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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.
### The Grammar Tree (Books 6–8)

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The Sentence
Lesson 1 (Pages 1–3)

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<td>• to revise the terms <em>sentence</em>, <em>clause</em>, and <em>phrase</em></td>
<td>• identify a <em>sentence</em>, <em>clause</em>, and <em>phrase</em>.</td>
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<td>• to explain the difference between main and subordinate clauses</td>
<td>• identify the main and subordinate clauses in given sentences.</td>
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Materials required
Simple sentences for the recapitulation activity

Introduction
Write on the board a mixture of sentences, clauses, and phrases and ask student volunteers to underline the sentences. Elicit a definition of a sentence, e.g. A sentence is a group of words that contains a subject and a verb and makes complete sense by itself. Ask students for further examples of sentences and test them against the accepted definition.

Ask the students to look at the other examples on the board and identify the clauses and the phrases. Elicit a definition for each of them, e.g. A clause is a group of words that contains a subject and a verb; it forms part of a sentence but does not make sense on its own. A phrase is a group of words that does not contain a subject or a verb and does not make complete sense on its own. Ask the students to provide more examples of each, and test them against the definitions.

Write a complex sentence on the board, e.g. The concert was cancelled because the soloist broke his arm. Ask the students to identify the two clauses and elicit that the main clause is The concert was cancelled, because it can stand alone and it gives the main information; elicit that because the soloist broke his arm, is a subordinate clause; it provides additional information (gives a reason) but cannot stand alone. If necessary, repeat this activity with different sentences.

Student activity
Ask the students to open their books at page 1 and read the introductory text together, before giving them a set amount of time to complete exercises A and B, working in pairs or individually. Check their answers in class.

Recapitulation
Write on the board one of the simple sentences you have prepared and ask individual students to take turns to add either a clause or a phrase to it. Repeat this with other sentences and students.

Answers

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<th>2. sentence</th>
<th>3. sentence</th>
<th>4. clause</th>
<th>5. sentence</th>
<th>6. phrase</th>
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<td>7. phrase</td>
<td>8. sentence</td>
<td>9. clause</td>
<td>10. clause</td>
<td>11. phrase</td>
<td>12. clause</td>
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Exercise B 1. Since it was a hot day – subordinate clause; the children played indoors – main clause.
2. When the dance performance was over – subordinate clause; everyone clapped – main clause.
3. Do not speak loudly – main clause; as the child is sleeping – subordinate clause.
4. You will be surprised – main clause; at what you have won – subordinate clause.
5. It was the first time – main clause; that the boy had ever completed the entire exercise – subordinate clause.
6. The boy was so happy – main clause; that he started to dance – subordinate clause.
7. As the girl was walking to the library – subordinate clause; she remembered the name of that book – main clause.
8. If you come early – subordinate clause; we will go to the beach – main clause.
9. Cancel the scheme – main clause; before it causes further damage – subordinate clause.
10. Although he had explained the reason – subordinate clause; they continued to be suspicious – main clause.

Lesson 2 (Pages 3–6)

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<td>• match given subjects and predicates to form sentences.</td>
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<td>• to practise expanding the subject or predicate of a sentence by adding an appropriate word, phrase, or clause</td>
<td>• expand the subject or predicate of a sentence by adding an appropriate word, phrase, or clause.</td>
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Materials required
None

Introduction
Write two or three sentences on the board and use them to revise the terms subject and predicate. For example, The boy rode his bicycle. Ask student volunteers to add words, phrases or clauses to expand the subject e.g. The little boy, The boy who lives next door, The boy wearing shorts, etc. Ask the students to add a word, phrase or clause to expand the predicate, e.g. his new bicycle, his bicycle to school every day, his bicycle although it was raining, etc.

Student activity
Ask the students to open their books at page 3 and read the text together before giving them a set amount of time to complete exercises C and D.
Read the next section of text and complete one or two questions from exercise E before giving the students a set amount of time to complete the task.
Read the remaining text and ask the students to complete exercise F.

**Recapitulation**
Ask individual students to read their answers to exercise F and ask other students to expand the subject or predicate if appropriate.

### Answers

**Exercise C**
1. The children decided to go for a walk.
2. Fahad's parents have decided to move to Islamabad.
3. Sleeping Beauty slept for a long, long time.
4. Everybody has a good story to tell.
5. My father and his brother left early in the morning.
6. The ticket inspector caught a number of travellers without tickets.
7. My sister will visit me with her baby.
8. The staff and the students invite you to a variety entertainment show.
9. The horse trotted round and round in circles.

**Exercise D**
1. The boys of this school are well-behaved.
2. Every child in the class had brought the history book.
3. There was noise and confusion in the room.
4. When shall we reach Islamabad, tonight or tomorrow morning?
5. Will this plan help you to book ahead?
6. She could not save any money.
7. Why don't you clean your room before playing?
8. Your mother will be angry if you disobey her.
9. Weren't there thirty pupils in your class?
10. My school will reopen on Monday, the first of June.

**Exercise E (Suggested answers)**
1. Ria, my neighbour, went to the cinema yesterday.
2. Will the girl carrying a blue umbrella come tomorrow too?
3. The boy in the red shirt looked very happy.
4. Hareem, a brilliant student, is a maths whiz.
5. Lynette, the new typist, will arrive here at 7 am from her home town.
6. The book which you have has been translated into different languages.
7. Dr Shirazi, a devoted doctor, has treated every family on this street.
8. Your daughter, being weak in the subject, must not miss the maths class today.

**Exercise F (Suggested answers)**
1. The boys of this class play basketball every day.
2. Sajid and his family went to Rawalpindi, his home town.
3. All the children sing the school anthem.
4. Does Mrs Saleem know the principal?
5. Rollie, my dog, knows many tricks.

Exercise G (Suggested answers)
1. Our teacher gave us a lot of homework.
2. Our monitor is an intelligent boy.
3. My grandfather keeps falling ill.
4. The class teacher of VI. A loves her class.
5. Mrs Saleem was praised by her pupils and their parents.
6. How many books are being sold?
7. Did the science teacher give the class sweets on her birthday?
8. Sana and Almas are my cousins.
9. The chief guest may not come in time.
10. Why did he enter the room without permission?
11. We have a good book on that topic.
12. Stamp collecting is my favourite hobby.
13. God is worshipped by everyone.
14. All the teachers signed the document last week.
15. Mr Islam has invested some money.
16. All the king’s horses and all the king’s men died fighting.
17. My father purchased that house.
18. The minister was making a speech for the first time.
19. The great leader has breathed his last.
20. Taha had a sister named Farah.

Types of Sentence
Lesson 3 (Pages 6–10)

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<tr>
<td>• to revise the four types of sentence, declarative/statement, interrogative/question, imperative, and exclamatory</td>
<td>• distinguish between the four types of sentence, declarative/statement, interrogative/question, imperative, and exclamatory.</td>
</tr>
<tr>
<td>• to practise writing positive, emphatic and negative forms of different types of sentence</td>
<td>• write positive, emphatic and negative forms of different types of sentence.</td>
</tr>
</tbody>
</table>

Materials required
Sentences for the recapitulation activity
**Introduction**

Write the names of the four types of sentence on the board and ask student volunteers to supply examples of each. Write one or two examples of each type under the appropriate heading and talk about when each type is used e.g. *statement = to give information; question = to find out information; imperative = to give an order; exclamatory = to express strong feelings.* Ask the students to make each of them negative where appropriate, e.g. *The water was cold. / The water was not cold. Have you got a pencil? / Haven't you got a pencil? Run! / Don't run!*

**Student activity**

Ask the students to open their books at page 7. Read the explanatory text, and ask the students to make emphatic forms of the example sentences on the board.

Explain each of the exercises A–D and complete one or two questions from each before giving the students a set amount of time to complete the tasks working in pairs or individually.

**Recapitulation**

Write on the board one of the sentences you have prepared and ask students to identify it by type, and then to make it negative or emphatic.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exercise A</strong> 1. doesn't 2. wasn't 3. aren't 4. weren't 5. don't 6. didn't 7. haven't 8. hasn't 9. isn't 10. mustn't</td>
</tr>
</tbody>
</table>

**Exercise B** 1. Not everyone has a friend
   Everyone does have a friend.
2. He did not break my ruler.
   He did break my ruler.
3. I do not like blue.
   I do like blue.
4. She did not come to my party today.
   She did come to my party today.
5. She does not have a dog.
   She does have a dog.
6. They did not thank me for my help.
   They did thank me for my help.
7. I did not see the Lahore Fort a long time ago.
   I did see the Lahore Fort a long time ago.
8. My table did not overturn.
   My table did overturn.
9. It did not rain last night.
   It did rain last night.

**Exercise C** 1. You should break up the passage into three.
2. You should tell him to be ready on time.
3. You should stop the car immediately.
4. Alisha should sing that song again.
5. You will give me the recipe today.

**Exercise D**
1. What a poor speaker she is!
2. Write a letter today.
3. It is a very beautiful garden.
4. What a terrible accident it was!
5. You should not go home yet.
6. Hand over the book to me today.
7. Do give me the documents tomorrow.
8. He does sing very well.
9. She did not enjoy the party last night.
10. Do go and see this film.
11. Don't bring me your troubles.
12. She is not tall.
13. What a good combination thinking and writing is!
14. She will come here tomorrow.
15. Are there four lawyers standing there?

---

**Forming Questions**

**Lesson 4 (Page 11–14)**

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain how to form positive and negative questions</td>
<td>• change statements into questions.</td>
</tr>
<tr>
<td>• to explain <em>open, closed, alternative, rhetorical, and emphatic</em> questions</td>
<td>• differentiate between <em>open, closed, alternative, rhetorical</em>, and <em>emphatic</em> questions.</td>
</tr>
<tr>
<td>• to explain and practise the use of question tags</td>
<td>• use question tags correctly.</td>
</tr>
</tbody>
</table>

**Materials required**

Sentences for recapitulation activity
Introduction

Write a number of statements containing present tense verbs on the board e.g. The soup tastes delicious. The stream runs downhill. His parents live in Lahore.

Ask student volunteers to change the statements into questions and write the question forms on the board e.g. Does the soup taste delicious? Does the stream run downhill? Do his parents live in Lahore? Ask the students to look at the questions and help them to work out the rule for forming questions by using the correct part of the verb ‘do’ + the infinitive form of the verb from the statement.

Repeat this activity using the past tense e.g. The soup tasted delicious. The stream ran downhill. His parents lived in Lahore. Form the questions with the past tense of ‘do’, e.g. Did the soup taste delicious? Did the stream run downhill? Did his parents live in Lahore?

Practise forming present and past tense questions from statements orally.

Next write on the board some statements containing the present and past tenses of the verb ‘to be’, e.g. It is raining. Mariam and Ruth were hungry. Yusuf is very kind. Ask the students to make questions, e.g. Is it raining? Were Mariam and Ruth hungry? Is Yusuf very kind? Elicit that ‘do’ is not used to make these statements into questions; instead the verb and subject order is reversed. Explain, with examples, that this is also the way to make questions using modal verbs, e.g. You can come to dinner tonight. Can you come to dinner tonight? We should return the books. Should we return the books? He must wait here. Must he wait here? etc.

Finally, write statements containing ‘have’ or ‘to be’ as auxiliary verbs, e.g. He has read a hundred books. He is hoping to go to university. He had finished his homework. Ask the students to change the statements into questions, e.g. Has he read a hundred books? Is he hoping to go to university? Had he finished his homework? Elicit the rule for forming questions using auxiliary verbs (reverse order of subject and verb).

Student activity

Ask the students to open their books at page 11. Read the introductory text and give the students a set amount of time to complete exercise A, or complete it as a whole class activity.

Read the text on negative interrogatives and ask the students to make each statement in exercise A into a negative question. This can be done in pairs or orally as a whole class activity.

Read the remaining text. Explain exercises B and C and give the students a set amount of time to complete the tasks working in pairs or individually.

Recapitulation

Ask the students to change the sentences you have prepared into positive and/or negative questions orally.

Answers

Exercise A 1. Does she love to read story books?
                  2. Is she scared because she has not done her homework?
                  3. Is she very angry with you because you told her secret to everyone?
                  4. Does she live in Islamabad or in Multan?
                  5. Did the soldiers spread out to look for the thief?
6. Does Pakistan have a huge, unmanageable population?
7. Can she solve this problem effectively?
8. Is she very good at swimming?
9. Did they win the game by a big margin?
10. Is the sea very calm today?

Exercise B 1. yes/no question  2. wh- word question  3. question tag
  4. alternative question  5. rhetorical question  6. wh- word question
  7. emphatic question  8. question tag  9. alternative question
  10. wh- word question  11. yes/no question  12. question tag
  13. wh- word question  14. yes/no question

Exercise C 1. Isn’t he going home for Eid?
  2. He is a friendly person, isn’t he?
  3. Who are the children acting in the play?
  4. Aren’t they leaving for Dubai tomorrow night?
  5. Does she love chocolates?
  6. How many balls are there in the basket?
  7. Have the doctors given up all hope?
  8. Does she care for her friends?
  9. When will all the girls come back?

Nouns
Lesson 5 (Pages 15–18)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise common, proper, collective, and abstract nouns</td>
<td>• correctly identify common, proper, collective, abstract, and material nouns.</td>
</tr>
<tr>
<td>• to introduce material nouns</td>
<td>• use collective nouns correctly.</td>
</tr>
<tr>
<td></td>
<td>• correctly match concrete nouns with their abstract quality.</td>
</tr>
</tbody>
</table>

Materials required
A selection of items made of different materials e.g. a metal spoon, a plastic cup, a glass, a silk scarf, a woollen sock, a leather sandal, etc.; a set of numbered pictures of groups of items that can be identified by collective nouns e.g. a litter of puppies, a herd of cows, a flock of sheep, a gaggle of geese, a bouquet of flowers, etc.

Introduction
Write on the board the headings: common, proper, abstract, collective. Next list a selection of nouns from each of the different categories. Ask the students to organise the nouns under the correct headings, and revise the classifications.
To introduce the concept of material nouns, show the students each of the items you have prepared and ask the students to name the material of which it is made. List their answers on the board and explain that these are uncountable materials and are known as \textit{material nouns}. Ask the students to suggest other material nouns and add them to the list.

\textbf{Student activity}

Ask the students to open their books at pages 15–16 and read through the introductory text together. Look at the nouns in the box on page 17 and identify each by type before giving the students a set amount of time to complete the task. Explain exercises B and C before giving the students a set amount of time to complete the tasks, working in pairs.

\textbf{Recapitulation}

Display the numbered pictures and ask the students to make a list of the collective noun for each group.

\begin{table}[h]
\begin{tabular}{|l|l|l|l|l|}
\hline
\textbf{Exercise A} & 1. silk & 2. crockery & 3. charity & 4. books \\
\hline
\textbf{Exercise B} & a sheaf of corn; a squadron of aeroplanes; a bundle of firewood; a suite of furniture; a clump of trees; a plague of locusts; a shoal of fish; a cooperative of women labourers; a cabinet of ministers; a drove of oxen \\
\hline
\textbf{Exercise C} & sugar – sweetness & warrior – bravery & back – stiffness \\
& book – study & stone – hardness & mule – obstinacy \\
& rubber – elasticity & children – laughter & wafers – crispness \\
\hline
\end{tabular}
\caption{Answers}
\end{table}

\textbf{Lesson 6 (Pages 18–19)}

\begin{table}[h]
\begin{tabular}{|l|l|}
\hline
\textbf{Teaching objectives} & \textbf{Learning outcomes} \\
\hline
• to revise prefixes and suffixes & • use prefixes and suffixes to form nouns. \\
• to practise forming and using abstract nouns & • form and use abstract nouns correctly. \\
\hline
\end{tabular}
\caption{Teaching objectives and Learning outcomes}
\end{table}

\textbf{Materials required}

None

\textbf{Introduction}

Revise prefixes and suffixes by writing some words on the board and asking the students to add letters at the beginning and/or end of each word (prefixes or suffixes) to form new words, e.g. paint – painter, painting; collect - collector, collection, collective, recollect; grace – disgrace, graceful, graceless, disgraceful, etc.
Student activity
Ask the students to open their books at page 18 and read the introductory text together. Make sure that the students understand the meanings of all the example words by asking them to use them orally in sentences. Explain exercises D and E and give the students a set amount of time to complete them, working in pairs.
Explain exercise F and give the students a set amount of time to complete it before checking their answers.

Recapitulation
Ask selected students to read out their answers to exercise E.

Answers
Exercise D
sweet – sweetness
young – youth
grow – growth
free – freedom
member – membership
friend – friendship
obey – obedience
noble – nobility
happy – happiness
true – truth
kind – kindness
real – reality
broad – breadth
strong – strength
defend – defence

Exercise E
judgement patriotism slavery arrival partnership
kingship theft heroism boyhood motherhood

Exercise F
1. reputation – abstract noun, school – common noun
2. Nabila’s – proper noun, ring – common noun, gold – material noun
3. father – common noun, Taha – proper noun, justice – abstract noun
5. staff – collective noun, New Hospital – proper noun, emergency – abstract noun
6. crockery – collective noun, china clay – material noun
7. army – collective noun, nation – common noun
8. queue – collective noun, ticket-window – common noun
10. jury – collective noun, spy – common noun, treason – abstract noun
11. collection of coins – collective noun, viewers – common noun
12. silver tray – common noun, gift – common noun, grand-daughter – common noun
13. Aalia – proper noun, medicine – common noun
14. audience – collective noun, jokes – common noun, comedian – common noun
15. team of players – collective noun, Pakistan – proper noun, account – common noun
Number
Lesson 7 (Pages 20–25)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise the rules for forming plurals of nouns</td>
<td>• give the correct plural form of given nouns.</td>
</tr>
<tr>
<td>• to revise countable and uncountable nouns</td>
<td>• identify countable and uncountable nouns.</td>
</tr>
<tr>
<td></td>
<td>• use the correct form of given nouns to complete given sentences.</td>
</tr>
</tbody>
</table>

Materials required
Coloured markers; singular nouns written on flashcards (at least one for each student) for recapitulation activity

Introduction
Revise the rules for forming plurals by writing a variety of singular nouns on the board, e.g. potato, apple, bush, foot, etc. and asking student volunteers to make them plural by adding the correct ending, using a different colour marker.

Student activity
Ask the students to open their books at page 20 and take time to read through all the explanatory text, asking for further examples where appropriate.
Complete exercise A as a whole class activity. Ask individual students to write the plural forms on the board and ask volunteers to use them in oral sentences.
Explain exercises B, C, and D, and give the students a set amount of time to complete them.
Check their answers.
Continue to read the notes together before completing exercise E in pairs or as a whole class activity.

Recapitulation
Divide the students into teams and draw a column on the board for each team. Show the students one of flashcards you have prepared and ask a member of each team to write the correct plural form on the board. Repeat this so that every student has chance to write a plural.

Answers
| Exercise A | mothers-in-law | sofas | pencils | spies | women |
| works | foxes | horses | offices | passers-by |
| potatoes | inches | stories | chiefs | chimneys |
| wolves | cherries | knives | deer | princesses |

Exercise B
1. lights – countable
2. iron – countable
3. painting – countable
4. noise – countable
5. light – uncountable
6. iron – uncountable  bridge – countable
7. noise – uncountable  deafness – uncountable
8. hair – uncountable
9. houses – countable  stone – uncountable

Exercise C 1. are many persons/are people
2. We, children, doctors’
3. teeth, were
4. men, us, taxis
5. All children have, their copies, those book
6. Leaders, examples
7. women
8. Their mothers-in-law are
9. are, mice
10. geese, their, necks
11. sheep, their lambs, meadows
12. These girls have many sketching-pens

Exercise D 1. stationery 2. liquids 3. tools 4. furniture 5. provisions

Exercise E 1. shambles 2. innings 3. scissors 4. amends 5. luggage
6. information 7. are 8. is 9. was 10. was

Gender
Lesson 8 (Pages 26–27)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise the concept of gender applied to nouns</td>
<td>• change the gender of given nouns from masculine to feminine and feminine to masculine.</td>
</tr>
</tbody>
</table>

Materials required
Flashcards showing nouns of different genders; Blu-tack or similar adhesive material

Introduction
Write on the board the headings masculine, feminine, common, and neutral and ask student volunteers to take turns to fix one of the flashcards you have prepared on the board under the correct heading. Use the completed list to revise the genders of nouns and ask students to add one or two examples to each list.
Student activity
Ask the students to open their books at page 26 and read the explanatory text together.
Explain exercises A, B, and C and give the students a set amount of time to complete the tasks, working in pairs or individually. Check their answers.

Recapitulation
Use the flashcards you have prepared and ask students to give you the opposite gender of the words shown. This can be done orally round the class or as a team game using the board.

### Answers

<table>
<thead>
<tr>
<th>Exercise A</th>
<th>Exercise B</th>
<th>Exercise C</th>
</tr>
</thead>
<tbody>
<tr>
<td>priestess</td>
<td>hen</td>
<td>mistress</td>
</tr>
<tr>
<td>tigress</td>
<td>queen</td>
<td>madam</td>
</tr>
<tr>
<td>Mrs/Ms</td>
<td>woman</td>
<td>bride</td>
</tr>
<tr>
<td>sportswomen</td>
<td>businesswomen</td>
<td>boyfriend</td>
</tr>
<tr>
<td>daughter-in-law</td>
<td>granddaughter</td>
<td>hen-sparrow</td>
</tr>
<tr>
<td>teacher</td>
<td>nephew</td>
<td>stepfather</td>
</tr>
<tr>
<td>duchess</td>
<td>countess</td>
<td>widow,</td>
</tr>
<tr>
<td>milkman</td>
<td>aunt</td>
<td>hostess</td>
</tr>
<tr>
<td>lioness</td>
<td>peahen</td>
<td>Mr Rahman</td>
</tr>
<tr>
<td>policewoman</td>
<td>actress</td>
<td>Ms/spinster</td>
</tr>
</tbody>
</table>

Pronouns

### Lesson 9 (Pages 28–30)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise and practise using personal and possessive pronouns</td>
<td>• use personal and possessive pronouns correctly.</td>
</tr>
</tbody>
</table>

Materials required

Sentences containing personal and possessive pronouns for recapitulation activity, written on flashcards; Blu-tack or similar adhesive material

Introduction

Write some nouns/expressions on the board e.g. Mohsin; Sameena; Sameena and her mother; Mr and Mrs Khan; Rehab and I; the car; etc. Revise the fact that a pronoun can be used in place of a noun and ask the students to replace each of your expressions with the correct pronoun, e.g. he, she, they, they, we, it, etc.

Ask the students to help you complete a table of nominative and accusative personal pronouns on the board (see page 28).

To revise possessive pronouns, show the students an item that belongs to you and write on the board e.g. This is my pen; it is mine. Elicit that mine is the pronoun that stands for my pen, and
because it shows who owns/possesses the item, it is a possessive pronoun. Repeat the activity with other items to use other possessive pronouns.

**Student activity**

Ask the students to open their books at page 28 and read the explanatory text together before giving the students a set amount of time to complete exercises A and B. Check their answers.

**Recapitulation**

Fix one of the flashcards you have prepared on the board and ask the students to take turns to replace the pronouns with common or proper nouns.

For example:

**Teacher:** They watched him play cricket.

**Student:** Jamil and Abdullah watched Malik play cricket.

**Teacher:** We knew it was hers.

**Student:** Saima and I knew the book belonged to Mrs. Ali. / was Mrs. Ali’s.

| Answers |
| Exercise A | 1. Aamir loves football. He plays football every day.  
2. Peter laid out the food. He filled the mug with milk and called Rita.  
3. Aafia and Sahar had gone to see the film. They loved it.  
4. Sara and Atif want to build a house. They are saving money for the house.  
5. Abeera plays with her friends. They come to her house every day. She plays in the garden with them. |
| Exercise B | 1. mine  
2. mine  
3. his  
4. hers  
5. theirs |

**Lesson 10 (Pages 30–31)**

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
</table>
| • to revise the formation and use of reflexive pronouns  
• to practise using reflexive pronouns | • identify and use correctly reflexive pronouns.  
• distinguish between reflexive and emphatic use of pronouns. |

**Materials required**

Sentences for recapitulation activity; student flashcards showing R on one side and E on the other

**Introduction**

With the students’ help, construct on the board a table of the reflexive pronouns *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*. Ask student volunteers to use each of the pronouns in a sentence. Write some examples on the board and use these to elicit the difference between the reflexive and emphatic use of these pronouns, e.g. *I hurt myself when I fell over (reflexive); The head teacher himself volunteered to help me. (emphatic)*. Ask the students to supply other examples of each use.
Student activity
Ask the students to open their books at pages 30–31 and read the explanatory text. Explain exercise D and give the students a set amount of time to complete it, working individually or in pairs.

Recapitulation
Give each student a flashcard. Explain that you are going to read out some sentences containing reflexive pronouns. They should decide whether the use is reflexive or emphatic and show either the R or E side of their flashcard accordingly.

Answers

<table>
<thead>
<tr>
<th>Exercise C</th>
<th>1. yourself</th>
<th>2. herself</th>
<th>3. herself</th>
<th>4. yourself</th>
<th>5. themselves</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise D</td>
<td>1 E, subject emphasized</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. E, subject emphasized</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. R, subject and object are the same person</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. R, subject and object are the same person</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. R, subject and object are the same person</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. E, subject emphasized</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. E, subject emphasized</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. E, subject emphasized</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>9. R, subject and object are the same person</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. E, subject emphasized</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lesson 11 (Pages 31–36)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students should be able to:</td>
</tr>
<tr>
<td>• to introduce and explain interrogative, demonstrative, relative, distributive, reciprocal, and indefinite pronouns</td>
<td>• identify and use correctly interrogative, demonstrative, relative, distributive, reciprocal, and indefinite pronouns.</td>
</tr>
<tr>
<td>• to practise using interrogative, demonstrative, relative, distributive, reciprocal, and indefinite pronouns</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
Sentences for introductory activity; sentences for recapitulation activity

Introduction
Write on the board some sentences containing examples of the different types of pronouns introduced in this chapter, e.g. *Who gave you that bar of chocolate? (interrogative); This is where I like to eat my lunch. (demonstrative); The boy, who was crying loudly, had lost his mother. (relative); No one could answer the question. (indefinite);* etc. Remind the students that a pronoun takes the place of a noun, and ask individual students to identify and underline the pronoun.
in each sentence. Without going into too much detail at this stage, introduce the names of the different types of pronoun and ask students to give you other example sentences using them.

**Student activity**

Ask the students to open their books at page 31 and read through all the explanatory text carefully with the students, giving more examples where necessary.

Explain exercises E, F, and G and give the students plenty of time to complete them, working in pairs or individually.

**Recapitulation**

Write on the board some sentences containing pronouns and ask individual students to identify the pronouns.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exercise F</strong></td>
</tr>
</tbody>
</table>

**Possessives**

**Lesson 12 (Pages 37–39)**

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain the correct use of the apostrophe + s to indicate ownership</td>
<td>• use the apostrophe + s correctly to show ownership.</td>
</tr>
</tbody>
</table>

**Materials required**

A coloured marker/chalk; a tea towel or piece of fabric large enough to cover the top of a desk

**Introduction**

Take one item from each of ten or twelve students. Hold up each item in turn and ask the students to tell you what it is and who owns it, e.g. *Rehman’s pencil, Zara’s science book, Ibrahim’s lunchbox*, etc. List the responses on the board without apostrophes, and when the list is complete, elicit that the *apostrophe + s* is needed to show ownership, and revise the use of the apostrophe by asking individual students to add them in the correct places using the coloured marker/chalk.
**Student activity**

Ask the students to open their books at page 37 and read the introductory notes together. Explain exercise A and give the students a set amount of time to complete the task, working in pairs or individually.

Read the notes on page 38 and give the students a set amount of time to complete exercises B and C before checking their answers.

**Recapitulation**

Place about twelve items belonging to individual students on a desk or table. Pick them up one by one and say what each is, and who owns it, e.g. *This is Rabab's watch*. Explain that the students will have two minutes to look at the items and memorise them and who owns them. At the end of the time, cover the items with a cloth and ask the students to write a list of the owners and items using the apostrophe correctly, e.g. Noman's pen, James' ruler, Sameena's pencil case, etc.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exercise A</strong></td>
</tr>
<tr>
<td>1. Mr Islam's book</td>
</tr>
<tr>
<td>2. St. Paul's church</td>
</tr>
<tr>
<td>3. Pakistan's scientists</td>
</tr>
<tr>
<td>4. Dr Richards' patients</td>
</tr>
<tr>
<td>5. my sister-in-law's purse</td>
</tr>
<tr>
<td>6. Shakespeare's poems</td>
</tr>
<tr>
<td>7. my neighbours' houses</td>
</tr>
<tr>
<td>8. my mother's ticket</td>
</tr>
<tr>
<td>9. the traveller's prayer</td>
</tr>
<tr>
<td>10. the lady's luggage</td>
</tr>
<tr>
<td><strong>Exercise B</strong></td>
</tr>
<tr>
<td>1. Sam's book</td>
</tr>
<tr>
<td>2. Peter's dog</td>
</tr>
<tr>
<td>3. my mother-in-law's suitcase</td>
</tr>
<tr>
<td>4. Amjad's house</td>
</tr>
<tr>
<td>5. My neighbours' houses</td>
</tr>
<tr>
<td>6. The king's palace</td>
</tr>
<tr>
<td>7. The three ladies' seats</td>
</tr>
<tr>
<td>8. the princess' jewellery</td>
</tr>
<tr>
<td>9. the Duchess' room</td>
</tr>
<tr>
<td><strong>Exercise C</strong></td>
</tr>
<tr>
<td>1. Rabia's house</td>
</tr>
<tr>
<td>2. a ship's compass</td>
</tr>
<tr>
<td>3. chemist's shop</td>
</tr>
<tr>
<td>4. Ann and Susan's kitten</td>
</tr>
<tr>
<td>5. Ricky's and Ronald's dogs</td>
</tr>
<tr>
<td>6. within a week's time</td>
</tr>
<tr>
<td>7. ten days' work</td>
</tr>
<tr>
<td>8. doctor's house</td>
</tr>
<tr>
<td>9. my brother-in-law's daughter</td>
</tr>
<tr>
<td>10. Saba Shams's /Saba Shams' house</td>
</tr>
</tbody>
</table>
Adjectives
Lesson 13 (Pages 40–43)

Teaching objectives

<table>
<thead>
<tr>
<th>Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>to revise adjectives of quality and quantity, and introduce distributive, demonstrative, interrogative, possessive, emphasizing, participial, and noun as adjectives</td>
</tr>
</tbody>
</table>

Learning outcomes

- identify and use correctly different types of adjective.

Materials required

A selection of interesting objects for introductory activity

Introduction

Show the students one of the objects you have prepared and ask them to provide some adjectives to describe its size, shape, colour, texture, age, etc. For example, *This dupatta is long, green and white, old, striped, silk, expensive, embroidered*, etc. Write the adjectives on the board. If necessary, repeat the activity with a different object that will elicit different adjectives. If possible identify the type(s) of adjectives used; it is likely that they will be qualitative. Ask the students if they can name any other type of adjectives and write the type with examples on the board.

Student activity

Ask the students to open their books at page 40 and read the explanatory text on pages 40–43 together, asking for further examples and providing extra explanation as required. Explain exercises A and B and complete one or two questions before giving the students a set amount of time to complete the tasks.

Recapitulation

Ask students to share their answers to exercise B with the rest of the class.

Answers

Exercise A

1. this – demonstrative adjective; my – possessive adjective
2. American – proper adjective
3. Each – distributive adjective, small – adjective of quality
4. wet – adjective of quality
5. Korean, Chinese – proper adjectives
6. my – possessive adjective
7. Neither—distributive adjective
8. some – quantitative adjective
9. Whose – interrogative adjective
Lesson 14 (Pages 43–47)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise the formation and use of the comparative and superlative forms of adjectives</td>
<td>• form and use correctly the comparative and superlative forms of adjectives.</td>
</tr>
<tr>
<td>• to practise using the comparative and superlative forms of adjectives</td>
<td></td>
</tr>
</tbody>
</table>

Materials required

Sets of 3 objects for students to compare using the positive, comparative, and superlative forms of adjectives

Introduction

Show the students two items from one of the sets of 3 that you have prepared and ask them to compare them, e.g. which of these is heavier / lighter / longer / wider/ more expensive / more beautiful? etc.

Show them the third item and ask them to say which is e.g. the heaviest / the lightest / the longest / the widest / the most expensive / the most beautiful, etc.

Briefly revise the ways of forming the comparative and superlative forms of adjectives including the irregular ones such as good, bad, more, etc.

Student activity

Ask the students to open their books at page 43 and read the text on pages 43–44 together. Explain exercise C and either complete it as a whole class activity or give the students a set amount of time to complete it and check their answers.

Read the notes on page 45 and provide any further explanation or examples needed. Explain exercises D—H before giving the students a set amount of time to complete the tasks, working in pairs or individually.

Recapitulation

For oral practice, ask individual students to make a sentence containing an adjective you give them in either the positive, comparative, or superlative form.
Answers

Exercise C  1. cleverer  2. the taller  3. most hardworking  
4. the most popular  5. better  6. most friendly, most helpful  
7. brighter  8. best  9. most  10. more

Exercise D  1. He is the oldest member of his group. 
2. Aamir is better than Anis at maths. 
3. This programme is more interesting than the previous one. 
4. Your habits are going from bad to worse every day. 
5. He is the most intelligent man in the Cabinet. 
6. My dress is much plainer than yours 
7. He is the wisest of all the boys. 
8. She is more senior than me. or She is senior to me. 
9. Neither of the books is interesting. / Neither book is interesting 
10. She has not got many pens.

Exercise E  1. any  2. fewer  3. larger  4. Which  5. to

Exercise F  secure  more secure  most secure 
free  freer  freest 
small  smaller  smallest 
lonely  lonelier  loneliest 
thick  thicker  thickest 
obedient  more obedient  most obedient 
quiet  quieter  quietest 
attentive  more attentive  most attentive

Exercise G  1. She is the most beautiful of all the girls. 
2. No one is as fat as him 
3. The red dress was prettier than the other dresses. 
4. Nasir is the wealthiest of all the businessmen in our city. 
5. The Pacific is the largest of all oceans. 
6. The Himalayas are higher than the Andes. 
7. Fahad got the highest marks of all the boys. 
8. We are as tall as them. 
9. His mother looked weaker than before. 
10. Is the person you are employing the most intelligent of all?

Exercise H  1. every  2. each  3. Some  4. any, an  
5. some  6. any  7. Little  8. very few, the few 
9. much, many, few  10. the little  11. the little
Countable and Uncountable Nouns
Lesson 15 (Pages 48–51)

Teaching objectives

- to revise countable and uncountable nouns
- to practise using adjectives of number and quantity with countable and uncountable nouns

Learning outcomes

Students should be able to:

- identify countable and uncountable nouns.
- use adjectives of number and quantity correctly with countable and uncountable nouns.

Materials required

A list of countable and uncountable nouns for the recapitulation activity; a flashcard for each students showing C on one side and U on the other

Introduction

Write on the board the headings Countable Nouns and Uncountable Nouns, and invite students to write nouns under each heading. Discuss the difference between the two types of noun and ask students to suggest adjectives of quantity that can be used with each type, e.g. a lot of mud, a little butter, a few rupees, ten eggs, a great deal of noise, less water, fewer students, many problems, etc.

Student activity

Ask the students to open their books at page 48 and read the text with the students. Explain exercises A, B, and C and give the students a set amount of time to complete them, working in pairs or individually.

Recapitulation

Give each student a flashcard and explain that when you call out a noun, they should decide whether it is countable or uncountable and show the appropriate side of their flashcard.

Answers

<table>
<thead>
<tr>
<th>Exercise A</th>
<th>1. some</th>
<th>2. thirty</th>
<th>3. any</th>
<th>4. no</th>
<th>5. much</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6. all</td>
<td>7. a</td>
<td>8. fifty</td>
<td>9. a lot of</td>
<td>10. little</td>
</tr>
<tr>
<td>Exercise B</td>
<td>1. Many</td>
<td>2. much</td>
<td>3. Much</td>
<td>4. many</td>
<td>5. a few</td>
</tr>
<tr>
<td></td>
<td>6. a little</td>
<td>7. A little</td>
<td>8. a few</td>
<td>9. Much, a little</td>
<td>10. Many, a few</td>
</tr>
<tr>
<td>Exercise C</td>
<td>1. a few</td>
<td>2. a little</td>
<td>3. no</td>
<td>4. five kilos</td>
<td>5. The few</td>
</tr>
</tbody>
</table>
Comprehension: The Paper Boats
Lesson 16 (Pages 52–53)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to help students read and understand a poem</td>
<td>• answer questions to demonstrate understanding of the poem.</td>
</tr>
<tr>
<td>• to help students answer questions based on the poem</td>
<td>• identify nouns and adjectives.</td>
</tr>
<tr>
<td>• to revise nouns, adjectives, and sentences</td>
<td>• write sentences of given types.</td>
</tr>
<tr>
<td></td>
<td>• complete a short piece of directed writing based on the poem.</td>
</tr>
</tbody>
</table>

Materials required
Sheets of paper or half sheets of newspaper for making a paper boat; a sample paper boat made by following the given instructions

Origami Boat

- Fold the paper (or the 1/2 sheet of newspaper) in half
- Fold down each side to make triangles
• At the bottom fold the top strip upward on line 1.

• Fold the two small triangles on the left and on the right backwards to make them disappear.

• Turn the paper over and fold the other lower strip upwards. You have formed the well known paper hat. (if you’re finding the origami too challenging with a group of kids, you can always just stop here and wear your hats as sailor hats!!)

If you’re feeling brave enough to continue on to make a boat:
• Turn the hat 90 degrees and open it so you’re looking inside the part you would wear on your head. The thumbs must be inside.

• Lay the upper and the lower parts on each other so it looks like a diamond (see the image to the right).
• Fold the lower front triangle upwards on line 2

• so it looks like:

• Turn the paper over and fold the other triangle up. It basically looks like the hat without the brim this time

• Open the hat again and put the upper part on the lower one to make a diamond shape again

• Pull the upper corners of the triangles in direction of the arrows. As you pull these corners you’ll see the boat forming before your eyes.

• Stretch the boat both to the right and left, and then separate it slightly from underneath so it can float.
Introduction
Ask the students how they like to pass the time when they are alone. To avoid focus on electronic games, talk about outdoor activities as well as indoor activities.
Give the students some background to the life and works of Tagore and explain that you are going to read one of his poems about how a child spends his time when he is alone.

Student activity
Ask the students to open their books at page 52 and read the poem together. Discuss the answers to the questions in exercise A before giving the students a set amount of time to complete the task, using their own words as far as possible since this, rather than copying from the text, will demonstrate understanding.
Explain exercises B–E before giving the students a set amount of time to complete them. Exercise E can be based on the ideas discussed in the introduction session.

Recapitulation
Give the students sheets of paper and show them how to make a paper boat.

Answers
Exercise A
1. Every day he would float his boats down the stream.
2. He hopes that someone in some strange land will find them and know who he is.
3. The shiuli flowers bloom brightest and smell sweet in the morning.
4. He loads the shiuli flowers on his boats and hopes they have a safe journey so that someone may find them in the morning.
5. He compares the clouds to white sails.
6. He dreams that fairies are sailing in his boats.

Exercise B
Nouns – boats, stream, sails, playmate, fairies – common nouns
Adjectives – paper – noun as adjective; running – participial adjective; bulging, big, black – adjectives of quality.

Exercise C
1. The fairy of sleep is sailing in them.
2. My paper boats – subject; float on and on – predicate
3. I – subject; in big black letters write my name on them – predicate
4. When do you float your paper boats?
5. I do not launch my paper boats.
6. The playmate of mine in the sky is unknown to me.

Exercise D
Example answers
1. She can go on and on about her daughter living in the States.
2. He looked up into the sky to watch a shooting star.
3. I sometimes hear strange noises in the night.
4. Sadia is full of dreams and plans about her future.
5. The old man is becoming weaker day by day.
Exercise E  (Model) The summer holidays had begun. I was alone at home one day because father was at work and mother had taken my little sister to the doctor. I decided to make the most of this unexpected time alone and made a beeline for the television and the remote control. Unfortunately, at that time there was nothing interesting on except re-runs. Well, that took care of the ‘idiot box’. Hunger pangs then made me realize I hadn’t had any breakfast that morning so I headed for the kitchen, supremely confident that I could make myself a simple meal of cereal and toast. I soon realized what I’d got myself into when I smelt the burning toast-- how simple mummy makes it look everyday! Then I spilled the milk on the floor and cleaning up the mess took up the better part of the morning. I decided to stick to what I knew best – my school books, and spent a fruitful hour completing my holiday assignments. Then I chatted up with friends on the phone and was browsing the Net for my school project when mummy walked in with my sister. Ah! An end to my blissful solitude.

Comprehension: Bow Before a Hat!
Lesson 17 (Pages 54–55)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to help the students read and understand a short story</td>
<td>• answer questions based on the story.</td>
</tr>
<tr>
<td>• to help the students answer questions based on the story</td>
<td>• complete vocabulary exercises based on the story.</td>
</tr>
<tr>
<td>• to introduce new vocabulary</td>
<td>• identify by type sentences taken from the story.</td>
</tr>
</tbody>
</table>

Materials required
A map of Europe showing Switzerland; pictures of Switzerland

Introduction
Show the students the location of Switzerland on the map of Europe and talk about the Swiss landscape, Swiss products and industries, etc. If any of the students have visited Switzerland, ask them to talk about their impressions of the country.

Explain that they are going to read a story set in Switzerland many years ago.

Student activity
Ask the students to open their books at page 54 and read the story, explaining any new vocabulary. Discuss the answers to Exercise A and encourage students to use their own words since this will demonstrate understanding. Give the students a set amount of time to complete their written answers.

Explain exercises B–E and give the students a set amount of time to complete the tasks before checking their answers.
Recapitulation
Divide the students into groups of four or five and ask them to act out the story they have read. Groups can take turns to perform to the rest of the class.

Answers

Exercise A
1. Gessler ordered the Swiss people to bow before his hat placed on a high pole by the roadside. They did not carry out his order as they thought it was ridiculous. No one ever passed it and no one ever bowed to the hat.
2. Gessler dragged William Tell’s son to a tree and placed an apple on his head. He asked Tell to hit the apple with the arrow and to prove his skill at archery.
3. Tell was speechless, hearing this unreasonable demand. His son gazed at him with love and trust and asked him to hit the apple with the arrow. The boy promised to stand still.
4. Tell took aim and shot the apple placed on his son’s head. The apple split into two. This proved that Tell was a great shot. He was very brave as he had refused to bow to a hat placed on a pole.
5. Tell’s son was braver than his father. Tell was hesitant to carry out Gessler’s order. But the little boy had so much faith in his father’s skill in archery that he persuaded him to shoot the apple.

Exercise B
- full of anger – enraged
- a person who uses a bow and arrow – archer
- shocked – horrified
- silly – ridiculous
- conceited – vain

Exercise C
- cowardly – brave
- kind – cruel
- aware – unaware
- modest – vain
- pushed – dragged

Exercise D
Example answers
1. It was ridiculous to try to sell the old car for such a high price.
2. We were horrified when we heard that the train had crashed.
3. There was no breeze and the surface of the sea was quite still.
4. The coconut split into two when it hit the stone.

Exercise E
1. imperative
2. interrogative
3. declarative/statement

Test 1
Lesson 18 (Pages 56– 57)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to assess students’ learning of types of sentence and nouns, number, gender, and possessives</td>
<td>• demonstrate the ability to identify and use correctly different types of sentence and nouns, number, gender, and possessives.</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 56–57. 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. Did she only go to school for three days? 
2. Are there twenty children on the field? 
3. Is she writing an article for the newspaper? 
4. Does the doctor prescribe medicines only when necessary?

Exercise B 1. Don’t I like her?
2. Why aren’t you still writing?
3. Is she not going to Islamabad tomorrow?
4. He has a large collection of stamps, hasn’t he?
5. They aren’t going to come today, are they?
6. Doesn’t she love going to the cinema?

Exercise C 1. Who came here? 
2. How do you do this question?
3. Where is Sara? 
4. When will she come back?

Exercise D common nouns – chair, dog, teacher, carpet,
proper nouns – Multan, Shalimar Garden, Shahi Qila
abstract nouns – whiteness, beauty, strength, courage
collective nouns – herd, flock, choir
material nouns – iron, wool

Exercise E 1. some / a little 
2. much 
3. many /a few/some
4. a little / some 
5. A few/some/many

Exercise F princesses 
men 
women 
friends 
policemen 
spoonfuls of sugar 
sheep 
mother’s-in-law 
sportswoman 
cups of tea 
deer

Exercise G grandson 
vixen 
peacock 
crown princess 
duchess 
widow

Exercise H 1. these boys’ teacher 
2. these unruly boys’ ball 
3. the two continents’ maps 
4. the three girls’ frocks
Exercise I 1. I want the rains to come.
2. A few/ Few people went out today.
3. I saw several deer in the park.
4. The girls’ racquets were hidden somewhere.

Articles
Lesson 19 (Pages 58–62)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise the use of a, an, and the</td>
<td>• use a, an, and the correctly.</td>
</tr>
<tr>
<td>• to explain further uses of a, an, and the</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
Sentences for recapitulation activity

Introduction
Write some nouns on the board and revise the use of a before singular nouns beginning with a consonant or consonant sound such as y, and an before singular nouns beginning with a vowel sound. Introduce the term indefinite article for a/an and explain that it is used to talk about a class of object rather than a particular object; the object has not been defined in any way in a preceding sentence. Ask the students for examples of the use of a/an. Remind them that some is used as the plural, e.g. a dog; some dogs.

Write the definite article, the, on the board and elicit that it is used in place of a/an when the item referred to has been defined previously, or is a particular item. For example, in the sentence, He ate a sandwich, there is no information to define the sandwich; it is any sandwich; in the sentence, He ate the sandwich that his friend offered him, the sandwich is defined, it is a particular sandwich. In the sentence He ate the sandwich, the sandwich is understood to be the only one available.

Explain that you are going to practise using a/an and the and also look at other uses of these articles. Ask the students if they can think of any other uses of a/an or the. The teacher may wish to prompt them, e.g. geographical features such as the Pacific Ocean, measurements such as a hundred kilometres, an hour, etc.

Student activity
Ask the students to open their books at page 58 and read through the explanatory text before giving them a set amount of time to complete exercise A, working individually or in pairs.

Read the explanatory text on pages 60–61. Explain exercises B, C, and D before giving students a set amount of time to complete the tasks; working in pairs will enable them to discuss the reasons for their decisions.
Recapitulation

Do an oral activity to practise the definite and indefinite articles: read out a sentence containing the indefinite article and ask individual students to make a follow-on sentence containing the definite article. For example,

Teacher: She caught a bus.       Student: The bus was going to Lahore.
Teacher: She asked a question.   Student: The question was easily answered. etc.

Answers

Exercise A  1. an, a  2. a  3. a  4. a  5. a  6. an  7. a
Exercise B  1. x  2. the  3. the  4. A, a  5. A, a, a. the, the
            6. A  7. x  8. The, the 9. an  10. The
            11. a  12. an 13. the, a  14. the  15. the

Exercise C  1. We should help the poor.
            2. ‘The City Today’ is a good newspaper.
            3. The Sun, the Moon, and the stars are heavenly bodies.
            4. Karachi is a big city.
            5. A little learning is a dangerous thing.
            6. He thinks he is a great actor.
            7. There is a hundred-rupee note in his pocket.
            8. The teacher was late for school.
            9. The doctor is a busy man.
           10. The Japanese ran out of the hotel when the earthquake struck.
           11. Tell her to wait at the hotel.
           12. Screw the handle onto the drawer to use it.

Exercise D  1. He is an MNA.
            2. Do you have the Quran at home?
            3. I love going to the cinema.
            4. Are they going to the post office?
            5. She made a supreme effort.
            6. He is the best player.
            7. Gold is yellow.
            8. Man is a member of society.
            9. Don’t make a noise.
           10. God knows what's in our hearts.
           11. He is a coward.
Prepositions
Lesson 20 (Pages 63–68)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to introduce and practise more prepositions</td>
<td>• use given prepositions correctly.</td>
</tr>
<tr>
<td>• to introduce and practise phrasal verbs</td>
<td>• use the correct prepositions with given phrasal verbs, nouns, and adjectives.</td>
</tr>
<tr>
<td>• to introduce and practise using nouns and adjectives that take particular prepositions</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
Large sheets of paper and markers for student group work

Introduction
Write the heading Prepositions on the board and briefly revise what a preposition is: (it describes a relationship between objects). Write a few examples on the board e.g. in, with, behind. Explain that some prepositions consist of more than one word and ask the students to supply one or two examples, e.g. next to, in front of.

Ask the students to work in small groups and give each group a large sheet of paper and a marker pen. Give them a set amount of time to write down as many prepositions as they can. At the end of the time make a list of all their prepositions on the board and as you do, ask for example sentences to demonstrate understanding of their correct use.

Student activity
Ask the students to open their books at pages 63–64 and read the explanatory text with the students. Explain exercise A and give them a set amount of time to complete it before checking their answers.

Read the remaining text and complete exercise B as a whole class activity.

Explain exercise C, D, E, and F and give the students plenty of time to complete the tasks before checking their answers.

Recapitulation
Ask individual students to read out their answers to exercise E.

Answers

<table>
<thead>
<tr>
<th>Exercise A</th>
<th>1. down, under</th>
<th>2. from/at</th>
<th>3. on</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. about</td>
<td>5. to</td>
<td>6. to</td>
<td></td>
</tr>
<tr>
<td>7. to</td>
<td>8. for</td>
<td>9. to, by</td>
<td></td>
</tr>
<tr>
<td>10. on</td>
<td>11. to, from</td>
<td>12. in</td>
<td></td>
</tr>
<tr>
<td>13. on, in</td>
<td>14. in, after</td>
<td>15. inside, outside</td>
<td></td>
</tr>
</tbody>
</table>
Exercise B  1. agreed to  2. apply to  3. accused of  4. attended to
   5. proud of  6. Listen to  7. recovered from  8. robbed off
   9. ashamed of  10. guilty of  11. quick at  12. similar to
  13. prepared for  14. sorry for  15. married to  16. interested in
  17. certain of  18. blame me for  19. charged with  20. want of
  21. consists of  22. sit in  23. death to  24. famous for
  25. rely on  26. trust in  27. pleased with  28. confidence in
  29. control of  30. taste of

Exercise C  1. for  2. of  3. to  4. of  5. to
   6. of  7. for  8. from  9. along  10. to
  11. out, from  12. among  13. of  14. in  15. for

Exercise D  1. from  2. down, to  3. through, from  4. beside  5. besides
   6. among  7. between  8. in  9. of  10. off
  11. on  12. within  13. since  14. under  15. past

Exercise E  We must be prepared for any eventuality.
   Pay careful attention to what he says.
   The spy is guilty of treason.
   They have no interest in their ancestral property.
   I am ashamed of his rude behaviour.
   I do not object to their presence in the room.
   We rely on your prompt service.
   This road leads to the Town Hall.
   Saima is related to my neighbour.
   Melodrama is popular with this type of audience.
   We will complain of their negligence.
   There is a need for greater vigilance.
   Smoking is injurious to health.
   She has tremendous capacity for hard work.
   This remarkable achievement is worthy of emulation.

Exercise F  1. She is always boasting of/about her success.
  2. He is already acquainted with the latest developments.
  3. He has been ill since last Thursday.
  4. This film ran for twenty-five weeks.
  5. I congratulate him on his success.
Adverbs
Lesson 21 (Pages 69–75)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise the use of adverbs</td>
<td>• use adverbs correctly.</td>
</tr>
<tr>
<td>• to revise the comparative and superlative forms of adverbs</td>
<td>• form the comparative and superlative forms of adverbs correctly.</td>
</tr>
<tr>
<td>• to explain the different types of adverb</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
Picture stimulus for introductory activity; enough small cards, each with an adverb written on it, for each student

Introduction
Use the picture stimulus to elicit adverbs from the students; for example, show a picture of a man talking to a child and ask questions such as
How is the father speaking to the child? (seriously, jokingly, angrily, quietly, kindly, etc.)
When was the father speaking to the child? (yesterday, last week, earlier, today, etc.)
If no suitable picture is available, begin by making a statement such as ‘I sing well/badly.’ Or ‘I play football brilliantly.’ Ask individual students to tell you how they sing/play football (their responses do not have to be truthful).
For either activity, write the students’ responses on the board and at the end of the activity elicit that the words are all adverbs that give more information about the verb. Ask the students to identify from the list adverbs of manner, time, place, etc.
Introduce the use of qualifying adverbs such as very, really, quite, to give more detailed information.

Student activity
Ask the students to open their books at page 69 and read through the introductory text together.
Ask the students to give you further examples of the different types of adverbs. Explain exercises A and B on page 74 and give the students a set amount of time to complete them before checking their answers.
Return to the explanatory text on pages 73–74 and read it together before explaining exercises C–F and giving the students a set amount of time to complete them.

Recapitulation
Place the adverb cards in a box or bag. Divide the students into two or three teams. Students from the different teams should take turns to pick a card from the bag; s/he should read out the adverb, identify it by type, and use it in a sentence. Award points for correct identification and correct use.
Answers

Exercise A 1. They haven’t written back yet.
   2. She still has to complete her work.
   3. Generally the summers are very hot.
   4. The baby wailed loudly.
   5. She will come soon.
   6. He nearly drove the car over the divider.
   7. They are always late.
   8. Come here and sit down. / Come and sit down here.
   9. Certainly I shall always remember you.
   10. I wonder why she has gone.

Exercise B 1. directly  2. firmly  3. yet  4. tightly  5. neatly
   6. where  7. when  8. when  9. where

Exercise C careless  carelessly  punctual  punctually  just  justly
secret  secretly  double  doubly  easy  easily
popular  popularly  obedient  obediently

Exercise D loud  louder  loudest  carefully  more carefully  most carefully
badly  worse  worst  much  more  most
late  later  latest  fast  faster  fastest
soon  sooner  soonest  little  less  least
early  earlier  earliest  far  farther/further  farthest/furthest

Exercise E She works hard. He hardly works.
   It is farther away than I thought.
   They decided the matter needed to be discussed further before a decision could be reached.
   The interview went quite well.
   You may visit your friends and relatives as well.

Exercise F 1. Mother Teresa was truly a selfless person
   2. She now runs her business independently.
   3. Rabia and Sara tried to sit on the chair simultaneously and both fell down.
   4. While playing football, he deliberately ran into Talal to hurt him.
   5. He accidentally stepped on a co-passenger’s toes and apologised immediately.
   6. Because he was late, his mother anxiously telephoned his friends to find out where he was.
   7. Spread the cotton evenly on the quilt or it will be lumpy when it is stitched.
   8. He hit out furiously at the boys teasing him.
   9. It was a head on accident between the car and the truck. The car driver died instantly.
   10. The old lady looked at me kindly.
   11. She spends her time and energy generously to help the unfortunate.
   12. He looked at the question thoughtfully for a long time, before writing the correct answer.
Conjunctions
Lesson 22 (Pages 76–79)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise and explain more about the use of conjunctions</td>
<td>• use conjunctions correctly.</td>
</tr>
</tbody>
</table>

Materials required
Pairs of sentences for the introductory activity

Introduction
To revise conjunctions, write pairs of simple sentences on the board and ask the students to use conjunctions to join them to make one compound/complex sentence, e.g. She was ill. She completed the work. She completed the work although she was ill. She was ill but she completed the work. She was ill while she completed the work. She was ill after she completed the work. etc. Elicit that a different conjunction will change the meaning of the sentence.
Explain that you are going to look at different types of conjunction and practise their use.

Student activity
Ask the students to open their books at pages 76–77 and read the explanatory text together; ask individual students to supply further examples using the given conjunctions in each section.
Explain exercise A and give the students a set amount of time to complete it, working in pairs. As you check the answers together, ask students to identify the type of each conjunction.
Explain exercises B, C, D, and E and give the students plenty of time to complete them before checking their answers to exercises B and D.

Recapitulation
Ask individual students to read out their answers to exercise C.

Answers
Exercise A 1. when 2. as, as 3. Although 4. so that 5. if
6. but 7. but 8. till 9. when 10. so
11. Although 12. till 13. so, that 14. as, as 15. but

Exercise B 1. He is neither my friend nor my enemy.
2. Since/Because he did not work hard, he was not promoted. He did not work hard so he was not promoted.
3. As/Because he is deaf, he cannot hear. He cannot hear because he is deaf.
4. You can take this book as/since/because I do not need it now.
5. You may go out after you finish your breakfast.

Exercise C Example answers
1. …you reach there 2. …all the guests are here.
3. …the disease may worsen 4.….he was being chased by a mad dog
5. …you do not wish us to
Exercise D
1. He is both wealthy and healthy.
2. Either write properly or don’t write at all.
3. There was disturbance on the telephone line and I could not hear her.
4. She danced well but the lights went out halfway through the programme.
5. Study hard and you can pass the entrance test.
6. The little boy has neither father nor mother.
7. This book was written by Asma and that one by her mother.
8. The man was sent to prison for both stealing and assaulting a police officer.
9. He is neither in Islamabad nor in Multan.
10. The teacher teaches well, yet the children don’t pay attention.
11. Both Imran and Farah went to the orphanage.
12. All must listen and obey.
13. He can neither speak nor hear.
14. Hurry up or you will miss the bus./If you do not hurry up, you will miss the bus.
15. You can take a sandwich and/as well as/or a bun.

Exercise E
1. He is ordinary looking yet very popular./Although he is ordinary looking, he is very popular.
2. He won the match because he had worked hard.
3. As soon as I saw her, I called out to her./I called out to her when I saw her.
4. As the road was badly broken, the traffic was diverted through the bypass.
5. He will be promoted because he works hard.
6. Although she has not won the prize, she does not mind.
7. The old lady is careful lest she fall.
8. He ran as if the devil was after him.

Verbs
Lesson 23 (Pages 80–83)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise transitive and intransitive verbs</td>
<td>• identify transitive and intransitive verbs.</td>
</tr>
<tr>
<td>• to revise verbs of incomplete predication</td>
<td>• identify verbs of incomplete predication and their subjective or objective complement.</td>
</tr>
</tbody>
</table>

Materials required
Coloured board markers or chalks; large sheet of paper and marker for each student; Blu-tack or similar adhesive material
Introduction

Write some sentences on the board and ask individual students to underline the verb(s) in each of them, e.g. 1. The children were watching television. 2. I have been looking forward to this for a long time. 3. She presented the bouquet of flowers to the guest speaker. 4. Yesterday I was not feeling very well. Elicit that the verb tells us about an action or state and that every sentence must contain a verb. Ask students to use different coloured markers to identify the subject of each sentence and the direct/indirect object. Revise the terms transitive and intransitive verbs. Use sentence 4 to revise the subject complement.

Student activity

Ask the students to open their books at page 80. Read the introductory text and complete exercise A as a group task or individually in a set amount of time. As you work through the questions, or check the answers, ask the students to say whether the verbs are transitive or intransitive and to identify the subject and object or complement of each verb.

Read through the explanatory text on pages 81–82 together before giving the students a set amount of time to complete exercise B, working in pairs or individually.

Recapitulation

Give each student a large sheet of paper and marker and ask them to write a sentence. Students should take turns to fix their sentence on the board to be analysed by another member of the class. Make sure that all students have a chance to participate.

Answers

Exercise A
1. You should help your mother more often.
2. How many books have you bought?
3. She ran from pillar to post to get her ticket.
4. My brother is an engineer in the railways.
5. He gets a free pass for the entire family for travel anywhere in Pakistan.
6. Has she told anyone about her family problems?
7. You must not eat too many sweets.
8. You should have been studying and not dreaming.
9. Has she visited the doctor lately?
10. Please have all your clothes collected from the dry-cleaner's

Exercise B
1. is – verb of incomplete predication, very good – objective complement
2. gave – transitive verb, a toy car – direct object, son – indirect object
3. welcomed – transitive verb, principal – direct object
4. tore – transitive verb, scarf – direct object
5. go – intransitive verb, leave – transitive verb, me – direct object
6. brought – transitive verb, everything – direct object, her – indirect object
7. praised – transitive verb, the great victory - direct object
8. will come – intransitive verb
9. has become – intransitive verb, verb of incomplete predication, very old – complement
10. looked – verb of incomplete predication very unwell – subjective complement
11. keep – intransitive verb
12. was – verb of incomplete predication, quite happy – subjective complement
13. feels – verb of incomplete predication, weak and helpless – subjective complement
14. appear – verb of incomplete predication, to be full of rain – subjective complement
15. is – verb of incomplete predication, full of its own plants and animals – subjective complement

Lesson 24 (Pages 83–88)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise regular and irregular verbs</td>
<td>• provide the simple past and past participle forms of regular and irregular verbs.</td>
</tr>
<tr>
<td>• to revise and practice using auxiliary verbs</td>
<td>• use auxiliary and modal verbs correctly.</td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Write some regular verbs on the board, e.g. like, wait, try, and ask students to provide the simple past and past participle of each verb (liked, liked; waited, waited; tried, tried). Introduce the term regular verb and revise the formation of their past simple and past participles by adding d, ed, or changing y to i and adding ed.
Repeat the first part of the activity with irregular verbs, e.g. eat, speak, write, and revise the term irregular verbs for those that form their simple past and past participle in different ways. Ask students to supply other examples of irregular verbs.
Write one or two sentences containing auxiliary verbs on the board, e.g. We are going to Murree in July. They have bought a new house. Ask students to identify the auxiliary verbs and revise forming questions (Are we going to Murree? Have they bought a new house?)

Student activity
Ask the students to open their books at page 83 and read the explanatory text starting from Main and Auxiliary Verbs. If they do not already know them, students should learn the irregular verbs in the table on pages 84–85. Explain exercise C and give the students a set amount of time to complete the task.
Read the remaining text. Explain exercise D and give the students a set amount of time to complete the task.
Read the remaining text and ask the students to supply other example sentences using modal verbs.
Recapitulation
For oral practise of irregular verbs, ask individual students to supply the simple past and past participle forms of irregular verbs.

Answers

Exercise C  Example answers
1. She is a small child.
2. His father was a doctor.
3. We do our work regularly.
4. I have a bat.
5. She has a kitchen garden.
6. You are an officer.
7. I am not tall enough.
8. She had a blue car.
9. We did the work yesterday.
10. I am sick.

Exercise D 1. They have had their lunch.
2. She is going to Islamabad by train.
3. Has he checked with the station for the scheduled time?
4. She doesn’t think that he can get away from the police.
5. Why are you still writing to them?
6. Have they not changed their address after all?
7. When are you thinking of going?
8. You were playing with your favourite toys.
9. Things have fallen apart.
10. I am collecting money for charity.

Active and Passive Voice
Lesson 25 (Pages 89–90)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise the active and passive forms</td>
<td>• identify sentences as being either active</td>
</tr>
<tr>
<td>• to explain and practise how to change</td>
<td>or passive voice.</td>
</tr>
<tr>
<td>sentences from the active to the passive voice</td>
<td>• change the voice of a sentence from active</td>
</tr>
<tr>
<td></td>
<td>to passive.</td>
</tr>
</tbody>
</table>
Materials required
A large copy of a short extract from a newspaper report containing examples of passive voice reporting e.g.

Seventeen people were seriously injured in a collision between two buses on the Korangi Road last night. The accident occurred just before midnight during a sudden storm when the road was flooded. The injured were taken to a nearby hospital by ambulance. The names of the injured have not yet been released because not all the relatives have been informed yet.

Introduction
Write on the board a sentence in the active voice, e.g. Mr Khan donated a large sum of money to the Red Crescent charity. Ask the students questions to analyse the sentence, e.g. What is the verb? What tense is the verb? Who is the subject of the verb? What is the object of the verb? What is ‘to the charity?’ (indirect object). Ask the students to tell you who donated the money (Mr Khan).

To elicit the use of the passive voice, tell the students that the same charity received another large donation but it was anonymous; if they do not know who gave the money, how could they announce the donation? If necessary, help them to construct the sentence: A large sum of money was donated to the Red Crescent charity.

Use the two example sentences to revise the terms active voice and passive voice. Ask the students to rewrite the first sentence in the passive voice to demonstrate the use of by + the agent. (A large sum of money was donated to the Red Crescent charity by Mr. Khan.)

Student activity
Ask the students to open their books at page 89. Read the introductory text and give the students a set amount of time to complete exercise A, or complete it as a whole class activity. Read the remaining text and give any further explanation necessary. Explain exercise B and complete the first question before giving the students a set amount of time to complete the task, working in pairs. Explain exercise C and give the students a set amount of time to complete it.

Recapitulation
Fix the copy of the news report (or write it) on the board, and ask the students to underline the passive voice verbs. Explain that the passive voice is often used in news reports when the event is more important than the agents.

Give the students some notes about a similar incident and ask them to write their own news summary in the passive voice.

Notes:
- a huge fire damaged shopping mall mid-afternoon yesterday
- evacuation of shoppers
- Rs 5 million of damage to building and stock
- fire brigade took 4 hours to control the fire
- Cause?

Ask students to read out their completed news reports.
Answers
Exercise B 1. She will have to be taught the school rules.
   2. A Mother’s Day card is being made by me.
   3. Clean clothes must be worn by you every day.
   4. Lunch will be served at noon by mother.
   5. Pamphlets were being printed for the school.
   6. Maha’s work had been completed before the bell rang.
   7. The postman is being barked at by the dog.
   8. A hedge was planted along the garden path by the gardener.
   9. Punjabi has always been spoken in this town.
   10. A century was made by Razzak in the match.
Exercise C one tomato are taken, vegetables are diced, mustard is added, mixture is mixed, it is seasoned, are trimmed, mixture is spread, sandwiches are browned, to serve/to be served

Subject–Verb Agreement
Lesson 26 (Pages 91–94)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain agreement between the number of the subject and the verb</td>
<td>• provide the correct form of the verb for given subjects.</td>
</tr>
<tr>
<td>• to introduce some nouns that are always treated as singular</td>
<td>• correct sentences where there is no subject-verb agreement.</td>
</tr>
<tr>
<td>• to introduce some nouns that are always treated as plural</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Materials required
A set of large flashcards showing I, we, you, they, he, she, it, Mrs Kasim, Ali and Jamal, etc.;

Introduction
Draw on the board a table showing the present and simple past tenses of a regular verb, e.g.

<table>
<thead>
<tr>
<th>Present tense</th>
<th>Simple past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>I live</td>
<td>I lived</td>
</tr>
<tr>
<td>you live</td>
<td>you lived</td>
</tr>
<tr>
<td>he/she/it lives</td>
<td>he/she/it lived</td>
</tr>
<tr>
<td>we live</td>
<td>we lived</td>
</tr>
<tr>
<td>they live</td>
<td>they lived</td>
</tr>
</tbody>
</table>
Ask the students to identify the verb form that is different (he/she/it lives). Revise the fact that most English verbs change only in the third person singular of the present tense by adding ‘s’, e.g. I ride, he rides; you speak, the teacher speaks; we want, the cat wants; etc.

Elicit that the verbs go and do add es (goes; does) and that have becomes has.

Make a similar table for the verb to be (I am – I was; you are – you were; he/she/it is – he/she/it was; we are- we were; they are – they were;) and elicit that for this verb, both the first and the third persons singular have different forms.

Explain that the form of the verb used in a sentence must agree with the subject. For example, it is incorrect to say, The men walks very fast. or The boy like playing cricket.

Explain further that they are going to learn about some English nouns that look plural but are treated as singular and others that look singular but are treated as plural.

**Student activity**

Ask the students to open their books at page 91. Read the introductory text and complete exercise A as a whole class activity.

Read the remaining text and explain exercises B, C, and D before giving the students a set amount of time to complete the tasks, working individually or in pairs.

**Recapitulation**

For oral practice of subject-verb agreement, write on the board a list of regular verbs and be and have. Point to one of the verbs and hold up one of the flashcards; ask individual students to give you the appropriate form of the verb for the given subject.

<table>
<thead>
<tr>
<th>Answers</th>
<th>Exercise A</th>
<th>1. are</th>
<th>2. are</th>
<th>3. is coming</th>
<th>4. was</th>
<th>5. quarrels</th>
<th>6. plays</th>
<th>7. was</th>
<th>8. were</th>
<th>9. am, tells</th>
<th>10. was lying</th>
<th>11. began, caught</th>
<th>12. Are, coming</th>
<th>13. is</th>
<th>14. have, not given</th>
<th>15. have, have</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exercise B</td>
<td>1. is</td>
<td>2. are</td>
<td>3. makes</td>
<td>4. belong</td>
<td>5. was</td>
<td>6. is</td>
<td>7. is</td>
<td>8. is</td>
<td>9. was</td>
<td>10. is</td>
<td>11. have</td>
<td>12. is</td>
<td>13. are</td>
<td>14. has</td>
<td>15. have</td>
</tr>
<tr>
<td></td>
<td>Exercise C</td>
<td>1. The Arabian Nights is very interesting.</td>
<td>2. One of the children of Class Two has fallen down.</td>
<td>3. Only a cupboard is going to be sold.</td>
<td>4. My parents have a large house.</td>
<td>5. A pair of socks is still wet.</td>
<td>6. The furniture in our house is really elegant.</td>
<td>7. The quality of these mangoes is not good.</td>
<td>8. She and I dance well together.</td>
<td>9. Every villager from those two hamlets is going to the fair today.</td>
<td>10. The teachers have just arrived at school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Finite and Non-finite Verbs
Lesson 27 (Pages 95–97)
The Infinitive

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain the difference between finite and non-finite verbs</td>
<td>• distinguish between finite and non-finite verb forms.</td>
</tr>
<tr>
<td>• to introduce the non-finite verb forms of the verb</td>
<td>• recognise the non-finite verb forms with or without ‘to’.</td>
</tr>
<tr>
<td>• to explain how the non-finite verb forms of the verb are used</td>
<td>• use the non-finite verb forms correctly to complete given sentences.</td>
</tr>
</tbody>
</table>

Materials required
Flash cards of finite and non-finite verb forms; Blu-tack or similar adhesive material

Introduction
Fix the prepared flashcards on the board e.g. we travel, they were waiting, to expect, she had been thinking, to decide, to walk, I am going, trying, carried, rushing, etc.

Point to each verb in turn and ask the students to name the subject and tense of the verb. They will be able to do this for the finite verb forms, e.g. we travel, they were waiting, she had been thinking, I am going, but not for the non-finite forms. Arrange the flashcards into two columns under the headings finite verbs and non-finite verbs. Explain that finite verbs are those that indicate who performed the action (person), and when the action was performed (tense). Non-finite verbs do not indicate either of these.

Explain that they are going to learn more about non-finite verb forms and their uses.

Student activity
Ask the students to open their books at page 95 and read the introductory text. Read the first set of examples on page 96 and ask the students to identify the infinitive forms on the board, e.g. to expect, to decide, to walk. Continue to read the explanatory text and ask the students to use the example infinitives in sentences.

Explain exercise A and give the students a set amount of time to complete it, working in pairs or individually.

Explain exercise B and complete two or three questions as a whole class before giving the students a set amount of time to complete the task, working individually or in pairs.

Recapitulation
Ask students to read out their answers to exercise A
Answers

Exercise A  (Suggested answers):
  1. …to sleep
  2. …to make the welcome speech
  3. … to replace the old one?
  4. …to borrow money
  5. …to please everyone
  6. …to do next
  7. …to get this rare medicinal plant?
  8. …to submit the assignment?
  9. …to get out of this mess
 10. …likely to come here?
 11. …to walk now
 12. …to go out alone
 13. …to lift that heavy bag
 14. …to overcome those difficulties
 15. …to finish this work in such a short time

Exercise B  1. It would be embarrassing to go the party now.
  2. It will be very bad not to pay her a condolence visit.
  3. Her dog is so boisterous that one cannot cuddle it.
  4. The sofa is not very comfortable to sit on for a long time
  5. This dress is too elegant to wear at home.
  6. He is too energetic to sit in one place.
  7. We were too tense to think logically.
  8. We were so worried that we could not pay attention to what the child said.
  9. The assistant is so short that he cannot reach the top shelf.
 10. It is injurious to the health to smoke cigarettes.
 11. Mt. Everest is so high that it is difficult to climb it.
 12. To humiliate someone, especially in public, is wrong.
 13. They are so many that it is impossible to fit into the car.
 14. The suitcase was too heavy to be carried.
 15. He was tired enough to just lie on the bed.
Lesson 28 (Pages 97–100)
Gerunds and Participles

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to introduce gerunds and past and present participles as non-finite verb forms</td>
<td></td>
</tr>
<tr>
<td>• to explain and practise the use of gerunds and past and present participles as non-finite verb forms</td>
<td></td>
</tr>
<tr>
<td>Students should be able to:</td>
<td></td>
</tr>
<tr>
<td>• distinguish between the gerund and the present participle.</td>
<td></td>
</tr>
<tr>
<td>• use gerunds and present and past participles correctly in given sentences.</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
Flashcards of present and past participles; Blu-tack or similar adhesive material; sentences for recapitulation activity; flashcards showing P (for participle) on one side and G (for gerund) on the other

Introduction
Fix the flashcards on the board e.g. falling, fallen, eating, eaten, teaching, taught, confusing, confused, etc., and ask the students to arrange them into two columns under the headings present participles and past participles.
Write a pair of sentences on the board using the present participle as a gerund in one and as an adjective in the other, e.g. I was scared of falling. We tried to catch the falling leaves. Elicit from the students that falling is used as a noun in the first sentence (Scared of what? Falling.) and explain that when the verb form ending in –ing is used as a noun, it is a gerund. In the second sentence, where it is used as an adjective to describe the leaves, it is a present participle. Explain that the past participle can also be used as an adjective and ask a student volunteer to use it in a sentence, e.g. We made a pile of all the fallen leaves.

Student activity
Ask the students to open their books at page 97 and begin reading from the explanatory text on the gerund. Explain exercises C and D and complete one question from each before giving the students a set amount of time to complete the tasks.
Read the remaining text and give further examples if necessary. Explain exercises E–I and, depending on students’ confidence, complete the tasks as a whole class activity, in pairs, or working individually.

Recapitulation
Give each student a P/G flashcard. Read out a sentence and ask the students to decide whether the –ing word is a gerund or a participle and hold up the flashcard to show the appropriate letter.
Answers

Exercise C 1. To dance gracefully is not as easy as some think.
   2. The women began to twist the ribbons to make colourful little bows.
   3. To solve murder mysteries seems to be the favourite past time of Supersleuth.
   4. To walk is universally acclaimed to be the best exercise of all.
   5. To laugh at people with a physical or mental disability is cruel.
   6. Abeera says to hurry through one's work is as bad as not doing it.

Exercise D 1. Thanking his teachers was a good gesture on the part of Wahab.
   2. Cheating others is an act of dishonesty.
   3. The responsibility of proving the guilt of the accused lies with the police.
   4. Working hard is the only way to succeed in life.
   5. Sending out invitations is the easiest thing; preparing for the party is more difficult.
   6. Cooking well is an art that is mastered only by a few.

Exercise E 1. talking 2. barking 3. moving 4. given 5. interesting

Exercise F 1. crying – participle 2. purring – participle 3. waving – participle
   4. reading – gerund 5. scolding – gerund

Exercise G 1. The day being hot, he switched on the fan.
   2. Turning around, they saw the old man standing there.
   3. The gate being locked, the dog could not run out.
   4. Quietly pushing the curtain away, Tom saw the old lady knitting.
   5. Calling out Jeni's name, he went into the house.

Exercise H 1. Being angry, he scolded the lad soundly.
   2. Being unable to find any shelter from the rain, he went into the haunted house.
   3. Being naughty, the children caused a lot of work for their mother.
   4. Having been beaten by robbers, he lay unconscious on the floor.
   5. His handwriting being untidy, I can't read it

Exercise I 1. moving – participle 2. running – gerund 3. singing – participle
   4. singing – gerund 5. shouting – gerund 6. shouting – participle

Direct and Indirect Objects
Lesson 29 (Pages 101–102)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>to revise the direct and indirect object of a verb</td>
<td>identify the direct and indirect object of a verb.</td>
</tr>
<tr>
<td>to practise identifying the direct and indirect object of a verb</td>
<td>write sentences containing a direct and an indirect object.</td>
</tr>
</tbody>
</table>
Materials required
List of verbs for recapitulation activity; large sheets of paper and markers for student teams

Introduction
To revise the direct object of a verb, write on the board a simple sentence containing a direct object, e.g. *Patrick sent an email*. Ask the students to identify the verb (*sent*), the subject (*Patrick*) and the object (*an email*). Elicit that to find the object of a verb we ask the question What? E.g. *Sent what?* – *an email*.

To revise the indirect object, add an indirect object to the sentence, e.g. *Patrick sent Thomas an email*. Elicit that if we ask the question *Sent what?*, the direct object will not be Thomas, it is still *an email*, and *Thomas* is the indirect object of the verb. Explain that if the word order is changed so that the direct object follows the verb – *Patrick sent an email to Thomas*. it is necessary to add *to* before *Thomas*.

Write a second example on the board to demonstrate the use of *for* in place of *to*, e.g. *Please make me a cup of tea*. Identify the direct and indirect objects and elicit that it can also be written *Please make a cup of tea for me*.

Student activity
Ask the students to open their books at page 101 and read the introductory text. Explain exercises A and B and complete them as a whole class activity.
Read the remaining text together. Explain exercises C and D and give the students a set amount of time to complete the tasks.

Recapitulation
Divide the class into teams of four or five students and give each team a large sheet of paper and a marker. Explain that you are going to say a verb and each team should use it in a sentence containing a direct and an indirect object. Each sentence should be written in two ways. Students should listen to each group’s ideas.

Answers

**Exercise A** 1. Kick the ball.
            2. Mother cooks my dinner every day.
            3. Anita has a doll.
            4. Anis has eaten his apple.
            5. He gave me his ball.

**Exercise B** 1. She can give me the book.
            2. The teacher taught Urdu to the students.
            3. Haris lost the game to Jamil.
            4. I shall give you three shells.
            5. Why don't you give Anis a chance?

**Exercise C** 1. She bought a pen for her sister.
            2. The dog is begging her for the ball.
            3. The soldiers asked the stranger for his identity card.
4. Have you bought a DVD for your father?
5. No one brought the dancers their dresses.

**Exercise D**
1. When will you give the ball to me?
2. How will you send my birthday present to me?
3. She sent a telegram to him.
4. The teacher gave these three books to me.
5. Her friends bought a new doll for her.
6. Her mother gave this dress to her.
7. When did you buy this painting for her?
8. Give the toy to her immediately.
9. Fatima brought some flowers for her teacher.
10. The conductor gave a ticket to him.

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**Tense**

**Lesson 30 (Pages 103–105)**

**Present Tenses**

| Teaching objectives | Learning outcomes
|---------------------|---------------------|
| • to revise the formation and uses of the simple present, present continuous, and present perfect tenses | • form and use correctly the simple present, present continuous, and present perfect tenses.

**Materials required**
A sheet of paper for each student pair

**Introduction**
Elicit, with some oral examples, that the tense of a verb tells us when an action is performed. Ask the students to work in pairs. Give each pair a sheet of paper and give the students four or five minutes to list as many different tenses as they can think of, with an example sentence for each tense. The teacher may wish to specify one verb to use for all tenses. After the given time, use student feedback to compile a table of all tenses like the one shown below. The teacher may wish to copy the chart on a large sheet of card to make a poster for use in the following lesson and longer-term classroom display.

<table>
<thead>
<tr>
<th>Tense</th>
<th>present</th>
<th>past</th>
<th>future</th>
</tr>
</thead>
<tbody>
<tr>
<td>simple</td>
<td>I speak.</td>
<td>I spoke.</td>
<td>I will speak.</td>
</tr>
<tr>
<td>continuous</td>
<td>I am speaking.</td>
<td>I was speaking.</td>
<td>I will be speaking.</td>
</tr>
<tr>
<td>perfect</td>
<td>I have spoken.</td>
<td>I had spoken.</td>
<td>I will have spoken.</td>
</tr>
<tr>
<td>perfect continuous</td>
<td>I have been speaking.</td>
<td>I had been speaking.</td>
<td>I will have been speaking.</td>
</tr>
</tbody>
</table>
Ask the students to focus their attention on the present tense column and ask individual students for example sentences using each of the four different tenses. Explain that in the next lessons they are going to revise the rules for using the different tenses.

Student activity
Ask the students to open their books at page 103 and read the introductory text. Read the explanation of the present tense, asking the students for more examples if necessary. Explain exercise A and give the students a set amount of time to complete it before checking their answers.

Recapitulation
Oral activity: ask the students to look at exercise A again and change each statement into a) a negative statement and b) a question.

Answers
Exercise A 1. The Earth revolves round the Sun.
           2. She has just finished washing the dirty dishes.
           3. The children have decided to have a birthday party tomorrow.
           4. Arif studies hard for his tests.
           5. I switch off all the lights before going to bed.
           6. She sings for the radio.
           7. The girl is crying because she has broken her doll.
           8. What are you doing my child?
           9. She is playing in her own room at the moment.
          10. The teacher corrects the students’ books regularly.

Lesson 31 (Pages 105–111)
The Past and Future Tenses and the Present, Past, and Future Perfect Tenses

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise the formation and uses of the simple past, continuous past, and past perfect tenses</td>
<td>• form and use correctly the simple past, continuous past, and past perfect tenses.</td>
</tr>
<tr>
<td>• to revise the formation and uses of the simple future, continuous future, and will/shall</td>
<td>• form and use correctly the simple future, continuous future, and will/shall.</td>
</tr>
<tr>
<td>• to revise the formation and uses of the present, past, and future perfect tenses</td>
<td>• form and use correctly the present, past, and future perfect tenses.</td>
</tr>
</tbody>
</table>

Materials required
The poster of the table of tenses from the previous lesson; Blu-tack or similar adhesive material

Introduction
Display (or write on the board) the table of tenses from the previous lesson. Ask the students to focus on the past tenses and ask them to explain, with an example, when each tense is used.
For example:
- **Last night** *I went to bed early.* (simple past for a completed action performed in/at a given period of time in the past)
- **We were shopping when we heard the news.** (continuous past is for an action that had already begun and was continuing when a second action took place; all actions in the past)
- **She had finished her homework before her friends arrived.** (past perfect tense for an action that happened in the past before a second action, also in the past.)

When the students are confident with the past tenses, repeat the activity with the future tenses.

For example:
- **I will be fourteen in July.** (simple future for event in the future)
- **I will be waiting to hear from you.** (future continuous for event in the future that continues)
- **The will have finished the exam before lunch.** (future perfect for event that will be complete at a point of time in the future)

**Student activity**

Ask the students to open their books at page 105 and read the explanatory text on the past tenses together, giving any further explanations or examples required. Explain exercises B and C and give the students a set amount of time to complete the tasks.

Read the explanatory text on the future tenses on pages 108–109 together. Explain exercise D and give the students a set amount of time to complete it before checking their answers.

Finally read the remaining text before explaining exercise E and giving the students a set amount of time to complete the task.

**Recapitulation**

Oral activity: write the name of a verb on the board, e.g. *swim*; point on the chart to one of the tenses and ask individual students to give you the appropriate form of the verb you have named. Ask a different student to use the verb in a sentence.

### Answers

<table>
<thead>
<tr>
<th>Exercise B</th>
<th>1. stitched/had stitched, came</th>
<th>2. vanished</th>
<th>3. had given</th>
<th>4. came</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5. took place</td>
<td>6. contributed/has contributed</td>
<td>7. tore</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. finished/had finished</td>
<td>9. were playing/had been playing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise C</td>
<td>1. were</td>
<td>2. was always quarrelling</td>
<td>3. smelled</td>
<td>4. refused</td>
</tr>
<tr>
<td></td>
<td>5. Had you asked</td>
<td>6. attended</td>
<td>7. was watching</td>
<td>8. asked</td>
</tr>
<tr>
<td></td>
<td>9. had left</td>
<td>10. treated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise D</td>
<td>1. will flow</td>
<td>2. will you go</td>
<td>3. will have been repaired</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. will see</td>
<td>5. will be visiting</td>
<td>6. will have finished, will be looking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. will have been screened</td>
<td>8. will, return</td>
<td>9. will she be coming</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. will have arrived</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise E</td>
<td>1. had been</td>
<td>2. is buying</td>
<td>3. is leaving</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. is going to</td>
<td>5. has had</td>
<td>6. had been inviting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. discovered</td>
<td>8. have been running</td>
<td>9. had reached</td>
<td></td>
</tr>
</tbody>
</table>
Punctuation
Lesson 32 (Pages 112 –116)

Teaching objectives
- to explain the correct use of different punctuation marks
- to practise using punctuation marks correctly

Learning outcomes
Students should be able to:
- use correct punctuation.

Materials required
Sheets of paper for pair work; flashcards showing the different punctuation marks from the unit; Blu-tack or similar adhesive material; each of the texts from exercise B written in large letters on a large sheet of paper; coloured markers

Introduction
Ask the students to work in pairs and give each pair a sheet of paper. Give them two or three minutes to write down as many different punctuation marks as they can. At the end of the set time ask pairs to write one of their punctuation marks on the board and explain to the class when it is used. As each is written on the board, fix the corresponding flashcard next to it. When all the students’ ideas have been listed on the board, use the remaining flashcards to teach the remaining punctuation marks and their correct uses.

Student activity
Ask the students to open their books at page 112 and read through all the explanatory text together, giving further explanations or examples as required. Explain exercises A and B and give the students a set amount of time to complete them, working in pairs. To check exercise B, fix the large copies of the texts that you have prepared on the board, one at a time, and ask the students to take turns to add the correct punctuation, using a coloured marker.

Recapitulation
Use the answer sheets from exercise B and ask individual students to explain why the given punctuation marks have been used, e.g. The capital letter indicates the start of a new sentence. The apostrophe shows that a letter is missing. etc.

Answers
Exercise A
1. Mr Liaquat Ali Khan was the prime minister of Pakistan till 1951.
2. Mrs Malik lives at 5, Civil Lines.
3. Zulfiqar Ali Bhutto was Benazir Bhutto’s father.
4. Bhurban, Murree, Abbottabad, and Gilgit are all hill stations in Pakistan.
5. Saturday and Sunday make a weekend.
6. The children were praying in St Peter’s Church.
7. Haris, the class monitor, read out the names of the boys.
8. ‘No, I did not take your book to school with me.’
9. I would like you to meet my son, Atif.
10. If you are not at fault, who is?
11. She is a student of St Patrick’s High School.
12. Have you read the stories of Sinbad and Alibaba in The Arabian Nights?
13. Some delegates to this conference are coming from Karachi, some from Lahore, and some others from Multan.
14. ‘What is your name?’ asked the teacher. ‘Jamil Malik’, said the boy.
15. ‘What a delightful scene!’ said the lady. ‘I didn’t know so many children come here to play.’

Exercise B 1. ‘When did you lose your book?’ asked Hiba.
   ‘I lost it on my way from school,’ said Sara.
   ‘Did you drop it anywhere?’ Hiba asked.
   ‘I don’t think so,’ said Sara, ‘I would have noticed it if it had fallen out of my bag.’
2. ‘What is your favourite subject?’ asked Maha.
   ‘Geography,’ said Hiba.
   ‘Why?’ asked Maha.
   ‘Because,’ said Hiba, ‘I like to learn about different places.’
3. ‘What did the mouse say?’ one of the jury men asked.
   ‘I can’t remember,’ replied the hatter.
   ‘You must remember,’ said the king, ‘or I’ll have your head cut off.’
   The frightened hatter dropped his tea cup and bread and butter. He went down on one knee.
   ‘I am a poor man,’ he began.
   ‘You’re a poor speaker,’ said the king, ‘if that’s all you know about it. You may finish.’
   ‘I would like to finish my tea first,’ said the hatter.
4. ‘The lady is ill,’ he said, ‘and no one may see her.’
   ‘I know that she is ill,’ said Viola, ‘and it is for that reason I have come. I will not go till you have let me in.’
   ‘But,’ said the man, ‘she is asleep. No one can see her now.’
   ‘That, too, I know,’ said Viola, ‘but I will not go till I have talked with her.’
Comprehension: The Way Through the Woods
Lesson 33 (Pages 117–118)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>to help students read and understand a poem</td>
<td>read the poem, observing the given punctuation.</td>
</tr>
<tr>
<td>to help students answer questions based on the poem</td>
<td>demonstrate understanding of the poem by answering questions based on the text.</td>
</tr>
<tr>
<td>to consider how punctuation affects reading a poem</td>
<td>complete vocabulary questions based on the poem.</td>
</tr>
</tbody>
</table>

Materials required
Dictionaries; drawing materials

Introduction
Ask the students if they have ever visited an empty old house or garden; talk about the way in which nature takes over when a house or garden is abandoned.
Explain that you are going to read a poem about a disused country road that has become overgrown.

Student activity
Ask the students to open their books at page 117. Before reading the poem aloud, ask the students to look carefully at the punctuation at the end of each line; they should notice that there is not always a pause at the end of the line and that some lines run into each other, and some into the following verse. Give the students a few minutes to read the poem to themselves and practise silently how it should be read. Ask two or three student volunteers to read the poem aloud and ask other members of the group to comment on how they used the punctuation.
Discuss the questions in exercise A before giving the students a set amount of time to answer them using their own words.
Explain exercises B, C, and D before giving the students a set amount of time to answer them, working in pairs or individually.

Recapitulation
Give the students drawing materials and ask them to illustrate any part of the poem and write the relevant lines beneath their drawing as a caption. The pictures can be used as a classroom display.
Answers

Exercise A 1. The road through the woods was shut seventy years ago.
   2. You would never know that there had once been a path there because it was shut many years ago and weather and rain have undone it. Trees were planted on it and now the road is underneath the thicket and the shrubs.
   3. The road does not exist now. Only the keeper sees it now.
   4. If you entered the wood on a late summer evening, you would hear the beat of a horse’s feet and the swishing of a skirt in the otherwise lonely place.
   5. The word, ‘they’ refers to the figure in skirt and a horse.
   6. ‘They’ know the old lost road through the woods because they probably used to travel by that road.
   7. The last line indicates that there is no road through the woods now and few human beings travel by that road.

Exercise B 1. (a) weather and rain have damaged it
   (b) pools with trout swimming in the water
   (c) the movement of a skirt
   (d) the lonely places covered in mist

2. open – shut / closed
   above – underneath / below / beneath
   exit – enter
   early – late
   many – few
   uprooted – planted

3. are unafraid—do not fear/are not frightened
   sound of hooves—the beat of a horse’s feet
   riding by without stopping—steadily cantering through
   knew very well—they perfectly knew
   walk into—enter

4. badgers, trout, otter, horses

Exercise C 1. (i) through (ii) of

2. and – coordinating conjunction
   before – subordinating conjunction
   that – subordinating conjunction
   because – subordinating conjunction
   but – coordinating conjunction

3. Present tense Past tense
   It is underneath They shut the road
   The keeper sees There was once a path
   Badgers roll at ease They planted trees
They fear not men
They see so few
4. (1) And now you would never know there was once a path through the woods – noun clause
(2) The keeper sees that there was once a road through the woods – noun clause

Comprehension: The Big Feet of Eggbert, the Screamer Bird
Lesson 34 (Pages 119–121)

<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 an extract from a story</td>
<td>• answer questions based on the text to demonstrate understanding.</td>
</tr>
<tr>
<td>• to help students answer questions based on the given text</td>
<td>• join sentences using conjunctions.</td>
</tr>
<tr>
<td>• to practise using conjunctions</td>
<td>• rewrite sentences as instructed.</td>
</tr>
<tr>
<td>• to rewrite given sentences</td>
<td>• complete sentences by adding the correct verb forms.</td>
</tr>
<tr>
<td>• to revise verbs</td>
<td>• identify transitive and intransitive verbs.</td>
</tr>
</tbody>
</table>

Materials required
Dictionaries; dvd or You tube clip from the film *My Family and Other Animals*

Introduction
Tell the students something about Gerald Durrell and the books that he wrote.
Durrell was born in Jamshedpur India on 7 January 1925. He later claimed that his life-long love of animals began with his first visit to a zoo in India. The family moved to England after the death of his father in 1928, and settled in London. Durrell was enrolled at school, but frequently stayed at home pretending to be ill.
In 1935, Mrs Durrell moved with her three younger children (Leslie, Margaret, nicknamed Margo, and Gerald) to the Greek island of Corfu, following her oldest son Lawrence who had already moved there with his wife. It was here that Durrell began to collect and keep the local animals as his pets. The family lived on Corfu until 1939, and Durrell’s book, *My Family and Other Animals*, and its successors, *Birds, Beasts, and Relatives* and *The Garden of the Gods*, were based on his life there. Durrell was home-schooled during this time by various family friends and private tutors, mostly friends of his eldest brother Lawrence (who later became a famous novelist). One of Durrell’s tutor’s friends, the Greek doctor, scientist, poet, and philosopher Theodore Stephanides became Durrell’s greatest friend and mentor, and his ideas left a lasting impression on the young naturalist. Together, they examined Corfu fauna, which Durrell housed in everything from test tubes to bathtubs.
Gerald, his mother, his brother Leslie and their Greek maid Maria Kondos moved back to England in 1939 at the outbreak of World War II. Durrell worked as a helper at an aquarium and pet store. After the war, Durrell joined Whipsnade Zoo as a junior or student keeper.
This move fulfilled a lifelong dream: Durrell claimed that ‘zoo’ was the first word he had ever pronounced clearly.

Durrell’s wildlife expeditions began in 1947. The animals he brought back were sold to British zoos. He continued such excursions for many decades, during which time he became famous for his work for wildlife conservation. Because of his dedication, Durrell housed and fed the animals he captured with the best supplies obtainable, never over-collecting specimens, never trapping animals having merely “show value”, or those which would fetch high prices from collectors. On February 26, 1951, Durrell married. His wife Jacquie accompanied Durrell on most of his following animal expeditions, and helped found and manage the Jersey Zoo. With her support, he started writing humorous autobiographical accounts to raise money, initially because he and Jacquie were broke after their wedding and Durrell didn’t have a source of income, and then later to fund his expeditions and conservation efforts.

**Student activity**

Ask the students to open their books at page 119 and read the story together. Discuss the answers to exercise A together before asking the students to complete them using their own words. Explain exercises B, C, D, E, and F, and give the students plenty of time to complete the tasks.

**Recapitulation**

Show the students the clip from the film or read them an extract from the book *My Family and Other Animals*. Encourage the students to read the book, or others by Gerald Durrell themselves,

### Answers

**Exercise A**

1. Eggbert’s problem was his very large feet which would get entangled when he walked.
   2. He kept a close watch on his feet to prevent being caught off-guard and falling down.
   3. He felt that without his big feet, he could gambol about the lawn with airy grace.
   4. He would launch his body forward in an effort to speed across the lawn and leave his hateful feet behind.
   5. This trick was never successful because his feet would twist into a knot and Eggbert would fall head first into the daisies.
   6. His feet let him down whenever he tried to catch a butterfly. His feet would start misbehaving and if he concentrated on his feet, the butterfly would disappear.
   7. This phrase means to make such a spectacle of yourself that everyone stares at you.

**Exercise B**

_Reena’s inability to do mental addition is the bane of her life._
_The soldier was pulled up by his officer for insubordination._
_The minister disassociated himself from his relatives after the scandal._
_She maliciously told a lie to get Hiba into trouble._
_The warriors fought with blood-lust in their eyes._

**Exercise C**

1. Faiza’s dog would have died but for Taha’s timely help.
   2. Haris has done all his work but Imran has done only part of his work.
   3. She has neither a car nor a scooter.
4. He is not only a very good student but also a very good person.
5. As soon as the teacher went out of the classroom, the class immediately started talking.

**Exercise D**
1. You ought to study hard throughout the year to do well in the annual tests.
2. Would you lend me a pen, please?
3. All three men are gliding upon the water without moving their feet.
4. When had she ever come home on time?
5. Charlie chuckled softly as he polished the lenses of his spectacles.

**Exercise E**
1. is  
2. is  
3. have  
4. is, has, had  
5. are

**Exercise F**
1. tread on – transitive verb
2. stood – intransitive verb
3. tried – transitive verb
4. fell – verb of incomplete predication
5. took – transitive verb

---

**Test 2**

**Lesson 35 (Pages 122–123)**

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students should be able to:</td>
</tr>
<tr>
<td>to assess students’ ability to use correctly, prepositions, adverbs, punctuation, tense, and passive voice.</td>
<td>• use prepositions, adverbs, and passive voice correctly.</td>
</tr>
<tr>
<td>to assess students’ ability to correct errors in given sentences</td>
<td>• change the tense of given verbs as instructed.</td>
</tr>
<tr>
<td></td>
<td>• identify and correct 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 122–123. 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. to/with  
2. of  
3. to  
4. for  
5. for  
6. before  
7. at  
8. from  
9. on  
10. between

**Exercise B**
1. She has an MA from Karachi University.  
2. Is this the college affiliated to the university?  
3. A tiger roared.  
4. The girl laughed at Saba.  
5. We shall go to the cinema on Sunday.

**Exercise C**
1. tomorrow – adverb of time  
2. quite – adverb of degree, rudely – adverb of manner  
3. here – adverb of place  
4. always – adverb of frequency  
5. surely – sentence adverb; already - adverb of time  
6. far – adverb of place  
7. there – adverb of place  
8. entirely – adverb of degree

**Exercise D**
1. Since Sara loves to eat sweets she eats at least ten every day, even though her mother tells her not to eat so many.  
2. I hate going to the dentist but I have to go to him since many of my teeth need filling.  
3. Cricket is played between two teams of eleven players each, one of which bats while the other bowls and fields.  
4. When the fairy told the king to ask for two wishes, he asked to be given the gift of eternal youth.  
5. My mother is the sister of my two aunts and an uncle.

**Exercise E**
1. Neither Taha nor Amjad is coming to school.  
2. Amjad and Asma haven’t yet done their work.  
3. The swarm of bees is coming here.  
4. If she and her mother are coming here, ask them to stay for lunch.  
5. The child with his mother is arriving at 8 p.m.

**Exercise F**
1. She has refused to go to staff meetings.  
2. She went to the office everyday but no one knew what she did there.  
3. Did you know that your name was on the notice board?  
4. All the students are going home during the summer holidays except Hareem.  
5. If you had known her, you would not have let me sit near her.

**Exercise G**
‘Shall I leave, Holmes?’ I asked.  
‘No, no. I need your help. This will be interesting,’ my friend answered.  
There was a knock on the door.  
‘Come in,’ called Holmes.
Direct and Indirect Speech
Lesson 36 (Pages 124–128)

<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 the rules for changing direct speech into reported speech and reported speech into direct speech</td>
<td>• change direct speech into reported speech, and reported speech into direct speech.</td>
</tr>
</tbody>
</table>

Materials required
Coloured markers

Introduction
Write a short sample of direct speech on the board, without punctuation. Give the students a couple of minutes to write it in their notebooks with the correct punctuation and then ask a student volunteer to add the punctuation to the text on the board, using a coloured marker. Use this example to revise the rules for the punctuation of direct speech.

Ask a student volunteer to rewrite the sentence as reported speech and elicit the rules for changing from one narrative form to the other.

Student activity
Ask the students to open their books at page 124 and read through all the explanatory text together. Explain exercises A, B, and C and complete one question from each exercise before giving the students a set amount of time to complete the tasks, working in pairs or individually.

Recapitulation
Oral activity: Ask a student to say something and then ask a second student to report what s/he said.

Answers
Exercise A 1. They said that they would not go to the park that day.
   2. Ali told his sister that it was her turn to play then.
   3. Sadia's mother told her that her father was writing letters and that he was a very busy man.
   4. Wahab told Mrs Jamil that he thought he could fetch her cat down from the tree.
5. Mrs Jamil thanked Wahab and said that he had really helped her that day.
6. He told her to look at the ground and added that it was not only wet but slushy as it had rained all night.
7. She told her mother that she and her friends were going to the cinema and that they would be back for tea.
8. Aamir told Wasim that he knew him and his name and added that he also knew that he lived in the next building.
9. The teacher told the boys not to worry because the rain would soon stop and then they could play the match.
10. The lady told the postman that he had come to the wrong house and added that Mr Malik lived in the next house with the black gate.

**Exercise B**
1. Rabia said, ‘I am late for school. I have no time for breakfast’
2. The principal said to the teachers, ‘You have done excellent work for the school fair. The total collection from the fair comes to Rs 20,000.’
3. Saba’s mother said, ‘Saba, why is your room so untidy? You should see how tidy your brother’s room is.’
4. Mr Islam said, ‘I do not wish to buy anything from the door-to-door salesman.’
5. Mother told Amjad, ‘You will be late for school if you don’t hurry.’
6. Mother said, ‘Haris, you are a good boy.’
7. Mr Wahab said, ‘Your husband will be home late, Mrs. Usman.’
8. The children told the teacher, ‘It is Usman who has been banging on the desk.’
9. The doctor told Mrs Rose, ‘Your son is suffering from jaundice.’
10. The traveller asked the porter, ‘What time is the train arriving? Can you help me with my luggage?’

**Exercise C**
1. Haris said, ‘Congratulations, Usman You have passed the examination.’
2. Mrs. Pinto exclaimed that she was a charming girl and wondered who she was.
3. The mistress said to the maid, ‘A hundred–rupee note has been lost. I want you to search for it all over the house.’
4. The teacher said to the children, ‘It is the Earth that moves around the Sun. The Sun does not move at all.’
5. Asma’s mother said that since all the children had gone, she could sit down and have a little rest.
6. Usman’s mother told him that she had never seen such a lazy boy as he.
7. They told Mrs Islam, ‘The rain prevented us from visiting you last night.’
8. Asma said, ‘I am sorry. I have acted selfishly. I will never again be selfish.’
9. Zain told me that he could easily beat me in the race.
10. Mr Jacob told the boys that they should do their best and leave the rest to God.
Word Formation
Lesson 37 (Pages 129–133)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
<th>Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise and practise the use of prefixes and suffixes to form new words</td>
<td>• use prefixes and suffixes correctly to form new words.</td>
<td></td>
</tr>
<tr>
<td>• to explain the formation of compound words</td>
<td>• to form and use correctly compound words.</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Revise the terms prefix and suffix. Write a word on the board, e.g. comfort, and ask the students to suggest prefixes or suffixes to form new words from it, e.g. uncomfortable, discomfort, comforter, comfortable, uncomfortable. Repeat this with another word.

Student activity
Ask the students to open their books at page 129 and read the explanatory text. Look at the table on page 130 and ask individual students to explain the meaning of each word. Explain exercise A and give the students a set amount of time to complete the task before checking their answers.

Read the text on suffixes and compound words together before explaining exercises B and C. Give the students a set amount of time to complete the tasks before checking their answers.

Recapitulation
Write a long word e.g. atmosphere, on the board and ask the students to form as many words of three or more letters as they can using the letters of the word; they may only use a letter as many times as it appears in the original word. (mast, past, most, post, host, team, meat, meet, heat, steam, atom, pear, peat, heat, hear, here, mere, reap, heap, mate, pert, there, theme, these, maths, stare, haste, hope, soap, smart, stream, steamer, poster, heart. master, harsh, tape, taper, stamp, tamper, temper, etc.). Students should work in pairs. Award 1 point for a three letter word, 2 points for a four letter word, 3 points for a five letter word, etc. and see which pair scores most points.

Answers
Letter Writing

Lesson 38 (Pages 134–139)

Informal letters

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise, explain and practise writing personal/informal letters,</td>
<td>• write a personal/informal letter, observing the correct letter-writing conventions.</td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Revise informal letter writing by asking the students to help you construct the framework of a letter on the board; it is not necessary to include the content of the body of the letter, but it is important to revise the layout of a letter. The sender’s address and date at the top right, the appropriate salutation on the left, and the closing of the letter and signature at the end, also on the left.
To revise how to address an envelope, draw the outline of an envelope on the board and ask a student volunteer to address it to him/herself.

Student activity
Ask the students to open their books at page 134 and read the explanatory text and example letters together. Take time to discuss the language used, pointing out that the informal register is appropriate for a letter to a friend or relation.
Ask the students to turn to page 141 and select one of the topics (excepting questions F, G, and J) and give them a set amount of time to write the letter.

Recapitulation
Ask selected students or student volunteers to read out their letter; the other students should comment on the suitability of the language, appropriate style, opening and closing, etc.
Dear Uncle,

Thank you for the copy of ‘Harry Potter’. You couldn’t have chosen a book I’d enjoy more. I have always wanted to possess a copy. In fact, I took it to bed with me last night and read it slowly so that it would last longer. Don’t you feel that is the way of relishing something? Mum says if only I could read my school textbooks as eagerly as I read novels, I would be scoring 90% in all subjects. My parents celebrated my birthday with gusto. All my friends were there. Mum baked a cake. It was fantastic.

Love to Aunt, Rehan, and Saba.

Yours affectionately,

Asad

Exercise B

Room No.17, Boys’ Hostel
Main Road
Lahore 54000
10 August, 2010

Dearest brother,

I received your letter last week. Thank you so much. I know you’re concerned about me. I understand, but believe me, I am not doing so badly in my studies. Moreover, I am now making a serious effort to improve my grades and my reading. I think we are all made of different stuff. Remember, even as children, you would be immersed in storybooks whereas I would be playing out in the garden with all those neighbourhood kids. Here, in this hostel, there are lots of facilities for outdoor games. I take full advantage of them, but I play cricket most of the time. The library is also quite good but you know what? Reading, somehow does not hold any interest for me. I try to read but every time I pick up a book to read, I fall asleep. I know, it is my weakness, but I can’t help it. Instead give me a willow and I can prove my mettle on the cricket ground.

You will be happy to know that I am considered to be the ace batsman in the school team. I am the only one in my team who has made two centuries. All my friends play cricket. They say reading is for those who have no stamina for vigorous physical exercise. A game of cricket makes me happy whereas reading does not interest me. I know I am missing out on a lot. My teachers also say the same thing. I think it is high time I took to reading. Don’t worry, brother, I’ll try my best.

I hope everything is fine at home.

Love to Mum and Dad.

Yours affectionately,

Asad
Students can frame their own letters for the remaining exercises keeping the models in mind. Outlines for the letters are provided below.

**Exercise C**  
Informal letter format, inquire about your friend, inform about your visit to an interesting city or place. Write what you saw and which places you visited, highlighting the important features of that place.

**Exercise D**  
Personal letter format, content- thank uncle and aunt for the wonderful time you had- mention places visited in Karachi i.e. Mazar of Quaid — special foods your aunt cooked- invite them to visit you soon

**Exercise E**  
Personal letter format, content-Pakistan changing at a fast rate- both good and bad- good-increase in infrastructure- advent of Information Technology i.e. internet, cellular phones, cable network etc-bad- increase of population and pollution- water and power situation worsening in most areas.

**Exercise H**  
Informal format, content-inquire about brother’s health- downplay result- encourage him to continue working regularly-give practical tips on time management and effective studying.

**Exercise I**  
Informal format, content-enquire about friend’s health- give news of friends and school activities- briefly explain academics covered- offer help in copying and sending notes.

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**Lesson 40 (Pages 139–141)**

**Formal Letters**

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain and practise writing formal letters of request</td>
<td>• write a formal letter of request observing the correct letter-writing conventions.</td>
</tr>
</tbody>
</table>

**Materials required**

Sheets of A4 paper

**Introduction**

This lesson can be taught as the previous lesson, with a sample letter on the board. Explain clearly the need to write the recipient's name and address on the left, above the salutation, the more formal level of language and the correct closing words (*Yours sincerely, if the receiver’s title and name have been used in the salutation. Yours faithfully, if the receiver is addressed as Dear Sir or Dear Madam*).

**Student activity**

Ask the students to open their books at page 139 and read and discuss the sample letters. Compare their layout and the type of language used to that of the personal letters studied in the previous lesson.

Give each student a sheet of paper. Ask them to select one of the given topics on page 141 (F, G, or J) and write a letter.
Recapitulation
Ask selected students or student volunteers to read out their letter; the other students should comment on the suitability of the language, appropriate style, opening and closing, etc. The letters can be used to make a classroom display on letter-writing.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exercise F</strong></td>
</tr>
<tr>
<td>Letter of request format, content- coaching camp for a favourite sport e.g. football, hockey, tennis- ideal way to utilize holidays- season ahead of interschool games- opportunity to improve one's game.</td>
</tr>
<tr>
<td><strong>Exercise G</strong></td>
</tr>
<tr>
<td>Letter of request format, content-family bought new car-mention size and make of car-need additional car parking space-inquire about mode of payment and other formalities.</td>
</tr>
<tr>
<td><strong>Exercise J</strong></td>
</tr>
<tr>
<td>Letter of request format, content-give reference of good academic performance-mention your love for books and reading- helping in the library will add to your experience- added opportunity for discussing books with him/her.</td>
</tr>
</tbody>
</table>

Homophones
Lesson 41 (Pages 142–145)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to introduce some common homophones and explain their meanings</td>
<td>• use the correct homophone in a given sentence.</td>
</tr>
<tr>
<td>• to practise using homophones in given sentences</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
Dictionaries; large sheets of paper and markers for student groups

Introduction
Write the title Homophones on the board and explain that the word derives from two Greek words *homo* = *the same* and *phone* = *sound*; homophones, therefore, are words that sound the same but have different spellings and different meanings. Give some simple examples, e.g. *wait/weight; tide/tied; right/write*; etc. Ask student volunteers to use the pairs of words, and any others they may suggest, in sentences to show their different meanings

Student activity
Ask the students to open their books at page 142 and read the list of homophones, asking students to use the words in sentences. Make sure that each student or pair of students has a dictionary. Explain exercises A and B and give the students a set amount of time to complete the tasks. Task B may best be completed as pair work to enable students to discuss the different meanings of the pairs of words. Encourage the students to use the dictionaries in order to choose the correct word for each sentence.
Recapitulation
Ask the students to work in groups of five or six. Give each group a large sheet of paper and a marker and ask them to write as many homophone pairs as they can in a given period of time. Encourage them to explain the different meanings when they present their results.

Answers

Exercise A
1. discreet  2. compliment  3. dissent  4. knead  5. suite  6. medal

Exercise B
1. The priest prayed at the altar all night. I had to alter my plans of going to Quetta due to the heavy rains there.
2. It is a bad habit to indulge in idle gossip. Many religions around the world do not believe in idol worship.
3. The stable boy removed the saddle and bridle of the horse. The extravagant bridal gown was displayed in the shop window.
4. Johnny and his friend went up the creek to their favourite fishing spot. Please oil the door as it creaks noisily.
5. The hunter killed the deer and captured its doe. Well-kneaded dough makes good bread.
6. Apricot kernels are used in many beauty products. The army colonel was given an award for his bravery.

Comprehension: Baburnama
Lesson 42 (Pages 146–148)

<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>• answer comprehension questions to demonstrate understanding of the story.</td>
</tr>
<tr>
<td>• to help students answer questions based on the story</td>
<td>• answer vocabulary questions based on the story.</td>
</tr>
<tr>
<td>• to revise modes of narration</td>
<td>• change speech from direct to indirect, and indirect to direct.</td>
</tr>
</tbody>
</table>

Materials required
Background information on the Mughals; dictionaries; a story of another Mughal emperor e.g. Shah Jehan building the Taj Mahal

Introduction
Give the students some background information on the Mughal emperors and some of the Mughal buildings, etc. that can be seen in Pakistan. Explain that you are going to read a story about the first Mughal emperor.
Student activity
Ask the students to open their books at page 146. Before reading the story, ask the students to think, as they read, about the qualities shown by Babur that would make him a good king. Read the story together and then discuss the students’ ideas.
Discuss the answers to exercise A before giving the students a set amount of time to write the answers, using their own words as far as possible.
Explain the remaining exercises and give the students a set amount of time to complete the tasks before checking their answers.

Recapitulation
Tell the students the story you have prepared.

Answers
Exercise A 1. On their way to Kabul Babur and his men lost their way. There was deep snow which had to be trampled down and they also encountered a blizzard.
2. Pir Sultan was the guide. Babur thought that the guide lost the way because of his old age or because of the deep snow.
3. Babur refused to enter the cave because he wanted to share all the hardship, danger, and misery with his men.
4. The people of Yaka Aulaq provided them with food, water, and fire for warmth
Exercise B  forsaken, blizzard, ration, abated, hospitable
Exercise C  dangerously, willingly, amply, purposely/purposeful/purposefully, knowingly
Exercise D 1. My people insisted, ‘Please, go in the cave.’
2. One of the men exclaimed that the cave was large.
3. Qasim Beg advised us, ‘Take the shorter mountain road.’

Essay Writing
Lesson 43 (Pages 149–152)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain how to write an essay</td>
<td></td>
</tr>
<tr>
<td>• to practise writing an essay</td>
<td>• plan and write an essay on a given topic.</td>
</tr>
</tbody>
</table>

Materials required
Flashcards with the words characters, plot, setting, thoughts, ideas, fiction, facts, summary, examples, dialogue; Blu-tack or similar adhesive material

Introduction
To explain the difference between an essay and a story, write the headings story and essay on the board; fix the flashcards on the board and ask students to take turns to place them under the correct headings. (Essay: thoughts, ideas, facts, examples, summary. Story: characters, plot, setting, fiction, dialogue.) When the task is complete, focus on the essay column and
explain/elicit that an essay is a factual piece of writing that presents the writer’s experience of ideas or thoughts on, a given topic. Usually there is a short introductory paragraph. This presents the main points that will be discussed in the body of the essay, one point to a paragraph. The final, short, paragraph should be a summary of these ideas. Emphasize that the key to writing a good essay is to plan carefully before beginning to write, so that the writer knows what will be included in each paragraph.

To demonstrate one way to do this, plan an example essay on the board, e.g. The Disadvantages of Having a Pet Dog.

First they should think of three main ideas that will form the body of the essay, e.g.
1. Noise and Mess
2. Cost
3. Time

They should then expand on these headings by adding more ideas, e.g. for paragraph 2, the cost of buying the dog, the cost of food, a collar and lead, the cost of treatment at the vet.

Next some research is needed in order to add some facts to each of these e.g. the cost of a tin of dog food/how many tins needed in a month/year/annual cost; vet’s bill when auntie’s dog broke its leg.

Explain that the introduction is like a sign post that will introduce these main ideas and tell the reader what s/he is going to read about. The final paragraph will summarise the points and tell the reader what they have read. Each of the paragraphs in the body of the essay will deal with one of the points – and each point should be introduced with a topic sentence.

As practice, ask the students to help you plan another essay on another topic. Give them a few minutes to think of their ideas before working as a whole class to draw up a plan.

Student activity

Ask the students to open their books at page 149 and read the introductory text. Next explain that you are going to analyse the examples in the book based on what they have learned about essay writing. Give the students a few minutes to read the first example silently and consider its worth as an essay; they should discuss their ideas with a partner before the plenary session. At the end of the set time, ask for the students’ comments.

Repeat this process with the second example. To guide the students as they analyse the writing, ask them to consider: Is it possible to identify the three main points in the opening paragraph? How is each topic introduced in the paragraphs in the body of the essay? Are there facts or examples to support these points? Does the summary mention the three points?

Use this essay to emphasise the importance of planning before beginning to write. Now look at the third example and analyse it further.

Finally ask the students to analyse the fourth example. The students should be able to identify the topic sentence in the third paragraph What I like about Mr Islam is that he never quarrels with anyone, even if he disagrees with someone, and identify the examples given to support this point. Ask the students to provide a topic sentence for the penultimate paragraph e.g. I also admire Mr Islam because he always has time for the younger generation. Can they identify the third reason for liking Mr Islam, and supply a topic sentence? (For example, I also admire Mr Islam because he is not afraid to take action when things go wrong.) Students can also suggest opening and concluding
paragraphs that introduce and summarises the points made in the body of the essay. Ask the students to select one of the given topics for an essay and make an outline plan for it. The teacher should approve this plan and then ask the students to add details (e.g. facts, examples, statistics) before the student begins to write the essay.

Recapitulation
Ask individual students to read out their essays to the class.

Answers
Exercise A  (Use the following points)
Essay 1. A Day in the Life of a Class VI Student
- reaching school on time or before
- the bell rings for assembly
- describe the morning assembly when you were one of the participants
- going in single file to your class
- class teacher taking attendance
- first period and other periods up to the break
- meeting friends of other classes during the recess time
- the other periods
- P.T. period/library period
- end of the day
- going home happily

Essay 2. An Interesting Book
- Gulliver’s Travels by Jonathan Swift
- a wonderful product of human imagination, sustained interest throughout
- first published in 1726 –a masterpiece
- unique adventures of the hero, Gulliver
- four parts – voyage to Lilliput, Brobdingnag, Laputa, and Houyhnhms
- the best known escapades to Lilliput
- Gulliver reaches strange lands after a shipwreck.
- The people of Lilliput are very small, only six inches tall, animals too are very small
- Lilliputians think of Gulliver as a man-mountain, treat him as a giant – humorous effect
- Gulliver leaves Lilliput miraculously
- Finds himself in another strange land
- Diametrically opposite to Lilliput
- Men and women sixty feet tall
- Gulliver is like a pygmy there
- He is subjected to fearful acts
- A stupendous baby puts Gulliver’s head into its mouth
- A dwarf throws him into a bowl of cream
- Story full of humour
One of the finest fairy-tales
Keeps the readers, young and old, spellbound
What I liked the most was the author’s fabulous imagination in creating such characters.

Essay 3. A Cricket Match

An exciting match between another school and ours
Our captain won the toss and elected to bat
Our opening pair made a wonderful start
12 runs in the first over
cheers rent the sky on the ground
short-lived joy, one of the batsmen caught at gully playing a loose shot in second over
the captain of the rival team brought in a bowling change and a slow googly did that damage
our wickets began falling fast
then our fine batsmen were sent back to the pavilion within four overs
score was at 79 for 4
the fifth wicket partnership held bravely on
briskly piled on runs
lunch time figure was 141 for 4
after lunch quick runs and quicker dismissals
last batsman run out
our innings total stood at 209 all out.
we were sure it was not good enough
hoped for the best
the other school started confidently
Piled up runs – our team was in deep trouble
A sudden collapse after tea time
Their star batsman was given out LBW
Their captain who played at no.6 was out for a duck
A morale booster for us
No.7 proved a hard nut to crack-made 25 runs in 2 overs – three 4s and one 6
The score shot up to 198 for 7
Our hearts sank but leaped up when he was caught at the boundary
No resistance afterwards
They were bowled out 3 runs short of our total
An exciting nail biting finish
Great rejoicing in our school
Won against arch rivals
Essay 4. A place which made a deep impression: A Visit to a Hospital
There is so much suffering in this world. I realised this only when I visited a hospital last week. My uncle was hospitalised because of a cardiac arrest. He was admitted to the intensive care unit. My parents and I visited him the same day. Since my uncle was in hospital for about two weeks, I went many times. Each of these visits left a deep impression on me. I saw doctors and nurses in their spotless white uniforms attending to patients. I saw some patients groaning in pain and I noticed the anxious faces of their relatives. The patients who were on the road to recovery had more relaxed faces and their relatives presented a picture of relief. I realised how noble the medical profession is. Doctors and nurses serve the suffering and bring relief to those in pain. I just cannot forget the helplessness and the pitiable looks in the eyes of those ailing inmates of the hospital. Some of the bedridden patients posed such a sad sight that those haunting images keep coming back to my mind.
All in all, my visit to the hospital was a sobering experience.

Essay 5. My Favourite Subject
Choose any subject you like. Give reasons why you like – maybe you like that particular teacher who teaches the subject so well - maybe you score well in that subject – the subject is interesting and easy to understand – you hope to pursue the same subject for your higher studies.

Essay 6. The Person I Like and Admire
You may choose any person – someone in your neighbourhood or some great personality who has left a deep impression on you and others as well – give reasons why you like that person – the sterling qualities you yourself would like to have – the noble qualities worthy of emulation.

Essay 7. The Most Unforgettable Moment of My Life
– You may choose any incident from your life e.g. birth of a sibling, winning an important match, getting an award or trophy, meeting the person you admire – give a description of the event – describe how you felt and how it has affected you.

Essay 8. A Recent Holiday With your Family
– give name of place and any special thing about it - mention all the preparations made before the onset of the holiday – describe the places visited enroute and activities done – describe how the experience was for you and your family

Essay 9. Fun At the Amusement Park
– give reason for going – school picnic, birthday, family outing – describe the rides taken, food stalls, interaction with friends and family – which ride did you enjoy the most and why.

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**Story Writing**

**Lesson 44 (Pages 153–159)**

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain how to plan and write a story</td>
<td>• plan and write a story.</td>
</tr>
<tr>
<td>• to practise writing a story</td>
<td></td>
</tr>
</tbody>
</table>

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Materials required
Flashcards from previous lesson; Blu-tack or similar adhesive material

Introduction
Place the flashcards related to story writing on the board (characters, plot, setting, fiction, dialogue) and discuss the importance of each of them in a story.

Elicit or explain that a good story has a good introduction that makes the reader want to continue reading it. The setting and the characters should be introduced carefully. A story can contain some dialogue, but not too much – it is better to summarize dialogue in reported speech. Also there is often one (or more) problem or situation in the story that must be resolved by the end of the story. Stress that, as for an essay, it is very important to plan a story before beginning to write it, so that the writer knows how the story will end.

The teacher may wish to use a familiar story, e.g. *Cinderella* or *Little Red Riding Hood* to illustrate the above points:
the story has clearly defined main characters – Cinderella, the sisters, Prince Charming
the story has an identifiable setting – Cinderella’s home
there is a problem – how will Cinderella be able to go to the ball?
the problem is resolved – with the help of the fairy godmother
there is a second problem – the clock strikes midnight and Cinderella loses her shoe as she runs home
there is a final resolution – Prince Charming and Cinderella are reunited and marry.

Student activity
Ask the students to open their books at page 153 and read the introductory text. Read the examples and discuss the characters, setting, plot, problem, and resolution in each of them. Are the characters believable? If they speak, does the style of the speech suit the character? etc. Also discuss the use of paragraphs: students can look at the outline and suggest the points at which new paragraphs should begin. They can then compare their ideas with the story. Does the author change paragraph to introduce a new character, scene, change of time, etc.

Ask the students to choose a topic for a story from the list given. They should plan their story first and the teacher should check the plan before they begin to write.

Recapitulation
Ask some students to read out their stories and ask the other students to comment positively on the characters, plot, setting, dialogue, etc.

Answers
Exercise 2 Suggested outlines to illustrate the proverbs
(i) Love conquers all – Saad, troublesome boy – both at home and at school – no mother – died when he was young – father always busy and helpless – loves Saad a lot and gives him everything he wants – but Saad gets worse day by day – alienates himself from friends and teachers – new teacher – takes him under his wing – gives him love and support – encourages him to take up a hobby – slow change in Saad – everyone surprised. Saad pays tribute to teacher by writing a poem.
(ii) A Friend in Need is a Friend Indeed – Sadia, a very popular girl in school – moves with her group of friends who are seen by others as shallow and selfish – Sadia doesn’t care – she enjoys gossiping, shopping and running down other girls with them – Sadia, however, is intelligent and at first doesn’t let her studies suffer – slowly her friends’ influence makes her careless and negligent in her studies – exams approaching – Sadia realize she has no notes and nothing to study with – her friends continue to care less about studies – but Sadia doesn’t want to fail – then a timid girl offers to lend Sadia her notes and coach her during break. Sadia realizes what is true friendship.

(iii) Every Cloud has a Silver Lining – students in an art school – work for weeks to put up a special mural in the new school auditorium – days before the inauguration – principal cancels the mural – cites shortage of funds – students disappointed – teacher encourages fund raising drive – sufficient funds collected to complete mural – principal’s praise at the inauguration – special mention and coverage in all papers.

(iv) Too Many Cooks Spoil the Broth – teacher enters class room – looks at blank display boards – announces display boards to be done up before the end of day – says 5 bonus marks for whoever does the most work – students scramble towards the boards – students jostling one another – mad rush to put up charts, articles, art work on the boards – end display – total disaster – teacher quite angry.

Exercise 3

(i) It was a dark winter night and Mary was alone – new to the neighbourhood-her husband was away and she was worried about her sick child – what would she do if there was a need for a doctor at night – knock at the door – Mary peers out – next door neighbour – has come to enquire if all is well – offers to help her – Mary very grateful.

(ii) Rehan woke up with a start. What had woken him up he wondered- hears the sound of a file on metal – puzzled, looks out- sees shadowy figures in his neighbour’s garden-thinks they are returning home late – then remembers they are away on vacation – quietly goes to his parents room – wakes up his father – police phoned – thieves caught – everyone proud of him.

(iii) Salma sang happily as she walked to the bus stop. Today was an important day – elections for student council at school – Salma had been nominated by her teachers for her exemplary academics and co-curricular work- day dreamt of what she would say if she won – reaches school all charged up – final counting of votes – Salma ties with her best friend – looks at her friend’s expectant face makes a decision – goes to principal – offers to step down in favour of friend – friendship more important than any post.

(iv) Huma and Nida hugged each other and apologized. They realized how foolish they had been earlier – they had been close friends since class one – last year they had a falling out – give any reason for quarrel – misunderstanding cleared up- they become friends again.
Test 3
Lesson 45 (Pages 160–161)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students should be able to:</td>
</tr>
<tr>
<td>to assess students’ ability to change the mode of narration</td>
<td>change the mode of narration.</td>
</tr>
<tr>
<td>to assess students’ vocabulary</td>
<td>complete vocabulary exercises correctly.</td>
</tr>
<tr>
<td>to assess students’ ability to write a letter, an essay, and a story</td>
<td>Write a letter that shows correct layout and appropriate content and register.</td>
</tr>
<tr>
<td></td>
<td>Plan and write an essay and a story.</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 122–123. 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. The teacher may wish to give the students the three writing tasks on three separate occasions.

Answers

Exercise A  Hughie supposed that the visitor had come for an apology. He told the servant to show the visitor up. An old gentleman with gold spectacles and grey hair came into the room and asked in a slightly French accent whether he had the honour of addressing Monsieur Erskine.
Hughie bowed.
The visitor explained that he had come from Baron Hausburg.
Hughie stammered and begged the visitor to offer the Baron his sincerest apologies.

Exercise B  One day, Emperor Akbar said to Birbal, ‘I am so pleased with you that I promise to give you whatever you ask for.’
Birbal said, ‘Your Majesty, if you are really pleased with me, you should ask your guard to whip me a hundred time.’
The Emperor and his courtiers were taken aback.
Akbar asked, ‘Do you really want to be whipped?’ Birbal replied, ‘That is exactly what I want.’ So Akbar said to the guard, ‘Whip Birbal one hundred times, but very lightly.’

Exercise C
Example answers
1. tablecloth, postman
2. blackboard, sweetheart
3. weightlifting, coal-mining
4. sky blue, lifelong
5. time-saving, heart-rending
6. hardworking, long-standing
7. safeguard, fulfil
8. foretell, overdo

Exercise D
(a) cheap   costly/expensive
barren   fertile
clever   stupid
public   private
deep     shallow
fresh    stale
defeat   triumph
final    first/initial
borrow   lend
simple   complex/complicated
(b) genuine true/real
obstinate stubborn
pride    satisfaction
wealthy  rich
slender  slim
vast     huge/massive
conceal  hide
error    mistake
serious  earnest
astonish amaze/surprise

Exercise E
Example answers
It is human frailty to sometimes err in making sound judgments.
Prince Charles is the heir to the Queen of England.
The principal called the students and gave them the exam time-table.
As a matter of principle she does not borrow money from her friends.
The marshal took a posse of his deputies to catch a thief.
Rehan is learning the Chinese martial art, Kung Fu.
Rabia has a flair for writing stories.
Sheena has the tendency to flare up at the slightest provocation.
The plumber used a special glue as a sealing for the cracked pipe.
The ceiling fan needs to be oiled and serviced.
The dentist operated on her palate.
The artist used a palette knife to mix his colours.
**Exercise F**  Award marks for the following:

1. Senders address written correctly in correct place
2. Date written in correct place
3. Appropriate salutation followed by a comma
4. Appropriate closing words in correct place
5. Signature
6. Contents – award points for inclusion of each topic mentioned in the instructions
7. Register – the language should be appropriate for a letter between cousins

**Exercise G**  Marks should be awarded for a clear plan, a good introduction that indicates what is to follow, two or three paragraphs to expand the ideas stated in the introduction, a summary of the content.

**Exercise H**  Marks should be awarded for a clear plan, setting of the scene in time and place, character development, correct use of paragraphs to develop the plot, appropriate dialogue if included, resolution of the problem, a good ending.