. The first sign that the kidnappers have picked a difficult victim is that he throws a rock at Bill's head. (Pupils could also say that it is when he puts up a fight when they put him in the buggy.)
- d. We learn that Ebenezer Dorset is a prominent citizen, known for his wealth, which he made from lending mortgages and making foreclosures.
- e. Encourage pupils to read through the passage and look for clues about Sam and Bill's wrongdoings.
- f. Pupils can pick out any number of details. Some suggestions are: We learn that Johnny Dorset is nine years old, has red hair, talks a lot, is violent (he kicks and bites), has a great imagination, is not popular with his neighbours, and he likes camping.
- g. He played a game in which he imagined he was a Red Indian.
- h. Bill tried to release Johnny before they had the ransom because he is being driven mad by the boy (who had been pretending that Bill was his horse!).
- i. Sam and Bill got Johnny to go home by telling him that they were going to play with a new toy his father had bought him.
- j. Bill said that he would be over the Canadian border in ten minutes, which is not possible. He meant that he would be going as far away as possible to get away from Johnny.
- k. Johnny exhausted, enraged, and frightened the two men. Get pupils to give examples of the things he did and the effect his actions had on the men.
- l. Pupils will give their own reasons for feeling sympathetic to Johnny, Ebenezer, Bill, or Sam. Discuss all the characters and the reasons why we might feel sympathetic to them.

2. Answer the following questions with reference to context.

- a. *At last, I fell into a troubled sleep, and dreamed that I had been kidnapped and chained to a tree by a ferocious pirate with red hair.*
 - i. Sam is dreaming about Johnny.
 - ii. He has kidnapped Johnny but the kidnap is not going according to plan.

- iii. Sam is the kidnapper, not the victim, but in his dream the roles have been reversed.
- b. *'I think Mr. Dorset is generous for making us such an offer.'*
 - i. Bill to Sam.
 - ii. Johnny's father. He is offering to take Johnny back if the kidnappers pay him.
 - iii. It is usually the other way round: the ransom is paid to the kidnappers, not by them!

While Reading: At this point in the story, it looks like they might. Pupils will give their own views. Get them to give their reasons.

Challenge: Pupils will say which parts they think are funny and why.

B WORKING WITH WORDS

1. Use these words and phrases in sentences of your own. Discuss them first.

Pupils will make up their own sentences.

2. Look at these sentences from the passage and change them into Standard English:

- a. Bill and I had about six hundred dollars.
- b. I was ridden like a horse.
- c. Is it not awful, Sam?
- d. Sand is not edible!

3. Find two or more meanings for each of the following. Use your dictionary.

Pupils should look up the words. Some have two very different meanings; some have different meanings for the verb and noun.

- a. **rattle** **Verb:** make or cause to make a rapid stream of short, sharp knocking sounds
 Noun: a thing used to make a rattling sound
- b. **scalp** **Noun:** the skin covering the head (excluding the face).
 Verb: to take the scalp of an enemy
- c. **home** **Noun:** a place where one lives, the native habitat, a headquarters, the starting position
 Verb: to go or return to one's residence: to be guided to a target
- d. **glance** **Verb:** to take a brief or hurried look.
 Noun: a brief or hurried look
- e. **figure** **Noun:** a number. a person's body shape
 Verb: to calculate or work out
- f. **prominent** **Noun:** important; well-known; sticking out from something
- g. **store** **Verb:** to keep or accumulate (something) for future use
 Noun: a quantity or supply of something kept for use as needed
- h. **curse** **Verb:** to utter offensive words in anger or annoyance
 Noun: a solemn utterance intended to invoke a supernatural power to inflict harm or punishment on someone or something
- i. **noise** **Noun:** a sound, especially one that is loud or unpleasant or that causes disturbance.
- j. **moment** **Noun:** a very brief period of time; an exact point in time

There are other words in the story which you might also like to ask the pupils about.

C LEARNING ABOUT LANGUAGE

Discuss subject and predicate with further examples of your own.

1. Write the following sentences in your exercise book, putting a box (or brackets) round the subject and a line under the predicate.

- a. (Bill) rose slowly.
- b. Be good, (Johnny).
- c. Now (I) want you to go home.
- d. (Nobody), got any sleep because of the noise.
- e. Just do it. (you)

2. Add suitable subjects to the following so that they become complete sentences.

Pupils will use their own words.

D LISTENING AND SPEAKING

Johnny talks a lot! Find the paragraph that contains his speech during dinner. Take turns to read it aloud. Imagine you are Johnny. How would he say these lines? Act it.

The pupils can have fun while practising how to speak rapidly, in character. Johnny has his mouth full, he speaks nonsense, rapidly and with excitement.

'I never camped out before, it's fun; but I had a pet once, and I was nine last birthday. Are there any real Red Indians in these woods? I want some more gravy. Do the moving trees make the wind blow? We had five puppies. What makes your nose so red, Hank? My father has lots of money. Are the stars hot? Do oxen make any noise? Why are oranges round? A parrot can talk, but a monkey or a fish can't.'

E COMPOSITION

Imagine that you are Johnny Dorset. Write about what happened to you. Use details and phrases from the passage if you wish.

Workbook: pages 11–15

A SUBJECT AND PREDICATE

Read these sentences.

Review the text with the pupils. Give further examples on the board.

1. Break the following sentences into subject and predicate. Write the sentences in the space provided below.

Subject	Predicate
a. Monica	shook her head.
b. My house	is too small.
c. He	nodded his head and left the cottage.
d. Eva	gazed silently at the fire.
e. The giggling	stopped abruptly.
f. they	Where else are to play?
g. we	For a while sat in silence.
h. you	Can tell me?
i. (you)	Come out of the kitchen.
j. (you)	Do exactly as I say.
k. you	Can tell me?

B IDIOMATIC LANGUAGE

1. Here are five sentences. Read them carefully, paying special attention to the italicized words. Talk about what you think each one means. Can you say the sentences in a different way?

Oral: Use the phrases in further examples. Further explanations are given in 2. below. Note that in some of the sentences the phrases are used in a literal sense: *ran through*. She *ran through* the house. Compare with: run through (rehearse) the play, run through (go over) the lines of the poem; run through (pierce, stab) with a sword; they ran through (depleted) the supplies in a week.

made for: to move towards a place

set () to work: made (someone) do work

ran round: extended, stretched round/along

turn on: become hostile towards; switch on (lit); depend on, hinge on, produce suddenly or bring forth (turn on the charm);

ran through: went from end to end (lit).

2. Read the following explanation and write your own comments.

Discuss all the meanings, and use the expressions in meaningful sentences.

3. Rewrite the sentences. In place of the italicized words, use the verb 'run' in its idiomatic sense.

- a. run across b. run away with c. run down
d. run off e. runs out f. runs to

4. Rewrite the following; use words from the box.

Encourage the use of the dictionary.

- a. followed and captured b. was used up c. sew (her a dress) quickly
d. accumulated e. serve f. encountered

Lesson Plans

For detailed suggestions, refer to pages 14–17.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and enjoy a funny story written in a character's voice.
- To improve reading skills
- To expand 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 and Challenge these can be discussed and then completed as homework.	5 min

LESSON 2

Textbook Time: 40 min

Aims:

- To form grammatically correct sentences
- To expand vocabulary
- To practise using a dictionary

Task	Time
1. Attempt Exercise B, Question 1.	15 min
2. Attempt Exercise B, Question 2.	10 min
3. Continue with Exercise B, Question 3.	10 min
4. Recap the lessons taught.	5 min

LESSON 3

Textbook Time: 40 min

Aims:

- To revise subject and predicate
- To develop speaking skills
- To develop critical thinking skills
- To practise writing a letter

Task	Time
1. Attempt Exercise C, Questions 1 and 2.	20 min
2. Continue with Exercise D.	15 min
3. Discuss Exercise E and set it as homework.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- To identify subject and predicate
- To use idioms and phrases correctly
- To expand vocabulary
- To develop directed writing skills

Task	Time
1. Attempt Exercise A.	20 min
2. Attempt Exercise B, Questions 1 and 2.	15 min
3. Continue with Exercise B, Question 3; work can be continued in the next lesson.	5 min

LESSON 5

Workbook Time: 40 min

Aims:

- To expand vocabulary
- To practise using a dictionary

Task	Time
1. Continue with Exercise B, Question 3 from the previous lesson.	10 min
2. Attempt Exercise B, Question 4.	15 min
3. Recap the learning points of the unit.	15 min

The Old Brown Horse

What happens to farm animals when they get too old to work? How are they cared for, if indeed they are cared for at all? A touching poem about an old horse put out to pasture may lead to thoughts about animals in general and the relationship they have with humans.

A UNDERSTANDING THE POEM

1. Answer the following questions.

- We learn that the horse is weary, old, shaggy, not very well cared for, and a bit sad; but the horse responds to human touch.
- Stop for a word or two and touch him softly.
- The horse feels good when a passer-by strokes its mane and shaggy coat.

These questions are more difficult. Discuss them first.

- The horse is old; time has passed and brought new methods of transport such as the motor car.
- The master. Because he is busy driving his motor car.
- Pupils will think of ways to make the horse's last years comfortable.

2. Mark these statements as true (T) or false (F).

- F
- T
- F
- F

3. Answer the following questions with reference to context.

- 'Oh, thank you, friend, for the kindly thought
For a horse who has had his day.'*

The underlined phrase means: c. has now grown old

4. Do you think there is a rhyming pattern in the poem? What is it?

The odd lines rhyme: a b c b d e f e

5. Which words and expressions tell us that the poet cares about the horse?

The poet makes the horse sound pitiable, and resigned to its fate through these words expressions:

'I'm simply watching',

'Nobody seems to mind...'

a horse who is lame and half-blind',

'makes him feel quite sad',

'gives a little sigh',

'once as full of life as you', etc.

B WORKING WITH WORDS

Here are some words from the poem: they may be used when speaking about horses and riding.

Students talk about the words. What do they mean?

Here are some other words. Which words may be added to the list above? Circle them. If you don't know the meanings, look them up in a dictionary.

The following words are connected with horses and riding. Ask the pupils to find out how they are related by looking in a dictionary. Why have the other words been excluded from the list? What do they mean?

race stirrup fetlock saddle rein jump
gallop canter Shetlandpony shoe hoof

C LEARNING ABOUT LANGUAGE

Revise what pupils know about subject and predicate. The text gives the basic information.

1. Add suitable predicates to the following to make sentences.

The pupils will write their own sentences—ensure that they use some imagination to produce interesting sentences.

2. Underline only the main noun and the main verb.

- The boy walked along briskly.
- His dog followed closely behind.
- The long electric train crashed into the back of a goods train.
- Saima and Alina are playing in the garden.
- We heard them crying.
- The elephant has large ears.
- Parvez and Shahid live in Multan.

D LISTENING AND SPEAKING

VOWEL SOUNDS

In English there are five vowels, 'a', 'e', 'i', 'o', and 'u'. In most languages, the vowel sounds always remain the same, but in English this does not happen. For example, take the words put and but. The 'u' sound in put is like the 'oo' sound in foot. The 'u' sound in but is like the 'u' in mud, hut, and gum.

Read this list of words aloud. Note how 'e' at the end of the word changes the sound of the previous vowel.

This is a phonic exercise to distinguish between long and short medial vowel sounds. It may seem like an easy exercise and be dismissed by some, but it is well worth drilling. Correct pronunciation of words helps with good understanding of what is being said.

E COMPOSITION

1. Activity

Here are some suggestions, but allow the pupils to make their own lists first.

	<i>Appearance</i>	<i>Sounds</i>	<i>Movement</i>
The sea	blue, green, white (surf), black	lap, crash, roar,	gentle, rough, rush, flow, eddy, tide, swirl, creep

The rain	clear, sparkling, silver, grey, muddy	pitter-patter, drum, splash, squelch	slashing, pouring, cats and dogs, draining
A river	blue, green, grey, reflecting sunshine, silver	trickle, roar, lapping, tinkling, gushing	swirling, washing, tumbling, cascading
A storm	dark, black, purple, grey, gloomy	thunder, rumble, lightning, crack, crash	wind howling, roaring, blowing through the trees, swaying, bending, flapping, clouds scudding
A hot, sunny day	clear, bright, dazzling, yellow, orange, red	stillness, birds, buzz, hum, laughter	very little wind; a faint breeze; wind, a crow cawing

2. Write a poem.

Pupils will use words from their table to compose a poem. Share the poems in class.

Workbook: pages 16–20

A SUBJECT AND PREDICATE: REVISION

1. Underline the main nouns (subjects) and the main (active) verbs in the following.

Note that in some sentences there is more than one active verb (huffed, puffed; dismounted, lay, sat.). These make up other independent clauses in the sentence. Take each sentence at a time and discuss it.

It (*The day*) was a sunny day. The children huffed and puffed as they rode up the hill on their bicycles. When they got to the top they dismounted, (*they*) lay their bicycles on the grass and (*they*) sat on some large rocks beside the road. Far below them they could see a river winding its way past a small village. All the human figures below looked minute, like tiny toys in a make-believe land.

2. Rewrite the sentences in the table below.

Pupils should do this on their own. Discuss their answers.

	Subject	Predicate	
		(active) verb	everything else!
a.	children	huffed/puffed	The and
b.	They	lay	their bicycles on the grass
c.	They	could see	far below them a river
d.	It	was winding	its way past a small village
e.	figures	looked	The human minute

B LOOKING GOOD

Read and discuss the story. Two pupils can take the parts and read some of it as a dialogue.

1. Answer these questions.

- The man was happy because he had lots of money, lots of time, and not a care in the world.
- The man stopped his car just before a bridge.
- The first words the farmer spoke were, ‘*She doesn’t look good and she’s not for sale.*’
- The farmer sold the horse because the rich man wanted her, and he was offered a good price.
- The man called the farmer a rogue.
- The farmer meant that the horse could not see well.

2. Write synonyms for the following: you will find them in the passage.

good—fine willing—prepared working—toiling
rich—wealthy happy—merry appeared—emerged

3. Find examples of each of the following in the passage you have just read. Write them in the space provided.

Examples:

- a. She doesn't look good and she's not for sale.
- b. Keep your money.
- c. Why, you rogue!
- d. Surely you'll sell her for Rs 80,000?

4. Rewrite the following statements as questions.

- a. Did the farmer sell the horse for Rs 90,000?
- b. Is the rich man happy and content?
- c. Did the man whistle and wave to some people?
- d. Isn't it for sale? (Is it not for sale?)
- e. Will the farmer bring the horse tomorrow?
- f. Didn't he want to sell the horse?

5. Punctuate the following. Start new speech on a new line.

'Keep your money,' said the man. 'She's not for sale.'
'But the horse looks fine,' insisted the rich man. 'I'll give you Rs. 90,000 for her.'
'Well,' replied the farmer, 'I'm telling you she doesn't look good.'

6. Do you know a good joke or story? Share it with the others in class.

The pupils will have a good store of jokes, undoubtedly. If one tells a joke, the others might like to explain how and why it is funny. What makes a story, or a statement, or even a word, funny?

Lesson Plans

For detailed suggestions, refer to pages 20–23.

LESSON 1

Textbook Time: 40 min

Aims:

- To expand vocabulary
- To read a poem with expression and feeling
- To build comprehension skills
- To identify the rhyming pattern of a poem

Task	Time
1. Reading of the poem and understanding of the unfamiliar words	15 min
2. Begin with Exercise A, Question 1.	15 min
3. Continue with Exercise A, Questions 2, 3, and 4.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- To expand vocabulary
- To develop keen/careful observation skills
- To complete sentences by adding predicates
- To identify nouns and verbs

Task	Time
1. Attempt Exercise A, Question 5.	10 min
2. Attempt Exercise B.	10 min
2. Exercise C, Question 1 should be attempted.	10 min
3. Continue with Exercise C, Question 2. If the exercise cannot be completed in class, it can be given as homework.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To practise correct pronunciation
- To develop directed writing skills
- To follow a set of instructions

Task	Time
1. Attempt Exercise D.	15 min
2. Attempt Exercise E. A few minutes can be spent on discussion of the topic.	20 min
3. Recap of the previous lesson.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- To revise subject and predicate
- To read and discuss a story
- To answer in complete sentences

Task	Time
1. Attempt Exercise A, Questions 1 and 2.	15 min
2. Continue with Exercise B, Question 1; reading and discussion of the story.	15 min
3. Exercise B, Question 2 should be attempted and completed for homework.	10 min

LESSON 5

Workbook Time: 40 min

Aims:

- To find synonyms for given words
- To practise statements, commands, exclamations, and questions
- To practise correct punctuation
- To develop oral presentation skills and confidence

Task	Time
1. Attempt Exercise B, Questions 3 and 4.	15 min
2. Attempt Exercise B, Questions 5 and 6.	15 min
3. Attempt Exercise B, Question 7.	10 min

3

A Polar Explorer

A fascinating, non-fiction account of the life of a great explorer. Pupils will find out about Roald Amundsen and his expeditions, but they will also learn about the North Pole and the South Pole. If you can provide more resources or time for further research, please do so!

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- a. Amundsen's mother wanted him to be a doctor. He followed her wishes until she died.
- b. Amundsen was inspired by famous British explorers. As a child, he prepared for life as an explorer by playing a lot of sports, sleeping with his windows open, and reading about explorers. As an adult, he worked as a ship's crew member where he watched, listened, and learned useful skills (on board and from the Inuit people) such as how to prevent scurvy, how to keep warm, and how to use dogs to travel by sledge.
- c. Amundsen learned some useful survival skills (See b.) but he was also very determined and well prepared. He made sure he knew how to survive before setting off on his own expeditions.
- d. Very cold temperatures, shallow seas and sea-ice made it difficult to pass through the Northwest Passage. Amundsen's boat, *Gjøa*, helped him pass through it because it was small enough to pass through these waters and over the shallow areas.
- e. 1926
- f. Amundsen's companions mistook the Inuit for Caribou because they were so far away.
- g. Amundsen 'talked' to the Eskimos by using a mixture of simple expression, body language, and tone of voice: *'expression of the fact, nods and shakes of the head, gestures and tones of the voice'*.
- h. Amundsen disappeared on a rescue mission so we cannot be sure of how he died. Pupils can discuss different possibilities and do some research about how Amundsen died.

While Reading: Encourage pupils to discuss the bullet points about the Poles so that they can come up with reasons why it is colder at the South Pole. Some suggestions: The thick ice and snow over the land makes it colder; in comparison, the North Pole is over the Arctic Ocean.

Challenge: Get pupils to talk about what the quote means and to try to put it into their own words. A suggestion: You will be successful if you are well organized.

2. Copy the sentences that are true. Correct the sentences that are wrong and rewrite them.

- a. Scurvy is caused by a lack of vitamin C. True
- b. Getting to the North Pole was false difficult.
- c. Amundsen was the first person to be able to claim that he had been to both Poles. True
- d. There is no sunlight from March to September at the South Pole. (False)
- e. The North Pole is not on land.
- f. Polar bears, seals, and walruses are native to the North Pole. (False)

3. Answer the following questions with reference to context.

- a. *'Some other "two-legged caribous" joined the first, until five figures were outlined against the sky.'*
- Inuit/Eskimo people
 - 3
- b. *'Their leader, seeing this pacific move, imitated it by turning to his followers and uttering a command.'*
- When the leader of the Inuit people saw Amundsen make the peaceful move of instructing his men to put their weapons aside, he did the same with his men.

4. Look at the two fact files about the Poles. Write four sentences in which you compare the Poles.

Pupils will compose their own sentences.

For example: The South Pole is colder than the North Pole.

B WORKING WITH WORDS

1. Look again at the extract from Amundsen's book. Find out what these words mean and use each one in a sentence.

Encourage pupils to use a dictionary. Definitions are given below, but pupils should find the sentences in which these words have been used in the passage and attempt to write their own sentences.

- steadfastly:** in a resolutely or dutifully firm and unwavering manner
- ostentatiously:** in a showy way that is designed to impress
- pacific:** peaceful in character or intent
- reciprocate:** respond to an action or gesture by making a corresponding one

2. You have learnt these proverbs. Can you complete them?

Discuss what these proverbs mean, and ask the pupils for their own interpretations. When can these proverbs be used, and what exactly do they illustrate? (See question 3, below.)

- The early bird catches the worm.
- Look before you leap.
- Learn to walk before you run.
- Don't count your chickens before they are hatched.
- You may lead a horse to water but you can't make it drink.

3. Choose one of the proverbs and explain the meaning to the class.

Pupils have already learnt the meaning of these proverbs, and you may have discussed the meanings again now. Can they relate the proverbs to an incident in their own experience? If not, can they make up a short anecdote to illustrate any of the proverbs? Encourage them to come up with their own stories.

C LEARNING ABOUT LANGUAGE

PARTS OF SPEECH

The pupils may be asked to give their own examples of each part of speech. Show how a sentence can be built up by using different parts of speech.

1. Copy the table. Give your own examples for each part of speech.

The table should be big enough to add further examples later.

2. Write the following sentences and give the function of each underlined word.

- a. Yellow describes snake and crawled tells of an action.
- b. Shoaib is the name of a person and large describes the company.
- c. Tap is the name of a thing; yesterday tells when it was leaking (helps describe the action).
- d. Me stands in place of a noun (the person speaking) and morning is the name given to the early part of the day.
- e. And joins two parts of the sentence; are fed tells of an action (continuing).
- f. Saw tells of a past action; in shows the relationship between peacock and forest.
- g. Oh! Shows a feeling or emotion; new describes the car.

D LISTENING AND SPEAKING

fill feel pill peel it eat sit seat

lip leap still steal mill meal ill eel

2. Listen to the passage read aloud by your teacher. It will be read twice. List the words that have a long 'ee' sound (as in the list above). When you have finished, sort the words into groups according to their spelling.

Refer to page 143 of the Student Book for the passage.

ee see, seemed, keep, heel

e detailed, she

ea lean, speak

Introduce additional words to each group above. Then contrast the long sounds with the short.

Example: heel/hill, lean/Lynn, keep/kip, speak/spick...

3. Are there any more places left for humans to explore? Think about the question for a few minutes and write down a few points you feel are important. Tell others in your class what you think and listen to what they have to say on the subject.

E COMPOSITION

What would it be like to live in the Amundsen-Scott Ice Station for a year? Discuss this with a classmate and make some notes.

Think about: the darkness, staying indoors, what you would miss about the seasons where you live now, and more.

Write about what it would be like to live there for a year.

Ask the pupils to shut their eyes and imagine life in the ice station. Encourage some pupils to describe what he/she imagines about that sort of life.

Write up on the board some of the things that they have described. They can write a description of the station or an account of life there.

Workbook: pages 21–26

A PARTS OF SPEECH: VERBS

Underline the verbs in the following sentences.

- a. was born b. read c. obeyed d. saved e. is
- f. sailed g. pull h. threw i. communicated j. disappeared

Note that the function of a word in a sentence determines its part of speech. E.g. He *shocked* (verb) me. He gave me a *shocked* (adjective) look.

B PARTS OF SPEECH: CONJUNCTIONS

1. Complete the following in your own words.

The pupils will write their own sentences. Make sure that their sentences make sense and relate to the parts of the sentences already given.

2. Underline the conjunctions in the following sentences.

- a. and b. and c. but d. and
e. and f. or g. because h. where

3. Split the sentences above into two, without using a conjunction.

- a. She searched for her cat in the garden. She searched for her cat in the house.
b. The sun shone brightly. The birds sang in the trees.
c. His car is small. His car is very expensive.
d. The shopkeeper sells eggs and bread. The shopkeeper sells milk.
e. Nazia has gone to live in Canada. Tania has gone to live in Canada.
f. You can go to Lahore by train. You can go to Lahore by plane.
g. Abid missed the bus. Abid did not hear the alarm.
h. The boys went into the cave. The boys found a steel trunk.

C BUILDING SENTENCES

1. Make oral sentences about the pictures.

Pupils should work in pairs and can make up alternative sentences. Some may not make much sense, and others may be amusing!

2. Write three sentences with a subject and a predicate from above. Do not use the same words twice!

Possible sentences:

- a. The hard-working man (carpenter)/built a marvellous house.
b. The famous boxer/won the silver cup.
c. The courageous lifeguard/rescued the drowning girl.

D VOCABULARY: LOOK AND SEE

1. Discuss the following:

Use the expressions in fresh sentences. What is the difference between the sentences given at the end? '*glance*' and '*peer*' have very different meanings!

2. Do you know when to use these 'looking' words?

Conduct oral work with this page. Can the pupils use all the words sensibly? If pupils have a doubt about the exact meanings, ask them to look in a dictionary.

gaze: look long and hard at something

focus: look carefully and in a concentrated manner

watch: witness, see

eye: look or give a look

glimpse: give a fleeting look

peep: look in a secretive way: peep round a corner

stare: look pointedly (without blinking) at something for some time

view: inspect, look over something

glance: give a quick look, cursory look at something (usually to catch sight of something)

squint: look (or try to look) at something with attention, peer, screw up the eyes in order to see (perhaps because of too much light)

examine: inspect carefully and thoroughly

inspect: review, have a good look all over

spy: look secretly, without making it obvious, in order to find out about something

observe: witness or take note, as a bystander or 'observer'

spot: catch sight of (after searching)

Lesson Plans

For detailed suggestions, refer to pages 26–30.

LESSON 1

Textbook Time: 40 min

Aims:

- To read a biographical account
- To expand vocabulary
- To develop comprehension skills

Task	Time
1. Reading and discussion of the text	20 min
2. Begin with Exercise A, Question 1. Discuss the questions. The task can be given as homework along with Question 2.	10 min
3. Attempt Exercise A, Question 3.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- To expand vocabulary
- To revise proverbs
- To develop speaking skills
- To identify parts of speech

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

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To identify the 'long ee' sound
- To develop spelling skills
- To develop directed writing skills

Task	Time
1. Attempt Exercise D, Questions 1, 2, and 3.	20 min
2. Attempt Exercise E.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- Further practice of parts of speech
- To identify verbs in a sentence
- To use conjunctions to join two sentences

Task	Time
1. Recap of the lessons taught so far	5 min
2. Attempt Exercise A, Question 1.	5 min
3. Continue with Exercise B, Questions 1 and 2.	15 min
4. Attempt Exercise B, Question 3. Unfinished work can be given as homework.	15 min

LESSON 5

Workbook Time: 40 min

Aims:

- To revise and reinforce subject and predicate
- To encourage working in pairs
- To expand vocabulary

Task	Time
1. Continue with Exercise C, Question 1.	10 min
2. Attempt Exercise C, Question 2.	5 min
3. Attempt Exercise D, Questions 1 and 2.	20 min
4. Recap the learning points of the unit.	5 min

The Poem

Read the poem and encourage the pupils to read it, too. They may not know some words—*hither, thither, closet, shrivel*, so discuss the words and use them in sentences. Some further questions which the pupils might be asked to consider:

What is the message of the poem? Is it just a simple message about looking after plants or is it something much deeper?

What is the main idea presented in each stanza?

Which idea is the poet in favour of? How do we know?

Note the poet's use of contrasted words in stanza 1: (*thrust, sparkling, freshness*) and in stanza 2: (*blunted, shrivel, waste*).

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- The twig should be planted, watered, and set where the Sun will be above it, to become healthy and strong.
- If cared for, the twig will develop into a tall bush with many flowers and sparkling leaves.
- A closet is a large cabinet or area like a cupboard, for storage; in it there may be odds and ends such as a mousetrap and blunted tools.
- The closet is not used much; there are mousetraps in it (a mousetrap is not used very often), and the tools are blunt (again, showing that they are seldom used).
- The twig will not grow in a closet, because it is too dark and there is little fresh air inside.
- The twig is compared to an old, twisted nail.
- Look after and encourage something, even if it is small and appears useless. (The poet is also telling us to nurture and look after young living things—children, for example—and by doing so they will blossom into wonderful beings. If children are neglected and uncared for, they will not reach their full potential.)

2. Find where these expressions are used in the poem. Read the lines a number of times, and try to understand the meanings of the expressions. Explain the meanings in your own words.

- It is nothing more; it appears insignificant. Example: He is *only* a small boy; how can he be expected to do this hard task.
- And plant it (place it) where the Sun will...
- grow (sprout) vigorously and healthily all over the place
- regain their upright posture
- brush against, collide with each other

3. Reference to context

*With mousetraps and blunted tools,
It will shrivel and waste.*

- a. The word 'it' refers to the twig.
- b. The mousetraps and blunted tools are in the closet.
- c. The twig might look like an old, twisted nail.

B WORKING WITH WORDS

1. Find words of the opposite meaning in the poem.

- | | |
|-------------------------------|----------------------|
| a. large/little | b. short/tall |
| c. below/above | d. few/many |
| e. staleness/freshness | f. sharpened/blunted |
| g. strengthen/waste (shrivel) | h. straight/twisted |
| i. still (not moving)/blowing | j. close/open |

2. Think of suitable adjectives to go with these nouns.

- | | |
|---|---|
| a. dusty, dark, rarely-used closet | b. rusty, twisted, iron nail |
| c. blowing, cold, harsh wind | d. green, lush grass-blades |
| e. long, twisted, thirsty, withered roots | f. rustling, green/red/yellow/brown, new/old leaves |

C LEARNING ABOUT LANGUAGE

SENTENCES

1. Which of the following are complete sentences? Which are not complete? Give a reason for your answer each time.

- a. She laughed pleasantly. (Complete: there is a subject and a predicate; there is a finite verb. It makes complete sense.)
- b. The large, black dog (Incomplete: There is no verb of any kind; there is no predicate.)
- c. Walking along slowly (Incomplete: There is no finite verb; there is no subject; we do not know who or what is performing the action.)
- d. Sit down. (Complete: There is a finite verb; there is a subject and a predicate. The subject is understood... 'You'.)
- e. The engine's whistle (Incomplete: there is no finite verb; there is no predicate.)
- f. They played cricket on Sunday (Complete: there is a finite verb; there is a subject and a predicate.)

NOUNS

Pupils already know most of this information. Discuss the text. Discuss proper nouns. All proper nouns or derivatives of proper nouns should start with a capital letter. Pupils can work through these exercises on their own.

2. Underline the proper nouns in the following sentences.

- a. Raheel and Hanif are going to Karachi on Tuesday.
- b. They are going on the train, which leaves Lahore at two o'clock.
- c. From Karachi they are going to fly to Dubai on an Emirates plane.
- d. They will stay with their friends, Mr and Mrs Jenkins at 5, Park Lane, Dubai.

3. Make a list of the common nouns in the following passage.

day, children, hill, bicycles, top, grass, rocks, road, river, way, village, figures, toys, land

PROPER NOUNS

Pupils should suggest words to add to each list.

films, book titles, car makes, items in an address, road names, days of the week, months, political parties, organizations and companies, government departments, etc.

4. Which of the following are proper nouns? Make a list and don't forget to put in the capital letters. (Hint: There are fourteen of them.)

Pakistan, Saturday, Venus, Stalin, Anwar, Madrid, Captain Khan, Nile, Mr Jacob, Fiat, Majid, Islam, United Nations, Minar-e-Pakistan

5. Try to make adjectives from these proper nouns. Remember to start the adjectives with a capital letter.

a. Brazilian b. Elizabethan c. Martian d. Spanish

And there is no reason to stop there. Introduce (or ask pupils to suggest) any other proper nouns, and turn these into adjectives. Note all the different endings that may be used.

E.g. Portugal (Portuguese), Wales (Welsh), Middle East (Middle Eastern), England (English), Pakistan (Pakistani), Iceland (Icelandic), Norway (Norwegian), Senegal (Senegalese), Bible (Biblical), etc.

D LISTENING AND SPEAKING

Make sure the pupils do read the poem aloud a number of times.

E WRITING

1. First discuss this: *It is only a little twig with a green bud at the end; but if you plant it ...*

What happens when you plant a little twig? All the answers are in the poem. How many ideas can you add to the ones already presented in the poem?

Encourage the pupils to add their own ideas.

2. Now think about this: It is only an ordinary lead pencil, but if you ...

Write a paragraph or two about what you might do with a pencil.

What pictures can be drawn with an ordinary lead pencil! Discuss with students how a few simple strokes with a pencil can create wonderful pictures with much meaning: portraits, landscapes, still life.

What else can be done with an ordinary lead pencil? Write a letter; mark your height on the wall; note down a telephone number...

PROJECT

Work with a classmate. Study the lists of words and phrases you have used in Exercise B.2. Can you think of other suitable nouns to go with the adjectives you have chosen?

Make a list and then compare your list with those made by the others in the class.

Pupils will make their own lists and compare them with others in the class.

Workbook: pages 21–26

A PARTS OF SPEECH

Revise the parts of speech.

1. After each sentence, write the function of each word given.

a. immediately: adverb, describes when he raced round the back.

- b. wrong: adjective, describes the noun (club)
- c. and: conjunction, joins two parts of the sentence
- d. patiently: adverb, describes how he sat
- e. his: determiner, shows who the head belonged to
- f. It: pronoun, standing in place of a noun (—and the subject)
- g. merry: adjective, describes noun (fellow)
- h. sleeping: adjective, describes noun (sickness)
- i. to: preposition, shows relationship between me and room
- j. Ah: interjection, spontaneous sound to show feeling

B NOUNS

1. Underline the proper nouns in the following.

Proper nouns: Rome, Asghar (family name), San Francisco, Pakistan International Airlines, Leonardo da Vinci, Europe, Shoaib, Hina, Maha, Karachi, Eid-ul-Fitr

2. Underline the common nouns in the following.

Common nouns: flight, air hostess, cockpit, seats, aisle, instruments, dials, switches, knobs, levers, gadgets, window, clouds, gaps, sea

3. Here is a list of words. Can you make a noun from each word by adding a suffix? The suffixes are in a box on the next page.

- | | | | |
|----------------|---------------|---------------|-----------------------|
| a. partnership | b. kingdom | c. steamer | d. personality |
| e. freedom | f. rivalry | g. gardener | h. nationality (hood) |
| i. auctioneer | j. employer | k. friendship | l. neighbourhood |
| m. mountaineer | n. motherhood | | |

C IF...

The pupils should read the poem in the Student Book again before attempting this exercise.

Discuss conditional sentences; use *if*. When the 'if' clause comes first, there is a comma before the main clause; when the 'if' clause is after the main clause, no comma is needed. Use different tenses too, and give plenty of oral practice first.

If you do x, then y will happen.

If y happens,..., then x will surely follow!

1. Did you enjoy The Poem in your student book?

You will notice that the two stanzas each have a main idea. What are these ideas?

Discuss this. In the first stanza the plant will survive if it is looked after. In the second, we learn what might happen if the twig is not looked after.

2. Complete these sentences in any way you like.

The pupils will write their own sentences if you have already spent time earlier on some oral work. Check to see whether they have used the correct tenses.

3. In the following, refer to something that did not happen. Complete the sentences using would.

Encourage the pupils to write interesting sentences. If necessary, and if they wish to fit more into the blanks, ask them to write the sentences in their exercise books.

When they have completed the exercises, ask individual pupils to read out what they have written so that others may hear and learn.

Note that for d, e, and f, the past perfect should be used (as shown in a, b, and c: *If something had happened...*,

D WORKING WITH WORDS

1. Put the following words into alphabetical order.

Pupils should do this on their own!

fishable fished fisher fisheries fisherman fishery fishing fishy

2. Unscramble these words which are all nouns.

- | | | | |
|------------|-------------|----------|---------------|
| a. present | b. tortoise | c. gift | d. expression |
| e. fingers | f. string | g. money | h. overcoat |

E PROVERBS

1. The words in the proverbs are not in the correct order. Rewrite them correctly.

- Still waters run deep.
- An eye for an eye and a tooth for a tooth.
- Actions speak louder than words.
- Better late than never.

F READING WITH RHYTHM: LIMERICKS

1. Read the two limericks aloud.

Oral: Read through the two limericks and ask the pupils to read them aloud. Recall what you read about limericks in previous student books and Workbooks. See if the pupils can go through every line of the limericks, checking the number of syllables in each. Also, look carefully at the rhyming scheme.

The stressed syllables should be emphasized thus:

My **dear** friend A**amir** of **Sukkur**
Went **shopping** one **day** to buy **butter**,
On **that** fateful **day**
He **fell**, sad to **say**,
The **butter's** now **spread** in the **gutter**.
A **famous** young **artist** called **Dean**
Once **paint**ed a **marvellous scene**,
The **critics** said, '**Ah!**
This **man's** gone too **far!**
What **do** all these **lines** really **mean?**'

Read more limericks like the ones above. Many are funny. Find out more about Edward Lear; you can visit the following websites:

[http://en.wikipedia.org/wiki/Limerick_\(poetry\)](http://en.wikipedia.org/wiki/Limerick_(poetry))

<http://www.nonsenselit.org/Lear/>

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

2. Group the following words according to their rhyming sounds.

A	B	C	D
plate	post	hand	dry
date	host	and	high
great	toast	brand	sky
late	most	sand	sigh

The two words which do not rhyme with any of the others are *lost* and *bleat*.

3. Complete the following by using the most appropriate word suggested.

- a. stew b. about c. seeds

4. Add a rhyming phrase to the following.

There are many phrases that will rhyme—here are some examples:

- a. will float b. not stay? c. and died d. is dark e. my feet f. did you say?

5. Read your rhyming lines aloud. Make up your own limericks.

Pupils might like to judge which rhyming couplets are the best (cleverest or funniest). They can then use the skill learnt to make up a complete limerick following the recognized conventions, observing the rhyming pattern, and metre.

Lesson Plans

For detailed suggestions, refer to pages 32–37.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand a poem
- To expand vocabulary
- To discuss the beauty of nature
- To develop comprehension skills

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

LESSON 2

Textbook Time: 40 min

Aims:

- To refer to context
- To expand vocabulary
- To find and use antonyms
- To use suitable adjectives with given nouns
- To identify complete and incomplete sentences

Task	Time
1. Continue with Exercise A, Questions 2 and 3.	15 min
2. Attempt Exercise B, Question 1.	10 min
3. Attempt Exercise B, Question 2.	5 min
4. Attempt Exercise C, Question 1 and continue in the next lesson.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To identify proper nouns and common nouns
- To practise oral expression and intonation
- To read a poem with appropriate expression and rhythm

Task	Time
1. Attempt Exercise C, Questions 1, 2, and 3.	15 min
2. Attempt Exercise C, Questions 4 and 5.	15 min
3. Attempt Exercise D. Incomplete work can be given as homework.	10 min

LESSON 4

Textbook Time: 40 min

Aims:

- To practise oral expression and intonation
- To read a poem with appropriate expression and rhythm
- To enhance analytical thinking skills
- To improve directed writing skills

Task	Time
1. Continue with Exercise D.	5 min
2. Attempt Exercise E.	20 min
3. Project work	10 min
4. Recap the lessons taught so far.	5 min

LESSON 5

Workbook Time: 40 min

Aims:

- To revise parts of speech
- To form nouns by adding suffixes
- To form conditional sentences using if
- To practise correct punctuation

Task	Time
1. Begin with the Workbook and discuss and attempt Exercise A.	15 min
2. Attempt Exercise B, Questions 1, 2, and 3.	15 min
3. Begin Exercise C; after a brief discussion, the task can be given for homework.	10 min

LESSON 6

Workbook Time: 40 min

Aims:

- To expand vocabulary
- To develop spelling skills
- To revise proverbs
- To develop creative writing

Task	Time
1. Begin with Exercise D, Questions 1 and 2.	10 min
2. Continue with Exercise E, Question 1.	10 min
3. Exercise F, Questions 1, 2, 3, 4, and 5; unfinished work can be given as homework.	20 min

Ruskin Bond's books are available all over the subcontinent. Encourage the pupils to read some of his other stories. More information can be found at:

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

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- a. We know that Sajid likes trains because he spends time watching them, waving to them, and wondering about the people on the trains. We learn, in the fifth paragraph, that he is fascinated by all trains.
- b. It is summertime; the story takes place during the summer holidays.
- c. We know that Sajid is bored because he has been wandering about all day, alone, and still does not know what to do with himself.
- d. Sajid is made curious by things that are bolted or nailed down, or in some way concealed from him, such as parcels, locked rooms, carriage doors, and crates. He reacts by trying to see what is inside the crates.
- e. Sajid thinks that the trees are walking because he had not noticed that the train had started moving.
- f. A man, who describes himself as a hippy, is also in the carriage.
- g. Sajid says that he would like to go everywhere, to England, China, Africa, and Greenland. He wants to go all over the world!
- h. The man warns Sajid to keep out of sight if he doesn't want to be caught!
- i. When Sajid thinks about his parents for the first time, he imagines that they will think that he had run away, or been kidnapped, or been involved in an accident.
- j. Sajid imagines that he will bring back an African lion or a transistor-radio for his friend.

These questions are more difficult. Discuss them first.

- k. When Sajid thinks about his parents' reaction to his disappearance, he feels a few different emotions. At first, he imagines that he will become famous for being the boy who disappeared; this shows that he finds the idea exciting. Later on, he feels sorry for them because he realizes that they will miss him.
- l. Pupils will give their own reasons why they think the man was on the train. Perhaps he had been sleeping in the carriage because it was comfortable, safe, or cosy, or perhaps he was trying to get a free ride somewhere.
- m. Sajid does not react immediately to the conversation about going to China. Perhaps he is thinking about the skills he does not have. After a while, he thinks that he is not really sure if he really wants to go to strange, new, faraway places.

- n. Pupils will give their own reasons why the man doesn't tell Sajid that the train takes a circular route. Perhaps he can see how excited Sajid is about going on a journey and, because he knows Sajid will be safe, he allows him to enjoy his adventure.

While Reading: Pupils will give their own answers.

Challenge: Pupils will come up with words and phrases for eating. If they need to, let them use a thesaurus.

2. Look at these words.

starve consume devour snack nibble

gobble feast munch chew

- a. Which is the odd one out? Why?

Starve is the odd word out. The other words are ways of eating, whereas starve means to suffer or die from hunger.

- b. Pick three of the words above and use each one in a sentence.

Example: I always *nibble* chocolate to make it last longer.

Pupils will compose their own sentences. They need to make sure that their sentences convey the meaning of the word. They need to avoid writing sentences that do not convey the meaning: *I nibbled the biscuit.*

B WORKING WITH WORDS

1. Fill in the blanks with suitable words from the list below.

Pupils should be able to complete this activity on their own. Do check that they understand the meanings of the words and that they look them up in a dictionary if they do not! If there is time, get them to use these words in sentences of their own too.

- a. stationary
- b. anticipation
- c. increased
- d. astonished
- e. awkward
- f. sauntered

C LEARNING ABOUT LANGUAGE

COLLECTIVE NOUNS

Discuss the words used here, and give further examples.

- | | | |
|---------------------------------|----------------------------|------------------------|
| a. sheep - herd | b. ships—fleet | c. sailors—crew |
| d. bees - swarm | e. wolves—pack | f. stars—galaxy |
| g. barbarians—horde | h. cattle—herd | i. criminals—gang |
| j. people in a theatre—audience | k. directors—board | l. musicians—orchestra |
| m. flowers - bunch | n. eleven footballers—team | o. mountains—range |

ABSTRACT NOUNS

Discuss. These are more difficult to understand.

1. Pick out the abstract nouns from the following.

pride friendliness lightness victory peace

2. Form abstract nouns from the following adjectives.

freedom delicacy width thinness height
awkwardness sweetness breadth honesty

3. State what quality is possessed by a person who is:

tidiness helpfulness laziness quietness foolishness loyalty accuracy hardiness

VERBS

Read the Top tip. Make sure the pupils actually look in a dictionary and try to find some verbs as well as the abbreviations vb., v., v.t. and v.i. Also discuss some of the other abbreviations found there. (e.g. adv., adj.)

1. Pick out the verbs in the following.

- 'Run to the shop and *buy* me a box of matches, please.'
- The children in the crowd *shouted* and *cheered*.
- 'If you *want* to go to Karachi you *must book* a seat on the bus.'
- The book *fell* to the floor.
- 'Be careful or you *might fall*.'
- Malik *spent* two weeks in hospital after the fall.
- The boys *go* for a run every day.
- The children *crowded* round the teacher.

D LISTENING AND SPEAKING

1. Read this list of words aloud.

Pupils should focus on pronouncing the words correctly, using the contrast between the vowel sounds to help them hear the correct sound.

2. Listen to the words. Write them down as you hear them.

Read the words clearly in a random order. Make sure you keep track of the order so that pupils can check their answers. Alternatively, pupils can do this exercise in pairs.

E COMPOSITION

Write a brief description of each of the two main characters in the story.

In your first paragraph describe their physical appearance (you may have to use your imagination). In the second paragraph describe their personalities; the way they behave and think.

Before pupils begin writing, encourage them to make notes and share some ideas about the appearance and personalities of Sajid and the hippy. Some students might be able to think of some comparisons and use them in their descriptions.

Workbook: pages 34–37

A COMMON NOUNS AND ABSTRACT NOUNS

Discuss abstract nouns and the explanation given.

1. Draw a circle round each of the abstract nouns below.

care (also a verb), honesty, skill, hatred

harm (also a verb), patience, cowardice, bravery, joy

2. Arrange these words into groups of proper, common, abstract, and collective nouns.

proper	common	abstract	collective
Bilal	harmonica	laughter	committee
Sheila	governor	accuracy	staff (also common noun)
Indus	player	dismay	herd
Simon	fixture	fitness	

3. Form abstract nouns from the following words.

- | | | | |
|------------------------|------------|-------------|--------------|
| a. falseness (falsity) | b. agency | c. delicacy | d. ownership |
| e. awkwardness | f. hatred | g. height | h. youth |
| i. improvement | j. freedom | k. coldness | l. annoyance |

B COLLECTIVE NOUNS

Use the nouns in the box above to complete the following.

- | | | | | | |
|-----------|----------|----------|----------|-------------|----------|
| a. gang | b. clump | c. bunch | d. pack | e. regiment | f. sheaf |
| g. litter | h. shoal | i. set | j. suite | k. herd | l. flock |

There are many other groups you could mention as well.

C SINGULAR AND PLURAL NOUNS

1. Give the singular form of these nouns.

- | | | | | |
|----------|-----------------|---------------|--------------|----------|
| a. hive | b. foot | c. ox | d. axis | e. duty |
| f. fairy | g. mathematics* | h. athletics* | i. politics* | j. news* |

Note that the singular of axes can be axe (the implement) or axis (the line).

*only exist in plural form.

2. Give the plural of these nouns.

- | | | | | |
|-------------------|--------------|---------------|------------|-------------|
| a. chiefs | b. cliffs | c. halves | d. knives | e. giraffes |
| f. calves | g. elves | h. dwarfs | i. roofs | j. scarves |
| k. fathers-in-law | l. Frenchmen | m. lookers-on | n. cupfuls | |

D VERBS: PRESENT AND PAST

1. Use a past participle to complete the following. All the present tenses of the verbs to be used are given in the box.

Note that all the past participles are used as adjectives in these sentences.

- | | | | | |
|-----------|--------------|-----------|------------|------------|
| a. broken | b. stolen | c. burst | d. fallen | e. hurried |
| f. sold | g. sharpened | h. strewn | i. dropped | |

2. Now rewrite the given sentences using the word *which* in each sentence.

- The window pane, which was broken, cut my hand.
- The policeman found the picture which had been stolen.
- The balloon which had burst fell to the floor.
- The lawn was covered with leaves which had fallen.
- His departure, which was hurried, made him forget his ticket.
- The articles which were sold were packed by the shopkeeper.

- g. The carpenter admired the tools which had been sharpened.
- h. The paper which was strewn began to blow about in the wind.
- g. Kaleem was annoyed about the catch which was dropped.

Lesson Plans

For detailed suggestions, refer to pages 40–44.

LESSON 1

Textbook Time: 40 min

Aims:

- To read a story
- To expand vocabulary
- To develop reading skills
- To practise comprehension skills

Task	Time
1. Read the text. The children should be encouraged to read aloud in turns. Discuss the unfamiliar words and ask questions.	20 min
2. Exercise A, Question 1 should be attempted. Set unfinished work, Exercise A, Question 2. and Challenge as homework.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To expand vocabulary
- To identify collective and abstract nouns
- To identify verbs

Task	Time
1. Attempt Exercise B.	10 min
2. Attempt Exercise C, Questions 1, 2, 3, and 4.	20 min
3. Attempt Exercise C, 5.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To practise pronunciation
- To write creative descriptions

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

LESSON 4

Workbook Time: 40 min

Aims:

- To revise nouns
- To expand vocabulary
- To use correct grammatical structure in written and spoken English

Task	Time
1. Attempt Exercise A, Questions 1, 2, and 3.	20 min
2. Begin Exercise B.	10 min
3. Attempt Exercise C, Questions 1 and 2. If the work cannot be finished in this lesson, it should be continued in the next lesson.	10 min

LESSON 5

Workbook Time: 40 min

Aims:

- To use the past and present tenses of the given verbs
- To write complex sentences using 'which'
- To expand vocabulary

Task	Time
1. Unfinished work from the previous lesson should be completed.	10 min
2. Attempt Exercise D, Questions 1 and 2.	20 min
3. Recap what has been taught in the unit.	10 min

The Echoing Green

Make sure all the pupils get a chance to read the poem a number of times.

Note how the sentences in the poem 'wrap' or flow into the following lines.

More information about the poet:

[http://en.wikipedia.org/wiki/William_Blake_\(poet\)](http://en.wikipedia.org/wiki/William_Blake_(poet))

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- a. At the beginning of the poem, the Sun is rising so it is early in the morning.
- b. Words from the first stanza which create a cheerful mood are: happy, merry, welcome, sing, and cheerful.
- c. In the second stanza, the older people are laughing at the children playing. It makes them remember when they used to play happily on the green when they were young.
- d. In the final stanza, the Sun is going down so it is the evening.
- e. In the final stanza, the children are tired and ready for rest so they sit with their mothers instead of playing.
- f. In the final stanza, the poet compares the mother and her children to birds in a nest. The children sit with their mothers. The effect of the comparison is that we can picture the children with their mothers, getting comfort and warmth and feeling safe.
- g. Birds are mentioned in the poem; the sky-lark and thrush are named.
- h. A list of sounds mentioned in the poem: bells ringing, bird-song, laughter, voices of the old folk, the echoing green (is it echoing with the sounds of play?). No sounds are mentioned in the final stanza.

These questions are more difficult. Discuss them first.

- i. The last line of each stanza is almost the same. In stanzas one and two, the same words are used: '*On the Echoing Green*'. But, in the second stanza, this is a line of speech rather than a description. In the third stanza, the word *echoing* is replaced with the word *darkening*.
- j. The pupils should discuss the impact of the word *darkening* – does it create a quiet, calm mood? Can it be read in other ways, for example, as signifying the end of life or an era?

2. Note the number of syllables in each line. Clap out the rhythm of the poem as you read it out loud. What do you notice about the pace and mood of the poem in relation to the number of syllables in the lines and the final words of each line?

Pupils should clap out the rhythm of the poem and count the syllables and discuss what they find.

Syllables per line: 5655555666 5565555666 7656775556

The longer lines and increased number of beats in the third stanza slows down the pace and creates a more sombre mood.

B WORKING WITH WORDS

1. On the next page are some words which all mean 'walk'. Each word, however, refers to a special way of walking. Can you show, by walking in the manner indicated, what each word means? Then use the words appropriately in sentences of your own.

Encourage pupils to read the words on their own first. Then, after they have studied the meanings of the words (see Exercise 3 below), and have used the words in oral sentences, ask them to try and perform the actions.

2. Put the words given in the list above into alphabetical order.
3. Write a definition for each word in the list. Then use your dictionary and try to write a more accurate definition.

The explanations below (in alphabetical order) describe how each 'walk' or movement forward is accomplished:

word	definition
dawdle	— slowly, wasting time
hobble	— as if old or lame
limp	— as if lame
march	— in a military manner, smartly
pace	— with slow or regular steps, as if exercising
plod	— slowly and laboriously
ramble	— across the countryside, for pleasure
roam	— without purpose, aimlessly
shuffle	— dragging one's feet
slouch	— droopingly and lazily
stride	— with long steps, purposefully
stroll	— in a leisurely way
strut	— in a proud way, showing off
toddle	— like a small child with short, tottering steps
trudge	— laboriously and wearily, as if wearing heavy boots
waddle	— like a duck, in a slow, side to side motion

PUNCTUATION

4. Rewrite the following sentences putting in punctuation marks where necessary.
 - a. In his shop, he sells: nuts, bolts, screws, pins, and paper.
 - b. During the holidays, he visited his brother, his uncle, his father's friend, his grandfather, and his grandmother.
 - c. The leaf floated with the current, whirled round and round, twisted over, stopped for a brief moment, and then disappeared.
 - d. The bells on the tree, streamers of every colour hanging from the ceiling, balloons of all shapes, a large star, and millions of sparkling lights completed the decoration in the hall.

Note: We sometimes place a comma before the last item (and before 'and'), and at other times, do not. Example: The box contained red, blue, green, and yellow shirts. (4 shirts.) The box contained red and blue, green and yellow, pink, white, and black and red shirts. (5 shirts.) What colour(s) was each shirt?

5. Make up your own sentences, using the words in each row.

Pupils will write their own sentences using the words given.

C LEARNING ABOUT LANGUAGE

Add the suffixes -ing and -ed to the following.

laughing/laughed	stopping/stopped	hitting (Note: hit)	boxing/boxed
catching ((Note: caught)	thinking (Note: thought)	fixing/fixed	running ((Note: ran)
boiling/boiled	sitting ((Note: sat)	posting/posted	flipping/flipped
shipping/shipped	joining/joined	fattening/fattened	paying (Note: paid)
chatting/chatted	placing/placed	trapping/trapped	

D LISTENING AND SPEAKING

READING THE POEM AS A CLASS

Pupils should read through all the instructions before beginning. These exercises will mean that pupils read the poem a number of times. Each reading will give the poem a different ‘sound’ and emphasize different parts of it. When they all read together (1) they need to be careful to keep the same pace so that they stay together.

- 1. Everyone should stand up and read the poem out loud together.**
- 2. In groups, take turns to read one line each of the poem. Make sure you make the reading clear and ensure that the ‘flow’ of the poem from line to line is smooth.**
- 3. Pick one person in the group to be a scribe. This person will write down the key words that you say. Repeat the previous stage but this time you must only say one word from each line out loud.**
- 4. Discuss the word choices. What impact or meanings do the word choices convey?**

Do you agree with the choices? Pupils will discuss their own ideas.

E COMPOSITION

Write a short passage of the scene below from Old John’s point of view.

Paragraph 1: Describe who he is, where he is, and what he is doing.

Paragraph 2: Describe what he can see and what his reactions are.

Paragraph 3: Describe his memories of his own youth.

Encourage pupils to discuss this first and make some notes under the given headings. They should write in the first person, imagining that they are Old John. The picture can serve as a prompt that can be used by some of the pupils if they need it. The poem provides plenty of inspiration!

Workbook: pages 38–42

A VERBS: CHANGES

Change the following sentences as shown in the example.

- It has been undone by the weather and rain.
- The trees were planted (by them).

3. The ring-doves are seen by the keeper.
4. The woods were entered (by them) in the summer.
5. The trout-ringed pools were cooled by the night air.
6. The beat of a horse's feet will be heard (by you).
7. The road through the woods was known to them.

B WORKING WITH WORDS

Discuss the meaning of these words.

Discuss the words and how they might be used in sentences. However, do not give the pupils these meanings. They should find out for themselves the exact definitions before they use them in sentences.

- haze — the atmosphere made fuzzy, often caused by heat
- mist — fine water vapour which obscures the atmosphere
- fog — water vapour suspended in the air which obscures the atmosphere; thicker than mist
- smog — very thick mist or fog, smoky
- trot — proceed at steady pace, faster than a walk
- canter — easy gallop
- gallop — horse's fastest pace
- solitude — being on one's own
- solitary — living alone
- woods — small forest of different trees
- coppice — an area of woodland where trees are cut periodically
- heath — bare, flat land with small shrubs
- glade — clear space between trees in a wood or forest
- forest — large area of trees

C PARTS OF SPEECH: ADVERBS

Discuss the text and adverbs in general.

1. Complete these sentences by adding adverbs.

Suggestions:

- | | |
|--|---------------------------------|
| a. greedily/hungrily/discourteously | b. humbly/quietly/politely |
| c. proudly/boastfully/brashly | d. politely/meekly/softly |
| e. quickly and quietly/ swiftly and silently | f. solidly/soundly/convincingly |

2. Try to put the adverbs in the correct places. Use this sign *.

Alternative placements are possible.

- a. The shops in the village *usually* open early.
- b. We had *nearly* finished eating when the doorbell rang.
- c. The home team *almost* lost the match.
- d. You should *always* be on time for your lessons.
- e. It was *still* raining when we got home.
- f. My friend *sometimes* goes to the club on Sundays.

D VOCABULARY BUILDING

Make longer words by joining words in A with words in B.

Can the pupils think of any new words to add to this list?

- | | | | |
|------------|----------|-------------|------------|
| 1. managed | 2. often | 3. attacked | 4. rather |
| 5. doorway | 6. about | 7. without | 8. earnest |

E MORE SUFFIXES

1. Add suffixes (-ful, -y, -ish and -ous) to the following nouns to form adjectives.

- a. famous b. childish c. sorrowful d. glamorous e. peaceful f. ticklish

Try asking pupils other words too: sleep/sleepy, dirt/dirty, rough/roughly, hair/hairy, rigid/rigidly, mourn/mournful, scorn/scornful, grace/graceful, care/careful, fiend/fiendish, amateur/amateurish, fool/foolish, clown/clownish, sheep/sheepish, space/spacious, vigour/vigorous, fever/feverish, venom/venomous, humour/humorous, etc.

2. Use the adjectives in sentences of your own.

Pupils will write their own sentences. You may discuss the pictures: sorrowful letter from someone, childish pranks, glamorous lady, famous person, tickly feather, peaceful dove.

Lesson Plans

For detailed suggestions, refer to pages 46–50.

LESSON 1

Textbook **Time: 40 min**

Aims:

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

Task	Time
1. Reading and understanding of the poem and the unfamiliar words	15 min
2. Begin with Exercise A, Questions 1 and 2.	25 min

LESSON 2

Textbook **Time: 40 min**

Aims:

- To expand vocabulary
- To use commas in lists
- To use the suffixes -ing and -ed

Task	Time
1. Exercise B, Question 1	10 min
2. Attempt Exercise B, Questions 2 and 3. This can be completed for homework.	15 min
3. Attempt Exercise B, Questions 4 and 5.	15 min
4. Exercise C and incomplete work can be given as homework.	

LESSON 3

Textbook Time: 40 min

Aims:

- To develop understanding of the poem
- To develop speaking skills
- To develop expression
- To develop creative writing

Task	Time
1. Begin with Exercise D. Question 1.	5 min
2. Continue with Exercise D, Questions 2, 3, and 4.	20 min
3. Exercise E; unfinished work can be given as homework.	15 min

LESSON 4

Workbook Time: 40 min

Aims:

- More practice of verbs
- To enhance vocabulary and listening skills
- To encourage independent working
- To practise using a dictionary
- To use adverbs correctly

Task	Time
1. Begin with Exercise A.	10 min
2. Attempt Exercise B.	15 min
3. Attempt Exercise C, Questions 1 and 2.	15 min

LESSON 5

Workbook Time: 40 min

Aims:

- To expand vocabulary
- More practice of forming adjectives by adding suffixes
- To revise abbreviations

Task	Time
1. Begin with Exercise D.	10 min
2. Attempt Exercise E, Questions 1 and 2.	15 min
3. Attempt Exercise F.	5 min
4. Recap what has been taught in the lesson.	10 min

Test—1

Workbook: pages 43-48

A COMPREHENSION

1. Read this passage from the classic adventure novel 'Around the World in Eighty Days' by Jules Verne, and then answer the questions.

You may ask the pupils to read a paragraph aloud. Check for fluency, hesitation, pauses in the correct/incorrect places, etc.

2. Answer the following questions briefly.

- Passepartout is Mr Fogg's servant.
- France.
- He calls his master Monsieur, in paragraph 9. In paragraph 17 it says that he has been away from his native soil (France) for five years.
- Steam boats and steam trains
- Mr Fogg was carrying a copy of Bradshaw's Continental Railway Steam Transit and General Guide. Passepartout was carrying a very heavy carpet bag!

3. Refer to the context and give the best meaning for the following:

- stupefied (para. 11) means: ii.) stunned
- mechanically (para. 17) means: i.) automatically
- chary (para 17.) means: iii.) cautious

4. Explain the following in your own words.

Pupils will give their own answers.

- He means that they must hurry; they only have eighty days to travel around the world and need to leave as soon as possible.
- To visit, to go to (France)
- Passepartout is worrying about the journey ahead.

B TEXTBOOK QUESTIONS

1. Answer the following questions.

- The countries Sajid wishes to visit are England, China, Greenland. He would also like to visit the *continent* of Africa.
- Nicobobinus and Rosie are going to look for the Land of Dragons.
- He made a showy display of putting aside their weapons before greeting them.
- He was trying to get some apples from a tree and fell.
- Johnny Dorset. He was pretending to be a Native American.
- Sajid.

C POETRY

1. Who wrote the following poems?

- a. *The Echoing Green* William Blake
- b. *The Poem* Amy Lowell
- c. *Mother to Son* Langston Hughes

2. Reference to context

- a. The mother is saying don't turn back in life (which she compares to climbing a flight of stairs), in *Mother to Son*, by Langston Hughes.
- b. The games played by children on the village green, in *The Echoing Green*, by William Blake.
- c. The twig, which may be thrown into a closet, in *The Poem*, by Amy Lowell
- b. The old brown horse, in the poem *The Old Brown Horse*, by W. F. Holmes

3. Write a short description of poem, '*The Old Brown Horse*'.

Pupils should mention the key points of the poem in any order: the horse is old, in a field, '*simply watching the world go by*', it has a shaggy coat, once it was young and trim, its master now prefers a motor car, the horse is sad because he has '*had his day*', sometimes a passer-by stops to stroke the horse's coat.

D VOCABULARY

1. Underline the odd one out in each of the following. Say why it is odd.

- a. me: the only pronoun; the others are nouns
- b. do: verb in the present tense; the others are in the past
- c. pride: the only abstract noun; the others are adjectives

2. Match the words in A with their opposites in B.

- | A | B |
|---------------|----------|
| a. never | always |
| b. strengthen | weaken |
| c. forget | remember |
| d. master | servant |
| e. brisk | slow |
| f. feeble | strong |

3. Give meanings for the following words.

- a. squirm: wriggle or twist the body from side to side
- b. accompaniment: music that is played with someone who is playing the main tune
- c. scrutiny: close, careful examination
- d. jerkin: a sleeveless jacket, typically made of leather
- e. stationary: not moving

4. Write five words connected with pain or sorrow.

hurt anguish distress misery grief dismay sadness

5. Rewrite the following putting in the correct punctuation.

- a. He spent a year in Karachi, two in Lahore, and six months in Sialkot.
- b. At the wedding were his brother, his uncle, his father's friend, and his neighbour's son.
- c. The puppy lapped up the milk, wagged its tail, yawned, and stretched out on the soft, silk carpet.

E LANGUAGE

1. What are the four forms a sentence can take?

statement question command exclamation

2. What is an abstract noun?

Abstract nouns name qualities, feelings, actions, or ideas.

3. Give two examples of each of the following:

Pupils will give their own examples.

4. Change the following, as indicated:

- | | |
|------------------------------|----------------|
| a. go (past tense) | went |
| b. free (abstract noun) | freedom |
| c. Pakistan (adjective) | Pakistani |
| d. foot (plural) | feet |
| e. I shall do it. (question) | Shall I do it? |

5. Complete the following in your own words:

Pupils will complete the sentences in their own words. The part of sentence added must relate to the words already given. Examples:

- The man said he was late because *he had missed the bus*.
- If you plant it, *it will grow into a large tree*.
- He arrived safely, but *his luggage went missing*.
- Shoaib made his way to the station as *dusk fell*.
- As soon as he set eyes on *the book*, he remembered *his unfinished essay*.

F COMPOSITION

1. Listen to the words carefully. Mark the stressed syllables.

be'haviour ex'ample 'particle par'ticular in'struct

2. In your notebook, write two paragraphs about one of the stories you have read in your student book. In the first paragraph say what it is about. In the second, say why you like or dislike it.

Pupils should write two paragraphs. Make sure the first is about the story and that in the second the pupil gives a personal opinion with reasons why it is liked or disliked.

G LEARNING AND SPEAKING

The following activities can be done in pairs, with peer assessment. The teacher can circulate to listen in to each pair during the time taken to complete the tasks.

1. Read the words aloud. Take care to stress the correct syllable.

per'haps i'magine com'pletely re'fer to'morrow

2. Say this conversation aloud.

The pupils will need to use expression to convey the feelings of the mother and child.

3. Say this tongue twister aloud.

Are you sure she sells seashells by the Irish seashore?

Lesson Plans

For detailed suggestions, refer to pages 52–54.

LESSON 1

Workbook Time: 40 min

Aims:

- To revise the previous 1–8
- To assess reading proficiency
- To assess written grammatical accuracy
- To assess comprehension skills

Task	Time
1. Attempt Exercise A, Questions 1, 2, 3, and 4.	20 min
2. Assess students' reading skills.	20 min

LESSON 2

Workbook Time: 40 min

Aims:

- To recall what has been taught in the previous eight units
- To assess vocabulary

Task	Time
1. Continue with Exercise B.	15 min
2. Attempt Exercise C.	15 min
3. Attempt Exercise D, Questions 1 and 2.	10 min

LESSON 3

Workbook Time: 40 min

Aims:

- To assess vocabulary and punctuation
- To assess directed writing skills

Task	Time
1. Attempt Exercise D, Questions 3 to 5.	10 min
2. Attempt Exercise E.	20 min
3. Attempt Exercise F, Question 1.	5 min
4. Pupils should check through their work.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- To assess directed writing skills
- To assess pronunciation and use of expression

Task	Time
1. Attempt Exercise F, Question 2.	15 min
2. Attempt Exercise G.	25 min

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- a. The children heard the birds twittering, bees buzzing, and the crunching of gravel under the car wheels after entering the grounds.
- b. We know that the children liked the week in their old house before they moved out because it is described as a magical playground in which they had fun living with boxes everywhere.
- c. Matilda's first impression of the new house was different from Tom's in that she described it as beautiful, went straight in, and started unpacking. Tom, on the other hand, says it looks scary.
- d. Tom heard a cry on the first day when he was alone in the playroom. His reaction was to think it was a cat or his imagination.
- e. Tom saw the garden outside the window; Everything in it looked bright and warm, and green and fresh. The house, in contrast, is described as dark and cold, with echoing rooms and strange sounds.
- f. Tom's mother told him not to be a scaredy-cat and said that the sounds must have come from outside.
- g. Tom's constant screaming made his parents come running to check on him.
- h. Tom's father took a 3-iron, a golf club, with him when he went to look in the coalbunker. He took it as a form of defence against the intruder the family had heard through the vent.
- i. The rubbish at the side of the house had been dumped there when the house was being renovated.

These questions are more difficult. Discuss them first.

- j. Tom describes the house in his own way. His view of the house is that it is a cold, scary, rambling mansion that is towering and spooky, with echoing rooms. Pupils should be encouraged to collect quotes that describe Tom's view of the house. His view changes when the mystery of the moaning toy-box has been solved and the family have settled in. He says that, *'the spooky house became a warm and comforting home.'*
- k. Pupils will give their own views about how the family got there. There could be many possible answers.

While Reading: Pupils will give their own opinions on what the noise is.

Challenge: The pupils will discuss this. Help your students come to a conclusion the house really was haunted or not doesn't think it is suitable? Or does it reflect the parents' view of what they consider to be appropriate for them?

2. Choose the best answer.

- a. Tom did not like the house because
 - iv. it was cold, damp, and spooky.
- b. Tom's parents were annoyed with Tom because
 - iii. they thought he had made up a story to get their attention.

3. Answer the following questions with reference to context.

- a. *'And, just in case, I'm taking a golf club.'*
 - i. Tom's father
 - ii. He takes it as a precaution. He is worried about who he might find in his coalbunker.
 - iii. He takes a 3-iron and he swings it in the air as they walk along.
- b. *Father entered the room at a gallop.*
 - i. He is responding to his son's scream.
 - ii. He found Tom, Matilda, and their mother/his wife.
 - iii. He starts speaking in the room but stops when he sees his wife indicating with one finger on her lips for him to be quiet. They all go into the living room where Tom's mother explains what they have heard. Then Tom's father goes to the playroom to investigate.

B WORKING WITH WORDS

1. Here are some nouns from the passage, but the letters are jumbled. What are they?

- a. lawn b. toys c. blossoms d. rubbish
- e. playroom f. medicine g. staircase h. husband

2. Write down the adverbs formed from these adjectives; then use the adverbs in sentences of your own.

- a. tearfully b. spookily c. steadily d. cautiously e. purposefully

Pupils will write their own sentences.

3. Give the full form and explain the following abbreviations.

- | | | | | | | | |
|-----|--------------------|-----|------------|-----|----------|-----|-------|
| BA | Bachelor of Arts | Dir | Director | Dr | Doctor | | |
| °F | degrees Fahrenheit | Fri | Friday | Jan | January | | |
| mph | miles per hour | Mr | Mister | Mrs | Mistress | | |
| Nov | November | NW | North West | kg | kilogram | Mar | March |

4. Try to write your own explanations for the following proverbs.

Discuss the proverbs, and ask the pupils to provide their own examples of when the proverbs might be used. Example: If someone experiences two or three calamities that come one after the other, the comment: 'It never rains but it pours,' would be appropriate to describe their situation.

- a. All roads lead to Rome. There are many ways of achieving the same aim or the same results.
- b. Everything comes to him who waits. If a person tries hard enough and is patient, he/she will have success in the end.
- c. If at first you don't succeed, try, try, try again. A good result can be achieved with perseverance.
- d. It never rains but it pours. Misfortunes seldom come alone.
- e. Make hay while the sun shines. Make use of good opportunities when they present themselves.

C LEARNING ABOUT LANGUAGE

SUBJECT, VERB, AND OBJECT

Add further examples to a similar table drawn on the board.

1. In your notebook, make a table and write in it the subject, verb, and object of the sentences below. You may leave out words that do not form part of the subject, verb, or object.

	Subject	Verb	Object	Other words
a.	The packers	packed	the boxes	all
b.	My sisters	blamed	me	for their moodiness.
c.	I	pulled	a couple of toys	from the box.
d.	I	felt	the breeze	again.
e.	Mother	put	the clothes	in the cupboard.
Additional examples:				
	The policeman	took	the dog	for a long walk.
	A strong pair of bullocks	pulls	our cart	to market on Sunday.
	you	did break	the glass	How?

2. Find the verb and the object in the following sentences.

The verbs are in bold; the objects have been underlined.

- Matilda **scolded** her brother.
- The woman **wanted** the medicine.
- The children's father **found** an air vent.
- The father **hit** the door with his club.
- The mother **put** the clothes in the cupboard.

3. Fill in the blanks with suitable objects.

Pupils will write their own objects.

D LISTENING AND SPEAKING

Choose any paragraph from the story and read it aloud.

When pupils read aloud, ask others to offer constructive criticisms.

E WRITING

Have you ever been really afraid? Describe an incident, journey, or occasion during which you were afraid. What caused the fear? What effect did this have on your physical and mental state?

Fear: Ask the pupils to tell the others about a frightening experience. Make a list of the expressions that might be used (hair standing on end, blood going cold, jumping out of one's skin, etc.). Pupils should try their best, in their description of an incident, to bring out and transmit to the reader the fear that they experienced.

Workbook: pages 49–54

A VERB AND OBJECT

1. Examine these two sentences. The verbs are in italics.

Read the lines to the students.

Revise transitive and intransitive verbs. Note that the verb *found* may be transitive or intransitive. (It may take an object or not take an object.) e.g. (transitive) They *found* the treasure. (intransitive) The treasure *was found*. So, too, is *return(ed)*. The men *returned* the books. The men *returned*. Pupils will find the abbreviations v.i. (verb intransitive) and v.t. (verb transitive) in the dictionary, when they look up the meaning of a verb.

2. Underline the verbs in the following.

Which verbs need an object to complete the sense? If there is an object, write it in the space. If there is no object, write 'none'.

- a. stood (object: none)
- b. see (object: none; it (implied))
get (object: none)
- c. entered (object: the room)
felt (object: a draft)
- d. paused (object: none)
- e. rattled (object: the doorknob)
struck (object: the door)

B A DIFFERENT SUBJECT

Change the following statements in the way shown in the example.

1. A feeble cry was heard (by me).
2. Matilda was found in the bedroom (by me).
3. I was blamed by my sister for the moodiness of my parents.
4. They followed me to the playroom.
5. We were given some courage by the light.

C DICTIONARY WORK

Find these words in a dictionary and write a short definition of each.

floorboards—long planks that are used to make a floor

doorknob—a handle on a door that is turned to release the latch

D SPEECH PRACTICE

1. Can you say these quickly? Repeat them a few times very quickly and see what a mess you make of them!

Pupils should try to master these tricky tongue twisters! They are not easy, but the pupils can have fun trying.

E COMPOSITION

Oral: Ensure that the passage is understood before any written work is attempted. Perhaps some pupils can practise the conversation.

Students will fill in the blanks for the conversation dialogues.

1. **Try to write a dialogue between a person who has just been introduced to Durrell and the collector himself.**
2. **With a friend, read out the dialogues. Do they sound natural? Can you make them sound better?**

Pupils might like to work in pairs to write the dialogues. Encourage them to write dialogues that flow smoothly; they should not be in the form of a question and answer session. Comments should be made by the listener about what has been said by the speaker before another question is asked. Also bear in mind that the new questions or comments should relate in some way to what has gone before, unless an obvious change of subject is desired.

Some pupils can read out their dialogues. Ask others to comment.

F SYNONYMS

Match the words in A with synonyms in B.

- | | | |
|-------------------------|-----------------------|-----------------------|
| a. cunning/crafty | b. upset/distressed | c. affairs/matters |
| d. carefully/cautiously | e. finished/completed | f. lived/dwelt |
| g. deeply/profoundly | h. plan/scheme | i. swiftly/quickly |
| j. pupil/student | k. obedient/dutiful | l. gathered/collected |

G VERBS AND NOUNS

1. **Look at the following sentences.**
2. **Write two sentences for each word given below, (a) as a noun and (b) as a verb.**

Sample sentences. (If longer sentences are to be written, the pupils could do so in their books.) Note that any tense may be used.

1. The members of the club meet every Wednesday at 7 p.m.
The boys clubbed together to buy a cricket bat.
2. The girls bought a loaf (of bread).
Then they loafed around waiting for their mother to come home.
3. The ship sank because the hatch was open when the big wave came.
Ali and Nazim hatched a brilliant plan to hide the mangoes.
4. The match will be on Thursday at 2 p.m.
Match these cards and put them in pairs.
5. During the meeting there will be a ten-minute break for coffee.
Please do not break the window.
6. The plans for the new school were eaten by the school goat.
Anil planned to go to Multan in July.
7. The shoemaker worked on his last.
The boxer only lasted ten minutes in the ring.
8. The waiter quickly took our order for coffee.
The policeman ordered the thief to get off the stolen bicycle.

Lesson Plans

For detailed suggestions, refer to pages 57–61.

LESSON 1

Textbook Time: 40 min

Aims:

- To develop reading skills
- To read a story
- To expand vocabulary
- To improve comprehension skills

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

LESSON 2

Textbook Time: 40 min

Aims:

- To expand vocabulary
- To develop spelling skills
- Working with adverbs, acronyms, and proverbs

Task	Time
1. Continue with Exercise A, Question 3 and Challenge.	10 min
2. Attempt Exercise B, Questions 1 and 2.	15 min
3. Continue with Exercise B and attempt Questions 3 and 4.	15 min

LESSON 3

Textbook Time: 40 min

Aims:

- To practise verb, subject, and object
- To use correct grammatical structure

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

LESSON 4

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To read with expression
- To describe a personal experience vividly

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

LESSON 5

Workbook Time: 40 min

Aims:

- Further practice of verbs and objects
- To practise using a dictionary

Task	Time
1. Begin with Exercise A.	15 min
2. Attempt Exercise B.	10 min
3. Attempt Exercise C.	5 min
4. Exercise D can be started and continued in the next lesson.	10 min

LESSON 6

Workbook Time: 40 min

Aims:

- To write a dialogue
- Practice of synonyms
- To use words as nouns and verbs in sentences

Task	Time
1. Continue with Exercise E, and attempt Questions 1 and 2.	15 min
2. Attempt Exercise F.	10 min
3. Exercise G should be attempted. If the work cannot be completed in this lesson, it should be given as homework.	10 min
4. A brief recap of the learning points of the unit	5 min

A short, attractive piece from a well-loved author. Pupils should be encouraged to read all Dahl's stories, and reread them if they have done so already! If pupils have already read Dahl's stories for children, perhaps they would like to try some of his collections of short stories for adults. A list can be found at:

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

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- The grandmother decided to go to Bournemouth in order to obey her doctor's orders.
- 'It was an enormous white building on the sea-front and it looked to me like a pretty boring place to spend a summer holiday in'* he describe the hotel as, *'The ground floor of the hotel was a maze of public rooms, all of them named in gold letters on the doors.'*
- The grandmother had given the boy a pair of white mice as consolation because Bournemouth was a boring place.
- The first trick the boy taught the white mice was to creep up the sleeve of his jacket and come out by his neck.
- The hotel manager was angry with the boy and his grandmother for suggesting that the hotel was full of rats.
- The boy was confident that he had found a good place to train his mice because the ballroom was large and empty. The room had been used for a meeting of the members of the RSPCC, and even if these members were to come into the room while he was there, they would be good, kind people.

These questions are more difficult. Discuss them first.

- The grandmother outwitted the hotel manager by suggesting that there were rats in the hotel and it might be closed down if this fact was reported to the Public Health Authorities.
- Pupils will come up with their own ideas about what difficulties they might come up against if they were training mice.

While Reading: Pupils will give their own answers. Encourage all the pupils to give their answers

Challenge: Pupils will give their own answers with information gleaned from the text, e.g. stretch a string tight between your two hands, keeping it short. Put the mouse on your right hand and a little piece of a cake on your left hand. The mouse can see and smell the cake, and only has to take two steps along the string. Each time the mouse successfully crosses the string, allow it to nibble a piece of the cake, and lengthen the string. In this way a mouse can be taught to walk a tight-rope.

2. For each of the following

- say when the statement was made, to whom it was made, and what it refers to;
- say what is meant.

- a. The grandmother tells the boy when he asks her if it is true that a place like Bournemouth keeps people healthy.
Meaning: It's nonsense!
- b. The boy says this about the mice his grandmother has given him.
Meaning: They are lots of fun. Terrific means of a great amount, or intensity.
- c. The boy says this about the manager.
Meaning: Bristly here means a) with thick set hair (bristles), and b) with a temper, ready for a fight.
- d. Mr Stringer, the manager, says this to the grandmother when she tells him there are rats in his hotel.
Meaning: Going mauve in the face—getting very angry.
- e. The manager says this when the grandmother asks him whether or not they are going to be allowed to keep the white mice in the hotel.
Meaning: The manager is afraid that if the grandmother carries out her threat, there may be more trouble to deal with, so he suggests a simpler solution which will suit both parties.
- f. The boy says this when describing the hotel and his discovery of all the different rooms on the ground floor.
Meaning: There were so many rooms, and so many corridors, that the ground floor of the hotel appeared like a maze (a place in which to easily get lost) to the little boy.

B WORKING WITH WORDS

1. Why does Mr Stringer turn mauve? What does this tell us?

Discuss the questions first.

2. Which other colours are used to describe people's feelings or moods?

It tells us that the manager is very upset indeed! He is livid with rage, surprise, indignation, and many other emotions, so much so that he turns mauve. If he were merely embarrassed, he would have 'turned pink'; 'if he were filled with rage, he may have 'turned red'; if he were in a thunderous mood, he would have taken on 'a black look'.

3. Make a list of all the colours you can think of. Then try to use them in sentences to describe how people feel.

fear: white, ashen, grey, (yellow for cowardice)

anger: red, puce, purple, black

rage: (see above)

sadness: blue

sickness: white, ashen, colourless

envy: green

Alternatively, if we look at colours first and see which emotions and other ideas these convey, we get:
purple—dreams, wealth, royalty, sophistication (born to the purple), intelligence, excessively elaborate (empurpled literature), a purple patch or stretch (things going well),...

red—fear, warning, blood, danger, excitement, fire, passion, debt, heat, warning,...

blue—sky, openness, quietness, serenity, truth, cold, cool, ice, melancholy,...

black—sophistication, evil, darkness, elegance, power, rebellion, mystery, mourning, death,...

white—sickness, purity, cleanness, luminosity, emptiness,...

yellow—warmth, sun and sunshine, brightness, light, cowardliness, weakness,...

green—calm, serenity, nature, freshness, growth, vegetation, health, envy, everlasting, natural,...

orange—warmth, energy, sunsets, happiness,...

pink—feminine, nurture, security, good health (in the pink), softness, sweet,...

silver: steel-like, hard, cold, rich, scientific,...

2. Here are some words used by the author to describe movement. Try to find them in the passage. Use the words in interesting sentences of your own.

Pupils will write their own sentences. Discuss each expression after they have looked up the precise meaning of any words they do not know.

- a. pop (in): casually visit, for a moment or two, without any specific purpose, unexpectedly
- b. bursting (in): entering suddenly, without warning
- c. sidled: edged along in a furtive way
- d. marched: moved smartly forward, with a military bearing
- e. wandered: moved from place to place without purpose, without destination
- f. creep: move silently and stealthily
- g. run: move fast, at a rapid pace
- h. scuttling: moving or running quickly with short steps
- i. pouring (in): moving like a flow of water, *en masse*
- j. tiptoed: moved quietly, stealthily on the balls of the feet, cautiously, to avoid detection
- k. ventures forward: moves forward on a trip that is unpleasant, risky, dangerous

3. When would you use these words describing movements? Check the meanings in a dictionary, then use the words in sentences.

- a. scabble climb by scrambling, in disorderly haste; clamber
- b. scramble move or climb hurriedly, especially on the hands and knees
- c. scrape pass by while coming into contact in an abrasive or sliding manner
- d. weave move in and out or sway from side to side
- e. stampede move forward in a sudden, frenzied rush; come all at once at great speed

C LEARNING ABOUT LANGUAGE

Discuss pronouns, with special reference to personal pronouns.

Rewrite the following sentences so that every underlined noun or group of words is replaced by the correct personal pronoun.

Example: The man watered the rose bush every day.

He watered it every day.

- a. She gave it some food.
- b. They bought them.
- c. She took us to see it.
- d. It must have been cut down by you.
- e. He spoke to them about it.
- f. He said, 'Let me have it.'
- g. We wanted to stop it.

D LISTENING AND SPEAKING

WORD ASSOCIATION

You will find that pupils cooperate to try and discover the most words, and also the most obscure (yet connected) words. The point is to find words with a connection to the subject and to also find those words which are going to earn a point because nobody else comes up with the word. Pupils in different groups will be concentrating on building up their own wordlists for their chosen headword. Writing the words on the board later on will also benefit all.

You may introduce other headwords and play the game again at a later date.

E COMPOSITION

1. Find out what you can about raccoons and fill in the information in the table.
2. Use the information you have gathered about raccoons in a short story. For the story, think about the following:
 - characters
 - setting
 - theme(s)
 - plot (what happens and how)
 - conclusion or climax

If pupils do not know anything at all about raccoons, they can find out. Help the students imagine something about raccoons by asking what pupils do when you are not in the classroom. (When the cat is away...) Can they use those ideas to write about what a raccoon might do if it got into an empty house? Or pupils can come up with their own ideas.

Workbook: pages 55–60

A PRONOUNS

1. Underline all the personal pronouns in the following passage.
he, I, he, I, him, them, (his — here an adjective), they, us, she, me, her, you, I, them, me, she, she, me
2. Write the first 12 personal pronouns. Fill in other details, too.
 - a. **he**; third person, singular, the manager
 - b. **I**; first person, singular, the manager
 - c. **he**; third person, singular, the manager
 - d. **I**; first person, singular, the manager
 - e. **him**; third person, singular, the boy
 - f. **them**; third person, plural, the mice
 - g. **they**; third person, plural, the mice
 - h. **us**; first person, plural, the grandmother and the boy
 - i. **she**; third person, singular, the grandmother
 - j. **me**; first person, singular, the boy
 - k. **her**; third person, singular, the grandmother
 - l. **you**; second person, singular, the reader (anyone)

ADDITIONAL:

- m. **I**; first person, singular, the boy
- n. **them**; third person, plural, the mice
- o. **me**; first person, singular, the boy

B VOCABULARY

1. Find eight 'walking' words in the word square.

Pupils are to unscramble the words given in the box in their student book.

Use the words you have found in the blanks below.

- a. marched
- b. staggered
- c. strutted
- d. limped
- e. strolled
- f. striding
- g. shuffled
- h. toddled

C COMPOSITION

Write two letters; one from the grandmother to the hotel manager and the other from the manager to the grandmother.

Go through the text with the pupils.

Encourage the pupils to brainstorm and suggest them what to write. Remember that there are different ways of formatting a letter. These days, with email, facsimile, and so on, the address and all text is usually aligned at the left margin. However, handwritten letters still follow the traditional style.

All the relevant details should be included in the letters.

Lesson Plans

For detailed suggestions, refer to pages 64–68.

LESSON 1

Textbook Time: 40 min

Aims:

- To enhance reading skills
- To extend vocabulary
- To develop comprehension skills

Task	Time
1. Reading and discussion of the text and understanding of the unfamiliar words	30 min
2. Exercise A, Question 1 to be finished as homework.	
3. Continue with Exercise A, Question 2.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- To use figurative and descriptive language
- To develop written and spoken expression

- To identify and use pronouns

Task	Time
1. Attempt Exercise B, Questions 1 and 2.	20 min
2. Exercise B Question 3. The task can be given for homework.	5 min
3. Continue with Exercise C.	10 min
4. Recap the lesson.	5 min

LESSON 3

Textbook Time: 40 min

Aims:

- To expand vocabulary
- To practise directed writing

Task	Time
1. Attempt Exercise D.	20 min
2. Attempt Exercise E. Unfinished work can be continued in the next lesson.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- To practise pronouns
- To expand vocabulary
- To write a formal letter of request and an appropriate reply

Task	Time
1. Complete the work from the previous lesson.	5 min
2. Attempt Exercise A, Questions 1 and 2.	15 min
3. Continue with Exercise B.	15 min
4. Exercise C should be discussed and continued in the next lesson.	5 min

LESSON 5

Workbook Time: 40 min

Aims:

- To practise writing formal letters

Task	Time
1. Complete unfinished tasks from the previous lesson.	25 min
2. Revise all concepts covered in the unit.	15 min

Trespass

Read other poems by John Clare to the pupils. Ask them to find out more about the poet.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- Four words in the first four lines that indicate that the walker is worried: dreaded, cautious, wary, feared.
- He is walking across a meadow swath (a path cut through an area of grassland) which is privately owned so he is worried that the owner will come and reprimand him.
- The walker keeps on going even though he is worried because everything around him *'appeared so beautiful'*.
- The walker thinks that the people he meets as he walks are thinking disapproving thoughts about him because he has trespassed.
- The walker wishes that he could have such a place for himself.

These questions are more difficult. Discuss them first.

- The poet has used the word 'and' to start six of the fourteen lines in the poem. The impact is that it creates the sense of an ongoing journey, his walk, and the sense of connected thoughts that walking often produces.
- There are two sentences in the poem. The first sentence contains longer sections that run over the line ends. It contains the connective 'and' numerous times and creates a sense of his ongoing walk. The pace is faster in the second sentence because it is shorter; it also contains a lot more punctuation which makes it seem like he is being more decisive. It also contains negatives, 'cannot,' 'never,' and 'naught', which convey a sense of loss or negativity. Perhaps this reflects the end of his walk and less freedom for him.
- In the final lines of the poem, the walker decides that he cannot walk on another person's land because he has not got the freedom to do so; he is not wealthy enough to have the right to walk freely without judgement.

Opinion: Pupils will explain why they like or dislike the poem.

2. What is the rhyme scheme of this poem?

The poem is written in rhyming couplets.

3. Count the number of syllables in each line. What do you notice?

Every line has ten syllables. Pupils might notice that the poem has a rhythm to it. If they do, you can introduce the concept of the iambic pentameter.

If you wish, you can teach pupils about sonnet form (iambic pentameter, fourteen lines) which has been used here.

4. Answer the following questions with reference to context.

'And when I gained the road where all are free'

- i. Walking on private land, a meadow.
- ii. He passes strangers and thinks that they know he has been trespassing.
- iii. Pupils will give their own views - to explore, to see different sights, to be 'off the beaten track'...

5. Look at the words given in a box on the next page. Discuss them and look up any that you do not know the meaning of. Then, place them on a scale that goes down from the strongest emotion at the top. If you have words that you think are on a similar level, put them next to each other.

Pupils will choose their own order and should be able to justify their choices. They should look up the words and discuss them, comparing their lists to those of others.

B WORKING WITH WORDS

PREFIXES

Discuss the prefixes in the example.

1. See if you can write the negative forms of the following.

- | | | | |
|-----------------|------------------|------------------|-----------------|
| a. unable | b. unavoidable | c. disrespectful | d. invisible |
| e. nonviolent | f. disunited | g. incorrect | h. disapproving |
| i. discourteous | j. inconsiderate | k. uncooperative | l. undefeated |

2. How many words can you find of the same type as described above? The words should all be negatives. You may use your dictionary. Who can find the most words?

3. Make a chart for your classroom wall. Make boxes on the chart with the headings: dis-, non-, in-, and un-. Add words to the boxes when you can think of any new ones.

Perhaps pupils might start without the dictionary, see how many words they can come up with, then consult the dictionary to add words.

Examples:

unexpected, unconscious, unhelpful, ungrateful

distasteful, discomfort, disallow, disorderly

incapable, inelegant, indecisive, insecure

non-cooperative, non-aligned, non-vegetarian, non-religious

The chart need not contain the words with the prefix already added; only the box or section needs to be marked with the prefix. Some words will undoubtedly find their way into two (or more) boxes.

Example: count (dis- mis-), countable (un-, dis-), considerate (dis-, in-).

C LEARNING ABOUT LANGUAGE

ADJECTIVES

Discuss the different types of adjective given in the list on page 70 of the Student Book. Add further examples, and use the words in oral sentences.

See if you can pick out and name all the adjectives in the following sentences.

- a. dangerous—quality, thick—quality
- b. her—possessive, yellow and red—quality

- c. His—possessive, grey-haired—quality, delightful—quality
- d. This/that—demonstrative, big—quality, small—quality
- e. Our—possessive, amusing—quality, every—distributive
- f. four—quantitative, each—distributive, our—possessive
- g. poor—quality, blind—quality

D LISTENING AND SPEAKING

1. **Listen and say the words aloud. The words with ‘o’ have the same sounds as those with ‘ou’.**

Let the pupils practise saying the words. Check their pronunciation.

2. **Which of the following words do not fit into the list above?**

could, should

3. **Listen to the words. Write them down. When you have finished and the words have been checked, read your list aloud.**

Let the pupils practise saying the words. Check their pronunciation.

E COMPOSITION

Read the poem again. Then imagine that you are the narrator of the poem. You enjoy walking in the countryside through the fields and woods on little paths, but a new law says that you must only walk on the roads. Write a short piece in the first person, using the poem as inspiration, in which you describe going on a walk. Plan your piece of writing first by using the guide below as a framework for your notes.

- In the first paragraph, explain your feelings about walking in the countryside.
- In your second paragraph, explain the new law and describe how you feel about it.
- In your third paragraph, describe the walk you went on today and how you felt. Remember to show your appreciation of the countryside and your fear of being caught trespassing.
- In your final paragraph, say whether or not the new law and today’s walk will stop you from going off the main roads again.

Pupils can do this task independently.

Workbook: pages 61–67

A ADJECTIVES

Discuss the various suffixes that have been used. Get the pupils to suggest other words which could be added to the lists.

1. **Use one of the ways of forming adjectives from nouns and complete these phrases.**

- | | | | | |
|---------------------|---------------------|--------------|--------------|------------|
| a. fearless/fearful | b. musical | c. wooden | d. murderous | e. furious |
| f. bloody | g. colourful (less) | h. brotherly | i. dangerous | j. easy |

2. **Do you know the difference between the words in each pair?**

- a. fearful: terrible, awful; also, experiencing fear, frightened
fearsome: appalling, esp. in appearance
- b. childish: of, proper to, a child; improper for a grown person
childlike: having the good qualities of a child, such as innocence, frankness, etc.

B MORE ADJECTIVES

Think of suitable adjectives to describe the following and then use the phrases in sentences of your own. Try to think of vivid and exciting adjectives. Don't, for example, choose words like good and nice!

Pupils will find their own words and write their own sentences. Share their work. Who has come up with the most interesting words? Does everybody know what these words mean? These are some examples:

- a. cuddlesome, bouncy, suspicious
- b. comical, marvellous, intriguing, frightful, frightening
- c. endless, winding, airless, underwater
- d. fading, luxurious, Persian
- e. clammy, fearful, ghostly, gloomy
- f. ancient, prominent, precarious

C STRIKING ADJECTIVES

Rewrite the sentences using more striking adjectives in place of the weak ones.

- a. sumptuous, vast, ravenous
- b. blood-curdling, colossal, glittering, enraged
- c. peculiar, sodden, rotting

D PERSONAL PRONOUNS

Oral: Explain to the pupils that they should take great care when using the pronouns *I* and *me*, *he* and *him*, *she* and *her*, *we* and *us*, and *they* and *them*. *I*, *he*, *she*, *we* and *they* are used when we are talking about someone who has done something: in other words, when they are the subject of the sentence. *Me*, *him*, *her*, *us*, and *them* are used when they are the object of the sentence.

Mistakes are most often made when more than one person is introduced into the sentence, e.g. *he* and *me*, *them* and *us*. Explain to the pupils that they can test whether *I* or *me* should be used in a sentence by breaking it up thus:

Maham and... (me or I?) went to Europe last year.

Maham went to Europe last year.

I went to Europe last year.

So, the correct usage is:

Maham and I went to Europe last year.

The objective forms (*me*, *him*, *her*, *us*, and *them*) should always be used after a preposition.

He sat between *you* and *I*. (Incorrect)

He sat between *you* and *me*. (Correct, because *between* is a preposition.)

Fill in the blank spaces with the correct pronoun.

- | | | | | | |
|-------|--------|---------|---------|--------|--------|
| a. I | b. I | c. me | d. me | e. She | f. She |
| g. He | h. him | i. They | j. them | k. We | l. us |

E SILENT LETTERS

1. Put a circle round the silent letters.

wriggled	unwrap	combs	tortoise	prayer
bright	two	numb	watch	wrist

When pupils have finished the exercise, you might like to dictate the words in random order to check if they remember the spelling.

2. Use the following in sentences of your own.

Ask the pupils to look up the words in a dictionary if they are unsure.

- a. (Their) belongs to them
- b. (There) in that place
- c. (They're) They are
- d. (They've) They have
- e. (They'll) They will
- f. (They'd) They would (also *they had*)

F TENSES: REVISION

Oral: Go through the first table carefully. If time permits, try some other verbs too.

1. Try to complete the following tables.

to sit	Past	Present	Future
simple	He sat	He sits	He will sit
continuous	He was sitting	He is sitting	He will be sitting
perfect	He had sat	He has sat	He will have sat
to reach			
simple	He reached	He reaches	He will reach
continuous	He was reaching	He is reaching	He will be reaching
perfect	He had reached	He has reached	He will have reached
to take			
simple	He took	He takes	He will take
continuous	He was taking	He is taking	He will be taking
perfect	He had taken	He has taken	He will have taken

2. Underline the verbs in the following sentences. Write the tense in the brackets.

- a. dreaded (**s p**)
- b. goes (**s pr**)
- c. are (**s pr**)
- d. is looking/wonder (**pr c**)/(**s pr**)
- e. was (**s p**)
- f. am walking (**pr c**)
- g. can walk (**s p**)
- h. will judge (**s f**)
- i. were (**s p**)
- j. will be leaving (**f c**)
- k. has walked (**pr p**)
- l. come/will be fenced off (**s pr**) (**f p**)

G WORKING WITH WORDS

1. Here are some words associated with the weather—well, they are, if you can unscramble them.

rainstorm thunder dew hail
lightning mist monsoon sunshine snow

2. Join the words in A to the words in B to form new words.

a. underhand b. midday c. craftsman d. myself
e. eyesight f. outside g. wonderfully h. nothing

Lesson Plans

For detailed suggestions, refer to pages 70–75.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand the poem
- To develop reading skills
- To practise comprehension skills

Task	Time
1. Reading and understanding of the unfamiliar words	15 min
2. Attempt Exercise A, Questions 1, 2, and 3. The questions may already have been discussed during the explanation.	15 min
3. Continue Exercise A, Question 4 and attempt the question given in the opinion box.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- To use prefixes to form negatives—dis-, non-, in-, un-
- To further practise adjectives
- To expand vocabulary

Task	Time
1. Continue with Exercise A, Question 5.	10 min
2. Attempt Exercise B, Question 1.	10 min
3. Continue with Exercise B, Question 2. If the work cannot be completed in class, the task can be given for homework.	10 min
4. Attempt Exercise B, Question 3.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To reinforce and revise adjectives
- To identify the different types of adjectives
- To develop directed writing skills

Task	Time
1. Begin Exercise C.	15 min
2. Attempt Exercise D.	15 min
3. Introduce Exercise E. Pupils should plan their response in class and complete the writing for homework.	10 min

LESSON 4

Workbook Time: 40 min

Aims:

- To form adjectives by adding suffixes
- To identify different types of adjectives
- To expand vocabulary

Task	Time
1. Exercise A should be discussed.	10 min
2. Continue with Exercise A, Questions 1 and 2.	5 min
3. Attempt Exercise B.	10 min
4. Attempt Exercise C.	15 min

LESSON 5

Workbook Time: 40 min

Aims:

- Practice of personal pronouns
- To spell words with silent letters correctly
- To use the words their, there, they're, they've, they'll, they'd
- Revision of tenses
- To develop vocabulary and spelling skills

Task	Time
1. Attempt Exercise D.	10 min
2. Continue with Exercise E. The sentences can be completed as homework.	5 min
3. Attempt Exercise F, Questions 1 and 2.	15 min
4. Attempt Exercise G, Questions 1 and 2. If the tasks cannot be finished in this lesson, they should be given as homework.	10 min

This is an entertaining story with a moral.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- a. The children were playing their musical instruments in the house.
- b. At this time, Janko had been trying to read the newspaper and Monika had been in the small kitchen.
- c. The children's music had given Janko a headache and made him irritable.
- d. Monica showed that she was on the side of the children by winking at them and by making a joke.
- e. Monika's description of Janko's snoring made the children giggle.
- f. Wise Eva had helped Janko before by giving him advice about how to keep the birds out of his garden.
- g. Pupils can write their own description or lift the words from the text: *'Eva was small, like (his) Janko's wife, but much older. Her white hair, parted in the middle and flowing over her shoulders, made her look a little like a witch. All she needed was a cloak and a broom to complete the picture.'* She probably also looks friendly because she smiles.
- h. Yes. He says that his wife snores.
- i. Janko felt good after the animals had been removed from the house; he was able to appreciate his home and his family.

These questions are more difficult. Discuss them first.

- j. Statements and clues that indicate that the house was indeed small: the cupboard in the room, *'the kitchen too was small-not much larger than a cupboard'*, The crockery rattles when a cart goes past, and the fact that the children are kept awake by Janko's snoring.
- k. Janko's real problem was that he could not appreciate what he had. Pupils will come up with their own ideas about how Eva solved Janko's problem with birds coming into his garden.

While Reading: The moral is that we should appreciate what we have.

Challenge: Monika says, *'We have to learn to share the space we have.'* Pupils will give their own examples of how they would have managed in the same situation as the family.

2. Answer the following questions with reference to context.

- a. *'Anywhere, but in my ear!'*
 - i. Janko
 - ii. Where else are they to play?
 - iii. Snoring. All night.

- b. 'Your expression tells me there is something on your mind ...'
- i. Wise Eva to Janko
 - ii. He looks forlorn.
 - iii. He wishes that he had a bigger house so that he could have some space and some peace.

B WORKING WITH WORDS

1. Use these words and phrases in sentences of your own.

Pupils will write their own sentences. Discuss the words and phrases they do not know the meaning of, after they have looked up the precise meaning in a dictionary.

2. Write the opposites of the following. You will find all the opposites in the story (if you can't think of them yourself).

Pupils can come up with their own, valid, opposites. Here are the ones from the story.

- | | | |
|-------------------------|-------------------------|--------------------------|
| a. imprecisely/exactly | b. sadly/jovially | c. quietly/loudly |
| d. disobedient/obedient | e. unkindly/softly/kind | f. worse/better |
| g. dirtying/cleaning up | h. abnormal/normal | i. foreground/background |
| j. shrank/stretched | k. unexcited/excited | l. disagree/agree |
| m. ugly/pretty | n. gradually/quickly | o. started/stopped |

3. Find two or more meanings for each of the following. Use your dictionary.

Pupils should use a dictionary and write down at least two meanings. Pupils should look up the words. Some have two very different meanings; some have different meanings for the verb and noun. Below, two possible meanings (and the word class) have been given, but there are other possible meanings that the pupils may use.

- a. **drumming** **Noun:** a percussion instrument sounded by being struck with the hands or sticks;
Verb: playing on a drum
- b. **clanging** **Noun:** the loud, resonant metallic sound or series of sounds.
Verb: making or causing to make a clang
- c. **fresh:** **adjective.** (of food) recently made or obtained; not tinned, frozen, or otherwise preserved. **adv.** Newly; recently
- d. **noise:** **Noun:** a sound, especially one that is loud or unpleasant or that causes disturbance.
Noun: Random fluctuations that obscure or do not contain meaningful data or other information
- e. **aloft** **Adverb:** up in or into the air; overhead. **adv.** up the mast or into the rigging of a ship
- f. **moment** **Noun:** a very brief period of time. **Noun:** an exact point in time
- g. **holding** **Noun:** an area of land held by lease.
Verb: grasping, carrying, or supporting with one's arms or hands
- h. **home** **Noun:** a place where one lives, the native habitat, a headquarters, the starting position.
Verb: go or return to one's residence, to be guided to a target
- i. **pretty** **Adjective:** (of a person, especially a woman or child) attractive in a delicate way.
Adverb: to a moderately high degree; fairly
- j. **problem** **Noun:** matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome. (in chess) an arrangement of pieces in which the solver has to achieve a specified result

C. LEARNING ABOUT LANGUAGE

INDIRECT OBJECT

Go through the text with the pupils. Give further examples.

1. Find the direct and indirect objects in the sentences. Mark them as follows.

verb direct object

- a. Sameer told us a story last night.
- b. My uncle sent me a calendar for Christmas.
- c. The lady showed her son the presents.
- d. The builder built Bill a building.
- e. When the principal left the school the teachers gave him a clock.
- f. 'Please bring me a bunch of roses.'

ADVERBS

Discuss the different types of adverbs.

2. Pick out the adverbs in the following and say whether the adverb tells us where, when, or how often the action of the verbs takes place.

- a. adverb—carefully (it tells us how he looked)
- b. adverb—tomorrow (it tells us when)
- c. adverb—here and there (it tells us where)
- d. adverb—just (it tells us when)
- e. adverb—slowly (it tells us how)
- f. adverb—now (it tells us when)
- g. adverb—yesterday (it tells us when)

3. Add interesting adverbs to the following.

- a. cough noisily/loudly/rudely/discreetly
- b. creep silently/stealthily/surreptitiously/sneakily
- c. leave immediately/abruptly/unwillingly
- d. stands easily/uneasily/upright/proudly
- e. balance carefully/acrobatically/precariously
- f. imitate perfectly/expertly/realistically
- g. punish severely/unreasonably/harshly/lightly
- h. whisper quietly/secretively/conspiratorially

Introduce other words too.

Example: cry bitterly/inconsolably/piercingly laugh
wildly frenziedly uncontrollably raucously

D LISTENING AND SPEAKING

1. Here are some proverbs. Discuss what they might mean.

Pupils should be encouraged to take part and contribute to the discussion.

- a. **All's well that ends well.** If the final result is good, the previous difficulties and failures are forgotten. What happens in the end is most important.
 - b. **Beauty is only skin deep.** The inner qualities, not the outward appearance, show the true nature of a person.
 - c. **Every dog has its day.** Every person will have success or good fortune some time.
 - d. **A new broom sweeps clean.** A new person doing a job makes a lot of changes and does the job well.
 - e. **It's easy to be wise after the event.** It is easy to say what should have been done to avoid failure after the failure has happened.
 - f. **First come, first served.** The person who finishes something, or arrives first, has the best chance of success.
2. **What makes a home 'Home, sweet home'—the people in it, the things in it, its location, its size? Discuss this, saying what you believe makes your home what it is. Are there some steps you or others could take to make it better than it already is?**

This discussion will come in useful for Exercise E, below.

E COMPOSITION

Write a letter to a friend. Tell your friend about your home and why you like or dislike it. Before you end the letter, explain to your friend how you would make it a better place.

Refer pupils to the letter writing tasks they have done previously and check that they remember where to place the addresses, greeting, etc. before they begin. The emphasis here is on description of the home and of details within it that they like or dislike. They should remember to keep it positive by coming up with solutions to any issues they identify.

PROJECT

Great inventions.

Janko's problems are solved in a simple way. Humans have solved other problems and made life easier by inventing things. Discuss all of the inventions in the list in the student book 6. Do you know what they are? Which one is 'the greatest'? Are there any other inventions that you would like to add to this list? Are there any on the list that you would remove? Give reasons for your choices.

Pick one of the inventions above and find out all about it. What is its history? How was it developed? How has it changed? Why is it a great invention? What impact has it had on human life? Make an interesting presentation about the invention.

If time and resources permit, you could dedicate a lesson to this research. Alternatively, pupils should complete the project at home. Give them a week or two to complete the task. Display their work.

Workbook: pages 68–74

A LANGUAGE

Discuss and review what the pupils already know about verbs subject, and object.

Rewrite the sentences putting the indirect object next to the verb, without *to* or *for*.

- a. Rameez, please give Mr Kamal these books.
- b. Nurse, take the patient these medicines.
- c. She has sent the parents the reports.

- d. I asked the artist to paint me a picture.
- e. The young mother read her child a story.
- f. Please bake the children a cake.

B ADVERBS

Study the following sentences and discuss the text.

Discuss the text, highlighting the function performed by the adverbs, and which specific questions they answer. You may use some of the words in the list for the exercise by putting them in a sentence.
Example: We recently went to the cinema to see an exciting film.

Which is the verb? (went: it is the verb)

Which word tells us about the verb? (recently: it is an adverb)

Which question can we ask to determine what kind of adverb 'recently' is? (When? When did we go to the cinema? We went recently. 'Recently' is an adverb of time.)

1. Below in a list of adverbs. Do they usually tell us *how* or *where*, *when*, or *why*?

- | | | | |
|-------------------|--------------------|---------------------|---------------------|
| a. cleverly: how | b. quietly: how | c. recently: when | d. there: where |
| e. certainly: how | f. forwards: where | g. easily: how | h. therefore: why |
| i. then: when | j. because: why | k. behind: where | l. eventually: when |
| m. here: where | n. since: when | o. afterwards: when | p. unkindly: how |

2. Pick out the adverbs in the following sentences. Say whether they are adverbs of *time*, *manner*, or *place*.

- | | | |
|-----------------------------|----------------------------|---------------------------|
| a. carefully— manner | b. well— manner | c. anywhere— place |
| d. before— time | e. afterwards— time | f. angrily— manner |
| g. now— time | h. here— place | i. Then— time |

3. Think of interesting adverbs to describe each of the following actions.

Examples:

- a. heavily/unceasingly/hard (Note: not *hardly*!)
- b. brightly/warmly/comfortingly
- c. quietly/restlessly/peacefully/intermittently
- d. carefully/gently/thoroughly/expertly
- e. courageously/bravely/stupidly/thoughtfully
- f. noisily/mercilessly/furiously/thunderously/dangerously
- g. slowly/painfully/jauntily/unsteadily
- h. noisily/forwards/ahead/swiftly

Pupils will write their own sentences. Share the results with the class.

C HOMOPHONES

Oral: Discuss the picture and the caption. Make sure the pupils see the joke and how it is based on the meaning of one word —steak/stake.

Rewrite the sentences replacing the misspelt words with the correct ones.

- a. stake b. allowed c. principal d. boar e. deer f. meddle

D SPEECH PRACTICE

Allow time for pupils to have a number of turns at saying this tricky rhyme.

E VOCABULARY/DICTIONARY WORK

1. Write the nouns which may be paired with the following verbs.

- | | | |
|----------------------|-------------------|------------------------|
| a. agree/agreement | b. believe/belief | c. see/sight |
| d. invite/invitation | e. prove/proof | f. weigh/weight |
| g. beg/beggar | h. defend/defence | i. pack/package |
| j. try/trial | k. sell/sale | l. approve/approval |
| m. thief/thief | n. sit/seat | o. imagine/imagination |

2. Write the noun which goes with each of the following adjectives.

- | | | |
|---------------------|----------------------|-----------------------|
| a. danger/dangerous | b. glory/glorious | c. Pakistan/Pakistani |
| d. friend/friendly | e. expense/expensive | f. life/lifelike |
| g. circle/circular | h. fame/famous | i. Europe/European |

3. Now fill in the blanks with nouns chosen from the two lists above.

- | | | | |
|--------------|----------|--------------------|------------|
| a. agreement | b. seat | c. sale | d. package |
| e. approval | f. glory | g. Pakistan/Europe | h. circle |
| i. package | j. trial | k. defence | l. sight |

Lesson Plans

For detailed suggestions, refer to pages 77–82.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand a story with a moral
- To practise comprehension skills

Task	Time
1. The stories should be read and discussed. During reading, questions should be asked to ensure that the pupils have understood the significance of the message and the terminology.	20 min
2. Attempt Exercise A, Questions 1, 2, and Challenge questions. Many of the questions may already have been discussed. Each pupil should be given a chance to participate. Incomplete work can be completed as home work.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To expand vocabulary
- More practice of adjectives
- The indirect object

Task	Time
1. Attempt Exercise B, Questions 1, 2 and 3.	25 min
2. Attempt Exercise C, Indirect objects.	15 min

LESSON 3

Time: 40 min

Aims:

- To revise and reinforce adverbs and to introduce the various kinds of adverbs
- To develop listening and speaking skills
- To increase vocabulary
- To understand some common proverbs

Task	Time
1. Continue with Exercise C, Adverbs; attempt Questions 2, and 3.	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 develop creative writing skills
- To develop discussion skills (and research skills)

Task	Time
1. Continue with Exercise E.	20 min
2. Introduce and discuss the project. Complete for homework.	20 min

LESSON 5

Workbook Time: 40 min

Aims:

- Further practice of indirect objects
- To revise and reinforce the different kinds of adverb

Task	Time
1. Attempt Exercise A.	15 min
2. Attempt Exercise B, Questions 1, 2, and 3.	20 min
3. Revise the key concepts covered in the unit so far.	5 min

LESSON 6

Workbook Time: 40 min

Aims:

- To introduce homophones
- To revise and reinforce nouns, verbs, and adjectives

Task	Time
1. Attempt Exercise C.	10 min
2. Attempt Exercise D.	5 min
3. Attempt Exercise E, Questions 1, 2, and 3.	20 min
4. Recap the learning points of the unit.	5 min

The Pobble Who Has No Toes

Remind the pupils about limericks and the form they usually take. Edward Lear wrote many.

Find out more about Edward Lear from:

[http://en.wikipedia.org/wiki/Limerick_\(poetry\)](http://en.wikipedia.org/wiki/Limerick_(poetry))

<http://www.nonsenselit.org/Lear/>

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

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- a. Lear suggests that the Pobble's toes may have been carried away by shrimps, crawfish, or crafty mermaids. How they disappeared is anybody's guess.
- b. Aunt Jobiska made the Pobble drink lavender water tinged with pink, gets him to wrap his nose in a piece of scarlet flannel and then sends him off to swim the Bristol Channel to find her 'runcible cat with crimson whiskers'.
- c. Pupils will give their own ideas, with reference to what they have read in the poem. They could also draw a picture.

2. Reference to context

For his Aunt Jobiska said, 'No harm

Can come to his toes if his nose is warm;

- a. Aunt Jobiska said this after he set off across the Bristol Channel.
- b. Before the Pobble set out, he wrapped his nose in a piece of scarlet flannel.
- c. No—he lost his toes anyway!

3. Put in the accents for the whole of the first stanza.

Pupils will need time to read the stanza through, copy it out, and add the accents.

The Pobble who has no toes

Had once as many as we;

When they said, 'Some day you may lose them all; —

He replied, — 'Fish fiddle de-dee!'

And his Aunt Jobiska made him drink,

Lavender-water tinged with pink,

For she said, 'The World in general knows

There's nothing so good for a Pobble's toes!

B WORKING WITH WORDS

1. Make a list of the silly words and ideas in the poem.

Pobble (without toes), Fish fiddle de-dee, wrapped his nose in a scarlet flannel, tinkledy-binkledy-winkled, runcible cat, crimson whiskers, eggs and buttercups fried with fish

2. What do the following people do to get these names?

poacher—poaches; captures animals unlawfully on someone else's property

magistrate—a civil officer who administers law

philanthropist—one who loves people; who exerts himself on behalf of his fellows

biographer—a person who writes about the lives of others

dramatist—a person who writes plays

martyr—one who undergoes death or suffering for any great cause

bursar—a person who looks after the money matters of a college or school

traitor—one who acts disloyally to his country, king, or himself

escapologist—a person who makes a living from escaping from bonds of various kinds

philatelist—a person who collects stamps

caterer—a person who provides food for others

tinker—a person who mends pots and pans

3. Rewrite the sentences, using one of the words from the list in place of the italicized words in the sentences.

Note that alternatives are possible, but the jigsaw has to be completed, so no words should be left dangling and then inserted inappropriately at the end!

- a. The mouse in the trap *squeaked*, 'Let me out!'
- b. 'Get out of here!' *yelled* the angry lady.
- c. 'He won't give me another cake,' *moaned* the little boy.
- d. 'Where have you been?' *thundered* the giant angrily.
- e. I am the king of the jungle!' *roared* the lion.
- f. 'We are lost! We are lost!' *wailed* the tearful woman.
- g. The large policeman *bellowed* at the boys across the field.
- h. 'Help me! Help me!' *screamed* the man who was hurt.
- i. 'Quick! Pass the ball!' *cried* the boy to his team mate.
- j. 'We've won the match!' the children *whooped*.

C LEARNING ABOUT LANGUAGE

Go through the text with the pupils and give further examples.

Pick out the verbs in these sentences and say whether they are transitive or intransitive.

- a. constructed - transitive object - the bridge
- b. ran - intransitive
- c. pull - transitive object—the rope
- d. played - intransitive
- e. put - transitive object—packet
- f. ran - intransitive

g writes —transitive object—poetry

h. writes —intransitive

How would *ran* be used transitively? He *ran* the business. She ran 5 kilometre/a marathon.

ADVERBS

2. Find interesting adverbs to go with these verbs from the poem. Use them in sentences of your own.

Pupils will write their own sentences.

D LISTENING AND SPEAKING

Write out the words and put a circle round each silent letter.

sight whole benign design

knife thumb limb gnat

knob dumb light psalm

through should bomb knave

Ask pupils to try and think of words which have the following silent letters. Do not tell them the words till they have had a good think. This is not a complete list.

Silent letter **Words**

n damn, autumn, hymn, column

g gnome, foreign/er, design, gnarl, sign, resign, deign, reign

u guest, tongue, rogue, biscuit, guilty, guitar, building, guess

h what, why, when, whether, ghost, hour, while, rhyme, rhythm

t scratch, butcher, Christmas, listen, soften, often, witch, castle, watch

k know, knitting, knock, knack, knickers, knee, knob, knife, knight

d Wednesday, hedge, handkerchief, badge, edge, handsome

l almond, palm, calm, salmon, calf, yolk, walk, folk, half, chalk

b lamb, tomb, debt, comb, doubt, climbing, crumb, thumb, bomb, plumber, limb

w wrote, wren, sword, wrinkle, wrestling, wriggle, whole, wrong, wrist, two, wrap

E COMPOSITION

What do you think? Write about how the Pobble lost his toes. Share your ideas with others in class.

The writing could be done in the style of Lear; in other words, pupils should try to make up some words of their own in explaining how the Pobble lost his toes. Pupils need not stick closely to what has already been stated in the poem, but should come up with some new possibilities.

Workbook: pages 75–79

A ADVERBS AND ADJECTIVES

1. In the following sentences say whether the italicized words are adjectives or adverbs.

a. forty—adjective —with noun ‘thieves’

immediately—adverb —with verb ‘seen’

- | | |
|----------------------|------------------------|
| b. always—adverb | —with verb ‘get’ |
| homely—adjective | —with noun ‘feeling’ |
| c. burly—adjective | —with noun ‘conductor’ |
| rudely—adverb | —with verb ‘spoke’ |
| d. wily—adjective | —with noun ‘man’ |
| fast—adverb | —with verb ‘thinks’ |
| e. quickly—adverb | —with verb ‘ran’ |
| weekly—adjective | —with noun ‘newspaper’ |
| f. gracefully—adverb | —with verb ‘flew’ |
| lofty—adjective | —with noun ‘mountains’ |

2. Pick out the adverbs in the following.

- | | | |
|------------------|-----------------|------------------|
| a. i. early | ii. immediately | |
| b. i. cautiously | ii. comfortably | |
| c. i. pleasantly | ii. tastefully | iii. colourfully |
| d. i. afterwards | ii. sweetly | |

B TRANSITIVE AND INTRANSITIVE VERBS

Oral: Revise what the pupils have already learnt about transitive and intransitive verbs. The action of a transitive verb passes to the object.

Example: The boy *sang* a song. Sang what? Sang a song.

sang is a transitive verb.

The action of an intransitive verb does not pass on to an object.

Example: The children ran. The birds flew.

ran and *flew* are intransitive verbs in this context.

The children ran a shop. The men flew a flag.

Now the verbs *ran* and *flew* are transitive verbs, because there is an object in each case: Ran what? Ran a shop. Flew what? Flew a flag.

In a dictionary, pupils will see the letters v.i or v.t. next to the verbs: these indicate whether they are transitive (v.t.) or intransitive (v.i.). Some verbs are transitive, others are intransitive; some can be both transitive and intransitive.

1. Pick out the transitive verbs in the following and name their objects.

- (v.t.) recited (object)—poem
- (v.i.)—sprang (object)—none
- (v transitive)—scored (object)—goal
- (v.i.)—is complaining (object)—none
- (v transitive)—saw (object)—trickles
- (v.i.) played (object)—none
- (v transitive)—played (object)—violin
- (v.i.)—sailed (object)—none

2. Add a suffix to each of the following to make a word of opposite meaning.

- | | | | | | |
|-------------|------------|-------------|--------------|------------|-----------|
| a. fearless | b. useless | c. painless | d. colourful | e. careful | f. lawful |
|-------------|------------|-------------|--------------|------------|-----------|

C IDIOMATIC LANGUAGE

1. Read and discuss these expressions with the verb *turn*.

Ask the pupils to use the expressions in different sentences and contexts, and also in different tenses.

2. Write ten sentences for each of them.

Pupils will make up their own sentences, after these have been discussed in class.

Examples:

1. The applicants were all turned down for the job.
2. It is time for the younger children to turn in.
3. The thief was turned in last Tuesday.
4. It turned out that the lost puppy had been found and adopted by a kind family.
5. There was no need for him to turn on the chairman in such a manner.

Also look up: turn off, turn up, turn over, turn to, turn away

D SYLLABLES AND ACCENT (STRESS)

1. Break up the lines, marking off each syllable.

- a. O/ver /the/ hills/ and /far/ a/way (8)
- b. To/ La/hore /and / back,/ Sir (6)
- c. I /thought / I / heard / the / old / man / sneeze (8)
- d. So /ve/ry /ear/ly /in /the /mor/ning (9)
- e. Whose /books /these /are /I /think /I /know (8)

2. Using a dictionary, find out where the accent comes in these words.

- | | | | |
|------------|-------------|------------|------------|
| a. SKILful | g. PLATform | b. Over | h. BUgLe |
| c. aWAY | i. adDRESS | d. EVery | j. dePRESS |
| e. WICKed | k. GALLant | f. TEAcher | l. poLITE |

3. Check the pronunciation of each pair below. Use the words in sentences.

Examples:

- a. i. My grandmother gave me a new pen as a PREsent for my birthday.
ii. A small girl should preSENT the chief guest with a bunch of flowers.
- b. i. Aziz studied hard as he wanted his work to be PERFect.
ii. Mohsin tries to perFECT the way he speaks English.
- c. i. I ate the apple but I threw the core in the REFuse.
ii. We think the man will reFUSE to sign the papers tomorrow.

Lesson Plans

For detailed suggestions, refer to pages 85–89.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and discuss the poem

- To expand vocabulary
- To assess comprehension skills

Task	Time
1. The poem should be read and discussed. During reading, several words related to the poem can be discussed.	20 min
2. Attempt Exercise A, Questions 1, 2, and 3. Many of the questions may already have been discussed. Unfinished tasks can be given as homework.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To identify poetic licence (nonsense words and ideas used in the poem)
- To increase vocabulary
- To introduce various occupations and specific names for performing certain tasks, e.g. martyr
- To use different words which refer to sound

Task	Time
1. Attempt Exercise B, Questions 1, 2, and 3.	25 min
2. Continue with Exercise C, Questions 1 and 2. Complete for homework.	15 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To increase vocabulary
- To identify silent letters
- To develop creative writing skills

Task	Time
1. Continue with Exercise D.	10 min
2. Attempt Exercise E.	20 min
3. Recap the key concepts taught so far.	10 min

LESSON 4

Workbook Time: 40 min

Aims:

- To reinforce adverbs and adjectives
- Further practice of transitive and intransitive verbs
- To form opposites using prefixes and suffixes

Task	Time
1. Attempt Exercise A, Questions 1 and 2.	15 min
2. Attempt Exercise B.	15 min
3. Attempt Exercise C, Questions 1 and 2.	10 min

LESSON 5

Workbook Time: 40 min

Aims:

- To use common phrasal verbs
- To make sentences using phrasal verbs
- To count the number of syllables in a line
- To give words the correct oral stress according to part of speech

Task	Time
1. Attempt Exercise D, Questions 1 and 2.	20 min
2. Attempt Exercise E, Questions 1, 2, and 3.	20 min

Note how the excitement mounts as the train approaches. The noise gets louder, the children are more anxious, the suspense builds and builds... and then silence settles and there is calm.

Although the book *The Railway Children* is over 100 years old, it is still a favourite with children all over the world. Encourage your pupils to read the whole book if they have not done so already.

Note that Bobbie is a girl's name, short for Roberta.

For more information about the author and a list of titles:

http://en.wikipedia.org/wiki/E._Nesbit

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- The carriage windows were pulled up when the train was going through the tunnel to prevent the smoke from the engine coming into the carriage. (1. It is a steam train. 2. In old carriages the window frames were pulled up and hooked up with a short leather strap.)
- When you are on foot in a tunnel you can see water dripping down the walls. The bricks are a dull, sticky, sickly green. The light from outside shines in for quite a long way.
- There were three children in the tunnel.
- Phyllis was the most frightened.
- Peter is referring to the noise of the train.
- The wires are those which connect the points or signals to the signal box.
- With the words: rush, roar, rattle, blast, hurtled, clanging, jangling, echoing, whiz.

These questions are more difficult. Discuss them first.

- Phyllis compares the train to a dragon because it roars and puffs out smoke and fire like a dragon. Also, the train's lights look like eyes glowing in the dark.
- Pupils will give their own views about train travel or the idea of train travel. They should discuss the differences between travelling on an electric or diesel train and travelling on a steam train.

While Reading: Pupils should talk about the questions. If they know the story from the book or an adaptation, they might be able to tell you the answers. Most will have to invent some responses and think creatively.

Challenge: Encourage children to give their own answers.

2. In your own words, explain what is meant by the following.

- The wire between two telegraph poles sags and then catches at the top of the pole. From a moving train, the wires seem to dip and rise.
- The hawthorn hedges have been clipped and trimmed to keep them neat and tidy.
- A green which is very pale, like the skin-colour of a sick person.

- d. The gathered material of a skirt where it meets the waistband (especially common in old-fashioned skirts).
- e. A mild term of ridicule.
- f. A cavity or recess in the wall which workmen can shelter in as trains go by. (There are also manholes on streets; these are cavities underground for sewers, etc. and the top is covered by a metal manhole cover.)

B WORKING WITH WORDS

1. Find words in the story that mean the following.

- | | |
|-------------------------------------|-------------------------------|
| a. a loud noise—roar | b. tearing—ripping |
| c. pulled—dragged | d. quietness—silence |
| e. a person who is not brave—coward | f. tripped over—stumbled over |
| g. slowly—gradually | h. humming like a bee—buzzing |
| i. held on tightly—clung | j. bright—dazzling |
| k. moving forward—advancing | l. moist and slippery—slimy |

2. Carefully read the last two paragraphs of the story and pick out all the words for sounds and noises. Can you fit seven words into the grid below, exactly as they appear in the passage?

rush, roar, rattle, blast, hurtled, clanging, jangling, echoing, whiz

BLAST

ECHOING

ROAR

RATTLE

WHIZ

CLANGING

JANGLING

3. Can you add any other words for sounds to the list you have made?

Pupils have already learnt a number of words for sounds of various kinds. How many can they remember? Here are a few:

bang, bark, bawl, bay, bellow, bleat, boo, bray, buzz, cackle, call, caterwaul, caw, cheep, cluck, coo, crash, crow, crunch, cry, gobble, groan, growl, grunt, hiss, holler, honk, howl, lament, mewl, moan, moo, neigh, peep, pipe, roar, rumble, scream, screech, shout, shriek, snore, squawk, squeak, squeal, tinkle, titter, trill, tweet, ululate, utter, wail, whimper, whine, whinny, whir, whoop, woof, yell, yodel

4. Complete the following in your own words.

Pupils may use their own words or those from the story.

5. With the help of your dictionary, find as many meanings as you can for each of the following words. Say whether they are nouns or verbs.

Encourage the pupils to find out, and then ask them to discuss the meanings.

- wing** —a limb of a bird (n)
 —supporting part of an aeroplane (n)
 —to wound someone slightly on the arm (v)
 —addition to a building (n)
 —in football or hockey, a person who is to the side of the centre (n)
 —two or more squadrons of aeroplanes (n)

- sight**
 - pilot’s badge **(n)**
 - faculty of vision **(n)**
 - being seen **(n)**
 - space within which object or person can be seen **(n)**
 - show, spectacle **(n)**
 - take observation of something with an instrument **(v)**
 - something worth seeing **(n)**
- pound**
 - a measure of weight; 2.2 pounds equals 1 kg. **(n)**
 - enclosure for stray animals **(n)**
 - crush as with a pestle **(v)**
 - walk or run heavily **(v)**
 - beat with fists **(v)**
- foot**
 - end part of leg beginning at the ankle **(n)**
 - step, pace, tread **(n)**
 - infantry soldiers **(n)**
 - lower end of bed **(n)**
 - unit of length **(n)**
 - lower, usually projecting, part of something **(n)**
- match**
 - person equal to another in some quality **(n)**
 - contest of skill **(n)**
 - matrimonial alliance **(n)**
 - short piece of wood tipped with combustible material **(n)**
 - to pair one thing with its equal **(v)**
- race**
 - to compete in speed with **(v)**
 - group of persons or animals connected by common descent **(n)**
 - root of ginger **(n)**
 - onward movement esp. water **(n)**

C LEARNING ABOUT LANGUAGE

In your notebook, make similar tables for the verbs write, read, and talk.

Verb: to write	Past	Present	Future
Simple	He wrote	He writes	He will write
Continuous	He was writing	He is writing	He will be writing
Perfect	He had written	He has written	He will have written
Verb: to read	Past	Present	Future
Simple	He read	He reads	He will read
Continuous	He was reading	He is reading	He will be reading
Perfect	He had read	He has read	He will have read
Verb: to write	Past	Present	Future

Simple	He talked	He talks	He will talk
Continuous	He was talking	He is talking	He will be talking
Perfect	He had talked	He has talked	He will have talked

D LISTENING AND SPEAKING

The children went into a tunnel and a train came hurtling by. Do you think they were foolish, or adventurous, or both?

Think about this for a few minutes and then discuss the idea in class. You must give some reasons for your point of view. You may debate the question. Who thinks this was foolish? Who thinks this was adventurous, brave, and worthwhile? Form two teams to debate the issue, and then try to decide which team put forward the most rational arguments in the most coherent way.

E COMPOSITION

Write about one of the following.

If pupils choose 1. or 2, they should try and be as descriptive as possible, and use some of the sound words they read in the story.

If they choose 3., they should try to make this as exciting as possible.

Workbook: pages 80–84

A TENSES

Verb: to bring	Past	Present	Future
Simple	He brought	He brings	He will bring
Continuous	He was bringing	He is bringing	He will be bringing
Perfect	He had brought	He has brought	He will have brought
Verb: to buy	Past	Present	Future
Simple	She bought	She buys	She will buy
Continuous	She was buying	She is buying	She will be buying
Perfect	She had bought	She has bought	She will have bought
Verb: to show	Past	Present	Future
Simple	They showed	They show	They will show
Continuous	They were showing	They are showing	They will be showing
Perfect	They had showed	They have showed	They will have showed

B COLLECTIVE NOUNS

1. What are the collective nouns used for the following?

a bundle of hay	a group of people	a range of hills
a series of events	a suit of clothes	a pair of shoes
a pile of books	a heap of stones	a bunch of keys

2. The words in the list below belong to the same family. Unscramble the words and also name the family.

chappals, shoes, boots, slippers, sandals
The class of these objects is called footwear.

C ANTONYMS

Here are some suggestions. Accept other possible options.

remember	last	tight	wide	rarely	lost
rough	few	dark/dull	above	foolish	alive

D VOCABULARY: SOUND WORDS

1. Read them aloud.

Note how the author uses different words to describe sound, and different words to describe movement: the variety makes for good writing. Uninteresting writing will have no variety, and therefore no attraction or excitement. Encourage pupils to remember this when they write their own essays.

2. Match the 'sounds' words in A with the nouns in B.

a. ping/bullet	b. peal/bell	c. pop/cork	d. clang/anvil
e. twang/bow	f. whirr/wings	g. blast/explosion	h. rustle/silk

3. Fill in the blanks with suitable words from the box below.

a. creak	b. wail	c. clap	d. throb
e. screech, grinding	f. tinkle	g. jangle	

E DICTIONARY WORK: MOVEMENT WORDS

Search for these words in your dictionary if you don't know exactly what they mean. Use them in sentences of your own.

Examples:

- The chick emerged from the shell and went 'cheep'.
- The motorcycle accelerated down the road and eventually the noise subsided.
- The aeroplane descended along the runway before it landed.
- The boy scrambled up the hill to be the first to reach the top.
- The fish slithered from his hands and fell back into the water.
- The eagle swooped down to pick up the mouse.

Lesson Plans

For detailed suggestions, refer to pages 92–96.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand descriptive narrative writing
- To develop observation skills
- To expand vocabulary
- To practise comprehension skills

Task	Time
1. Reading of text and understanding the unfamiliar words	20 min
2. Attempt Questions 1 and 2 of Exercise A. Some of these questions may have been discussed already.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To expand vocabulary
- To write simple descriptive sentences
- To practise forming verbs in the past, present, and future in the simple, continuous, and past tenses

Task	Time
1. Continue with Exercise B, and attempt Questions 1, 2, and 3.	20 min
2. Attempt Exercise B, Questions 4 and 5. If the work cannot be completed in this lesson, it should be given for homework.	10 min
3. Attempt Exercise C and give it for homework if it is not finished in class.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To develop observation skills

Task	Time
1. Attempt Exercise D.	15 min
2. Exercise E should be briefly discussed and begun. It can be completed as homework.	20 min
3. Recap everything that has been taught so far.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- To develop understanding of forming tenses
- To teach more collective nouns
- To match sounds to nouns
- To expand vocabulary

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

LESSON 5

Workbook Time: 40 min

Aims:

- To match sounds to nouns
- To expand vocabulary

Task	Time
1. Continue with Exercise D.	15 min
2. Attempt Exercise E.	20 min
3. Recap learning from this unit.	5 min

An intriguing story about two feral children who were discovered in 1920. There is an Internet site that contains information about other feral children:

<http://www.feralchildren.com/en/index.php>

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- One of the men licked his lips because he was nervous and his lips were dry with fright.
- People knew they were not wolves but did not know what they were, so they called them demons.
- Now in the gathering twilight,...
Sunset was time for the demons to appear.
The forest was bathed in a deep red glow from the setting sun.
The first of the large fruit bats flapped past the waiting men.
- Mr Singh made notes so we know he kept a diary of some sort.
- Mr Singh knew the children had been living with the wolves for a long time because both ran on all fours.
- The villagers refused to help because they believed that evil spirits, not the children, were in the wolves' home.
- The hunting party beat the ground to frighten the wolves out of their lair.

This question is more difficult. Discuss it first.

- Pupils will pick out sections. They need to be able to explain the reasons for their choices. The weaker pupils will learn a lot from listening to the better explanations given by others.

While Reading: pupils will give their own views if they have seen the film. If not, you could tell them about other examples of feral children.

Challenge: Mr Singh was bitter and angry with himself because the she-wolf had been killed and he had not been able to protect her. The wolf-children were likely to have been very frightened when they were dug out of the lair.

2. Explain the italicized words and phrases in your own words.

Pupils will use their own words. Let them do this, then discuss their suggestions. The weaker pupils will learn a lot from listening to the better explanations discuss in class.

- attention was **focused**: focused is a word generally used with cameras and taking photographs. When something is in focus it is clear and detailed.
- bathed** is used in a metaphoric sense. We generally bathe in water; here the whole scene is flooded with light from the setting sun. It is a good word to use in this context as we get a clear picture of what it was like.
- stiffened**: became apprehensive, showing they were scared, ready, alert, and uncomfortable!

- d. **bared her teeth:** showed, revealed all her teeth by pulling back her lips (like an angry animal, warning off an enemy).

3. Reference to context

One quickly signalled them not to shoot.

- Mr Singh
- Two men, part of a group of five who agreed to go with Mr Singh
- Two feral children, 'demons,' and some wolves have come out of the wolves' lair.
- He wrote in his notebook.

B WORKING WITH WORDS

1. Do you know what these abbreviations stand for?

April, Assistant, Avenue, Brothers, Certificate, December, Diploma, dozen
February, July, Monday, Professor, Saturday, Society, University, miscellaneous

2. Use the following words in sentences of your own and say which part of speech they are.

Pupils will write their own sentences. Watch out for where these adverbs are placed in the sentences.

What part of speech are these words?

They are all adverbs.

C LEARNING ABOUT LANGUAGE

1. Use the following verbs transitively and intransitively in sentences of your own.

Pupils will write their own sentences; make sure the verbs used transitively do have an object, example: rides a horse, charged an amount, rest her head, played a game, is stopping me.

2. Supply suitable nouns which can be described by these adjectives.

- | | | |
|------------------------|--------------------------|------------------------|
| a. a humid afternoon | b. a mature person | c. a powerful wrestler |
| d. an adhesive resin | e. an excessive amount | f. an obsolete machine |
| g. an ancient building | h. a spectacular display | i. a defective rifle |

PRONOUNS

Discuss pronouns and recall what the pupils have already learnt about various other categories of pronouns.

1. Use a relative pronoun to combine these sentences.

- The bus took the children to the cinema which was in the town.
- These are the happy boys whose paintings were displayed in the exhibition.
- This is Asif, who is a good pianist.
- We went to see the patient who had malaria.
- Give me the knife which I bought yesterday.
- Sakina is the girl whom I spoke to you about.

2. Put suitable relative pronouns in the spaces below.

- a. who b. which c. whose d. which e. whom

HOMOPHONES

1. Use the following in sentences of your own to show that you know the meaning of both words in each pair.

Pupils might try to use the pairs of words in single sentences.

2. Your teacher will read out a list of words. Write down the words as you hear them.

Refer to pages of the Student Book.

Read the pairs of words slowly, allowing pupils time to write after each individual word is read out. The words are not homophones, but sound the same if not pronounced correctly.

D LISTENING AND SPEAKING

1. Say these words aloud. Each one has at least one silent letter. Learn to spell these words.

b silent in comb, tomb, thumb, succumb

g silent in reign, thigh, sigh, resign

k silent in known, knife, knob, knock, knowledge

2. Below are some common sayings. Think about the meaning of each. Then choose one and, in your own words, say what you think it means.

a. (informal) to be in very good health

b. having the spare time but not knowing what to do with it

c. to be on top of everything, when everything is going well

d. to be unable to move or think one's way out of trouble

E COMPOSITION

Do you know how the little girls came to be in the wolves' lair? Write about what you think might have happened?

All the points should be covered.

Workbook: pages 85–88

A PRONOUNS

1. Read this account of the wolf-children.

Read and discuss

Make a list of the pronouns that have been italicized and say which noun each one stands for.

a. One—a man

b. his—the man's

c. he—a man

d. it—anthill

e. everyone—all the people

f. they—all the people

g. their—the wolves'

h. they—the children/demons

i. them—the children/demons

j. One—a man

k. them—the men

l. his—a man's

m. it—the wolf

2. Fill in the blanks with suitable relative pronouns.

a. which b. who c. whose d. which e. whom f. which

B REFLEXIVE PRONOUNS

Use some of these in sentences. Encourage the pupils to use them.

Now fill in the blank space with a reflexive pronoun.

- a. themselves b. herself c. himself d. itself e. themselves
f. herself g. himself h. herself i. ourselves j. itself

C WORKING WITH WORDS

1. Some of the following words have not been spelt correctly. Rewrite the words, correcting the spelling where necessary. Check the spelling in your dictionary.

hastily twilight attention superstitious wolves
cautiously disbelief notebook persuasion hideous
appeared

2. You know that wolves howl; what are the names of the noises made by the following creatures?

horses - neigh/whinny/snort dogs - bark/howl apes - gibber
bulls - bellow hyenas - laugh/scream cats - meow
frogs - croak elephants - trumpet/roar crows - caw
oxen - low/bellow turkeys - gobble monkeys - chatter/gibber/whoop

3. What are the abbreviations of the following?

Apr. Asst. Soc. Dip. doz. Mon. Prof. mph.

Lesson Plans

For detailed suggestions, refer to pages 99–102.

LESSON 1

Textbook **Time:** 40 min

Aims:

- To read and discuss a story
- To increase vocabulary
- To develop comprehension skills

Task	Time
1. Reading and discussion of the story, and explanation of the unfamiliar words	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:

- More practice of abbreviations
- To revise sentence construction, reinforcing the use of adverbs

- To identify transitive and intransitive verbs
- A detailed study of pronouns

Task	Time
1. Continue with Exercise B, Questions 1 and 2.	15 min
2. Attempt Exercise C, Questions 1 and 2.	15 min
3. Continue with Exercise C—pronouns. Attempt Question 1. Question 2 can be given for homework.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- Further practice with homophones
- To develop listening and speaking skills
- Further practice with silent letters and common sayings
- To develop directed writing skills

Task	Time
1. Attempt Exercise C—homophones.	10 min
2. Attempt Exercise D.	10 min
2. In Exercise E, a discussion should precede written work.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- To develop oral skills
- To practise pronouns
- To reinforce relative pronouns and reflexive pronouns
- To develop spelling skills
- To reinforce names for animal noises
- To reinforce abbreviations

Task	Time
1. Attempt Exercise A, Questions 1 and 2.	20 min
2. Continue with Exercise B.	15 min
3. Give a recap of the unit. Set Exercise C as homework.	5 min

The continuation of the story of Kamala and Amala.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- Yes, she was surprised by them. She could 'hardly believe her eyes'.
- The two children moved about on all fours. Sometimes they moved on their knees and elbows, but if they wanted to run, they used their feet and hands.
- Wolves drink by lapping with their tongues, and this was what the children had learnt, so they also lapped milk with their tongues.
- They used their knees and elbows to move short distances; they used their hands and feet when running; they lapped milk from a dish; they howled and did not like being bathed; they crouched in the shade or stood motionless with their faces to the wall; they tried to escape and hurled themselves against the wall; they ate like wild animals, taking raw meat and liquids in a crouching position; they treated other children like wolf-cubs.
- The Singhs decided to keep the discovery of the wolf-girls a secret. They did not want people coming to see them out of curiosity.
- Wolves are active at night and sleepy during the day, and the girls were used to following this pattern of behaviour.
- When Amala died, Kamala missed her greatly. She howled for many days and refused to eat. All she would do was sniff around for Amala's scent.
- It took Kamala almost 9 years to learn about fifty words.
- Mrs Singh had to leave the orphanage because her aunt was ill.
- The important thing that Kamala learned was how to love a human being.

This question is more difficult. Discuss it first.

- Pupils will give their own opinions and reasons.

While Reading: They had been living with wolves so they thought more like wolves.

Challenge: Collect the words the pupils use to describe the qualities the Singhs possessed on the board. Ask them for evidence from the story to back up what they say.

2. Use words and phrases from the passage to complete these sentences.

- ...believe her eyes.
- ...discovery...
- ...preferred...
- ...behave like wolves
- ...upright.
- ...her old ways.
- ...writing up...

3. Reference to context

- His wife agreed that this was best for the girls.*

She agreed that keeping their discovery a secret was best for the girls in order to try and protect them from the townspeople.

- b. *This was far more difficult than Mrs Singh had imagined.*
 - i. That the girls thought they were wolves. The Singhs had to somehow get it across to them that they were humans.
 - ii. Mrs Singh deliberately played with the other children in front of Kamala and Amala; she gave them toys to play with; and then, after Amala died, she persevered with Kamala, showing her patience and kindness.
- b. *Mrs Singh had to rush over and rescue him from their playful attack.*
 - i. One little orphan boy
 - ii. He tried to make friends with the wolf-girls.
 - iii. They treated him like a wolf-cub and attacked him playfully.

B WORKING WITH WORDS

1. Use a dictionary to find the meanings of the following words.

orphanage—institution which cares for children with no parents

miracle—marvellous event due to some supernatural agency

echo—repetition of sound by reflection of sound waves

lap (v)—take up liquid by scooping with the tongue

deliberate (v)—consider carefully, intentional, not impulsive

progress (n)—forward or onward movement

setback (v)—impede or reverse progress

respond—give an answer

faltering—stumbling, staggering, unsteady

mourn—feel sorrow or regret for the dead

2. Use the words in sentences of your own.

Pupils will use the words in sentences of their own. Once again, share the results.

3. Here is a crossword puzzle with a difference. Solve the clues (1, 2, 3, 4, 5, 7, and 9) and write the answers in the crossword grid. For 6 and 8, think of suitable words that will fit in the grid. The words may be of any length, but they must have the correct letters to fit in with the letters for answer 9. Lastly, write your own clues for the two words you have chosen to include in 6 and 8.

- | | | |
|------------|-----------------|-------------|
| 1. cafe | 2. locksmith | 3. hospital |
| 4. decagon | 5. kindergarten | 6. |
| 7. harbour | 8. | 9. emporium |

4. Give the opposites of the following words.

Verbs

- | | | |
|-------------------------|-------------------|----------------------|
| a. to succeed/fail | b. to hinder/help | c. to oppose/support |
| d. to increase/decrease | | |

Nouns

- | | | |
|-------------------------|----------------------|------------------|
| a. amateur/professional | b. arrival/departure | c. danger/safety |
| d. lies/truth | e. wealth/poverty | |

Adjectives

- | | | |
|----------------|----------------------|-------------------|
| a. common/rare | b. negative/positive | c. delicate/hardy |
| d. stale/fresh | e. tame/wild | |

Adverbs

- a. everywhere/nowhere
- b. fast/slow
- c. frequently/infrequently
- d. early/late
- e. always/never

C LEARNING ABOUT LANGUAGE

Discuss active and passive voice and give further examples. Point out that we usually use the active voice when we are writing about personal experiences, and from a subjective point of view. We use the passive voice when we want to remain neutral and be more objective. The passive voice is common in technical writing and is less personalized, or is impersonal.

1. Pick out the verbs in the following and say whether they are in the active or the passive voice.

- a. looked—**active**
- b. ate—**active**; were locked—**passive**
- c. was given—**passive**
- d. boiled—**active**
- e. arrived—**active**; was being cleaned—**passive**
- f. filled—**active**

2. Change the following from the active to the passive voice.

- a. The children were scolded by the teacher.
- b. The troops were ordered by the general to retreat.
- c. The musicians were asked to play by me.
- d. Mt. Everest was conquered by Sir Edmund Hillary, the mountaineer.
- e. The world speed record was broken by Kashif's new racing car.
- f. The rubbish was thrown over the garden wall by the cleaners.
- g. Thousands of people were helped by Dr Khan's invention.

D LISTENING AND SPEAKING

DO YOU KEEP A DIARY?

Pupils should speak about (not read from) their diaries; and, of course, for those who do not keep a diary, there is also a task. What might they write about if they did keep a diary?

E COMPOSITION

Mr Singh kept a diary in which he wrote about the progress the girls were making. Imagine that you are Mr Singh. It is the day you set out to find the 'demons'. Write about the day from the time you wake up to the time you go to bed.

Encourage the pupils to keep their own diaries if they do not already keep one. Diary entries may be in notes or in prose. However, if pupils are writing from Mr Singh's viewpoint, they should imagine they are him. Check for repetition: then I..., then I..., then I... and point this out if it occurs.

Workbook: pages 89–92

A ACTIVE AND PASSIVE VOICE

1. Write **A** after the sentences in which the verb is in the active voice and **P** after the sentences in which the verb is in the passive voice. **Underline the verbs.**

- | | | | |
|------------------|------------------------|-----------------------|-------------|
| a. shook (A) | b. was broken (P) | c. were knocked (P) | |
| d. ate (A) | e. saw (A) | f. was (not) seen (P) | |
| g. continued (A) | h. were approached (P) | i. will be told (P) | j. hung (A) |

B MORE ABOUT ACTIVE AND PASSIVE VOICE

1. Change the following sentences from the passive voice to the active voice.

- Mrs Singh gave each of the girls a dish of milk.
- Mr Singh decided to keep the discovery of the girls a secret.
- For weeks they ignored the games and laughter of the children.
- They ate only raw meat and liquids.
- The girls simply chewed up the toys.

2. Underline the verbs in the following sentences and say whether the voice is active or passive.

- | | |
|-----------------------|-----------|
| a. treated | (active) |
| b. were educated | (passive) |
| c. were (not) trusted | (passive) |
| d. talked | (active) |
| e. learned | (active) |

C WHEN AND WHENEVER

1. Use **whenever, when ever, whoever, who ever, etc.** in the following blank spaces.

- | | | | |
|---------------|-------------|------------------------|-----------------------|
| a. Who ever | b. why ever | c. Where ever/Wherever | d. However / How ever |
| e. Where ever | f. Whoever | g. When ever | h. Where ever |

Lesson Plans

For detailed suggestions, refer to pages 104–107.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand the story
- To develop comprehension skills
- To use the Internet as a reference tool

Task	Time
1. Read the story and explain the unfamiliar words.	20 min
2. Continue with Exercise A, Questions 1 and 2. Some of these questions may have been discussed. Each pupil should be given a chance to participate.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To expand vocabulary
- To expand general knowledge
- To practise more opposites
- To introduce active and passive voice

Task	Time
1. Begin with Exercise A, Question 3.	10 min
2. Give Exercise B, Questions 1 and 2 for homework.	
3. Attempt Exercise B, Questions 3 and 4.	15 min
4. Attempt Exercise C, Questions 1 and 2. If the exercise cannot be completed in this lesson, it should be continued in the next.	15 min

LESSON 3

Textbook Time: 40 min

Aims:

- To discuss keeping a diary
- To practise directed writing skills

Task	Time
1. Complete work from the previous lesson.	5 min
2. Attempt Exercise D.	15 min
3. Attempt Exercise E.	20 min
4. Recap the lessons taught so far.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- Further practice of active and passive voices
- To practise sentence construction
- To write sentences using when ever, whenever, who ever, whoever. how ever, however, and why ever

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

Test—2

Workbook: pages 93–98

A READING

Read this poem aloud.

Listen for fluency and expression.

1. Answer the following questions briefly.

- So old that he lost his sight; blind as a mole; slim as a fox; dry as a stick
- Both were old and cracked; both were thin.
- He flew into a rage when anyone tried to guess his age. He would mouth and mutter (swear and use foul language), and tear his hair.
- iii. bony iv. lean vi. slender vii. hard to please ix. fussy

2. Are these statements true (T) or false (F)?

- F b. F c. T d. T e. T f. T

3. In your own words briefly explain the meaning of the following:

- mouth and mutter*: swear, curse, complain
- charger*: horse (typically a cavalry horse)
- rake*: garden implement with a long thin handle and a head with long teeth, for gathering leaves

4. Find rhyming words in the poem for the following:

- lacked/cracked b. height/knight, sight c. sea/three, be
- d. gauge/rage, age e. knocks/Nox, fox

B TEXTBOOK QUESTIONS (PROSE)

1. Answer the following questions about the student book.

- They are two white mice. They learn to walk on a tightrope. (The White Mouse Circus)
- The children's father find a grate and goes to see who is in the coalbunker. (The Toy-Box)
- Phyllis wanted to leave as soon as she entered the tunnel because she was frightened. (She holds Bobbie's skirt; she says she does not like the dark; she thinks the train is a dragon.) Peter is not afraid; he tells Phyllis not to be silly, and that he has a candle. He is more adventurous and also quick-witted. He leads the others into the manhole for safety. But he may also be a little frightened. (He takes hold of Bobbie's arm...but explains it away.)
- The grandmother to the manager of the hotel, when the hotel manager asked if she was serious about saying she was going to complain about his hotel to the health authorities.
 - Father in The Toy-Box says this to his son, Tom, because Tom finds their new house spooky.

C TEXTBOOK QUESTIONS (POEMS)

1. In which poems do you come across the following people or things?

- a. meadow swath: Trespass/John Clare
- b. wary eye: Trespass/John Clare

2. Reference to context

- a. The Pobble Who Has No Toes
- b. started off on a journey
- c. He is a Pobble and he is setting out to swim across the Bristol Channel.
- d. His Aunt Jobiska is giving him advice.
- e. He wraps up his nose before he goes because his Aunt tells him that no harm can come to his toes if his nose is warm.

D WORKING WITH WORDS

1. Use three words for colours in sentences of your own.

Pupils will write their own sentences.

red with anger, sickly green, cowardly yellow, green with envy, purple with rage, pink with embarrassment, a black look of anger, white with rage/fear, etc.

2. Write synonyms for the following:

- a. upset/distress, disturb, sadden
- b. pupil/student, scholar, learner
- c. gathered/ collected, congregated, grouped
- d. profoundly/deeply, intensely
- e. scheme/ plan, plot, idea

3. Briefly explain the following:

- a. to be as fit as a fiddle: to be very fit and in good health
- b. to be at a loose end: to be without an aim or purpose, not knowing what to do

4. Put the words into the correct order to form proverbs.

- a. Beauty is only skin deep.
- b. A new broom sweeps clean.
- c. It's easy to be wise after the event.

5. Fill in the missing vowels to make complete words.

- a. tunnel b. musicians c. mountains d. foolish e. friend f. honest

6. What is the difference between the following?

- a. When something is sooty, it is covered with or coloured like soot (black); if something is dingy, it is gloomy and drab.
- b. Din is a loud noise or commotion; noise is various sounds, usually unwanted.

7. Punctuate the following passage. Start each spoken sentence on a new line.

They stood at the mouth of the cave and peered into the darkness. A dim light shone from one corner. Sitting by the wall was an old man.

'Hello,' said Adil, his voice echoing through the cave.

'May we come in?' asked Kaleem, politely.

The old man said nothing.

E LEARNING ABOUT LANGUAGE

1. Find the direct and indirect objects in the following sentences. Mark them as follows.

verb direct object indirect object

- a. Grandmother told the children a story.
- b. The king showered the poet with gifts.
- c. The teacher handed me the test paper.
- d. The shopkeeper charged us one hundred rupees.

2. Give two examples of each of the following.

- a. **adverb of time:** now, late, then, before, today, always
- b. **adverb of manner:** well, badly, quickly, intelligently, politely, carelessly
- c. **adverb of place:** here, there, above, below, under, far, near

3. Underline the adverbs in the following.

- a. They came near and sang sweetly.
- b. We have never been there before.
- c. They inquired politely, then sat quietly till they were called.
- d. The policeman was so startled, he blew his whistle loudly.
- e. They only arrived today, but are leaving immediately.

4. Underline the verbs in the sentences below. Then write the tense in the brackets.

- a. He had started the engine very easily. (P.P)
- b. They will be arriving soon. (F.C.)
- c. He was running to the station in the evening when he fell. (P.C.) (S.P)
- d. I love coffee but not tea. (S.Pr)
- e. He will send the parcel next week. (S.F)

F LISTENING AND SPEAKING

1. Say the words aloud. Take care to pronounce each word correctly.

Allow the pupils time to repeat the words until they can pronounce them confidently.

2. Listen to the words. Marks to stressed syllables.

favourite philosophy avoidable psychology mathematics

3. You will be asked these questions. Answer them in your own words.

- a. Pupils will give their own responses. They should answer in full sentences and try to explain in detail.
- b. Pupils will give their own responses. They should answer in full sentences and try to explain their reasoning.

G COMPOSITION

You have broken your neighbour's window with a ball. Write a short letter to your neighbour to say you are sorry, and what you are going to do about putting it right.

Pupils will write their own letters. Check that the address, salutation, and final signing off are all correct, and that the information required is in the main body of the letter.

Lesson Plans

For detailed suggestions, refer to pages 110–112.

LESSON 1

Workbook Time: 40 min

Aims:

- To assess reading and comprehension skills
- To assess oral expression and intonation
- To assess directed writing skills

Task	Time
1. Assess poetry recitation.	20 min
2. Attempt Exercise A, Questions 2 and 5.	20 min

LESSON 2

Workbook Time: 40 min

Aims:

- To revise the previous units
- To assess sentence construction
- To assess spelling and vocabulary

Task	Time
1. Attempt Exercise B to assess sentence structure; to assess comprehension.	15 min
2. Attempt Exercise C, Questions 1 and 2.	10 min
3. Attempt Exercise D, Questions 1 to 4.	15 min

LESSON 3

Workbook Time: 40 min

Aims:

- To assess understanding of grammatical terms
- To assess punctuation
- To assess grammar
- To assess pronunciation

Task	Time
1. Exercise D, Questions 5 to 7 to be attempted.	15 min
2. Exercise E, Questions 1 to 4 to be attempted.	15 min
3. Continue with Exercise F, Questions 1 and 2.	10 min

LESSON 4

Workbook Time: 40 min

Aims:

- To assess pronunciation and speaking skills
- To assess punctuation
- To assess grammar
- To assess directed writing skills

Task	Time
1. Attempt Exercise F, Question 3.	20 min
2. Continue with the writing activity in Exercise G.	20 min

The Way Through The Woods

A mysterious and atmospheric poem. If pupils listen to the poem with their eyes shut, they may well be able to see the way through the woods in their 'mind's eye'. Is there a road there now? Was there ever a road there? Where did it go? Why has it fallen into disuse? And who is it that might still be using this road?

Note: anemones is pronounced *an EM en eez*

For more information about Rudyard Kipling see: http://en.wikipedia.org/wiki/Rudyard_Kipling

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- An old road that was shut seventy years ago is hidden in the woods.
- Weather, rain, and plants have hidden it.
- The animals do not fear men in the woods because they see so few of them.
- Mysterious sounds you might hear in the woods are: an otter whistling to its mate, the beat of a horse's feet, and the swish of a skirt in the dew.
- Yes. The rhyming scheme is: a b c b / a d e d / d a (not quite!) d a
a b c b / a d e d / d f d a /a
- Pupils should look up the word in a dictionary. (an/em/en/eez)

These questions are more difficult. Discuss them first,

- Pupils will give their own answers and guess where the road led and why the road may have been closed. A possible clue is in the line: '*You will hear the beat of a horse's feet, and the swish of a skirt in the dew.*' Who was riding along this road and what happened? Was there an accident or did some unfortunate incident take place?
- Pupils will give their own opinions.

2. Answer the following questions with reference to context.

- Weather and rain have undone it again*
 - the road through the woods
 - They shut it.
 - Now you would never know that there was once a road through the woods. Trees have been planted; it is overgrown; badgers and other animals roll about over where it once passed.
- As though they perfectly knew*
The old lost road through the woods...
 - The horse and rider - are they real?
 - went through the woods
 - Pupils will say whether they think they are or were real and why they think that.

3. Underline the stressed syllables in the following words. Say them aloud first.

colour honest never admit about
awake instant control avoid human
people insect complete below table

4. Divide the following words into syllables and mark the syllables that are stressed.

dis-**play**-ed, **sand**-al-wood, ma-**gic**-ians, **peace**-ful-ly, un-**time**-ly, **hor**-ri-ble, **max**-i-mum, **pos**-sib-le, dis-**stress**, dis-**stress**-ing

5. Read the list carefully and divide the words into two groups according to their vowel sound.

Short medial vowel sound:

bread tread stead read lead dead ready
wealth health meant deaf death spread

Long medial vowel sound:

bead read lead bean mean cream team beam lean dream

These can be in either group, depending on the context and meaning: read lead

B WORKING WITH WORDS

SINGULAR AND PLURAL NOUNS

Go through the spelling rules with the pupils. Can they give you further examples of the words in each group?

1. Write down the plurals of the following nouns.

The numbers below refer to the groups in the list of rules.

- i. views, beliefs, nieces, receipts, jokes, bridges, widths, cliffs, storeys
- ii. flashes, taxes, gases
- iii. keys, directories, families, fairies, duties, companies
- iv. zoos, potatoes, cargoes
- v. shelves
- vi. mice

2. Find out the plural forms of the following.

spoonfuls, cupfuls, crises, bases, formulae (formulas), apparatuses, brothers-in-law, sisters-in-law
Pupils should consult a dictionary.

Here are some ways of forming the plural, with examples.

Regular plural forms, -s, -es:

boys, beds, tails, shirts, bands, books, trays, shadows, horses, edges, prizes, couches, buses, masses, inches

-y becomes -ie:

spies, poppies, babies, hobbies, ladies, cries

-y becomes -ys:

bays, days, ospreys

-f or -fe becomes -ves:

calves, hooves, shelves, wives, thieves, wolves, loaves

Some words change altogether:

men, firemen, teeth, mice, geese, children, oxen, lice, feet, women

-o becomes -os:

autos, kilos, photos, solos, tattoos, studios, videos, zoos, kangaroos

-o becomes -oes:

echoes, potatoes, torpedoes, tomatoes, heroes, vetoes

No change for the plural:

deer, fish, offspring, cod, perch (and other types of fish), sheep

Some are already in the plural:

crossroads, barracks, headquarters, gallows, means, species, series

-a becomes -ae or -as

amoebae/amoebas, formulae/formulas, larvae, vertebrae, antennae/antennas

-us becomes -i:

alumni, cacti, foci, nuclei, stimuli, syllabi/syllabuses, octopi/octopuses

-um becomes -a:

addendum/addenda, curriculum/curricula, datum/data, medium/media

-ex and ix becomes -ices or -xes:

apices/apexes, appendices/appendixes, indices/indexes

-is becomes -es:

analyses, axes, bases, diagnoses, crises, theses, oases

-on becomes -a:

phenomena, criteria, automata

C LEARNING ABOUT LANGUAGE

AUXILIARY VERBS

Spend a little time discussing auxiliary verbs. Note also that these (if not used with another verb) may be used on their own as finite verbs, e.g. He *is* a boy. *Were* they here yesterday?

1. Pick out the auxiliary verbs in the following:

- | | | | |
|--------------|---------|-------------------|---------|
| a. is | b. are | c. will be | d. have |
| e. was, were | f. have | g. will have been | |

D LISTENING AND SPEAKING

1. Which words would you associate with these?

Pupils will give their own responses. Possibly:

danger zone, signal, alert, money...

solar: panel, heat, power, energy, physics, heating, rays...

polar: region, expedition, bear, molecule, exploration...

rain: forest, shower, cloud, dance, (rainfall, rainstorm, etc. compound words)

Introduce any other words that may be used in an adjectival sense:

Example: royal, regal, year, garden, picture, farm, nature.

2. Either form groups or work in pairs. Try to come up with as many associated pairs of words as you can. When everybody has thought of some pairs, announce one of the words to the others. Can they come up with the same paired word that you have thought of? Have they any other valid suggestions?

E COMPOSITION

Can you explain this mystery? Write about it.

Much use of the imagination is required to weave a tale that is intriguing. The bare bones have been provided (the stimulus), and now it is up to the imagination to take over and create something that is perhaps spellbinding.

Workbook: pages 99–103

A USING AUXILIARY VERBS: PRESENT PERFECT TENSE

Go through the text with the pupils. Suggest other verbs and ask pupils to consult the table and transform the verb using all the tenses in the table.

1. Write the present perfect or simple past tense of the verbs given.

- | | | | |
|------------------------|--------------|------------------|----------|
| a. played | b. have paid | c. have been | d. went |
| e. left, have not seen | f. has made | g. have improved | h. lived |

B WORKING WITH WORDS

1. Look up the following words in your dictionary and then put a mark (ˈ) in each word to show where the accent falls.

po'-lit-ic(s), po-lit-ic'-ian, pro-vide' pro-ceed', pro-hib'-it, pur-sue', pul'-pit.

2. Now do the same for this list of words.

nec'-ess-ary, ne-glect', ni'-co-tine nuis'ance neu' tral, no-tor'-ious, syl'-la-bles

3. Read the words in the list aloud. Note the syllables, and mark the stressed syllables.

Ask the pupils to read the list of words aloud. Concentrate on one word at a time; make sure the words are broken up into syllables, and that the emphasized or stressed syllable is the one in bold.

4. Make five groups from the words above, according to the number of syllables in each.

one	two	three	four	five
straight'	bor'der	howev'er	prac'tically	unfath'omable
tasks'	for'est	trav'ellers	nec'essary	partic'ularly
some'	wind'ing	ambit'ion	com'fortably	unfor'tunately

5. Draw a circle round the odd one out.

- | | |
|---|--|
| a. steak (pronunciation) | b. ache (ch is pronounced differently) |
| c. drink (one syllable) | d. coin (oi instead of io) |
| e. ghost (gh is voiced, the others are not) | f. careful (two syllables) |

C ADJECTIVES: REVISION

Recall work done earlier on suffixes.

Fill in the blank spaces with the adjective form of the verbs given in the box.

- a. thrilling b. thatched c. given
d. troublesome e. forgetful f. drinking
g. interested h. pleasing i. whistling j. meddlesome

Discuss the difference in meaning: thrilled/thrilling, interested/interesting, pleased/pleasing, etc.

D PROVERBS

Give your own explanations of the following proverbs.

- a. **If two men ride a horse, one must ride behind.** In any endeavour one person must be the leader and the others must follow.
b. **Paddle your own canoe.** Be in control of your life.
c. **Don't judge a book by its cover.** Don't make quick decisions without looking deeply into something.
d. **A soft answer turneth away wrath.** A gentle reply to someone who is angry will pacify that person.
e. **The proof of the pudding is in the eating.** The proof of an experiment or endeavour is in the results.

Lesson Plans

For detailed suggestions, refer to pages 115–119.

LESSON 1

Textbook Time: 40 min

Aims:

- To read the poem with the correct intonation
- To discuss the poem
- To develop comprehension skills

Task	Time
1. Read the poem; discuss the unfamiliar words and the main theme of the poem.	15 min
2. Attempt Exercise A, Questions 1, 2, and 3. All the pupils should be encouraged to take part in the discussion.	25 min

LESSON 2

Textbook Time: 40 min

Aims:

- To identify syllables and stresses in words
- To expand vocabulary
- To pronounce given words with the correct emphasis and pronunciation
- To use rules for forming plurals
- To identify auxiliary verbs

Task	Time
1. Continue with Exercise A and attempt Questions 4 and 5.	15 min
2. Attempt Exercise B, Questions 1 and 2.	20 min
3. Exercise C should be explained and discussed in class. Perhaps some sentences can be worked on, if time permits; the rest can be continued in the next lesson.	5 min

LESSON 3

Textbook Time: 40 min

Aims:

- To expand vocabulary
- To develop listening and speaking skills
- To follow instructions
- To practise correct pronunciation

Task	Time
1. Continue Exercise C from the previous lesson.	5 min
2. Attempt Exercise D.	15 min
3. Continue with Exercise E.	15 min
4. Recap the learning points of the unit so far.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- To use the present perfect tense and the simple past tense in sentences
- To develop listening skills
- To ascertain the number of syllables and stresses in a given word

Task	Time
1. Attempt Exercise A.	15 min
2. Continue with Exercise B, Questions 1 to 4.	20 min
3. Give a recap of the lessons taught so far.	5 min

LESSON 5

Workbook Time: 40 min

Aims:

- To expand vocabulary
- To form adjectives from verbs by adding suffixes
- To explain the meanings of some proverbs

Task	Time
1. Attempt Exercise B, Question 5.	10 min
2. Continue with Exercise C.	10 min
3. Attempt Exercise D.	15 min
4. Recap the learning points of the unit.	5 min

A factual account about world events on a particular day, including a particularly interesting story about snakes. The information about the snakes was picked up by the press all over the world and some of these versions are gathered here so that students can see how the same news can be reported in different ways.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- a. You can find out about what happened on the day you were born by looking back through old newspapers or searching on the Internet
- b. On 16 September, 1977, opera singer Maria Callas died, aged 53.
- c. Wall Street is a street in New York where the stock exchange and major banks are located. On 16 September 1920, a bomb exploded there, killing 38 people.
- d. The following tragic events occurred on 16 September in the years listed:
 - 1920: A bomb on Wall Street kills 38 people.
 - 1951: A stunt plane crashes in the USA, killing 19 people.
 - 1978: An earthquake kills 26,000 people in Iran.
 - 1986: A major fire in a gold mine in South Africa kills 175 miners.
 - 2004: After causing havoc in Jamaica, Granada, and Cuba, hurricane Ivan lashes the Gulf Coast of the USA killing 45.
 - 2007: A plane crash in Thailand causes 90 deaths.
- e. Shijiao Township is in the Chongqing municipality in southwestern China.
- f. Most of the snakes were captured or killed. Some are unaccounted for.
- g. The snakes were being kept in an abandoned schoolhouse. They were being kept there in order to breed them so that they could be sold. A man named Cai Yong admitted to running the 'illegal breeding factory'.
- h. A tourniquet is a tight bandage to temporarily stop the flow of blood; it might prove useful in the case of a snakebite because it stops the venom spreading until anti-venom can be administered.
- i. Mr Yan is a country official who gave a statement to say that no one had been injured and the majority of the snakes had been rounded up.

These questions are more difficult. Discuss them first.

- j. Pupils will give their own views. To help them they should recall their contributions to the While reading question.
- k. Given a break means given accommodating treatment. The breeder was 'given a break' because the snakes didn't do much harm or cost the government much money, and they cost a lot to raise, so the government did not punish him.

While Reading: Pupils need to give reasons for their opinions using evidence from the reports.

Challenge: Report 4 ends in the way it does to create suspense, to make the article memorable, and to create a talking point for readers. Get pupils to discuss the last four sentences and the impact they aim to have.

2. Read the four news reports again, then answer the following.

- a. The cobras were found in outdoor toilets, in people's kitchens, and on the streets.
- b. Report 3.
- c. The breeder escaped punishment because no one was harmed and the incident did not cost the government much money, but because the villagers were frightened, they might have felt that the breeder deserved some punishment.
- d. Allow the pupils time to discuss and compare the headlines.
Report 4 is the most sensational: it uses the word 'terror' which exaggerates the events. Reports 1 and 2 are similar – they both use the word 'deadly' to describe the cobras. All the headlines report the escape and potential danger in order to grab our attention, even though the incident was resolved quickly. Report 3 includes the words 'illegal lab' which provides more information (sensational/exaggerated information).
- e. Report 4 gives us a good idea about why Cai Yong decided to breed cobras: there is a rising demand for cobra meat and traditional medicines made from the venom, so breeding cobras is tempting because the breeder can make lots of money.

3. Answer the following questions with reference to context.

- a. *It came up with the answer: 12 April 1954.*
 - i. A computer programmed by a scientist in Cambridge came up with it.
 - ii. The question it was trying to answer was 'Which day since 1900 was the most boring day?'
 - iii. The answer was ironic because now that day has become significant as a result of people knowing that nothing happened on that day.
- b. *Some of them suggest that government officials had to convene them*
 - i. The villagers.
 - ii. They were not as forgiving as the government had been towards the illegal breeder.
 - iii. They were told how to avoid being bitten and how to treat a wound if bitten. Get pupils to explain to each other how to avoid being bitten and how to treat a wound.

B WORKING WITH WORDS

1. Use the following in sentences of your own. Find the meanings of the difficult words in a dictionary.

Pupils will form their own sentences.

tragedy - an event resulting in great loss or misfortune

allay the fear - relieve, calm, or pacify the fear

terrorizing - creating and maintaining a state of extreme fear in someone

significance - importance

lucrative source - something that produces a profit

abandoned - some place or thing which is no longer being used

rounded up - brought together or gathered in from various places

identified - established who or what someone or something is

convene - bring or come together for a meeting

illicit operations - unlawful activities; illegal activities

2. Fill in the blanks with appropriate words from the list below. Use each word once only.

- | | | | |
|-------------|---------------|----------------|-------------|
| a. boosting | b. tourniquet | c. catastrophe | decimated |
| d. havoc | e. illicit | penalized | f. breeding |

3. What do the following abbreviations stand for? Three are used in the passage about snakes.

Can the pupils identify the ones used in the passage?

p.m. - post meridiem

P.O. - Post Office

Pres. - President

WBA - World Boxing Association

Rev. - Reverend

AFP - Agence France Press

Sci. - Science

SE - South East

Sept. - September

sq. - square

PG - Parental Guidance

SW - South West

CNN - Cable News Network

Tues. - Tuesday

TV - television

VIP - Very Important Person

C LEARNING ABOUT LANGUAGE

PREPOSITIONS

Show, with some examples, how a preposition indicates position; the position, relationship, or connection between one noun and another. If you leave out all the other words, then this might become clear.

Example: man with dog, table in room, bottle with water, cat under desk

1. Pick out the prepositions in the following sentences.

- up** —connects cat (n) and tree (n)
- into** —connects bus (n) and garage (n)
- to** —connects Ali and Faiz (n) and cinema (n)
- under** —connects thermometer (n) and patient's tongue (n)
- between** —connects train (n) and the two towns (n)

The following exercise may prove difficult if pupils have not had plenty of exposure to the language.

Example: We do not say: the story was painful *on/with/at* the child's mother. The correct usage is: ... painful *to* the child's mother. Which preposition to use? Read, read, and read more! And above all, listen. Only then will the correct usage become a part of one's own vocabulary.

ADJECTIVES AND PREPOSITIONS

2. Complete the following sentences with the correct prepositions.

- | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|
| a. to | b. by | c. of | d. at | e. by | f. of | g. of |
|-------|-------|-------|-------|-------|-------|-------|

NOUNS

3. Underline the nouns in the following.

This shows the importance of knowing the function of a word. The word can be more easily understood, and used if the function is clear. Note how the same words perform different functions (and mean different things) in the sentences.

- The elephant rose to its feet.
- The rose on the bush was large.

- c. The rose bush grew in the back garden.
- d. The water was taken from the tank.
- e. It is the gardener who has to water the plants.
- f. The water tank is near the wall.

D LISTENING AND SPEAKING

1. Have you ever seen a snake in the open? What happened? Tell the others in class.

Speaking in public on a given subject. In this instance they will have time for preparation. How will the pupils cope, however, when you give them a topic and ask them to prepare for three minutes (making some notes) and then speak formally to an assembled audience?

If the pupils have never seen a snake, then ask them to speak about something else. Give them a little time to compose their thoughts.

2. Someone has been bitten by a snake; you are at the scene of the incident. What will you do? Speak about how you will react and what you might do to help.

Your guidance may be necessary, so for this task, first ask the pupils to suggest some ideas and words. Write these on the board. Reorganize them if the thoughts are purely random ones to start with. When some thread and coherent order has been worked out, then ask them to speak, using the pointers you have written down.

(There is scope in this book to introduce only one topic. You may introduce any topic you like, and this is a good idea, because pupils will then not merely repeat what others have said before.)

Do go over the basic precautions one can take in the case of a snakebite. (For the purposes of this English task some pointers have been given below. If you want to find out the proper medical procedures, do consult relevant medical practitioners or read further about this subject.)

What are the symptoms of poisonous bites?

Individuals will experience different symptoms and in any order.

The most common symptoms of poisonous snake bites are:

bloody wound discharge, fang marks in the skin and swelling at the site of the bite, a burning sensation, weakness, dizziness, blurred vision, fainting, nausea, vomiting, localized pain, convulsions, diarrhoea, fever, increased thirst, sweating, loss of muscle coordination, numbness and tingling, rapid pulse, and PANIC!

How are snake bites generally treated?

1. Call for emergency services.
2. Wash the bite with soap and water.
3. Immobilize the bitten area and keep it lower than the heart. (The venom will spread less quickly.)
4. Cover the area with a clean, cool cloth or pad. (This can be moist, to minimize the swelling.)
5. If emergency services are slow to respond, apply a bandage, a few inches above the bite, to help slow the venom. (This should not be so tight that it completely cuts the flow of blood to the limb or affected area.)
6. A suction device can be used to help draw venom out of the wound without making cuts.

E COMPOSITION

Sometimes a snake will bite in self-defence if it is disturbed. Find out about five poisonous snakes that can be found on the subcontinent. Display the information about the snakes in a table or poster. Include: how venomous it is; what to do if someone is bitten; its size, colouring, habitat, and more!

If the topic has been discussed and spoken about in the listening and speaking exercise above, then pupils will have lots to write about. The pupils will need to find out about the different types of snake. Their research should be displayed in a poster or table.

Workbook: pages 104–108

A PREPOSITIONS

1. Complete the following sentences by filling in the blanks with the correct preposition chosen from the brackets.

- a. to, on b. in, of c. to d. for e. by
f. by g. of h. of i. of j. for

2. Complete these phrases with the words from the box.

- a. *in place of* b. *at a disadvantage* c. *in ages*
d. *for a profit* e. *under suspicion* f. *by no means*

Pupils will write their own sentences, but bear in mind there are alternatives (selling cars for a profit, operating at a profit). Examples:

- a. We have installed a new air-conditioner *in place of* the old one.
b. He was certainly *at a disadvantage*, because had never met the interviewer.
c. We have not set eyes on him *in ages*.
d. They sold the house *for a profit*.
e. There are four people *under suspicion* and they are being interviewed now.
f. He has *by no means* told us the whole truth about the incident.

B SNAKES

1. Read aloud these paragraphs about snakes.

How are the numbers read? (100: a hundred, OR one hundred; 200,000: two hundred thousand; 30,000: thirty thousand.) This is a factual account, so a fairly neutral tone is required.

2. Find words in the passage with the same meanings as the following.

- a. occur b. delayed c. venomous d. agony e. dangerous
f. ignorance g. of such h. dreadful i. annually j. frequently

3. The prefix *non* means *not*. In front of which words in the following list could we use *non* to form the negative?

non-poisonous, non-prevention, non-treatment (infrequently)

4. Which verbs from the box go with the following nouns?

- a. disease spreads b. an audience assembles c. crime increases
d. friendship grows e. an opportunity arises f. an incident occurs

C REFERENCE IS FUN

Encourage the pupils to look in an atlas to find the countries.

They can pinpoint the countries on the map.

Can you find the names?

All the names occur amongst the letters of the sentences, e.g.

The **Raja** panicked while he was on the elephant. He jumped off!

- | | | | |
|----------|---------------|-----------|-------------|
| a. Japan | b. Chile | c. Iran | d. Pakistan |
| e. Nepal | f. Bangladesh | g. Norway | h. England |
| i. Korea | j. Germany | k. Canada | l. France |

D WARNINGS AND SIGNS

Below are some signs. They tell you what you must or mustn't do. Write one sentence about each. Use *must* or *mustn't*.

Pupils will write their own sentences based on the pictures. Ensure that *must* or *mustn't* is used in each sentence.

Example: The toilet on the left is for the use of males; females *must not* use it. (Females *must* use the other toilet.)

People *must not* enter or knock on the door, because the person(s) inside does not want to be disturbed..., etc.

Ask the pupils what other signs and notices they have seen in the neighbourhood. Are these signs obeyed?

Lesson Plans

For detailed suggestions, refer to pages 122–127.

LESSON 1

Textbook Time: 40 min

Aims:

- To read a factual article
- To develop comprehension skills

Task	Time
1. Reading of the text and explanation of the unfamiliar words	20 min
2. Attempt Exercise A, Questions 1, 2, and 3. Some of these questions may already have been discussed during the reading. They can be asked again to reinforce comprehension. Unfinished work should be completed as homework.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To expand vocabulary
- To write sentences using given vocabulary items
- More practice of prepositions, adjectives, and nouns

Task	Time
1. Continue with Exercise B, Question 1. The pupils should be encouraged to work on their own. The task can be completed as homework	10 min
2. Attempt Exercise B, Questions 2 and 3.	10 min
3. Exercise C, attempt Questions 1, 2, and 3.	20 min

Lesson 3

Textbook Time: 40 min

Aims:

- To develop oral confidence
- To recount a personal experience
- To develop directed writing skills
- To develop listening and speaking skills

Task	Time
1. Attempt Exercise D.	20 min
2. Attempt Exercise E. This can be completed at home.	15 min
3. Recap the lessons taught so far.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- To expand vocabulary
- To read a report in an appropriate tone
- More practice with prepositions
- To use phrases correctly in sentences
- To revise and reinforce the use of the prefix non- to form negatives

Task	Time
1. Attempt Exercise A, Questions 1 and 2.	15 min
2. Attempt Exercise B, Questions 1, 2, and 3. Question 4 should be given for homework.	20 min
3. Give a recap of the lesson.	5 min

LESSON 5

Workbook Time: 40 min

Aims:

- To increase general knowledge
- To practise directed writing skills
- To interpret some common signs and write down the instructions they indicate

Task	Time
1. Attempt Exercise C.	20 min
2. Attempt Exercise D.	10 min
3. A brief revision of all the concepts taught in the unit	10 min

A Heritage of Trees

A poem that does not have a rhyming scheme and does not conform to any rules of metre. Please look again at the first poem in the book, *Mother to Son* (page 1). The style of both poems is the same: they are written in free verse.

Suggestions and answers

A UNDERSTANDING THE POEM

Answer these questions.

a. Attack means to assault or to set upon savagely. The man was hacking down the tree.

b. There you'll see a tragic sight.

A line of noble trees

Those noble trees

Let all enjoy them

Trees are our heritage

c. Attack a tree

tragic sight

Mutilated branches ripped

Untimely from their trunks

wounded, lacerated

Cripples some

have died

scabs and scars

These questions are more difficult. Discuss them first.

d. The poet means that those kings and kind people who lovingly planted trees in the past should now come and see what is happening to their trees. They would be very upset.

e. More peaceful shade refers to where these people have gone. They are now dead, and if there is life after death, then they are enjoying a more peaceful shade somewhere in heaven.

f. Trees have been planted (either naturally or by some kind person in the past) and they have been left in our care. They have been passed down from generation to generation in the form of an inheritance.

heritage: 1. property inherited; an inheritance

2. something passed down from past generations; a tradition

3. the status acquired by a person through birth; a birthright

All this implies that we should take good care of something that has been left to us.

g. Pupils will give their own views and reasons for them.

B WORKING WITH WORDS

1. Fill in the blanks with words taken from the poem.

- a. attack b. tragic c. royal/noble d. untimely
e. defied f. patronage g. heritage

2. Work out the anagrams and write the words in column B. Match the words in B with words of the opposite meaning in C.

- a. repair/damage b. work/idleness c. untimely/opportunely d. plant/uproot
e. peaceful/turbulent f. sweet/hateful g. holy/wicked h. noble/undignified

C LEARNING ABOUT LANGUAGE

Remind the pupils about what they learned about adjectival phrases on page 74.

1. Underline the phrases in the following sentences. Say whether they are adjective phrases or adverb phrases.

Discuss the various types of phrases, and ask pupils to supply examples.

Underline the phrases in the following sentences.

- a. in a modern way—**adverbial phrase**
b. of great talent—**adjective phrase**
c. with very little vegetation in it—**adjective phrase**
d. at the correct time—**adverbial phrase**
e. with yellow and gold marks on it—**adjective phrase**
f. at my sister's house—**adverbial phrase**
g. at great cost—**adverbial phrase**
h. made of gold—**adjective phrase**

2. Use these adjective phrases in sentences of your own.

Pupils will write their own sentences.

3. Rewrite the following sentences replacing the adverbs with adverbial phrases.

- a. The boys behaved *in a rude manner*.
b. The manager served me *with promptness*.
c. The woman spoke to the boys *in a kind way*.
d. Asad went *to that place*.

D LISTENING AND SPEAKING

Read the passage about Abdul Sattar Edhi at the end of the student's book. Pupils may already have read it. Pupils should listen to it carefully with their books closed. During the second reading, pupils may make some notes of the information they think is of importance.

Answers:

1. The Edhi Foundation runs clinics, blood banks, orphanages, maternity homes, homes for the physically and mentally challenged, a cancer hospital, and mobile dispensaries.
2. Edhi's mother suffered from diabetes.
3. Edhi's mother gave him two paise to spend each day, one on himself and the other on a needy person.
4. The Edhi Foundation works in Pakistan and in other countries.

5. As a youth, Edhi showed his generosity by giving his friend half the money his mother gave him each day. He set up a dispensary; he encouraged his friends to give free lessons in literacy to those who could not read; he cared for his mother in her illness; he set up many caring organizations for the poor and needy; he drove one of his ambulances himself.
6. Edhi received the Nishan-e-Imtiaz, the Ramon Magsaysay Award for Public Service, the Lenin Peace Prize, and many other awards and honours, including an honorary doctorate from the Institute of Business Administration in Karachi.
7. He worked for the good of others, wore simple clothes of homespun cotton, swept his own room, and prayed every day.

Which of the following statements is true?

1. T 2. F 3. T 4. F 5. F.

E COMPOSITION

Can you think of ways in which we can protect trees? Write a letter to your local paper about the trees in your neighbourhood.

Discuss this first. Pupils might like to first collect information about trees and the preservation of forests. When pupils have the appropriate vocabulary and some information about the subject, they may then compose their letters. There are different ways in which the subject can be handled—objectively or emotionally; however, their letters should conform to the normal conventions.

Workbook: pages 109–113

A PHRASES

1. Rewrite the sentences using a phrase of similar meaning in place of the adjective or adverb italicized.

- | | | |
|------------------------|------------------------|------------------|
| a. with full attention | b. with great patience | c. on the border |
| d. made of silk | e. with great care | |

B VERB + PREPOSITION

Write sentences to show the meaning of each of the following.

Pupils will compose their own sentences. Examples:

1. a. I *confided* in my closest friend and he has not told anyone.
b. Please do not *confide* this secret to anyone.
(Note: confide in a person; confide a thing to a person)
2. a. Fauzia *cared for* her mother when she was ill in bed.
b. Riaz *asked Maham to take care of* his sister.
3. a. The children *listened carefully to* the teacher's explanation.
b. The boys *huddled together for safety as they listened for* the sound of footsteps.
4. a. The children *laughed with joy at* the antics of the clown.
b. They *laughed at* him when he tripped over his big feet.

C JUST PREPOSITIONS

Fill in the blanks with *in, by, from, with, or to*.

- a. from b. from c. in d. by e. by
f. with g. with h. with i. with j. with

D VOCABULARY

Join the following to form longer words.

- a. undergrowth b. landscape c. covered d. along
e. forget f. noticed g. something h. inside

E TONGUE TWISTERS

1. Can you say these tongue twisters very fast? Repeat them a few times.

Pupils should try to master these tricky tongue twisters! They are not easy but the pupils can have fun trying.

F PHILANTHROPISTS

Discuss what each person does. Discuss what other people do, as well. Note that some are professions, others are not. (e.g. liar!)

Study the clues on the opposite page and fill in the blanks.

1. biographer 2. poacher 3. magistrate 4. philatelist 5. dramatist
6. tinker 7. caterer 8. teacher 9. martyr 10. escapologist
11. plumber 12. liar 13. bursar 14. traitor 15. miser

Lesson Plans

For detailed suggestions, refer to pages 130–133.

LESSON 1

Textbook **Time: 40 min**

Aims:

- To read and understand free verse
- To practise answering questions
- To expand vocabulary

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

LESSON 2

Textbook Time: 40 min

Aims:

- To use the correct word to complete a sentence
- To explain the meanings and identify the opposites of given words
- To make sentences with adjectival phrases
- To replace adverbs with adverbial phrases

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

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To develop concentration skills
- To encourage the children to gather information either by a discussion in class or by listening to the information given by the teacher
- To practise directed writing skills

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

LESSON 4

Workbook Time: 40 min

Aims:

- More practice of adjectives and adverbial phrases
- To explore the meanings of phrasal verbs
- More practice of prepositions

Task	Time
1. Do Exercise A.	10 min
2. Exercise B should be attempted.	15 min
3. Exercise C should be attempted.	10 min
4. Recap the learning points of the unit so far.	5 min

LESSON 5

Workbook Time: 40 min

Aims:

- To expand vocabulary
- To teach names of professions

Task	Time
1. Attempt Exercise D.	10 min
2. Attempt Exercise E.	5 min
3. Attempt Exercise F.	20 min
4. Recap the learning points of the unit	5 min

The pupils will greatly enjoy reading the whole book from which this extract has been taken.

For more information about the author, Jerome K Jerome:

http://en.wikipedia.org/wiki/Jerome_K._Jerome

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- When Uncle Podger sends the girl out for nails, he forgets to tell her what size. He has to send one of the boys after her. This is when we first learn that he is not organized.
- The girl has to get sixpen'orth of nails and a bit of picture cord.
- Uncle Podger loses his coat because he is sitting on it, and only finds it again when he stands up.
- Uncle Podger says—*'Might just as well ask the cat to find anything as expect you people to find it'. Later he says 'Great heavens! Seven of you gaping round there and you don't know what I did with the hammer!'*

These examples show that Uncle Podger does not give much credit to his helpers.

- 'When the old fool was leaning over the chair at an angle of forty-five and trying to reach a point three inches beyond what was possible for him to reach,'* tells us the author does not think much of Uncle Podger's intelligence.
- It took Uncle Podger most of the day and half the night to hang the picture. Auntie Podger thinks it may take him a week.

This question is more difficult. Discuss it first.

- Pupils can use their answers to a – f and further examples from the text to do this. They should discuss it first so that they can ensure their written response is succinct.

While Reading: Pupils will give their own reasons/examples.

Challenge: The author uses 'would' because he is giving only one instance of Uncle Podger's methods of doing things. He tells this story, which took place in the past, but by using *would* he implies that Podger usually did things like this.

2. Read through the passage again and make a list of the various things that go wrong.

Podger tries to save the glass and cuts himself.

He loses his handkerchief.

He drops the nail.

He loses the hammer.

He loses sight of the mark on the wall.

Trying to do a sum in his head drives him mad. He forgets the original number.

While using a piece of string to measure, he falls off the chair onto the piano.

After that he smashes his thumb with the hammer.

At the second attempt he drives the nail and hammer into the wall. This nearly flattens his nose.

B WORKING WITH WORDS

1. Match the well-known idioms in A with their meanings B.

a—3 b—5 c—2 d—1 e—6 f—4

SIMILES

2. These similes are all wrong! Can you rewrite them using the words given below so that they make good sense?

- | | |
|--------------------------------|-----------------------------|
| a. as agile as a monkey | d. as slow as a snail |
| b. as bright as a lark/peacock | e. as timid as a mouse |
| c. as faithful as a dog/hound | f. as clumsy as an elephant |

HYPHENS

Discuss hyphens. Note how the meaning of a phrase alters when the hyphen is placed in a different place.

Example: the white-board cleaner, the white board-cleaner

3. Look through the reading passage and find words with hyphens.

frame-maker, dining-room, step-ladder, kitchen-chair, spirit-level, picture-cord, semi-circle, thirty-one, forty-five

4. Use the following in sentences of your own.

Pupils will form their own sentences.

5. Where will you add a hyphen to make these sentences correct?

- A green-fingered gardener...
- The top-heavy sack ...
- ...with a hair-raising trick.
- His brother-in-law was a hard-working office manager.
- ...has left-wing ideas.

C LEARNING ABOUT LANGUAGE

1. Change the following sentences from the present continuous tense to the past continuous tense. Add a suitable time phrase to each sentence.

- The captain was shouting at his crew this morning.
- The workers were on strike last week. (The workers were striking last week.)
- Yesterday, the customer was complaining about the slow service.
- This morning, Shiraz was waiting patiently to see the doctor.
- Manzoor was helping his father build a house last year.

2. Change the following sentences from the past continuous tense to the future continuous tense.

- Tomorrow the gardener will be watering the plants with a hosepipe.
- Tonight, Atif will be entertaining us with his songs.
- Next Sunday, policemen will be checking driving licences on the highway.
- The participants in the race will be motoring across the desert next month.
- Next year, the ship will be sailing between Karachi and Singapore.

D LISTENING AND SPEAKING

MAKING A PRESENTATION

Read and discuss the text and the suggestions on how to make a presentation. Pupils may then choose one of the suggested topics (or another they may suggest), and prepare and make their presentations. You might advise them to make an easy presentation to start with, followed by a more difficult subject after they have had some practice.

E. COMPOSITION

Describe an incident to illustrate one of the expressions in Exercise B.1.

Pupils should end their composition with the chosen expression.

Workbook: pages 114–118

A TENSES

1. Rewrite these sentences using the future continuous tense. Use the adverbial phrases (in brackets).

- I will be leaving the country in June.
- We shall be holding a meeting next week.
- They will be staying with the Kamals tonight.
- Simon will be watching a cricket match on Sunday.
- She will be helping her mother in the kitchen later this afternoon.

2. Fill in the blanks with the correct form of the verbs in the brackets.

Note that with verbs of the senses, we do not usually use the present continuous tense.

- visits, know, likes, is coming, is cooking
- do not think, is enjoying, keeps
- thinks, has
- works, does not like
- is hearing, goes (is going)

B UNCLE PODGER HANGS A PICTURE

WHAT'S THE JOKE?

Talk about the intended meaning and the importance of using commas correctly.

Identify the tools and fill in the crossword.

CHISEL	HACKSAW	PLIERS	PLANE	SAW	DRILL
PINCERS	FILE	VICE	MALLET	HAMMER	

Find out if the pupils know what these tools are used for.

C FAMILY RELATIONSHIPS

1. On page 98 is the Majeed family tree. Talk about the relationships.

The key words may be found at the end of this exercise. Pupils could also be asked to speak about their own relations and draw their own family trees.

2. A description of the family tree has been started—can you complete it?

Pupils should mention all the members of the family.

Ahmed Majeed married Sana Shah. They had two children, a girl called Ambreen and a boy called Salman. Ambreen married Hamid Malik and they had two children, Arif and Maria.

Salman Majeed married a woman called Asma Shamsi.

They had three children, Imran, Farah, and Abid.

Imran married a woman called Maha Khan.

They had a son called Danish. Danish's father, Imran, is the son of Salman and the grandson of Ahmed Majeed. Danish's uncle and aunt are Abid and Farah, etc.

D COMPREHENSION

Study the Majeed family tree again, and then answer these questions. Write complete answers.

- Maha Khan is Danish's mother.
- Maria Malik has no sisters.
- Mrs Sana Majeed has five grandchildren.
- Maria has two male cousins, Imran and Abid.
- Maha Majeed's mother-in-law is Asma Shamsi.
- Imran is Hamid and Ambreen Malik's nephew.
- Farah's sister-in-law is called Maha.
- No, Farah does not have a brother-in-law.
- Danish's great-grandmother is Sana Majeed.
- Arif's uncle is called Salman Majeed.

Lesson Plans

For detailed suggestions, refer to pages 136–139.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand a humorous story
- To build vocabulary and practise comprehension

Task	Time
1. Reading of the text and explanation of the unfamiliar words	20 min
2. Attempt Exercise A, Questions 1 and 2. The task in Question 3 can be given for homework.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To match idioms with their meanings
- To introduce similes
- To use the hyphen correctly
- To reinforce the past continuous tense and the future continuous tense

Task	Time
1. Attempt Exercise B, Questions 1 and 2.	15 min
2. Continue with Exercise B—Hyphens.	25 min
3. Exercise C, Questions 1 and 2. The task should be given for homework after a brief discussion.	5 min

LESSON 3

Workbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To make a presentation
- To develop directed writing skills

Task	Time
1. Attempt Exercise D.	25 min
2. Attempt Exercise E. The exercise should be continued in the next lesson.	15min

LESSON 4

Workbook Time: 40 min

Aims:

- To practise the correct use of tenses
- To use the correct form of the verb in given sentences
- To expand vocabulary

Task	Time
1. Continue the exercise from the previous lesson.	10 min
2. Begin with Exercise A from the Workbook. Attempt Questions 1 and 2.	15 min
3. Attempt Exercise B.	15 min

LESSON 5

Workbook Time: 40 min

Aims:

- To talk about family relationships
- To develop speaking skills
- To practise comprehension

Task	Time
1. Attempt Exercise C, Questions 1 and 2.	20 min
2. Attempt Exercise D.	15 min
3. Recap the learning points of the unit.	5 min

The Clothes Line

The poem is a simple one, with great rhythm, to be read and enjoyed.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- a. The poem is about clothes drying and flapping on a clothes line and about a handkerchief that blows away.
- b. flipping and flapping like fluttering creatures, white as snow, capering and prancing like restive horses, dancing like fairy-tale witches, flying like a bird, like a sail in the sun
- c. dance, hither and thither, to and fro, flip, flap, flop, fluttering, caper, prance, shiver, skip, struggling, flew,...
- d. The clothes resemble witches in the way they dance wildly.
- e. The poet's handkerchief flew like a bird. It danced excitedly, and struggled till it was free, then, leaving pegs and clothes line behind, it flew like a bird, and no one can find it. The poet guesses that the handkerchief may be in some ditch or drowned in the sea.

This question is more difficult. Discuss it first.

- f. flip: throw or toss with a brisk motion; turn over or around; move in twists and turns
flap: move with a fluttering motion; move or sway while fixed at one end
flop: fall down or land heavily; move about limply or loosely
Pupils will use the words appropriately. Discuss their sentences.

2. Understanding poetry

It is worth reading the whole of the poem, *The Pied Piper of Hamelin*, to the pupils. The poem can be found in any good anthology of verse. To see an illustrated version of the poem visit:

<http://www.indiana.edu/~librcsd/etext/piper/>

Pupils themselves might like to look at this version of the poem, which has explanations of all the unfamiliar words:

http://www.lancsngfl.ac.uk/curriculum/literacy/lit_site/html/fiction/Pied_Piper/start.htm

Use the words in the list to complete the lines.

cats, cradles, vats, ladles, sprats, hats, chats, speaking, squeaking, flats.

(sprat: a small fish of the herring family; vat: a large container used to hold or store liquids; flat: a musical pitch, one half-step below the specified note)

B WORKING WITH WORDS

1. Use the following in sentences of your own.

Pupils should use the words in sentences that are grammatically correct.

2. What are the mistakes in the following?

Pupils should first correct the mistakes and then use the phrases correctly in sentences.

- a. is departing for foreign (shores)/is going abroad
- b. in two or three days
- c. you all know (*know, see, and other sense verbs are not used with the present continuous. e.g. I see that..., I observe that..., I know that..., I hear that... NOT I am seeing that... I am knowing that..., etc.*)
- d. his wife cooked well (*nice and nicely are overworked words, and misused*)
- e. with both men and women/ gentlemen and ladies/ with gentlemen and ladies too (No need for repetition)
- f. to improve her prospects (*prospects means 'something expected; a possibility': it is used in the plural.*)
- g. will sum up (a formal way of ending an official meeting; Mr Ahmed is going to say a few words in conclusion. not *sum up.*)

C LEARNING ABOUT LANGUAGE

CLAUSES

Discuss the text and illustrate the difference between a clause and a phrase with further examples. Ask pupils to suggest clauses and phrases and write these up on the board under two headings. If mistakes are made, leave them on the board till they are spotted by other pupils, then correct them.

When you have discussed clauses and phrases in general, concentrate on the different types of clause—noun, adjective, and adverb clauses.

- 1. Pick out the clauses in the following and say whether they act as nouns, adjectives, or adverbs.**
- a. where it was cool— noun clause
 - b. because he won the lottery— adverb clause
 - c. which is not very difficult— adjective clause
 - d. what I heard— noun clause
 - e. who robs banks— adjective clause

TENSES: REVISION

Discuss the table. In which circumstances would we use the continuous tenses? Give further examples and ask for suggestions.

- 2. Make a similar table in your notebook. Show the tenses of the verbs to take and to eat.**

to take	Past	Present	Future
simple	He took	He takes	He will take
continuous	He was taking	He is taking	He will be taking
perfect	He had taken	He has taken	He will have taken
to eat	Past	Present	Future
simple	He ate	He eats	He will eat
continuous	He was eating	He is eating	He will be eating
perfect	He had eaten	He has eaten	He will have eaten

3. Complete the following. Use the past continuous tense.

Pupils will complete the sentences in their own words.

Examples:

- a. He was coming round the corner...
- b. While Kabir was cleaning the car...
- c. As he was walking across the courtyard in the dark...
- d. While the woman was feeding the child...
- e. I was making no noise at all but the baby woke up!

D LISTENING AND SPEAKING

1. Read this list quickly. Are the 'o's short or long? Be careful!

Concentrate on the vowel sounds.

Short : foot, rook, shook, crook, took, look, brook, book, cook

Long : fool, soon, stool, pool, tool, spoon, cool, drool, moon

2 and 3. Read this list of past participles aloud.

Note that the pronunciation of the final -ed is not the same for all the words.

Do you think you pronounced all the endings correctly?

<i>-d</i>	<i>-id</i>	<i>-t</i>
reigned	seated	tricked
wrinkled	crooked	booked
pickled	wicked	walked
bottled	knighted	hooked
drowned	haunted	picked
dared	darted	stopped
failed	salted	dropped

After the pupils have sorted the words, get them to read the first list (in Ex. D.2) again.

E COMPOSITION

1. Find two poems in this book. One should be a rhyming poem, and the other a poem that does not contain rhyming lines. Read the poems a number of times. Which one do you prefer? Why?
2. Now think of any nursery rhyme that you know. Try to rewrite the nursery rhyme as a rhyming poem and as one that has no rhyming words. Read your versions of the rhyme to the others in class.

Pupils may choose any poems they wish to read, and any nursery rhyme they wish to base their own poem upon. If various rhymes are chosen by the pupils in the class, the exercise will be made more interesting.

When they have completed their work, ask them to make a short presentation by saying which rhyme they have chosen to use for their work. They might like to read that out first, then read out their own version, either in rhyme or in blank verse.

Workbook: pages 119–120

A CLAUSES

1. Add suitable clauses to the following sentences.

- a. ...when it grew dark.
- b. ...which was nearby.
- c. ...who passed the exam
- d. ...which are too violent.
- e. What he said last night...
- f. ...where we shall go hiking.

2. Write the type of clause next to each sentence.

- a. The children will go out *when the rain stops*. (adverb clause)
- b. He is a man *whom I like*. (adjective clause)
- c. She took an umbrella *because it was raining*. (adverb clause)
- d. The house *where he was born* is next door. (noun clause)
- e. I did not know *that he was ill*. (noun clause)
- f. I've lost the book *which I bought yesterday*. (adjective clause)
- g. He works *until he is tired*. (adverb clause)
- h. He spoke to Raheel *who is my driver*. (adjective clause)
- i. The dog *which was barking* is mine. (adjective clause)

B SPEECH PRACTICE

1. Can you read the following verse without making a mistake? Read it aloud.

C ABBREVIATIONS

Make a list of all the abbreviations you can find.

Rd. — Road

St. — Saint or street

M. — (standing for a name: e.g. Majeed, Maha, Maheen)

PhD. — Doctor of Philosophy

A. — (standing for a name: e.g. Ali, Akbar)

c/o. — care of

P.O. — Post Office

S. — South

Ave — Avenue

Dr — Doctor

Tel. — telephone

F. — (standing for a name)

Dist. — District

Ask about other abbreviations too:

NE. — North East

TV. — television

F. — Fahrenheit

p.m. — post meridiem

N.S.E.W. — North, South, East, West

b. — born

Prof. — Professor

no. — number

Univ. — University

W.C. — water closet

C. — Centigrade

VIP. — Very Important Person

RIP. — Rest in peace

d. — died

Esq. — Esquire

Lesson Plans

For detailed suggestions, refer to pages 142–145.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand a simple poem
- To expand vocabulary and check comprehension
- To identify the rhyme scheme and rhythm of a poem

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

LESSON 2

Textbook Time: 40 min

Aims:

- To form grammatically correct sentences
- To make corrections and write sentences with some commonly used phrases
- To differentiate between phrases and clauses
- To reinforce and revise the continuous (or imperfect) tenses

Task	Time
1. Attempt Exercise B, Questions 1 and 2.	20 min
2. Continue with Exercise C.	15 min
3. Exercise C—Tenses: Revision; after a brief discussion the task should be given for homework.	5 min

LESSON 3

Textbook Time: 40 min

Aims:

- To pronounce the short and long o sounds correctly
- To discern the different sounds of words ending with the letter d
- To compare rhyming and non-rhyming poems

Task	Time
1. Attempt Exercise D, Questions 1 and 2.	15 min
2. Continue with Exercise E.	20 min
3. Recap the lessons taught so far.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- More practice of clauses
- To identify different types of clause (noun, adjective, adverb)
- To use some commonly used abbreviations

Task	Time
1. Attempt Exercise A, Questions 1 and 2.	20 min
2. Attempt Exercise B.	5 min
3. Attempt Exercise C.	15 min

The play contains six speaking parts. Make sure that all pupils get a chance to take a part. Encourage them to read with expression after they have gauged what the speaker is feeling and what emotions are being displayed. This can only be understood if the play is read through a number of times. In some instances, especially when an interruption is required, timing is essential.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- Mrs Asghar gets the children to return to their homework by telling them that their father will be most dissatisfied when he gets home and finds that they have not done their work. She reminds them what will happen then.
- Nina is obviously doing her maths homework because she wants to know the answer to a multiplication sum.
- Right, Left, arm/*aam*, cheap/*cheep*, sweet, harmless/*aamless*/*armless*/*harmful*, man go/*mango*, leave
- The temptation to see the mangoes draws Aslam to the window again.
- The Mango seller does speak standard English, apart from a couple of mistakes; the repetition of 'much', and '... and that man going round with a knife!'
- The Mango seller laughs loudly when he understands Aslam's pun on the words *aam*/*armless*, harm/*harmless*. He giggles later when he hears the same joke again. And finally, he laughs when he says that Mrs Asghar is not buying mangoes from him and Majid is going round with a knife.
- Mr Asghar thinks that everybody has gone mad because he cannot get a straight answer to any of his questions and all the members of his household, including Majid, are behaving very strangely.
- Mrs Asghar collapses in the end because there has been complete confusion in the house. She has been shocked by Majid, thinking that he is going to kill the Mango seller with a knife.

2. Reference to context

Then how can we set the dog on him?

- Mr Asghar speaks these words to Mrs Asghar.
- Mr Asghar asks this question because Mrs Asghar has just reported to him that she told the Mango seller to leave, otherwise she would set the dog on him.
- Mrs Asghar, in order to get rid of the Mango seller, tells him that she will set the dog on him. Nina asks her, 'What dog?', and says that they have a cat but not a dog. A little later, Mrs Asghar tells the Mango seller that they may not have a dog, but that they have a strong servant, who is then summoned.
- Mr Asghar does not get an answer to the question. (But Mrs Asghar has already explained why she had used the threat.)

B WORKING WITH WORDS

1. Find the meanings of these words, then make up words with the opposite meanings.

- | | | | |
|------------------|----------------|----------------|------------------|
| a. dishonourable | b. unambitious | c. uncivilized | d. dissatisfied |
| e. impatient | f. unfaithful | g. impossible | h. disappearance |

2. Use these words in sentences of your own.

Pupils should look up the meaning of any word they do not know, and then use the words in sentences.

C LEARNING ABOUT LANGUAGE

THE PERFECT TENSE

Remind the pupils that the perfect tense is used *to express action that has been completed with respect to the present.*

There are three basic tenses (past, present, and future) and each of these has a perfect form. The perfect forms are:

1. present: have/has eaten, has/have done, has/have taken
2. past: had eaten, had come, had seen, had worn
3. future: will have done, will have run, will have followed

There is also a perfect progressive form (but you need not deal with this now).

1. present: have/has been eating, have/has been sleeping
2. past: had been sleeping, had been making, had been studying
3. future: will have been talking, will have been meeting, will have been mending

Go through the examples and ask the pupils to use the perfect tenses in complete sentences. Use other verbs too.

1. Use the perfect tenses for the verbs given in brackets and complete the following:

- | | | | |
|--------------|---------------------|-----------------------|----------------------|
| a. had eaten | b. have studied | c. had learnt | d. have (never) told |
| e. had drunk | f. will have spoken | g. will have finished | |

2. Make four sentences from the words given (in brackets). Use the first verb in the simple past tense and the second in the past perfect tense.

Examples:

- a. When I arrived, he had already prepared the meal.
- b. By the time she got to the theatre, the play had already begun.
- c. Since I took my father to see the bicycle in the shop, they had increased the price.
- d. I passed him in the street, but did not recognize him because he had grown a beard.

D LISTENING AND SPEAKING

TAKE PARTS AND READ THE PLAY ALOUD.

The pupils will have fun acting the play. Make sure that the roles are rotated and that each pupil gets a chance to perform.

E COMPOSITION

Work with a partner and write a short dialogue.

When the pupils have written their dialogues, ask them to read them aloud to the others in class.

Workbook: pages 121–123

A TENSE PUZZLE. PERFECTLY POSSIBLE!

1. Underline the verbs, mark the correct tense in the brackets. Use the abbreviations shown.

- What was she doing at the library? (pt c)
- She had never been to Islamabad till last week. (pt p)
- They studied at the same school in Lahore. (s pt)
- The bus does not leave on time. (s pr)
- Will you be helping him next week? (f c)
- She is not reading now. (pr c)
- I have seen that interesting film six times. (pr p)
- They have been playing for three hours. (pr p c)

2. Write sentences of your own. Use the given tenses and verbs in your sentences.

Pupils will compose their own sentences. Use the forms given below to check whether or not the tenses used are correct.

s pr. eat: eats, eat

pr p buy: has bought, have bought

pr c. study: is studying, are studying

f c take: will be taking

s pt. catch: caught

pt p see: had seen

pt c laugh: was laughing, were laughing,

pr p c hide: has/have been hiding

B INDIRECT SPEECH

1. Change the following from direct speech to indirect speech.

- Aslam told his mother that they did not have a dog.
- Majid asked the *begumsahib* if she had called him.
- Majid asked Mrs Ashgar politely if she thought his father was coming.
- Mrs Asghar called Majid an idiot.
- Mr Asghar announced to the children that he was home (that he had got home).
- Mr Asghar asked the Mango seller to let them have half a dozen.
- Nina told her father that they were not very hungry.
- Mr Asghar asked Majid why he was telling that man to go.

C ANTONYMS AND SYNONYMS

1. Find antonyms for the following.

- harmless/harmful
- satisfied/dissatisfied
- appeared/disappeared
- tasteless/tasty

2. Find synonyms for the following.

- hard working/industrious
- charge per unit/cost
- clout/whack
- teach/instruct

D WRITING AND SPEAKING

Make notes in answer to the following questions.

Pupils should make brief notes so that these may be consulted if necessary. The notes need not be in any particular order, but jottings of random ideas. However, when it comes to speaking, pupils should try to follow a coherent line of thought. It is more difficult than it seems. Where to start? Where to go from there? Where to end?

Lesson Plans

For detailed suggestions, refer to pages 148–151.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate a humorous play
- To develop vocabulary and comprehension skills

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

LESSON 2

Textbook Time: 40 min

Aims:

- To expand vocabulary
- To teach the opposites of given words
- To form grammatically correct sentences
- To reinforce the perfect tense

Task	Time
1. Attempt Exercise B, Questions 1 and 2. The sentences can be given as homework.	15 min
2. Continue with Exercise C, Questions 1 and 2.	15 min
3. A brief revision of the lessons taught	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To read character roles with appropriate expression
- To continue the play in the same strain
- To predict the outcome of the play
- To develop directed writing skills

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

LESSON 4

Workbook Time: 40 min

Aims:

- To practise tenses
- To change direct speech to indirect speech
- More practice of antonyms and synonyms

Task	Time
1. Attempt Exercise A, Questions 1 and 2.	15 min
2. Attempt Exercise B.	15 min
3. Attempt Exercise C, Questions 1 and 2. If the work cannot be completed in this lesson, it should be continued in the next lesson.	10 min

LESSON 5

Workbook Time: 40 min

Aims:

- To practise writing notes
- To use notes to give full answers
- To extend vocabulary
- To develop speaking skills

Task	Time
1. Continue the exercise from the previous lesson.	5 min
2. Attempt Exercise D, Questions 1 and 2.	25 min
3. Recap the learning points of the unit.	10 min

Test—3

Workbook: pages 124–131

The test covers student book and Workbook units 1–22

A COMPREHENSION

1. Read the passage.

2. Answer the following questions briefly.

- Not everyone. (... more than one man was heard to mutter under his breath, but it would mean some hard digging with the spade ... others glanced appreciatively around at the crispness of the snow).
- It was not unusual to see the tiny footmarks of birds or small animals on the snow.
- They were crescent-shaped; they ran in a single line straight across gardens; they ran up walls; they ran over the roofs of houses and cottages.
- They stepped out to see how far the footprints stretched.
- The shape of the footprints resembled those of a donkey and were placed about eight inches apart, one directly in front of the other. This was surprising because no one had ever heard of a donkey that could place its feet in a straight line and walk up various perpendicular surfaces.

3. Fill in the blanks using suitable words chosen from the passage.

- The snow was *glistening* in the sunlight that morning.
- Some people were pleased to see the snow and glanced *appreciatively* about them.
- The people saw the most *extraordinary* row of footmarks in the snow.
- The footmarks did not come to an end; they went *unerringly* onwards.
- The residents were certainly *puzzled* by the footprints.

4. Give another word from the passage for each of the following:

- | | | |
|--------------------|-----------------------------|----------------------------------|
| a. fence/palings | b. freshness/crispness | c. visually pleasing/picturesque |
| d. fireside/hearth | e. unexpected/extraordinary | |

5. Are the following statements true or false?

- a. F b. T c. T d. T e. F

B ANSWER THE FOLLOWING QUESTIONS ABOUT THE STUDENT BOOK.

1. Answer the following questions.

- Amala (bright yellow flower) and Kamala (lotus)
- A girl; she wears a skirt. (In a tunnel)
- No one had been harmed and the incident had not cost the government much money so they gave the breeder a break.
- Uncle Podger

2. Who said the following?

- a. Uncle Podger to his family after he had asked them if anyone knew where his coat was. He found it himself because he had been sitting on it.
- b. Roald Amundsen - to his readers/crew - it is not clearly stated who he said this to.
- c. Someone at the Singhs' house said this to Kamala when Mrs Singh returned home after having been away for two weeks.
- d. Phyllis to the others in the tunnel as the train was approaching. No one heard her.

C ANSWER THESE QUESTIONS ABOUT THE POEMS IN THE STUDENT BOOK.

1. In which poems do you come across the following people or things?

- a. The way through the woods
- b. The Pobble Who Has No Toes
- c. The Echoing Green

2. Reference to context

- a. The line is spoken by the old brown horse while standing at the fence, waiting for any passersby to come along and stroke its mane (*The Old Brown Horse*)
- b. The Pobble says this in reply to people who said to him that some day he would lose all his toes. (*The Pobble who has no Toes*)
- c. The poet says this while referring to the trees that have been hacked down by the side of the road from Peshawar to Attock. (*A Heritage of Trees*)
- d. The mother says this to the son; she is describing life as a staircase that has to be climbed and is saying that it is full of difficulties, hardships, and things that cause pain. (*Mother to Son*)

D WORKING WITH WORDS

1. What are the abbreviations for the following?

- a. Wed b. SE c. Prof d. Sec e. MA

2. Give the opposites of the following:

- a. harmless b. painful c. remember d. tight e. dishonest

3. Complete the following in your own words.

Pupils will write their own sentences. Examples:

- a. 'You must come at once before *the whole house falls down*.
- b. He is old, but *he is still very strong*.
- c. She is eating the biscuit which *I gave her ten minutes ago*.
- d. Whenever they go to work, *they take their own lunch*.
- e. So long as we finish the work, *the teachers will not complain*.

4. Write the plural form of the following words.

- a. buses b. tomatoes c. flies d. knives e. axes

E LEARNING ABOUT LANGUAGE

1. Underline the verbs in the sentences below. Say whether the verb is transitive (v.t.) or intransitive (v.i.). Remember that transitive verbs have a direct object.

- a. The children played every day. **v.i (object: none)**

- b. They played football in the field. **v.t. (object: football)**
 c. His pen writes very smoothly. **v.i. (object: none)**
 d. He writes a letter to his parents every week. **v.t. (object: a letter)**

2. Combine the sentences using a relative pronoun.

- a. The captain marched the soldiers to the parade ground, which was in the town.
 b. These are the children whose homework has been completed.
 c. This is Hasan, who is a good football player.
 d. Please sell me the book that I saw in your shop yesterday.

3. Underline the abstract nouns in the following.

jealousy kindness bravery timidity

4. Choose the correct preposition and fill in the blanks.

- a. by b. of c. of d. under

5. Change these sentences from the present continuous tense into the past continuous tense.

- a. She was baking a cake this morning.
 b. Rahila was waiting for me to come to tea yesterday.
 c. The ship was sinking in the rough waves last week.
 d. The children were running because the play was about to begin at that time.
 e. The Sun was shining so brightly in the afternoon, it was hurting my eyes.

F LISTENING AND SPEAKING

1. Read the words aloud. Take care to stress the correct syllable.

‘pepper ‘tasteful ‘seldom ad’mit a’gain
 pre’fer a’bout per’haps de’tect ‘rubbish

2. Listen to the words. Mark the stressed syllables.

re’spect ‘insect com’plete ‘compliment re’joice

G COMPOSITION

Write a brief summary of what the play *Mangoes* is about.

Pupils should write two or three paragraphs. The description of the play (summary) should be in one paragraph, so it has to be brief. The emphasis should be on the pupil’s opinion.

H SLOW DANCE

Encourage the pupils to read the poem with expression. What does it mean? What can they tell you about it?

Lesson Plans

LESSON 1

Workbook Time: 40 min

Aims:

- To assess comprehension skills

- To assess directed writing skills

Task	Time
1. Attempt Exercise A, Question 1.	20 min
2. Continue with Exercise A, Attempt Questions 2, 3, and 4.	20 min

LESSON 2

Workbook Time: 40 min

Aims:

- To assess comprehension skills
- To assess comprehension ability
- To assess vocabulary

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

LESSON 3

Workbook Time: 40 min

Aims:

- To assess understanding of the grammatical concepts taught
- To assess sentence structure

Task	Time
1. Attempt Exercise D, Questions 1, 2, 3, and 4.	20 min
2. Attempt Exercise E Questions 1, 2, and 3.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- To assess use of given tenses
- To assess directed writing skills

Task	Time
1. Attempt Exercise E, Questions 4 and 5.	15 min
2. Attempt Exercise F.	5 min
3. Attempt Exercise G.	20 min

Task	Time
1. Complete unfinished tasks.	10 min
2. Attempt Exercise H.	20 min
3. The students should be encouraged to read and check their work before handing it in.	10 min