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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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Phrases and Clauses
(Pages 1–4)

Phrases

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<th>Learning outcomes</th>
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<td>• to define the term phrase</td>
<td>• identify and use correctly noun, adjective, adverb, prepositional, and verbal phrases.</td>
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<tr>
<td>• to explain and practise noun, adjective, adverb, and prepositional phrases</td>
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<tr>
<td>• to explain and practise verbal phrases (finite and non-finite)</td>
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Materials required
Coloured marker; large sheets of paper

Introduction
Write on the board, in any order, a selection of phrases and clauses (without the underlining shown here), e.g. in the corner of the room, he walked sadly away, everywhere he looked, with a shout of joy, the audience were calling for an encore, long and hard, every Saturday and Sunday, and ask student volunteers to underline the verbs (as shown above). [For revision, ask the students to identify the tense of each verb.] Erase the clauses and explain or elicit that a group of words that can form part of a sentence but does not contain a verb is called a phrase. Ask the students to supply more examples and write some of them on the board. Explain that phrases are classified according to their function in the sentence and that in this unit you are going to learn about different phrases.

Student activity
Ask the students to open their books at page 1. Read the explanatory text on noun, adjective, and adverb phrases together, and ask the students to supply further examples of each type. Next read the explanation of verbal phrases, asking the students to provide further examples of each type. Explain exercise A and complete it either as a whole class activity or individually. Revise the term preposition, and write a short list of common prepositions on the board before reading the explanation of prepositional phrases. Explain exercise B and ask the students to underline the preposition in each phrase before giving them a set amount of time to complete the task.

Recapitulation
Ask students to work in teams of 3–4 and give each team a large sheet of paper and a marker. Give them a set amount of time to write down phrases from popular songs, rhymes, or poems and identify them by type. For example in the rhyme Jack and Jill, up the hill = adv. phrase of place; to fetch a pail of water = non-finite (infinitive) verbal phrase; etc.
Answers

**Exercise A**
1. I like riding my bicycle in the morning. (gerund phrase)
2. Distressed by his rudeness, she did not respond. (participial phrase)
3. Humming a tune, the young man stepped out. (participial phrase)
4. All the voters are willing to vote for the right candidate. (infinitive phrase)
5. Having seen them off at the station, Rehan returned home. (participial phrase)

**Exercise B**
1. An old man was sitting beneath the banyan tree.
2. His pet dog was sleeping outside his house.
3. By six o’clock everyone had arrived.
4. This is strictly between you and me.
5. There is a lot of unrest among the employees.
6. Amidst all the rejoicing there was a trace of sadness.
7. Confusion prevailed within the classroom.
8. Beyond the river lies the wasteland.
9. A stretch of turf could be seen around the house.

**Lesson 2 (Pages 4–9)**

**Clauses**

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<td>• differentiate correctly between a <em>clause</em> and a <em>phrase</em>.</td>
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<tr>
<td>• to practise rewriting phrases as clauses</td>
<td>• rewrite phrases as clauses.</td>
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<tr>
<td>• to explain the difference between a main clause and a subordinate clause</td>
<td>• identify the main and subordinate clauses in given sentences.</td>
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<tr>
<td>• to introduce subordinate clauses of time, place, reason, comparison, and manner, and subordinate noun and adjectival clauses</td>
<td>• identify subordinate clauses by type.</td>
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**Materials required**
Coloured markers; sample phrases and clauses; flashcards showing P (for phrase) on one side and C (for clause) on the other

**Introduction**
Begin by revising the definition of a phrase and ask students to name, with examples, different types of phrases. Using the example clauses from the introduction to the previous lesson, *he walked sadly away, everywhere he looked, the audience were calling for an encore*, explain that these are all examples of clauses because they contain finite verbs. Write an example sentence containing a main clause and a subordinate clause, e.g. *When he finally reached home, he was soaked to the skin*.

Ask the students to identify the finite verbs in your sentence (*reached; was soaked*) and explain that each verb is part of a separate clause. Elicit that there are two clauses in this sentence and
underline each of them with a different colour. Introduce the term main clause and demonstrate how to identify the main clause by testing which of clause can stand alone (he was soaked to the skin.) Introduce the term subordinate clause for the clause(s) that give(s) more information about the main clause but cannot stand alone. Explain that they are going to learn to identify different types of clause.

Student activity
Ask the students to open their books at page 4 and read the introductory text together. Explain exercises C, D, and E, and give the students a set amount of time to complete them, working in pairs, before checking their answers. Continue to read through the explanations of the different types of clause and ask the students to complete each of the tasks F–L, working in pairs or independently.

Recapitulation
Give each student a P/C flashcard. Explain that you are going to read out, one at a time, a clause or a phrase. The students should decide which it is and display the appropriate side of their flashcard. As extension, individual students could be asked to identify the phrase/clause by type.

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<td>2. He lives in a palatial house that was built recently. C</td>
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<td>3. Ali ran with great speed. P</td>
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<td>4. Since he was so fast, no one could overtake him. C</td>
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<td>5. Sara tried to finish the work fast. P</td>
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<td>6. That she should be the first to finish is one of her firm resolves. C</td>
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<td>Exercise D</td>
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<td>2. While the cow was standing in the heavy downpour, it shook its head.</td>
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<td>3. I met a lady who had a blue umbrella.</td>
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<td>4. When he returned, he found a letter at the door.</td>
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<td>5. He spoke to her in a manner which was rude.</td>
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<td>6. The house where she lived previously had big windows.</td>
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<td>7. Since he refuses to see reason, there is no other alternative.</td>
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<td>8. He is ashamed because he is unable to read.</td>
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<td>2. I heard of her passing the entrance test.</td>
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<td>3. On reaching home, he found the house locked.</td>
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<td>4. His offer was not worth accepting.</td>
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<td>5. On her coming late, he is sure to pick a quarrel.</td>
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<td>6. He hopes to teach her riding.</td>
</tr>
<tr>
<td>7. He thinks of overcoming the difficulty.</td>
</tr>
<tr>
<td>Exercise F</td>
</tr>
<tr>
<td>1. Save some money while you are still working.</td>
</tr>
<tr>
<td>2. As they prepared to leave, everyone requested them to stay on.</td>
</tr>
<tr>
<td>3. Don't disturb me while I am at work.</td>
</tr>
<tr>
<td>4. No sooner did he arrive than he asked for you.</td>
</tr>
<tr>
<td>5. As soon as he arrived, he asked for you.</td>
</tr>
</tbody>
</table>
6. Before she left the room, she tidied up.
7. Before you retire from service, you should build a house.

Exercise G
1. When I joined the team, I could play inter-school matches.
2. He comes to see me whenever he comes to the city.
3. When we entered the hall, the chief guest walked in.
4. They could not enter the hall after the gate was closed.
5. When he comes, please give him this message.

Exercise H
1. I have stayed where you live now.
2. Let the dog run around wherever it likes.
3. I will live wherever you live.
4. They should stay where they have a house.
5. Wherever the boat takes me, I shall go.
6. You cannot walk wherever you like.
7. Where there is peace, there is happiness.
8. Wherever he is posted, he takes his family along.

Exercise I
1. I have joined where there are opportunities.
2. She planted the trees wherever she could find space.
3. Where there is greenery, pollution is less.
4. Where there is cooperation, work is done without any delay.
5. I have applied where there is a vacancy.

Exercise J
1. Since you are tired, you should have a rest.
2. I am happy that you have come back.
3. She thinks, because she is pretty, she can laugh at others.
4. Since she is so proud, she will surely make enemies.
5. Because you are in need, I shall help you.
6. As he is unemployed, he is depressed nowadays.
7. He is sad that nobody finds him a likely candidate.
8. As you are the captain of the team, you must be more responsible.

Exercise K
1. The girl is cleverer than you think.
2. It was a finer performance than I expected.
3. He is as tall as he is hefty.
4. No one can be more capable than the present chairperson.
5. She likes sandwiches more than I do.

Exercise L
1. It appears as if it might rain.
2. You may speak as I told you.
3. He looks as if he were a film star.
4. It seemed as though they were furious at the unnecessary delay.
5. Paint the picture as you have been taught.
6. He behaves as if he were the owner of the company.
7. As you have made the decision, so you must act.
8. Why can't you do it the way I showed you to?
Kinds of Sentence: Based on Meaning
Lesson 3 (Pages 10–15)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise different types of sentence:</td>
<td>• identify sentences as affirmative/statement, interrogative/question, imperative/command, and exclamatory</td>
</tr>
<tr>
<td>affirmative/statement, interrogative/question, imperative/command, and exclamatory</td>
<td>• transform sentences from one type to another.</td>
</tr>
<tr>
<td>• to explain and practise how to transform</td>
<td>• change sentences from affirmative to negative.</td>
</tr>
<tr>
<td>sentences from one type to another</td>
<td></td>
</tr>
<tr>
<td>• to practise changing sentences from</td>
<td></td>
</tr>
<tr>
<td>affirmative to negative</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
Different types of sentence for recapitulation activity

Introduction
Write on the board the heading Sentences, and an example (without the identification) of each of the four types of sentence e.g. 1. It rained heavily during the night (statement); 2. Did you walk to school today? (question); 3. Hurry up! (command); 4. What a wonderful day it was!(exclamatory). Elicit from the students (or write on the board) the different types of sentence and ask them to identify by type each of the sentences you have written. Ask for more examples of each type of sentence.

Using the original sentences, ask the students to make the first three negative (It didn't rain heavily during the night. Didn't you walk to school? Don't hurry!) Ask them to change sentences 1 and 4 into questions: Did it rain heavily during the night? Wasn't it a wonderful day?

Student activity
Ask the students to open their books at page 10. Read the introductory text together and give the students a set amount of time to complete exercise A. Check their answers.

Read the short text on page 11, explain exercises B, C, and D, and give the students a set amount of time to complete all the tasks before checking their answers.

Read the text on pages 12–14 together and complete exercise E as a whole class activity. Note that there may be several possible answers for some of the questions so encourage students to give different answers. Explain exercises F and G and give the students a set amount of time to complete the tasks before checking their answers.

Recapitulation
For oral practice, read out the sentences you have prepared and ask individual students to identify them by type, or to transform them according to your instructions.
<table>
<thead>
<tr>
<th>Answers</th>
<th>Exercise A</th>
<th></th>
<th>Exercise B</th>
<th></th>
<th>Exercise C</th>
<th></th>
<th>Exercise D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. assertive (affirmative)</td>
<td>2. imperative</td>
<td>1. The baby looks very cute.</td>
<td>2. The baby is asleep.</td>
<td>1. What a beautiful evening it is!</td>
<td>2. What a peaceful place!</td>
<td>2. Will the head boy be in charge of this duty?</td>
</tr>
<tr>
<td></td>
<td>3. exclamatory</td>
<td>4. imperative</td>
<td>3. It is a very lovely day.</td>
<td>4. Somebody is hiding behind the curtain.</td>
<td>3. What a fantastic feat it was!</td>
<td>3. What a fantastic feat it was!</td>
<td>3. Is he is a chartered accountant?</td>
</tr>
<tr>
<td></td>
<td>5. imperative</td>
<td>6. exclamatory</td>
<td>5. It was a nightmarish experience.</td>
<td>5. I wish I were in Karachi.</td>
<td>4. If only he were here today!</td>
<td>4. If only he were here today!</td>
<td>4. Were you studying in St Peter's College?</td>
</tr>
<tr>
<td></td>
<td>7. assertive (negative)</td>
<td>8. imperative</td>
<td>6. It is a pity.</td>
<td>6. It is a pity.</td>
<td>5. How incredible this is!</td>
<td>5. How incredible this is!</td>
<td>5. Can she run fast?</td>
</tr>
<tr>
<td></td>
<td>9. assertive (affirmative)</td>
<td>10. interrogative</td>
<td>7. It is a pity.</td>
<td>7. It is a pity.</td>
<td>6. How talented he is!</td>
<td>6. How talented he is!</td>
<td>6. Should we inform them?</td>
</tr>
<tr>
<td></td>
<td>11. exclamatory</td>
<td>12. interrogative</td>
<td>8. It is very kind of you.</td>
<td>8. It is very kind of you.</td>
<td>7. How shameful this is!</td>
<td>7. How shameful this is!</td>
<td>7. Is she the head girl of our school?</td>
</tr>
<tr>
<td></td>
<td>13. assertive (affirmative)</td>
<td>14. assertive (affirmative)</td>
<td>9. Well done! You have passed the test!</td>
<td>9. Well done! You have passed the test!</td>
<td>8. Well done! You have passed the test!</td>
<td>8. Well done! You have passed the test!</td>
<td>8. Has he submitted his notebook?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10. Wow! What a fabulous car!</td>
<td>10. Wow! What a fabulous car!</td>
<td>10. Did the watchman open the gate?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11. Should we stop the car?</td>
<td>11. Should we stop the car?</td>
<td>11. Should we stop the car?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12. Must you put this away?</td>
<td>12. Must you put this away?</td>
<td>12. Must you put this away?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13. Isn't this wasteful expenditure?</td>
<td>13. Isn't this wasteful expenditure?</td>
<td>13. Isn't this wasteful expenditure?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15. Are you in the team?</td>
<td>15. Are you in the team?</td>
<td>15. Are you in the team?</td>
</tr>
</tbody>
</table>
Exercise E  
Note – other answers are possible  
1. I will not write a letter to them.  
2. She does not want to go to the library.  
3. He does not have to prepare for tomorrow’s test.  
4. She cannot speak Urdu fluently.  
5. We don't have to go out in the evening.  
6. He might not attend the party.  
7. His speech did not impress me.  
8. We are not going to the park.  
9. She is not in acute pain.  
10. The girl did not want to dance yesterday.  
11. I don’t need your help.  
12. He may not join a music class.  
13. They cannot come later.  
14. You should not deliver the welcome speech.  
15. She should not complete the project in a hurry. 

Exercise F  
1. She sings folk songs.  
2. We are willing to do so.  
3. They want to go with him.  
4. He must reply to this letter.  
5. He paints portraits.  
6. They have to call the dealer.  
7. He has to contact the previous owner.  
8. He speaks ill of her.  
9. But I may invite them.  
10. He will run to the shopping mall.  
11. She will forget other things.  
12. He has repaid only the interest.  
13. He stole the jewellery instead.  
14. The summer was harsh.  
15. They have built a palatial house. 

Exercise G  
1. It was not a welcome development.  
2. This is not a permanent solution.  
3. He is not a very lucky man.  
4. He is not known for his kindness.  
5. He is not a virtuous man.  
6. This paint is not for the interior walls.  
7. This slice of bread is not fresh.  
8. There is no friendship between the two neighbours.  
9. This is not the departure lounge.
10. He is not the senior manager.
11. He was not sure about the timing.
12. He is not a literate man.
13. He does not seem to be a national.
14. She is not strict towards her subordinates.

### Finite and Non-finite Verbs

#### Lesson 4 (Page 16–19)

<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>• identify finite and non-finite verbs.</td>
</tr>
<tr>
<td>• to explain the different forms of non-finite verbs – participle, gerund, and infinitive</td>
<td>• distinguish between the different forms of non-finite verbs – participle, gerund, and infinitive.</td>
</tr>
</tbody>
</table>

#### Materials required

Large sheets of paper

#### Introduction

Write two or three sentences on the board, each with a different subject and person e.g. *They lived in a small village. He walks three miles every day. We were hoping for good weather today.* Ask the students to identify the verbs and give the person and tense of each *(they lived = 3rd person plural, simple past; He walks= 3rd person singular, simple present; We were hoping = 1st person plural, continuous past).* Elicit or explain that verbs that give information about person and tense are called finite verbs.

Write on the board some examples of non-finitive verb forms e.g. *to hope, to walk, to live* and elicit that these verb forms indicate an action or state but give no information about who or when; these are examples of *non-finite* verb forms. Explain that they are going to learn more about finite and other non-finite forms of verbs.

#### Student activity

Ask the students to open their books at page 16. Read the text on finite verbs, explain exercise A and give the students a set amount of time to complete it.

Read the remaining text together, giving further examples as required. Explain exercises B–E and give the students a set time to complete them, working in pairs or independently.

**Note** – When checking answers to exercise B, make sure students distinguish between participles used as adjectives and those used as non-finite verbs.

#### Recapitulation

Ask students to work in groups of three or four; Ask each group to select a verb and use it in four different sentences—as a finite verb, and as a non-finite verb (infinitive, gerund, and participle). Students should share their results with the rest of the class.
Answers
Exercise A  1. tried  2. inspected  3. will help  4. succeeded  5. had
   6. is  7. shook  8. happens  9. distributed  10. climbed

Exercise B  1. Taming of wild animals is cruel.
   2. She bought a packet of frozen peas.
   3. He was arrested due to mistaken identity.
   4. She has a forgiving nature.
   5. They demolished the ruined building.
   6. He took the broken cycle to the repair shop.
   7. His kind gesture helped in cooling tempers.
   8. Their parents tried to bring them together.
   9. They demanded a written apology from him.
  10. The teacher wanted to raise her voice.

Exercise C  1. He did not have enough money to buy a loaf of bread.
   2. She went to Lahore to see the Lahore Fort.
   3. After her illness, Rabia became too weak to sit up in bed.
   4. She works hard to win the scholarship.
   5. I am not afraid to speak the truth.
   6. Each team has a leader to set the pace for the team.
   7. It was very foolish of her to lie to her teacher.
   8. It is a kind gesture to help the poor.

Exercise D  1. The watchman opening the gate, we entered.
   2. Having no food, they could not give the children anything to eat.
   3. Encouraged by his teacher, he persevered and won the competition.
   4. Staggering back, he fell to the ground in shock.
   5. Having rested a while, he resumed ploughing the field.
   6. Being busy, she could not meet us.
   7. Having studied his lessons at the last moment, he soon forgot them.
   8. Being unhappy at his workplace, he resigned from his job.

Exercise E  1. walking – gerund  2. listening – gerund
   3. reading, watching – gerund  4. waving – participle
   5. waiting – gerund  6. soaring – participle
   7. flying – participle  8. weeping – participle
Transitive and Intransitive Verbs
Lesson 5 (Pages 20–24)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain the difference between transitive and intransitive verbs</td>
<td>• identify transitive and intransitive verbs.</td>
</tr>
<tr>
<td>• to revise the direct and indirect objects of a verb</td>
<td>• identify the direct and indirect objects of transitive verbs.</td>
</tr>
<tr>
<td>• to practise using prepositional phrases after intransitive verbs</td>
<td>• use prepositional phrases to complete sentences containing intransitive verbs.</td>
</tr>
</tbody>
</table>

Materials required
None

Introduction

Write on the board a sentence containing a transitive verb and a sentence containing an intransitive verb, e.g. *Hamed saw an accident on the way to school today. Mariam looks lovely in that dress.* Ask the students to identify the verb in each sentence. Focusing on the first sentence, ask the students to identify the subject of the verb (*Hamed*), and the object of the verb (*an accident*). Do the same for the second sentence (*subject = Mariam; no object*). Explain that *lovely in that dress* is known as a complement because it completes the sentence.

Explain that verbs that take a direct object are transitive verbs, and those that do not are intransitive verbs.

Write two more sentences on the board, each containing the same verb but used transitively in one and intransitively in the other, e.g. *The gardener grew vegetables in a small patch of land. The baby grew very quickly.* Use these sentences to explain that many verbs can be used as either transitive or intransitive verbs.

Student activity

Ask the students to open their books at page 20 and read the introductory text on transitive verbs together. Explain exercise A and complete it as a whole class activity. Continue to read the text. Explain exercise B and give the students a set amount of time to complete the task. Draw on the board a table like the one in the book and ask the students to complete it with their answers.

Read the text on page 22 together, giving further examples where necessary. Explain exercise C and give the students a set amount of time to complete the task before checking their answers. Read the remaining text together. Explain exercise D and give the students a set amount of time to complete them. Complete exercise E as a whole class activity to obtain as many different answers as possible. Explain exercise F and give the students a set amount of time to complete it before checking their answers.
Recapitulation

Ask the students to work in pairs. They should write two sentences, each containing the same verb, used as transitive in one sentence and intransitive in the second. Students should share their results with the class.

<table>
<thead>
<tr>
<th>Exercise A</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. finished</td>
<td>2. locked</td>
<td>3. kept</td>
<td>4. took</td>
<td>5. ate</td>
<td></td>
</tr>
<tr>
<td>6. narrated</td>
<td>7. bought</td>
<td>8. wrote</td>
<td>9. sent</td>
<td>10. read</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercise B</th>
<th>Subject</th>
<th>Verb</th>
<th>Indirect Object</th>
<th>Direct Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He</td>
<td>promised</td>
<td>them</td>
<td>an outing.</td>
<td></td>
</tr>
<tr>
<td>2. Hiba</td>
<td>gave</td>
<td>me</td>
<td>a watch</td>
<td></td>
</tr>
<tr>
<td>3. She</td>
<td>told</td>
<td>her children</td>
<td>the happy news.</td>
<td></td>
</tr>
<tr>
<td>4. She</td>
<td>promised</td>
<td>her students</td>
<td>a picnic.</td>
<td></td>
</tr>
<tr>
<td>5. Ajmal</td>
<td>wrote</td>
<td>his mother</td>
<td>a letter.</td>
<td></td>
</tr>
<tr>
<td>6. They</td>
<td>showed</td>
<td>us</td>
<td>their new house.</td>
<td></td>
</tr>
<tr>
<td>7. He</td>
<td>offered</td>
<td>his servant</td>
<td>an increase in his wages.</td>
<td></td>
</tr>
<tr>
<td>8. (You)</td>
<td>lend</td>
<td>him</td>
<td>some money.</td>
<td></td>
</tr>
<tr>
<td>9. He</td>
<td>will give</td>
<td>them</td>
<td>some old clothes.</td>
<td></td>
</tr>
<tr>
<td>10. The officer</td>
<td>asked</td>
<td>his men</td>
<td>a number of questions</td>
<td></td>
</tr>
<tr>
<td>11. She</td>
<td>teaches</td>
<td>children</td>
<td>English.</td>
<td></td>
</tr>
<tr>
<td>12. The boss</td>
<td>gave</td>
<td>his subordinates</td>
<td>a treat.</td>
<td></td>
</tr>
<tr>
<td>13. He</td>
<td>was promising</td>
<td>them</td>
<td>the moon.</td>
<td></td>
</tr>
<tr>
<td>14. They</td>
<td>gave</td>
<td>the vendor</td>
<td>money.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercise C</th>
<th>1. late</th>
<th>2. fast</th>
<th>3. my good friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. my younger sister</td>
<td>5. the correct answer</td>
<td>6. a teacher</td>
<td></td>
</tr>
<tr>
<td>7. in</td>
<td>8. away.</td>
<td>9. without water.</td>
<td></td>
</tr>
<tr>
<td>10. for three hours</td>
<td>11. with the workload.</td>
<td>12. for excellence</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercise D</th>
<th>1. apply for</th>
<th>2. compete with</th>
<th>3. depend on</th>
<th>4. think about</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. write to</td>
<td>6. believe in</td>
<td>7. object to</td>
<td>8. insist on</td>
<td></td>
</tr>
<tr>
<td>9. speak to</td>
<td>10. care for</td>
<td>11. sympathize with</td>
<td>12. gazing at</td>
<td></td>
</tr>
<tr>
<td>13. stared at</td>
<td>14. longed for</td>
<td>15. abstain from</td>
<td>16. arrive at</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercise E</th>
<th>Other answers possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are you hinting at?</td>
<td></td>
</tr>
<tr>
<td>What is he raving about?</td>
<td></td>
</tr>
<tr>
<td>What did you suffer from?</td>
<td></td>
</tr>
<tr>
<td>What do you insist on?</td>
<td></td>
</tr>
<tr>
<td>What does it result in?</td>
<td></td>
</tr>
<tr>
<td>What do they believe in?</td>
<td></td>
</tr>
<tr>
<td>What were you waiting for?</td>
<td></td>
</tr>
<tr>
<td>What was everyone worried about?</td>
<td></td>
</tr>
</tbody>
</table>
Exercise F

2. What are they objecting to?
3. What is she looking for?
4. What do you associate it with?
5. What are you striving for?
6. What are you thinking about?
7. What does it consist of?
8. What is this pan made of?
9. What does it depend on?
10. What is she staring at?

Nouns and Pronouns
Lesson 6 (Pages 25–26)

Nouns

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise different types of noun – common, proper, collective, material, countable, and uncountable.</td>
<td>• identify correctly different types of noun.</td>
</tr>
</tbody>
</table>

Materials required
A list of nouns for recapitulation activity

Introduction
To revise the different types on noun, write on the board the heading Nouns, and the subheadings common, proper, collective, material, countable, and uncountable.
Ask the students to work in pairs to think of one example for each type, and write their suggestions on the board under the correct headings.

Student activity
Ask the students to open their books at page 25 and read the text together. Explain exercises A and B and give the students a set time to complete them before checking their answers.

Recapitulation
Read out a noun and ask a student to identify it by type; alternatively, name a type of noun and ask students to supply examples. If played as a team game, this will encourage quick thinking since the point can be given to the team that gives the correct answer first.
Lesson 7 (Page 26–28)

Pronouns

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise different types of pronoun – <em>personal, demonstrative, interrogative, distributive, reflexive, relative, possessive, emphatic.</em></td>
<td>• Identify and use different types of pronouns correctly.</td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Write the heading Pronouns on the board and elicit that a pronoun is a word that stands in place of a noun. Ask the students to name different types of pronoun and write them on the board as headings, *(personal, demonstrative, interrogative, distributive, reflexive, relative, possessive, emphatic.)* supplying any that are omitted by the students. Ask the students to supply examples of as many as possible and write them on the board under the correct headings, leaving spaces where necessary.

Student activity
Ask the students to open their books at page 26 and read the explanatory text together, asking for or supplying more examples as necessary. Explain exercise C and give the students a set amount of time to complete it.

Recapitulation
Ask the students to identify by type the pronouns they have used to complete exercise C.
Answers

Adjectives
Lesson 8 (Pages 29–30)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise different types of adjective</td>
<td>• identify different types of adjectives</td>
</tr>
<tr>
<td>– quality, quantity, demonstrative,</td>
<td>– quality, quantity, demonstrative,</td>
</tr>
<tr>
<td>interrogative, participial, and proper</td>
<td>interrogative, participial, and proper.</td>
</tr>
<tr>
<td>• to explain how to form adjectives from</td>
<td>• form adjectives from nouns, verbs, and other adjectives.</td>
</tr>
<tr>
<td>nouns, verbs, and other adjectives</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
List of nouns and verbs for recapitulation activity

Introduction
Write the heading Adjectives on the board and the subheadings quality, quantity, demonstrative, interrogative, participial, and proper. Ask the students to give you examples of adjective + noun e.g. a red book, a Chinese meal, three spoons, my mother, which house? etc., and ask them to write their examples under the correct subheadings.

Elicit that an adjective supplies more information about a noun.

Student activity
Ask the students to open their books at page 28 and read through the explanatory text together, supplying further examples where necessary. Explain exercise A and give the students a set amount of time to complete it, working individually or in pairs.

Continue to read the text on forming adjectives. Explain exercise B and complete it as a whole class activity.

Recapitulation
Say a noun or verb and ask individual students to form (and spell) the adjective formed from it.
Adverbs (1)
Lesson 9 (Pages 31–34)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to help students identify adverbs and the words that they modify</td>
<td>• identify adverbs by type.</td>
</tr>
<tr>
<td>• to revise different types of adverb – time, place, frequency, manner, degree</td>
<td>• identify the words modified by given adverbs.</td>
</tr>
<tr>
<td></td>
<td>• use adverbs correctly.</td>
</tr>
</tbody>
</table>

Materials required
Simple sentences for recapitulation activity

Introduction
Write the heading Adverbs on the board and elicit/explain that an adverb gives more information about a verb. Explain that there are five types of adverb – manner, time, place, frequency, and degree, and write these terms on the board. Explain that it is possible to identify the type of adjective by asking the questions How? When? Where? How often? or To what extent? As you explain, write the question words next to the relevant adverb type. To demonstrate this, use a simple sentence e.g. She walked. Ask e.g. ‘How did she walk? (slowly/quickly, etc.) Where did she walk? (home/back/nearby, etc.) When did she walk? (yesterday, etc.) How often did she walk? (often/rarely, etc.) To what extent? (very quickly/rather slowly, etc.)’ Combine some of the adverbs into one sentence e.g. She often walked home rather slowly.

Explain that you are going to look at adverbs in more detail and practise using them.

Student activity
Ask the students to open their books at page 31 and read the explanatory text together. Explain exercise A and ask the students to complete it, working either individually or in pairs. Read the text on types of adverbs. Draw on the board a table like that in Exercise B and complete it as a whole class activity, referring to the question words if there is any uncertainty. Explain exercises C and D and give the students a set amount of time to complete them before checking their answers.
Recapitulation

This can be conducted as a team activity. Write a simple sentence on the board and ask a member of each team to add an adverb of the type you specify to the sentence. Give the teams a few moments to think before writing their answers in their team’s column on the board. Award points for originality/interest as well as for correct answers. The same starting sentence can be used for different types of adverb.

<table>
<thead>
<tr>
<th>Exercise A</th>
<th>Sentence</th>
<th>Adverbs</th>
<th>Words, part of speech</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>She thinks logically</td>
<td>logically</td>
<td>thinks (verb)</td>
</tr>
<tr>
<td></td>
<td>It was an enchantingly beautiful night.</td>
<td>enchantingly</td>
<td>beautiful (adjective)</td>
</tr>
<tr>
<td></td>
<td>The Sun had already risen by that time.</td>
<td>already</td>
<td>had risen (verb phrase)</td>
</tr>
<tr>
<td></td>
<td>She speaks well.</td>
<td>well</td>
<td>speaks (verb)</td>
</tr>
<tr>
<td></td>
<td>They are extremely angry with him.</td>
<td>extremely</td>
<td>angry (adjective)</td>
</tr>
<tr>
<td></td>
<td>The story is rather interesting.</td>
<td>rather</td>
<td>interesting (adjective)</td>
</tr>
<tr>
<td></td>
<td>He drove the car very slowly.</td>
<td>very</td>
<td>slowly (adverb)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercise B</th>
<th>Adverbs of time</th>
<th>Adverbs of place</th>
<th>Adverbs of frequency</th>
<th>Adverbs of manner</th>
<th>Adverbs of degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>soon</td>
<td>somewhere</td>
<td>never</td>
<td>seriously</td>
<td>almost</td>
</tr>
<tr>
<td></td>
<td>then</td>
<td>at school</td>
<td>periodically</td>
<td>calmly</td>
<td>nearly</td>
</tr>
<tr>
<td></td>
<td>after lunch</td>
<td>in the village</td>
<td>rarely</td>
<td>gladly</td>
<td>scarcely</td>
</tr>
<tr>
<td></td>
<td>today</td>
<td>in hospital</td>
<td>usually</td>
<td>slowly</td>
<td>hardly</td>
</tr>
<tr>
<td></td>
<td>next day</td>
<td>there</td>
<td>once a month</td>
<td>generously</td>
<td>fast</td>
</tr>
<tr>
<td></td>
<td>on weekdays</td>
<td>at home</td>
<td></td>
<td>well</td>
<td></td>
</tr>
<tr>
<td></td>
<td>on weekdays</td>
<td>in the city</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>everywhere</td>
<td>on board</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercise C</th>
<th>(Suggested answers)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. never</td>
</tr>
<tr>
<td></td>
<td>5. in the city</td>
</tr>
<tr>
<td></td>
<td>9. Periodically</td>
</tr>
<tr>
<td></td>
<td>13. once a month</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercise D</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. tomorrow – adverb of time</td>
</tr>
<tr>
<td></td>
<td>2. here – adverb of place</td>
</tr>
<tr>
<td></td>
<td>3. often – adverb of frequency</td>
</tr>
<tr>
<td></td>
<td>4. quite – adverb of degree; beautifully – adverb of manner</td>
</tr>
<tr>
<td></td>
<td>5. eloquently – adverb of manner</td>
</tr>
<tr>
<td></td>
<td>6. rather – adverb of degree; slowly – adverb of manner</td>
</tr>
<tr>
<td></td>
<td>7. always – adverb of frequency; warmly – adverb of manner</td>
</tr>
</tbody>
</table>
Adverbs (2)
Lesson 10 (Pages 35–42)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
</table>
| • to explain that the position of an adverb in a sentence can affect the meaning  
  • to explain and practise the positioning of different types of adverbs  
  • to explain and practise transforming adjectives into adverbs | • correctly position different types of adverb in a sentence according to meaning.  
  • transform adjectives into adverbs. |

Materials required
Sentences like those in exercise I for recapitulation activity

Introduction
Write a simple sentence on the board and ask students to add a given adverb, e.g. We walked away. Add quickly. Record students’ answers on the board which should consist of either Quickly we walked away. We quickly walked away. We walked away quickly. Explain that adverbs can be placed in different positions; usually this affects the emphasis of the sentence rather than the meaning. However, the placement can sometimes affect the meaning. Discuss, as an example, the difference in meaning between The teacher quietly asked them to sit down. and The teacher asked them to sit down quietly. Explain that you are going to look in more detail at the placement of adverbs in sentences.

Student activity
Ask the students to open their books at pages 35–36 and read the explanatory text together. Explain exercise A and give the students a set amount of time to complete it. Check their answers, considering the different possibilities. Read the text on pages 37–38. Explain exercises B and C and give the students a set time to complete them; working in pairs will enable them to discuss the different possibilities. Read the text on page 39 together and explain exercises D, E, and F. Students should complete them individually, or working in pairs, or as a whole class activity.
Read the remaining text and explain exercises G–K. Give the students a set amount of time to complete all the tasks before checking their answers.

Recapitulation
Read out the sentences you have prepared and ask the students to indicate by raising their hands, whether the word you indicate is used as an adverb or an adjective.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exercise A</strong> (other answers possible)</td>
</tr>
<tr>
<td>1. I have never seen him at the market.</td>
</tr>
<tr>
<td>2. I quite agree with their decision.</td>
</tr>
<tr>
<td>3. They have just completed their work.</td>
</tr>
<tr>
<td>4. They often agree to disagree.</td>
</tr>
<tr>
<td>5. She acted well on the stage.</td>
</tr>
<tr>
<td>6. The only person who came was her uncle.</td>
</tr>
<tr>
<td>7. He is always late.</td>
</tr>
<tr>
<td>8. She answered softly.</td>
</tr>
<tr>
<td>9. The child soon replied.</td>
</tr>
<tr>
<td>10. The painting was hanging precariously on the wall.</td>
</tr>
<tr>
<td><strong>Exercise B</strong></td>
</tr>
<tr>
<td>1. I met him briefly somewhere recently./I recently met him briefly somewhere.</td>
</tr>
<tr>
<td>2. Afterwards he walked away slowly./He walked slowly away afterwards.</td>
</tr>
<tr>
<td>3. Afterwards he never came here./He never came here afterwards.</td>
</tr>
<tr>
<td>4. Gradually peace prevailed everywhere.</td>
</tr>
<tr>
<td><strong>Exercise C</strong></td>
</tr>
<tr>
<td>1. He reluctantly gave up his claim at the meeting recently.</td>
</tr>
<tr>
<td>2. Aamir wrote the slogans clearly on the wall.</td>
</tr>
<tr>
<td>3. He generously donated money at the event in the morning.</td>
</tr>
<tr>
<td>4. He angrily denied the allegations at the party meeting.</td>
</tr>
<tr>
<td>5. He went there in the morning.</td>
</tr>
<tr>
<td>6. He was badly injured on the playground a week ago.</td>
</tr>
<tr>
<td>7. He spoke wisely in class yesterday.</td>
</tr>
<tr>
<td>8. I will wait eagerly till tomorrow.</td>
</tr>
<tr>
<td>9. He behaved badly at a reception two days ago.</td>
</tr>
<tr>
<td>10. I will write the story in detail at my country house very soon.</td>
</tr>
<tr>
<td>11. She works hard in the kitchen the whole day.</td>
</tr>
<tr>
<td>12. Haris came hurriedly into the room in the morning.</td>
</tr>
<tr>
<td>13. He talked to her emotionally at the door two days ago.</td>
</tr>
<tr>
<td>14. He eagerly read the letter at the office during the break.</td>
</tr>
<tr>
<td>15. The old woman slowly walked to the market in the evening.</td>
</tr>
<tr>
<td>16. Gradually a change occurred in the entire organisation two years ago.</td>
</tr>
</tbody>
</table>
### Exercise D

1. Nowhere was their cooperation seen.
2. No sooner did they reach home than it started raining.
3. No sooner had he passed the examination than he started working.
4. Only when Taha himself became a father, did he realise how loving his father had been.
5. Not until they reached the site did they realise the full implications.
6. At no time had he faced such a difficulty in his village.
7. Scarcely ever had he faced such a hardship in his life.
8. Only when he met an old friend by chance did he feel a ray of hope.
9. No sooner did he see him than his eyes became moist.
10. Seldom does one face such a plight.
11. Not until after he had left his village did he realise what it really meant to him.
12. Nowhere could he find a decent job.
13. Never had he imagined that city life could be so harsh.
14. Under no circumstances was anyone willing to help him.
15. By no means could he find a decent dwelling place.

### Exercise E

1. Hardly ever did Irfan resist the temptation to gorge.
2. No sooner did he sit down to eat than he finished the food.
3. Rarely did he refuse an invitation to dinner.
4. Hardly had he completed the work when he got ready to leave.
5. Not until the company improved its reputation did sales pick up.
6. Not even for one day did they stay at her house.
7. As soon as they reached the station they bought the ticket.
8. Had they not informed us before, we would not have been able to reach in time.
9. Had he not seen the pit in advance, he would have fallen into it.
10. Not until they finished questioning him, did they allow him to go.

### Exercise F

1. So vividly did he narrate the incident that everyone's eyes were filled with wonder.
2. So convincingly did he argue the case that people had no doubt about its veracity.
3. So fiercely did the controversy rage that even neighbours became enemies.
4. So smoothly did she iron the dress that it looked gorgeous.
5. So promptly did he send the reply that they decided to accept the proposal.
6. So lavishly did he decorate his house that it cost him a fortune.
7. So clearly did she make the announcement that everyone understood it at once.
8. So dearly did he love her that they seemed to be made for each other.
9. So passionately did he make the speech that everyone believed his words.
10. So rudely did she speak that even her friends were aghast.

### Exercise G

1. There once stood the palace of a mighty emperor.
2. There near the gate sat an old watchman.
3. There came a black cat from nowhere.
4. There strutted about a couple of peacocks in the courtyard.
5. There opened up a wide crack in the ground.
6. There we stood in the pouring rain without an umbrella or raincoat.

Exercise H
2. They frequently make changes in the timetable.
3. Haris works efficiently.
4. They have achieved this remarkably.
5. Finally the issue was settled courageously.
6. The dog barked loudly.
7. The old man walks briskly through the park.
8. Suddenly they changed their stand.
9. The price index rose sharply.
10. He narrated an incident interestingly.
11. He argued ridiculously.
12. They have done the arrangement systematically.
13. She danced gracefully.
14. He appealed strongly.
15. She spoke pathetically.

Exercise I
1. The school bus came late (adverb). It was late (adjective) yesterday.
2. The driver drives the car very fast (adverb). These new cars are exceptionally fast (adjective).
3. They had a close (adjective) call. They came close (adverb) to hitting the truck.
4. He worked hard (adverb). Farming involves hard (adjective) work.
5. They went straight (adverb) to the hospital. Those narrow lanes are seldom straight (adjective).

Exercise J
1. Not till she saw the mark list, did Sara realise that she had failed the test.
2. On no account must this be repeated.
3. Scarcely ever has she been humiliated in this way.
4. Only by listening patiently was he able to understand her problem.
5. Seldom has there been such a gifted child.

Exercise K
1. Hopefully an early settlement of the issue will be reached.
2. The benevolent man donated generously to charity.
3. He probably arrived late yesterday.
4. She remembered her childhood days fondly.
5. The master warned the servant harshly.
6. The timid fellow replied nervously.
7. He carried out the order obediently.
8. They visited their parents regularly.
9. The man worked diligently to reach his goal.
10. The mother waited anxiously for the results.
Kinds of Sentences: Based on Structure
Lesson 11 (Pages 43–48)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
<th>Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to introduce <em>simple, compound, and complex sentences</em></td>
<td>• identify <em>simple, compound, and complex sentences</em>.</td>
<td></td>
</tr>
<tr>
<td>• to revise the terms <em>main clause</em> and <em>subordinate clause</em></td>
<td>• identify the <em>main clause</em> and <em>subordinate clause(s)</em> in a complex sentence.</td>
<td></td>
</tr>
<tr>
<td>• to practise using coordinating and correlative conjunctions to transform simple sentences into compound sentences</td>
<td>• use coordinating and correlative conjunctions to transform simple sentences into compound sentences.</td>
<td></td>
</tr>
<tr>
<td>• to explain and practise transforming simple sentences into complex sentences</td>
<td>• transform simple sentences into complex sentences.</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Write the heading *Sentences* on the board and revise the four types of sentence studied in unit 2, *statement, question, command, and exclamation*. Ask students to provide orally positive and negative examples of each type. Explain that these sentences are named according to their meaning, but they are now going to learn how sentences can also be classified according to their structure. Write a simple sentence on the board, e.g. *The cat chased the mouse*. Ask students to underline the verb (*chased*) and elicit that since this sentence contains one verb, it is made up of only one clause, and is therefore known as a *simple sentence*.

Add a second sentence that can be joined to the first by a conjunction to form a compound sentence, e.g. *The mouse escaped*. Ask the students to suggest how the two sentences could be joined using a conjunction (*The cat chased the mouse but it escaped*). Elicit that the new sentence contains two verbs (*chased, escaped*) so it is made up of two clauses. Explain that when two simple sentences are joined by a conjunction such as *and* or *but*, they form a *compound sentence*. Ask the students to identify the two clauses (*1. The cat chased the mouse; 2. it got away*) and elicit that they can both stand alone; there is no main clause in a compound sentence.

Finally add to the original sentence a sentence that can be joined to it to form a complex sentence, e.g. *The cat was hungry*. Ask the students to combine these sentences (*The cat chased the mouse because it was hungry*). Elicit that there are two verbs (*chased, was*), so there are two clauses, but this time they are not of equal importance since only one of them can make sense when it stands alone (*The cat chased the mouse*). Revise the terms *main clause* and *subordinate clause* and explain that a sentence that is made up of a main clause and one or more subordinate clauses is a *complex sentence*. 
**Student activity**

Ask the students to open their books at pages 43–45 and read the explanatory text together. Explain exercises A and B and give the students a set amount of time to complete them before checking their answers.

Read the explanation of complex sentences on pages 46–47. Explain exercise C, and give the students a set time to complete it before checking their answers.

Read the remaining text and explain exercise D. Give the students a set amount of time to complete the task before checking their answers.

**Recapitulation**

Ask the students to work in pairs to write two or three simple sentences and then combine them to form a compound sentence and a complex sentence. They should share their ideas with the rest of the class.

| Exercise A | 1. Hurry up or else you will miss the school bus. |
|           | 2. He was lazy and so he failed.                  |
|           | 3. They reached the theatre in time and bought tickets. |
|           | 4. Two new trains were introduced yet there was no decrease in the rush. |
|           | 5. I rang him but there was no reply.              |
|           | 6. Although he got a promotion he is not happy.    |
|           | 7. He should accept the new post otherwise he will miss a golden opportunity. |
|           | 8. She could not run fast as she had sprained her ankle. |
|           | 9. Wahab cleaned and polished his shoes.           |
|           | 10. Everyone praised his perseverance but she did not praise him. |
|           | 11. He did not go to school as a holiday was announced. |
|           | 12. Neither Reza nor Iqbal got a reservation on the train. |
|           | 13. He drew an outline of the picture and coloured it. |
|           | 14. He neither eats fruit nor drinks milk.         |
|           | 15. He placed the picture on the table but it was missing an hour later. |

**Exercise B**

| 2. She ran to the bus stop. She missed the bus. |
| 3. Finish the work before the deadline. They will not make the payment. You will have no money. |
| 4. She does not talk to him. She does not listen to him. |
| 5. People are disgusted with him. They cannot rebel against him. |
| 6. He is a pain in the neck. They have to put up with him. |
| 7. He does not take leave. He does not allow anyone else to take leave. |
| 8. He gave them no advice. He did not encourage them in any way. |
| 9. He is very selfish. He has become a despot. |
| 10. She dreads him. She despises him. |

**Exercise C**

<table>
<thead>
<tr>
<th>simple</th>
<th>2. complex</th>
<th>3. simple</th>
<th>4. compound</th>
<th>5. complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. simple</td>
<td>7. simple</td>
<td>8. complex</td>
<td>9. complex</td>
<td>10. compound</td>
</tr>
</tbody>
</table>
Conjunctions
Lesson 12 (Pages 49–51)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain and practise using the different types of conjunction, coordinating, correlative, and subordinating</td>
<td>• identify different types of conjunction. • use conjunctions to join simple sentences.</td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Write the heading Conjunctions on the board and refer back to the previous lesson to elicit that conjunctions are used to join simple sentences to form compound and complex sentences. Ask the students to help you list some conjunctions on the board. Explain that they are going to learn more about the different types of conjunction.

Student activity
Ask the students to open their books at page 49 and read the explanatory text, giving further examples as required. Explain exercises A and B and ask the students to work in pairs to complete the tasks before checking their answers.

Recapitulation
Ask the students to look at their answers to exercises A and B and identify the conjunctions they have used by type.
Answers
Exercise A
1. This mango is ripe but it is not sweet.
2. Although he was tired he continued to work.
3. You are tall but your brother is taller.
4. You must start at once or you will be late.
5. I may go either to Multan or Murree this holiday.
6. Her work is slow but neat.
7. My mother is fine but my father is ill.
8. He was afraid of being late so he ran.

Exercise B
1. till/until
2. after /before
3. Though/although
4. even though
5. than
6. as
7. until/unless
8. where, when

Comprehension: The Flower
Lesson 13 (pages 52–53)

<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 poem</td>
<td>• read a poem and demonstrate understanding by answering comprehension questions.</td>
</tr>
<tr>
<td>• to help students answer questions based on the poem</td>
<td>• correctly identify finite and non-finite verbs from the poems.</td>
</tr>
<tr>
<td>• to revise finite and non-finite verbs</td>
<td>• transform given sentences as instructed.</td>
</tr>
<tr>
<td>• to practise transforming sentences as instructed</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
A flower, real or artificial; dictionaries

Introduction
Show the students the flower you have prepared and ask them to describe it. Talk about why people are fond of flowers and about when we give flowers or use them to decorate our homes or other venues. Explain that they are going to read a poem about a flower that was given by one person to another.

Student activity
Ask the students to open their books at page 52 and read the poem first to themselves. When they have done this, discuss the surprise ending of the poem.
Ask a volunteer to read the poem aloud, observing the correct punctuation and feeling.
Ask the students to look at the questions in exercise A and answer them orally, using their own words as far as possible. Explain the other exercises and give the students sufficient time to complete all the tasks before checking their answers.

Recapitulation
Ask the students to learn some, or all, of the poem by heart.
Comprehension: True Grit
Lesson 14 (Page 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 students read and understand a text</td>
<td>• read a text and demonstrate understanding by answering comprehension questions.</td>
</tr>
<tr>
<td>• to help students answer questions based on the text</td>
<td>• transform given sentences as instructed.</td>
</tr>
<tr>
<td>• to practise transforming sentences as instructed</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
Dictionaries

Introduction
Begin with a discussion of the qualities required by a successful sportsman or woman and of their difficult training regimes. Explain that they are going to read a text about an outstanding Pakistani sportswoman.

Student activity
Ask the students to open their books at pages 54 and 55 and read the text together. Discuss the difficulties faced by Naseem and the qualities she showed in overcoming them. Look at exercise A and ask the students to answer the questions orally, using their own words as far as possible. Explain exercises B, C, and D and give the students sufficient time to complete all the tasks before checking their answers.
Recapitulation
Ask students, or student pairs, to do some research on a well-known sportsman or woman for a class presentation and display. Their reports should include some analysis of the qualities that have helped their subject to succeed in his/her sport. Students may wish to research the Paralympics movement.

Answers

Exercise A
1. Naseem’s mother said that she has always been brave because in spite of all the difficulties Naseem has never been discouraged or given up practising.
2. Naseem could not participate in the 10th SAF Games due to her injury.
3. Naseem won the gold medal for the 100 metre race in the 11th SAF Games becoming South Asia’s fastest woman.

Exercise B
1. track
2. athlete
3. spotted
4. obstacle

Exercise C
1. Where and when was the 10th South Asian Federation Games held?
2. What did Naseem say was her aim?
3. Where does Naseem live?

Exercise D
1. She ran fast and won the race.
2. Naseem is a Pakistani who has won a gold medal.
3. She continued her practice. She was tired.

Test 1
Lesson 15 (Pages 56–58)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to assess students’ learning of clauses, and phrases</td>
<td>• demonstrate correct use of clauses and phrases.</td>
</tr>
<tr>
<td>• to assess students’ ability to use conjunctions and phrases to combine simple sentences</td>
<td>• use conjunctions to combine simple sentences.</td>
</tr>
<tr>
<td>• to assess students’ learning of finite and non-finite verbs</td>
<td>• use finite and non-finite verbs correctly.</td>
</tr>
<tr>
<td>• to assess understanding of sentence structure</td>
<td>• correctly analyse the structure of given sentences.</td>
</tr>
<tr>
<td>• to assess use of pronouns and nouns</td>
<td>• use pronouns and nouns correctly.</td>
</tr>
<tr>
<td>• to assess students’ ability to identify and correct grammatical errors</td>
<td>• identify and correct grammatical errors.</td>
</tr>
<tr>
<td>• to assess student’s use of adjectives and adverbs</td>
<td>• use adjectives and adverbs correctly.</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 56–58. 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. *It being an early morning train*, there were not many passengers.  
2. *When she returned from abroad*, she took up her duties immediately.  
3. You may plant it *anywhere to your liking*.  
4. She obeyed his order *because he was generous*.  
5. He went there but could not meet them.  
6. It must rain or else there will be a drought.  
7. *Since/because it has not rained much*, there will be a famine.  
8. We are very vulnerable.  
9. Should they pursue it? |
| **Exercise B** | Example answers.  
1. …he completed the work ahead of schedule.  
2. …he has made such an unreasonable demand.  
3. …she will agree to step down.  
4. …they will take some disciplinary action.  
5. …the crook could get away so easily. |
| **Exercise C** | 1. Seeing a stranger near the garage, she raised the alarm.  
2. Having slogged the whole day, he completed the work.  
3. Throwing the coloured water all around, he ran after them.  
4. Hearing the loud explosion, people ran out.  
5. Dejected by their rejection, he sat down on the ground. |
| **Exercise D** | Example answers.  
1. *to form a cordon round the building*  
2. *to escape*  
3. *to halt at once*  
4. *to stay indoors*  
5. *reach a place of safety* |
| **Exercise E** | 1. made/helped  
2. Let  
3. help  
4. made  
5. let  
6. help  
7. help  
8. let |
### Exercise F

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Indirect Object</th>
<th>Direct Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>denied</td>
<td>his visitor</td>
<td>an appointment</td>
</tr>
<tr>
<td>Asma</td>
<td>showed</td>
<td>him</td>
<td>the door</td>
</tr>
<tr>
<td>Neha</td>
<td>offered</td>
<td>her sister</td>
<td>a soft drink</td>
</tr>
<tr>
<td>The girl</td>
<td>told</td>
<td>her friend</td>
<td>a secret</td>
</tr>
<tr>
<td>The court</td>
<td>refused</td>
<td>him</td>
<td>bail</td>
</tr>
<tr>
<td>The boy</td>
<td>gave</td>
<td>his sister</td>
<td>a bar of chocolate</td>
</tr>
<tr>
<td>The chief guest</td>
<td>awarded</td>
<td>him</td>
<td>a gold medal</td>
</tr>
</tbody>
</table>

### Exercise G

1. ignorance  
2. seizure  
3. starvation  
4. pilgrimage  
5. intervention  
6. insanity  
7. relief

### Exercise H

1. whom  
2. whose  
3. I  
4. me  
5. he

### Exercise I

1. What are you nervous about?  
2. What are you ashamed of?  
3. What did you buy this CD for?  
4. What are these sheets for?

### Exercise J

1. Of her three daughters, Sheena, Naila, and Huma the youngest is her favourite.  
2. In my opinion she is superior to any contemporary writer.  
3. No fewer than twenty people were killed in the blast last night.  
4. Imran is the oldest of the three brothers.  
5. You must do this without further delay.

### Exercise K

1. Because/Since it meant giving up his free time, he did not volunteer.  
2. I waited until my friend showed up.  
3. Whenever I am in doubt, I ask my teacher.  
4. If you don’t help me now, I will be in real trouble. / You must help me now or I will be in real trouble.  
5. The day is pleasant even though it is rather cold.  
6. The art of speaking well is necessary but it is a very difficult one to acquire.  
7. While I was working on my project, my sister was watching television.

### Exercise L

- widely acclaimed  
- closely guarded  
- deeply concerned  
- widely acclaimed  
- highly skilled

1. widely acclaimed  
2. closely guarded  
3. deeply concerned  
4. highly skilled  
5. strictly forbidden  
6. wildly exaggerated
Subject-Verb Agreement
Lesson 16 (Pages 59–63)

Teaching objectives

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise and practise subject-verb agreement</td>
<td>• demonstrate correct subject-verb agreement.</td>
</tr>
<tr>
<td>• to introduce compound subjects, and explain their number</td>
<td>• correctly identify the number of compound subjects.</td>
</tr>
<tr>
<td>• demonstrate correct subject-verb agreement.</td>
<td>• identify errors in subject-verb agreement.</td>
</tr>
<tr>
<td>• correctly identify the number of compound subjects.</td>
<td></td>
</tr>
<tr>
<td>• identify errors in subject-verb agreement.</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
Flashcards showing singular and plural subjects, including compound subjects

Introduction
Write on the board some present tense sentences with different subjects and without the verb e.g. I ________ magazines; my sister ______________ comics.
We __________ television; our mother _____________ DVDs. Ask the students to add the correct verb forms (read/reads; watch/watches) and revise the rule for adding s/es to the verb when the subject is third person singular and the verb is simple present tense. Revise some of the subjects that appear plural but take the singular form of the verb e.g. The news is good; or appear singular but are treated as plural e.g. The police are guarding the market place. Explain that you are going to look at some more rules for subject-verb agreement.

Student activity
Ask the students to open their books at page 59. Read the introductory text and give the students a set time to complete exercise A.
Read the text on compound subjects together. Explain exercises B and C and give the students a set amount of time to complete the tasks, working individually or in pairs.
Continue reading the text on pages 61–62 together. Explain exercise D and give the students a set amount of time to complete it before checking their answers.

Recapitulation
Hold up one of the flashcards you have prepared. Ask students to hold up one hand if they think it is singular, and two hands if they think it is plural. Repeat with the other flashcards you have prepared.
Answers


Exercise B
A list of invitees was prepared.
Everyone loves this leader.
Each minute is precious.
Amjad and Ali are brothers.
Neither boys nor girls are interested in hockey.
Bread and jam goes well with milk.
Saba and Aalia are waiting at the bus stop.
A white cat and a black cat are sitting on the window sill.

Exercise C 1. Either you or your friends are mistaken.
2. Wahab and Sajid are brothers.
3. Wahab or Sajid was present on the occasion, as far as I can remember.
4. My best friend and severest critic is my mother.
5. Designer tables and chairs cost quite a lot.
6. Either the police or the soldiers have to be on guard.
7. Either the ministers or the administration has to take the decision.
8. Either Lisa or Lily usually does all the household chores.
9. The dog or the cat has eaten up the food.
10. Neither the managers nor the employers seem happy with the new timing.
11. A mass of cotton wool and band-aids are left on the table.
12. Either the labourers or their leader was at fault.
13. Either Imran or Jamil has to do this work.
14. Asma and Aafia walk to school.

Exercise D 1. are 2. was 3. have 4. has/had 5. is 6. are 7. are 8. has 9. was 10. is/was 11. is/was 12. has/had 13. is 14. is 15. is 16. is 17. are 18. have 19. was (were) 20. has 21. is 22. was 23. were/are 24. is

Tenses
Lesson 17 (Pages 64–70)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise and practise using different tenses</td>
<td>• identify the tense of a finite verb.</td>
</tr>
<tr>
<td>• to revise the uses of the different tenses</td>
<td>• use the correct tense of a verb in a given sentence.</td>
</tr>
</tbody>
</table>

Materials required
None
Introduction

Write the heading *Tense* on the board and elicit that the tense of a verb tells us something about when an action takes place. Ask the students to work in pairs and give them a couple of minutes to write down as many different tenses as they can remember. If necessary, remind them to include both simple and continuous forms of the tenses. At the end of the given time, make a table of the board like the one on page 64 from their answers, using a given verb, e.g. *live*.

Ask the student volunteers to explain the uses of the different tenses; listen to their ideas and then explain that they are going to revise and practise the uses of the different tenses.

Student activity

Ask the students to open their books at page 64. Gradually read through the whole unit together, giving any further explanation or examples required. Explain each exercise as it occurs and give the students a set amount of time to complete each of them; to vary the activities, the exercises can be completed in pairs, independently, or as a whole class activity.

Recapitulation

Refer to the table on the board; point to a tense and say a verb, and ask individual students to use the correct form of the given verb in a sentence.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
</table>
| **Exercise A** | 1. They **have seen** the incident. (present perfect)  
2. After hearing the story she **felt** sad. (simple past)  
3. They **had been working** all day long. (past perfect continuous)  
4. He **was eating** an apple. (past continuous)  
5. You **have been dreaming**. (present perfect continuous)  
6. We **shall overcome**. (simple future)  
7. Imran **is learning to drive** these days. (present continuous)  
8. She **will be working** late tonight. (future continuous)  
9. By next month we **shall have been living** here for ten years. (future perfect continuous)  
10. He **does** his homework every day. (simple present)  
11. Faiza **had come** here three weeks back. (past perfect)  
12. We **shall have written** the script by that time. (future perfect) |
| **Exercise B** | 1. spoke  
2. have forgotten  
3. is raining  
4. shall carry  
5. saw  
6. had been blowing  
7. were keeping  
8. will have been teaching  
9. takes  
10. will be sitting  
11. has been working  
12. will have gained |
| **Exercise C** | 1. reached, saw  
2. swept, dropped  
3. woke, called  
4. reached, went  
5. stood, rang  
6. got, did  
7. finished/had finished, submitted  
8. heard, began  
9. had, got/has, gets  
10. heard, began |
| **Exercise D** | 1. feed, gets  
2. worked  
3. begins  
4. plays  
5. is  
6. rang, ran / rings, run |
Exercise E  1. is studying  2. have forgotten  3. am thinking of
        4. has been  5. have lived / lived  6. is preparing
Exercise F  1. have been studying  2. had been sleeping  3. has been working
        4. have been watching  5. had been living
Exercise G  1. shall be holding  2. will be completing  3. will not be attending
        4. will, be dusting  5. will be working  6. will be taking
        7. will be working
Exercise H  1. will have completed  2. shall have saved  3. will have come
        4. will have moved  5. shall have taken  6. will have received
        7. will have reached  8. will have had
Exercise I  One day the people living near a mighty mountain heard a rumbling sound. Smoke was coming out of the peak; the earth was trembling and great rocks were hurtling down into the valley. Somebody whispered in horror, ‘The mountain seems to be in labour. I don’t know what it will give birth to.’ Many people rushed to a vantage point for a better view. They thought that a terrible thing was going to happen. The sky grew dark. The rumblings and thunder increased in intensity. The earth began to shake violently. A huge fissure appeared on one side of the mountain. The awe-stricken people watched in terror. Some of the weak-hearted fainted. Others waited with bated breath. Soon the tremor stopped and the people heaved a sigh of relief but they looked on curiously, and out of the fissure came a tiny mouse.

Modal Auxiliaries
Lesson 18 (Pages 71–74)

<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 the terms primary and modal auxiliary verbs</td>
<td>• identify and use primary and modal auxiliaries correctly.</td>
</tr>
<tr>
<td>• to explain the uses of the different modal verbs</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
Coloured marker

Introduction
Write on the board a few sentences containing primary auxiliaries, e.g. He has finished his breakfast. It was raining. Underline the auxiliary verbs (has, was) and introduce the term primary auxiliary by explaining that these verbs are used with the main verbs (finish, rain) to help form different tenses.
To introduce modal auxiliaries, write on the board a simple sentence e.g. I go to school. Ascertain that this is a sentence in the simple present tense and it indicates an action that occurs
regularly. Using a coloured marker for the modal, write underneath the sentence *I might go to school*. Ask the students to explain how the meaning of the sentence has changed. Repeat this using other modal verbs e.g. *can, should, must, ought to, could*, etc. Each time, discuss how the meaning of the sentence has changed. Introduce the term *modal auxiliary*. Change one or two of the example sentences into questions, e.g. *Must I go to school? Can I go to school?* and elicit that questions are formed by placing the modal verb in front of the subject. Explain that you are going to learn more about auxiliaries in this unit.

**Student activity**
Ask the students to open their books at page 71 and read the introductory and explanatory text together. Explain each of the exercises and give the students a set amount of time to complete them. Working in pairs will enable students to discuss the different shades of meaning brought to the sentence by the use of different modals.

**NOTE** – more than one answer is possible for many of the questions.

**Recapitulation**
Taking individual answers to the questions, discuss how using different modals can change the meanings of the sentences. Change some of the answers into questions and negative sentences.

**Answers**

**Exercise A**
1. You *shouldn’t/mustn’t* be late for your examination.
2. He *should/must* do something about the transport.
3. You *must/should* reach school on time.
4. I *have to/must* reach there by 11 o’clock.
5. When does Taha *have to* meet the doctor?
6. You *must/should* donate generously.
7. Does everyone *have to* pass this fitness test?
8. This is one serial that you really *must/should* see.
9. They *must/should/have to* inform us in advance.
10. You *must* visit us whenever you come to Multan.
11. He *has to* take this medicine for a month.
12. We *must/should* respect all religions.

**Exercise B**
1. The clerk *may/can* leave if he gets permission.
2. He told his brother that he *could* use his racquet.
3. He said that I *could/can* join the firm on the same day.
4. Can Hamza use your dictionary?

**Exercise C**
1. The old car *may/might* break down anytime.
2. He imagined that she *might* be at the studio.
3. The boy wondered when the boring movie *would* end.
4. He *may/might/could* be rewriting the script.
5. They *might/could* be waiting for our reply.
Exercise D
1. She can paint well.
2. Could you repair this broken window?
3. Can she type faster?
4. When we were in Karachi, we could go to the beach every weekend.
5. Even when the bus broke down, we were able to reach in time.

Exercise E
1. During the holidays I can/could/may/might go for practice a little later.
2. You may speak now.
3. I could not complete the work yesterday.
4. He said I could depend on him.
5. Could you tell me the way to the nearest post office?
6. We could not even enter the building.
7. May I go out after this assignment?
8. They might go abroad next year.
9. His cousin may/might/could be waiting at the station.
10. When she was a young girl, she could stay with her grandparents.
11. I can swim much faster now.
12. She said that he might sell the old car.
13. Saturday could/may/might/should be a working day.
14. If you have invited him, he may/should/might attend the function.
15. Can I borrow your pen please?

Exercise F
1. You may enter through this gate.
2. You can buy tickets beforehand.
3. The guard may ask for your ID card.
4. Could he be planning a picnic?
5. He might not be planning anything of that sort at all.
6. She may submit the work tomorrow.
7. Saad might have leaked the secret.
8. Could they possibly have made an unthinkable blunder?
9. She could still be trying to get a job.
10. They might be delayed by a traffic jam.
11. Could she still be cooking?
12. It might not happen.
13. You can use the pass.
14. He may come by car.
15. The state of this library might improve.
Active and Passive Voice
Lesson 19 (Pages 75–80)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise active and passive voice</td>
<td>• identify whether a text is written in the active or passive voice.</td>
</tr>
<tr>
<td>• to explain how to change sentences from active to passive voice</td>
<td>• change sentences from active to passive voice.</td>
</tr>
<tr>
<td>• to practise changing sentences from active to passive voice</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Since students are already familiar with the active and passive voice, a short introduction should be sufficient. Write on the board a sentence in the active voice and ask the students to tell you who did what and to whom, e.g. My mother waters the plants every day. Ask a student volunteer to rewrite the sentence in the passive voice (The plants are watered by my mother every day.) and briefly revise the changes that are made to transform the sentence in this way.

Student activity
Ask the students to open their books at page 75 and read the introductory text. Complete Exercise A as a whole class revision activity.

Study the table on page 76 together, giving further explanation if necessary, and give the students a set amount of time to complete exercises B and C before checking their answers.

Read through the information table on verbs on page 77. Explain exercises D and E, and give the students a set amount of time to complete the tasks before checking their answers. Students could work in pairs on Exercise E to discuss different possible sentences.

Continue to read through the text, explain the exercises and give the students a set amount of time to complete each of them, working individually or in pairs.

Recapitulation
Ask students to read out their answers to exercises F, G, and H.
<table>
<thead>
<tr>
<th>Exercise</th>
<th>Sentence</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The boys realized their mistake.</td>
<td>active</td>
</tr>
<tr>
<td></td>
<td>Garbage is collected in large bins</td>
<td>passive</td>
</tr>
<tr>
<td></td>
<td>The birthday girl distributed sweets.</td>
<td>active</td>
</tr>
<tr>
<td></td>
<td>An important letter was posted.</td>
<td>passive</td>
</tr>
<tr>
<td></td>
<td>Maha is singing a beautiful song.</td>
<td>active</td>
</tr>
<tr>
<td></td>
<td>Jamil cleaned his cupboard.</td>
<td>active</td>
</tr>
<tr>
<td></td>
<td>He gives bread to his pet dogs.</td>
<td>active</td>
</tr>
<tr>
<td></td>
<td>Aalia collects old clothes for the poor.</td>
<td>active</td>
</tr>
<tr>
<td></td>
<td>A letter was torn into pieces by Amjad.</td>
<td>passive</td>
</tr>
<tr>
<td></td>
<td>A stranger was seen by the neighbours.</td>
<td>passive</td>
</tr>
<tr>
<td>B</td>
<td>The stranger was questioned by the officer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A new travelogue has been published.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The men were pacified by the chief.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I was allowed to use their car.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>They were told to write a letter of apology.</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>The new car was driven by Wasim.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>His old car has been sold.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The ball was caught easily by the captain.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Slogans were shouted by the workers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The floor was swept by the servant.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The prizes will be given away by the officer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The letter is being typed by the clerk.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Allegations are being raised against him by those leaders now.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>By whom will those leaders be disciplined?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A new bridge over the river will be constructed.</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>A new road is being made by the labourers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Water is drawn from this well by the villagers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The structure is being demolished by the workers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A decision had already been taken by the authorities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Their decision should be reconsidered.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>By whom was the final decision taken?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The tower was built in 1903.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The papers were prepared by the officers last year.</td>
<td></td>
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<tr>
<td></td>
<td>The work was started last year by the contractor.</td>
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<tr>
<td></td>
<td>A reasonable time limit has been set.</td>
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<tr>
<td>E</td>
<td>Today the bridge was damaged by a speeding truck.</td>
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<tr>
<td></td>
<td>Yesterday the programme was presented by a very talented compere.</td>
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<tr>
<td></td>
<td>Tomorrow the recitation will be organised by the committee.</td>
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<tr>
<td></td>
<td>At the meeting the scheme was introduced by the chairman.</td>
<td></td>
</tr>
</tbody>
</table>
In the park a full-grown tree was cut down by the gardener.
In the hall the message was read out by a special emissary.

**Exercise F**
You will be informed well in advance.
She will be asked to produce relevant documents.
A holiday will be declared.
The issue needs to be re-examined.
Answer scripts ought to be re-checked.
The girl needs to be told.
Sweets must be distributed.
He can be appointed.
The boy should be disciplined.
The circular may be read aloud.

**Exercise G**
1. All the wedding gifts were bought.
2. The results were announced by the board yesterday.
3. I was given a copy of the bill.
4. The accused was arrested.
5. Aslam was appointed by the minister as his private secretary.
6. Bilal was made the manager of the firm.
7. The cancellation of the train was announced.
8. The hope that the train will run again has been expressed.

**Exercise H**
Sukkur is located on the banks of the Indus.
Chinar trees are seen in Kashmir.
The Andaman and Nicobar Islands are situated in the Bay of Bengal.
Tea bushes are grown on mountain slopes.
Independence Day is celebrated on 14th August.
Silk worms are reared on mulberry trees.
Salt is mined in the Khewra salt mines.
Sports goods are manufactured in Sialkot.
Oak trees are found in the Himalayas.
Date trees are cultivated in Pakistan.

**Exercise I**
1. The dress should be washed separately.
2. A gentle soap should be used.
3. Cold water should be used.
4. The dress should not be wrung or twisted.
5. It should not be dried in direct sunlight.
6. It should be dried in the shade.
7. The dress should be ironed at a low temperature.

**Exercise J**
1. His father bought him new shoes.
2. The goalkeeper caught the ball.
3. The referee awarded them a penalty kick.
4. The referee showed him the yellow card.
5. The fans watched the match on the television.
6. The boys distributed sweets.
7. They exchanged gifts.
8. The painter made a large portrait of the captain.
9. The club authorities gave mementoes to the players.
10. Everyone congratulated the winning team.

Exercise K  Example answers only.
1. It is said that their concert was a great success.
2. It has been reported that they will cancel this visa.
3. It has been announced that tomorrow will be a holiday.
4. It is believed to be the oldest specimen of its kind.
5. It has been quoted that they will revise the rate soon.
6. It is widely seen that dishonest people try to bypass all laws.

Exercise L  
1. The purity of milk is tested with a lactometer.
2. The Beaufort scale is used to measure wind speeds.
3. The intensity of earthquakes is measured on the Richter Scale.
4. Rabindranath Tagore was given the Nobel Prize for his Gitanjali.
5. The hardness of minerals is shown on the Mohs scale.
6. The aeroplane was invented by Orville and Wilbur Wright of the USA.
7. The humidity of the atmosphere is found with a hygrometer.
8. Paper was made by the Chinese around 105 A.D.

Prepositions
Lesson 20 (Page 81–83)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise prepositions</td>
<td>• recognise and use simple, compound, phrase, and participial prepositions.</td>
</tr>
<tr>
<td>• to introduce simple, compound, phrase, and participial prepositions</td>
<td>• differentiate between prepositions and adverbs, and prepositions and conjunctions.</td>
</tr>
<tr>
<td>• to explain the difference between prepositions and adverbs, and prepositions and conjunctions</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Write the heading Prepositions on the board and ask students to name some prepositions. List these on the board. To revise the fact that a preposition indicates the relationship between two
things, use some of them in examples e.g. The book is on the chair. The boy sat behind his friend. Explain that you are going to learn about different types of preposition.

**Student activity**

Ask the students to open their books at page 81 and read the explanatory text together. Explain exercises A and B and give the students a set amount of time to complete them before checking their answers. Read the remaining text and explain exercises C and D. Give the students a set amount of time to complete them before checking their answers.

**Recapitulation**

Ask student pairs to write pairs of sentences containing the same word used in one as an adverb and in the other as a preposition. Students should share their results with the whole class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exercise A</strong></td>
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<tr>
<td></td>
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<tr>
<td><strong>Exercise B</strong></td>
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<tr>
<td><strong>Exercise C</strong></td>
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<tr>
<td><strong>Exercise D</strong></td>
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</tbody>
</table>
Phrasal Verbs
Lesson 21 (Pages 84–88)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to introduce <em>phrasal</em> and <em>prepositional verbs</em></td>
<td>• identify <em>phrasal</em> and <em>prepositional verbs</em>.</td>
</tr>
<tr>
<td>• to explain the idiomatic meanings of some phrasal verbs</td>
<td>• understand the idiomatic meanings of some phrasal verbs.</td>
</tr>
<tr>
<td>• to practise using phrasal and prepositional verbs</td>
<td>• use given phrasal and prepositional verbs correctly.</td>
</tr>
</tbody>
</table>

Materials required
Flashcards showing different phrasal verbs

Introduction
to introduce the idea of phrasal/prepositional verbs, write on the board the verb *to look* and ask the students to explain its meaning. Next write *to look up* and elicit that it can mean to look upwards, e.g. *look up at the moon*, or it can mean to find the meaning of e.g. a word by using a dictionary – *look up the meaning of ......*. Repeat this with other prepositions e.g. *look into, look over, look back, look through, look out, look forward to*, etc. Explain that there are many of these phrasal/prepositional verbs in English and that you are going to learn more about them and practise using them in this unit.

Student activity
Ask the students to open their books at page 84 and read the introductory and explanatory text together throughout the unit, explaining the exercises and giving more examples of idiomatic meanings as required. Explain each exercise as it occurs and give the students a set amount of time to complete them, working individually or in pairs.

Recapitulation
Hold up one of the flashcards you have prepared and ask a student to use the verb in a sentence.

Answers
Exercise A 1. Saleem *set to/set about* his work earnestly and finished it in time.
2. He *set up* his own business in a suburb of the city.
3. His elder brother *set out* on a long journey.
4. Winter *set in* earlier than usual.
5. She *set about* the painting work in a systematic way.
6. Miscreants *set off* a bomb at the crowded market place.
7. She *set down* all the conditions on a separate piece of paper.
8. He *set aside/set out* all their demands.
9. They set on innocent people without any provocation.
10. The riots set development projects back by many years.

**Exercise B**
1. He pulled down the hoarding.
2. They decided to put off the inauguration.
3. He has the habit of running down his own family.
4. He ordered her to put down all her demands.
5. She broke down at the sad news.
6. He put forward the proposal strongly.
7. The burglar ran away at the sight of the boy.
8. The mother put away all his toys.
9. The old woman put aside some money in the bank.

**Exercise C**
1. The trade union called off the strike after fifteen days.
2. We will all back you up in any difficult situation.
3. Their marriage broke up after two years.
4. She carried out the orders dutifully.
5. They will eventually fall in with our plans.
6. Look through these old photographs and select a good one.
7. They pulled off a surprising victory.
8. You should put aside a part of your salary.
9. Soon he ran out of money.
10. She turned off the gas.

**Exercise D**
1. There was no let up in the violence that rocked the city.
2. Unfortunately they let us down.
3. He was let off with a reprimand.
4. ‘When they ask where it is, you must not let on,’ she was warned.
5. I let myself in for a long haul.

**Exercise E**
1. fall back = retreat
2. fall into = be caught in
3. fall upon = assault
4. fall out = quarrel
5. fall over = stumble
6. fall through = fail
7. fall under = be classed among
8. fall about = be helpless with laughter

**Exercise F**
1. The demoralized soldiers at last decided to fall back.
2. But the approaching army soon fell upon their enemies.
3. He is likely to fall into their trap, if he is not cautious.
4. The partners of the company fell out among themselves due to some money problems.
5. All our efforts to bring them together once again fell through.
6. Any new project is likely to *fall over* problems initially.
7. Hearing the hilarious joke, the people sitting on the sofa *fell about* while the others turned to see what was happening.
8. All those applicants *fall under* the category of fresh graduates.

**Exercise G**

1. He *took over* as manager.
2. Take the message *over* to the manager.
3. They *keep* their books *on* that shelf.
4. They *keep on* asking for postponement.
5. The child *broke* the vase *into* pieces.
6. Thieves *broke into* their house.
7. She *put on* the best dress.
8. She *put* her paper *on* the table.
9. He tried to *ring up* his father.
10. He tries to *ring* the bell *on* time.

**Direct and Indirect Speech**

**Lesson 22 (Pages 89–94)**

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
</table>
| • to revise direct and indirect speech  
• to practise changing the voice of given passages of speech  
• to explain how to change questions and commands to indirect speech | • change the voice of given passages of speech.  
• rewrite questions and commands as indirect speech. |

**Materials required**

None

**Introduction**

Since students are already familiar with changing direct speech to reported speech, a brief introduction should be sufficient. To revise the correct punctuation of direct speech, write a sentence of direct speech on the board, making one or two deliberate mistakes in the punctuation, and ask students to correct the punctuation. Ask a student volunteer to change the speech into reported speech and use this activity to revise the rules for changing from one mode of narration to the other.

**Student activity**

Ask the students to open their books at pages 89–90 and read the explanatory text together. Explain exercises A and B and give the students a set amount of time to complete them before checking their answers. Read the section on question tags and give the students a set amount of time to complete exercise C.
Read the explanatory text on imperatives on pages 92–93 and supply any extra explanation as required. Explain exercises D and E and give the students a set amount of time to complete them before checking their answers.

Recapitulation
For oral practice, ask one student to say something about him/herself and ask a second student to report what was said.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
</table>
| **Exercise A** | 1. The doctor asked the patient how she/he was feeling that day.  
2. The officer asked the witness whether he remembered their names.  
3. He asked the receptionist whether he had remembered to ask the visitors to write their names.  
4. The hostess asked the guest if he was comfortable on that sofa.  
5. She asked me whether I liked the gift.  
6. Abeera asked me whether I was going to the hospital.  
7. My grandfather asked me where his spectacles were.  
8. She asked her friend why that girl was not coming.  
9. Huma asked him whether his father had come back.  
10. Sahar asked her mother whether they had bought a new car. |

| **Exercise B** | 1. She asked Huma, ‘Is it allowed?’  
2. The tourist said to the guide, ‘What was the name of the first ruler of the dynasty?’  
3. The young man asked ‘How do I get to the ancient monument?’  
4. The doctor asked the patient, ‘Are you taking the medicines regularly?’  
5. The boy said to his father, ‘Can I join the school excursion?’  
6. The old lady said to the boy, ‘Can you recall the telephone number I gave you earlier?’  
7. The stranger asked, ‘Is there anyone at home?’  
8. He asked her, ‘Why didn't you complete the homework?’  
9. The master said to the man, ‘Will you go the market tomorrow?’  
10. He asked, ‘How did the mishap occur?’ |

| **Exercise C** | 1. He asked his friend whether he was all right.  
2. The teacher asked Ann if Huma had finished her assignment.  
3. His father asked him whether he cared for them.  
4. Saleem asked me whether I could drive the car.  
5. Huma asked me if Fatima looked like an actress.  
6. Majid asked me if I was in the team.  
7. Asad asked Qasim if Reza sold car spare parts.  
8. The child asked his sister if there were any chocolates left.  
9. Talal asked him if Taha could dive into the pool. |
10. Sajid asked Jamil whether Aslam had completed his project.
11. The coach asked Rehan if he could swim.
12. He asked the boss if the boys played well.
13. She asked her mother if there was a eucalyptus tree in the compound.
14. He asked me if they came quite early.
15. Ali asked Saad if he had completed the painting

**Exercise D**

1. His mother told him to do his homework, iron his uniform, and polish his shoes before he went to school.
2. He suggested that the management should dismiss him.
3. The teacher said that the children should pick up those bits of paper.
4. Atif asked his friend to meet him at the club.
5. His father advised him to keep the wound dry.
6. The constable asked the stranger to show him his identity card.
7. The old man asked him to forget the past and turn over a new leaf.
8. The manager suggested to his colleague that they should find a solution to that problem.
9. I asked them if they minded waiting for a minute.
10. I suggested taking a short cut to the market.
11. The officer told the clerk to complete it that day.
12. Faiza told her mother to let him find his own way.
13. Peter advised David not to get upset.
14. Abeera told Farah to lock the door.
15. Sahar suggested to Seema that they go to Karachi.

**Exercise E**

1. Saleem asked Bilal if he liked classical music.
2. Asma asked Qasim whether he liked staying in a hill station.
3. His neighbour asked Wahab whether he could use his telephone.
4. The stranger asked me the way to St. John's Hospital.
5. His uncle asked Amjad if he would go with them.
6. Molly asked if she could come in.
7. His friend asked Saleem to post that letter.
8. His mother asked Huma if she would like a second helping.
9. His father asked Imran if he could depend on them.
10. He asked me to lend him my book.
11. He asked Rehan to show him the sum.
12. His sister asked him for his calculator.
Comprehension: Peruvian Marvels
Lesson 23 (Page 95–97)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to help students read and understand a text</td>
<td>• read a text and demonstrate understanding by answering comprehension questions.</td>
</tr>
<tr>
<td>• to help students answer questions based on the text</td>
<td>• complete sentences by adding phrasal verbs.</td>
</tr>
<tr>
<td>• to practise phrasal verbs</td>
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</tbody>
</table>

Materials required
Globe or large world map; dictionaries

Introduction
Begin with a discussion of Mohen-jo-Daro. Ask the students what they know about the site and the ancient Indus Valley Civilisation. Discuss the role of archaeologists in exploring these sites and discovering what life was like so long ago. Explain that you are now going to learn about another ancient civilisation from South America. If you have a globe or map, point out the area to the students.

Student activity
Ask the students to open their books at pages 95–96 and read the text together. Look at the questions in exercise A and ask the students to answer them orally, using their own words as far as possible, before asking them to give written answers. Explain exercises B–E and give the students sufficient time to complete them all before checking their answers.

Recapitulation
Ask students to read out their answers to Exercise C.

Answers

Exercise A
1. Archaeologists are excited about the discovery of the Moche ruins because it would help them to know more about this civilization, about which little is known since it disappeared in the 8th century.
2. Owing to the steep price tags on the antiquities black market for the artefacts exhumed, the ruins have been looted so thoroughly.
3. The ruins of Huaca Cao Viejo are a mud mound containing a number of rooms and terraces decorated with colourful wall art.
4. From these ruins we learn that the Moche were a religious people, who built farming and fishing communities, and made exquisite pottery and jewellery.
5. Archaeologists suspect flooding and earthquake could have ruined the irrigation canal systems critical to Moche farms leading them to extinction.
Comprehension: Climbing Everest
Lesson 24 (Pages 98–100)

<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 text</td>
<td>• read a text and demonstrate understanding by answering comprehension questions.</td>
</tr>
<tr>
<td>• to help students answer questions based on the text</td>
<td>• complete sentences by adding the correct form of given verbs.</td>
</tr>
<tr>
<td>• to revise verbs</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
Globe or large world map; dictionaries

Introduction
Show the students the location of Mt Everest on the map or globe and ask them what they
know about the mountain. Discuss the weather and atmospheric conditions near the top of the mountain and discuss the problems that mountaineers might face trying to reach the summit of the mountain. Do they know the names of any climbers who have reached the summit? Are they aware of pollution problems on the mountain caused by parties of climbers abandoning their equipment on the mountain?

Explain that they are going to read about one of the climbers who successfully reached the highest point in the world.

Student activity

Ask the students to open their books at pages 98–99 and read the text together. Look at the questions in exercise A and ask the students to answer them orally, using their own words as far as possible, before asking them to give written answers. Explain exercises B–E and give the students sufficient time to complete them all before checking their answers.

Recapitulation

Ask the students to write a brief diary entry for Temba at any point during one of his expeditions. Ask individual students to read out their entries and the other students should identify the time when it was written.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise A</td>
</tr>
<tr>
<td>1. In his early childhood Temba attended a village school that was a day's walk from his house. He and his younger brother helped their mother to grow potatoes. They grazed the cattle as well.</td>
</tr>
<tr>
<td>2. As a youngster, Temba was exposed to the tales of adventure, recounted by sturdy men who joined expedition groups to Everest, and he set his mind to climbing.</td>
</tr>
<tr>
<td>3. During his first attempt, Temba climbed from the south side. But he was forced to turn back just 50 metres short of the summit, owing to bad weather and five frost-bitten fingers. He later lost those fingers in an operation in a Kathmandu hospital.</td>
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<tr>
<td>4. Temba’s family shifted to Kathmandu in quest of better schooling for the children. Temba joined a basic mountaineering course and set his mind on his life’s ambition. His family supported him fully in his effort. His father accompanied the boy on both occasions as expedition kitchen staff. His mother spent six weeks in anxiety.</td>
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<tr>
<td>5. The French couple, Betrand Roche and his wife, Claire successfully paraglided from the summit to the base camp in record eight minutes.</td>
</tr>
<tr>
<td>6. Temba made his tryst with destiny when he stepped on the summit of the highest mountain peak in the world. He was just 16 years and 32 days old. He became the youngest mountaineer to scale the mighty Everest.</td>
</tr>
</tbody>
</table>

| Exercise B |
| Name: Temba Tseri | Age: 16 years 32 days old |
| Father’s name: Chhouwa Sherpa | Mother’s name: Ladpadhiki |
| Brothers’ names: Nima Narru, Mingma Tshering Sherpa | Achievement: the youngest mountaineer to scale Mt. Everest |
Exercise C
1. the highest point – summit
2. a journey for a definite purpose – expedition
3. excited – stimulated
4. going with – accompanying
5. overpowering emotion – overwhelming
6. bestowal of praise – accolades

Exercise D
1. In the spring of 2001, ninety-four people climbed the mountain from the Nepal side.
2. Still more scaled it from the Tibet side.
3. The 2001 climbing season saw a tragedy on the Everest.
4. Babu Chiri, who holds the record for the fastest man up the Everest died on the mountain.
5. Three other climbers also lost their lives.
6. It was also a year of great achievements.
7. The sixteen-year-old Temba Tseri has become the youngest mountaineer to scale the highest mountain.
8. The sixty-four-year-old Sherman Bull and his son Bradford achieved the record of being the first father-son duo to reach the summit.
9. Eric Weihenmeyer, the blind climber successfully overcame his handicap and reached the summit.
10. Bertrand Roche and his wife set a record by paragliding from the summit to the base camp in record time.
11. All these achievements are indeed spectacular because the conditions were not conducive for climbing in that season.

Exercise E
1. Savouring their triumph, the mountaineers remained at the summit for ten brief minutes.
2. Growing up in the shade of Mount Gaurishanker, Temba was exposed to tales of adventure.
3. Climbing from the south side the previous spring season, Temba was forced to turn back.
4. Going through her own share of the ordeal, Temba's mother spent six anxious weeks.
Test 2
Lesson 25 (Pages 101–104)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise and assess verb tense and modal and phrasal verbs</td>
<td>• demonstrate correct use of verb tenses.</td>
</tr>
<tr>
<td>• to revise and assess mode of narration</td>
<td>• demonstrate correct use of modal and phrasal verbs.</td>
</tr>
<tr>
<td>• to revise and assess direct and indirect speech</td>
<td>• change sentences from active to passive voice.</td>
</tr>
<tr>
<td>• to revise and assess subject-verb agreement</td>
<td>• write questions as reported speech.</td>
</tr>
<tr>
<td></td>
<td>• complete given sentences by adding appropriate verbs.</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 101–104. 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. It was a harsh winter.  
2. A cold wind was blowing.  
3. A tired traveller was walking along the road.  
4. He felt extremely cold.  
5. He noticed a bonfire in the distance.  
6. The fire was burning brightly.  
7. He went closer to see what they were doing on that cold night.  
8. He found a few holy men sitting there.  
9. They were performing some religious rites on the banks of the river.  
10. He stood there and watched the sacred ceremony.
Exercise B 1. Experts **propound** several theories about the topic.  
2. Last year I **bought** a new watch but I lost it.  
3. I cannot **get** a new one now.  
4. They **left** for Lahore last night.  
5. Has the servant **come** yet?  
6. My mother **turned** forty last month.  
7. When she **was** a child, she **lived** in a small town.  
8. He **went** to Sukkur in 2005 and **has lived** there ever since.  
9. As soon as he **reached** there, he sent a message.  
10. He **wrote** five letters in five months.  
11. No one **has heard** from him for the past ten months.

Exercise C 1. You **may/could** take my umbrella.  
2. He said that I **could** use his car.  
3. Even if you insist, he **may/might** not come.  
4. If you told them, they **might** agree.  
5. When he was a schoolboy, he **was able to/could** go by bicycle.  
6. **May** I leave now?  
7. He **may/might/could** blurt out the secret.  
8. The child **might/could** be playing in the garden.  
9. Typhoid **can** be quite dangerous.  
10. **Could** you pass on the message?

Exercise D 1. The thief **could have sneaked in at night.**  
2. You **cannot** throw rubbish here.  
3. They **might** not have expected such a reaction.  
4. Amjad **might have** left the message at the door.  
5. The bread **could have been stale.**

Exercise E 1. The prizes were given away by the chief guest.  
2. The thief was caught.  
3. The students were trained by the master.  
4. The results were declared by the board in time  
5. His sister was given a gift.  
6. A new cycle was bought by me.  
7. The function will not be started till the minister arrives.  
8. The poem was recited by Sadat in her usual manner.  
9. Has the election result been announced?

Exercise F 1. The capital **is said** to be the seventh most polluted city in the world.  
2. The Underground Railway System **is expected** to provide an alternative to 
   road transport.  
3. It **is believed** that the new scheme will reduce pollution in the city.  
4. Much of this pollution **is caused** by vehicles.
5. It is estimated that the Underground Railway System will take 3,500 buses off the roads.
6. In spite of its rapid expansion 19 per cent of the land is covered by trees, parks, and gardens.
7. A natural lung has been provided by the ridge forest.
8. Some of this forest has been lost due to encroachment.
9. The Underground Railway System has been planned not only to tackle transport problems but also pollution.
10. It is hoped that the Underground Railway System will solve some of the problems of the city.

**Exercise G**
1. look out be careful
2. look up find information from a book
3. look after to take care of
4. look round to examine a building
5. look forward to anticipate with pleasure
6. look back on remember
7. look through examine closely
8. look for try to find out
9. look down on despise
10. look on regard
11. look in call round
12. look into investigate

**Exercise H**
1. Look through the index to see if the book has that topic.
2. The tenant looked round the building before renting it.
3. The students are all looking forward to Children's Day.
4. Look out! There is a ditch right in front of you.
5. Personally I look on her as my mentor.
6. The police are looking into the murder case.
7. You have to look up the information in the library to complete the project.
8. The old man spent some time looking for his spectacles.
9. She has looked after her parents very well.
10. I have only pleasant memories about it when I look back on this place.
11. She has a habit of looking down on her subordinates.

**Exercise I**
1. Farah asked her friend whether she could borrow her pencil.
2. His father asked Usman how long it would take to complete the course.
3. Faiza asked her brother whether he wanted to learn music.
4. Fatima asked her sister whether she had shut the door.
5. Peter asked Ann how long she had been learning music.
6. Haris asked Bisma what the occasion was.
7. He asked his neighbour whether he had any explanation.
Exercise J

1. Fifty paise is equal to half a rupee.
2. *The Arabian Nights* is still very popular with children.
3. Ten thousand rupees is a lot of money.
4. You and he are invited.
5. A committee has been formed.
6. The committee are/is divided on this matter.
7. The news is true.
8. The army is on the march.
9. A hundred kilometres is a long distance.
10. *Great Expectations* was written by Charles Dickens.
11. The jury was united on its verdict.
12. Earlier the jury were divided on its verdict.
13. The United Nations is doing a great job.
14. An angry mob has assembled at the accident site.
15. The mob have scattered now.
16. The colour of those flowers is appealing.
17. One of the delegates has just finished his speech.
18. Asad, along with his friends, has gone on a picnic.
19. The furniture in that show room is expensive.

Determiners

Lesson 26 (Page 105–111)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>to introduce <em>determiners</em></td>
<td>• distinguish between <em>determiners</em> and <em>adjectives</em>.</td>
</tr>
<tr>
<td>to explain the difference between determiners and adjectives</td>
<td>• identify different types of determiner and use them correctly.</td>
</tr>
<tr>
<td>to introduce different types of determiner</td>
<td></td>
</tr>
<tr>
<td>to introduce different types of predeterminers, central determiners, and post determiners</td>
<td></td>
</tr>
</tbody>
</table>

Materials required

None

Introduction

Write a plural noun on the board, e.g. *books*. Explain that different words can be added to the noun to define it, and write some of these on the board, e.g. *my books, ten books, many books, a few books, no books*, etc. Introduce the term *determiner*, and ask students to suggest other possibilities. Explain that they are going to learn about different types of determiner in this unit.
### Student activity
Ask the students to open their books at page 105 and read through the text, section by section together, providing any extra explanations as required. Explain each exercise as it occurs and give the students a set amount of time to complete each of them before checking their answers. Note that for several of the exercises there are different possible answers.

### Recapitulation
Look at different answers to the questions in exercises D, E, and H–K, and discuss how meaning is affected by the use of a different determiner.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exercise A</strong></td>
</tr>
<tr>
<td>1. All the people present were shocked.</td>
</tr>
<tr>
<td>2. Both the complainants should be present for the hearing.</td>
</tr>
<tr>
<td>3. Such a trouble it would be.</td>
</tr>
<tr>
<td>4. Many students were present for the ceremony.</td>
</tr>
<tr>
<td>5. Watching this programme is quite an ordeal.</td>
</tr>
<tr>
<td>6. Ali and Iqbal go to the club once a week.</td>
</tr>
<tr>
<td>7. Just a minute of your time will do.</td>
</tr>
<tr>
<td>8. Half a kilo of sugar is left.</td>
</tr>
<tr>
<td>9. Two-thirds of the work is complete.</td>
</tr>
<tr>
<td><strong>Exercise B</strong></td>
</tr>
<tr>
<td>1. A man is standing there wearing a blue sweater.</td>
</tr>
<tr>
<td>2. The king bought an elephant.</td>
</tr>
<tr>
<td>3. The pen he bought is black.</td>
</tr>
<tr>
<td><strong>Exercise C</strong></td>
</tr>
<tr>
<td>1. I want to buy those/these books.</td>
</tr>
<tr>
<td>2. The Post Office is near that/this building.</td>
</tr>
<tr>
<td>3. This/That car is hers.</td>
</tr>
<tr>
<td>4. He will take these/those papers with him.</td>
</tr>
<tr>
<td><strong>Exercise D</strong></td>
</tr>
<tr>
<td>Example answers</td>
</tr>
<tr>
<td>1. This is my car.</td>
</tr>
<tr>
<td>2. This is our home.</td>
</tr>
<tr>
<td>3. She is your sister, I presume.</td>
</tr>
<tr>
<td>4. He told his father about it.</td>
</tr>
<tr>
<td>5. I met her brother.</td>
</tr>
<tr>
<td>6. Nobody knows its history.</td>
</tr>
<tr>
<td><strong>Exercise E</strong></td>
</tr>
<tr>
<td>Example answers</td>
</tr>
<tr>
<td>1. There is not much rice left.</td>
</tr>
<tr>
<td>2. There were many people in the hall</td>
</tr>
<tr>
<td>3. He has a little influence over her.</td>
</tr>
<tr>
<td>4. Some clothes are kept in the cupboard.</td>
</tr>
<tr>
<td>5. Do you have any news about him?</td>
</tr>
<tr>
<td>6. Most girls liked the idea.</td>
</tr>
<tr>
<td>7. More money is needed for relief work.</td>
</tr>
</tbody>
</table>
**Exercise F**

1. every  
2. either  
3. neither  
4. Every  
5. either  
6. each  
7. Every  
8. each / every  
9. Neither  
10. every

**Exercise G**

1. **Which** style did he use in his writing?  
2. **Whose** cap is this?  
3. **Which** road should we take?

**Exercise H**

Example answers  
1. **One** boy and two girls are representing the school.  
2. **Two** houses are for sale in this locality.  
3. You can see **nine** gems in this casket.

**Exercise I**

Example answers  
1. This is his **first** attempt.  
2. This is the **second** anniversary.  
3. This is the **third** meeting in a month.

**Exercise J**

Example answers  
1. next  
2. other  
3. previous  
4. subsequent  
5. several

**Exercise K**

Example answers  
1. Please spend a **little** time with her.  
2. Would you like **some** sugar?  
3. You may write on **either** side of the sheet.  
4. **Our** house is being white-washed.  
5. There are **a few** mangoes in the basket.  
6. They are celebrating their **twenty-fifth** anniversary in a grand way.  
7. This is my **gift** to you.  
8. It is a pity that **no** celebrity attended the morning function.

**Exercise L**

1. The hall is really full. Most of the invitees have already come.  
2. There is a lot of water in the pond.  
3. I am sure you will get another chance very soon.  
4. You don't have to buy any shirt now.  
5. All students should contribute to this noble cause.  
6. I am worried since no message has come so far.  
7. Many days have passed since the incident.  
8. I saw a beggar at the gate.  
9. No clerk has come. It is too early.

**Exercise M**

Nasir is a reckless young man. In his quest to make money, he belittles many people, including the employees of his own company. There is no excuse for this rude behaviour on his part. Most people are really annoyed with him while other people think that he is a madcap. His target is to sell goods worth **one** million a month. Some employees feel that it is an impossible task. The main reason is **much** dissatisfaction among **a few** employees. These workers wanted to go on strike and on **two** occasions they nearly succeeded. This company is going through its worst phase because of **these** factors.
Articles
Lesson 27 (Pages 112–116)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise the rules for using the definite and indefinite articles</td>
<td>• use the definite and indefinite article correctly.</td>
</tr>
<tr>
<td>• to explain omission of the article</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
A selection of fruit e.g. an apple, an orange, a banana, a mango, etc

Introduction
Pick up one piece of fruit; say, and write on the board, e.g. ‘I have an apple.’ Elicit that this means that you have one apple. Write on the board I have the apple. Ask the students to explain the difference in meaning between the two statements. (An apple can mean one apple and refer to any apple; the apple refers to a particular apple or, in this case, the only apple available), Revise the terms definite and indefinite article, and elicit the rules for using them. Explain that you are going to learn more about the use of articles and also look at some cases where articles are omitted.

Student activity
Ask the students to open their books at page 112 and read the explanatory text on the indefinite article together. Explain exercise A and give the students a set amount of time to complete it before checking their answers.
Read the notes on using the definite article together. Explain exercise B and give the students a set amount of time to complete it before checking their answers.
Explain exercises C and D and ask the students to work in pairs to complete them.

Recapitulation
For oral practice, ask individual students to give you a sentence containing either the definite or indefinite article and a noun of your choice.

Answers
Exercise A
1. What a terrible sight this is!
2. Different models of cars are available in this showroom.
3. She bought ten and a half kilos of apples.
4. The king needs an heir to the throne.
5. Saad is a naughty boy.
6. This is an untold story.
7. This is a beautiful courtyard.
8. There is a great deal of confusion here.
9. Can I borrow a hundred-rupee note?
10. There is no entry here. It is a one-way lane.
11. You may need one and a half metres of cloth.
12. They have a European guest for dinner.
13. He will come back in an hour.
14. Please give me a one-rupee coin.

Exercise B
1. Computers are widely used nowadays. **The** computer that I bought two months back is one of **the** best.
2. My daughter studies at **the** University of Karachi.
3. She learns French.
4. **The** deeper **the** well, **the** purer **the** water.
5. Even though ignorance is bliss, **the** ignorance of **the** people in this camp is astounding.
6. Let us open an account in **the** bank next to our office.
7. **The** first person who arrived at **the** meeting was **the** chairman.
8. Cows are useful animals but I don't like **the** cow that enters our compound every day.
9. We should help **the** poor and **the** needy.
10. Fresh air is good for health, but **the** air in **the** city is so polluted that it is harmful to **the** health of **the** people living here

Exercise C
The River Indus flows from north to south. It is the main water source for Pakistan. Originating in the Tibetan Plateau, the Indus has five main tributaries the Jhelum, the Sutlej, the Beas, the Ravi, and the Chenab. It is the most important and the longest river of Pakistan. It flows along the entire length of the country, merging into the Arabian Sea. Harappa and Moen-jo-daro the major cities of the Indus Valley Civilization flourished on the banks of the River Indus.

Exercise D
I have a friend who is in **the** same class as me. Her name is Aafia Shah. She comes from **the** province of Sindh. She used to go to a school in Karachi, **the** capital of **the** state. Her father is **an** army officer and her mother is **an** electronic engineer. Two years ago, **the** officer was transferred to **the** capital of the country. When **the** family reached **the** city, they looked for a good school to admit **the** girl. Aafia's father asked a friend of his about all **the** good schools in Islamabad. **The** friend has a school-going son. **The** boy studies in **an** excellent school in **the** southern part of **the** city. In fact it is **the** same school that I go to. Aafia joined **the** most prestigious school in **the** area. As luck would have it, she was sent to **the** section that I was in.
Word Formation
Lesson 28 (pages 117–123)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise some prefixes and suffixes</td>
<td>• explain the meanings of some common prefixes and suffixes.</td>
</tr>
<tr>
<td>• to explain the meanings of some common prefixes and suffixes</td>
<td>• add prefixes and suffixes to words to create antonyms, verbs, nouns, and adjectives.</td>
</tr>
<tr>
<td>• to practice adding prefixes and suffixes to words to create antonyms, verbs, nouns, and adjectives</td>
<td>• use some blend words correctly.</td>
</tr>
<tr>
<td>• to introduce some blend words</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
Dictionaries

Introduction
Write the heading Prefixes and Suffixes on the board and revise their meanings. Ask the students to give you examples of some common prefixes and suffixes and write them on the board. Ask for sample words using these prefixes and suffixes, e.g. dis – agree, obey, comfort, locate; able – comfort, agree, argue; etc.

Student activity
Ask the students to open their books at page 117. Read through the unit section by section and ask the students to complete each exercise in a set amount of time, using the dictionaries when they are unsure of the meaning of any word. This is a long unit and the teacher may wish to split it into different sessions. To add variety, ask students to complete the exercises working alone, in pairs, or in small groups.

Recapitulation
Write a starter word on the board and ask individual students round the class to add a prefix or suffix to form a new word. Change the word as necessary.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise A</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Exercise B</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Exercise C
describe – describable
derogue – describable
notice – noticeable
reverse – reversible
spite – spiteful
involve – involvement
entire – entirely
generous – generosity
vigour – vigorous
victim – victorious
monster – monstrous

describe – excusable
service – serviceable
supreme – supremacy
use – useful
commence – commencement
true – truly
prefer – preference
glamour – glamorous
exclaim – exclamation
renounce – renunciation

Exercise D
- or -er -yer -ar (person) –dom (domain)
paint painter wise wisdom (drop e)
bake baker free freedom
beg beggar (add g) martyr martyrdom
sail sailor official officialdom
law lawyer king kingdom
friend friendship ship (state) – th (condition)

friend friendship heal health
hard hardship steal stealth
lord lordship grow growth

-ism (specific doctrine) –ness (quality)

secular secularism happy happiness (drop ‘y’)
social socialism sick sickness

Marx Marxism crooked crookedness

Exercise E
1. His cruelty has to be experienced to be believed.
2. He received severe punishment after the trial.
3. Everyone welcomed the landmark judgement.
4. There has been an improvement in his behaviour.
5. There were many casualties in the train accident.
6. One has to work hard to attain excellence.
7. She called for immediate assistance.
8. I hope you understand his act of cowardice.
9. He is on the verge of bankruptcy.
10. His achievement is indeed incredible.

Exercise F
weak weaken national nationalize
sweet sweeten symbol symbolize
strength strengthen hospital hospitalize
dead deaden legal legalize
Exercise G
1. Its brilliance is sure to captivate the audience.
2. She will chatter to her heart’s content.
3. Their revolt will weaken our position.
4. You should purify the solution.
5. There is a need to sanctify the premises.
6. Somebody should cleanse the system.
7. He is trying to simplify the process.
8. We will strengthen the outer walls.
9. His opponents tried to assassinate him.
10. Their attempts to fortify the building did not succeed.

Exercise H
-ish (resembling)          -some
boy    boyish           whole     wholesome
grey   greyish          cumber    cumbrosome
girl   girlish          hand      handsome
devil  devilish         trouble   troublesome
worthy (deserving of)     -like
note   noteworthy       lady      ladylike
trust  trustworthy      statesman statesmanlike
news   newsworthy       life      lifelike
sea    seaworthy        child     childlike

Exercise I
1. They belong to a wealthy family.
2. They have wholesome meals for lunch and dinner.
3. But they are greedy.
4. He is a meddlesome person.
5. His wife is a quarrelsome lady.
6. Their son is a wayward young man.
7. I can't understand his senseless behaviour.
8. The situation is hopeless.

Exercise J
1. He has the foresight to plan it in advance.
2. There is an overall improvement in the situation.
3. They are likely to reach in the forenoon.
4. There is lot of disunity among them.
5. They wanted to ensure his safety.
6. He tried to envisage their problem.
7. He got hurt on the forehead.
8. She applied an antiseptic cream.
Exercise K
1. This has gone beyond manageable limits.
2. His is a punishable offence.
3. He undergoes rigorous punishment.
4. You should avoid wasteful expenditure.
5. These are the compulsions of a workaholic.
6. This seems to be a saleable item.
7. You should reach a peaceful solution.
8. His expulsion from the club is a foregone conclusion.

Exercise L
1. electro + execute = electrocute
2. breakfast + lunch = brunch
3. foreign + exchange = forex
4. cable + telegram = cablegram
5. export + import = eximport
6. motor + cavalcade = motorcade
7. chuckle + snort = chortle
8. smoke + fog = smog
9. aero + solution = aerosol
10. situation + comedy = sitcom

Exercise M
1. In winter there is a thick smog in the city.
2. The ministers’ motorcade is coming this way.
3. The forex reserves of our country are satisfactory.
4. A comprehensive policy on eximport needs to be developed by the government.
5. I am tired of watching the sitcom.

Similes
Lesson 29 (Pages 124–126)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain what a simile is</td>
<td>• explain what a simile is.</td>
</tr>
<tr>
<td>• introduce and practise using some common similes</td>
<td>• be familiar with, and use some common similes correctly.</td>
</tr>
<tr>
<td>• make up some similes</td>
<td>• make up effective similes.</td>
</tr>
</tbody>
</table>

Materials required
None
Introduction
Write the heading *Similes* on the board and elicit that a simile is used to compare two different items that share the same quality, using *as* ...... *as*, or *like*. Ask the students for some examples e.g. *as soft as silk/ her hair was like silk; as hard as iron/the ground was like iron*; Explain that you are going to look at some common similes in this unit.

Student activity
Ask the students to open their books at page 124. Read through the introductory text. Leaving exercise A to the end, explain exercises B–E and give the students a set amount of time to complete them, working individually or in pairs. When their answers have been checked, ask them to complete exercise A.

Recapitulation
Students can share their answers to exercise A, and comment on their effectiveness.

### Answers

**Exercise A**
(Students can make up their own similes.)

**Exercise B**

1. Those two children don't like each other. *They always fight like cat and dog.*
2. He will get lung cancer if he's not careful. *He smokes like a chimney.*
3. The boy is very lazy. *He sits there like a bump on a log.*
4. We shouldn't waste time worrying. *Time flies like an arrow.*
5. That girl won't harm anyone. *She's as gentle as a lamb.*
6. She sings melodiously. *She can sing like an angel.*
7. She doesn't eat much. *She eats like a bird.*
8. She can't see through his wickedness. *She is as innocent as a lamb.*
9. He is such a sloppy eater. *He eats like a pig.*
10. I have many things to do today. *I'm as busy as a beaver.*
11. I want to do well in my examination. *Then I can fly like an eagle.*

**Exercise C**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be careful of the broken glass.</td>
<td>It's as sharp as a knife.</td>
</tr>
<tr>
<td>Please water that plant.</td>
<td>It's as dry as a bone.</td>
</tr>
<tr>
<td>Put on some warm gloves.</td>
<td>Your hands are as cold as ice.</td>
</tr>
<tr>
<td>Go to the washroom to clean your hands.</td>
<td>They’re as black as coal.</td>
</tr>
<tr>
<td>Did you scrub the floor?</td>
<td>It's as clean as a whistle.</td>
</tr>
<tr>
<td>My father taught me many things.</td>
<td>He’s as wise as an owl</td>
</tr>
<tr>
<td>I have heard that story many times before.</td>
<td>It’s as old as the hills.</td>
</tr>
<tr>
<td>This material is very soft.</td>
<td>It's as smooth as silk.</td>
</tr>
<tr>
<td>This cake is soft and fluffy.</td>
<td>It's as light as a feather.</td>
</tr>
<tr>
<td>The pudding tastes delicious.</td>
<td>It's as sweet as honey.</td>
</tr>
</tbody>
</table>
11. This bed sheet is clean and smells good. It's as fresh as a daisy.
12. The patient looks very ill. She looks as white as a ghost.
13. He has very poor eyesight. He is as blind as a bat.
14. He doesn’t listen to anyone. He's as stubborn as a mule.
15. The man can lift this heavy box. He's as strong as a bull.

Exercise D
1. as distant as the horizon 2. as sharp as a razor
3. as silent as a stone 4. as transparent as glass
5. as wet as a fish 6. as strong as Samson
7. as pleased as Punch 8. as happy as a clown

Exercise E
1. The completion of the project looked as distant as the horizon.
2. The girl wouldn’t speak; she remained as silent as a stone.
3. My brother has been working out and is as strong as Samson.
4. The selection process for this job was as transparent as glass.
5. The boy playing in the rain looked as wet as a fish.
6. The little boy was as happy as a clown at the circus.
7. My grandfather is quite old but his memory is still as sharp as a razor.
8. I was as pleased as Punch on winning the essay competition.

Comprehension: Children Living on the Edge
Lesson 30 (Pages 127–129)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to help students read and understand a given text</td>
<td>• read and understand a given text.</td>
</tr>
<tr>
<td>• to help students answer questions based on the text</td>
<td>• demonstrate understanding by answering questions based on the text.</td>
</tr>
<tr>
<td>• to practise prefixes and suffixes</td>
<td>• use prefixes and suffixes correctly.</td>
</tr>
<tr>
<td>• to restructure sentences</td>
<td>• restructure sentences.</td>
</tr>
<tr>
<td>• to revise determiners</td>
<td>• use determiners correctly.</td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Begin with a discussion comparing the lives of the students with the lives of children living in some of the more remote villages in Pakistan, e.g. access to education and health care, leisure time and facilities, family responsibilities, etc. If necessary, introduce the topic of child labour and ask the students if they know of any examples of child labour in Pakistan. Listen to their ideas and explain that you are going to read about this subject.
Student activity
Ask the students to open their books at page 127 and read the text together. After reading the text, ask the students to suggest any ways in which this practice could be stopped. Look at exercise A and ask the students to supply oral answers, using their own words as far as possible. Explain the other exercises and then give the students a set amount of time to complete all the tasks before checking their answers.

Recapitulation
Ask students to work in small groups to research child labour in other parts of the world and prepare a short report to present to the rest of the class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
</table>
| **Exercise A** | 1. Many people are insensitive to the problem of child labour because although they read the pathetic stories about them they soon forget all about them.  
2. The government announces specific schemes to eliminate child labour. These schemes for children are launched with much fanfare but they do not bring about the desired results due to a number of bottlenecks in their implementation.  
3. Child labour is employed in a variety of industries in urban areas. These industries include making carpets, and stitching footballs, and boxing and cricket gloves for export.  
4. Childhood is a bitter phase for these children because children spend their entire childhood working in hazardous industries. Many of them work in unhygienic conditions on a casual basis.  
5. Access to education can accelerate the process of eliminating the menace of child labour. It can ensure that every child achieves his full potential as a matter of right. As a first step the community at large should become involved to strike at the root of the problem. |
| **Exercise B** | Example answers  
1. There were heart-rending scenes at the home of the deceased.  
2. Amidst much fanfare the minister inaugurated the newly-built bridge.  
3. The much-publicized programme did not take place.  
4. Due to his hard work, he was able to achieve the desired results.  
5. We have to take stern steps to eliminate the menace.  
6. One has to work hard to achieve one’s full potential.  
7. We have to strike at the roots of the problem to put an end to it. |
| **Exercise C** | 1. points at which flow is constricted – bottlenecks  
2. having skill in handling things – dextrous  
3. risky – hazardous  
4. move faster – accelerate |
| **Exercise D** | 1. institutional  
2. unhygienic  
3. gravity  
4. casually |
| **Exercise E** | 1. So badly are they exploited that it is shameful.  
2. On no account should those children be working in hazardous industries. |
3. Seldom do they get a chance to educate themselves.
4. Scarcely ever do they get a fair deal.
5. They neither get proper wages nor do they have job security.
6. They make either carpets or sports goods.

Exercise F
1. Their childhood is spent in nightmarish conditions.
2. Thousands of children work in hazardous conditions.
3. It is quite a torture for them.
4. They work in such miserable conditions.
5. There is little change in their living conditions in spite of the introduction of many schemes.
6. Is there any hope for a bright future for them?
7. Whose responsibility is it?

Comprehension: The Kingfisher
Lesson 31 (Pages 130–131)

Teaching objectives
- to help students read and understand a poem
- to help students answer questions based on the poem
- to practice antonyms, determiners, and articles

Learning outcomes
Students should be able to:
- read and understand a poem.
- answer questions based on the poem.
- demonstrate correct use of antonyms, determiners, and articles.

Materials required
Large coloured picture of a kingfisher

Introduction
Talk about different birds that the students have seen or know about; these can be pet birds or wild birds. Ask the students to describe the appearance of the birds and say if they have favourite birds. Show them the picture of the kingfisher and give them some information about the bird. Explain that they are going to read a poem about a kingfisher.

Student activity
Ask the students to open their books at page 130 and read the poem to them, or ask a student to read it aloud. It may be necessary to explain that ‘thee’ is an old English form of ‘you’ used when addressing one person, particularly somebody familiar. Discuss the answers to exercise A and explain the other tasks before giving the students a set time in which to complete them.

Recapitulation
Ask students to write their own short poem about a bird of their choice. These can be illustrated and used to make a classroom display.
Answers

Exercise A  1. The poet connects the rainbow with the kingfisher because like the rainbow, the kingfisher is very colourful.
   2. Like the kingfisher, the poet loves solitude, in the quiet company of nature.
   3. Since the rainbow appears after rain, the poet calls the rain the mother of the rainbow and compares the raindrops to tears.
   4. The poet wants the kingfisher to live with the peacocks because the plumage of the kingfisher is as beautiful as that of the peacocks.
   5. According to the poet the difference between the peacock and the kingfisher is that the kingfisher is not vain.
   6. a b c b d d
   7. (i) unquiet (ii) unambitious (iii) unsmooth (iv) inglorious
   8. As smooth as glass

Exercise B

Example answers
1. any 2. Most 3. Every 4. last 5. Most

Exercise C

the, a, the, the, a, the, a, a, a, the, The, the

Exercise D

Example answers
1. colourful 2. lovely 3. a cloud 4. a peacock 5. a mouse

Summarizing

Lesson 32 (Pages 132–135)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain how to write a summary</td>
<td>• write a summary of a given text.</td>
</tr>
<tr>
<td>• to practise writing a summary of a given text</td>
<td></td>
</tr>
</tbody>
</table>

Materials required

A short magazine or newspaper article or a very short story

Introduction

Explain that you are going to read to the students a short article/story and that they should listen carefully in order to identify the topic of the article. Read the article and then ask a student to tell you the topic. Write the topic on the board. Read the article/story again and this time ask the students to remember some of the main points. Ask students for the main points and note them on the board. Write the heading Summary, and elicit that a summary is a brief outline of a longer text or speech; the students have just provided a summary of the article/story that you read to them. Explain that you are going to learn more about writing summaries in this unit.

Student activity

Ask the students to open their books at page 132 and read through the explanatory text together, giving further explanation where necessary. Read the first text and before reading the
given summary, ask the students to identify the topic and some of the main points; note these on the board and after reading the summary, compare the students' ideas with those in the sample summary.

Depending on students' ability and confidence, either

A. Read the text of exercise 1 together and write a summary as a whole class activity, then divide the class into two and ask one half to do exercise 2 and the other half to do exercise 3.

or

B. Divide the class into three groups, A, B, and C, and assign one of the exercises to the students in each of the groups. Give them a set amount of time to complete their summaries.

If further practice is needed, students can complete the exercises they did not do at a later date.

Recapitulation

Ask selected students to read out their summaries.

<table>
<thead>
<tr>
<th>Answers</th>
<th>Example answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exercise 1</strong></td>
<td>Independence Day, the National Day of Pakistan is celebrated on 14th August. This is the day on which the Muslims of the sub-continent got their independence. It is celebrated with dedication and enthusiasm throughout Pakistan. Buildings are illuminated with bright lights and people also decorate their houses and vehicles with flags and buntings. Flag hoisting ceremonies and informative programmes are also held. People celebrate this day in various ways. Changing of guards at the Mazar-e-Quaid and Wagah Border are other important events that take place on this day. (88 words)</td>
</tr>
<tr>
<td><strong>Exercise 2</strong></td>
<td>Many affluent people suffer from compulsive shopping disorder. They go on shopping sprees especially during the festival season. Women constitute 90% of 'shopaholics.' They buy items that improve their appearance while men hoard tools and car accessories. The difference between recreational shoppers and 'shopaholics' is that the addict has low self-esteem and to perk ones sagging spirits, one embarks on a binge once a week. One feels the urge to purchase non-essential things and then feels remorse for getting into financial difficulties. But sadly, the thrill is in purchase and not possession. So one can't stop shopping. (98 words)</td>
</tr>
<tr>
<td><strong>Exercise 3</strong></td>
<td>The world's smallest dog, the Chihuahua, is just 6 inches, and is barely 1–2 kg as an adult. Named after a Mexican state its roots can be traced back to China. With their strong vocal chords the Chihuahua are good guard dogs. What makes them popular with dog lovers is that they do not need to be taken out of the house for walks to exercise. Compared to other pups they require little care, except for regular clipping of nails. They are good with children, are loyal to the family, and learn easily. For 'show' purposes the maximum permissible weight is between 0.9–1.8 kg. They can be of any colour and have flat wavy coats or soft glossy ones. Their bodies are slightly longer than the tail. The nose is short and the ears are at an angle of 45 degrees to the head. (144 words)</td>
</tr>
</tbody>
</table>
Paragraph Writing and Diary Entry  
Lesson 33 (Pages 136–138)  
Paragraph Writing

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
</table>
| • to explain how to write a paragraph  
• to practise writing paragraphs | • write a well-structured paragraph on a given topic. |

Materials required  
None

Introduction

Begin by discussing what students already know about paragraphs. Their contributions may include the following points: a paragraph is a short piece of writing on a given topic; it should contain a topic sentence which sets out the subject of the paragraph; it should make two or three points on the topic; the final sentence should sum up the main points made in the paragraph. In longer pieces of writing such as essays or stories or reports, a new paragraph should begin whenever there is a change of topic, scene, or time. Explain that you are going to learn more about writing paragraphs in this unit.

Student activity

Ask the students to open their books at page 136 and read the introductory text. Read the sample paragraph and analyse it to find the topic sentence (However, unless you get the reading habit fairly early in life, you risk losing out on one of the greatest pleasures known to humans.)  
Ask the students to identify the main points made to support this idea. There is no summary sentence at the end, but the ending is effective.  
Look at exercise A and choose one topic to write a paragraph on as a whole-class activity. Encourage the students to use their own ideas rather than those given in the book. Ask the students to choose one of the topics from exercise B and to write a paragraph on. Alternatively, divide the class into six groups and assign a topic to the students of each group. Students can use the other topics for further practice as required.

Recapitulation

Ask individual students to read their paragraphs to the rest of the class.

Answers

Exercise A  
(Students can use the ideas given to frame their own paragraphs.)

Exercise B  
(Include the following points in addition to your own ideas)

1. The importance of sports in education

   Education aims at developing all-round personality – physical, mental, and moral development – curriculum at school for acquired knowledge – co-curricular activities and sports meant for mental, moral, and physical
development – sports, games, health education essential – a sound mind in a sound body – possible only if sports is made an integral part of education – a healthy and strong body will be an asset – sports instil in us the power of concentration, endurance, spirit of co-operation, and brotherhood, promotes discipline, fair play, team spirit – true spirit of sportsmanship is important not only in sports but in other areas as well – promotes healthy living

2. **A football match**

A football match played between St. Paul’s School and our school on their school ground – the match began at 10 a.m. – St. Paul’s won the toss and chose to defend the western goal – the students of St. Paul’s cheered their team – their players mounted attack after attack – our alert goal-keeper foiled every attempt to score a goal – the defenders also stuck to their job – the cheer-brigade from our school kept the players’ adrenaline going – St. Paul’s scored a clear-cut goal just before interval – the game resumed after 5 minutes – our team went on the offensive – In the 50th minute we scored – both the teams were on an equal footing – match had a promise to have a nail-biting finish – everyone was on 43 their feet cheering – St. Paul’s was buckling under the pressure – in the 88th minute a foul by the St. Paul’s No 7 won us a penalty – our whole contingent erupted in cheers as the final whistle was blown – victory for our team! – a 2–1 win over our arch-rivals! – much rejoicing in school

3. **Travelling as a means of education**

Travelling broadens our minds and enlivens one’s spirits – people who have stayed in one place their whole lives tend to have narrow perspectives – reading does help in knowing about other lands and their people but it isn’t the same as visiting those places – the joy and thrill of seeing the sights and sounds of different regions is an adventure by itself – travelling to various lands gives a deeper understanding of their culture – meeting people of different religions, speaking different languages, following their unique customs and food habits – definitely an enriching learning experience – historical monuments gives an insight into the history of the place – helps in developing tolerant minds, free of prejudice – ultimately, helps in building universal brotherhood

4. **The advantages of watching television**

(Students can attempt this on their own.)

5. **The hazards of city life**

‘God made the country and manmade the town’ – rightly said – a city with its hustle and bustle, jostle and tussle – people in a perpetual hurry – represents the artificiality and dullness of urban life – day to day life very mechanical – unhealthy and unhygienic surroundings – polluted air and water – city dwellers more prone to a host of diseases – comparatively very high stress levels – high cost of living – congestion and high noise levels – takes a toll on one’s health and happiness – city offers plenty of opportunities to earn a livelihood – also many more facilities (hospitals, schools, etc) in the city – vast avenues of
entertainment – primary factor in drawing country-folk to cities – main cause of over-crowding in cities – cities also tend to be infested with vices, crime, and corruption – youngsters fall prey to the pitfalls of city life – children of parents in the high-income bracket prone to go astray – social misfits and hardened criminals make a city unsafe – sense of peace and security sadly missing from the city.

6. Pollution—a threat to healthy life

Pollution – the price man pays for material progress and development – air pollution caused by smoke, poisonous gases and toxins puffed out by vehicles and factories – suspended particulate matter in the air and other toxic gases a hazard to us – land pollution caused by indiscriminate use of fertilizers and untreated industrial waste – toxins get into the food chain, manifesting themselves in food-grains, fruits and vegetables – chemical wastes are polluting rivers and lakes – noise from cars, factories, airplanes, etc causing noise pollution – unplanned growth of towns and cities – growth of slums all add to pollution – an ecological disaster – threat to healthy living – depletion of ozone layer – increase in skin cancer – unless pollution is checked the survival of living beings doubtful.

Lesson 34 (Pages 137–138)

Diary Entry

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise writing a diary entry</td>
<td>• write a diary entry.</td>
</tr>
<tr>
<td>• to practise writing a diary entry</td>
<td></td>
</tr>
</tbody>
</table>

Materials required

An example from a famous diary e.g. Anne Frank, Samuel Pepys or the fictitious Adrian Mole, etc.

Introduction

Discuss the topic of keeping a diary. Do any of the students keep a diary? What sort of information is recorded in a diary? Stress that diary entries differ from other forms of writing because they emphasise the thoughts and feelings of the writer rather than only recording events and actions. They can also be written in an informal style.

Student activity

Ask the students to open their books at page 137 and read the introductory text. Ask the students to read the sample diary entry critically and then discuss the good points and those where they think improvements could be made, e.g. is there too much narration of events rather than feelings in some parts?
Recapitulation
Ask individual students to read out their work.

Answers
Exercise C
Example answers

Diary entry no.1
November 25, Thursday
Oh, my goodness! How did I lose my precious watch? It was such a priceless gift. After wanting a watch for so long I finally got it as a birthday gift and now it's gone!! How could I be so careless? I'm sure I took it to class today. I distinctly remember wearing it before breakfast. It must have got lost in school. Maybe it was lost during basketball practice. I had taken it off so it wouldn't break. It was the only sports watch of its kind in the whole class, my beautiful blue watch! I will definitely look for it tomorrow. I have to get it back! I rang Sheena, my best friend, but she had no clue. But we've decided to look all over the field tomorrow. I'm optimistic I'll get it back.

Diary entry no. 2
October 5
Thank God! I have finally won! At last, lady luck has favoured me. I have taken part in so many competitions and have never won anything. I thought I was so unlucky. But I've always tried my best. Maybe I could have prepared better for them, but still I did deserve to win at least one of them. But it made me even more determined to succeed. After all, I had a point to prove. I know I have a flair for writing. It was just a matter of proving it by winning. I had to run the final mile, and today I did! And what a moment it was! Like Emily Dickinson said, 'Success is counted sweetest by those who ne'er succeeded'. I was standing in the corner, biting my poor nails, when I heard the announcement. After that, it was all a blur of faces, congratulating me, and I walked up the stage. I received a medal and a certificate and a cash prize. I think I'll buy a whole carton of vanilla and chocolate ice-cream or maybe I'll buy a book. I guess I'll decide later. Right now, I'm just delirious with delight!

Diary entry no. 3
January 7
10.17 p.m.
Today is my birthday. And what a day it was! Perfect! It was a perfect sunny morning when I woke up. Mum was the first to congratulate me, and then everyone else at home. I got my favourite food for breakfast! In school all my classmates and friends wished me happy birthday. I gave sweets to everyone. It was really nice getting so much attention, and everyone had a smile for me. The day was only half gone, but it felt like it was flying by! In the evening all my friends and relatives came over for the party. The house was over-flowing with people! There was a pink cream-cake with 'Happy birthday' written on it, along with my name! I was dying to blow out the candles! Everyone sang for me. I was so pleased, I couldn't stop grinning! I was truly overwhelmed by all the love showered on me! Now the day is nearly over and I'm going to sleep. I wish it were my birthday every day!
Diary entry no. 4
April 8
How I dread a new school! Why do I have to join a new school every time dad is posted to a new place? Why can't we stay on? How I miss my friends! Asad, Ali, Rehan..... Yesterday I joined my latest school. The first day was fine. Some of my new classmates looked at me as if I had descended from the moon! Some of them were friendly, though — the class teacher was helpful and friendly. The maths teacher seems strict and unfortunately that's my weakest subject. I wonder what is in store for me tomorrow. I hope things will be fine.

Report Writing
Lesson 35 (Pages 139–140)

Formal report

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain how to write a report</td>
<td>• write a well-structured report on a given topic.</td>
</tr>
<tr>
<td>• to practise writing reports</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Write the heading Report Writing on the board and explain that in the first part of this unit they are going to learn about writing reports. Ask students to suggest some situations where reports have to be written or presented e.g. business meetings, research reports, etc. Elicit that reports are usually written in a formal style.

Student activity
Ask the students to open their books at page 139 and read and discuss the explanatory text. Read the sample report and analyse it in the light of what you have read together. Ask the students to select one of the topics from the list on page 140 and give them sufficient time to write a report.

Recapitulation
Ask individual students to read out their reports.
From: Saba Aslam  
To: The Principal  
St. Peter’s High School  
15 September 2010

Subject: Additional facilities needed in our school

You recently asked me to submit a report on any additional facilities needed in our school. The following are my findings based on an informal survey conducted among students to elicit their opinion.

(Include the following points)
Strength of the school has increased manifold – facilities have not been increased proportionately – additional drinking water pipes to be installed – toilet facilities need to be improved – since the school starts quite early, a café at school is the need of the hour – many children do not eat well and remain hungry – library to be revamped – latest books to be bought – audio-visual room should provide internet facilities – many children cannot afford internet at home – school takes care of gifted children – no facilities to help slow learners – a learners centre meant for weak students may help – play ground to be well-kept – basketball court not maintained well – school garden to be spruced up
I hope appropriate action will be taken so that the general standard of the school can be improved.

(Sd)
Saba Aslam
President
School Council

(Exercise B and C may be written on the model provided in Exercise A)
accompanied the headline. Talk about the importance of the headline in drawing the reader’s attention to a newspaper article. Repeat this with the other flashcard headlines.

Ask the students which newspapers they read and which articles they prefer, e.g. sports news, national news, local news, entertainment, fashion, political, economic, etc.

Ask the students what information they expect to get when they read a news article (who? what? when? where? why?). Explain that they are going to write some news reports.

**Student activity**

Ask the students to open their books at page 141 and read the introductory text. Read the sample report and analyse its structure and effectiveness.

Ask the students to work in pairs and give them enough time to plan and write one of the reports outlined in exercise D.

**Recapitulation**

Ask students to work in groups of five or six to prepare a television news bulletin. They should include international, national, and local news as well as sports news. The content can be fictitious but they should follow the correct structure for each report.

Alternatively they could prepare articles for a school newspaper.

---

**Answers**

**Exercise D**  
Example answer

Newspaper report 1

**Disaster Stalks City**

*By a staff reporter*

Islamabad, October 19. According to a new field survey by the Centre of Environment Studies (CSE) the city is on the brink of an ecological disaster.

The primary reason for this is the loss of vegetation – one of the ecological effects of urbanisation. Satellite imagery shows three fourth of the capital already covered with concrete. We are sitting on a virtual time bomb.

Many species of trees and plants have become extinct. Many more are expected to follow over the next 50 years. This trend has a far reaching impact on bio diversity.

(Exercise D 2 may be written on the basis of the model provided in Exercise D 1)

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**Story Writing**

**Lesson 37 (Pages 143–145)**

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
</table>
| • to revise story writing  
• to practise story writing | • write a well-structured story. |
Materials required
None

Introduction
Talk about some of the stories that the students have read; ask them to name good stories and ones that they do not consider to be as good. What makes a good story? Talk about characters, setting, plot, the speed at which the action moves, tension, mystery, resolution, dialogue, etc. and note their ideas on the board. Next ask what makes a story uninteresting and note these responses too. Explain that the next unit is about story writing and the students should bear in mind the notes on the board when they come to write their own stories. Above all, stress the importance of planning the story before beginning to write; outlines of the characters, the plot, the setting, and the content of each paragraph should be clear (in note form) before anything is written in sentence form.

Student activity
Ask the students to open their books at page 142 and read all the explanatory text. Ask the students to read the sample story to themselves and make notes of any aspects that they particularly like or dislike and analyse it in the light of the points discussed in the introductory session. Ask them to present their views in a plenary session. Ask the students to choose one of the topics from exercises A or B and draw up a plan for their story. They should show the plan to the teacher before writing the first draft, and this too should be marked by the teacher before the final draft is completed. Use the other titles for further practice as and when needed.

Recapitulation
Ask individual students to read out their stories.

Answers
Exercise A (If necessary, students can use the outline provided below and their own ideas to write the stories)

Story 1
Mary woke with a start – what was the sound she had heard? – it was afternoon – all were away – mum and dad at work – her younger brother at school – she too had gone to school – someone had telephoned the teacher – message for Mary – something had happened and she was to return home at once – the ominous silence of the house – she opened the house – no one was at home – she sat on the sofa – suddenly she felt very sleepy – was it the sherbet she had gratefully accepted from the man at the bus stop? …

(Exercise A 2 and 3 can be developed on the lines of the model above)

Exercise B
Proverb 1
Saleem in Class 7 found his geometry set missing in school. He had put it in this morning and had used the compass for the geometry class. He shouldn’t have shown off his new geometry set like that. Not when ‘that naughty boy’ and his gang were around. They were
all the same. Things started disappearing when they were around. And nobody dared to utter a word. These boys were a bad influence on them. Whether it was stealing things, taking their sweets, or bullying the other kids, all four of them rivalled each other in these skills. It aptly gave credence to the proverb ‘Birds of a feather flock together.’

(Exercise B 2 and 3 can be developed on the lines of the model above)

Exercise C  (Students can expand the stories supplying their own input)

Letter Writing and Note Writing
Lesson 38 (Pages 146–152)
Letter Writing

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
</table>
| to explain how to write official and personal letters | Students should be able to:

- write official and personal letters.

Materials required

Enough photocopies of exercise A for student pairs, each should be cut into the separate parts and placed in an envelope

Introduction

Explain that this unit is about letter writing. Draw two columns on the board and head them Official letters and Personal letters. Ask the students when, and to whom they might write a formal letter, and when and to whom they might write an informal letter. Elicit the differences between the two types of letter and use the students’ ideas to complete the table which should include some of the points shown below. Explain that the same conventions are observed in writing formal and informal emails.

<table>
<thead>
<tr>
<th>Official letters</th>
<th>Personal letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recipient's title and address</td>
<td>on left, above salutation</td>
</tr>
<tr>
<td>salutation</td>
<td>Dear Sir or Madam, or Dear + title + family name e.g. Dear Mrs Ali, Dear Dr Khan</td>
</tr>
<tr>
<td>reference or subject</td>
<td>written below salutation</td>
</tr>
<tr>
<td>language/tone</td>
<td>formal; no abbreviations</td>
</tr>
<tr>
<td>subscription</td>
<td>Yours sincerely if name is used in salutation; Yours faithfully if Sir or Madam is used in salutation</td>
</tr>
</tbody>
</table>
Student activity
Ask the students to open their books at page 146 and read the text on personal letters. Read the example and compare its contents with the table you have compiled on the board. Read through the text on official letters together and compare each example with the table on the board. Discuss the content of each sample letter and the tone and language.
(Exercise A is to be used as a recapitulation activity.) Ask the students to choose a topic from Exercise B and give them time to write a letter.

Recapitulation
Ask students to work in pairs and give each student an envelope containing the parts of exercise A. Explain that they should arrange the pieces in the correct order to complete the two letters.

Answers
Exercise A
Rehan’s letter

St. Peter’s School,
S.T. Road, Islamabad 423 203
October 30, 2012

The Manager
Regency Holiday Resort, Murree - 412 806

Sub: Hotel Reservation

Dear Sir
We are a group of 46 students. We would like to visit Murree for three days from 18th to 20th of November, 2010.
Could you please inform me of your rates and whether you offer discounts to students?
I would like to reserve 12 rooms for three days. Do you have facilities for picking up tourists from the bus stand? I look forward to receiving your confirmation.

Yours faithfully,
Rehan Malik
Head boy
Mr Abbas’s letter

Regency Holiday Resort
Murree – 412 806
November 4, 2012

Mr. Rehan Malik
Head boy,
St Peter’s School,
S.T. Road,
Islamabad – 423 203

Sub: Confirmation of Reservation

Dear Mr Rehan Malik,

Thank you for your letter of October 30. We are very pleased that you have chosen to visit our Holiday Resort.

I would like to confirm your reservation for 12 rooms for three days from 18th to 20th of November.

We are happy to inform you that we offer concessions to students. If you inform us in advance the exact time of your arrival, we can make arrangements to pick you up from the bus stand.

We would be delighted to be of any further assistance to you.

Please let me know in case you need any clarification.

We look forward to receiving our guests.

Yours sincerely,
Nadeem Abbas
Manager

Exercise B

1. Use a similar format as given in Exercise A.

2. Use the format for a formal letter addressed to the Municipal Commissioner. Use the points given:
   anew colony – facilities needed – new residential buildings coming up – need for a park before the colony becomes a concrete jungle

3. Use the format of a formal letter.
   Draw the attention of the concerned authorities to the problem though the column of the newspaper. Highlight the problem. Request the authorities to do something about it before the problem gets out of hand completely, resulting in an epidemic.

4. Use the format of a formal letter.
   dug up roads – municipal workers dig up roads and leave them for months together – inconvenience to commuters – vehicle owners as well as pedestrians – situation worse during the monsoon – water logging – pedestrians wade through – muddy footpaths – accidents
Lesson 39 (Pages 152–154)

Invitations

<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 write formal and informal invitations</td>
<td>• write formal and informal invitations.</td>
</tr>
<tr>
<td>• to explain how to write an acceptance or refusal of a formal or informal invitation</td>
<td>• write a formal acceptance and refusal.</td>
</tr>
<tr>
<td>• to practise writing invitations and acceptances and refusals</td>
<td>• write an informal acceptance or refusal.</td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Ask the students if they have been invited to a party, wedding, etc. and to tell you how they were invited. Discuss different ways of issuing invitations, from casual oral invitations to very formal invitations to a graduation ceremony, wedding etc. Also discuss the ways in which people can accept or decline an invitation. Explain that they are going to learn the correct way to write formal and informal invitations, and acceptances and refusals.

Student activity
Ask the students to open their books at page 152 and read the text and examples together, comparing the tone and style of the formal and informal notes. Explain exercise C and give the students enough time to complete the tasks.

Recapitulation
Ask students to read out their answers to exercise C in pairs – one student reading the invitation and the second student reading the refusal or acceptance.
Answers
Exercise C
1. 1 M. Apartments
   Karachi – 700 102
   5th September 2012
Dear Asad,
I would be delighted if you could attend my birthday party at our home on Sunday 10th
September at 4 p.m. I do hope you will be able to come.
With love,
Qasim

2. 31, S.K. Apartments
   Central Road
   Lahore – 200 784
   17th November 2012
Dear Reza,
We are organising a get-together at our residence on Wednesday, 25 November. I would like
you to come to this children’s party at 5 p.m. I certainly hope you will come.
Yours sincerely,
Aslam

3. 28, S.K. Flats
   M.G. Road, Lahore – 200 784
   19th November 2012
Dear Aslam,
Thanks a lot for your invitation. I am very pleased to say I will be there on Wednesday.
With love from,
Reza
Dear Aslam,
Thank you very much for your invitation to the get-together on Wednesday, 25 November. I am very sorry I won’t be able to attend, because we will be away on that day.
With love from,
Nasir

5. Mr Saad Nasir requests the pleasure of Mr Asad Ali’s company at dinner on Saturday, 23rd September at 8 p.m.
41, K. Apartment
Karachi 700 052

6. Mr Asad Ali regrets that a previous engagement prevents him accepting the kind invitation of Mr. Saad Nasir to dinner on Saturday, 23rd September.
31, B. Apartments
Karachi 700 052

7. Ms Huma Iqbal has pleasure in accepting the kind invitation of Mr Saad Nasir to dinner on Saturday, 23rd September at 8 p.m.
142, M. Apartment
Karachi 700 053

Understanding Spelling
Lesson 40 (Pages 155–160)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain some rules of English spelling</td>
<td>• use spelling rules to spell some English words correctly.</td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Discuss English spelling and ask students about any words that they find ‘difficult’ to spell. Ask whether they know any spelling rules, and note their ideas on the board and discuss them with examples. Explain that the next unit is concerned with spelling and will introduce a number of useful spelling rules.
Student activity
Ask the students to open their books at page 155. Take time to read through all the spelling rules and examples and ask students to supply further examples wherever possible. Explain that it would be useful to learn some, or all of the rules. Give the students a set amount of time to complete exercise A

Recapitulation
Ask students to work in pairs and test each other on some of the rules and spellings in the unit.

| Answers |
|------------------|------------------|------------------|
| **Exercise A** | 1. ceiling, fallen | 2. thief, counterfeit |
|                  | 4. picnicking, frolicking | 5. sandwiches, kitchen |
|                  | 6. traveller, journeyed | &nbsp; |

Comprehension: The Beautiful Heart
Lesson 41 (Pages 160–162)

<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 short story</td>
<td>• read and understand a short story.</td>
</tr>
<tr>
<td>• to help students answer questions based on the story</td>
<td>• answer questions based on the story.</td>
</tr>
<tr>
<td>• to practise restructuring sentences</td>
<td>• restructure sentences as directed.</td>
</tr>
<tr>
<td>• to practise changing the mode of narration</td>
<td>• change the mode of narration of given sentences.</td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Ask students to name beautiful things and explain why they consider them to be beautiful; these could be objects, places, people, actions, etc. Do they agree with the proverb Beauty is in the eye of the beholder? Explain that they are going to read a story, The Beautiful Heart. Can they suggest what it might be about?

Student activity
Ask the students to open their books at page 160 and read the story. Do the students agree that the lady’s acts of kindness are true beauty?

Discuss the answers to exercise A, encouraging the students to use their own words rather than those of the text. Explain exercises B–F and give the students enough time to complete all the tasks before checking their answers.
Recapitulation
Write the word *beautiful* on the board and ask students to make as many words of three or more letters from the letters of the word. Possible answers include: bet, bat, but, bit, fat, fit, tea, elf, teal, tale, tail, tub, tube, able, beat, bait, bate, fate, fuel, feat, fault, beau, flat, flute, flit, table, fable, befit, bleat, etc. Students should be awarded points for any word on their list that no other student has found; award more points for longer words, e.g. 3 letters = 1 point, 4 letters = 2 points, 5 letters = 4 points etc.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exercise A</strong></td>
</tr>
<tr>
<td>1. The young girl boasted that she had most beautiful heart in the family.</td>
</tr>
<tr>
<td>2. Everybody laughed at the old woman because she claimed that her heart was more beautiful than the young girl’s, even though it was scarred and falling apart.</td>
</tr>
<tr>
<td>3. The old woman’s heart had empty spaces because people could not give her a piece of their hearts.</td>
</tr>
<tr>
<td>4. She hoped that someday those people would understand the love she had for them and return the affection and sacrifice she had made for them.</td>
</tr>
<tr>
<td>5. The young girl made her heart beautiful by cutting a piece out of it and giving it to the lady to fill one of the empty space. Thus returning the affection and scarifies made for her.</td>
</tr>
<tr>
<td>6. One learns that a beautiful heart is one which cares for others.</td>
</tr>
<tr>
<td><strong>Exercise B</strong></td>
</tr>
<tr>
<td>1. The old lady claimed with confidence.</td>
</tr>
<tr>
<td>2. Your heart is perfectly pretty.</td>
</tr>
<tr>
<td>3. There was more beauty in her heart.</td>
</tr>
<tr>
<td><strong>Exercise C</strong></td>
</tr>
<tr>
<td>1. The young girl demanded to know how the old woman could even think of comparing her old, distorted, and torn heart with her own young, perfect heart.</td>
</tr>
<tr>
<td>2. The old woman replied that every scar that could be seen in her heart stood for someone to whom she had given her love.</td>
</tr>
<tr>
<td>3. The old woman complained that the open wounds were painful.</td>
</tr>
<tr>
<td>4. The young girl, addressing the old woman as ‘Mother’ said that she had realized what true beauty was that day.</td>
</tr>
<tr>
<td><strong>Exercise D</strong></td>
</tr>
<tr>
<td>1. The young girl said proudly, ‘I have the most beautiful heart in the family.’</td>
</tr>
<tr>
<td>2. The old lady said confidently, ‘My heart is more beautiful than that of the young lady.’</td>
</tr>
<tr>
<td><strong>Exercise E</strong></td>
</tr>
<tr>
<td>1. They saw the old lady’s heart and everyone around started laughing.</td>
</tr>
<tr>
<td>2. People cannot give me a piece of their heart so they remain empty.</td>
</tr>
<tr>
<td><strong>Exercise F</strong></td>
</tr>
<tr>
<td>1. Everybody turned around when they heard the strong voice of the old lady.</td>
</tr>
<tr>
<td>2. The young girl walked towards the old lady, with tears rolling down her cheeks.</td>
</tr>
</tbody>
</table>
Test 3
Lesson 42 (Pages 163–165)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to assess students’ ability to use determiners and articles correctly</td>
<td>• use determiners and articles correctly.</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’ ability to write complex sentences</td>
<td>• write complex sentences.</td>
</tr>
<tr>
<td>• to assess students’ knowledge and use of similes</td>
<td>• form and use similes appropriately.</td>
</tr>
<tr>
<td>• to assess students’ ability to write a story, a paragraph and a diary entry</td>
<td>• write a story, a paragraph and a diary entry.</td>
</tr>
<tr>
<td>• to assess students’ ability to read and understand a short poem</td>
<td>• read and understand a short poem.</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 163–165. 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. Neither proposal is acceptable to them. It seems they didn’t like them.  
2. Both the students are entitled to concessionary fees.  
3. Two friends of yours have come. Please wait for the third one.  
4. Would you like to have some tea?  
5. Each chair in the room is occupied.  
6. They showed her little mercy,  
7. You will get a lot of information from this reference book.
8. There is **enough** controversy about it.
9. I went there **every** day of the festival season.
10. **All** the members should be present at tomorrow’s meeting.

**Exercise B**
1. He is a mischievous boy.
2. They serve the disabled and the blind.
3. Let us go to the park.
4. He sold off the old car and bought a new one.
5. Go to the place where you normally meet him.

**Exercise C**
A dog lived near a river. One day, as he was feeling hungry, he stole a bone from a butcher's shop. The dog ran away with the bone held firmly in its mouth. He came to a bridge near the/a river. He began to cross the bridge with the bone, very carefully. When he reached the middle of the bridge, he saw his own reflection in the water. He thought that it was an old enemy of his. Surprisingly he noticed a bone in the enemy's mouth. Being greedy, he wished to get that bone as well. Quite annoyed at the other dog, he barked at the reflection. Alas! The bone fell into the water.

**Exercise D**
1. He asked the boy when his father returned/would return from the office.
2. He asked him how his father travelled to his workplace.
3. He commanded me to stop it at once.
4. She asked Saad to pass on the papers.
5. She asked me to clear all the rubbish from that place.

**Exercise E**
1. That lady, whose husband has got an assignment abroad, is leaving her job.
2. Ali was driving a car that looked really old.
3. I ate this new preparation of potato which is not tasty.
4. We know that boy who came here.
5. There are no buyers for the house which is haunted.
6. That man, who tried to sell the haunted house to us, is wicked.
7. We will go to Murree where it is pleasant in summer.

**Exercise F**
1. This boy is very frank. He does not hide his thoughts. He is as candid as a mirror.
2. The gentleman does not change his words; he is dependable. He is as constant as the Sun.
3. The young man is satisfied with himself. He is as complacent as a cat.
4. This orange I am eating is delicious. It's as sweet as honey.
5. Something seems to have frightened Asad. He is as white as a ghost.
6. The old lady believes everything. She is as credulous as a child.
Exercise G  (The following outline can be used)

1. I had always been impressed by the life and writings of Mr ........ – his love for children – longed to meet him and speak with him – months back a ruffian on a motorbike snatched a chain from a young woman – what was even more astonishing was no one came to her rescue – I knew there was not a moment to lose – when the man was struggling with the lady I went to them and bit the man’s hand – he yelled and ran away as the crowd gathered – a journalist reported the incident – I was recommended for the specially instituted bravery award for children – after a long wait I received the invitation from my school to receive a special award – at the hands of Mr ........! – It was a dream come true!

(On the basis of the model above students can attempt G 2)

Exercise H  1. (if necessary, students can use the model below to frame their letter)

2.56 B.S.K. Apartments
Main Road
Karachi
26 November 2012

Dear Huma,

It was so good calling you from Murree last week. We had a superb trip. Though we missed you a lot, it was compensated by something I had least expected.

Do you know what? We had the pleasure of bumping into ........! I thoroughly enjoyed his book ............... for its poems, travel writings and stories.

We decided to visit ........ where he stays. Though we felt we had disturbed his writing, when he opened the door and saw us he smiled and let us in. He told us that he enjoyed writing for children and anyway he needed a break! We were struck by the silence, and the number of old books in the room. Most of all I loved it when tea was served along with the most scrumptious biscuits and scones.

I asked him what he was working on at the moment and he said – ‘Would you like to read my life story?’ With a twinkle in his eye he scooped up some sweets from his drawer and shepherded us out of the room.

Today I am going to the market with mum and dad. I really want to ask dad to pick up the book for me! Hoping to be able to read a story to you when we meet next.

Bye then.

With love from,

Sara

Exercise I  1. If I were the President for a day I would ensure that no children ever had to starve for a single day. I would befriend the rag pickers, the shoeshine boys and the children who beg at the kerb, and I would take them home. I would gather together all the homeless and destitute children who walk the streets with no one to call ‘ma’ and I would give them love and tell them God cares for them, and always will. In war-torn regions I would shelter and protect the children who have been bombed. I would reunite them with their lost kin.

(Students can write more on the above format)
**Exercise J**

1. August 14
   
   Saturday
   
   Dear Diary
   
   Today was the first time I went shopping alone, As I clutched the list, I thought it would be an enjoyable experience. But I noticed eyes staring at me as I walked alone. I ducked into a stationery shop and asked for the book I wanted and a few pencils. Dad was not there to help me decide which pencil to choose – there were so many! I also wanted to buy a pair of tennis shoes so I went to the shoe shop and gratefully sat down. Since the prices were fixed here I was glad I did not have to bargain. I selected a pair after sometime. I could not resist the bhelpuri at the corner – the tangy smell of tamarind quite drew me to it. But I realise now that I gave the man the money – Rs 50 – and forgot to take the change; it cost Rs 20 a plate. I wonder if he will recognize me next time and give me my change. I slipped into a bookshop and my mind started spinning at the titles. I finally picked up some comics and a book on general knowledge. I paid Rs 130 for both. Granny had also given me money to buy a t-shirt for myself. Since it was getting dark I decided to come with mum and dad to help me decide.

**Exercise K**

1. When we travel in a train, we come across many fellow travellers. We become friendly with a few and remain strangers with the rest of them. In the same way in life, we have good relations with a few people but we never know the rest of them. Therefore the poet compares life to a train.

2. The two travellers can sit together throughout the journey or they may sit apart and never know each other.

3. The poet wishes that if fate decides that he should sit near another passenger, they should be pleasant to each other.

4. We should be kind and pleasant to others because life is very short.