# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>The Grammar Tree 6-8</td>
<td>2</td>
</tr>
<tr>
<td>1. The Sentence</td>
<td>7</td>
</tr>
<tr>
<td>2. Clauses</td>
<td>9</td>
</tr>
<tr>
<td>3. Nouns and Pronouns</td>
<td>14</td>
</tr>
<tr>
<td>4. Subject–Verb Agreement</td>
<td>16</td>
</tr>
<tr>
<td>5. Non-finites</td>
<td>18</td>
</tr>
<tr>
<td>6. Non-finites: The Participles</td>
<td>20</td>
</tr>
<tr>
<td>7. Non-finites: The Gerund</td>
<td>22</td>
</tr>
<tr>
<td>8. Non-finites: The Infinitive</td>
<td>23</td>
</tr>
<tr>
<td>9. Tense</td>
<td>25</td>
</tr>
<tr>
<td>10. Same Words Used as Different Parts of Speech</td>
<td>26</td>
</tr>
<tr>
<td>11. Adjectives</td>
<td>27</td>
</tr>
<tr>
<td>12. Comprehension: The Circus Elephants</td>
<td>30</td>
</tr>
<tr>
<td>13. Comprehension: Two Geniuses</td>
<td>31</td>
</tr>
<tr>
<td>Test 1</td>
<td>33</td>
</tr>
<tr>
<td>14. Determiners</td>
<td>34</td>
</tr>
<tr>
<td>15. Articles</td>
<td>36</td>
</tr>
<tr>
<td>16. Adverbs</td>
<td>37</td>
</tr>
<tr>
<td>17. Prepositions</td>
<td>38</td>
</tr>
<tr>
<td>18. Conjunctions</td>
<td>39</td>
</tr>
<tr>
<td>19. Direct and Indirect Speech</td>
<td>41</td>
</tr>
<tr>
<td>20. Active and Passive Voice</td>
<td>43</td>
</tr>
<tr>
<td>21. Punctuation</td>
<td>45</td>
</tr>
</tbody>
</table>
22. Comprehension: Journey Across the Arctic
23. Comprehension: The Muddle-Head
   Test 2
24. Transformation of Sentences
25. Synthesis
26. Letter Writing
27. Synonyms and Antonyms
28. Understanding Spelling
29. Idioms and Proverbs
30. Precis Writing
31. Note Making
32. Comprehension: My Secret Shame
33. Essay Writing
34. Advertisements
35. Comprehension: The Great Barrier Reef
36. Comprehension: The Thief’s Story
37. Comprehension: Lena’s Dreams
   Test 3
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)

**CONTENTS**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Book 6</th>
<th>Book 7</th>
<th>Book 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NOUNS</strong></td>
<td><strong>Kinds of Nouns; Definitions and Identification, Formation of Nouns using Prefixes and Suffixes; Formation of abstract nouns from common nouns, verbs and adjectives: Chapter 4; Test 1</strong></td>
<td><strong>Kinds of Nouns (proper, common, concrete, abstract, collective, and material nouns); Countable and Uncountable Nouns: Chapter 5; Test 1</strong></td>
<td><strong>Kinds of Nouns; Possessive Form of Nouns: Chapter 3</strong></td>
</tr>
<tr>
<td><strong>Number</strong></td>
<td><strong>Kinds of Nouns; Definitions and Identification, Formation of Nouns using Prefixes and Suffixes; Formation of abstract nouns from common nouns, verbs and adjectives: Chapter 4; Test 1</strong></td>
<td><strong>Kinds of Nouns (proper, common, concrete, abstract, collective, and material nouns); Countable and Uncountable Nouns: Chapter 5; Test 1</strong></td>
<td><strong>Kinds of Nouns; Possessive Form of Nouns: Chapter 3</strong></td>
</tr>
<tr>
<td><strong>Countable and Uncountable Nouns</strong></td>
<td><strong>Kinds of Nouns (proper, common, concrete, abstract, collective, and material nouns); Countable and Uncountable Nouns: Chapter 5; Test 1</strong></td>
<td><strong>Kinds of Nouns (proper, common, concrete, abstract, collective, and material nouns); Countable and Uncountable Nouns: Chapter 5; Test 1</strong></td>
<td><strong>Kinds of Nouns; Possessive Form of Nouns: Chapter 3</strong></td>
</tr>
<tr>
<td><strong>Pronouns</strong></td>
<td><strong>Kinds of Pronouns (personal, possessive, reflexive, emphatic, demonstrative, emphatic, interrogative, demonstrative, relative, reciprocal and indefinite) Definitions and Usage: Chapter 7</strong></td>
<td><strong>Kinds of Pronouns (personal, demonstrative, interrogative, distributive, reflexive, relative, indefinite, possessive, and emphatic): Chapter 5; Test 1</strong></td>
<td><strong>Kinds of Pronouns (personal, demonstrative, interrogative, distributive, reflexive, relative, number and quantity, indefinite, possessive, and emphatic): Chapter 3</strong></td>
</tr>
<tr>
<td><strong>Adjectives</strong></td>
<td><strong>Kinds of Adjectives (qualitative, demonstrative, quantitative, distributive, possessive, emphasising, participial) nouns as adjectives; Comparison of Adjectives (formation and uses of comparative and superlative degrees of adjectives): Chapter 9</strong></td>
<td><strong>Kinds of adjectives (qualitative, quantitative, demonstrative, and interrogative; participles as adjectives, proper adjectives and formation of adjectives): Chapter 6</strong></td>
<td><strong>Kinds of Adjectives (qualitative, quantitative, demonstrative, interrogative, participles as adjectives, proper adjectives, order of adjectives; comparative and superlative forms of adjectives): Chapter 11; Test 1</strong></td>
</tr>
<tr>
<td>Topic</td>
<td>Book 6</td>
<td>Book 7</td>
<td>Book 8</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>VERBS</td>
<td><strong>Transitive and Intransitive Verbs</strong> (verbs of incomplete predication; regular and irregular verbs; primary and modal auxiliaries; function of primary auxiliaries): Chapter 17</td>
<td><strong>Finite and Non-finite verbs</strong> (participles, gerunds, and infinitives): Chapter 3</td>
<td><strong>Non-finites - Gerunds, Particles, and Infinitives</strong> (Structure of Infinitives, Forms of Infinitives, Simple Infinitives, Gerundial Infinitives, and Uses of Infinitives): Chapter 5</td>
</tr>
<tr>
<td></td>
<td><strong>Finite and Non-Finite Verbs</strong> Definitions; <strong>Kinds of Non-Finite Verbs</strong> (the infinitive, the Gerund and the participle and their usage): Chapter 20</td>
<td><strong>Transitive and Intransitive Verbs</strong> (Definition and identification of transitive and intransitive verbs; intransitive verbs followed by prepositional verbs): Chapter 4</td>
<td><strong>Non-finites: The Participles</strong> (Definition, Use of the Participles): Chapter 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Phrasal Verbs</strong> (List of some phrasal verbs; meanings and use in sentences): Chapter 18; <strong>Test 2</strong>; <strong>Modal Auxiliaries</strong>: Chapter 15; <strong>Test 2</strong></td>
<td><strong>Non-finites: The Gerund</strong> (Definition, Use of the Gerund): Chapter 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Non-finites: The Infinitive</strong> (Definition, Uses of the Infinitive): Chapter 8; <strong>Test 1</strong></td>
</tr>
<tr>
<td>SUBJECT-VERB AGREEMENT</td>
<td><strong>Rules for correct usage</strong>: Chapter 19; <strong>Test 2</strong></td>
<td><strong>Rules for subject-verb agreement for singular and compound subjects; specific rules and exceptions</strong>: Chapter 13; <strong>Test 2</strong></td>
<td><strong>Rules for Single and Compound Subjects, Principle of Proximity</strong>: Chapter 4; <strong>Test 1</strong></td>
</tr>
<tr>
<td>ADVERBS</td>
<td><strong>Position of Adverbs</strong> (adverbs of manner, adverbs of place, adverbs of time, adverbs of degree, adverbs of frequency, interrogative adverbs, relative adverbs and sentence adverbs); <strong>Comparison and Uses of Adverbs</strong>: Chapter 15; <strong>Test 2</strong></td>
<td><strong>Adverbs (1) Kinds of adverbs (adverbs of manner, time, place, frequency, and degree): Chapter 7</strong></td>
<td><strong>Kinds of Adverbs</strong> (manner, time, place, frequency, degree, interrogative, sentence, and relative adverbs) <strong>Comparison of Adverbs</strong>: Chapter 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>**Adverbs (2) Position of adverbs (in a sentence, sentence adverbs, inversion of verbs, formation of adverbs from adjectives, same words used as adjectives and adverbs): Chapter 8; <strong>Test 1</strong></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Book 6</td>
<td>Book 7</td>
<td>Book 8</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| PREPOSITIONS         | **Prepositions** *(Simple and Complex)*  
**Usage of some Prepositions; Adverbial Participle; Appropriate Prepositions with Verbs, Nouns, and Adjectives:* Chapter 14; *Test 2*                                                                                                                                                                                                                   | **Kinds of prepositions** *(simple, compound, phrase, participial prepositions)*  
**Same Words used as Prepositions and Adverbs; Same Words used as Prepositions and Conjunctions:* Chapter 17                                                                                                                                                                        | **Simple and Compound Prepositions, Correct Usage:**  
*Chapter 17; Test 2*                                                                                                                                                                                                                                                        |
| CONJUNCTIONS          | **Coordinating, Correlative and Subordinating Conjunctions; Subordinating Conjunctions** *(of manner, place, time, reason, result or consequence, purpose, condition, concession or contrast and comparison):* Chapter 16                                                                                                                                                               | **Kinds of conjunctions** *(coordinating, correlative, subordinating):* Chapter 10;  
*Test 1*                                                                                                                                                                                                                                                     | **Kinds** *(coordinating, correlative, sentence, and subordinating conjunctions); **Kinds of Subordinating Conjunctions:**  
*Chapter 18; Test 2*                                                                                                                                                                                                                                                        |
| PHRASES AND CLAUSES   | **Definition and identification:**  
*Chapter 1*                                                                                                                                                                                                                                                                                                                                 | **Definition** *(of phrases)*  
**Kinds of Phrases** *(noun phrases, adjective phrases, adverb phrases, finite verb phrases, infinitive verb phrases, gerund phrases, participial)*                                                                                                                                                                         | **Kinds of Clauses** *(Noun, Adjective and Adverb Clauses and their functions); **Adverb Clauses of Purpose, Result, Concession or Contrast, Manner, Extent, and Condition:**  
*Chapter 2, Test 1*                                                                                                                                                                                                                                                        |
| SENTENCE              | **Subject and Predicate** *(definitions and expansion in sentences):* Chapter 1;  
*Test 1*  
**Types of Sentences** – kinds of sentences *(Declarative, Imperative, Exclamatory and Interrogative)*  
Definition and transformation of sentences; formation of interrogative, negative and emphatic sentences:  
*Chapter 2; Test 1; Formation of interrogation:* Chapter 3;  
*Test 1*                                                                                                                                                                                                 | **Kinds of Sentences: Based on Meaning** *(assertive, interrogative, imperative and exclamatory);  
**Transformation of Sentences:**  
*Chapter 2*  
**Kinds of Sentences: Based on Structure** *(simple, compound, and complex, coordinating and correlative conjunctions, analysis and transformation of sentences):*  
*Chapter 9*                                                                                                                                                                                                 | **Kinds of Sentences** *(declarative, interrogative, imperative, exclamatory sentences and optative); **Simple, Compound and Complex Sentences:**  
*Chapter 1*                                                                                                                                                                                                                                                        |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Book 6</th>
<th>Book 7</th>
<th>Book 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTICLES</td>
<td>Uses of Definite and Indefinite Articles; Omission of Articles: Chapter 13</td>
<td>Usage and omission of articles: Chapter 23; Test 3</td>
<td>Rules for using Definite and Indefinite articles, Omission of Articles: Chapter 15</td>
</tr>
<tr>
<td>TENSE</td>
<td>Present, Past and Future Tense; Simple, Continuous, Perfect and Perfect Continuous Verb Forms; Use of Shall and Will: Chapter 22; Test 2</td>
<td>Kinds of tenses (present, past, and future tense of simple, continuous, perfect and perfect continuous forms of verbs): Chapter 14; Test 2</td>
<td>Present, Past and Future Tense of Simple, Continuous, Perfect, and Perfect Continuous forms of the Verbs: Chapter 9</td>
</tr>
<tr>
<td>DIRECT &amp; INDIRECT SPEECH</td>
<td>Rules (for changing statements, commands, requests and questions from direct to indirect speech): Chapter 26; Test 3</td>
<td>Changing narration (of imperative sentences, affirmative and negative interrogative sentences including question tags): Chapter 19; Test 2; Test 3</td>
<td>Rules (for changing assertive, interrogative, imperative, and exclamatory sentences from direct to indirect, and vice versa; Chapter 19, Test 2</td>
</tr>
<tr>
<td>ACTIVE &amp; PASSIVE VOICE</td>
<td>Rules (for changing statements in simple, continuous and perfect tense into passive voice): Chapter 18; Test 2 Chapters 11, 12, 24, 25, 30</td>
<td>Rules (for changing active voice into passive and vice versa); Use of active and passive voice: Chapter 16; Test 2 Chapters 11, 12, 20, 21, 26, 27, 30</td>
<td>Rules (for changing assertive, interrogative, and imperative sentences from active to passive and vice versa): Chapter 20; Test 2 Chapters 22, 35, 37; Test 3</td>
</tr>
<tr>
<td>COMPREHENSION, VOCABULARY &amp;</td>
<td>Letter Writing: Chapter 28; Test 3 Essay Writing: Chapter 31; Test 3</td>
<td>Paragraph writing &amp; Diary Entry: Chapter 29; Test 3 Chs 11, 12, 20, 21, 26, 27, 34; Test 3</td>
<td>Letter Writing: Chapter 26; Test 3</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPOSITION</td>
<td>Story Writing: Chapter 32; Test 3</td>
<td>Letter Writing &amp; Note Writing: Chapter 32 Report Writing: Chapter 30; Story Writing: Chapter 31; Test 3 Summarizing: Chapter 28</td>
<td>Essay Writing: Chapter 33; Test 3 Precis Writing: Chapter 30; Note Making: Chapter 31, Test 3</td>
</tr>
<tr>
<td>Topic</td>
<td>Book 6</td>
<td>Book 7</td>
<td>Book 8</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>MISCELLANEOUS</td>
<td>Possessives: Chapter 8; <em>Test 1</em>; Gender:</td>
<td>Modal Auxiliaries: Chapter 15;</td>
<td>Same words used as Different Parts of Speech:</td>
</tr>
<tr>
<td></td>
<td>Chapter 6; <em>Test 1</em>; Possessives: Chapter 8;</td>
<td>Determiners: Chapter 22; <em>Test 3</em>;</td>
<td>Chapter 10;</td>
</tr>
<tr>
<td></td>
<td>Direct and Indirect object: Chapter 21;</td>
<td>Word Formation: Chapter 24;</td>
<td>Determiners: Chapter 14;</td>
</tr>
<tr>
<td></td>
<td>Homophones: Chapter 29;</td>
<td>Understanding Spelling: Chapter 33;</td>
<td>Punctuation: Chapter 21;</td>
</tr>
<tr>
<td></td>
<td>Punctuation: Chapter 23</td>
<td>Similes: Chapter 25; <em>Test 3</em></td>
<td>Transformation of Sentences: Chapter 24;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Test 3</em>; Synthesis: Chapter 25;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Synonyms and Antonyms: Ch 27; Understanding Spelling: Ch 28; Idioms and Proverbs: Ch 29; Advertisements: Ch 34; <em>Test 3</em></td>
</tr>
</tbody>
</table>
The Sentence
Lesson 1 (Pages 1–4)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To revise different types of sentence based on meaning – declarative, interrogative, imperative, exclamatory, and optative, in positive and negative forms</td>
<td>• identify different types of sentence based on meaning.</td>
</tr>
<tr>
<td>• to revise different types of sentence based on structure – simple, compound, and complex</td>
<td>• transcribe sentences from one type to another as instructed.</td>
</tr>
<tr>
<td></td>
<td>• recognize different types of sentence based on structure.</td>
</tr>
</tbody>
</table>

Materials required
A strip of paper for each student approximately 10 cm wide cut from A4 sheets of paper; a marker for each student; Blu-tack or similar adhesive material

Introduction
Explain that you are going to revise different types of sentence and ask the students to name different types of sentence. Write their responses on the board in the form of a table, e.g.

<table>
<thead>
<tr>
<th>STRUCTURE</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>declarative/</td>
</tr>
<tr>
<td></td>
<td>statement</td>
</tr>
<tr>
<td></td>
<td>interrogative/</td>
</tr>
<tr>
<td></td>
<td>question</td>
</tr>
<tr>
<td></td>
<td>imperative/</td>
</tr>
<tr>
<td></td>
<td>command</td>
</tr>
<tr>
<td></td>
<td>exclamatory</td>
</tr>
<tr>
<td></td>
<td>optative/</td>
</tr>
<tr>
<td></td>
<td>wish</td>
</tr>
</tbody>
</table>

simple
compound
complex

Give examples to elicit any that are not named and ask students to give oral examples of each type of sentence, both negative and positive. Explain that sentences can be classified according to their structure, and/or their meaning. For example, A declarative statement can be simple I went for a walk in the park.
compound I went for a walk in the park and met an old friend.
complex I went for a walk in the park that is next to my grandfather’s house.

Student activity
Ask the students to open their books at page 1 and read the introductory text on pages 1–2. Explain exercises A and B and give the students a set amount of time to complete the tasks. When checking their answers to exercise A, ask them to identify each sentence by type according to meaning.
Read the explanatory notes on sentence structure and explain exercise C. Give the students a set amount of time to complete the task before checking their answers.

Recapitulation
Ask the students to work in small groups. Give each student a strip of paper and a marker and ask them to write on the paper a sentence of their choice – positive or negative. Ask each group to pass their sentences to a different group. Students should work within their groups to identify each sentence by type according to meaning and structure. After a set amount of time, ask each group in turn to fit their sentences onto the table on the board. If they are in any doubt, members of other groups can help them.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exercise A</strong></td>
</tr>
<tr>
<td>1. She had a nice time at the party. – declarative, positive</td>
</tr>
<tr>
<td>2. Don't you have enough money to buy a car? – interrogative negative</td>
</tr>
<tr>
<td>You don't have enough money to buy a car – declarative, negative</td>
</tr>
<tr>
<td>3. Does your aunt teach at the university? – interrogative, positive</td>
</tr>
<tr>
<td>4. Be careful to stop when the traffic lights turn red. – imperative, positive</td>
</tr>
<tr>
<td>5. We drove from Islamabad to Lahore yesterday. – declarative, positive</td>
</tr>
<tr>
<td>6. Did Aalia make tea when she came home? – interrogative, positive</td>
</tr>
<tr>
<td>When Aalia come home, she did make tea. – declarative, positive</td>
</tr>
<tr>
<td>7. My father has worked hard all his life. – declarative, positive</td>
</tr>
<tr>
<td>8. What a pity! My brother has lost his mobile phone. – exclamatory, positive; declarative, positive</td>
</tr>
<tr>
<td>9. Why haven't you done your homework? – interrogative, negative</td>
</tr>
<tr>
<td>10. Our team won two matches last year. – declarative, positive</td>
</tr>
<tr>
<td><strong>Exercise B</strong></td>
</tr>
<tr>
<td>1. Was the bus late?</td>
</tr>
<tr>
<td>2. Please do not blow out the candles.</td>
</tr>
<tr>
<td>3. What a good book this is!</td>
</tr>
<tr>
<td>4. Aren't I right?</td>
</tr>
<tr>
<td>5. Naila did not take an exam last year.</td>
</tr>
<tr>
<td>6. Ajmal wants to be a doctor.</td>
</tr>
<tr>
<td>7. Isn't he an artist?</td>
</tr>
<tr>
<td>8. How politely she behaves!</td>
</tr>
<tr>
<td>9. She doesn't sell fish.</td>
</tr>
<tr>
<td>10. Was it cold last night?</td>
</tr>
<tr>
<td>11. She completed her work on time.</td>
</tr>
<tr>
<td>12. God bless you with good health!</td>
</tr>
<tr>
<td><strong>Exercise C</strong></td>
</tr>
<tr>
<td>1. compound sentence</td>
</tr>
<tr>
<td>It is a difficult problem – principal clause</td>
</tr>
<tr>
<td>but I can solve it – coordinate clause</td>
</tr>
</tbody>
</table>
2. complex sentence
   I am not sure – principal clause
   that he deserves the prize – subordinate clause
3. complex sentence
   The town is very famous – principal clause
   in which I live – subordinate clause
4. compound sentence
   The sky was clear – principal clause
   and we could see the stars – coordinate clause
5. complex sentence
   Salma knew – principal clause
   that her dress was the prettiest – subordinate clause
6. compound sentence
   He must work hard – principal clause
   or he will fail – coordinate clause

Clauses
Lesson 2 (Pages 5–8)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain the uses of noun clauses</td>
<td>• identify and use correctly noun clauses.</td>
</tr>
<tr>
<td>• to explain and practise using adjective clauses</td>
<td>• identify and use correctly adjective clauses.</td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Explain that the topic of the next lessons is clauses. Elicit from the students that a clause is part of a sentence that contains a finite verb. Write on the board a complex sentence e.g. *It was difficult to know what we should give him as a farewell gift.* and use it to revise the terms main clause and subordinate clause. Write a second sentence on the board, e.g. *We decided to give him a book that he had expressed interest in.* Again ask the students to identify the main and subordinate clauses in the sentence. Help the students to analyse the sentences in more detail in order to elicit that the subordinate clause in the first sentence is a noun clause, object of the verb *know*, and the subordinate clause in the second sentence is an adjective clause that gives more information about *book*, the object of the main clause.
It was difficult to know what we should give him as a farewell gift. (noun clause)

We decided to give him a book that he had expressed interest in. (adjective clause)

Explain that you are going to look at the different ways in which noun and adjective clauses can be used in complex sentences.

**Student activity**

Ask the students to open their books at page 5 and read together the introductory text and the explanatory text on noun clauses on pages 5–6. Take each point in turn and ask for, or give further examples of each use.

Explain exercises A and B and give the students a set amount of time to complete them before checking their answers to exercise A. Encourage them to look back at the text for guidance. It may be helpful for students to work in pairs to complete these exercises since it will enable them to discuss the different possibilities.

When the students are confident with noun clauses, read the text on adjectival clauses and complete exercises C and D. Check their answers in class and provide any further explanation required.

**Recapitulation**

Ask students to read out their answers to exercise B and ask the rest of the class to decide whether they have used noun clauses correctly.

---

<table>
<thead>
<tr>
<th>Main clause</th>
<th>Subordinate clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was difficult to know</td>
<td>what we should give him as a farewell gift. (noun clause)</td>
</tr>
<tr>
<td>We decided to give him a book</td>
<td>that he had expressed interest in. (adjective clause)</td>
</tr>
</tbody>
</table>

**Answers**

**Exercise A**

1. Your health depends on how you take care of it – principal clause
   how you take care of it – subordinate noun clause, object of the preposition ‘on’
2. Give him what he wants – principal clause
   what he wants – subordinate noun clause, object of the verb ‘give’
3. I sent her an invitation to the fashion show knowing she likes new fashion – principal clause
   knowing she likes new fashion – subordinate noun clause, object of the participle ‘knowing’
4. Nobody will agree with what you suggest – principal clause
   with what you suggest – subordinate noun clause, object of the preposition ‘with’
5. (It) surprised everyone What happened at the party – principal clause
   What happened at the party – subordinate noun clause, subject of the verb ‘is’
6. His first thought was wrong that the noise was a gunshot – principal clause
   that the noise was a gunshot – subordinate noun clause, in apposition to the noun ‘thought’
7. He asked me why I was sad – principal clause
   why I was sad – subordinate noun clause, object of the verb ‘asked’
8. The question is – principal clause
    whether we should build a house now – subordinate noun clause,
    complement to the verb ‘is’
9. I told him the secret – principal clause
    believing that he would not deceive me – subordinate noun clause, object of
    the participle ‘believing’
10. ….will be turned out – principal clause
    whoever makes noise – subordinate noun clause, subject of the verb ‘will be
    turned out’

Exercise B  Example answers
1. what he says
2. How he treats his patients
3. exactly what happened yesterday?
4. that you will tell the truth.
5. that the boy would become a doctor
6. what they had asked us to do

Exercise C
1. that was studded with diamonds – to modify the direct object in the
   principal clause
2. where the prince spent his vacation – to modify the noun in the predicate
3. where everyone had gathered – to modify the object of a preposition in the
   principal clause
4. that you gave me – to modify the subject
5. who is a soldier – to modify the indirect object in the principal clause
6. that she made – to modify the direct object in the principal clause

Exercise D
1. The man who robbed a bank has been sent to prison.
2. The scientist who found the cure for cancer won the Nobel Prize.
3. The bomb that exploded in the market caused a lot of damage.
4. The shop that sells jewellery was robbed last night.
5. The young woman who has come to meet the chairman is in the waiting room.
6. The place that was once famous for its natural beauty is now in ruins.

Lesson 3 (Pages 9–13)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain and practise using different types of adverb clauses</td>
<td>• identify by type and use correctly adverb clauses.</td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
To introduce the topic, briefly recall the previous lesson on noun clauses and adjective clauses;
ask student volunteers to give you examples of sentences containing them. Explain that you are now going to look at different types of adverbial clauses and how they are used. Elicit that, just as an adverb gives more information about (modifies) a verb, a subordinate adverbial clause gives more information about the verb in the main clause. For example, it can explain, where, when, how, why, an action took place.

Write on the board a simple sentence, e.g. *She asked for help.* and ask student volunteers to add a suitable adverb clause e.g. *She asked for help when she realised she had lost her money.* *She asked for help because she was lost.*

**Student activity**

Ask the students to open their books at page 9 and read the explanatory text on adverb clauses on page 9 together. Explain exercise E and, depending on students’ confidence, complete it orally, or give the students a set amount of time to complete it individually before checking their answers.

Read the text on adverbial clauses of purpose and give the students a set amount of time to complete exercise F.

Continue to read the text and complete exercises G–M as they occur, either orally, or with students working independently or in pairs. Check answers after each task and provide any further explanation required.

**Recapitulation**

Ask students to read out their answers to exercises G and L.

---

**Answers**

**Exercise E**

1. The train had already left when I reached the station.
2. It is three years now since he joined this office.
3. I shall go wherever you go.
4. I am taller than he is.
5. Nasir is as intelligent as Faiza.
6. He is happy because he got the job.
7. You should not go out because you are very weak.

**Exercise F**

1. This work is so hard that I cannot do it.
2. His lessons were so good that I will never forget them.
3. You must ride carefully lest you should fall down./in case you fall down.
4. Ships carry lifeboats so that if the ship sinks, the crew can escape.
5. He left early so that he wouldn’t miss the last train.
6. I am glad that you have come.
7. I always keep candles in the house lest there should be a power cut./in case there is a power cut.

**Exercise G**

Suggested answers

1. … so beautiful that I feel like living here
2. … so hard that many trees were uprooted
3. … such a noise that I couldn’t sleep
4. … such a good cook that I always relish her dishes
5. ... so many were the complaints that they had to improve their poor services.
6. ... so much money that they didn't know what to do

**Exercise H**
1. Even though rich people have money, they want to make more.
2. Although the teacher gave him sixty marks, he deserved less.
3. Although you may say something, I don't believe a word of it.
4. Even though he is poor, he is happy.
5. Even though it is raining heavily, I shall go to school.
6. Even though he drove very carefully, he couldn't avoid an accident.

**Exercise I.**
1. He gets more confused – main clause; the more he thinks – adverb clause of extent
2. They contributed – main clause; as their means allowed – adverb clause of extent
3. They went into the forest – main clause; as far as they could – adverb clause of extent
4. You must behave towards others – main clause; as you would like others to behave towards you – adverb clause of manner

**Exercise J**
1. If you are hungry, why don't....
2. If we can catch the first bus, we....
3. Tell me if you took....
4. If I can't sleep, I get up....
5. If I lose my job, I'll not....

**Exercise K**
1. Unless you are over 18, you can't see....
2. Unless you work hard, you can't pass.
3. Unless you charge less, I won't....
4. Unless you give me my money, I'm going to....

**Exercise L**
1. ... I wouldn't have missed the bus
2. ... I will buy some land
3. ... I would have arrived in time
4. ... the public meeting would have been a success
5. ... you would have reached your destination

**Exercise M**
1. In Rome we must do – principal clause as the Romans do – adverb clause of manner
2. I would do my best.... happy – principal clause
   If I were the president – adverb clause of concession/contrast
3. He is confident – principal clause
   Though he is young – adverb clause of condition
4. Childhood shows the man – principal clause
   as morning shows the day – adverb clause of manner
5. Work hard – principal clause
   lest you should fail – adverb clause of purpose
Nouns and Pronouns
Lesson 4 (Pages 14–19)

<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 revise proper, common, collective, and material nouns</td>
<td>• identify nouns by type.</td>
</tr>
<tr>
<td>• to revise and practise the use of the apostrophe + noun to denote ownership</td>
<td>• form nouns from other parts of speech.</td>
</tr>
<tr>
<td>• to revise personal, demonstrative, interrogative, distributive, reflexive, relative, indefinite, possessive, and emphatic pronouns and pronouns of number and quantity</td>
<td>• identify pronouns by type.</td>
</tr>
<tr>
<td></td>
<td>• use pronouns correctly.</td>
</tr>
</tbody>
</table>

Materials required
Nouns and pronouns written on flashcards for recap activity

Introduction
Ask each student to write down a noun; to encourage variety, ask them to try to choose a noun that no other student will have chosen. While they are doing this, write on the board the headings Common, Proper, Concrete, Abstract, Collective, and Material. Briefly revise each type of noun, with one or two examples, and then ask the students, in turn, to write his/her noun under the correct heading.

Elicit that a pronoun is used to stand for a noun to avoid repetition of the noun in a sentence. Ask students to suggest which pronouns could be used to stand for some of the nouns on the board if appropriate.

Explain that they are going to learn more about nouns and pronouns in this unit.

Student activity
Ask the students to open their books at page 14 and read the explanatory text.
Explain exercises A and B and give the students a set amount of time to complete the tasks. Ask the students to check their answers in pairs and deal with any queries that might arise from this. Read the text on page 15 together before explaining exercise C and giving the students a set amount of time to complete it.

Read the text on pronouns on pages 16–18. To check understanding, ask for more examples of each type of pronoun, or give any further explanation required.

Complete exercise D as a whole class activity. Explain exercises E–G and give the students a set amount of time to complete them, working in pairs, before checking their answers.

Recapitulation

Hold up a flashcard and ask a student to identify the word as a noun or pronoun and the type of noun or pronoun. For extension, ask the student to use the word in a sentence.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
</table>
Exercise D
1. She  2. they  3. they  4. it  5. herself  6. them

Exercise E
1. …… my own car  
2. Each of these …
3. …… someone had lost his/her ticket
4. They have to …
5. …… haven't got anything to wear.
6. I want to eat an apple. I’ll take one from the fridge.
7. Is there a post office …
8. …… still see each other occasionally.
9. …… brought some fruit with us.
10. …… something worrying me.
11. …… I can't find it anywhere.
12. I don't know who …

Exercise F
My brother and his friend Ali have known each other for about two years, but they’ve only been sharing a room for six months. I like them both very much and I think they complement each other so I hope they will stay together. I sometimes visit them on my way home as their hostel is close to my workplace.

Exercise G
1. that  2. Who  3. whom  4. that  5. whose

Subject–Verb Agreement
Lesson 5 (Pages 20–24)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain and practise using the rules of subject-verb agreement for compound subjects</td>
<td>• demonstrate correct subject-verb agreement in oral and written work.</td>
</tr>
<tr>
<td>• to explain the principle of proximity</td>
<td></td>
</tr>
<tr>
<td>• to explain subject-verb agreement with collective nouns</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
Sample sentences for introductory activity
Introduction

Write on the board a table of personal pronouns as shown below:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>You</td>
</tr>
<tr>
<td>He/She/It</td>
<td>We</td>
</tr>
<tr>
<td>They</td>
<td></td>
</tr>
</tbody>
</table>

Ask a student volunteer to complete the table for the simple present tense for any regular verb, e.g. eat–I eat. You eat. He/She/It eats. We eat. They eat.

When the table is complete, elicit that the majority of English verbs only change for the third person singular, when ‘s’ or ‘es’ is added to the end of the verb. Elicit that this only happens in the simple present tense. (Point out also that the verb to be is an exception; it is irregular in that it has more changes and also changes in the simple past tense).

For example:

I am not feeling very well. You/We/They are very late. My best friend (He/She) is on holiday.

Past tense – I/He/She was a lazy student.

When we/they arrived we/they were very tried.

Explain that for a sentence to be grammatically correct, there must be subject-verb agreement.

Write on the board some sentences similar to those studied in this unit, giving a choice of verb form in each of them. E.g.

*The conductor and the orchestra practise/practises every day.*

*Neither mother nor father work/works on Saturdays.*

*My grandmother, along with the rest of the family, celebrate/celebrates her eighty-fifth birthday tonight.*

Ask the students to look at the sentences and decide which is the correct verb form for each of them.

Discuss the correct answer for each sentence (practise; works; celebrates) giving any necessary explanations.

Explain that in this lesson you are going to look at more cases of subject-verb agreement.

Student activity

Ask the students to open their books at page 20 and read all the explanatory text together carefully. Ask students to supply extra examples where appropriate.

Explain exercises A and B and give the students a set amount of time to complete them before checking their answers. Working together will enable them to discuss the different possibilities.

Recapitulation

Ask student volunteers to give reasons for their answers to exercises A and B.
### Answers

**Exercise A**
- 1. was  
- 2. was  
- 3. is  
- 4. were  
- 5. was  
- 6. is/was  
- 7. is  
- 8. is  
- 9. is  
- 10. is  
- 11. has  
- 12. are  
- 13. have  
- 14. is  

**Exercise B**
- 1. has risen  
- 2. is a long distance  
- 3. has suffered  
- 4. deserves a prize  
- 5. make four  
- 6. A series of matches are played  
- 7. was present  
- 8. has learnt his lessons  
- 9. has decided  
- 10. There are plenty of  
- 11. other metros are  
- 12. wait for no one  
- 13. were given refreshments  
- 14. The boat with its crew is going to crash.

---

### Non-Finites

**Lesson 6 (Pages 25–31)**

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>to revise finite and non-finite verbs</td>
<td>identify finite and non-finite verbs.</td>
</tr>
<tr>
<td>to revise gerunds, participles, and infinitives</td>
<td>distinguish between simple and gerundial infinitives.</td>
</tr>
<tr>
<td>to explain further forms of the infinitive</td>
<td>use infinitives correctly.</td>
</tr>
</tbody>
</table>

### Materials required

Incomplete sentences for recap activity

### Introduction

Explain that in this and the following lessons you are going to be learning more about non-finite verb forms. Elicit, or remind the students that non-finite verb forms tell us nothing about the time of the action (tense) or who performed the action (person). Elicit that the three non-finite verb forms are the infinitive, the gerund, and the participles, and ask students to give examples of each. Write on the board some examples of sentences containing infinitives, e.g.

*I went back to look for my scarf.*

*I was unable to complete my homework because I was ill.*

*They were delighted to discover that they had won the lottery.*

*Can you help me count the money, please?*

*We did not see the boys arrive.*
Ask the students to identify the infinitive in each sentence. Introduce and explain the terms *full infinitive* and *bare infinitive*.

**Student activity**

Ask the students to open their books at page 25. Read the introductory text and complete exercise A as a whole class activity.

Read the explanatory text on pages 26–27 together, giving any further examples or explanation required. Explain exercise B and give the students a set amount of time to complete the task before checking their answers.

Continue to read the explanatory text as above. Explain exercises C and D and complete one or two questions from each before giving the students a set amount of time to complete the tasks, working independently or in pairs. Check their answers.

**Recapitulation**

Ask the students to complete your incomplete sentences using an infinitive. For example

*I was sorry* ....

*We used* ....

*He asked her* ....

*He was too small* .... etc.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
</table>
| **Exercise A** 1. is – finite; hunting – non-finite, gerund  
2. refused – finite; to obey – non-finite, infinitive  
3. is – finite; to find – non-finite, infinitive  
4. saw – finite; riding – non-finite, present participle  
5. is – finite; written – non-finite, past participle  
6. hearing – non-finite, present participle; ran – finite |
| **Exercise B** 1. needn’t ask  
2. used to live  
3. May I use  
4. refused to accept  
5. I’d like him to go to the temple but I can’t make him go.  
6. We could go to the restaurant unless you would prefer to visit the exhibition.  
7. You seem to know him well.  
8. Where would you like to have dinner?  
9. I have to buy shoes for myself. |
| **Exercise C** 1. to swim – gerundial infinitive, to extend the sense of an adjective  
2. to pay – simple infinitive, object of a transitive verb  
3. to walk – gerundial infinitive, to extend the sense of an adjective  
4. to sell – gerundial infinitive, to extend the sense of a noun  
5. to open – gerundial infinitive, to extend the sense of an adjective  
6. not to buy – simple infinitive, object of a transitive verb  
7. to catch – gerundial infinitive, to extend the sense of a verb  
8. to boil – gerundial infinitive, to extend the sense of an adjective |
Exercise D
1. Everyone wishes for him to enjoy life.
2. He is old enough to ride a bike.
3. Ricky went to the bookshop to buy a book.
4. She was the only student to submit the assignment on time.
5. I helped Jamil to carry a heavy bag.
6. This problem is too difficult to solve.
7. I am sure to succeed.
8. She was too mean to give anything to charity.
9. It is important for him to repair the doorbell.
10. He was the last man to leave.
11. Would you be kind enough to lend me your notes?
12. The bus was too crowded for us to stand.
13. He was the only one to decode the message.
14. I want a terrace to keep the potted plants.
15. It was too dark to see the open drain.

Non-Finites: The Partic平les
Lesson 7 (Pages 32–35)

Teaching objectives
- to revise and practise using participles

Learning outcomes
Students should be able to:
- identify and use correctly the present, past, and past perfect participles.

Materials required
Flashcards showing different verbs; 3 flashcards on card of a different colour showing the words present, past, and perfect

Introduction
Write the heading Participles on the board and elicit that participles are non-finite verb forms. Write the sub-headings present, past, and perfect beneath the heading and ask the students to give you the participles of some common verbs, e.g. wait (waiting, waited, having waited); eat. (eating, eaten, having eaten) etc.

To illustrate the different uses of participles, ask a student to suggest a sentence containing one of the present participles, and then help them to analyse the sentence to identify the role of the participle in that sentence. (Note – avoid examples where the participle is used as a gerund e.g. Waiting is boring.) For example, Having eaten too much, Imran felt sick. having eaten = perfect participle used as an adjective qualifying the noun ‘Imran’.
Waiting in the dark, he began to feel hungry and cold. waiting = present participle used as an adjective qualifying the pronoun ‘he’. etc.

Explain that you are going to look in more detail at uses of participles.
Student activity
Ask the students to open their books at page 32 and read the introductory text.
Explain exercise A and give the students a set amount of time to complete the task before checking their answers.
Continue to read the explanatory text and complete exercise B as a whole class activity.
Explain exercises C, D, and E, and give the students sufficient time to complete the tasks before checking their answers.

Recapitulation
Use the flashcards you have prepared; show the students one verb card and one tense card and ask them to provide the correct participle. As extension, ask a different student to use the participle in a sentence.

|            | Exercise B  | 1. Coming (the driver) | 2. Trembling (the girl) | 3. Packing (they) | 4. Entering (I) | 5. Choking (he) | 6. Choosing (she) | 7. knowing (she) |
|            | Exercise D  | 1. Knowing  | 2. pounding  | 3. helping  | 4. running  | 5. parked  |
|            |             | 6. talking  | 7. Dissatisfied  | 8. burning  | 9. fought, depressing    |
|            |             | 15. reached |            |            |            |            |
|            | Exercise E  | 1. Having borrowed some money, he bought the medicine. |
|            |             | 2. Walking carelessly, she slipped on the wet floor. |
|            |             | 3. Complaining about the lack of concern, he walked out. |
|            |             | 4. Shouting loudly, he asked her to leave at once |
|            |             | 5. Looking annoyed, he muttered something. |
|            |             | 6. Feeling happy about her result, she rang up her friend. |
|            |             | 7. Knowing the facts full well, she couldn't have cared less. |
|            |             | 8. Leaving behind no trace, the thief escaped through the back door. |
|            |             | 9. Playing well, the team won the match. |
|            |             | 10. Arriving on time, the chief took to task all those who came in late. |
|            |             | 11. Speaking softly, she registered her protest. |
|            |             | 12. Feeling tired, he wanted to go to bed. |
Non-finites: The Gerund
Lesson 8 (Pages 36–38)

<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 explain and practise the uses of the gerund</td>
<td>• identify the different uses of the gerund.</td>
</tr>
<tr>
<td>• to distinguish between the gerund and the present participle</td>
<td>• use the gerund correctly.</td>
</tr>
<tr>
<td></td>
<td>• distinguish between a gerund and a present participle.</td>
</tr>
</tbody>
</table>

Materials required
Flashcards showing gerunds

Introduction
Write two sentences on the board, one containing a gerund and the other containing the same word used as a present participle. For example
Complaining bitterly, he left the room. (participle)
Complaining is sometimes an effective way to improve the service. (gerund)
We tend to ignore his complaining. (gerund)
The teacher listened patiently to the complaining students. (participle)

Explain or elicit that the present participle and the gerund take the same –ing form of a verb, but are used differently. Revise the ways in which the present participle is used (from previous lesson), and explain or elicit that the gerund is used as a noun. Ask the students to identify the gerunds and participles in the given sentences.

Explain that you are going to look in detail at the uses of gerunds.

Student activity
Ask the students to open their books at page 36 and read the introductory text.
Explain exercise A and complete it as a whole class activity.
Read the remaining text. Explain exercise B and give the students a set amount of time to complete the task working independently or in pairs before checking their answers.

Recapitulation
Show the students a flashcard and ask them to use the word it shows either as a gerund or as a participle in a sentence.
Non-Finites: The Infinitive
Lesson 9 (Pages 39–43)

<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 full infinitive and the bare infinitive</td>
<td>• use correctly the full infinitive and the bare infinitive.</td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Since the students have already learned about the full infinitive and bare infinitive (chapter 5), this unit is mostly revision.
Revise the terms and ask the students to identify the full and bare infinitives in some sentences that you have written on the board
For example
We agreed to meet them outside the cinema. (to meet = full)
They watched her board the train for Lahore. (board = bare)
Father asked me to post this letter on my way to school. (to post = full)
I did not want to worry you. (to worry = full)
We heard her open the door. (open = bare).
Ask the students to suggest other verbs or expressions (with an oral example) that take either a full or a bare infinitive and write them on the board under two headings.

**Student activity**

Ask the students to open their books at page 39 and read the introductory text. Complete exercise A orally as a whole class activity, and accept various possible answers.

Read the explanatory text on page 40 together. Explain exercises B and C and give the students a set amount of time to complete the tasks before checking their answers.

Continue to read the text together. Explain the remaining exercises as they occur and give the students sufficient time to complete them all, working individually or in pairs, before checking their answers.

**Recapitulation**

Refer to the lists on the board and ask students in turn to use the verbs or expressions in sentences.

| Answers |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| **Exercise A** (other answers are possible) |
| 1. to decipher | 2. to tell | 3. to walk | 4. to call |
| 5. to shout | 6. to live | 7. to follow | 8. to use |
| 9. to check | 10. to finish | 11. to make | 12. to know |
| 13. to juggle | 14. to see | 15. to lie |
| **Exercise B** |
| i a. To quit | b. To get admission to a good college |
| ii c. to play tennis | d. to step down |
| iii e. to become a doctor | f. to treat everyone equally |
| iv g. to resign over | h. to step down |
| v i. repeat the oath | j. rewrite the passage |
| **Exercise C** |
| 1. to start in September | 2. to be late | 3. to pass the entrance test |
| 4. to go to senior school | 5. to be accepted | 6. to go up next year |
| 7. to get some new books | 8. to raise money for flood victims |
| 9. to harass others | 10. to start at nine o’clock |
| **Exercise D** |
| 1. ask | 2. want | 3. persuade | 4. permit | 5. require |
| 6. expect | 7. take | 8. hope | 9. go |
| **Exercise E** |
| 1. made | 2. saw | 3. heard | 4. let | 5. watched |
| 6. saw | 7. overheard | 8. helped | 9. observed | 10. helped |
| 11. noticed | 12. helped |
| **Exercise F** |
| 1. scold | 2. to watch | 3. to join | 4. export | 5. resign |
| 6. to help | 7. drink | 8. to jump | 9. complete | 10. to let |
Tense
Lesson 10 (Pages 44–48)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise the formation and uses of the different tenses</td>
<td>• identify, form, and use the different tenses correctly.</td>
</tr>
</tbody>
</table>

Materials required
A set of flashcards showing the names of the different tenses; a set of flashcards showing personal pronouns; a set of flashcards showing the infinitive form of a selection of verbs (each set should, if possible, be on different coloured card

Introduction
This unit can be treated as revision since by this stage, the students should be familiar with all the different tenses and their uses. To introduce the topic ask the students to form small groups and give them a few minutes to produce a list of the names of the different tenses. Use their work to make a table of tenses on the board and ask the students for examples of each tense and some explanation of when each tense is used.

Student activity
Ask the students to open their books at page 44, and based on the knowledge and understanding they have shown in the introductory activity, either read some or all of the explanatory text, or ask them to go straight to the exercises on pages 47–48. Students can complete the tasks as whole class activity, or in pairs or individually, depending on the need for further practice.

Recapitulation
Ask the students in turn to select one card from each of the three sets and give the verb form they represent e.g. present perfect continuous; I; to think = I have been thinking, etc.

Answers
Exercise A
1. He travels a lot for his work.
2. Do you speak English to your children?
3. Your English is getting better each day.
4. Why are people looking at me?
5. I am doing all I can to tide over the difficulty.
6. This clock does not work.
7. I am enjoying this music.
8. What are you thinking about?
9. Do you read the newspaper every day?
10. She wakes up at 5 a.m. to go to school.
### Exercise B
1. reached, had already left  
2. has been suffering  
3. has learnt  
4. wrote  
5. doing  
6. left  
7. visit  
8. am leaving/will leave  
9. died, arrived  
10. said  
11. writes  
12. helped  
13. bought  
14. was blowing/is blowing  
15. had

### Exercise C
1. I have known  
2. We have been  
3. We work  
4. Yesterday he came  
5. He wanted  
6. The company has offered him  
7. He hasn’t decided  
8. I have told him/told him  
9. I have been living here  
10. I had been watching....

---

**Same Words Used as Different Parts of Speech**

**Lesson 11 (Pages 49–52)**

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
</table>
| • to explain how some words are used as different parts of speech  
• to practise identifying the functions of words used as different parts of speech | • correctly identify the functions of words when used as different parts of speech. |

**Materials required**
Pairs of sentences for the introductory activity

**Introduction**
To introduce the topic, write on the board a pair of sentences containing a word that performs a different function in each, e.g.

*Would you like a drink?*  
*Drink your tea while it is hot.*

Ask the students to identify the common word and elicit that in the first sentence ‘drink’ is used as a noun, and in the second it is used as a verb.

Write another pair of sentences on the board, e.g.

*I wrote my essay, then I watched television.* *(conjunction joining two simple sentences)*  
*I did not know you then.* *(adverb of time)*

Again ask the students to identify the common word and its function in each sentence.

If necessary, repeat the activity with other pairs of sentences to demonstrate different functions.

Explain that you are going to look at more examples of words having different functions in given sentences.

**Student activity**
Ask the students to open their books at page 49 and read the introductory text. Explain exercise A and ask the students to complete it in a set amount of time, working in pairs.

Continue to read the text and study the tables, giving any further explanation or examples.
required. Explain each exercise and give the students sufficient time to complete each of them, working independently or in pairs, before checking their answers.

**Recapitulation**

Ask the students to share their answers to exercise E.

| Answers |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Exercise A** | 1. preposition | 2. adverb | 3. conjunction | 4. adverb | 5. preposition | 6. conjunction | 7. conjunction | 8. preposition |
| **Exercise B** | 1. adjective | 2. adverb | 3. adjective | 4. adverb | 5. adjective | 6. conjunction | 7. adjective | 8. verb |
| **Exercise E** | 1. He came in and then we went out. |
| | The then governor had already signed it. |
| | They proclaimed it then. |
| | 2. Some people believed the story. |
| | Some say that he wasn’t present there. |
| | I think I shall have some tea. |
| | 3. You need the right combination to open the safe. |
| | He walked right up to the principal. |
| | How was one to decide what was right and what was wrong? |
| | Once you have righted a wrong, make sure you do not repeat it. |
| | 4. He kicked the ball above the goalpost. |
| | He was a person who thought he was above the law. |
| | Place the book above the table. |
| | Above all, remember me. |

**Adjectives**

**Lesson 12 (Pages 53–57)**

| Teaching objectives | Learning outcomes |
| --- | --- | --- |
| Students should be able to: |
| • to revise different types of adjective | • identify different types of adjective. |
| • to explain and practise the correct positions and order for adjectives | • use adjectives in the correct order. |
| • to revise comparison of adverbs | • use comparative and superlative forms of adjectives correctly. |
Materials required
None

Introduction
Write a selection of adjectives on the board; include some irregular adjectives and also some of the different types listed in the text. Elicit from the students that they are all adjectives. Ask the students to use them in sentences, supply the comparative and superlative forms of some of them, and, if possible, identify them by type.

To introduce adjectival order, write on the board a noun and two or three appropriate adjectives e.g. table – rosewood, new, beautiful; doll – plastic, Chinese, cheap; etc. Then ask the students to make phrases. If there are different responses, write them on the board and decide which is correct. (beautiful, new, rosewood table; cheap, plastic, Chinese doll). Explain that there is a set order for adjectives and that they will learn more about this in this unit.

Student activity
Ask the students to open their books at page 53 and read the explanatory text on pages 53–55 together. Complete exercise A as a whole class activity, giving the students a couple of minutes first to decide on the correct word order.

Explain exercises B, C, and D, and give the students sufficient time to complete the tasks before checking their answers.

Recapitulation
Ask the students to draw in their notebooks a table like the one shown below and write a few adjectives in each column. This can be done as a whole class activity, in groups, pairs or as an individual task. Alternatively, you can give the students adjectives and ask them to write them under the correct headings in the table.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Opinion/Condition</th>
<th>Size</th>
<th>Age</th>
<th>Shape</th>
<th>Colour</th>
<th>Origin</th>
<th>Material</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Answers
Exercise A  
i. a nice little box (opinion, size)  
ii. a cheerful fat lady (opinion, size)  
iii. three elegant silk dresses (quantity, quality/opinion, material)  
iv. a dark young man (colour, quality)  
v. a handy, little mobile phone (opinion, size, type)  
vi. an old plastic mug (age, material)  

Exercise B  
1. Your school is bigger than my school.  
   My school is smaller than your school.  
2. The speed of light is faster than the speed of sound.  
   The speed of sound is slower than speed of light.
3. My father is younger than my uncle.  
   My uncle is older than my father.
4. Karachi is wetter than Multan.  
   Multan is drier than Karachi.
5. My brother is taller than me.  
   I am shorter than my brother.
6. The Sun is hotter than the Moon.  
   The Moon is colder than the Sun.
7. Gold is brighter than brass.  
   Brass is duller than gold.

**Exercise C**
1. This painting is better than any other.
2. My hair is shorter than Asma’s (hair).
3. Milk is preferable to meat.
4. He is wiser than all the people here.
5. My car is cheaper than yours.
6. Which is the hotter month, March or May?
7. This is the best store in the market.
8. This route is the shortest of all.
9. It is getting colder by the day.
10. He is duller than all the other boys.
11. The Indus is the longest of all rivers.
12. Monday is the busiest day in the whole week.
13. Death is preferable to dishonour.
14. Karachi is more famous than any other place in the province.

**Exercise D**
(Suggested answers)
1. Arif is the fastest in the team.
2. My grandma is the best cook in the world.
3. Mount Everest is the highest mountain in the world.
4. My sister is the youngest in our family.
5. June 21st is the longest day of the year.
6. This car is the most expensive of all cars.
7. The guitar player is the best musician in the orchestra.
8. The North Star is the brightest star in our galaxy.
9. My room is the largest in the house.
10. Mars is the closest planet to Earth.
11. Karachi is the biggest city in the country.
12. Mr Malik is the wisest person in the office.
13. My brother is the tallest in our family.
14. The minister is the most intelligent in the government.
15. Rabia is the most beautiful of the sisters.
Comprehension: The Circus Elephants
Lesson 13 (Pages 58–59)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to help students read and understand a poem</td>
<td>• demonstrate understanding of the poem by answering comprehension questions correctly.</td>
</tr>
<tr>
<td>• to help students complete comprehension and grammar-related questions based on the poem</td>
<td>• answer grammar based questions correctly.</td>
</tr>
<tr>
<td>• to revise the second conditional</td>
<td>• use the second conditional correctly to express wishes.</td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Hold a brief discussion on the rights and wrongs of keeping animals in captivity, the value of zoos and circuses, animal rights, etc.

Explain that you are going to read a poem about circus elephants.

Student activity
Ask the students to open their books at page 58 and read the poem to themselves before asking a student volunteer to read the poem aloud.

Discuss the comprehension questions and encourage the students to answer using their own words.

Explain the remaining exercises and give the students a set amount of time to complete the tasks before checking their answers.

Recapitulation
Organise a class debate on the theme of zoos/circuses, e.g. This house believes that it is wrong to keep wild animals in captivity. Alternatively ask students to design a poster promoting animal rights, etc.

Answers
Exercise A
1. The elephant must be feeling bad at the loss of freedom to roam around the forest. They do not wish to perform tricks to entertain people.
2. A circus elephant has to tramp around the ring each night and perform its tricks whereas a wild elephant is free to roam at will in the forest and eat its full, far from human sight.
3. In the poem, children feel happy. ‘The children stare with delight.’
4. The poet calls the elephants ‘gentle giants’ because elephants are very big animals, and they are giants. But they are also very gentle animals.

5. they, away, night, sight, fair, there

6. In a thick forest as there are many trees, sunlight comes through the many leaves and then falls on the ground. Therefore the poet says, ‘forest’s leafy light.’

7. They tramp around the circus ring.
   They perform tricks to entertain children.

8. The poet raises the question about the captivity of elephants to draw attention to the feelings of the elephants and how they also would like to be free.

**Exercise B**
children gentle captive delight giant

**Exercise C**
Example answers
1. I wish I were in the jungle listening to the sound of crickets at night.
2. I wish you would listen to me.
3. She wishes she were an actress.
4. They wish they had gone yesterday.
5. I wish he were our neighbour.

**Exercise D**
1. It is not fair.
   2. tricks

**Exercise E**
fare, fair
There is a trade fair in the city.
They have increased the fare.

---

**Comprehension: Two Geniuses**

**Lesson 14 (Pages 61–62)**

<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 prose passage</td>
<td></td>
</tr>
<tr>
<td>• to help students answer comprehension questions based on the passage</td>
<td></td>
</tr>
<tr>
<td>• to revise non-finite verbs</td>
<td></td>
</tr>
<tr>
<td>• to revise transformation of sentences</td>
<td></td>
</tr>
<tr>
<td>• to extend vocabulary</td>
<td>• demonstrate understanding of a prose passage by answering comprehension questions correctly.</td>
</tr>
<tr>
<td></td>
<td>• identify non-finite verbs.</td>
</tr>
<tr>
<td></td>
<td>• transform sentences as directed.</td>
</tr>
<tr>
<td></td>
<td>• use vocabulary correctly.</td>
</tr>
</tbody>
</table>

**Materials required**

Background information on the life of Albert Einstein

**Introduction**

Ask the students what they know about the life and work of Albert Einstein. If necessary supply some of the information you have prepared. Explain that they are going to read about an
episode in the great scientist’s life. Write on the board the question, *What does this incident tell us about Albert Einstein?*

**Student activity**

Ask the students to open their books at page 60. Ask them to read the passage and as they do so, think about the question you have written on the board. Give them a set amount of time to read the passage and at the end of the time, discuss their answers to your question.

Discuss the comprehension questions and encourage the students to answer using their own words. Explain the remaining exercises and give the students a set amount of time to complete the tasks before checking their answers.

**Recapitulation**

Ask students to research another famous scientist and present to the class a brief biography or an amusing incident from the life of their chosen subject.

---

**Answers**

**Exercise A**

1. Einstein studied physics.
2. His research helped make many inventions such as nuclear energy, space travel, and television possible.
3. curiosity
4. On their way to a remote university Einstein was tired and he wished that he did not have to give his lecture that night. But he could not let his audience down. His driver Hans was ready to change places and offered to give the lecture for Einstein. He had listened to it dozens of times and knew it by heart. He felt since no one knew Einstein at the University, it wouldn’t make any difference.
5. Einstein asked Hans not to try to answer any question as he was sure that Hans would not be able to answer difficult questions from professors.
6. Hans performed brilliantly as he delivered the lecture. ‘Einstein joined the audience and listened to Hans give his lecture perfectly and joined in the applause at the end.’
7. had presence of mind

**Exercise B**

1. applause  2. audience  3. theories  4. remote  
5. reputation  6. chauffeur  7. eventually  8. genius

**Exercise C**

1. working – gerund  2. growing – participle  3. driving – participle
4. to drive – infinitive  5. crowded – participle

**Exercise D**

1. have to  2. don’t need to  3. don’t need to
4. didn’t have to  5. have to, don’t have to  6. didn’t have to

**Exercise E**

1. I have visited the zoo dozens of times.
2. The management doesn’t want to take over that failing unit.
3. I have heard the song so many times that I know it by heart.
4. He tried to get off the moving bus and fell down.
5. When his friend failed to turn up to support him, he felt very let down.
Test 1
Lesson 15 (Pages 63–64)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to assess students’ knowledge of clauses, adjectives, and vocabulary</td>
<td>• use clauses, adjectives, and given</td>
</tr>
<tr>
<td>• to assess student’s ability to transform sentences as directed</td>
<td>vocabulary correctly.</td>
</tr>
<tr>
<td>• to assess students’ ability to use infinitives and infinitive constructions</td>
<td>• transform sentences as directed.</td>
</tr>
<tr>
<td>• use clauses, adjectives, and given vocabulary correctly.</td>
<td>• use infinitives and infinitive</td>
</tr>
<tr>
<td></td>
<td>constructions 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 63–64. 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
Example answers

Exercise A
1. They will miss the bus….
2. …don’t lend you money?
3. …you don’t obey her.
4. I would spend it on the house.
5. …we take the shortcut.
6. …you wish to take the highway
7. …you add some pepper

Exercise B
1. pitiful
2. ridiculous
3. progressive
4. mountainous
5. thoughtful
6. artistic

Exercise C
1. kindness
2. suggestion
3. proud
4. doubtful
5. attentive
6. lively
7. central
8. celebration
9. Dependence
10. absence

Exercise D
1. Although she is ill, she does not rest at all.
2. Aamir promised to work hard.
3. There will be one paper in English instead of two.
4. An important experiment is being done (by him).
5. The previous principal was not as popular as the present one.
6. Seeing his friend in the street, he called out to him.
7. Every hotel is full.
8. Neither chair is comfortable.
9. Nothing is more convenient than this train.
11. We've only been here a week but we've already spent all our money.

Exercise E
1. My friend was the last man to leave the room.
2. I was shocked to hear that he had failed.
3. It is unusual to see roses in bloom at this time of year.
4. It was brave of him to jump into the river to save the child.
5. He told me to do whatever he asked.
6. I was happy to learn that my aunt was going to visit us.

Exercise F
1. Polly said that she was really tired.
2. Martin asked Naila whether someone had rung her an hour before/earlier.
3. Some documents, which were stolen from a car, have been found./Some documents have been found which were stolen from a car.
4. The house where I used to live is empty now.
5. I don't know the name of the man who helped me.
6. If you throw a stone into the water, it sinks.
7. Although the café was crowded, we found a table.
8. We couldn't get tickets in spite of waiting for an hour.
9. The new drug is being tested.
10. The mistakes need to be corrected.

Determiners
Lesson 16 (Pages 65–68)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to introduce different types of determiner and explain their uses</td>
<td>• distinguish between determiners and adjectives.</td>
</tr>
<tr>
<td>• to explain the difference between adjectives and determiners</td>
<td>• recognise and use determiners correctly.</td>
</tr>
</tbody>
</table>

Materials required
None
Introduction
To introduce determiners, write a noun on the board, e.g. cake. Ask the students to put an article before the noun and they will probably provide the definite article, the, and the indefinite article, a. Ask the students to suggest more words that can go before the noun, e.g. my, your, his, one, any, some, each, every, this, that, which, what, either, neither, etc. Write their suggestions on the board and explain that these are all determiners and are used to signal a noun in a sentence. Explain that they are going to learn more about determiners and their correct use in this unit.

Student activity
Ask the students to open their books at page 64 and read the text together, giving further explanation or examples as required. Explain exercises A and B and give the students a set amount of time to complete the tasks before checking their answers. Working in pairs will provide the opportunity to discuss all the possible answers.

Recapitulation
Discuss the different shades of meaning resulting from the different answers to the exercises.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exercise A</strong> (other answers are possible)</td>
</tr>
<tr>
<td>1. some</td>
</tr>
<tr>
<td>7. a few</td>
</tr>
<tr>
<td><strong>Exercise B</strong></td>
</tr>
<tr>
<td>1. Come here and look at these photographs.</td>
</tr>
<tr>
<td>2. Could you please pass me some/those plates?</td>
</tr>
<tr>
<td>3. I don't need any/much/a lot of money.</td>
</tr>
<tr>
<td>4. Every one of those cars is white.</td>
</tr>
<tr>
<td>5. He's got some grey hair.</td>
</tr>
<tr>
<td>6. Would you like some/a little/any more tea?</td>
</tr>
<tr>
<td>7. Every foreign language is difficult.</td>
</tr>
<tr>
<td>8. I like all kinds of music.</td>
</tr>
<tr>
<td>9. I haven't got any/much/a lot of time.</td>
</tr>
<tr>
<td>10. Many/All of us were here.</td>
</tr>
<tr>
<td>11. She has a lot of time to spare.</td>
</tr>
<tr>
<td>12. These knives are silver.</td>
</tr>
<tr>
<td>13. The teacher asked each/all of the boys.</td>
</tr>
<tr>
<td>15. Cheese is made from milk.</td>
</tr>
<tr>
<td>16. There wasn't enough/much/a lot of food to feed six people.</td>
</tr>
<tr>
<td>17. Many friends and relatives attended the function.</td>
</tr>
<tr>
<td>18. Both my parents are doctors.</td>
</tr>
<tr>
<td>19. The men have caught many/a lot of fish.</td>
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<tr>
<td>20. The police questioned the suspect.</td>
</tr>
<tr>
<td>21. Could you pass some/the/a little butter, please?</td>
</tr>
<tr>
<td>22. I have packed a few/some books.</td>
</tr>
</tbody>
</table>
Articles
Lesson 17 (Pages 69–72)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should be able to:</td>
<td>Students should be able to:</td>
</tr>
<tr>
<td>• to revise and practise the correct use of the definite and indefinite articles</td>
<td>• use definite and indefinite articles correctly.</td>
</tr>
</tbody>
</table>

Materials required

None

Introduction

Students should be already familiar with the use of the definite and indefinite articles, so this lesson should be largely revision. Introduce the topic by writing on the board a sentence containing a noun with the definite article and with the indefinite article. e.g., *Would you like a cake? Would you like the cake?* Elicit the terms definite article (*the*) and indefinite article (*a*) and ask the students to explain how the use of one or the other affects the meaning of the sentence. Ask students to supply other examples and explain the different meanings. Also revise the use of *an* in place of *a* before a vowel sound.

Student activity

Ask the students to open their books at page 69 and read through the explanatory text together, asking the students to supply more examples of the different uses. Explain exercises A and B and give the students a set amount of time to complete the tasks before checking their answers.

Recapitulation

For oral practice, ask the students to give you a sentence containing either a definite or an indefinite article, or no article.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise A</td>
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<tr>
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<tr>
<td>Exercise B</td>
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</tbody>
</table>
Adverbs
Lesson 18 (Pages 73–76)

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

Materials required
Flashcards showing different verbs

Introduction
This unit is largely revision. Elicit that adverbs give more information about verbs. Write a sentence on the board, e.g. He was walking, and ask students to suggest different adverbs that could be added e.g. fast, hurriedly, slowly, quickly, noisily, silently, clumsily, carefully, etc. Select one or two of the adverbs and ask the students to supply the comparative and superlative forms.

Student activity
Ask the students to open their books at page 73 and read the explanatory text together, asking for further examples of each type of adverb to assess understanding. Explain exercise A and give the students a set amount of time to complete the task before checking their answers. Complete the table in exercise B as a whole class activity. Explain exercises C and D and give the students sufficient time to complete them before checking their answers.

Recapitulation
Show the students one of the verb flashcards you have prepared and ask them to supply suitable adverbs; ask for the simple, comparative, and superlative forms of the adverbs they select.

Answers
Exercise B bad worse worst
less lesser least
much more most
good better best
far farther farthest
near nearer nearest
gladly more gladly most gladly
Teaching objectives

- to revise simple, compound, and phrase prepositions
- to explain and practise the correct use of prepositions

Learning outcomes

- Students should be able to:
  - identify simple, compound, and phrase prepositions.
  - use prepositions correctly.

Materials required

Flashcards showing phrase prepositions

Introduction

This unit will revise and consolidate the students’ knowledge of prepositions.

Elicit that a preposition shows the relationship between two items and ask the students for examples; ask them to use their examples in simple sentences. If necessary, explain compound prepositions and preposition phrases.

Ask the students to explain the difference between some commonly-confused prepositions e.g. *in/into; on/onto; for/since; among/between;* etc., and ask for examples of their correct use.

Student activity

Ask the students to open their books at page 77. Read through the text together and complete the exercises as they occur, giving the student a set amount of time for each before checking their answers. To add variety, and to enable students to discuss the different possible answers, ask them to work in pairs to complete some of the exercises.

Recapitulation

For oral practice, show the students the flashcards you have prepared and ask them to use the phrase prepositions in sentences.
Answers

Exercise A
1. at, on
2. at, at
3. at/on, in/at
4. in, in, in

Exercise B
1. on
2. at
3. on
4. in
5. at
6. in
7. in
8. in
9. in
10. on
11. on
12. in

Exercise C
1. since
2. since
3. for
4. since
5. for
6. for

Exercise D
1. between
2. between
3. among
4. between
5. among
6. among

Exercise E
1. of, of
2. off, of
3. of, of
4. of, of
5. off, off

Exercise F
1. into
2. in
3. on
4. onto
5. at
6. to
7. by, in
8. in
9. on
10. above
11. over
12. across, around
13. beside
14. besides

Exercise G
1. on ringing, on time
2. to school, on time
3. –
4. for cricket
5. as a gift
6. for forty minutes
7. from drudgery
8. with the chairman, has access to all
9. from prison, along with
10. According to, within twenty-four hours
11. on the footpath
12. into the river
13. the cliff
14. to the woods
15. In case of trouble
16. –
17. from the science stream

Conjunctions

Lesson 20 (Pages 82–84)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>to revise conjunctions</td>
<td>use conjunctions correctly.</td>
</tr>
<tr>
<td>to explain the difference between coordinating and subordinating conjunctions</td>
<td>distinguish between coordinating and subordinating conjunctions.</td>
</tr>
</tbody>
</table>

Materials required
Flashcards of conjunctions
Introduction

This unit will revise and consolidate the students’ existing knowledge of conjunctions. Write the heading *Conjunctions* on the board and elicit that conjunctions are used to join two or more sentences together to make compound or complex sentences. Ask the students for some examples of conjunctions and write them on the board. Ask student volunteers to use some of them in sentences.

Student activity

Ask the students to open their books at page 82 and read the explanatory text together. Explain exercise A and give the students a set amount of time to complete the task before checking their answers.

Recapitulation

For oral practice, show the students the flashcards you have prepared and ask them to use the conjunction in a complex or compound sentence.

---

**Answers**

*Exercise A*  
(other answers are possible)

1. I’ll be glad when this job is finished.
2. I will go to the market after I finish my work./I will go to the market before I finish my work.
3. The Sun rises in the east and sets in the west.
4. Although we ran fast, we missed the bus.
5. Although he is rich, he is unhappy.
6. I always come home before it gets dark.
7. I walked out of the cinema because I didn’t like the film./I didn't like the film so I walked out of the cinema.
8. We drove slowly because it was raining.
9. She plays piano and the flute.
10. I can neither draw nor sing.
11. When I was in Multan, I made a lot of friends.
12. You can either stay at home or come with me.
13. You must tell the truth or you’ll be punished.
14. He failed because he wasted his time.
15. He is both strong and brave.
16. I’ll be angry if you do that again.
17. Although she was hungry, she didn’t eat anything.
18. You can have coffee or tea.
19. She’s got two cats and one dog.
20. She speaks both Punjabi and Sindhi.
21. I left school when I was living in Islamabad.
22. I like Rabab but I don't like her sister.
23. When the weather is good, I go for a morning walk.
24. I washed and dried my shirt.
25. We missed the train because the taxi was late.
Direct and Indirect Speech
Lesson 21 (Pages 85–89)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise changing direct to indirect speech</td>
<td>• change questions, commands, exlaimations, wishes, and mixed sentences from direct to indirect speech.</td>
</tr>
<tr>
<td>• to explain and practise changing questions, commands, exclamations, and wishes into indirect speech</td>
<td></td>
</tr>
<tr>
<td>• to explain and practise changing mixed sentences into indirect speech</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Write on the board one or two sentences of direct speech and ask student volunteers to rewrite them as indirect speech. Use these examples to elicit the rules for changing from direct to indirect speech. Repeat the activity to change a question from direct to indirect speech. Explain that in the next unit you will be changing different types of sentence from direct to indirect speech.

Student activity
Ask the students to open their books at page 85 and read through the explanatory text; this will be revision and consolidation for the students. Explain exercise A and complete it as a whole class activity; consider any alternative answers that the students might suggest. Continue to read the text and complete exercise B as above. Read the remaining text and ask the students to complete exercise C working in pairs.

Recapitulation
Listen to the students’ answers to exercise C. Give credit for all appropriate answers, but encourage the students to select the answers that are most clearly and succinctly expressed.

Answers
Exercise A
1. He said that he was learning French.
2. Newton said that we were standing on the Earth because of gravitational pull.
3. He asked me whether I was feeling unwell that day.
4. Qasim told Sadia that he had composed a new tune.
5. She asked him when he wanted her to finish the work.
6. The officer asked the soliders how many of them had served in the war.
7. The students requested their teacher to allow them to watch the cricket match.
8. My mother asked me to buy a loaf of bread on my way home.
9. The driver asked the passerby the way to the market.
10. Father said that it was time we had begun planning our holidays.
Exercise B

1. We expressed the wish that our motherland would endure.
2. Everybody exclaimed how well she sang.
3. She lamented that there was nobody to support her.
4. The players exclaimed joyfully that their team had won.
5. The priest invoked the blessings of God to grant peace to the departed soul.
6. He cried out for a glass of water.

Exercise C

1. She asked me not to drive so fast because she felt sick at such speed.
2. I suggested to my friend that he should wear a coat as it was very cold outside.
3. The monitor told the class that the teacher was coming and requested them to be quiet and do their work.
4. I told my friend that I didn’t know the way and asked him whether he did.
5. She asked her husband where all that money had come from, how he had got it, and whom it belonged to.
6. I asked my mother whether she was going shopping. I advised her to take a taxi rather than a bus because it was Eid the next day and the buses would be overcrowded.
7. The teacher told the pupils that they would be going on a picnic the next day. The pupils exclaimed with joy that it would be great fun. The teacher asked them where they would like to go.
8. The farmer told his sons that he was dying and he advised them not to quarrel after his death. He reminded them that united they would stand, but divided they would fall.
9. The girl told her mother that she was getting chilled to the bone. She wondered what Freddie could have been doing all that time since he had been gone twenty minutes.
10. Ann told Peter that they could go to see a film on Friday. Peter agreed and asked which one Ann would like to see.
11. Sadia exclaimed that she had lost her favourite pen. Her friend told her not to worry and said she would help her to look for it.
12. The wife chided her husband for watching television. She suggested that he help little Tommy with his homework instead.
13. Teena complained to the doctor that she was running a temperature. She also told him that her body ached and she had lost her appetite. She asked him what was wrong with her.
14. The doctor told Teena that she had a viral infection. He advised her to stay in bed, avoid exertion, and take plenty of fluids.
Active and Passive Voice
Lesson 22 (Pages 90–98)

Teaching objectives

<table>
<thead>
<tr>
<th>Teachers should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise and practise changing different types of sentence from the active to the passive voice, and the passive to the active voice</td>
</tr>
<tr>
<td>• change sentences of different types from the active to the passive voice.</td>
</tr>
<tr>
<td>• change sentences from the passive to the active voice.</td>
</tr>
</tbody>
</table>

Materials required

Sentences for recap activity – see below

Introduction

Note – this is a long unit and may take two or more periods to complete.

Write on the board the heading Active and Passive Voice. Ask a student to give you an example sentence in the active voice and ask a volunteer to change it to the passive voice. Elicit the rules for changing the voice of sentences and emphasis that the passive is used when the action or result of an action is more important than the doer of the action, or when the doer is unknown. For example, newspaper reports are generally written in the passive because the events are often more important than those who performed them.

Ask for examples of active voice questions and commands, and ask the students to change them to the passive voice.

Explain that you are going to look at more examples of changing sentences from active to passive and vice versa in this unit.

Student activity

Ask the students to open their books at page 90. Gradually read through all the explanatory text with the students. Explain each exercise and give the students a set amount of time to complete the tasks, working in pairs or individually to add variety and to enable them to discuss the different possibilities.

Recapitulation

For this activity prepare some sentences in the active voice; in some the subject should clearly be important, and in others the action should be more important, e.g. Javaid broke both his legs in the accident. (it is important to know that it was Javaid and not somebody else); John wants a chocolate ice cream and I want vanilla. (the subjects are important); Somebody stole a lot of gold from the jeweller’s shop. (the theft of the gold is the important information). Read the sentences to the students (or write them on the board) and ask them to decide which should be written in the active voice, and which should be written in the passive.
Answers

Exercise A
1. The plants are watered every day.
2. The jewels were stolen (by the thief).
3. An experiment is being demonstrated by the teacher.
4. The car was damaged by the hailstones.
5. The photographs are being taken by Sayema.
6. Fruit and vegetables are sold in the market by Bilal.
7. A letter of apology was delivered by Saad.
8. By tomorrow our school will have been inspected (by the inspector).

Exercise B
1. Fortunately the fire did not cause much damage.
2. The police were stopping the protestors.
3. The principal has given her a notice.
4. Asma decorated the house.
5. His conduct has displeased his officers.
6. A hundred people will have visited the exhibition by Saturday.
7. This dog has bitten several people.
8. The alarm woke us up.

Exercise C
1. The refugees were given a cheque for Rs.10,000.
2. His weak points are known to me.
3. A watch was bought for me by my father.
4. I am interested in your case.
5. I was selected as the leader of our group.
6. We are taught English by Mrs Rehan.

Exercise D
1. Which room was reserved for the minister?
2. Can this be written (by them) in English?
3. Who is wanted by the police?
4. Has his family been informed (by him)?
5. Is the party being hosted by Mrs Islam?
6. Where was the purse found?
7. By whom are you taught Urdu?
8. When will the bridge be built (by them)?

Exercise E
1. Please, may the window be closed.
2. The weak must no longer be bullied (by you)./Your bullying of the weak must be stopped.
3. Could this blind man be helped?/This blind man should be helped.
4. This sentence should be changed./Could this sentence be changed?
5. Let the music be turned off.
6. He should be excused this time./Could he be excused this time?
7. Your parents must be obeyed.
8. Exercise must be done daily./Daily exercise must be done.
Exercise F
1. He is considered by them to be a freedom fighter.
2. I was asked (by him) to make tea.
3. The children are not to be shouted at.
4. Don't let the picture be spoiled.
5. May I be given another chance?
6. The needy must be helped (by you).

Exercise G
1. The bell is being rung now.
2. Those nice glasses got broken.
3. There is a report to be written.
4. The winner was given a prize.
5. She was asked to sing.
6. By whom were the burglars caught?
7. A book was sent to me.
8. Chocolates were given to her.
9. Ann was married to Peter.
10. A rabbit was seen crossing the path.
11. Have your seats been booked?
12. By whom was the cup broken?
13. The poor should not be humiliated.
14. This picture has been painted by Abeera.
15. Could leave please be granted?

Punctuation
Lesson 23 (Pages 99–101)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise punctuation</td>
<td>• use punctuation correctly.</td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Write on the board the heading Punctuation and ask the students to help you compile a list of punctuation marks and discuss their uses with examples.

Student activity
Ask the students to open their books at page 99 and read through the text together. Explain exercise A and give the students a set amount of time to complete the task, working individually or in pairs.

Recapitulation
Although there are general rules for punctuation, the rules are not entirely inflexible in English and people have individual preferences. Discuss any different punctuation that the students have used in the exercises; and how it affects the sense or flow of the passage.
Answers

Exercise A 1. ‘Heard anything from Talal?’ Hanson asked, ‘I guess he’s curious to know what I found about that little animal he left there.’
   ‘Yes, Sir, yesterday he said he was going to call you right after Christmas.’
   ‘It might take longer then to solve this biological mystery. Those little furry things may seem simple enough but so far they’ve defied classification. They look like mammals and sometimes they act like reptiles. But they aren’t either, at least not in the classical sense.’

2. ‘Who is it?’ asked a weak voice from inside.
   Qasim did not reply. He quietly entered the room and stood beside his father’s bed. His father opened his eyes and looked at the boy standing there before him.
   ‘Hello, Qasim,’ said the sick man. ‘It’s good to see you, son. How is your school work going? I’m sorry I cannot help you these days.’

3. Two hikers stopped at a café for lunch. The waiter brought them two grilled fish – one large and the other tiny. Human nature being what it is, neither wanted to serve the fish. Eventually, one of them was prevailed upon to do so. He gave his friend the small one and kept the large one himself. ‘Well,’ remarked his friend, ‘If I had been serving, I think I would have given you the large one.’ ‘What are you grumbling about?’ replied the other, ‘I’ve given you the small one, haven’t I?’

4. A traveller who had spent many a year in Africa was telling his friends of his adventures. ‘When I was in El Doab,’ he said, ‘single-handed I made fifty Arabs run.’ ‘How did you manage it?’ asked one of his friends, greatly impressed. ‘Oh, it was nothing very wonderful,’ replied the traveller, ‘I ran and they ran after me.’

Comprehension: Journey Across the Arctic

Lesson 24 (Pages 102–103)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>to help students read and understand a prose passage</td>
<td>demonstrate understanding of a given prose passage by answering questions based on it.</td>
</tr>
<tr>
<td>to help students answer questions based on the passage</td>
<td>change sentences from the active to the passive voice.</td>
</tr>
<tr>
<td>to revise passive voice</td>
<td></td>
</tr>
</tbody>
</table>

Materials required

A globe or map; information about the Arctic; dictionaries

Introduction

Locate, or ask a student volunteer to locate, the Arctic region on the globe or map. Ask the students what they know about the Arctic region. How might people travel in the Arctic and
what difficulties might be faced by explorers and others travelling in the Arctic? Explain that you are going to read a passage about one person's voyage in this part of the world.

**Student activity**

Ask the students to open their books at page 102 and either read the story as a whole class activity or give the students a set amount of time in which to read it themselves. At the end of the set time, ask them what adjectives they would use to describe Borge Ousland, and to explain why.

Look at the questions in exercise A and answer them orally before asking the students to write their answers, using their own words as far as possible. Explain the other tasks and give the students sufficient time to answer them before checking their answers.

**Recapitulation**

Ask the students to research an explorer and make a short oral presentation about their achievements to the class.

---

**Answers**

**Exercise A**

1. The author had prepared for two years. He had trekked alone to the North Pole and across the South Pole in these years. He had endured a 1240 mile ski walk and swim from Russia to Canada.

2. During the first two days of his historic journey the author encountered many difficulties. The sledge with all his supplies began to break, its runners became loose and its Kevlar coating cracked and was worn by the sharp edges of new pack ice. After one brutal night the Arctic Ocean nearly swallowed his first camp. The next morning he couldn't find snow to melt for fresh water.

3. According to the author the key to success on ice is finding a sense of purpose, setting small goals, and finding joy in solitude. The right equipment also helps.

4. The author's journey was different from Roald Amundsen's journey to the South Pole because his boots were copies in synthetic materials of those worn nearly a century ago by Amundsen. He also navigated with the help of GPS and called home most days on a satellite phone.

5. The author used his skis to travel across the ice. He also used the ski poles to measure the thickness of fresh pack ice. He collected this data to help the Norwegian Polar Institute study global warming.

**Exercise B**

1. motivate 2. trek 3. close call 4. leeward 5. scraped together

**Exercise C**

1. life threatening experience

**Exercise D**

1. Patches of frozen condensation were spotted (by me) on the leeward side.

2. A new sledge was called for (by me) and on day 12 it arrived.

3. Global warming will be studied by the Norwegian Polar Institute with the data collected by me.

4. Two items have been packed by me that no one has used before on an expedition like this.

**Exercise E**

1. navigation 2. improvisation 3. measurement

4. performance 5. deliverance.
**Comprehension: The Muddle-head**

**Lesson 25 (Pages 104–106)**

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to help students read and understand a poem</td>
<td>• answer questions on the given poem to demonstrate understanding.</td>
</tr>
<tr>
<td>• to revise determiners</td>
<td>• identify determiners in given sentences.</td>
</tr>
<tr>
<td>• to revise indirect speech</td>
<td>• rewrite direct speech as indirect speech.</td>
</tr>
</tbody>
</table>

**Materials required**

None

**Introduction**

Ask the students whether they, or any of their family have ever done anything silly, e.g. putting on their school uniform on a non-school day, wearing two odd socks, etc. Listen to their experiences and then explain that they are going to read a poem about a person who made many similar mistakes.

**Student activity**

Ask the students to open their books at page 104 and ask a student volunteer to read the poem. Discuss the exercises and give the students sufficient time to complete the tasks before checking their answers.

**Recapitulation**

Either discuss the answers to question 4 of exercise A or ask students to work in pairs to write an extra verse for the poem following the structure of the opening verse but with four new lines in the middle of the verse.

**Answers**

**Exercise A**

1. The man from Petushkee mixed up his clothes and wore his mittens on his toes. He forgot his collar and tied his tie around his waist. He wore his coat inside out and instead of a hat, he had a saucepan on his head.
2. Begging your pardon, Mister Conductor. I'm off for a week's vacation. I beg you to stop your tramcar as soon as we reach the station.
3. What a muddle head was he
   That man who lived in Petushkee.
   First – the description of his dress and what people thought of him
   Second – the people's remarks and what he did at lunch time
   Third – the foolish things that he did and his walking into the tram.
   Fourth – his words to the conductor and when he ordered tea and bread
4. Answers will vary.
5. Exaggerations:
   a saucepan on his head; coat inside out; mixing up speech saying a slice of cup and a cup of bread.
Exercise B
fare – price of journey on a public transport
tram – electrically powered road vehicle
paradise – a place of complete happiness
rack – shelves
saucepan – a cooking vessel
café – coffee house
nap – short sleep
mittens – a kind of glove

Exercise C
haste, waist; about, out; said, head; bread, head; fright, night

Exercise D
determiners: a, some, his

Exercise E.
1. They told him that his coat was inside out.
   2. He asked the man to give him a railway ticket.
   3. He told himself that he must have been asleep.
   4. He asked what stop it was.
   5. He exclaimed that he was back where he had begun.

Test 2
Lesson 26 (Pages 107–108)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise prepositions</td>
<td>• use prepositions, homonyms, the passive voice, and conjunctions correctly.</td>
</tr>
<tr>
<td>• to revise homonyms</td>
<td>• change speech from direct to indirect speech.</td>
</tr>
<tr>
<td>• to revise passive voice, conjunctions, and indirect speech</td>
<td>• to identify and correct grammatical mistakes in given sentences.</td>
</tr>
<tr>
<td>• identify and correct grammatical mistakes</td>
<td></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 107–108. 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. Besides/As well as  
2. due to  
3. on  
4. for  
5. by  
6. since

Exercise B
1. brakes  
2. course  
3. assent  
4. idol  
5. principle  
6. stationary  
7. sore  
8. sole

Exercise C
1. is used  
2. are not found  
3. not paid  
4. is closed  
5. When are you going to be interviewed?  
6. is made  
7. will be done  
8. is being cleaned

Exercise D
1. The students can do a project on either insects or birds.  
2. I have many books about the Universe but I have not read them.  
3. Because his car broke down on the way, he reached his office late.  
4. The weather was neither hot nor cold.  
5. I will go to Murree or Islamabad for my holidays.  
6. He is busy whereas/but I am not busy.  
7. Since he is a poor boy, he gets a fee concession.  
8. My teacher is a very learned and helpful person.

Exercise E
1. The policeman advised me not to leave my car unlocked.  
2. Hamza apologized for forgetting the parcel.  
3. I asked the magician whether he had really seen a ghost or if he was bluffing.  
4. Ali asked Sajid whether he would like to join him for lunch.  
5. The teacher informed the parent that his child had not performed well in English and added that he had been absent for two days the previous week.  
6. The old woman asked the postman whether he had any mail for her.  
7. Imran exclaimed to his mother that the hot weather had really exhausted him.  
8. The boy exclaimed with amazement that the dolphins could sing.

Exercise F
1. Standing on the bridge, we saw a plane flying above us.  
   While we were standing on the bridge, a plane flew above us.  
2. While he was cutting the grass, a snake bit him.  
3. It being a holiday, the office was deserted.  
4. For sale by a gentleman, a dining table with carved legs.  
5. She picked up the jar, which had broken into many pieces.  
6. As we went up the hill we saw an old temple./An old temple was seen as we went up the hill.  
7. We saw a few trees laden with fruit.  
8. Being tired, the traveller sat down to rest by the roadside./The tired traveller sat down to rest by the roadside.
Transformation of Sentences
Lesson 27 (Pages 109–116)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain and practise how to transform one type of sentence to another, by structure or meaning</td>
<td></td>
</tr>
<tr>
<td>• to explain how to transform a sentence by changing the degree of comparison</td>
<td></td>
</tr>
<tr>
<td>Students should be able to:</td>
<td></td>
</tr>
<tr>
<td>• transform one type of sentence to another, by structure or meaning.</td>
<td></td>
</tr>
<tr>
<td>• transform a sentence by changing the degree of comparison.</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Write on the board a selection of different types of sentence, e.g. statement, question, exclamation, wish, simple, compound, complex, etc. Ask the students to identify the sentences by type and then ask them to transform them from one type to the other without changing the meaning. Explain that in this unit they will be exploring different ways of transforming sentences in order to add variety to their written style.

Student activity
Note – This is a long unit and may take several periods to complete. The teacher should use his/her judgement concerning which methods need more or less practice.
Ask the students to open their books at page 109. Read through the text with the students, section by section, and complete the exercises as they occur, giving the students sufficient time to complete each before checking their answers. Make a note of varying answers which can be discussed in the recapitulation session.

Recapitulation
Discuss whether some of the different possible answers to some of the exercises change the meanings of the sentences in any way.

Answers
Exercise A
1. She carelessly lost her new watch./Being careless she lost her new watch.
2. He is so poor that he cannot buy a warm coat for winter.
3. He was afraid of being arrested so he ran away.
4. He suffered a loss but he is cheerful.
5. He is sure of succeeding.
6. The patient was too weak to walk.
7. In addition to being punished he was fined.
8. He explained to us whatever he had planned.
9. I can prove that I am the winner of this lottery.
10. He sold his beautiful house even though he had only built it last year. Even though he had built a beautiful house only last year, he sold it.

Exercise B
1. Very few teachers I have seen are as good as him.
   He is better than most other teachers I have seen.
2. No other policy is as good as honesty.
   Honesty is better than any other policy.
3. A foolish friend is not as good as a wise enemy.
4. Very few metals are as valuable as platinum.
   Platinum is one of the most valuable metals.
5. His friend is cleverer than him.
6. To act is not as easy as to speak. Acting is not as easy as speaking.
7. This book is more popular than most other books.
   This is one of the most popular books.
8. No other flower is as beautiful as the rose.
   The rose is more beautiful than all other flowers.

Exercise C
1. The boy is not short.
2. No sooner did the chief guest arrive, than the band began to play.
3. No other country is as rich as America.
4. She is not too proud to ask for help.
5. He did not succeed in keeping his promise.
6. The sage was not a foolish man.

Exercise D
1. China is the most populated country.
2. As soon as the match began, it started to rain.
3. The general said everything.
4. Taha is the fastest boy in the class.
5. He is too honest to accept a bribe.
6. Only a coward would say so.

Exercise E
1. Who doesn't like to be praised?
   Doesn't everyone like to be praised?
2. Can you please everybody?
3. Can I ever repay your kindness?
4. Would anyone like to see such a sight?
5. Is he fit for the job?

Exercise F
1. We should not waste time here.
2. Everyone likes freedom.
3. Riches are of no use to a man on his deathbed.
4. This is not the way to behave towards your elders.
5. Everyone loves his country.
Exercise G
1. What a great tragedy it is!
2. It is a silly excuse.
3. It is very sad that his son is dead.
4. We are very thirsty.
5. How miserly he is!
6. I wish that I could see my child once.
7. A student should not be afraid of hard work.
8. What a busy time we had yesterday.

Exercise H
1. Pay attention to what I say.
   Listen attentively to what I say.
2. He had success in getting the job.
   He was successful in getting the job.
3. Exercise gives the body strength.
   Exercise strengthens the body.
4. My sympathy is always with the poor.
   I am sympathetic to the poor.
   I deal with the poor sympathetically.
5. A physical change and a chemical change differ greatly.
   A physical change is different from a chemical change.
6. They will not admit you without a pass.
7. He treated us with kindness.
   He was kind in his treatment of us.
8. There was happiness in his life.
   He lived life happily.

Exercise I
1. You will recover soon provided you take complete rest.
   With complete rest, you will recover soon.
2. Supposing it rains heavily, we shall not play the match.
   In the event of heavy rain we shall not play the match.
3. If I had known that he would deceive me, I would not have trusted him.
   Were I aware that he would deceive me, I would not have trusted him.
4. I shall grant him leave provided he informs me beforehand.
   If he informs me beforehand, I shall grant him leave.
   Should he inform me beforehand, I shall grant him leave.
5. Supposing he gets the job, he will move to Multan.
   If he gets the job, he will move to Multan.
   He will move to Multan, provided he gets the job.
6. We went out after we finished washing up.
   We washed up and then we went out.
7. Singing loudly, we kept up our spirits.
   By singing loudly we kept up our spirits.
   Our spirits were kept up by singing loudly.
8. Being robbed of their free period, the children were unhappy.
   The children were unhappy because they were robbed off their free period.
9. Work hard if you wish to succeed.
   Hard work leads to success.
10. After I shouted to my friends I led the way up the narrow garden path.
    My friends followed me up the garden path after I had shouted to them.

Exercise J
1. with fairness
2. finally.
3. reputable.
4. The stranger who he had met at the bus stand turned out to be her father’s friend.
5. I was not sure it was you.

Synthesis
Lesson 28 (Pages 117–123)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain and practise different ways of combining sentences</td>
<td>• combine separate sentences to form compound or complex sentences.</td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Note – this is a long unit and may take more than one lesson to complete.
Write two simple sentences on the board and ask a student volunteer to combine them into one sentence. Ask a second volunteer to combine them using a different word/part of speech. Explain that combining two or more sentences in this way is known as synthesis and they are going to learn about different ways of doing this in this unit.

Student activity
Ask the students to open their books at page 117 and read through the introductory text together. Complete exercise A as a whole class activity. Continue to read through the text and complete the exercises as they occur.

Recapitulation
Listen to, and comment on, the students’ answers to exercises H and K.
Answers

Exercise A 1. Raising the flag, he saluted it.
2. Being tired of my servant, I turned him out.
3. Having been overpowered, they surrendered.
4. Crying out in surprise, he embraced his friend.
5. Admitting her fault, she apologized.

Exercise B 1. We were happy to hear the good news.
2. He is too lazy to work hard.
3. I have some work to finish.
4. It is your duty to respect your teachers.
5. She is too sick to come to work today.

Exercise C 1. The train having arrived, all passengers boarded it.
2. The snake having been killed, the children felt secure.
3. The teacher being strict, the students submitted their assignments.
4. The match being over, the spectators left the stadium.
5. The guests having arrived, we sat down to eat.

Exercise D 1. I have seen the Taj Mahal, one of the wonders of the world.
2. Talha, once a worker in the factory, became the manager later.
3. This is my friend Ann.
4. My friend Salim lives in Karachi, one of the biggest cities of Pakistan.
5. People have forgotten Sajid, a once popular actor.

Exercise E 1. After finishing your work, you can play.
2. On hearing the bad news of his father’s death, he fainted.
3. He was greatly disappointed about failing his examination.
4. Besides being melodious, the song is composed well.
5. He was fined for not reaching school on time.

Exercise F 1. Unfortunately a large number of people die of cancer every year.
2. My uncle arrived unexpectedly yesterday.
3. She will certainly come for the party.
4. He spent all his money carelessly.
5. Unusually, the train is late.

Exercise G 1. I have neither seen this book nor heard about it.
2. Learn English or/and Urdu.
3. He can neither hear nor speak.
4. He failed, but he was given another chance to take the exam.
5. The lecture was informative and entertaining.
6. The referee has come and so we should get ready for the match.
7. They played, talked, and laughed.
**Exercise H**  
Example answers  
1. …but also hardworking  
2. …train or plane  
3. …he is the most suitable candidate  
4. …they went ahead with their plans  
5. …you cannot touch them  
6. …he sat down on the chair  

**Exercise I**  
1. God helps those who help themselves.  
2. I bought a dog whose age is only two years./I bought a two-year-old dog.  
3. I found a bag that was full of money.  
4. I don't know the name of the village where he lives.  
5. This is the girl who is a great dancer.  
6. He lives in a large house which has ten rooms.  

**Exercise J**  
1. When the teacher entered the classroom, all the students stood up.  
2. He cannot be given this job because he has no experience.  
3. He worked so hard that his health failed as a consequence.  
4. You are as clever as she is.  
5. If you don't tell me the truth, I won't talk to you./Unless you tell me the truth, I won't talk to you.  
6. The dog followed the master wherever he went.  
7. Although my father is strict, he is also very affectionate.  

**Exercise K**  
Example answers  
1. Since life is short and sweet, human beings should not grumble, but should try to make the best of it.  
2. After wandering about all day, a hungry, thirsty, and tired fox entered a vineyard, and saw a bunch of grapes.  
3. While the spectators watched eagerly, the lion was let out of its cage, but it did not attack Androcles, instead it came quietly and licked his hand, remembering Androcles’ kindness in the forest.  
4. The tiny mouse together with numerous other mice, gnawed through the nets that held the lion captive, and set the lion free.  
5. Even though his friends, the swans, had told him not to open his mouth, the talkative tortoise exclaimed at what he saw below him and he fell to his death.  
6. When a cat entered our classroom, it created a lot of confusion.  
7. Nothing can describe the confusion I felt as I sank into the water.  
8. For fear of offending him, his order is obeyed.  
9. Hearing the announcement that she had won the trophy, she jumped for joy.  
10. The two fierce dogs that he keeps, guard the house at night and keep away robbers.
Letter Writing
Lesson 29 (Pages 124–131)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise and practise writing official letters</td>
<td>• write a letter to the editor of a newspaper.</td>
</tr>
<tr>
<td>• to explain how to write a letter to the editor of a newspaper</td>
<td>• write a letter of application for a job.</td>
</tr>
<tr>
<td>• to explain how to write a letter of application for a job</td>
<td></td>
</tr>
</tbody>
</table>

Materials required

Examples of letters to the editor of a local newspaper, enough for pairs or small groups of students

Introduction

Ask the students to work in pairs or small groups. Give each group one of the letters to the editor that you have prepared and ask them to analyse it and comment on the topic, the layout, the register of language used, etc. Use their comments as a starting point to revise the layout and content of a formal letter; make notes or write an outline plan of a letter on the board. Ask the students to suggest times when it is appropriate to write a formal letter. Explain that in this unit they are going to revise and practise writing formal letters for different purposes.

Student activity

Ask the students to open their books at page 124 and read through the introductory text on pages 124–126 in as much detail as necessary, bearing in mind the students’ existing knowledge of the topic. Continue reading through the explanatory text and sample letters, asking students to comment on the suitability of their content, style etc.

Ask the students to choose one of the letter writing tasks from page 130 and give them sufficient time to plan and write their letter. Other tasks can be used for further practise at a later date if required.

Recapitulation

Ask selected students to read out some of the best examples of their work.
Answers

Exercise A  (Students can use their own ideas. A few models are given below. Include the following points)

1. Science laboratories need immediate upgrading – Physics lab – instruments old and faulty – proper reading cannot be taken – Chemistry lab – not enough facilities to do experiments – some acids not available – Biology lab – facilities not sufficient to do study of plants – not enough microscopes – need to replace old ones

2. the drainage severely impeded – animals like hippopotamuses and rhinos wading in filthy water – you feel water must be flushed out and refilled once a week – clean water a must – proper drainage essential – as poor drainage is one of the biggest threats to wildlife – wild animals such as lions and tigers susceptible to infection – animals to require a clean and hygienic environment – disinfect the moats and ponds by putting lime – water samples to be tested from time to time – sprinkle water in the enclosure to reduce extreme heat in summer – visitors can help – ‘Adopt an animal’ campaign

3. English is one of those papers that students enjoy writing – unfortunately very lengthy – so difficult that even very good students found it very tough – unable to complete the paper in time – some of the questions were obscure and irrelevant – express the hope that suitable steps will be taken so that students are not penalised in this way for no fault of theirs

6. falling water table – continuous drawing of water for irrigation purposes in the suburban areas and residential and industrial purposes in the city – no recharging of the ground water – cementing of the pavements has ensured that rainwater gets drained into the gutter instead of replenishing the ground water table – rain water harvesting to be adopted on a war footing – some areas of the city get hard water supply, drawn directly from bare wells – unfit for drinking purposes – no alternate arrangement for pure drinking water supply – areas where water is supplied by authorities – less water for two hours daily – supply lines are damaged – drain water seeps into the supply lines – health hazard – authorities to repair them – citizens have to stop wasting water – learn to use this precious resource sparingly

7. Write a suitable covering letter including the following points:
   You may begin in this way
   I am writing this letter in response to your advertisement of August 10, in City Times. I would like to apply for the post of Public Relations Officer. I am a graduate and fluent in Urdu and English
   (Résumé as given on p 129,130)
Synonyms and Antonyms

Lesson 30 (Pages 132–137)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain the terms synonym and antonym</td>
<td>• identify and use synonyms.</td>
</tr>
<tr>
<td>• to practise identifying and using synonyms</td>
<td>• use prefixes to form antonyms.</td>
</tr>
<tr>
<td>• to explain and practise using prefixes to form antonyms</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
Large sheets of paper and markers; a thesaurus

Introduction
Write the term synonym on the board and elicit from the students that a synonym is a word that has the same, or almost the same, meaning as another word, e.g. stubborn, obstinate. Explain that synonyms can be found in a thesaurus and, if necessary, explain how a thesaurus is used. Ask the students to work in small groups; give each group a sheet of paper and a marker and give them a few minutes to write down as many synonyms as they can. Use these sheets in the recapitulation activity.

Introduce the term antonym in the same way, reminding the students that these are commonly formed by adding a prefix to a given word, e.g. kind – unkind, etc.

Student activity
Ask the students to open their books at page 132. Read through the list of synonyms together and ask students to use some of the terms in sentences to demonstrate meanings.

Explain exercises A, B, and C and give the students sufficient time to complete the tasks before checking their answers. Read through the remaining text and lists of antonyms before asking the students to complete exercise D.

Recapitulation
Ask the student groups to tell you some of the synonyms they recorded at the start of the lesson. Ask them to use some of them in sentences and, if appropriate, discuss why one word might be used in place of another.

Answers
Exercise A
2. to give a spoken or written answer/reply
3. document
4. doubts
5. protests
6. idea
Understanding Spelling
Lesson 31 (Pages 138–145)

### Teaching objectives
- to explain and practise some rules of English spelling

### Learning outcomes
- apply rules in order to spell common English words correctly.

### Materials required
Class set of dictionaries, or ask students to bring their own

### Introduction
Write on the board a set of words that do not appear to obey any rule of spelling, e.g. *cough, through, and ought*; elicit that all three words contain the letters *ough*, but in each word it is pronounced differently, so the words do not appear to obey any spelling rule. Now write on the board three words that have the same sound, but are spelled differently, e.g. *war, fore, and oar*. Elicit that these words also demonstrate the inconsistency of English spelling. If necessary, ask the students to supply further examples. Explain that this unit is going to introduce some spelling rules, and exceptions to those rules which, if learnt over time, will help students to spell correctly.

### Student activity
Ask the students to open their books at page 138. Read through the rules and examples slowly and ask students for other examples, or to use the words in sentences. Explain exercises A and B and give the students sufficient time to complete the tasks before checking their answers.

### Recapitulation
Ask the students to complete exercise C working in pairs and using dictionaries if necessary. Ask them to supply the correct spellings for the misspelt words and to refer to the spelling rule where appropriate.
### Answers

**Exercise A**
1. ceiling
2. thief, counterfeit
3. scruples
4. leisure
5. picnicking, frolicking
6. recurring
7. believing
8. queuing
9. mimicking
10. tiptoeing

**Exercise B**
1. regrettable, avoidable
2. arguable
3. irresistible
4. disposable
5. divisible
6. collapsible
7. transferable
8. reversible
9. comparable
10. sensible

**Exercise C**
All the spellings are incorrect except:
- resemblance
- belligerence
- ambiance
- vehemence
- concede
- culinary

### Idioms and Proverbs

**Lesson 32 (Pages 146–152)**

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to introduce and explain some common English idioms and proverbs</td>
<td>• use given idioms and proverbs appropriately.</td>
</tr>
</tbody>
</table>

### Materials required

Three or four flashcards of idioms; Blu-tack or similar adhesive material; drawing materials

### Introduction

Show the students one of the idiom flashcards you have prepared, e.g. *to pull someone's leg; to get cracking* and ask the students to tell you what it means (*to fool or trick somebody for fun; to start something immediately*). Repeat with the other idiom flashcards that you have prepared. Explain that terms like these, whose meanings are different from their literal meanings, are known as idioms. Ask the students to suggest other idioms in either English or Urdu.

Introduce proverbs in the same way, using common proverbs e.g. *Too many cooks spoil the broth.* *A stitch in time saves nine.* Explain that this unit will introduce more common English idioms and proverbs.

### Student activity

Ask the students to open their books at page 144. Read through all the explanatory text together and explain the exercises as they occur, asking the students to work independently or in pairs.
Recapitulation
Give the students drawing materials and ask them to make an illustrated poster of an Urdu proverb or idiom and its English equivalent. Their work can be used to make a classroom display.

<p>| Answers |
|-----------------|------------------------------------------------|
| <strong>Exercise A</strong>  | 1. a bolt from the blue | a sudden calamity |
|                 | 2. a fish out of water   | a person out of his place |
|                 | 3. a hard nut to crack   | something difficult to deal with |
|                 | 4. a bed of roses        | a comfortable situation |
|                 | 5. a square peg in a round hole | someone in a disagreeable position |
|                 | 6. a storm in a tea cup  | a disturbance with much noise but no importance |
|                 | 7. a white elephant      | a burdensome possession |
|                 | 8. all Greek             | beyond one's comprehension |
|                 | 9. at a stone's throw    | a short distance |
|                 | 10. in cold blood        | without provocation |
|                 | 11. in the good books of | in favour with |
|                 | 12. in twinkling of an eye | very quickly |
|                 | 13. up to date           | modern |
|                 | 14. prime of life        | maturity |
|                 | 15. in a fix             | in a difficulty |
|                 | 16. bird's eye view      | a general view |
|                 | 17. build castles in the air | daydream |
| <strong>Exercise B</strong>  | 1. blowing her own trumpet | |
|                 | 2. hand in glove         | |
|                 | 3. up to the mark        | |
|                 | 4. apple of her eye      | |
|                 | 5. hard up               | |
|                 | 6. beating about the bush| |
|                 | 7. at daggers drawn      | |
|                 | 8. on the verge          | |
|                 | 9. keep in touch         | |
|                 | 10. on the spur of the moment | |
|                 | 11. loses his temper     | |
|                 | 12. see eye to eye with  | |
|                 | 13. to call a spade a spade | |
|                 | 14. pokes his nose into  | |</p>
<table>
<thead>
<tr>
<th>Exercise C</th>
<th>1. mind your P's and Q's</th>
<th>behave politely and observe the social convention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Hobson's choice</td>
<td>no choice</td>
</tr>
<tr>
<td></td>
<td>3. the sword of Damocles</td>
<td>a worrying threat or ever present danger</td>
</tr>
<tr>
<td></td>
<td>4. raining cats and dogs</td>
<td>raining heavily</td>
</tr>
<tr>
<td></td>
<td>5. face the music</td>
<td>accept the unpleasant consequences of one's actions</td>
</tr>
<tr>
<td></td>
<td>6. red-letter day</td>
<td>an important day</td>
</tr>
<tr>
<td></td>
<td>7. keep one's ear to the ground</td>
<td>to be well informed about what is going on</td>
</tr>
<tr>
<td></td>
<td>8. going for a song</td>
<td>sold at a very low price</td>
</tr>
</tbody>
</table>

**Exercise D**  
Students’ own sentences.

**Exercise E**  
1. It is a good idea if you get down to brass tracks.
2. The much-hyped invention turned out to be a nine days’ wonder.
3. The fresh graduate is caught up in a catch-22 situation. He cannot get a job since he has no experience and he cannot acquire experience unless he gets a job.
4. The police left no stone unturned to catch the real culprits.
5. He had to pay through the nose to acquire the expensive furniture.
6. They have decided to get down to the nitty-gritty before the final settlement.
7. He advised her to give a wide berth to malicious people.
8. Their attempt to find the snowman in the mountains is a wild-goose chase.

**Exercise F**  
1. A friend in need is a friend indeed.
2. Least said soonest mended.
3. Vanity carries its own punishment.
4. Every cloud has a silver lining.
5. Don’t put all your eggs in one basket.
6. The early bird catches the worm.

**Exercise G**  
A wise man turns chance into good fortune.
Ignorance is the mother of impudence.
Many straws may bind an elephant.
Malice seldom wants a mark to shoot at.
Any excuse will serve a tyrant.
Coming events cast their shadows before.
Curses like chickens come home to roost.

**Exercise H**  
1. that fouls its own nest
2. that never rejoices
3. than to build
4. that you cannot put out
5. to frighten the mouse away
6. but industry all easy
Précis Writing
Lesson 33 (Pages 153–157)

<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 how to write a précis</td>
<td>• précis a given prose passage.</td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Write the heading Précis on the board and elicit or explain that a précis is a short summary of a longer text, usually about one-third as long as the original. Ask the students to suggest, or elicit, the steps they might take to write a précis and list some of them on the board e.g. read the original carefully; identify the theme; underline main points; omit any repetition, examples, or comments; use your own words; etc.

Student activity
Ask the students to open their books at page 153 and read the introductory text together. Read the first example, and the précis; ask the students to comment on whether it has retained the main points, omitted examples, and avoided copying the language of the original. After this discussion, read the second text together and ask the students to cover the lower part of page 155 while you work together to analyse the text to identify the main points and phrase them using their own words, and to identify examples that should be omitted from the précis. Note the students’ suggestions on the board. Read the suggested précis and discuss it in the light of the students’ ideas.

Ask a quarter of the students to complete the précis for each of the passages on pages 156–157. They should work in pairs or independently. Give them plenty of time to read, write their first draft, and the final draft.

Recapitulation
Ask students to read out their answers to the exercise and discuss them in a spirit of positive criticism.

Answers
Suggested Answers
1. Malaria
Malaria is a deadly disease that affects all races and kills millions of people each year. The break up of the ancient Greek civilization is attributed to it. People in the Middle Ages knew that the infection was most prevalent in swamps, but they thought that the air was to blame and called the disease malaria meaning ‘bad air’. The real culprit, the malarial parasite, was identified towards the end of the 19th century.
2. **Becoming a cricketer**
   I was not studious at school. I spent my time playing games and dreamed of becoming a footballer but my friends persuaded me to play cricket. I am grateful to them for they introduced me to the game for which I was made. I happily played in Inter-school tournaments and the local press noticed me as a promising lad. But at that time, I had no plans of turning a professional.

3. **Sleepwalking**
   Sleepwalking is a source of worry for the families as it can lead to problems even though it is a source of amusement to others. It is not walking in a dream because body movements shut down in sound sleep. The brain of the sleepwalkers is not fully active. Factors such as stress or illness prevent deep sleep and the possibility of a walk off increases during this period. It can also be triggered by external cues. Specialists advise the quietest room for sleepwalkers. Anything that disrupts sleep patterns should be avoided. Sleepwalking tends to reduce as youngsters grow into adults.

4. **Chess**
   Chess or Chaturang is an ancient game that originated in India. Although its invention has been ascribed to various other nations, Sir William Jones proved that the game was exported from India to Persia from where it spread to the West. Chess was a recreation of the nobility and they patronised good players. Many rules of the game changed with the passage of time. Today, it is an international game, controlled by FIDE which conducts Olympiads.

### Note Making

**Lesson 34 (Pages 158–160)**

<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 note making</td>
<td>• make notes on a given passage.</td>
</tr>
</tbody>
</table>

**Materials required**

Photocopies of the sample answers for student pairs

**Introduction**

Ask the students about their methods of making notes, perhaps when they are doing research or noting information dictated by a teacher. Elicit their methods for using headings and sub-headings; ask them to share any abbreviations or symbols that they use in their notes, etc. Explain that the next unit is about note taking.

**Student activity**

Ask the students to open their books at page 158 and read the introductory text together. Complete the notes on Soil as a whole class or group activity. If completed in groups, hold a short plenary session to compare the groups’ ideas.
Ask the students to work in pairs to complete the exercises; one of each pair should make notes on *The Earth's Crust*, and the other on *The Moon*.

**Recapitulation**

Give each student pair a copy of the sample answers and ask them to work together to compare their work with those you have supplied. Ask them to comment on their work, e.g. Did they include all the main points? Are the notes arranged logically and clearly? etc.

### Answers

**Sample answers**

#### The Earth’s crust

1. Earth 2500 million years ago
   
   1.1 a ball of gas became liquid & then solidified
   
   1.2 outer crust a solid matter
   
   1.3 inside still a mass of molten liquid
   
   1.4 crust not very rigid

2. Volcanoes
   
   2.1 remind us of the heat below
   
   2.2 Japan, most prone to earthquakes

3. Earthquakes
   
   3.1 origin under the bottom of the sea/coastal region
   
   3.3 immense tidal waves

#### The Moon

A. Moon in the night sky
   
   a. bright and beautiful
   
   b. 1/4th of the Earth

B. Sun and Moon look the same
   
   a. Sun much bigger
   
   b. could put 400 Moons in the Sun
   
   c. Earth 81 times heavier
   
   d. Sun 27 million times heavier

C. Moon nearest to Earth
   
   a. 384,000 km away
   
   b. next planet Venus
   
   c. Venus 41 million km away

D. satellites
   
   a. Moon, Earth’s satellite
   
   b. some planets have a number of satellites
   
   c. 3 planets, no satellites
Comprehension: My Secret Shame
Lesson 35 (Pages 161–162)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to help students read and understand a prose passage</td>
<td>• answer comprehension questions correctly to demonstrate understanding of the passage.</td>
</tr>
<tr>
<td>• to help students answer comprehension questions on the passage</td>
<td>• transform sentences as directed.</td>
</tr>
<tr>
<td>• to extend vocabulary and knowledge of idioms</td>
<td>• use English idioms correctly.</td>
</tr>
<tr>
<td>• to practise transforming sentences</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Explain that you are going to read a passage about a person who has a secret about himself that he does not like other people to know about because it makes him feel embarrassed. Ask if any of the students have such a secret, or know anybody who does, and listen to their ideas.

Student activity
Ask the students to open their books at page 161 and before beginning to read, ask the students to identify, as they read, the tone of the passage.
Read the text either as a whole class or individually and then listen to the students’ answers to your question. They should identify the tone as humorous. Ask them to identify particular parts of the passage that are particularly amusing e.g. the opening, the final sentence, etc.
Discuss the answers to exercise A, encouraging students to use their own words, and explain the other questions. Give the students sufficient time to complete the tasks before checking their answers.

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

Answers
Exercise A
1. The author rarely talks about his distressing condition because it is too embarrassing.
2. Since the author feels that it is too late to remedy the situation, he has not sought expert advice.
3. The author is envious of his wife because she can park very well.
4. The author tells a white lie when his friends are dismayed that his car is parked so far away. He makes up a white lie to cover the fact that the place where the car is parked was the first space he felt he could successfully manoeuvre into.
5. The hotel owner offered the author a parking space meant for his own car.
6. It is very humorous because it describes the embarrassment faced in everyday life so vividly and sensitively. (Answers may vary)

Exercise B
1. scorn  
2. swerve  
3. graceful  
4. infirmity  
5. scornful

Exercise C
I am incapable of parking a car.
I am capable of parking a car.
But of course I couldn't get in.
I could get in.

Exercise D
1. A queue of Frenchmen watched with scorn/scornfully.
2. I will happily oblige.

Exercise E
Example answers
1. As I waved goodbye to my friend I held back the tears.
2. The cheat realized he had been caught out when he was asked to answer some oral questions on his work.
3. She would go to great lengths to acquire exotic plants for her garden.

Essay Writing
Lesson 36 (Pages 163–168)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>to revise and practise essay writing</td>
<td>Students should be able to:</td>
</tr>
<tr>
<td></td>
<td>write an interesting and coherent essay on a given topic.</td>
</tr>
</tbody>
</table>

Materials required
Large sheets of paper or card and markers for student groups

Introduction
Divide the students into groups of 4–6 and give each group a sheet of paper and a marker. Explain that the topic of this unit is essay writing and give the student groups a set amount of time to write in point form what they know about essay writing, e.g. about the structure, content, language, types of essay, etc. At the end of the set time, select one group to present their ideas to the rest of the class and transfer their notes to the board. The remaining groups should take turns to add to the list anything that has not been included. Discuss each point and stress in particular the importance of planning before starting to write.

Student activity
Ask the students to open their books at page 163 and read through the explanatory text together, referring when appropriate to the students’ notes on the board and adding to them if appropriate, so that at the end of the reading there should be a comprehensive table of points on essay writing. Read the sample essays and discuss them in the light of essay writing table they have created on the board. Ask students to choose one essay title from the list and one of the pictures and give them plenty of time to write an essay on each of them. You should ask to see their plans before they start to write their first drafts.
Recapitulation
Ask selected students to read out their essays for positive criticism by the rest of the class.

Answers
Students essays will vary but look in particular for plan, paragraph structure, clear introduction that sets out the points that will be covered, topic sentence in each paragraph that refers to a point in the introduction or correct use of paragraphs with change of time or scene (for imaginative essay), supporting facts and/or examples, conclusion that sums up the arguments made in the paragraphs, appropriate register of language, etc.

Exercise A
Given below are a few models. Use the following points to write an essay.

1. In the past, occupations were hereditary – determined by castes – sons followed their fathers – did the same job – today a wide variety of occupations available – most of them require specialised skills and knowledge – can be acquired only through prolonged and systematic training – a person’s aptitude in the subject is essential – as they say, if you are interested in your job, it won’t be a job for you – it becomes a delightful experience for you, not a drudgery to go through everyday – hence students should be allowed to choose the subject they want to study – so that they can pursue the same subject later – leading to a career of their choice – a student with no aptitude for Science or Maths should not be forced to take up Science – he is bound to be a failure – having chosen Science, he will be forced to take up a career related to it – he will rue his decision for the rest of his life.

2. Traditionally sons take up the occupation of their fathers – daughters had no choice at all – their place was in their home – just like their mothers – in those days occupations were few – skill and knowledge required limited – age-old pattern of making a living has undergone a sea change – fields considered to be a male domain now opened up – a wide choice of traditional occupations and jobs in new areas has enabled young women to step out of their homes – to make their mark in the outside responsibilities at home – looking after the family – doing the household chores, rearing the children – remain intact – additional burden of a profession – a balancing act for many – few succeed – strain of trying to do well on both fronts – family support and adjustment essential – to succeed in one’s career – if that is not forthcoming, sheer hard work and mental agony for career-minded women – a new trend – highly successful women leave their jobs – having made their mark – to look after children and bring them up well – maybe to take up job later – a growing realization – no one can give what a mother can.

3. A person is bombarded with ads from all around – day in and day out – the bewildered man ends up buying the products which he may not need at all – advertisement a modern phenomenon – we cannot ignore – newspapers, glossy magazines, cinema, radio, television, giant bill boards – modern media of mass communication has enabled manufacturers to entice customers – they spend millions of rupees on advertising their products – ultimately it is the customer who pays for them – ads give information about the product – advantages to customers – he comes to know about the new products – competition among manufacturers – reduction of prices and enhances quality – persuade the
customer to buy – disadvantages to consumers – skilful use of advertisement actually result in canvassing – they endeavour to draw consumers’ attention through various ways – presenting the product in attractive settings with supermodels – consumers hoodwinked by pretty faces – an appeal to emotion rather than to right judgement – misleading information inferior quality goods being gift wrapped and presented as being good – youngsters, children and adults – all fall an easy prey to such ads – a celebrity seen with a certain product – a desire to imitate film stars or cricketers – a sure shot to increasing its sales – average consumer unable to differentiate – ends up buying products which he doesn't need at all – a skilful advertiser induces consumers to buy by sheer canvassing – even highly priced items – quality may be the same – consumers tend to act on the assumption – the higher the price, the better the quality – ads do more harm than good.

4. Computer very important in school education – the world has seen the fastest changes in the last 50 years than ever before – modern technology – communication is no longer the same – world has become a global village – information is vital and knowledge is power – now we cannot think of communication without e-mail and internet – the earlier we initiate children to the new technology, the better – computer education a must in schools – fresh young minds pick up faster – a few exceptionally good students have even invented new software to fulfil certain needs – to keep up with the times, computer essential – teaching and learning easier – resources from across the world available on the internet – our school children even in remote areas can make use of the wealth of information.

Exercise B

1. Amna was in a hurry – she and her friend were to catch the train that morning to go for a trek in the hills – she had taken all her gear out – her friend’s car was waiting – was about to sit – her mother called her – to have her usual glass of milk – while Amna was loading her things into the car the maid just finished swabbing the floor of the kitchen – Amna dashed into the kitchen and was just about to reach for the glass of milk – she felt herself falling – the wet floor was treacherous – she desperately tried to break her fall – the last thing she knew was she had crashed into the kitchen table with milk all over her and her friend’s car horn honking furiously

Advertisements

Lesson 37 (Pages 169–171)

<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 writing advertisements</td>
<td>• write an advertisement.</td>
</tr>
</tbody>
</table>

Materials required

Examples of different types of ads from a local or national newspaper – these can be glued to a page and photocopied for student pairs or different ads can be provided for different pairs of students
**Introduction**

Ask the students if they, or any member of their family, has ever tried to sell anything and if so, how they advertised the item. Introduce the idea of advertising through the pages of the local newspaper or a specialist magazine. Give out to student pairs the sample advertisements you have prepared. Give them a few minutes to study the ads and ask them to identify the different types of advertisements and also to look at the content and the type of language used in them (this will vary according to the type of ad). After the set time, ask for and discuss their responses and note the main features on the board.

**Student activity**

Ask the students to open their books at page 169 and read through the introductory text together. Compare the features of classified and non-classified advertisements listed in the student books with those identified by the students.

Complete exercise 1 as a whole class activity before asking students to write an advertisements on one of the other topics of their choice.

**Recapitulation**

Ask students to form groups according to the exercise they chose and compare their advertisements for content and style. The advertisements can be written on paper and used to make a display in the classroom.

### Answers

<table>
<thead>
<tr>
<th>Example answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Want to be part of a winning team?</td>
</tr>
<tr>
<td>Superfine Coaching Academy has a proven record of 80% success for coaching students for entrance exams to MBBS, architecture, etc. Only experienced teachers (5 years minimum) in maths, physics, and chemistry with excellent academic record should apply. Retired teachers will also be considered. Handsome salary for successful candidates. Apply to the principal within 10 days.</td>
</tr>
<tr>
<td>Superfine Coaching Academy, MG Road Islamabad</td>
</tr>
<tr>
<td>2. Wanted a part time assistant for a well-known florist business</td>
</tr>
<tr>
<td>Young, pleasant men or women with some knowledge of flowers and having their own transport. Salary of Rs.3000 per month offered.</td>
</tr>
<tr>
<td>3. Low priced household goods in excellent condition. Owner going abroad. Contact Mr. Saleem Islam on Sundays between 8 a.m. and 8 p.m. Mr Saleem, 14 Block C, Rawalpindi.</td>
</tr>
<tr>
<td>4. To let</td>
</tr>
<tr>
<td>3-room house, with a servant’s room, 24-hour water supply, good location close to a shopping centre and hospital. Small family preferred. Expected rent Rs.10,000 p.m.</td>
</tr>
</tbody>
</table>
Comprehension: The Great Barrier Reef
Lesson 38 (Pages 172–174)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to help students read and understand a non-fiction text and answer questions based on the text</td>
<td>• demonstrate understanding of the text by answering questions correctly.</td>
</tr>
<tr>
<td>• to revise parts of speech</td>
<td>• complete vocabulary exercises correctly.</td>
</tr>
<tr>
<td>• to revise active and passive voice.</td>
<td>• change sentences from active to passive voice and vice versa.</td>
</tr>
</tbody>
</table>

Materials required
Globe or world map, or large map of Australasia; information about the Great Barrier Reef

Introduction
Show the students the map and point out the location of the Great Barrier Reef. Ask the students what they know about the Reef and supply extra information as required. Explain that they are going to read a text about one of the dangers threatening the life of this natural area.

Student activity
Ask the students to open their books at page 172 and read the text together. Discuss the answers to exercise A, encouraging the students to use their own words, and explain the remaining questions. Give the students sufficient time to complete all the tasks before checking their answers.

Recapitulation
Discuss other areas of the world that are facing destruction, e.g. the slopes of Everest, the Amazon rain forest; etc. Do the students believe that they can do anything themselves to prevent this?

Answers

Exercise A
1. The Great Barrier Reef is one of Australia's prime tourist spots because it is the world's largest living organism.
2. It is in danger because it is slowly succumbing to the killer ‘white syndrome’ a new bleaching disease which has invaded 33 of its 48 reefs.
3. The corals are losing their colour as a result of dying tissues caused by the bleaching of the reef.
4. The bleaching of the reef is caused by rising water temperatures.
5. Their preservation is necessary for coastal communities as these communities source their food and livelihood from them. Reefs also act as protective buffers, saving coastlines from natural erosion.

Exercise B
1. succumb 2. teeming 3. catastrophic 4. pristine

Exercise C
1. infection 2. infect 3. infected
1. invasion 2. invade 3. invading
1. disruption 2. disrupt 3. disruptive
1. protection 2. protect 3. protective
1. conclusion 2. conclude 3. conclusive
Exercise D

1. Its reefs have been invaded by a new bleaching disease.
2. According to a UNEP report, the coral reef’s delicate ecosystem can be disrupted by warming oceans.
3. Why are the colour and the vitality of the corals being lost?
4. If something is not done, one of the most spectacular sights in the world will be lost.
5. They built a raft and the ocean was crossed.
6. While he was painting the fence, he slipped and fell.
7. I am making a salad while my sister is grilling the fish.
8. They have visited Multan several times but Karachi only once.

Comprehension: The Thief’s Story

Lesson 39 (Pages 175–177)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to help students read and understand a prose passage and answer questions based on the text</td>
<td></td>
</tr>
<tr>
<td>• to revise modals</td>
<td>• demonstrating understanding by answering questions based on the text.</td>
</tr>
<tr>
<td>• to revise clauses</td>
<td>• identify modals in given sentences.</td>
</tr>
<tr>
<td>• to revise changing the mode of narration</td>
<td>• identify clauses by type.</td>
</tr>
<tr>
<td></td>
<td>• change the mode of narration in given sentences.</td>
</tr>
</tbody>
</table>

Materials required

None

Introduction

Ask the students whether they know anybody who has told a lie, or exaggerated their talents in order to impress somebody. Listen to their responses, and then explain that they are going to read a story about somebody who does this.

Student activity

Ask the students to open their books at page 175 and ask two students to read the text, taking the parts of Haris and Amjad. Discuss the answers to Exercise A, encouraging the students to answer using their own words. Explain the other exercises and give the students sufficient time to complete the tasks before checking their answers.

Recapitulation

Discuss briefly the characters of the two people in the story. Ask the students to predict what might happen next. Will Amjad have a good influence on Haris? Will Haris cheat Amjad? etc.
Answers

Exercise A 1. Amjad looked very easy-going, kind, and simple enough to be hoodwinked. The thief thought that it would be easy to get into the young man’s confidence and deceive him.

2. The thief started a conversation with Amjad to make friends with him. He thought a little flattery would help in making friends.

3. Haris Bari was not his real name. He changed his name every month to keep himself ahead of the police and former employers.

4. It helps sometimes, but in the thief’s case, it did not help as Amjad was not flattered. Amjad’s reply, in fact, put the thief off for a moment.

5. When Amjad asked the thief if he could cook, he lied. Amjad said that if he could cook, then Amjad would feed him and took him home.

6. Haris Bari did not know how to cook. The meal he made was so terrible that Amjad gave it to a stray dog and told him to be off.

7. Amjad was a good man. He took the thief home and agreed to feed him provided he could cook. But even after realising that the boy had lied, Amjad did not have the heart to send him away. He patted him on the head and promised to teach him to cook.

Exercise B
1. confidence 2. appealing 3. approached 4. employers
5. flattery 6. misjudged 7. stray

Exercise C
1. might 2. can’t 3. may 4. must

Exercise D
1. when I approached him – adverb clause of time
2. who were throwing each other about – adjectival clause qualifying ‘wrestlers’
3. that kept me ahead of the police – adjectival clause qualifying ‘name’
4. if you can cook – adverb clause of condition
5. though only fifteen – noun clause qualifying the pronoun ‘I’
6. because Amjad gave it to a stray dog – adverb clause of reason

Exercise E
1. I told him that he looked a bit of wrestler himself.
   He replied that I did too.
   He asked me my name.
   I lied that it was Haris Bari.

2. Taking me to his room he said, ‘You can sleep in the balcony.’
3. ‘Be off,’ Amjad told me, ‘the meal you cooked is terrible.’
4. ‘Later,’ he patted me on the head and said, ‘I will teach you to cook.’
Comprehension: Lena’s Dreams
Lesson 40 (Pages 178–179)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>to help students read and understand a prose passage and answer questions based on the text</td>
<td>Students should be able to:</td>
</tr>
<tr>
<td>to revise the passive voice and prefixes</td>
<td>• answer questions to demonstrate understanding of the prose passage.</td>
</tr>
<tr>
<td>to extend vocabulary skills</td>
<td>• change sentences from the active to passive voice.</td>
</tr>
<tr>
<td></td>
<td>• identify prefixes correctly.</td>
</tr>
<tr>
<td></td>
<td>• answer vocabulary questions correctly.</td>
</tr>
</tbody>
</table>

Materials required
Information about child labour in Pakistan and other countries

Introduction
Ask the students what work they do to help in their homes, and how they feel about helping in this way. Move on to discuss child labour. Ask students what types of work some children do in order to supplement the family income. How would they feel if they had to work like that instead of going to school? Explain that they are going to read a story about a young girl who had to work for a living.

Student activity
Ask the students to open their books at page 178 and read the story together. Discuss the answers to the questions in exercise A, and explain the other questions before giving the students sufficient time to complete the tasks.

Recapitulation
Ask students to read out their answers to exercise F.

Answers
Exercise A
1. Lena worked as a kitchen maid in the Quarrymen’s Hotel.
2. Lena’s duties included scrubbing the floors, washing the plates and cups, making the beds, and supplying wood and water to the room mates. All these are chores which are normally done by an adult woman. Hence the author says she was doing the work of a full-grown woman.
3. Lena was not happy with her job. She had to toil throughout the day. At the end of the day her back and limbs were sore and aching. Her troubles were endless and she felt as if she was enslaved in the ogre’s castle and longed to escape from there.
4. Grimm was the only source of comfort and courage.
5. Grimm was probably the book Grimm’s Fairy Tales. It was a source of comfort and hope for the overworked and lonely girl.
6. The author calls her condition as ‘wicked enchantment’ because this thin, ill-nourished eleven-year old girl had been virtually enslaved in her room in the third storey of the Quarrymen's Hotel. She had to do a lot of work throughout the day and there seemed to be no escape. The term ‘wicked enchantment’ is also a reference to the book the girl loved, *Grimms' Fairy Tales*.

7. Lena often dreamt that the powers of good would prevail. The good fairy or the gallant prince would rescue her from that miserable existence at the hotel.

8. Every night the little girl, however tired she might be, had turned to Grimm for comfort and hope. But Mrs Maloney had found the book in her room the day before. She declared sharply that the book deprived the servant of proper sleep and interfered with work, and then the lady carried it away. This was the last straw that had been added to Lena's suffering.

**Exercise B**

1. The book had been found by Mrs Maloney.
2. The stump of the candle was lit by Lena.
3. Grimm had been taken away by them.
4. An analogy was found (by her) in her own condition.
5. It should be tried just once.

**Exercise C**

An addition to one's burden that makes it finally unbearable

**Exercise D**

1. analogy 2. disguises 3. quarrying 4. persecuted
5. castle 6. enchantment 7. stump 8. ill-nourished
9. ogre 10. overworked 11. transparent

**Exercise E**

endanger enlighten enrol entrapped enraged

**Exercise F**

Example answers

When asked for the reason why the work was not completed, he was stumped for an answer./All that remained of the felled tree was a stump.
The refuse in the locality raised a stink./Don't refuse my offer.
Pump the water into the pipe quickly./Do you know where the pump is?
She cannot spell her own name./Her beauty cast a spell on him.
You can bank on me to help you./The bank is closed today.
The teacher was cross that the pupils had not completed the homework./Don't cross the bridge until you have reached it.
The little child craned his neck to see what was happening./At the bird sanctuary you will see many cranes.
Spring is a pleasant season./The spring of the watch is broken.
The crop this year has been good./You need to crop the hair that falls over your eyes.
He was applauded when he bowled a maiden over./The maiden shyly revealed her name.
After a long tramp they finally arrived at the house./The tramp took what they offered him.
Pool your resources if you want to make a contribution./The water of the pool is cool.
Test 3
Lesson 41 (Pages 180–181)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to assess students’ ability to: transform sentences, synthesize sentences, summarize a given text</td>
<td>• transform sentences.</td>
</tr>
<tr>
<td>• to assess students ability to write a letter, essay, paragraph, and advertisement</td>
<td>• synthesize sentences.</td>
</tr>
<tr>
<td></td>
<td>• summarize a given text.</td>
</tr>
<tr>
<td></td>
<td>• write a letter, essay, paragraph, and advertisement.</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 180–181. 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. Nobody will deny that she is the best dancer.
2. No sooner did he reach the hotel than he called home.
3. He tried all plans.
4. How wonderful are the ways of God!
5. It is foolish of you to behave like this.
6. How stupid of me to forget your name!
7. Where in the world would you find a more beautiful place than Quetta?
8. Would we have learnt anything without your help?

**Exercise B**

1. He is too poor to afford a house.
2. Tennis is an interesting game and everyone should play it.
3. It is going to snow and I am sure of it.
4. We could not work because the children made a lot of noise.
5. The match being over, the crowd trooped out of the stadium.
Exercise C
Japan is a blend of the old and the new, of beauty and of ugliness, of East and West. Eighty percent of Japan is mountainous, so the density of population on its four main islands is very high. The preferred dress of the young people in the cities is white shirts and dresses and the occasional kimono. The roadways are choked with traffic but outside the cities is a terrain of rice fields interspersed with squat wooden houses. Rising above the ever present blue hills in the background is Mount Fuji—which completes what symbolizes Japan today viz. crowded cities, rice fields, TV masts, factory chimneys and the ever-present hills.

Exercise D
Use the format of a formal letter. Let students research to whom the award has been awarded and for what achievements. Let them then assess the accomplishments of the hockey player and give their own views.

Exercise E
(Students can use the following points besides their own)
The idealism of Pakistani youth – their commitment to the well-being of the nation – politics as a means to bring about a just society – instances in the past where student activism has turned the course of judgements – campus politics – films about youth activism bringing about change – politics as a system for bringing about democratic change

Exercise F
One of the greatest inventions of the century – Internet revolutionised the way we communicate – the world reduced to a global village – interconnected and linked – sending messages across the world faster than ever before – information available at your fingertips – advantages – information available on the net can be shared – can be used in classroom – a generation growing up on the internet may now get their formal education on the net – online education can benefit children isolated by distance

Exercise G
Example answers
1. For Sale
   Motor bike in good condition with original sale papers
   Only two years old
   Never had any accident
   Reasonable price expected
   Prospective buyers contact 244 5386 on Sundays

2. (Add an attractive visual)
   Fed up of doing homework?
   Here's an innovative answer to your problems
   Take home a Homework Robot, a marvellous invention
   Want to try it out?
   Free demonstration to interested parties
   Prospective buyers contact Mr. Jamil, 14, Block A, Tall Building, Sukkur.