The Grammar Tree
Teaching Guide
Sue Gilbert

Basic English Grammar and Composition

OXFORD UNIVERSITY PRESS
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**Introduction**

One of the joys of teaching is that no two lessons, however meticulously prepared, are ever the same. The teacher may prepare the same material for two or more different classes of students, but due to the unique mixture of skills, talents, experiences, strengths, and weaknesses of the students, the teaching and learning process is never uniform, nor should it be if the teacher is focussed on meeting the learning needs of a particular group. This means there can never be one correct way to teach a given topic: hence these teaching guides can only be guides. The skilled, experienced teacher will take from them what is of value for a given lesson, and adapt the ideas and materials for his/her group of students.

There is a lesson plan for each unit in the student book but since some units are longer than others, and students’ existing knowledge of topics will vary, several periods may be needed to complete one unit.

Each lesson plan includes a list of **teaching objectives** and measurable **learning outcomes**, and any **materials required** are also listed for each unit. Although the topic is always known to the teacher, it is not always obvious to the students, so ensure that this is written clearly on the board at the start of each lesson.

An **Introductory activity** has been suggested for each unit, designed to engage the students’ interest by relating the topic to their own experience and encouraging their active participation in the lesson. This activity will also enable the teacher to assess the level of existing knowledge and understanding.

The activity should lead smoothly to the **Student activity** which is textbook based. The well prepared teacher will have read through the text and completed each exercise ahead of the lesson in order to anticipate any problems that might arise with a particular class. Depending on the activity, and the level of student confidence, and for variety, ask the students to complete some of the exercises in pairs or small groups rather than individually, since this will provide an opportunity for them to discuss various possible ideas and answers.

**Answers** for each exercise are provided at the end of each lesson plan; in some cases there is no single correct answer, so always be prepared to discuss and/or accept other possibilities, or to explain why some alternatives are incorrect.

Each lesson plan ends with a short **Recapitulation** activity which is designed to reinforce the learning and to enable the teacher to assess informally the students’ understanding. Many of the activities are practical or, particularly for younger students, involve drawing; others involve oral practice. Make sure that all students participate and teach them how to listen to their fellow students in a spirit of positive encouragement.

This guide cannot provide the perfect lesson plan for every class, but it is hoped that using it selectively will help to make teaching and learning English grammar an enjoyable and successful experience.
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Unit 1 Nouns
Lesson 1 (Pages 1–3)
Kinds of Nouns

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<td>• to revise common, proper, and collective nouns</td>
<td>• identify and use correctly common, proper, and collective nouns.</td>
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<tr>
<td>• to introduce compound nouns</td>
<td>• identify and use correctly compound nouns.</td>
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Materials required
Flashcards showing words that can be combined to form compound nouns e.g. class, room, hair brush, shoe lace, lamp shade, etc.; Blu-tack or similar adhesive material; large sheets of paper and markers for student teams

Introduction
Write a letter on the board, e.g. m, and give the students one minute to suggest common nouns that begin with that letter, e.g. mouse, man, milk, etc. Revise the fact that a common noun names general things of the same type.
Ask the students to suggest proper nouns beginning with the same letter, e.g. Malik, Mona, Malaya, etc. and revise the fact that proper nouns are written with initial capital letters and refer to particular people, places, etc.
To introduce compound nouns, fix the flashcards you have prepared on the board in a random order and ask the students if they can match them in pairs to form longer nouns; when the words have been formed on the board, introduce the term compound noun.

Student activity
Ask the students to open their books at page 1 and read the introductory text; ask students to give more examples of compound nouns. Explain exercise A and give the students a set amount of time to complete it before checking their answers in class.
Read the text on collective nouns and ask the students to give you more examples. Identify the collective nouns in exercise C as a whole class activity before explaining exercise B and giving the students a set amount of time to complete it.

Recapitulation
Ask the students to work in teams of 4-5 and give each team a large sheet of paper and a marker. Choose a letter of the alphabet, e.g. R, and ask each team to write as many common, proper, and compound nouns as they can think of beginning with that letter. The winning team will be the one with most correct answers. If time permits, repeat the activity with a different letter.
Answers

Exercise A
1. washing machine – common
2. fingertips – common
3. table tennis – common
4. Fifth Avenue – proper; passers-by – common; something – common
5. heart attack – common; Wellington Hospital – proper
6. fairy tales – common
7. breakdown – common
8. mother tongue – common
9. fire brigade – common
10. pocket money – common
11. polar bear – common; Central Zoological Park – proper
12. spoonfuls – common
13. telephone number – common
14. brother-in-law – common
15. police station – common
17. mouthful – common
18. Tariq Road – proper; zebra crossing – common
19. Olympic Games – proper; runners-up – common
20. seat belts – common

Exercise B
1. flock
2. cattle
3. band
4. team
5. anthology
6. committee; club
7. herd
8. fleet
9. regiment
10. class
11. library
12. gang
13. audience
14. crowd
15. bunch

Collective Nouns (Exercise C)
7. bouquet
9. man (human beings as a group)
11. swarm
13. council
15. band
16. people
18. battalion

Lesson 2 (Pages 3-4)

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<td>• to explain concrete and abstract nouns</td>
<td>• distinguish between concrete and abstract nouns.</td>
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Materials required

A mini-whiteboard (made by placing a sheet of A4 paper inside a plastic envelope), a marker, and a tissue or eraser for each student, or student flashcards showing the letter A on one side and C on the other
Introduction
Write on the board a mixture of concrete and abstract nouns, e.g. book, tree, truth, sadness, rice, health, chair, safety, etc. Ask the students to indicate which items can be held or touched; explain that these are concrete nouns. Establish that the others are ideas that we can talk about and experience, but cannot be held or touched and are known as abstract nouns. Ask the students to provide other examples of abstract nouns.

Student activity
Ask the students to open their books at page 3 and read the introductory text on concrete and abstract nouns. Read the list of abstract nouns on page 4 and ask questions to check that the students understand the meaning of each of them. Explain exercise C and give the students a set amount of time to complete it, working individually or in pairs, before checking their answers.

Recapitulation
Give each student a mini-whiteboard, marker and eraser/tissue, or a flashcard. Explain that you are going to say a noun; they must decide if it is concrete or abstract and write the appropriate letter (a or c) on their board (or choose the appropriate side of the flashcard) and hold it up for you to see.
If you are using whiteboards you can extend this activity to include other types of nouns.

Answers
Exercise C
1. Sajid – proper; ball – common (concrete)
2. Peter – proper; truth – common (abstract)
3. beauty – common (abstract); lake – common (concrete)
4. teacher – common (concrete) love, hatred – common (abstract)
5. Socrates – proper; wisdom – common (abstract)
6. soldier, medal – common (concrete); bravery – common (abstract)
7. flowers – common (concrete)
8. Silence – common (abstract)
9. Service – common (abstract); man – common (concrete)
10. happiness – common (abstract)
11. John – proper; hive, stick, bees – common (concrete)
12. darkness – common (abstract)
13. intelligence – common (abstract)
14. success – common (abstract)
15. robbers, villagers, huts – common (concrete)
16. independence – common (abstract)
17. poverty – common (abstract); prison – common (concrete)
18. soldiers – common (concrete)
19. flood, crops – common (concrete)
20. kindness – common (abstract)
Lesson 3 (Pages 5–9)
Nouns: Number

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<td>to revise the terms singular and plural</td>
<td>identify and use correctly singular and plural forms of nouns.</td>
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<td>to revise the formation of plural forms</td>
<td>distinguish between countable and uncountable nouns.</td>
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<td>to introduce the concept of countable and uncountable nouns</td>
<td>understand and use correctly adjectives of quantity with uncountable nouns.</td>
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<td>to introduce and practise the use of adjectives of quantity used with uncountable nouns</td>
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Materials required
A selection of countable items, e.g. beads, books, bottle tops, pencils, brushes, etc.; some uncountable materials, e.g. water, sand, sugar, rice, etc.; mini-whiteboards, markers and erasers or student flashcards showing the letters C and U

Introduction
Use some of the countable items you have prepared to revise singular and plural and the formation of plural forms. Use the same items to teach the term countable: hold up a number of e.g. pencils, ask the students to count them, and write the phrase on the board e.g. five pencils. Repeat this with other items. Introduce the term countable, and ask the students to identify other items in the classroom that are countable.

Use the uncountable materials that you have prepared to introduce the term uncountable: show the students some e.g. sand, ask if it is possible to count the sand, and explain that the term uncountable is used for items that cannot be counted. Show more examples and ask the students to suggest others. Show the students two different amounts of one of the substances, e.g. rice, and explain that we can use terms such as a little, or a lot to talk about the amounts, but we cannot use a number.

Student activity
Ask the students to open their books at page 5, read the introductory task and ask the students to complete exercise A, working in pairs or individually.
Read the text on page 6 and ask individual students to use each of the given nouns in a sentence.
Ask the students to complete exercise B and check their answers as a class.
Read the text on page 8 and ask for further examples before asking the students to complete exercises C and D, working individually or in pairs.

Recapitulation
Use the mini-whiteboards or flashcards as in the previous lesson to assess understanding of countable and uncountable nouns.
## Answers

**Exercise A**

1. cloud – singular
2. years – plural; treasure – singular
3. children – plural; garden – singular
4. women, men – plural; home – singular
5. geese, cows, hens – plural
6. ladies – plural; room – singular
7. Foxes, animals, sheep – plural
8. stories, lands – plural
9. task – singular
10. news – singular

**Exercise B**

1. child, beach – countable; sand – uncountable
2. tennis – uncountable
3. salt, pepper – uncountable; egg – countable
4. soup – uncountable; spoon – countable
5. money, poverty – uncountable; books – countable
6. car – countable
7. rice – uncountable; meal – countable
8. coffee, tea, health – uncountable
9. air – uncountable
10. bread, butter – uncountable
11. toothpaste – uncountable; bathroom, brush – countable
12. Oil, water – uncountable
13. accident, clothes – countable; blood – uncountable
14. Luck – uncountable; prizes, fair – countable
15. electricity – uncountable; town, floods – countable
16. weather – uncountable; day, garden – countable
17. music, time – uncountable
18. eggs – countable; toast, breakfast, meat, milk – uncountable
19. space – uncountable; drawing room, television set, bedroom – countable
20. sugar, mango juice – uncountable

**Exercise C**

1. advice
2. tea
3. furniture
4. luggage
5. bread
6. music
7. money
8. was, blood
9. hair
10. noise

**Exercise D**

1. any/much/some
2. much
3. little
4. lot
5. some
6. no
7. no/little/some
8. some/any
9. All
10. any/much
Unit 2 Verbs
Lesson 4 (Pages 10–12)
Verbs: Forms

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>to revise the simple present, present continuous, simple past, past continuous, simple future, and future continuous tenses</td>
<td>recognize and use correctly the simple present, present continuous, simple past, past continuous, simple future, and future continuous tenses.</td>
</tr>
<tr>
<td>to practise forming and using the base, –s or –es, ing, and past tense forms of verbs</td>
<td>correctly form and use the base, –s or –es, ing, and past tense forms of verbs.</td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Begin by revising the six different tenses: draw two columns on the board and write in the first the pronouns I, you, he, she, it, we, they; in the second column write the names of the six tenses (simple present, present continuous, simple past, past continuous, simple future and future continuous). Write a verb, e.g. walk, on the board, point to one of the pronouns, e.g. they, and the present simple tense, and ask the students to say the correct form of the verb (they walk). Repeat this for the other tenses in turn. When the students are confident with the tenses, choose a different verb and point to pronouns and tenses in a more random order, asking individual students to tell you the correct verb form. Give the students sufficient thinking time before asking for their response.

Student activity
Ask the students to open their books at page 10. Ask the students to complete exercise A, working in pairs, and point out that the information box at the top of the page can be used for reference if needed.

Read the text on verb forms on page 11 and ask the students to draw a table like the one shown in the book; the table should have twenty rows. Explain exercise B and give the students a set amount of time to complete the task. Check their answers before using the completed table on page 12 to explain exercise C. Give the students a set amount of time to complete the task and ask them to check their answers in pairs.

Recapitulation
Carry out an oral activity to check learning of verb tenses; give each student in turn a verb form and ask him/her to identify it. For example:
Teacher: was eating
Student: past continuous etc.
Answers

Exercise A
1. told, saw – simple past
2. will be – simple future; is shining – present continuous
3. listens, have – simple present
4. will take – simple future
5. will be playing – future continuous
6. was playing – past continuous
7. stood – simple past
8. is asking, is crying – present continuous; has – simple present
9. flew – simple past
10. was writing, was trying – past continuous
11. will share – simple future
12. are going – present continuous
13. picked – simple past
14. was dancing – past continuous; watched – simple past
15. will go – simple future
16. was helping – past continuous; rang – simple past
17. ate, began – simple past
18. will go – simple future
19. were shopping – past continuous
20. will end – simple future

Exercise B
1. spent, sent – past tense
2. writes – -s or -es form
3. believes – -s or -es form; tell – base form
4. fell – past tense
5. going – -ing form
6. Ask, like, know – base form
7. married, lived – past tense
8. dreamt, cried – past tense
9. Speak, punish – base form
10. sleeping, ringing –ing form; hear – base form

Exercise C
1. spend, spends, spending, spent; send, sends, sending, sent
2. write, writes, writing, wrote
3. believe, believes, believing, believed; tell, tells, telling, told
4. fall, falls, falling, fell
5. go, goes, going, went
6. ask, asks, asking, asked; like, likes, liking, liked; know, knows, knowing, knew
7. marry, marries, marrying, married; live, lives, living, lived
8. dream, dreams, dreaming, dreamt; cry, cries, crying, cried
9. speak, speaks, speaking, spoke; punish, punishes, punishing, punished
10. sleep, sleeps, sleeping, slept; hear, hears, hearing, heard; ring, rings, ringing, rang
Lesson 5 (Pages 13–15)
Verbs: the –ing form

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain and practise the use of the present participle + auxiliary verb to be to form the continuous tenses • to explain and practise the use of the present participle as an adjective</td>
<td>• use the verb to be + present participle to form the present, past, and future continuous tenses. • use the present participle as an adjective. • distinguish correctly between the use of the present participle as a verb form and an adjective.</td>
</tr>
</tbody>
</table>

Materials required
Three different coloured board markers; mini-whiteboards, markers and erasers or student flashcards marked V and A; sentences for the recapitulation activity

Introduction
Write on the board a sentence in each of the continuous tense forms, e.g. Mary is doing her homework. Mary was doing her homework. Mary will be doing her homework. Ask a student to underline in one colour the present participle (-ing form) of the verb in each sentence (doing). Ask students to identify the tense of each of the sentences and elicit that it is the tense of the helping verb to be that indicates the tense of the verb; underline is, was, and will be in the second colour. Explain that the continuous tenses are made up of the correct tense of the verb to be and the present participle. Write a few more examples on the board and underline the whole verb in each of them, e.g. Yusuf will be waiting by the bus stop.

Next write on the board a sentence containing a present participle used as an adjective, e.g. The waiting crowd grew restless. Underline the present participle and elicit that in this sentence the participle is not connected to the verb (grew,); instead it is providing information about the crowd and is being used as an adjective; underline the noun in the third colour. Write a few more examples on the board and ask the students to identify and underline the adjective and noun it is qualifying in each of them.

Student activity
Ask the students to open their books at pages 13–14 and read the introductory text. Explain the exercise, working through the two examples together before giving the students a set amount of time to complete the task.

Recapitulation
Give each student a mini-whiteboard and marker and eraser, or a flashcard. Explain that you are going to say a sentence containing a present participle; they should listen carefully, decide whether the participle is being used as verb or an adjective and write either V or A on their whiteboard and hold it up (or show the correct side of their flashcard).
Lesson 6 (Pages 16–20)
The Past Participle and Perfect Tenses

Answers
3. shining: shin + –ing; is shining – present continuous
4. boring: bore + –ing; adj, qualifies the noun ‘books’
5. smiling: smile + –ing; adj, qualifies the noun ‘face’
6. staying: stay + –ing; will be staying – future continuous
7. going: go + –ing; were going – past continuous
8. living: live + –ing; adj, qualifies the noun ‘creatures’
9. dying: die + –ing; are dying – present continuous
10. dying: die + –ing; adj, qualifies the noun ‘man’
11. booming: boom + –ing; adj, qualifies the noun ‘sound’
12. describing: describe + –ing; were describing – past continuous
13. amazing: amaze + –ing; adj, qualifies the noun ‘story’
14. climbing: climb + ing; was climbing – past continuous
15. amusing: amuse + –ing; adj, qualifies the noun ‘incident’

Teaching objectives
- to introduce the past participle and the perfect tenses
- to explain and practise the use of the past participle + auxiliary verb to have in forming continuous tenses
- to explain and practise the use of the past participle as an adjective

Learning outcomes
Students should be able to:
- identify, form, and use correctly the present, past, and future perfect tenses.
- use the verb to have + past participle to form the present, past and future perfect tenses.
- use the past participle as an adjective.
- distinguish correctly between the use of the past participle as a verb form and an adjective.

Materials required
Three different coloured board markers; mini-whiteboards, markers and erasers or student flashcards marked V and A; sentences for the recapitulation activity

Introduction
Write on the board a number of regular and irregular past participles, e.g. talked, earned, wanted, eaten, drunk, etc. and ask the students to identify the base form of each of them (talk, earn, want, eat, drink). Explain that these are past participles and, like present participles, can be used either to form verbs, or as adjectives.

Write on the board some sentences that show their adjectival use, e.g. The lost child was crying. The sheriff offered a reward for the wanted man. The chosen pupils were presented with certificates.
during assembly. Then ask the students to identify and underline the past participles used as adjectives (*lost, wanted, chosen*).

To explain the use of the past participle as a verb form, write on the board a sentence in each of the perfect tenses, e.g. *He has started to write a new novel. He had started to write a new novel. He will have started to write a new novel.* Elicit that the participle is used with the verb *to have* to form the tenses and explain that they are the present perfect, the past perfect and the future perfect, depending on the tense of the auxiliary verb.

**Note** – depending on students, familiarity with the use of these tenses the teacher may need to explain their use. In very simple terms:

- **the present perfect** is used for an action that took place at an *undefined* time in the past and the result extends to the present. It is often used with *ever* and *never*; e.g. *I have never been to China.* (at any time in the past, right up to the moment when I am speaking);

- **the past perfect** is used for an action that happened in the past before another action that happened in the past, e.g. *He had eaten a large meal before he set out on the journey.* (first he had eaten and then he had set out).

- **the future perfect** is used for an action that will be complete at some point in the future, e.g. *By next September I will have bought thirty more books.* (September is in the future, but the action will be complete).

**Student activity**

Ask the students to open their books at pages 16–18 and read all the introductory text as far as exercise A. Explain that the students will need to learn all the irregular past participles. Complete the first two or three questions in exercise A as a class before giving the students a set amount of time to work in pairs to answer the other questions. Check their answers as a class. Complete exercises B, C, and D in the same way.

**Note:** Working in pairs provides students with the opportunity to discuss and help each other to overcome any problems they may be having in understanding the new tenses.

**Recapitulation**

Repeat the activity as in the previous lesson, using the perfect tenses in the sentences.

<table>
<thead>
<tr>
<th>Answers</th>
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<tbody>
<tr>
<td><strong>Exercise A</strong></td>
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Unit 3 Conjunctions

Lesson 7 (Pages 21–22)

Conjunctions

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise familiar conjunctions</td>
<td>• use conjunctions correctly to join two simple sentences to form compound/complex sentences.</td>
</tr>
<tr>
<td>• to practise the use of conjunctions</td>
<td></td>
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</tbody>
</table>

Exercise B
1. Sam has read a book.
2. Richard has gone home.
3. Susan has been ill.
4. He has done his work.
5. Jeff has slept.
6. Maha has cooked dinner for us.
7. I have finished my work.
8. He has remembered everything.
9. Have you been lazy?
10. Who has told you such silly stories?

Exercise C
1. Viola had written several letters to the police complaining about the noise.
2. John had sung a beautiful song at the party.
3. You had given a very good speech at the farewell dinner.
4. John had wanted to become a doctor.
5. Richard had gone to England to see his father.
6. He had lived in a village all his life.
7. Sam had walked home without waiting for the car.
8. I had not seen him so sad before.
9. Imran had hoped to become a schoolteacher.
10. Asad had become famous

Exercise D
1. He will have returned the book to the library by next week.
2. I shall have met the doctor by tomorrow.
3. Bernard will have written a letter to his mother long before her birthday.
4. Will he have finished the work by tomorrow?
5. Susan will have come home by 4 o'clock.
6. The train will have left for London from platform 8 before midnight.
7. You will have received a letter from the office by the end of the week.
8. The world's population will have increased to about seven billion by 2013 A.D.
9. I shall have finished lunch by 2 o'clock.
10. The meeting will have ended by 7 p.m.
Materials required
Some simple sentences that can be joined using some of the given conjunctions; Blu-tack or similar adhesive material

Introduction
Write on the board the target conjunctions, after, and, as, because, but, for, if, or, since, so, although, unless, until, while. Fix (or write) on the board a pair of the sentences you have prepared, e.g. You can have an apple. You can have a banana, and ask a student volunteer to join the two sentences using one of the conjunctions, e.g. You can have an apple or a banana. Ask other volunteers to join the sentences using other conjunctions, e.g. You can have an apple and (you can have) a banana. You can have an apple if you have a banana. Discuss the differences in meaning between the new sentences due to the use of different conjunctions. Repeat this with the other pairs of sentences that you have prepared.

Student activity
Ask the students to open their books at page 21 and read the introductory examples before giving the students a set amount of time to complete exercise A. When you check their answers, discuss the different meanings that result from the use of different conjunctions. Complete exercise B in the same way.

Recapitulation
Go round the class asking the students to take turns to complete a sentence you begin. For example
Teacher: Faiza called Parveen because
Student 1: she needed some help.
Teacher: Faiza called Parveen but
Student 2: she was not at home. etc

Answers

<table>
<thead>
<tr>
<th>Exercise A</th>
<th>Exercise B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(In most cases, more than one answer is possible.)</td>
<td>1. because 2. till/until 3. Since/Because 4. When, and 5. while</td>
</tr>
<tr>
<td>1. The little bird flapped its wings and flew away.</td>
<td>6. but 7. unless 8. or 9. and</td>
</tr>
<tr>
<td>2. Since/As it was getting dark, Faiza took Huma home.</td>
<td>10. because/as/if 11. but 12. till/until 13. or 14. and</td>
</tr>
<tr>
<td>3. The children played games until the teacher came.</td>
<td>15. as it got colder, 16. because of the rain 17. while it was raining</td>
</tr>
<tr>
<td>4. We wanted to swim, but the water was too cold.</td>
<td>18. although it was raining, 19. because they didn’t have permission, 20. though it was raining</td>
</tr>
<tr>
<td>5. They visited Islamabad, because they wanted to see the Shah Faisal Mosque.</td>
<td>21. since they had the money, 22. because they wanted to see the mosque, 23. until they reached the mosque</td>
</tr>
<tr>
<td>6. Though Bina loves cats, her mother will not allow her to keep one for a pet.</td>
<td>24. because Bina loves cats, 25. as she loved cats, 26. while she was at home</td>
</tr>
<tr>
<td>7. Get up now or you will be late for school.</td>
<td>27. because it was late, 28. until they arrived at school, 29. while they were in school</td>
</tr>
<tr>
<td>8. He wore a thick coat as/for it was very cold outside.</td>
<td>30. because/as/so it was cold, 31. therefore, 32. though it was cold</td>
</tr>
<tr>
<td>9. Drink a glass of water if/for you are thirsty.</td>
<td>33. because/as/so you need water, 34. because/as/so you are thirsty, 35. while you are thirsty</td>
</tr>
<tr>
<td>10. He sang while he worked.</td>
<td>36. because/as/so he was happy, 37. while he was working, 38. although he was tired</td>
</tr>
</tbody>
</table>

Oxford University Press
Unit 4 Reading Comprehension
Lesson 8 (Pages 23–24)
At Last

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to help students read a passage of prose and answer related questions</td>
<td>Students should be able to:</td>
</tr>
<tr>
<td></td>
<td>• demonstrate understanding of a prose passage by correctly answering questions about the text.</td>
</tr>
<tr>
<td></td>
<td>• correctly match words and their definitions within the context of the given passage.</td>
</tr>
<tr>
<td></td>
<td>• correctly identify nouns and present participles from the passage.</td>
</tr>
</tbody>
</table>

Materials required
Drawing materials

Introduction
Introduce the passage by asking students to talk about a time when they have had to wait patiently for something to happen, and how they felt while they were waiting, e.g. going on holiday, examination results, the birth of a new sibling, etc. Explain that they are going to read a story about somebody who had to be very patient in order to achieve something very important.

Student activity
Ask the students to open their books at page 23. Write on the board What did Katy have to wait patiently for? Give the students a set amount of time to read the story and suggest an answer to your question (to learn to walk again).
Read the story a second time as a class and discuss the answers to exercise A before giving the students a set amount of time to write their answers.
Look at question 3 in exercise B and ask the students to tell you which of the definitions of spring is correct; they should decide that all three are possible definitions. Ask them to decide which of them would be the correct meaning for the word as used in line 16 of the story (Katy tried, but the spring was gone.) (c). Explain that in this exercise they need to identify the meanings that are correct in the context of the story. Explain exercises C and D and give the students a set amount of time to complete all the tasks before checking their answers.

Recapitulation
Give the students drawing materials and ask them to draw a scene from the story and write a short quote below to show what it is illustrating.; this will demonstrate their understanding and empathy. Display the pictures in the classroom.
Answers

Exercise A
1. Clover and Elsie were startled because Katy’s bell suddenly started ringing in a very excited manner.

2. When Clover and Elsie hurried to Katy’s room, they found her sitting in her chair, but her face was red with excitement.

3. Katy was excited because she had been able to stand on her feet without any help from anybody else. Katy told Clover and Elsie that it had all happened very suddenly. All at once, she had felt that she could stand up if she tried. She did try and found that she could indeed get up and move out of her chair. She had only held on to the arm of the chair because she had felt very frightened and she did not know how she had managed to get back to her chair again.

4. When Katy tried to get up from her chair again, she could not. She felt wondered whether she had really been able to stand up a short time before, or whether ‘the whole thing’ was just a dream.

5. Dr Carr was very excited when he was told of what had happened. He walked round and round Katy’s chair, asked her questions, and made her stand up and sit down.

6. Dr Carr advised Katy to be extremely patient, for though he was certain she would recover, her recovery would be slow. She had to be satisfied with gaining back her lost power of standing up and walking a little at a time. She must remember that, like learning, winning back her lost strength would need time and patience.

7. The passage has been named At Last for various reasons. From what Dr Carr tells Katy at the end of the passage, we know that Katy has not been able to stand up and walk for quite some time. Though very young, she has borne her suffering calmly and with patience – she has been a ‘good girl’. Yet all this while, she must have wished desperately to regain her ability to walk. Now all of a sudden, her wish had been granted – she knew that though it would take time, she would be able to stand up and walk like a normal person – at last!

Exercise B
1 (a) 2 (c) 3 (c) 4 (b) 5 (b) 6 (c)

Exercise C
Proper Nouns: (any four) Clover, Elsie, Katy, Dorry, John, Carr
Concrete Nouns: (any five) bell, steps, chair, feet, arm, face, hands, eyes, room, limbs, child, road, baby
Abstract Nouns: (any one) sound, feeling, trouble, patience, learning
Adverbs: (any two) suddenly, anxiously, absolutely
Exercise D –ing forms of verbs (any four) ringing, looking, explaining, feeling, crying, turning, rushing, doing, questioning, making, going, coming, walking, learning
Lesson 9 (Pages 25–26)
The Table and the Chair

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to help students read a poem and answer related questions</td>
<td>• demonstrate understanding of a poem by correctly answering questions about it.</td>
</tr>
<tr>
<td></td>
<td>• correctly identify nouns, verbs, and adverbs from the poem.</td>
</tr>
<tr>
<td></td>
<td>• correctly match words and their definitions within the context of the given passage.</td>
</tr>
</tbody>
</table>

Materials required
As previous lesson

Introduction
Tell the student a little about the poet Edward Lear who was famous for writing nonsense poems and limericks; read them one or two examples of his work. Explain that they are now going to read one of Lear’s poems.

Student activity
Ask the students to open their books at page 25 and read the poem to the students, or ask a student volunteer to do so. Ask the students why they think this is a nonsense poem (the idea of a table and a chair taking a walk). Explain exercises A – E and give the students plenty of time to complete the tasks, working in pairs or individually before checking their answers.

Recapitulation
As for previous lesson.

Answers
Exercise A 1. The Table suffered from the heat and from chilblains on its feet.
2. The Table wanted to take a little walk in the open with the Chair and to have a little talk with him.
3. The Table and the Chair went out and walked round and round about the town.
4. When the Table and the Chair went down an alley, they completely lost their way and wandered about all day.
5. A Ducky-quack, a Beetle and a Mouse helped them to get back to their house.
6. They dined on bread and beans when they returned home.
7. The friends of the Table and the Chair dined, and danced upon their heads, until it was time for them to toddle off to their beds.
Exercise B  1. brother  2. a castle  3. Little

Exercise C
Proper Nouns:  (any 4) Ducky-quack, Beetle, Mouse, Table, Chair
Concrete Nouns: (any 4) feet, town, alley, castle, valley, way, house, brother, heads, beds
Abstract Nouns: (any 3) air, heat, sound

Exercise D  1. said – simple past  2. suffer – simple present  3. took – simple past  4. went – simple past  5. have come – present perfect

Exercise E  completely, safely

Exercise F  1. – (c)  2. – (e)  3. – (b)  4. – (a)  5. – (f)  6. – (d)

Unit 5 Test 1
Lesson 10 (Pages 27–29)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to assess students’ learning of nouns, conjunctions, and verb tenses and forms</td>
<td></td>
</tr>
<tr>
<td>• to assess students’ ability to identify and correct grammatical errors in given sentences</td>
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<tr>
<td>Students should be able to:</td>
<td></td>
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<tr>
<td>• demonstrate the ability to recognize and use correctly nouns, conjunctions, and verb tenses and forms.</td>
<td></td>
</tr>
<tr>
<td>• identify and correct grammatical errors in given sentences.</td>
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</table>

Materials required
Sample questions of each type of question used in the assessment; reading books or other silent activity for students who finish the test while others are still working.

Introduction
Prepare the students for the assessment by revising the topics covered and giving them examples of the different types of question in the assessment. Reassure them that the purpose of the assessment is to discover how much they have learned and to indicate where further teaching may be required.

Student Activity
Ask the students to open their books at pages 27 - 29. Explain each task clearly and give the students plenty of time to attempt all the tasks. Make it clear that this is not a test of how quickly they can work, it is better to take more time and answer the questions correctly.
Answers

Exercise A

Proper Nouns: Arabian Sea, Sara, John, England
Collective Nouns: album, crowd, audience, army
Common Nouns (Concrete): album, crowd, room, audience, boys, army, father, iron, sugar
Common Nouns (Abstract): colour, sweetness, fear, beauty, courage, hunger, hardness

Exercise B
1. Aamir sings while/as he bathes.
2. Although John ran as fast as he could, he lost the race.
3. Arif could not speak, because he had a bad cough.
4. Babar walked home as he had missed the bus.
5. Be careful or you will slip and fall down the stairs.
6. After he came home, his parents left.
7. I took off my shoes and put them under the bed.
8. If Omar wants to be a good footballer, he must practise hard.
9. Saleem had cleaned the table, but it was still covered with dust.
10. Because mother was very angry, she did not speak to me.

Exercise C
1. is – simple present
2. have counted, (have) given – present perfect
3. will have finished – future perfect
4. had sung – past perfect
5. came – simple past
6. Close, leave – simple present
7. was, went – simple past
8. scores – simple present; will win – simple
9. were fighting – past continuous; walked – simple past
10. will tell – past continuous; asked – past continuous

Exercise D

come, comes, coming, came, come
cry, cries, crying, cried
drink, drinks, drinking, drank, drunk
eat, eats, eating, ate, eaten
give, gives, giving, gave, given
go, goes, going, went, gone
hear, hears, hearing, heard, heard
listen, listens, listening, listened, listened
run, runs, running, ran, run
see, sees, seeing, saw, seen
shout, shouts, shouting, shouted, shouted
sit, sits, sitting, sat, sat
sleep, sleeps, sleeping, slept, slept
smile, smiles, smiling, smiled, smiled
speak, speaks, speaking, spoke, spoken
stop, stops, stopping, stopped, stopped
swim, swims, swimming, swam, swum
take, takes, taking, took, taken
throw, throws, throwing, threw, thrown
walk, walks, walking, walked, walked
write, writes, writing, wrote, written

Exercise E
1. He will have taken the book home.
2. Saba has attended her classes regularly.
3. Grandma was telling us a story.
4. It rained very hard.
5. We had tried to count the stars in the sky.
6. You are not listening to me.
7. Where were the boys going?
8. Saleem had gone home.
9. John has been ill.
10. The postman will have delivered letters by 4 p.m.

Exercise F
1. A woman and two men were walking down the road.
2. Peter did not want to play as he had a lot of work to do.
3. The cat was chasing three mice.
4. Many children were playing in the park.
5. Heidi saw a flock of sheep on the mountainside.
6. The mangoes were not sweet at all.
7. Saba has lovely black hair.
8. In autumn, trees shed their leaves.
9. All our luggage has been taken to the railway station.
10. Mother bought three dozen apples for us.

Exercise G
1. and 2. but 3. or 4. before 5. till/until/when

Unit 6 Pronouns
Lesson 11 (Pages 30–33)
Pronouns: General

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise and extend the students, knowledge of pronouns</td>
<td>• use pronouns correctly to replace nouns in given sentences.</td>
</tr>
<tr>
<td>• to practise replacing nouns with pronouns</td>
<td></td>
</tr>
</tbody>
</table>

Teaching objectives Learning outcomes
Students should be able to:
Materials required
Student whiteboards, markers and erasers; sentences for recapitulation activity

Introduction
Write the heading Pronouns on the board and revise the fact that a pronoun can be used to replace a noun in a sentence. Ask the students to tell you some pronouns and write them on the board, e.g. you, he, she, it, we, they, me, her, him, us, them.

Student activity
Ask the students to open their books at pages 30–31 and read the introductory text with them. Explain exercise A, read the example and then give the students a set amount of time to complete the task before checking their answers.
Work through the first question in exercise B before giving the students a set amount of time to complete the task, working in pairs.

Recapitulation
Give each students a mini-whiteboard, marker and eraser. Explain that you are going to say a sentence containing a repeated noun (or nouns) and they should write the pronoun that could be used to replace it/them on their boards and hold up their answers for you to see.
For example, My mother went to visit her father when her father returned from holiday. (he)

Answers

Exercise A

2. Viola wore the dress that Rabab had given her for her birthday.
3. Aamir said that he had not met his brother yesterday. He had gone to his sister's house, because she had been ill.
4. Haris and his friends went to see a film, but they had to come back as they could not get any tickets.
5. Bina's mother told Bina that she must not sleep in the afternoon.
6. The teacher told her students that they must listen carefully to what she said.
7. When the Pakistani team arrived in England, they found that the bus they were supposed to travel in had not arrived as yet.
8. When Asad gives his dog a bone, it wags its tail so much that it seems it will fall off.
9. The mangoes looked ripe, but when Sara picked one of them out of the basket and tasted it, she found it to be very sour.
10. The passengers of the train said that it always ran late and so, they had decided that they would write a letter to the newspapers about it.
11. King Lear thought that all his daughters loved him, but he was wrong, for only his youngest daughter really loved him.

Exercise B

1. Macbeth wanted to become the king of Scotland. His wife also wanted him to become the king. So, they plotted to kill Duncan, the King, when he came to stay with them in their castle.
2. Once upon a time, there was a fisherman. He and his wife lived in a hut near the sea. He went out to sea every day to catch fish. One day, he caught a very big fish.

3. There was a merchant in the city of Venice called Antonio. He had a friend called Bassanio. Bassanio wanted to go to Belmont to marry a lady called Portia, but he had no money. Antonio wanted to help him. So, he went to Shylock to borrow some money.

4. There was a tailor who had three sons. He told them that they must learn to do some useful work, for he was old and might die soon. They promised that they would learn some trade soon.

5. The travellers had been travelling all day and they were tired. They soon came to a village. They asked the first person they met whether there was an inn nearby where they could put up for the night. They were told that they must walk another ten miles before they could find any place to stay.

6. High above the city, on a tall column, stood the statue of the Happy Prince. He was covered all over with thin leaves of fine gold. For eyes, he had two bright sapphires, and a large red ruby glowed on his sword-hilt.

7. Tom could not read or write, and did not care to do either; and he never washed himself, for there was no water where he lived. He had never been taught to say his prayers. He cried half his time, and laughed the other. He cried when his master beat him, and when he had nothing to eat. He laughed the other half of the day when he played with his friends.

8. Ali Baba followed the robbers to the cave. He saw them enter it. He knew that they kept all their wealth in it.

9. John told his brother that they should go and visit their aunt who was ailing. The next day, they got up early and told their mother that they would be away the whole day as they were going to see their aunt.

10. The students were very happy, because their teacher had promised to take them to see a play. It was about two brothers who had got separated when they were very young and how they found each other again. The students had been asked to come early as their teacher wanted to talk to them about the play.

Lesson 12 (Pages 34–37)

Personal Pronouns

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>to introduce the terms first, second, and third person (singular and plural) with reference to personal pronouns, and use them to identify given pronouns</td>
<td>Students should be able to:</td>
</tr>
<tr>
<td>• recognize personal pronouns and identify them correctly as first, second, or third person (singular or plural).</td>
<td>• complete sentences by adding the correct pronoun(s).</td>
</tr>
</tbody>
</table>
Materials required
Drawing materials

Introduction
Draw a table on the board like the one below

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>first person</td>
<td></td>
</tr>
<tr>
<td>second person</td>
<td></td>
</tr>
<tr>
<td>third person</td>
<td></td>
</tr>
</tbody>
</table>

Explain that first person means the person who is talking or performing the action and the first person singular pronouns are I/me. Write this in the table and elicit that the plural forms are we/us, and add this to the correct column.

Explain that the person spoken to, or to whom the action is done, is the second person, and ask the students to help you to complete the table (you for both singular and plural).

Explain that the person or thing referred to is the third person and ask the students to help you to complete the table (sing:he/him, she/her, it; pl:they/them). It may be useful for the students to copy the table into their exercise books for quick reference.

Student activity
Ask the students to open their books at page 34 and read through the explanatory text on pages 34–36 carefully, giving any extra explanation required.

Explain exercise A and complete question 1 as a class; encourage the students to underline all the pronouns in the sentence before they begin to identify them. Give the students a set amount of time to complete the exercise, working individually or in pairs. Check their answers in class.

Explain exercise B and complete the first question as a class before giving the students a set amount of time to complete the task.

Recapitulation
Give each of the students drawing materials and ask them to write a simple sentence containing at least two personal pronouns and to draw a simple drawing to illustrate it, e.g. He gave her the flowers. They watched him play cricket. etc. The drawings can show simple matchstick figures or be more complex according to individual student’s abilities, and can be used to make a classroom display.

Answers
Exercise A 1. I – first person; him, him – third person
  2. You – second person; him, he – third person
  3. They – third person; you – second person; I – first person; them – third person; you – second person
  4. She – third person; us – first person; he – third person
  5. They – third person; he – third person
Unit 7 Adjectives
Lesson 13 (Pages 38–40)
Kinds of Adjectives

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to introduce and practise the use of qualitative, quantitative, and demonstrative adjectives</td>
<td>• identify and use correctly qualitative, quantitative, and demonstrative adjectives.</td>
</tr>
</tbody>
</table>

Materials required
Some familiar items, or pictures/simple drawings of familiar items, e.g. a pile of books, some pencils, a jar of beads, two black cats, a person, some flowers, etc. Blu-tack or similar adhesive material

Introduction
Show the students one of the items you have prepared, e.g. the pile of books, or fix one of the pictures on the board. Ask the students to name the items (books), and to provide one or two adjectives to describe them, e.g. small, large, thick, heavy, history, maths, blue, green, etc. List their suggestions on the board. Ask them to tell you how many books there are e.g. six, a few, a couple, a dozen, a lot, etc., and write these on the board in a different list. Explain that the first set of adjectives tell you what the books are like, or describe the qualities of the books, and are called qualitative adjectives; the adjectives in the second list tell you how many books there are, or the quantity of books, and are quantitative adjectives.
Repeat the activity using a different picture or item and ask individual students to suggest either a qualitative or a quantitative adjective for each item.

Student activity
Ask the students to open their books at page 38 and read the introductory text with the students. Explain exercise A and give the students a set amount of time to complete the task, working in pairs. Read the text on demonstrative adjectives on page 39 with the students. Explain exercise B and complete the first question together before giving the students a set amount of time to complete the task.
Recapitulation

Play the game *My aunt's cat* for oral practice of qualitative adjectives: the teacher begins by saying *My aunt’s cat is an (adjective beginning with A, e.g. admirable/angry/anxious/ alarming)* cat. The first student should repeat the sentence, substituting an adjective beginning with B, the second student should supply an adjective beginning with C, etc.

**Answers**

**Exercise A**
1. small – qualitative; some – quantitative
2. fine, short – qualitative; three – quantitative
3. Many, enough – quantitative; happy – qualitative
4. several, no – quantitative
5. All – quantitative; severe – qualitative
6. some – quantitative; red, green, white – qualitative
7. big – qualitative; few – quantitative
8. good, careless, poor – qualitative; many – quantitative
9. wonderful, little – qualitative
10. hard, tiny, tired – qualitative

**Exercise B**
1. these
2. That
3. such
4. this
5. Those
6. such
7. this
8. That
9. these
10. this

Lesson 14 (pages 41–44)

**Adjectives: Comparison**

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>to revise the formation, and practise the use of the comparative and superlative forms of adjectives of one or two syllables</td>
<td>recognize and form the comparative and superlative forms of adjectives of one or two syllables.</td>
</tr>
<tr>
<td>to explain and practise the use of <em>more</em> and <em>the most</em> to form the comparative and superlative forms of adjectives of three or more syllables</td>
<td>recognize and form the comparative and superlative forms of adjectives of three or more syllables (using <em>more</em> and <em>the most</em>).</td>
</tr>
<tr>
<td>to explain and practise how to make comparisons using <em>as ----- as</em>, and <em>than</em></td>
<td>make comparisons using <em>as ----- as</em>, and <em>than</em>.</td>
</tr>
<tr>
<td>to explain and practise the use of <em>of</em> and <em>in</em> with the superlative</td>
<td>demonstrate the correct use of <em>of</em> and <em>in</em> with the superlative.</td>
</tr>
</tbody>
</table>

**Materials required**

Sets of three similar items that can be compared; three drawings of cakes, each looking more delicious than the other; Blu-tack or similar adhesive material; drawing materials
Introduction
Use one of the sets of items you have prepared to revise the positive, comparative and superlative forms of adjectives, e.g. show the students three books and compare them by thickness - This book is thick. This book is thicker. This book is the thickest. Repeat this with a different set of objects and revise the rules for forming the comparative and superlative forms of adjectives.
To teach the formation of the comparative and superlative forms using more and the most, fix the picture of the first cake on the board, assure the students that it is a delicious cake, and write This cake is delicious beneath it. Fix the second picture next to it and, explain that it tastes even better. Write beneath it This cake is ........, and elicit that it is more delicious, and complete the sentence. Repeat this with the third drawing and elicit and write the sentence This cake is the most delicious. Explain that for adjectives that are longer than two syllables, more and the most are used to form the comparative and superlative since it is easier than saying e.g. deliciouser and the deliciousest. Ask the students to provide the comparative and superlative forms of other long adjectives such as beautiful, dangerous, expensive, etc.

Student Activity
Ask the students to open their books at page 41 and read the introductory text together.
Explain exercise A and give the students a set amount of time to complete the task, working individually or in pairs.
Read the explanatory text on pages 42–43, giving any further explanation as required. Explain exercise B and complete the first one or two questions together and give the students a set amount of time to complete the task before checking their answers as a class.

Recapitulation
Give the students drawing materials and ask them to draw a series of three images comparing three items (like your drawings of the cakes). They should write a descriptive phrase under each drawing using the positive, comparative and superlative forms of the adjective. The drawings can be displayed in the classroom.

Answers
Exercise A
1. shorter, stronger – comparative
2. difficult, long – positive
3. brief, large – positive
4. finest – superlative; big – positive
5. worse – comparative; nearest – superlative
6. best – superlative
7. angry, stern, careless – positive
8. dark, poisonous – positive
9. quickest – superlative
10. kind, old, warm – positive
**Unit 8 Adverbs**

**Lesson 15 (Pages 45– 47 )**

**Kinds of Adverbs**

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain and practise adverbs of manner, place, and time</td>
<td>• identify and use correctly adverbs of manner, place, and time.</td>
</tr>
</tbody>
</table>

**Materials required**

Sentences for recapitulation activity

**Introduction**

Write a simple sentence on the board, e.g. *The man walked into the room.* Ask a student to underline the verb (walked) and elicit that an adverb can be used to qualify the verb. Ask the students to suggest adverbs to qualify the verb in the example sentence, e.g. quickly, quietly, noisily, clumsily, proudly, etc., and list their suggestions on the board. Explain that adverbs that tell us more about *how* an action is performed/the manner in which an action is performed, are called adverbs of *manner.* Write the heading Manner above the list of adjectives.

Write a new sentence on the board, e.g. *The children played.* Elicit that the verb is *played* and ask for some adverbs of manner to describe how the children played. Next ask the students to suggest where the children played, e.g. upstairs, outside, in the garden, nearby, here, there, etc. List these on the board and explain that these are adverbs of *place* since they tell us *where* the action took place. Explain that adverbs can have more than one word, e.g. *in the garden,* and are then called adverb phrases. Write the heading Place above the list of adverbs.

Write a third sentence on the board, e.g. *Malik came home.* Identify the verb as *came* and ask the students to suggest when Malik came home, e.g. today, yesterday, this morning, late, early, on Tuesday, at four o’clock. List the suggestions on the board and elicit that these adverbs tell us *when* the action took place and are adverbs/adverb phrases of *time.* Write the heading Time above the list.

Finally return to the sentence *The children played.* and ask a student volunteer to add an adverb of time, manner and place to the sentence, e.g. *Yesterday the children played happily outside.*

**Student activity**

Ask the students to open their books at page 45. Read the introductory text and give the students a set amount of time to complete the task. Repeat this for the two remaining sections of text and exercises B and C.
Recapitulation

Explain that you are going to say or write on the board a simple sentence and students should take turns to add an adverb of the type you request. For example:

Teacher: Saima read. – place
Student 1: Saima read in the library.
Teacher: Saima read. – manner
Student 2: Saima read contentedly. etc

Answers

<table>
<thead>
<tr>
<th>Exercise A</th>
<th>1. loudly</th>
<th>2. neatly</th>
<th>3. easily</th>
<th>4. politely</th>
<th>5. patiently</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6. carefully</td>
<td>7. properly</td>
<td>8. bitterly</td>
<td>9. truthfully</td>
<td>10. correctly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercise C</th>
<th>1. now</th>
<th>2. Tomorrow</th>
<th>3. soon</th>
<th>4. never</th>
<th>5. immediately</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6. early</td>
<td>7. now</td>
<td>8. ago</td>
<td>9. late</td>
<td>10. before</td>
</tr>
</tbody>
</table>

Lesson 16 (Pages 48–49)
Adverbs: Comparison

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise the formation, and practise the use of the comparative and superlative forms of adverbs of one or two syllables</td>
<td>• recognize and form the comparative and superlative forms of adverbs of one or two syllables.</td>
</tr>
<tr>
<td>• to explain and practise the use of <em>more</em> and <em>most</em> to form the comparative and superlative forms of adverbs of three or more syllables</td>
<td>• recognize and form the comparative and superlative forms of adverbs of three or more syllables (using <em>more</em> and <em>most</em>).</td>
</tr>
</tbody>
</table>

Materials required

None

Introduction

Write on the board a table of results e.g.

- **Yusaf** 1 min 25 sec
- **Hamid** 1 min 38 sec
- **Nisar** 1 min 52 sec

Explain that these are the times of the winners of a swimming race and establish who took the first, second and third places. Elicit that Nisar swam fast, Hamed swam faster, but Yusef swam fastest.

Revise the formation of the comparative and superlative forms of adverbs by adding *–er* and *–est* to the positive form of the adverb.
Student activity
Ask the students to open their books at page 48 and complete exercise A as a class. Read the explanatory text and ask for further examples of adverbs formed by adding more and most, e.g. dangerously, carelessly, beautifully, etc. Explain exercise B and ask the students to complete it working either individually or in pairs.

Recapitulation
Play a team game: divide the students into teams and draw a column for each team on the board. Explain that you are going to say an adverb and state a degree (positive, comparative or superlative); a student from each team should write the correct form of the adverb on the board.

Answers
Exercise A 1. quietly, verb – left; quickly, verb – went
   2. hardly, verb – know; immensely, verb – like
   3. often, verb – told; always, verb – should be
   4. badly, verb – was injured; almost, verb – died
   5. overhead, verb – were flying; brightly, verb – was shining

Exercise B 1. fiercely, soon – positive
   2. more slowly, better – comparative
   3. quickly – positive; more carefully – comparative
   4. most beautifully – superlative
   5. faster – comparative
   6. bravely, ruthlessly – positive
   7. harder, more quickly – comparative
   8. late, severely – positive
   9. early – positive
   10. loudly – positive; most peacefully – superlative

Unit 9 Interjections
Lesson 17 (Pages 50–51)
Interjections

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>to explain the term <em>interjection</em></td>
<td>explain the function of an <em>interjection</em>.</td>
</tr>
<tr>
<td>to explain the use of the exclamation mark</td>
<td>use an exclamation mark correctly.</td>
</tr>
<tr>
<td>to practise using interjections</td>
<td>match appropriate interjections to given sentences.</td>
</tr>
</tbody>
</table>

Materials required
Drawing materials
Introduction
Write two or three interjections on the board, e.g. Help! Oh no! Hurrah! Fantastic! and ask the students to suggest situations in which each might be said. Elicit that they are usually expressions of strong feelings and introduce the term interjection. Point out that interjections are usually written with an exclamation mark rather than a full stop.

Student activity
Ask the students to open their books at page 50 and read the introductory text together. Explain exercises A and B, and complete one example of each exercise before giving the students a set amount of time to complete the tasks, working individually or in pairs.

Recapitulation
Give the students drawing materials and ask them to draw a situation in which an interjection might be used and to write the interjections below the drawing. The students will enjoy seeing each other’s work which can also be used to make a classroom display.

Answers

|------------|--------|----------|-------------------|-----------|

<table>
<thead>
<tr>
<th>Exercise B</th>
<th>1. – (d)</th>
<th>2. – (g)</th>
<th>3. – (a)</th>
<th>4. – (b)</th>
<th>5. – (h)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. – (j)</td>
<td>7. – (e)</td>
<td>8. – (i)</td>
<td>9. – (c)</td>
<td>10. – (f)</td>
<td></td>
</tr>
</tbody>
</table>

Unit 10 Punctuation
Lesson 18 (Pages 52–54)
Punctuation

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise the use of the full stop, question mark and exclamation mark</td>
<td>• use the full stop, question mark and exclamation mark correctly.</td>
</tr>
<tr>
<td>• to introduce some uses of the comma</td>
<td>• use the comma correctly in lists and to separate parts of sentences.</td>
</tr>
</tbody>
</table>

Materials required
Mini-whiteboards, markers and erasers or student flashcards showing.? and !; sentences for recapitulation activity

Introduction
Give each student a mini-whiteboard (or set of flashcards). Draw a full stop, a question mark, and an exclamation mark on the board and revise their uses. Explain that you are going to write a sentence on the board and the students should write on their whiteboards (or hold up the flashcard of) the punctuation mark that should be written at the end of it. For example, write Have you seen my book? and the students should draw ?. Repeat this with different sentences/exclamations/questions.
**Student activity**

Ask the students to open their books at page 52. Read the introductory text and give the students a set amount of time to complete the task. Check their answers in class.

Read with the students the explanatory text on commas on pages 53–54, providing any extra explanations required. Work through exercise B as a class. Explain exercise C and give the students a set amount of time to complete it, working individually or in pairs.

**Recapitulation**

Continue the introductory activity, and include commas in your sentences.

---

**Answers**

**Exercise A**

1. Where are you off to?
2. I am going to visit Tom.
3. Stop! There are men working on the road.
4. Farewell! We shall never meet again.
5. Why are you in such a temper?
6. Oh dear! I have dropped the needle.
7. Take me to the park.
8. When will you be back?
9. Let us go to Mary’s house.
10. Hmm! I really do not know what to say.

**Exercise B**

1. Mary, is that a lamb following you?
2. Write this down for me, please.
3. Yes, I have received you note.
4. Well, I do not think that is correct.
5. He put a shirt, a tie, two vests, six handkerchiefs, and a towel in the suitcase.
6. Mother, may I have some more chocolate?
7. The man in the white overalls is Sandy, the electrician.

**Exercise C**

1. Oh! It was a dreadful sight.
2. Which game do you like best?
3. Make a salad with a tomato, an onion, two cucumbers, and a large capsicum.
4. Iqbal, sit down and do your homework!
5. Yes, that is the book I want.
6. Please tell us a story, Grandma.
7. Huma is going to watch cartoons now.
Unit 11 Comprehension
Lesson 19 (Pages 55–56)
Heidi and Peter

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to help students read and understand a passage of prose</td>
<td></td>
</tr>
<tr>
<td>• to help students match words with their definitions</td>
<td></td>
</tr>
<tr>
<td>• to revise nouns, adjectives, adverbs, conjunctions and tenses</td>
<td></td>
</tr>
<tr>
<td>Students should be able to:</td>
<td></td>
</tr>
<tr>
<td>• demonstrate understanding of a passage of prose by correctly answering questions about it.</td>
<td></td>
</tr>
<tr>
<td>• correctly match words with their definitions.</td>
<td></td>
</tr>
<tr>
<td>• correctly identify nouns, adjectives, adverbs, and conjunctions from the given passage.</td>
<td></td>
</tr>
<tr>
<td>• change the tense of given verbs as directed.</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
A copy of the book Heidi by Johanna Spry or an extract from it, or a DVD/You tube clip of the film Heidi or drawing materials.

Introduction
Ask the students if they have ever visited one of the mountainous regions of the country and discuss how these areas are different from the towns and cities. Talk about the wildlife in the mountains and the work people who live in these areas do. Explain that they are going to read a short story about a young girl who was staying with her grandfather in the mountains.

Student activity
Ask the students to open their books at page 55. Write on the board the question “Which words or phrases tell us that Heidi enjoyed being in the mountains?” Give the students a set amount of time to read the passage and find an answer for your question (she was wild with excitement, she was enjoying it all, she was quite delighted, she skipped up and down with pleasure). Read the passage again together and discuss the answers to the questions in exercise A before giving the students a set amount of time to write their own answers. Encourage them to use their own words as much as possible, rather than copying the text, since this will reveal true understanding.

Explain exercises B, C, and D, and give the students a set amount of time to complete them, working in pairs.

Explain exercise E and revise the target tenses before giving the students a set time in which to complete it before checking their answers.

Recapitulation
Read the students another extract from the story of Heidi, or show them a section of the film; encourage them to read the book themselves if it is available. If these activities are not possible, give them drawing materials and ask them to draw the scene described in the passage.
Answers

Exercise A 1. Peter had a hard time because he had to look after the herd of goats and keep an eye on Heidi at the same time.
2. When he reached the foot of the mountain peak, Peter lay down on the grass to rest after the long climb and soon fell asleep.
3. Heidi woke Peter up because she suddenly heard a loud noise. She looked up and saw an enormous bird flying overhead with its wings outstretched.
4. Peter laid out two large portions for Heidi and two smaller ones for himself. He also filled a mug with milk for Heidi.
5. For her meal, Heidi drank the milk, but ate only a small piece of bread. She passed the rest over to Peter with the cheese.

Exercise B 1. pasture 2. peak 3. enormous 4. soared 5. portion

Exercise C 1. Collective Nouns: bunches, herd
   Abstract Nouns: excitement, amazement
   Proper Nouns: Heidi, Peter
2. Adjectives: (any 4 - examples) hard, noun – time; long, noun – climb; loud, noun – noise; familiar, noun – sounds
3. Adverbs: (any 2 – examples) brightly, verb – shone; overhead, verb – was flying

Exercise D 1. until 2. and

Exercise E 1. An enormous bird flew overhead.
2. Heidi is sitting quite still.
3. She had drunk the milk.

Lesson 20 (Pages 57–58)
A Christmas Dinner

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to help students read and understand a passage of prose</td>
<td></td>
</tr>
<tr>
<td>• to help students match words with their definitions</td>
<td></td>
</tr>
<tr>
<td>• to revise nouns, adjectives, prepositions, conjunctions, interjections, and present participles</td>
<td></td>
</tr>
<tr>
<td>Students should be able to:</td>
<td></td>
</tr>
<tr>
<td>• demonstrate understanding of a passage of prose by correctly answering questions about it.</td>
<td></td>
</tr>
<tr>
<td>• correctly match words with their definitions.</td>
<td></td>
</tr>
<tr>
<td>• correctly identify nouns, adjectives, prepositions, conjunctions, interjections, and present participles.</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
A copy of the book A Christmas Carol by Charles Dickens or a DVD/You tube clip of the film A Christmas Carol or drawing materials
Introduction
Talk to the students about large meals their family share on special occasions such as Eid, Christmas, or a birthday. Talk about how it is prepared (do they help?), what they wear, what they eat, etc. Explain that they are going to read the description of a family enjoying their Christmas dinner in England more than a hundred years ago.

Student activity
Ask the students to open their books at page 57 and write on the board the question Which details show know that the Cratchit family was poor? Give the students a few minutes to read the text and then ask them for their answers to your question (shabby gowns, the goose was cheap, the pudding was small).

Read the passage again together and discuss the answers to the questions in exercise A before giving the students a set amount of time to write their own answers. Encourage them to use their own words as much as possible, rather than copying, since this will reveal true understanding.

Explain exercises B, C, D, and E, and give the students a set amount of time to complete them, working in pairs, before checking their answers.

Recapitulation
Read the students another extract from A Christmas Carol or show them a section of the film; encourage them to read the book themselves if it is available. If these activities are not possible, give them drawing materials and ask them to draw the scene described in the passage.

Answers

| Exercise A | 1. Mrs Cratchit and Belinda were wearing shabby gowns which had been made pretty by decorating them with cheap but gay ribbons. |
| 2. The two younger Cratchits came in screaming excitedly, because they had smelled the goose outside the baker’s and had known it was theirs just by the smell. |
| 3. Bob was carrying Tiny Tim on his shoulder because Tiny was a crippled child. His limbs had to be supported by an iron frame and he had to walk with the help of a crutch. |
| 4. (a) Mrs Cratchit laid the table and made the gravy hissing hot. She had also made the pudding. |
| (b) Peter mashed the boiled potatoes with great vigour. |
| (c) Belinda sweetened up the apple sauce. |
| (d) Martha dusted the hot plates. |
| (e) The two younger Cratchits set chairs for everybody. |
| 5. The Cratchits had roast goose, apple sauce, mashed potatoes, and pudding for their Christmas dinner. |
| 6. Mr and Mrs Cratchit had six children: Martha, Belinda, Peter, a boy, a girl, and Tiny Tim. |

| Exercise B | 1. – (c) 2. – (a) 3. – (e) 4. – (f) 5. – (d) 6. – (b) |
Exercise C
Proper Nouns: Bob, Belinda, Peter, Martha
Concrete Nouns: cloth, table, potatoes, plates, knife
Abstract Nouns: smell, vigour, tenderness, flavour, cheapness, admiration
Prepositions: 1. Peter mashed the potatoes with great vigour.
2. Mrs Cratchit plunged the carving knife into the breast of the goose.
Conjunctions: 1. Both of them wore shabby gowns, for they were poor.
2. At last the dishes were set and a prayer said.
Interjection: Hallo! A great deal of steam!
Exercise D shabby, noun – gowns; cheap, noun – ribbons; gay, noun – ribbons; younger, noun – Cratchits; elder, noun – daughter
Exercise E (any 4) getting, decorating, tearing, screaming, carrying

Unit 12 Test 2
Lesson 21 (Pages 59–61)

| Teaching objectives | Learning outcomes
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>to assess students’ learning of adjectives and adverbs, punctuation, and pronouns</td>
<td>demonstrate the ability to recognize and use correctly adjectives and adverbs, punctuation, and pronouns.</td>
</tr>
<tr>
<td>to assess students’ ability to identify and correct grammatical errors in given sentences</td>
<td>identify and correct grammatical errors in given sentences.</td>
</tr>
</tbody>
</table>

Materials required
Sample questions of each type of question used in the assessment; reading books or other silent activity for students who finish the test while others are still working

Introduction
Prepare the students for the assessment by revising the topics covered and giving them examples of the different types of question in the assessment. Reassure them that the purpose of the assessment is to discover how much they have learned and to indicate where further teaching may be required.

Student activity
Ask the students to open their books at pages 59–61. Explain each task clearly and give the students plenty of time to attempt all the tasks. Make it clear that this is not a test of how quickly they can work, it is better to take more time and answer the questions correctly.
Answers

Exercise A  
1. old – adj (qualitative); slowly – adv (manner)  
2. that – adj (demonstrative); new – adj (qualitative); yesterday – adv (time)  
3. black – adj (qualitative); comfortably – adv (manner); this – adj (demonstrative)  
4. lazy – adj (qualitative); yet – adv (time)  
5. rashly – adv (manner); many – adj (quantitative)  
6. large – adj (qualitative); first – adj (quantitative); recently – adv (time)  
7. younger – adj (qualitative); today – adv (time)  
8. Those – adj (demonstrative); immediately – adv (time)  
9. all – adj (quantitative); now – adv (time); carefully – adv (manner)  
10. little – adj (qualitative); round and round – adv (manner)

Exercise B  
‘Ha, ha!’ laughed the Giant. ‘I have caught you at last.’

‘Please, don’t kill me,’ pleaded Jack.

‘Why not?’ asked the Giant.

‘There will be no one to look after my mother who is old and ill,’ Jack said.

The Giant thought for a while. Then he said, ‘I shall spare your life if you promise not to throw stones at birds, catch butterflies and put them in bottles, and pick flowers from trees.’

‘I promise,’ said Jack solemnly.

Exercise C  
1. Ten – adj (quantitative); small – adj (qualitative); quietly – adv (manner)  
2. new – adj (qualitative); tomorrow – adv (time)  
3. everywhere – adv (place); missing – adj (qualitative)  
4. big – adj (qualitative); fiercely – adv (manner); away – adv (place)  
5. bright – adj (qualitative); overhead – adv (place); joyfully – adv (manner)

Exercise D  
1. Peter is a good pupil, but John is the better of the two.  
2. ‘Nobody’ is lovelier than you,’ said the Prince to Cinderella.  
3. ‘I can walk faster than anybody else in this class,’ boasted Arif.  
4. Amongst all our friends, Saleem is the oldest.  
5. Omar eats less than his sister, Rabab.  
6. The deer ran swiftly, but the leopard ran more swiftly and caught it.  
7. ‘Who can talk louder than Aamir!’ said Talal.  
8. With the coming of summer, the days are becoming longer.  
9. If you walk as fast as you can, you will reach home sooner than the others.  
10. Of all the people I have met, Saad is the wisest.
Peter and Peter’s wife, Ann, went for a walk. They decided to go to the riverside. They got into a tram, but they found it going in a different direction. They felt frightened and jumped off it. Peter hurt his arm, and Ann could not find her slippers, so she had to walk home barefoot.

Peter’s father asked him what had happened. He said, ‘We had gone for a walk, but we met with an accident.’ Peter’s father laughed when he heard their story.

Exercise F
1. Adjectives: red, redder, reddest; many, more, most; pretty, prettier, prettiest; lazy, lazier, laziest; useful, more useful, most useful; dull, dullest; cold, colder, coldest; able, abler, ablest; heavy, heavier, heaviest; bad, worse, worst
2. Adverbs: often, more often, most often; little, lesser (less), least; much, more, most; late, later, latest/last; foolishly, more foolishly, most foolishly; slowly, more slowly, most slowly; kindly, more kindly, most kindly; hard, harder, hardest; cleverly, more cleverly, most cleverly; soon, sooner, soonest

Exercise G
1. I, She, it  2. they, You  3. you, You, you  4. it, it  5. We  6. he, him  7. you, I  8. she, she  9. it, it  10. they, him, them

Unit 13 Subject and Predicate
Lesson 22 (Pages 62–63)
Subject and Predicate

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>to explain what a sentence is</td>
<td>explain that a sentence is a group of words that makes complete sense on its own.</td>
</tr>
<tr>
<td>to explain what is meant by the subject and predicate of a sentence</td>
<td>explain what is meant by the subject and predicate of a sentence.</td>
</tr>
<tr>
<td>to help students identify the subject and predicate of a sentence</td>
<td>correctly identify the subject, and predicates of given sentences.</td>
</tr>
</tbody>
</table>

Materials required
Mini whiteboards, markers and erasers, or sheets of paper and markers

Introduction
Write one or two phrases on the board, e.g. John said that he, lay in the middle of the road, etc. Ask the students to look at them and elicit that the phrases do not make sense because they are incomplete. Ask student volunteers to add more words to the phrases so that they make sense, e.g. John said that he was hungry. A large dog lay in the middle of the road. Explain that these
are complete sentences and the definition of a sentence is a group of words that makes complete sense. Revise the use of the capital letter and full stop to start and end a sentence.

Ask the students to look at the second sentence and tell you what the sentence tells us about (a large dog); explain that this is the subject of the sentence. Explain that the rest of the sentence (lay in the middle of the road) is the predicate and gives us information about the subject.

Ask the students if they can change the subject so that the sentence still makes sense, e.g. A small girl, A pile of bricks, etc. and change the predicate e.g. frightened the child / needs a lot of exercise etc.

**Student activity**

Ask the students to open their books at pages 62–63 and read the introductory text before giving the students a set amount of time to complete exercise A, working individually or in pairs.

**Recapitulation**

Give each student a whiteboard, marker and eraser (or sheets of paper and a marker) and ask them to work in groups of 4. Explain that the first student should write the subject of a sentence on his/her whiteboard. The other members of the group should each write a predicate for that subject so that there are three possible sentences. Each student in the group should have a turn at providing the subject. If time permits, this can be done with students providing subjects for given predicates. A plenary session can be held so that students can hear the variety of sentences created in this way.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exercise A</strong></td>
</tr>
<tr>
<td>1. The Sun (sets in the west)</td>
</tr>
<tr>
<td>2. The Earth (is almost round in shape)</td>
</tr>
<tr>
<td>3. The boy (wore new clothes)</td>
</tr>
<tr>
<td>4. The cuckoo (sings sweetly)</td>
</tr>
<tr>
<td>5. Richard (Where is, going)</td>
</tr>
<tr>
<td>6. You (must not speak so loudly)</td>
</tr>
<tr>
<td>7. his shoes (How dirty, are)</td>
</tr>
<tr>
<td>8. you (Can, hear the noise)</td>
</tr>
<tr>
<td>9. Omar (has gone to school)</td>
</tr>
<tr>
<td>10. The children (were playing in the garden)</td>
</tr>
<tr>
<td>11. you (Will, be going home soon)</td>
</tr>
<tr>
<td>12. He (is sleeping in his room)</td>
</tr>
<tr>
<td>13. everybody (Where is)</td>
</tr>
<tr>
<td>14. Jeff (will be a great scholar one day)</td>
</tr>
<tr>
<td>15. He (won a prize at the sit-and-draw competition)</td>
</tr>
</tbody>
</table>
Unit 14 Sentences
Lesson 23 (Pages 64–66)
Kinds of Sentences

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain the difference between assertive/declarative, interrogative, imperative, and exclamative sentences</td>
<td>• correctly distinguish between assertive/declarative, interrogative, imperative, and exclamative sentences.</td>
</tr>
<tr>
<td>• to practise identifying the subject and predicate of a sentence</td>
<td>• correctly identify the subject and predicate of a sentence.</td>
</tr>
</tbody>
</table>

Materials required
Sentences written on large flashcards e.g. *Today is Monday. It was very hot yesterday. Can I help you? Where did you put my book? Come here! Don’t talk so quickly! That’s wonderful news! How kind you are!*; Blu-tack or similar adhesive material; mini whiteboards, markers and erasers, or flashcards showing A, E, In and Im; sentences for recapitulation activity

Introduction
Fix the sentence flashcards on the board in a random order. Ask the students to look at the sentences and ask volunteers to arrange them in pairs on the board. When the pairs have been made, look at each pair in turn and elicit that one pair are statements that give information; one pair are questions; one pair give instructions; one pair are exclamations.

Student Activity
Ask the students to open their books at page 64–65 and read the introductory text with them, giving any necessary additional explanations and referring back to your own examples on the board. Explain exercise A and give the students a set amount of time to complete it working individually or in pairs. Check their answers in class.
Read the text on page 66 and ask the students to change the example sentences on the board to the negative form. Explain exercise B and give the students a set amount of time to complete it working individually or in pairs. Check their answers in class.

Recapitulation
Give out the mini whiteboards, markers and erasers (or flashcards). Explain that you are going to say a sentence and the students should decide which type of sentence it is and write (or hold up) the corresponding letter (A = assertive, In = interrogative, Im = imperative, E = exclamative).
<table>
<thead>
<tr>
<th>Exercise A</th>
<th>(The predicate is given within brackets.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assertive: The play (was too</td>
<td></td>
</tr>
<tr>
<td>long and dull)</td>
<td></td>
</tr>
<tr>
<td>2. Interrogative: you (Have, ever</td>
<td></td>
</tr>
<tr>
<td>tasted Chinese food)</td>
<td></td>
</tr>
<tr>
<td>3. Imperative: You (Go and sit</td>
<td></td>
</tr>
<tr>
<td>down at once)</td>
<td></td>
</tr>
<tr>
<td>4. Assertive: Aamir (has come</td>
<td></td>
</tr>
<tr>
<td>from Multan to meet his old</td>
<td></td>
</tr>
<tr>
<td>friend)</td>
<td></td>
</tr>
<tr>
<td>5. Exclamative: that (What a</td>
<td></td>
</tr>
<tr>
<td>wonderful concert, was)</td>
<td></td>
</tr>
<tr>
<td>6. Imperative: You (Meet me at 10</td>
<td></td>
</tr>
<tr>
<td>o’clock tonight)</td>
<td></td>
</tr>
<tr>
<td>7. Interrogative: you (Have, heard</td>
<td></td>
</tr>
<tr>
<td>the exciting news)</td>
<td></td>
</tr>
<tr>
<td>8. Imperative: You (must finish</td>
<td></td>
</tr>
<tr>
<td>the exercise by this afternoon)</td>
<td></td>
</tr>
<tr>
<td>9. Assertive: He (made a terrible</td>
<td></td>
</tr>
<tr>
<td>mistake)</td>
<td></td>
</tr>
<tr>
<td>10. Exclamative: the plane crash</td>
<td></td>
</tr>
<tr>
<td>(What a tragedy, was)</td>
<td></td>
</tr>
<tr>
<td>11. Assertive: Grammar (is an</td>
<td></td>
</tr>
<tr>
<td>uninteresting subject)</td>
<td></td>
</tr>
<tr>
<td>12. Assertive: Most children (love</td>
<td></td>
</tr>
<tr>
<td>ice cream)</td>
<td></td>
</tr>
<tr>
<td>13. Imperative: You (Lend me your</td>
<td></td>
</tr>
<tr>
<td>pen, please)</td>
<td></td>
</tr>
<tr>
<td>14. Interrogative: you (Where will</td>
<td></td>
</tr>
<tr>
<td>find a more beautiful country)</td>
<td></td>
</tr>
<tr>
<td>15. Imperative: You (Hand over</td>
<td></td>
</tr>
<tr>
<td>your exercise books)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercise B</th>
<th>(The predicate is given within brackets.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assertive: Sara (did not come</td>
<td></td>
</tr>
<tr>
<td>to my birthday party)</td>
<td></td>
</tr>
<tr>
<td>2. Interrogative: Who (can answer</td>
<td></td>
</tr>
<tr>
<td>this question)</td>
<td></td>
</tr>
<tr>
<td>3. Imperative: You (Tell me the</td>
<td></td>
</tr>
<tr>
<td>name of one red flower)</td>
<td></td>
</tr>
<tr>
<td>4. Exclamative: Arif (How lucky,</td>
<td></td>
</tr>
<tr>
<td>was in winning the lottery)</td>
<td></td>
</tr>
<tr>
<td>5. Interrogative: Imran (Can, finish</td>
<td></td>
</tr>
<tr>
<td>this task in an hour)</td>
<td></td>
</tr>
<tr>
<td>6. Assertive: Bilal (could not</td>
<td></td>
</tr>
<tr>
<td>reach the station in time)</td>
<td></td>
</tr>
<tr>
<td>7. Imperative: You (Don't ever do</td>
<td></td>
</tr>
<tr>
<td>such a thing again)</td>
<td></td>
</tr>
<tr>
<td>8. Assertive: He (does not like</td>
<td></td>
</tr>
<tr>
<td>fish or meat)</td>
<td></td>
</tr>
<tr>
<td>9. Imperative: You (Never start</td>
<td></td>
</tr>
<tr>
<td>eating without washing your</td>
<td></td>
</tr>
<tr>
<td>hands)</td>
<td></td>
</tr>
<tr>
<td>10. Imperative: You (Sing a merry</td>
<td></td>
</tr>
<tr>
<td>song, please)</td>
<td></td>
</tr>
<tr>
<td>11. Interrogative: he (Where could,</td>
<td></td>
</tr>
<tr>
<td>have gone in this weather)</td>
<td></td>
</tr>
<tr>
<td>12. Assertive: They (could not</td>
<td></td>
</tr>
<tr>
<td>catch the thief)</td>
<td></td>
</tr>
<tr>
<td>13. Exclamative: that man (How tall, is)</td>
<td></td>
</tr>
<tr>
<td>14. Assertive: I (have never seen</td>
<td></td>
</tr>
<tr>
<td>a ghost)</td>
<td></td>
</tr>
<tr>
<td>15. Imperative: You (Stop making</td>
<td></td>
</tr>
<tr>
<td>such a noise)</td>
<td></td>
</tr>
</tbody>
</table>
Unit 15 Verbs
Lesson 24 (Pages 67–71)
Transitive and Intransitive Verbs

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain and practise how to identify the subjects of active and passive verbs</td>
<td>• identify the subjects of active and passive verbs.</td>
</tr>
<tr>
<td>• to explain and practise how to identify the object of an active verb</td>
<td>• identify the object of an active verb.</td>
</tr>
<tr>
<td>• to explain the difference between transitive and intransitive verbs</td>
<td>• differentiate between transitive and intransitive verbs.</td>
</tr>
<tr>
<td>• identify the subjects of active and passive verbs.</td>
<td></td>
</tr>
<tr>
<td>• identify the object of an active verb.</td>
<td></td>
</tr>
<tr>
<td>• differentiate between transitive and intransitive verbs.</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
Coloured markers; sheets of paper and markers for groups; sentences for recapitulation activity

Introduction
Write two or three simple sentences on the board e.g. Jamil watched television last night. Mother planted a rose bush in the garden. She arranged the flowers in a tall vase. Ask student volunteers to underline the verb in each sentence using one of the coloured markers. Ask other volunteers to underline the subjects of the verbs in a second colour. Explain that many verbs have objects as well as subjects and to find the object of the verb we ask what? or whom? For example, in the first sentence, Qu. What did Jamil watch? Ans. television so television is the object of the verb. Underline the word in a third colour.
Use this method to identify the objects of the verbs in the other sentences (a rose bush; the flowers) and underline them. Explain that verbs that have objects are called transitive verbs.
Write on the board two or three more sentences that contain intransitive verbs, e.g. The gardener worked hard. The dog barked at the stranger. Ask student volunteers to identify and underline the verb and subject of each sentence and then elicit (by asking the questions what/ whom? that these verbs have no object; although the predicate tells us more about the action, it does not answer the question what / whom? Explain that verbs that do not have an object are intransitive verbs.

Student activity
Ask the students to open their books at page 67 and read all the explanatory text carefully with them, giving extra explanation and examples where necessary. Explain exercise A on page 71 and complete one or two questions as a class before giving the students a set amount of time to complete the exercise.

Recapitulation
Ask the students to work in groups of 4 or 5 and give each group a sheet of paper and a marker.
Explain that you are going to say a sentence and the students should decide whether the verb in the sentence is transitive or intransitive and write either t or i on their paper. Do this for about 10 sentences before checking their answers. Ask students to identify the objects of the transitive verbs.

---

**Answers**

**Exercise A**

1. wrote – trans; sub – Susan; obj – poem
2. was feeling – intrans; sub – He
3. loves – trans; sub – puppy; obj – milk
4. have damaged – trans; sub – Rats; obj – books
5. kicked – trans; sub – Jeff; obj – ball
6. bit – trans; sub – snake; obj – hunter
7. was bitten – intrans; sub – hunter
8. were playing – intrans; sub – children
9. lost – trans; sub – traveller; obj – ticket
10. met – trans; sub – Arif; obj – Imran
11. conquered – trans; sub – Alexander; obj – countries
12. collected – trans; sub – We; obj – money
13. pulled – trans; sub – horses; obj – chariot
14. buried – trans; sub – pirates; obj – treasure
15. go – intrans; sub – John

---

Lesson 25 (Pages 72–73)

**Direct and Indirect Objects**

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>to explain the difference between the direct and indirect objects of a transitive verb</td>
<td>correctly identify the direct and indirect objects of a transitive verb.</td>
</tr>
</tbody>
</table>

**Materials required**

Coloured markers or chalk; drawing materials

**Introduction**

Ask a student to give an object to another student. For example, ‘Noman, please give Tahir a pencil.’ When the action is complete write on the board Noman gave Tahir a pencil. Repeat this a couple of times with other students and objects and write the sentences on the board. Ask a student to underline the verb in the first sentence and ask the students to identify the object; it should be clear that the object given was the pencil, not Tahir. Explain that in a sentence of this type, the verb has a direct object (pencil) and an indirect object (Tahir) to whom the object is directed. Ask the students to identify the verb, direct object, and indirect object, in the other example sentences.
Student Activity
Ask the students to open their books at page 72–73 and read the introductory text together. Explain exercise B and complete one or two questions before giving the students a set amount of time to complete the task, working individually or in pairs.

Recapitulation
Give the students drawing materials. Ask them to write a sentence containing a direct and an indirect object, to underline the direct object in red, and the indirect object in green, and to illustrate the sentence. Students can take turns to show their drawings to the rest of the class if time permits and they can be used to make a classroom display.

Answers
Exercise B
1. showed – trans; sub – guide; us – indirect obj; way – direct obj
2. gave – trans; sub – We; him – indirect obj; money – direct obj
3. asked – trans; sub – teacher; us – indirect obj; question – direct obj
4. slept – intrans; sub – He
5. teaches – trans; sub – mother; me – indirect obj; English grammar – direct obj
6. gave – trans; sub – Peter; dog – indirect obj; bone – direct obj
7. seemed – intrans; sub – gentleman
8. found – trans; sub – friends; him – indirect obj; house – direct obj
9. told – trans; sub – Grandmother; us – indirect obj; story – direct obj
10. has been elected – intrans; sub – Aamir
11. has knitted – trans; sub – Susan; me – indirect obj; scarf – direct obj
12. were – intrans; sub – chairs
13. sang – trans; sub – She; us – indirect obj; song – direct obj
14. destroyed – trans; sub – storm; crop – obj
15. Bring – trans; sub – (You); me – indirect obj; book – direct obj

Unit 16 Subject-Verb Agreement
Lesson 26 (Pages 74–78)
Subject–Verb Agreement

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise and explain further the subject of a sentence</td>
<td>• identify the subject and predicate of a sentence</td>
</tr>
<tr>
<td>• to explain and practise subject-verb agreement</td>
<td>• identify the simple subject(s) of a sentence</td>
</tr>
<tr>
<td></td>
<td>• use the correct form of the verb in a given sentence</td>
</tr>
</tbody>
</table>
Materials required
Sentences for introductory activity; coloured markers; sheets of paper for group work

Introduction
Write one or two sentences on the board e.g. The three sisters look very alike. My favourite aunt lives in Multan. Ask volunteer students to underline the verb in each of the sentences (look; lives). Revise the terms subject and predicate and ask different volunteers to underline the subject and predicate of each sentence, using a different coloured marker for each part. If necessary, repeat this using other sentences.

Direct the students’ attention to the subject of the first sentence and elicit that the subject is made up of the definite article The, the adjective three, and the noun sisters. Elicit or explain that the simple subject is sisters and the other two words are providing additional information about the subject. Repeat this for the second sentence.

Finally, look at the verbs in the two sentences. Remind the students that for the third person singular of the simple present tense, most verbs add a final ‘s’. Look at the verbs in the two sentences and elicit that the correct forms have been used so that there is subject-verb agreement.

Student activity
Ask the students to open their books at page 74 and read the text on pages 74–75. Explain exercise A and as the students are completing it, draw a table like the one shown in the book on the board. Ask the students to complete the table when you check their answers.

Read the remaining text and explain exercises B and C. Give the students a set amount of time to complete their work before checking their answers.

Recapitulation
Ask the students to work in groups of 3 or 4. Give each group a sheet of paper and ask them to write a sentence similar to those in exercise B, but with a subject of at least three words.

Student groups should exchange sentences and each group should identify the correct verb form to complete the sentence they have been given, analyse the sentence into subject and predicate, and identify the simple subject.

Answers
Exercise A 1. verb – goes, sub – Jeff
   2. verb – will go, sub – children
   3. verb – have written, sub – I
   4. verb – must sit, sub – You; verb – comes, sub – teacher
   5. verb – likes, sub – Imran
   6. verb – broke, sub – Arif
   7. verb – is complaining, sub – Talal
   8. verb – was sleeping, sub – He; verb – left, sub – we
   9. verb – will be going, sub – Peter
  10. verb – was, sub – water
Exercise B
1. were
2. has
3. drink, has
4. goes, tease
5. speak, see, is
6. were, was
7. bites, goes, has
8. tells, go, check, have, need
9. are, refuses, are
10. have, am

Exercise C
1. He and his friends were sleeping, while I was busy cleaning the room.
2. Aamir is not good at games, but all his brothers are.
3. I have been telling him all the time that John is a good boy.
4. We were Saleem’s friends, but we do not talk to him now.
5. He was eating, she was cleaning her shoes, and you were watching television.
6. You have taken my book and have not returned it till now.
7. Susan has not finished her work and we cannot leave without her.
8. The show will start in a few minutes, but Peter, who has our tickets, has not come.
9. It will rain very soon, for there are dark clouds in the sky.
10. Where were you? Your mother has been looking everywhere for you.
11. Saba and her friends have decided to go and visit Arif who is in hospital.
12. Our school is going to open on Monday after the holidays.
13. Where have they gone? When are they coming back?
14. I run very fast, but my brother can run faster.
15. You have not done your work as neatly as the others have done it.

Unit 17 Prepositions
Lesson 27 (Pages 79–81)

Prepositions

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to help students identify the noun that is governed by a preposition</td>
<td>• identify the noun that is governed by a preposition.</td>
</tr>
<tr>
<td>• to revise and practise the use of prepositions</td>
<td>• use prepositions correctly in given sentences.</td>
</tr>
</tbody>
</table>

Materials required
Some items to demonstrate common prepositions

Introduction
Use the items you have prepared to revise common prepositions such as on, over, into, under, below, round, through, etc. Use some examples, e.g. on the desk, under the table, etc., to explain how the preposition relates to a noun and we say the noun is governed by the preposition.

Student activity
Ask the students to open their books at page 79 and read the introductory text. Explain exercises A, B, and C, and complete one or two examples from each exercise before giving the students a set amount of time to complete the tasks, working individually or in pairs.
Recapitulation

Play Simon Says, using prepositions in your instructions e.g. *Put your hands over your ears, on your heads, behind your heads, in front of your knees, etc.* Ask student volunteers to take turns to give the instructions.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exercise A</strong></td>
</tr>
<tr>
<td>1. preposition – about, object – experiences; prep – in, obj – lands</td>
</tr>
<tr>
<td>2. prep – on, obj – left</td>
</tr>
<tr>
<td>3. prep – on, obj – table; prep – behind, obj – him</td>
</tr>
<tr>
<td>4. prep – at, obj – stars; prep – above, obj – him</td>
</tr>
<tr>
<td>5. prep – on, obj – bridge; prep – at, obj – boats</td>
</tr>
<tr>
<td>6. prep – below, obj – elbow; prep – into, obj – gloves</td>
</tr>
<tr>
<td>8. prep – to, obj – checker; prep – at, obj – gate</td>
</tr>
<tr>
<td>9. prep – from, obj – school; prep – for, obj – absence</td>
</tr>
<tr>
<td>10. prep – at, obj – hostel; prep – for, obj – home; prep – with, obj – family</td>
</tr>
<tr>
<td><strong>Exercise B</strong></td>
</tr>
<tr>
<td>1. during</td>
</tr>
<tr>
<td>2. to</td>
</tr>
<tr>
<td>3. at</td>
</tr>
<tr>
<td>4. after</td>
</tr>
<tr>
<td>5. with</td>
</tr>
<tr>
<td>6. for</td>
</tr>
<tr>
<td>7. under</td>
</tr>
<tr>
<td>8. under</td>
</tr>
<tr>
<td>9. up</td>
</tr>
<tr>
<td>10. near</td>
</tr>
<tr>
<td><strong>Exercise C</strong></td>
</tr>
<tr>
<td>1. up</td>
</tr>
<tr>
<td>2. at, of</td>
</tr>
<tr>
<td>3. inside</td>
</tr>
<tr>
<td>4. into, to</td>
</tr>
<tr>
<td>5. on</td>
</tr>
<tr>
<td>6. to, in</td>
</tr>
<tr>
<td>7. during</td>
</tr>
<tr>
<td>8. from, to</td>
</tr>
<tr>
<td>9. for, from</td>
</tr>
<tr>
<td>10. through, of</td>
</tr>
<tr>
<td>11. after</td>
</tr>
<tr>
<td>12. from, in during/in</td>
</tr>
<tr>
<td>13. from, to</td>
</tr>
<tr>
<td>14. beside</td>
</tr>
<tr>
<td>15. from/off</td>
</tr>
<tr>
<td>16. on</td>
</tr>
<tr>
<td>17. of</td>
</tr>
<tr>
<td>18. for</td>
</tr>
<tr>
<td>19. over, at</td>
</tr>
<tr>
<td>20. Through, in</td>
</tr>
</tbody>
</table>

Unit 18 Direct and Indirect Speech

**Lesson 28 (Pages 82–83)**

**Direct and Indirect Speech**

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise and practise changing direct speech to indirect speech and indirect speech to direct speech</td>
<td>• change direct speech to indirect speech and indirect speech to direct speech.</td>
</tr>
</tbody>
</table>

**Materials required**

Sheets of paper for students

**Introduction**

Write on the board a sentence containing direct speech, e.g. *Mohsin said to Faisal, ‘The cricket match begins at half past ten.’* Ask the students to read your sentence and tell you what Mohsin said to Faisal (*Mohsin said/Mohsin told Faisal that the cricket match began at half past*
ten.) Repeat this with a second sentence, and use your examples to revise the grammar and punctuation rules for changing direct speech to reported/indirect speech. Repeat the activity to revise changing indirect/reported speech to direct speech.

**Student activity**

Ask the students to open their books at page 82 and read the explanatory text with the students. Explain exercise A and complete questions 1 and 2 before giving the students a set amount of time to complete the task.

**Recapitulation**

Make a list of verbs other than said on the board. Ask the students to work in pairs and give each student a sheet of paper. Each student should write on his/her paper a sentence containing direct speech; encourage the students to use a verb other than said in the sentence. The students should exchange papers and re-write their partner’s sentence as indirect speech. Ask individual students to read out examples of their work.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Saba said to Sadia, ‘Please explain this task to me.’</td>
</tr>
<tr>
<td>2. Majid asked (him) where he had got that wonderful book.</td>
</tr>
<tr>
<td>3. He said, ‘I have seen many strange things.’</td>
</tr>
<tr>
<td>4. The visitor said, ‘I am sorry that I am late.’</td>
</tr>
<tr>
<td>5. Jamil suggested that we/they play a match the next day.</td>
</tr>
<tr>
<td>6. Bilal invited (me) to go and have tea with him the next day.</td>
</tr>
<tr>
<td>7. The drowning man cried desperately for help.</td>
</tr>
<tr>
<td>8. My father ordered me to keep my room clean and tidy.</td>
</tr>
<tr>
<td>9. The old man requested Sara to help him across the road.</td>
</tr>
<tr>
<td>10. The general commanded the soldiers not to fire till he gave the signal.</td>
</tr>
<tr>
<td>11. The girl requested the gardener to give her that red rose.</td>
</tr>
<tr>
<td>12. The patient asked the doctor when he could go home.</td>
</tr>
<tr>
<td>13. The fans loudly demanded a goal.</td>
</tr>
<tr>
<td>14. The pupils told the teacher, ‘Please take us to the museum.’</td>
</tr>
<tr>
<td>15. Farah exclaimed that it had been a very boring film.</td>
</tr>
<tr>
<td>16. The lady apologized for having forgotten to bring the invitation card./The lady apologized and said that she had forgotten to bring the invitation card.</td>
</tr>
<tr>
<td>17. The boy said, ‘I have lost my new football.’</td>
</tr>
<tr>
<td>18. The teacher instructed (the pupils) to stand up when the principal came into the room.</td>
</tr>
<tr>
<td>19. The proverb advises us to look before we leap.</td>
</tr>
<tr>
<td>20. Fatima said, ‘Please, Mother! Let me go to the concert.’/Fatima said to her mother, ‘Please, let me go to the concert.’</td>
</tr>
</tbody>
</table>
Unit 19 Comprehension
Lesson 29 (Pages 84–86)
King All-Blue

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to help students read and understand a story</td>
<td>• read and understand a story.</td>
</tr>
<tr>
<td>• to help students answer questions based on the story</td>
<td>• correctly answer questions based on a story.</td>
</tr>
<tr>
<td>• to help students complete vocabulary exercises based on the story</td>
<td>• correctly complete vocabulary exercises based on a story.</td>
</tr>
<tr>
<td>• to revise adverbs, verbs, and conjunctions</td>
<td>• identify adverbs, verbs, and conjunctions from the story.</td>
</tr>
<tr>
<td>• to practise writing direct and reported speech</td>
<td>• correctly change speech from direct to reported speech and from reported to direct speech.</td>
</tr>
</tbody>
</table>

Materials required
A picture of a jackal; information about the jackal; class set of dictionaries if available; one of Aesop’s fables e.g. The Dancing Monkeys.

A prince had some monkeys trained to dance. Being naturally great mimics of men's actions, they learned very quickly, and when dressed up in their rich clothes and masks, they danced as well as any of the courtiers.
The performance was often repeated with great applause, until, on one occasion a courtier, wishing to cause trouble, took from his pocket a handful of nuts and threw them upon the stage. At the sight of the nuts, the monkeys forgot their dancing and became (as indeed they were) monkeys instead of actors. Pulling off their masks and tearing their robes, they fought with one another for the nuts. The dancing spectacle thus came to an end amidst the laughter and ridicule of the audience.
Moral–Not everything you see is what it appears to be.

Introduction
Ask the students to name any animals that are considered to have particular characteristics, e.g. elephants never forget, foxes are said to be sly, dogs are said to be man's best friend, etc.
Show the students a picture of a jackal and give them some information about jackals. Explain that they are going to read a story about a jackal. Also explain that it is a story with a moral, i.e. it teaches the reader a lesson.

Student activity
Ask the students to open their books at page 84 and read the story with them as far as the bottom of page 84. Ask the students to predict what the plan will be. Listen to the students’ ideas without commenting before reading to the end of the story.
Discuss the questions in exercise A before giving the students a set amount of time to write their
answers, using their own words as far as possible.
Explain exercises B and C and give the students dictionaries if available. Ask them to complete these exercises in a set amount of time, working in pairs.
Explain exercises D – F before giving the students a set amount of time to complete the tasks.

**Recapitulation**

Read the fable *The Dancing Monkeys* to the students and ask them to identify the moral. Do they agree that this is the same as the lesson in the story of the jackal?

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
</table>
| **Exercise A** | 1. The jackal turned completely blue after he had accidentally fallen into a vat full of blue dye.
2. He was afraid that all the animals of the jungle would laugh at him, and so he thought of a plan to avoid that.
3. The jackal said that he was King All-Blue and that he came from an old and greatly respected royal family.
4. King All-Blue agreed to rule the forest on the condition that all the jackals were banned from it, because his family had never liked the wicked jackals and he could not stay in that forest if they did.
5. All the animals served King All-Blue by bringing him his food, fanning him when he felt hot, and entertaining him when he was bored.
6. All the other jackals were upset because they had been driven out from the forest and were now forced to hover around the outskirts of the town to look for food. They were also in danger of being chased and torn to pieces by the fierce dogs who lived in the town.
7. The old jackal suggested that on the night of the next full moon, all the jackals should gather at the edge of the forest and set up a howl together. Being a jackal, King All-Blue would not be able to help himself. He, too, would begin to howl and the other animals would immediately realize that he was only a jackal.
8. When all the jackals began to howl together on the night of the full moon, King All-Blue, who was sitting in his court surrounded by all the other animals, heard the howl and could not help himself. He too began to howl along with the pack. All the animals were amazed and realized that he was an imposter. He was nothing but a jackal dressed in blue and should be killed for having deceived them. So, they pounced on him and killed him.
9. This story teaches us that no matter how hard one tries, one can only change one's appearance but not one's nature |
| **Exercise B** | 1. vat  
2. Dye  
3. dignity  
4. wicked  
5. wily  
6. howl  
7. downfall  
8. imposter |
| **Exercise C** | 1. somebody belonging to the same class to which one belongs  
2. at last; after a long time; finally  
3. deceived; deluded; misled; fooled |
**Exercise D**  Adverbs: accidentally, verb – fell; completely, verb – turned; slowly, verb – walked; respectfully, verb – bowed

**Exercise E**  1. come – simple present
   2. had been sent – past perfect
   3. shall gather, (shall) howl – simple future
   4. will be – simple future
   5. thought, was – simple past

**Exercise F**  1. He turned completely blue and did not look like a jackal at all.
   2. All the animals have been taken in by All–Blue simply because he looks different

**Exercise G**  1. The jackal said that he had (then) decided to rule that forest.
   2. The old jackal told the pack, ‘Do not be so sad.’
   3. All the other animals exclaimed loudly that he should be killed.

---

**Lesson 30 (Pages 87–89)**

**Dummling**

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to help students read and understand a fairy story</td>
<td></td>
</tr>
<tr>
<td>• to help students answer questions based on the story</td>
<td></td>
</tr>
<tr>
<td>• to revise and practise adjectives, nouns, adverbs, verbs, and conjunctions</td>
<td></td>
</tr>
<tr>
<td>• to help students match halves of sentences correctly</td>
<td></td>
</tr>
<tr>
<td>• to help students complete a vocabulary exercise based on the text</td>
<td></td>
</tr>
<tr>
<td>• to practise writing direct and reported speech</td>
<td>• read and understand a fairy story.</td>
</tr>
<tr>
<td></td>
<td>• correctly answer questions based on the story.</td>
</tr>
<tr>
<td></td>
<td>• identify adjectives, nouns, adverbs, verbs, and conjunctions in the text.</td>
</tr>
<tr>
<td></td>
<td>• match halves of sentences correctly.</td>
</tr>
<tr>
<td></td>
<td>• correctly complete a vocabulary exercise based on the text.</td>
</tr>
<tr>
<td></td>
<td>• correctly write direct and reported speech.</td>
</tr>
</tbody>
</table>

**Materials required**

Class set of dictionaries if available; drawing materials

**Introduction**

Begin by asking the students to name any fairy stories that they have read, e.g. Cinderella, Rumplestiltskin, Snow White, Sleeping Beauty, The Frog Prince, etc.; list the titles on the board. Give the students a couple of minutes to work in pairs to identify some of the characteristics of a fairy story and discuss their answers (*Once upon a time* beginning, element of magic, wicked witch, princes/princesses/kings/queens/castles, not set in a particular place, happy endings, etc.).
Explain that you are going to read a fairy story and ask the students to identify some of these characteristics as you read it.

Student activity
Ask the students to open their books at page 87 and read to the bottom of the page with the students. Ask them to predict what will happen and listen to their ideas before continuing to read the story. Ask the students to comment on how well the story fitted their criteria for a fairy story. Discuss the questions in exercise A before giving the students a set amount of time to write their answers, using their own words as far as possible.

Explain exercises B—H and give the students plenty of time to complete the tasks, working individually or in pairs.

Recapitulation
Ask the students to work in groups of 4-5. They should practise miming a well-known fairy story and then act it out to the rest of the class who should guess the title of the story. Discuss briefly how each story matches the criteria for a fairy tale.

Answers

Exercise A 1. The king decided to test his three sons because he did not know which of them he should make his successor.

2. For the first test, the king took his sons into the open and blew three feathers in the air. He told each of them to follow a feather and bring him back the most beautiful carpet in the world.

3. The first time one of the older princes brought back the first ordinary carpet he could find in the town, and the second brought back a shawl he picked up from the back of a peasant girl.

4. Dummling’s feather fell right in front of the castle. There, he noticed a trapdoor. He opened the trapdoor and descended the steps. The stairs led to a large room in which sat Fat Frog surrounded by smaller frogs. Fat Frog asked him what he wanted, and when Dummling told her about the carpet, she ordered the little ones to fetch a fine one from inside a hole. The frogs returned with a beautiful silk carpet woven with gold and silver thread, and Dummling took it to his father.

5. The other brothers argued fiercely and did not want Dummling to be declared the king’s heir, and so the king was forced to hold another test.

6. For the second test, the king blew three feathers in the air again and asked his sons to bring him the most beautiful ring in the world.

7. The second time one of the older princes came back with a brass curtain ring, and the other brought back a simple gold ring from the nearest town.

8. The third time, the older princes went and brought back the first two women they met. One was a quarrelsome peasant woman, and the other, the spoilt daughter of a rich merchant.

9. Dummling wished to marry Fat Frog because Fat Frog had been so good and kind to Dummling, that he found her to be very beautiful and said that he could not wish for a better bride.
10. As soon as Dummling declared that he wanted to marry Fat Frog, she changed into a very beautiful princess. She told Dummling that a wicked enchanter had turned her into a frog and she could only be released from the curse if a prince offered to marry her. Dummling took home his beautiful princess to the king who then made Dummling his heir.

Exercise B  (any 4) adj – three, noun – sons; adj – most beautiful, noun – carpet; adj – older, noun – boys; adj – large, noun – room

Exercise C  adv – Immediately, verb – changed

Exercise D  The youngest was a simpleton named Dummling and everyone laughed at him.

Exercise E  1. – (d)  2. – (a)  3. – (e)  4. – (f)  5. – (c)  6. – (b)

Exercise F  1. – (f)  2. – (h)  3. – (a)  4. – (g)  5. – (c)  6. – (b)  7. – (e)  8. – (d)

Exercise G  1. told, wanted – simple past  2. will marry – simple future  3. have been – present perfect; find – simple present

Exercise H  1. Fat Frog asked, ‘Dummling, what do you want?’
2. Dummling asked Fat Frog whether she would marry him.
3. She told Dummling, ‘A wicked enchanter turned me into a frog.’

Unit 20 Directed writing
Lesson 31 (Pages 90–93)
Writing a Letter

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain and practise how to write a personal letter</td>
<td>• write a letter demonstrating the correct content and layout.</td>
</tr>
</tbody>
</table>

Materials required

Pieces of paper numbered 1–7 and folded over, enough for one for each student in the class; a bag or box to hold the pieces of paper

Introduction

Ask the students to talk about how they communicate with their friends and family; they will probably say by telephone or email. Ask if any of them has ever received or written a letter and if so, to tell the class something about it. Ask if they are familiar with the way in which a letter is set out and discuss briefly the relative advantages/disadvantages of letters and emails. Explain that they are going to learn the correct way to write a letter.

Student Activity

Ask the students to open their books at page 90 and read the introductory text together. Continue reading and explaining the text as far as the list of letter topics on page 93. Explain that the students are going to write a letter on one of the topics listed on page 93 and that their topic will be decided randomly. Ask each of them in turn to take one of the numbered pieces of paper you have prepared from the bag/box. Remind them to look back at the example
letter on page 90 for guidance. Give them a set amount of time to write their letter and to draw and address an envelope on a page of their exercise book.

Recapitulation
Ask student volunteers to read their letters to the rest of the class.

Lesson 32 (Pages 94–97)
Writing an Essay

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to read a sample essay</td>
<td>• divide text on a related topic into paragraphs.</td>
</tr>
<tr>
<td>• to explain and practise how to divide text on a related topic into paragraphs when writing an essay/composition</td>
<td>• explain the structure of an essay/composition.</td>
</tr>
<tr>
<td>• to explain the structure of an essay/composition</td>
<td>• plan and write an essay/composition on a given topic.</td>
</tr>
<tr>
<td>• to explain how to plan an essay/composition</td>
<td></td>
</tr>
<tr>
<td>• to practise planning and writing an essay/composition</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
Pieces of paper numbered 1–6 and folded over, enough for one for each student in the class; a bag or box to hold the pieces of paper

Introduction
Talk briefly about essays/compositions and elicit that an essay needs a clear opening, a development section, and a conclusion. Elicit that essays are divided into paragraphs, and a new paragraph usually signals a change of time, place or theme.

Student activity
Ask the students to open their books at page 94 and read the essay. Pause at the end of each paragraph and ask the students to try to write down the theme of each paragraph; if necessary, draw their attention to the clue given in the opening sentence of each paragraph.
Read the text on page 95 and explain the exercise. Give the students a set amount of time to complete exercise a.
Continue reading the text as far as exercise B and ask each student to choose one of the topics (1–4) to develop into an essay. Students who work more quickly can be asked to write a second essay.
For exercise C, use the numbered papers you have prepared to allocate essay topics to students as in the previous lesson. Ask the students to write more than one essay over a period of time for further practice.
Recapitulation
Ask students to read out their essays to the other members of the class.

Answers
Exercise A 1. Once upon a time … what to do.
   2. All at once … hung a pipe.
   3. He told the Mayor … were so desperate.
   4. The Piper put his pipe … were all drowned.
   5. The Piper returned … cheat the Piper.
   6. The Piper became very angry … never seen again.

Lesson 33 (Pages 98–100)
Writing a Story

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain how to write a story based on a given outline</td>
<td></td>
</tr>
<tr>
<td>• practise writing a story based on a given outline</td>
<td></td>
</tr>
<tr>
<td>Students should be able to:</td>
<td></td>
</tr>
<tr>
<td>• write a story based on a given outline.</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Ask the students to name some stories that they have enjoyed reading. Discuss and list the characteristics of a good story, e.g. interesting characters, vivid description, an interesting plot, etc. Explain that the students are going to write a story based on a given outline.

Student Activity
Ask the students to open their books at page 97–98 and read the introductory text. Read the story and ask the students to comment on the good/bad features of the story.
Ask the students to read the given outlines and select one to develop into a story; remind them to include in their story some of the features discussed at the start of the lesson and listed on the board.
Ask the students to develop more of the outlines into stories over a period of time for further practice.

Recapitulation
Ask student volunteers to read their stories to the rest of the class and encourage them to comment on any good points.
Lesson 34 (Pages 101–102)

Flow Chart

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain and practise how to create a flow chart and write a paragraph of simple instructions based on it</td>
<td>• create a flow chart.</td>
</tr>
<tr>
<td></td>
<td>• develop a flow chart into a paragraph of instructions.</td>
</tr>
</tbody>
</table>

Materials required

A large sheet of paper and a marker; Blu-tack or similar adhesive material

Introduction

Ask the students to explain how to perform a simple task e.g. how to clean your teeth, how to cook rice. Fix the sheet of paper to the board and as they explain, ask a student volunteer to make simple, numbered notes (or write them on the board). Add arrows to the notes and explain that these notes are a flow chart.

When the notes are complete, work with the students to turn them into sentences and write the instructions as a paragraph on the board.

Student Activity

Ask the students to open their books at page 101 and read the text and example together, adding any additional explanation required.

Work through one of the topics on page 102 as a class before asking the students to select one of the flowcharts to develop into a paragraph. Ask the students to develop more of the flowcharts into paragraphs over a period of time for further practice.

Recapitulation

Ask student volunteers to read their paragraphs to the rest of the class.

Lesson 35 (Pages 103–104 )

Writing a Diary

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explore the characteristics of a diary entry</td>
<td>• explain the characteristics of diary writing.</td>
</tr>
<tr>
<td>• to practise writing a diary entry</td>
<td>• write a diary entry on a given topic.</td>
</tr>
</tbody>
</table>

Materials required

An extract from a famous diary e.g. Samuel Pepys, Anne Frank or a fictional diary e.g. Adrian Mole, the Diary of a Wimpy Kid by Jeff Kinney, etc.
Introduction
Ask the students if any of them keeps, or has ever kept, a diary, or has read a real or fictional diary. Talk about the reasons for keeping diaries and their value to e.g. historians. Talk about the difference between a diary entry and a story e.g. the personal nature of a diary; the emphasis on thoughts and feelings rather than actions; a story is written to be read by many people but a diary is only read by the writer; a report gives an impersonal account of an event and should be unbiased, but a diary is a very personal account of an event that can be biased, etc. Explain that they are going to learn more about writing a diary entry.

Student activity
Ask the students to open their books at pages 103–104 and read the introductory text and the two diary entries. Ask the students to identify the thoughts and feelings that are described in the entries. Ask the students to select one of the topics and give them a set amount of time to write a short diary entry about it. For further practice, ask them to write on more of the topics over a longer period of time.

Recapitulation
Ask student volunteers to read out their diary entries to the rest of the class. The audience should comment on the thoughts and feelings expressed in the entry.

Unit 21 Test 3
Lesson 36 (Pages 105–107)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>to assess students’ learning of subject and predicate, subject/verb agreement, conjunctions, transitive and intransitive verbs, punctuation, prepositions, pronouns, types of sentences, and direct/indirect speech</td>
<td>correctly identify the subject and predicate of a given sentence.</td>
</tr>
<tr>
<td></td>
<td>demonstrate correct subject/verb agreement.</td>
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<tr>
<td></td>
<td>use conjunctions correctly to join sentences.</td>
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<tr>
<td></td>
<td>distinguish between transitive and intransitive verbs and identify the direct object of a transitive verb.</td>
</tr>
<tr>
<td></td>
<td>punctuate a give passage of prose correctly.</td>
</tr>
<tr>
<td></td>
<td>use prepositions correctly in given sentences.</td>
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<tr>
<td></td>
<td>correctly replace nouns with pronouns in a given text.</td>
</tr>
<tr>
<td></td>
<td>identify sentences as exclamative, interrogative, imperative, or assertive.</td>
</tr>
<tr>
<td></td>
<td>change direct speech to indirect speech and vice versa.</td>
</tr>
</tbody>
</table>
Materials required
Sample questions of each type of question used in the assessment; reading books or other silent activity for students who finish the test while others are still working.

Introduction
Prepare the students for the assessment by revising the topics covered and giving them examples of the different types of question in the assessment. Reassure them that the purpose of the assessment is to discover how much they have learned and to indicate where further teaching may be required.

Student activity
Ask the students to open their books at pages 59–61. Explain each task clearly and give the students plenty of time to attempt all the tasks. Make it clear that this is not a test of how quickly they can work, it is better to take more time and answer the questions correctly.

Answers
Exercise A (The predicate is given within brackets.)
1. Who (says that this cannot be done)
2. Rabab (gave her brother a present on his birthday)
3. You (Do not feed animals at the zoo)
4. John and Jeff (were good friends)
5. Faiza (is attending a class on cooking)
6. All our clothes (have been stolen by the thief)
7. you (Have, been waiting here long)
8. Mother (will have finished cooking our meal by now)
9. Maha (went home to sleep)
10. Rabab (was listening to the radio during lunch)

Exercise B
1. The men were standing outside the gate.
2. My brother and I are good swimmers.
3. You should not eat so much, because you are ill.
4. Aamir is a good cricketer, but he does not practise regularly.
5. We are eager to play in the match tomorrow.
6. No one is willing to go on a picnic in summer.
7. The soldiers have been marching all day.
8. Mother wants us to return home early.
9. Saba is tall, but I am taller.
10. ‘Where is your book?’ the teacher asked Salma.

Exercise C
1. Sara could not pick up the bucket because it was too heavy.
2. While mother was getting the dinner ready, Faiza laid the table.
3. Though it was time to go to school, Omar was not ready,
4. You may go or stay.
5. Talal got up from the chair and left the house.
Exercise D  1. is eating – trans, obj – dinner
   2. gave – trans; indirect obj – me; direct obj – letter
   3. is sleeping – intrans
   4. painted – trans; obj – picture
   5. brought – trans; indirect obj – king; direct obj – news
   6. look – intrans
   7. froze – intrans
   8. told – trans; indirect obj – us; direct obj – story
   9. is – intrans
  10. looked – intrans

Exercise E  It was very early morning. Tom got out of bed and looked out of the window of his room. The sky was dark and overcast. It was raining. The streets were empty and there was nobody in sight. Tom decided to spend the day tidying up his room. He started by picking up his books and arranging them on the shelf.

Exercise F  1. for  2. in  3. on/under  4. into  5. to
   6. over, after  7. behind  8. of  9. at  10. through
   11. on  12. of  13. off  14. down  15. with

Exercise G  Bob and Steve were such good friends that they had never had a fight. They were always to be seen together. However, they had to go to different schools, for Bob's father wanted him to join the army. So, a day came when they had to say farewell to each other. Bob promised Steve that he would write to him every week.

Exercise H  1. imperative  2. exclamative  3. interrogative  4. assertive
   5. interrogative  6. imperative  7. imperative  8. assertive
   9. exclamative  10. exclamative

Exercise I  1. The Table exclaimed that it suffered terribly from the heat.
   2. The amazed doctor asked him/her who on Earth he/she was.
   3. They proposed that they dine on bread and beans.
   4. She said that she was Miss Katy and Miss Clover’s baby.
   5. Alice exclaimed that it was a very curious feeling.