

Broadway

A Multi-Skill Course in English

Teaching Guide 5

OXFORD
UNIVERSITY PRESS

Contents

1. Introduction	2
2. Communicative Language Teaching	6
3. Teaching Reading	7
4. Teaching Words	10
5. Teaching Grammar	13
6. Teaching Dictionary and Study Skills	16
7. Teaching Writing	17
8. Teaching Speaking	19
9. Teaching Listening	21
10. Teaching Poetry	23
11. Multiple Intelligences and Higher-order Thinking Skills	24
12. Lesson Plan for Teaching a Poem	28
13. Lesson Plan for Teaching a Prose Unit	30
14. Key to the Coursebook	34
15. Key to the Workbook	71
16. Key to the Literature Reader	93

1. Introduction

The **Broadway** series recognizes learners' concerns. The activities promote a clear sense of self-worth in learners; the tasks direct learners to the goal of personalization; the textual content reflects the learners' context.

In essence, the series emphasizes the three important notions of course design: *textual content* (such as the inclusion of a large number of engaging narratives, several with a literary flavour), *editorial exploitation* (such as a sharper sensitivity to the need for both simple and challenging tasks), and *physical presentation* (such as the use of attractive colours and illustrations, the provision of ample white space, and the inclusion of authentic photographs).

Materials package

Comprising coursebooks, workbooks literature readers, teaching aids, CDs, and teaching guide, the **Broadway** series is based on a specially developed syllabus that takes the themes and the linguistic and communicative needs of learners, recommended by the National Curriculum for English Language (2006), into account. The comprehensive syllabus includes the specific objectives for the teaching of listening, speaking, reading, writing, study skills, communication skills, and literary appreciation skills; and linguistic content specified in terms of both grammatical structures and their functional exponents for teaching English as a second language.

The Coursebook (CB)

Objectives

A primary objective of the course is to develop the learners' reading skills and to provide them with a rich reading experience. The **Coursebooks** consist of stories, folktales, plays, poems, interviews, biographical and autobiographical writing, and expository texts that have a distinct local flavour. Importantly, the contents of the reading texts are based on the themes prescribed by the National Curriculum 2006 (such as the importance of national identity, participatory citizenship and protection of the environment).

Editorial treatment

Each reading text begins with an interactive **Starter** which helps the learner understand of the theme, and is accompanied by a **Glossary** of potentially difficult words that occur in the text to aid the reading process.

Each unit is divided into seven major sections: reading comprehension, vocabulary, grammar, study skills (alternating with spelling and pronunciation), writing, speaking, and listening. Comprehension is split into two:

Learn to read–1 and **Learn to read–2**. The former primarily deals with *factual* comprehension (i.e. the understanding of information explicitly stated in the text) and *inferential* comprehension (i.e. the ability to draw conclusions not explicitly stated in the text but implied by the facts provided). The latter encourages learners to *evaluate* character, make a personalized *assessment* of events, and *extrapolate* from the ideas in the text. **Learn words** generally has two tasks: to help learners explore the deeper, and sometimes the wider, significance of words in context. The assortment of task types deals with major areas of word building, like affixes, synonymy, antonymy, and collocation. **Learn grammar** is an extensive section that focuses on all structural items traditionally regarded as essential, as well as on their functional realization. As a rule, the grammatical item in question is explained with reference to its use in the reading text. The explanation leads to meaningful practice through a range of tasks that always emphasize *language in use*. **Learn to use the dictionary** is a key section: by working through the different exercises, learners will not only increase their knowledge of English but will also realize that the dictionary is a resource book that ought to be used actively at the heart of a language course. In the **Learn spelling** section, the learners' attention is drawn to the spelling of high-frequency words through exercises that require, for example, identifying missing letters or using semantic clues to complete words.

Learn to write aims to involve learners in the process of writing by encouraging them to do meaningful composition tasks, guidance for which invariably emerges from the content or theme of the reading text. The tasks, therefore, help them to integrate their understanding of the text with their need to make a purposeful, personalized, and often an imaginative written response. **Learn to speak** offers interesting classroom material by encouraging learners to do oral tasks that highlight the use of English in dynamic and functional contexts. These fluency tasks are backed up by a range of accuracy-specific exercises on areas such as pronunciation and stress under the rubric **Learn pronunciation**. The section **Learn to listen** takes a constructive approach to the teaching of listening by incorporating notions like *listening for meaning* (where, for instance, learners are trained to identify the main point of the speaker's message) and *listening for a purpose* (where, for example, learners are trained to carry out a set of instructions).

Poetry

A significant feature of the *Broadway* series is the inclusion of a contemporary selection of poems. Each poem aims to not only reinforce the theme of the preceding prose passage, but also provide a distinct literary perspective on the theme. The editorial treatment of the poems sensitizes learners to the interpretative value of poetry through the section

Learn to enjoy the poem and enhances their sense of literary appreciation through a thematically relevant **Activity**.

Support Materials

Companion materials in the form of workbooks, literature readers, audio cassettes, visual aids, and teaching guide give the **Broadway** package balance and roundedness. (For easy access, an icon has been used to indicate the relevant link between the coursebooks and the CDs.)

The Workbook (WB)

The Workbook is a vital resource for **Broadway** users. It plays three significant roles: a curricular complement to the Coursebook, a language practice book, and an examination aid. By dovetailing it with the Coursebook, it provides an explicit pedagogic link; every unit in the Coursebook has a corresponding worksheet in the Workbook.

Contents

Each worksheet has at least four sections. The first section focuses on reading skills. The pivot is a short reading text, often thematically similar to the corresponding text in the Coursebook. Learners interact with the text to obtain additional training in the different kinds of reading comprehension introduced in the Coursebook, in particular *factual* and *inferential* comprehension. **Learn to read** uses a variety of task types to achieve its objective: open-ended responses, binary and multiple choice questions, true-false items, and chronological ordering of events.

The second section, **Learn words**, reinforces learners' vocabulary as well as offering them opportunities for vocabulary expansion. The tasks cover a wide range of lexical areas, like synonymy, antonymy, word families, compound words, and collocation.

Learn grammar is an important section that provides an overt grammatical link between the Workbook and the corresponding Coursebook. The chief objective of the grammar tasks is to help learners internalize the grammatical items through mind-engaging activity. The tasks include reformulating and transforming sentences, combining sentences for a grammatical purpose, and choosing contextually appropriate grammatical items.

The concluding section, **Learn to write**, is extremely important for learners: it provides them with the guidance and prompts to produce a range of functional and imaginative written texts. The tasks usually emerge from the theme of the unit's reading text so that there is a natural integration of reading and writing.

What makes the Workbook genuinely user-friendly is the inclusion of two sample **oral tests**, two sample **written tests**, and a sample **examination paper**. These test papers have a dual purpose: to act as points of reference for revision, and to provide models of formal assessment.

The Literature Reader (LR)

The Literature Readers are an intrinsic component of the *Broadway* package. They are designed to sharpen learners' interpretative skills, and to provide them a valuable literary experience through a range of literary genres such as fiction, poetry, drama, and autobiography. Selected for their interest, relevance, spread, pluralism and impact, the reading texts embody universal themes ensuring that their appeal is wide enough for learners to read them with relish and motivation.

While the Literature Readers for classes 1 and 2 offer only the rudiments of literary appreciation, the Literature Readers for classes 3 to 5 provide a gently graded initiation into the many facets of literary discourse.

Contents

The **warm-up** note that precedes the reading text in the Literature Reader is a necessary resource. It is designed to put learners directly into the situation they will encounter in the text, and to illuminate possible ways of responding to the text. The questions that follow the text, in the **Read for appreciation** section, are intended to guide learners towards a level of comprehension so that they will begin to perceive the uniqueness of literary texts. They are also aimed at encouraging learners to express their personal opinions on matters of plot, character, and style.

The **Activity** section that appears at the end of the unit is meant to enhance learners' involvement with the reading text by encouraging them to branch out into a parallel context, solve a crossword puzzle, attempt a creative task such as illustrating the theme or writing a poem, or explore the nuances of literary expression such as figurative and idiomatic usage.

The Teaching Guide

No course is complete without a Teaching Guide. The *Broadway* Teaching Guide gives the course a justifiable sense of completeness. Designed to provide the teacher with a reliable and practical tool in the classroom, it has two parts. Part I contains a detailed introduction to the course, an introduction to Communicative Language Teaching, methodological notes on the teaching of reading, writing, listening (including complete transcripts of the recordings included in the CDs), speaking, grammar, vocabulary, reference and study skills, a note on teaching poetry, a detailed list of higher-order thinking skills and life skills, and a detailed lesson plan each to teach a prose unit and poetry. The obvious intent of this Part is to familiarize the teacher with the pedagogical techniques and procedures required for able handling of the course. Part II contains an exhaustive answer key to the exercises and tasks in the Coursebook, and the Literature Reader. The Teaching Guide also has an exciting bonus for the teacher: visual aids (a poster).

We hope that the **Broadway** series will encourage students to become more successful language learners by becoming better thinkers, and that they will use English as an essential means to understanding our multicultural and pluralistic society.

2. Communicative Language Teaching

The **Broadway** series is a communicative course. It has been fashioned from the fundamental principles of Communicative Language Teaching (CLT). What are these principles?

1. CLT believes in identifying, as clearly as possible, the needs of learners and using them to design teaching materials. *Learner-centredness* is the guiding principle of the Communicative Approach to the teaching of English. As Roger Bowers (1980) remarked: 'If we accept that a student will learn best what he wants to learn, less well what he only needs to learn, less well still what he neither wants nor needs to learn, it is clearly important to leave room in a learning programme for the learner's own wishes regarding both goals and processes.'
2. The emphasis in CLT is on the *content* of the language activity/task, rather than on overt language learning. In other words, CLT concentrates on *what* is said or written rather than on *how* it is said or written.
3. CLT focuses on the *meaning or communicative function* of what is said or written rather than on its grammatical form. That is, it is concerned with the purpose for which a grammatical form or structure is used. (For example, the imperative 'Do it now' can be a command, an instruction, an appeal, a piece of advice or a warning *depending on who is saying it to who, when and where*. In other words, several functions can be realized through one form. On the other hand, several forms can be used to perform one function. For example, the different grammatical forms—'I'm not quite sure I agree,' 'I don't think it's right,' 'You could be right, but I think ...' and 'Nonsense!'—are all ways of showing disagreement.
4. CLT does not encourage learners merely to produce grammatically correct sentences. It encourages them to use the sentences they know *appropriately*, in order to achieve a communicative purpose. That is, it would expect learners to be contextually appropriate.
5. Unlike a structural course, a communicative course uses materials that are *authentic* (that is, not originally intended for language teaching at all) or which simulate authenticity.
6. A 'communicative' classroom has a *supportive environment*. It promotes guilt-free participation by the learners in all classroom activities. This means that the language teacher's role should be that of a sympathetic facilitator rather than that of a stern judge.

7. The ‘communicative’ classroom also promotes techniques *that encourage student participation in natural environments*. It is, therefore, not a teacher-dominated classroom but one in which there is great deal of group work, pair work, role play and simulation.
8. In a ‘communicative’ classroom, the teacher cannot really predict what language is to be used by the learners because they will be engaged in ‘natural’ language activity—whether reading, listening, conversing or writing.
9. *Errors are tolerated as a natural part of the process of language acquisition*. This is the cardinal principle of CLT. Fluency, rather than mere grammatical accuracy, would be the main concern of a communicatively oriented teacher. Such a teacher realizes that learners cannot help but make grammatical mistakes when engaged in a fluency activity like a group discussion. The teacher will therefore resist the temptation to correct a student’s grammar or pronunciation when they are in the thick of a conversation with their classmates, as interrupting learners to correct their grammar will only make them unwilling to communicate. Remember what Jespersen said in 1904: ‘Whoever wants to speak well must murder the language.’

3. Teaching Reading

What are the aims of teaching reading?

‘To enable students to read without help unfamiliar authentic texts, at appropriate speed, silently and with adequate understanding,’ says Christine Nuttall (1982). A primary aim of the **Broadway** is to develop learners’ reading skills and to provide them with a rich reading experience.

Why is reading important?

- *Proficiency in reading is important because it contributes the most to self-dependence in learning.*
- *A good reader is more likely to become an efficient user of the language rather than one who is deficient in reading.*

Who is an efficient reader?

The aim of a comprehensive language course like **Broadway** is to train learners to become efficient readers. The important characteristics of efficient readers are:

- They have the ability to read with maximum comprehension in the minimum possible time.
- They read silently and rapidly.
- They are able to adapt their reading speed to suit their purpose and the difficulty of the reading material. They know, for example, that maximum comprehension is required when reading a manual on how

to operate a scientific instrument but that a lesser degree of comprehension is usually adequate when reading a story for pleasure.

- They have learnt to use standard aids to reading, such as a glossary and a dictionary.
- They have learnt to employ a variety of reading strategies. For example, they know how to *skim*: to read through a text rapidly in order to get its main idea or gist. They know how to *scan*: to read a text quickly in order to look for a particular piece of information that they believe is in it.
- They have developed the right ‘physical’ habits for reading: no head movement, no lip movement, no murmuring, no going back and forth on the line, and no running a pencil or finger on the line. In addition, they have learnt to read words in sense groups and not merely one word at a time.

How can reading comprehension and higher-order thinking skills be developed?

1. By using comprehension questions that challenge the mind in different ways
 - *Factual or literal questions*: These involve the ability to extract explicitly stated largely factual information from a text. *See CB 5, Learn to read–1 question 1, Unit 1, page 14.*
 - *Inferential or interpretative questions*: These require the learners to read between the lines, i.e. they require the ability to draw conclusions not explicitly stated in the text but implied by the facts provided. *See CB 5, Learn to read–1, questions 2 and 3 in Unit 1, page 14.*
 - *Critical or evaluative questions*: These demand an understanding of what is stated and implied in a text as well as the ability to judge the ideas the light of the learners’ own experiences. *See CB 5, Learn to read–2, Unit 3, page 39, and questions 1 and 2 in Unit 4, page 51.*
 - *Extrapolative questions*: These involve using the information in a reading text to go beyond the text to express original and creative ideas. *See CB 5, Learn to read–2 questions 1 and 2 in Unit 1, page 14, and questions 1 and 2, Unit 2, page 28.*
2. By using comprehension questions that demand two opposing levels of comprehension
 - *Global* questions that necessitate an overall understanding of the text. *See CB 5, Learn to read–2 question 3 in Unit 2, page 28.*
 - *Local* questions that necessitate an understanding of some specific details of the text. *See CB 5, Learn to read–1 questions 3 and 4 in Unit 2, page 27.*
3. By using a variety of question-types
True/False, Yes/No, Wh-type, multiple-choice, completion, fill-in-the-blanks, matching, and rearrange-in-the-right-sequence questions are required to make the teaching of reading interesting and meaningful.
4. By encouraging the process of ‘meaning-getting’

Trained readers recognize that the reading text will extend their knowledge or skill in some way, provide fresh perspectives on prior knowledge, offer new information, or aid intellectual, emotional or spiritual development.

5. *By showing learners that reading is an interactive process*
When learners read they agree, disagree, question or respond. Their reaction to a text is therefore determined by their previous knowledge of the content or theme of the text, their attitude to the content, who the author is, the genre, and the degree of interest they have in the subject matter.
6. *By linking reading to the development of writing skills and study skills*
Reading can be profitably integrated with the teaching of writing and study skills such as note-making and referencing.

The reading tasks in the *Broadway* books are based on this checklist of subskills:

1. Using reading as a tool for learning
2. Giving evidence of having mastered desirable habits of silent reading
3. Reading in sense groups
4. Understanding explicitly stated information in a text
5. Understanding information not explicitly stated in a text, through making inferences
6. Deducing the meaning of unfamiliar lexical items through an understanding of word formation (stem/roots, affixation, derivation, compounding) and contextual clues
7. Understanding texts that are linguistically straightforward and have a very clear underlying structure e.g., chronological ordering)
8. Recognizing conceptual meaning, especially quantity and amount, location and direction, and comparison and degree
9. Identifying the main idea, or important information,) and significant details in a text that is not linguistically complex
10. Understanding relations between parts of a text through basic lexical cohesion devices such as anaphoric reference and comparison
11. Understanding relations between parts of a text through basic grammatical cohesion devices such as anaphoric reference and comparison
12. Skimming to obtain a general impression of a text
13. Scanning to locate specifically required information in a text
14. Evaluating characters in a narrative text
15. Reading extracts from simplified classics for pleasure

General guidelines for teaching reading

- Ask learners to read the passage concerned *silently* and on their own.
- Do not always read a passage aloud and explain or paraphrase it. Remember that our main aim is to help learners become independent

readers. However, where necessary, you can explain or paraphrase a text *after* learners have read it. Read out a text only when the focus of the lesson is on showing learners how a text should be read aloud with correct pronunciation, word stress, sentence stress, intonation, and pauses.

- Always set a reasonable *time limit* for your learners to read a passage silently. It is useful to ask them to read the passage once in order to get its global idea. A more detailed reading of the passage should follow when learners can attend to the local content of the passage.
- Tell learners that while they are reading a text they should look up the *glossary* provided.
- After learners have finished reading the text in question, start probing their comprehension of it. A good way of beginning this phase of the lesson is by asking a few students to attempt an *oral summary* of the text (especially in the case of stories).
- Almost as a rule, the comprehension tasks should be worked *orally* before learners are asked to write down their responses to some of the questions.
- Remember not to turn the reading comprehension sessions into memory tests. Our focus here is not on recall but on *comprehension*. Encourage learners to refer to the text as they work through the comprehension questions.
- Do not turn reading comprehension sessions into mere question-answer sessions. It is important to encourage learners to not only come up with responses but also to *justify* them.
- Always remember to give learners *feedback* on their responses. Explain whether a particular response is acceptable or not and why it is so. In the case of evaluative comprehension questions, where reader responses might vary, *avoid* insisting on one correct answer. What is crucial is the justification offered by individual learners in support of their responses.
- On occasions, it might be necessary for you to *add* to the questions in the reading section so as to make it more accessible and meaningful.
- In the final part of the reading comprehension session, attempt a *recapitulation* of the reading text.

4. Teaching Words

Words constitute an important part of language learning. Therefore, it is necessary to pay attention to enlarging the learner's store of words.

The *Broadway* course ensures that a learner adds to his or her word-store. Each unit contains a section, **Learn words**, that builds on vocabulary related to the topic/theme of the unit and/or extends it in ways that enable

them to be used in a variety of communicative situations. The sections **Learn pronunciation** and **Learn spelling** provide additional support so that ‘knowledge’ of a word is translated into the ability to use it in speech and in writing.

What aspects of vocabulary should we teach?

The exercises in the *Broadway* series are carefully planned and developed so that the different aspects of ‘word knowledge’ are covered. The exercises cover the following aspects:

1. *Recognition of spoken and written forms*: The words covered in the section Learn words should become part of the learner’s repertoire. To this end, it is necessary to make sure that learners recognize words when they occur as part of connected speech. During the course of an exercise, ensure that they have the opportunity to hear the words. Where possible, they should hear it used in a variety of contexts or example sentences.
2. *Use in speech (pronunciation) and writing (spelling)*: The next step in coming to grips with a word is to know how to pronounce it correctly in speech and to spell it correctly in writing. The sections **Learn pronunciation** and **Learn spelling** focus on this aspect of word use. The exercises provide practice in the use of words and rules that help the learner understand basic spelling patterns. It is important to ensure that correct pronunciation habits are established. The earlier books in the *Broadway* course focus on this element in the Learn pronunciation section. If there is any doubt about the pronunciation of a word in the text, use a dictionary that gives the pronunciation of words using phonetic symbols.
3. *Grammatical forms*: Knowing a word means knowing the various grammatical forms of the word. For instance, it is important for the learner to know that *talked* and *talking* are different forms of the verb *talk*, while *smaller* and *smallest* are forms of *small*. A word may also have different functions; it may function as a noun and a verb, or as a noun and an adjective, e.g. kick (n., v.), invalid (n., adj.). See *CB 5, Learn words, Unit 4, page 51, Unit 5, page 69*.
4. *Other meanings*: Many words have more than one meaning. Throughout a reading text, learners are likely to encounter only one meaning of a word. Exercises in **Learn words** take the learner further by introducing other meanings of the words. This is particularly useful as many of the earliest and commonest words learners come into contact with are those that have several meanings, e.g. *fair* can mean—quite good, just, light complexion, fine weather.
5. *Synonyms and antonyms*: One of the most useful ways of understanding words is by comparing them with others with a similar meaning—synonyms. See *CB 5, Unit 10, page 121*. They also serve to provide the

learner with words that can express different shades of meaning: a *big* house, a *large* house, a *huge* house. While teaching synonyms it is important to stress that a word does not mean exactly the same as its synonym but is similar in meaning to it. Therefore, we can talk about a *big* house and a *large* house but not a *gigantic* house or an *immense* house. This aspect of synonyms is best conveyed by teaching words in context, as in the examples above. A word can sometimes also be understood by contrasting it with a word with the opposite meaning—antonyms. For example, *light* is easily understood when contrasted with *heavy*.

6. *Prefixes, suffixes, and compound words*: The ability to increase your word-store is multiplied several times once you learn how to recognize and use prefixes and suffixes. Knowledge of the most common prefixes and suffixes enables learners to develop their vocabulary without always depending on the teacher. This is also true of compound words. *See CB 5, pages 75.*
7. *Collocations*: A very important aspect of using words correctly in speech and writing is knowing how words relate to others—collocations. For example, one can say a prayer but not tell a prayer. Collocations in English are ‘fixed’, and not knowing how they operate can make one’s English sound ‘strange’ and ‘peculiar’. This is an aspect that needs attention because words collocate differently across languages. While in some languages it is correct to ‘drink a cigarette’ (Urdu) or ‘eat a cigarette’ (Bengali), in English neither ‘drink’ nor ‘eat’ is acceptable as ‘cigarette’ collocates only with ‘smoke’. *See CB 5, pages 15, 28.*
8. *Connotations*: In the early stages, learners are likely to come across words used in their main or actual meaning—denotational meaning. However, as learners progress to higher levels, knowledge of the connotations of words helps them understand that words can be used to convey attitudes and feelings in addition to the actual meaning. For example, ‘white’ represents a ‘colour’ but it can also stand for ‘peace’, ‘purity’, ‘goodness’ or even ‘surrender’ (‘a white flag’).
9. *Idiomatic use—phrasal verbs, similes*: The ability to use words correctly is an important aspect of learning a language. However, effective and ‘natural’ communication is dependent in large measure on the ability to use language idiomatically. Idioms, like collocations, are ‘fixed’ and cannot always be explained by the strict rules of grammar. One of the most common is the class of phrasal verbs (or multi-word verbs). These usually have one-word equivalents but the phrasal verb often gives a more idiomatic and ‘natural’ flavour to speech whereas its one-word equivalent would be more formal and therefore more suited to writing. *See CB 5, pages 149.*

10. *Word families*: The **Learn words** sections also carry a variety of exercises that show learners how words are classified. This is particularly useful at the earlier levels because it helps learners to increase their vocabulary by relating words to those they already know. For example: words to describe different ways of walking; words related to sports. See *CB 5, pages 85, 110*.

5. Teaching Grammar

The main purpose of the Grammar section in the *Broadway* series is to provide a comprehensive coverage of grammatical structures and to enable the learners to internalize them.

What is grammar?

Grammar can be defined as the way words are put together to make correct sentences in a language. It can also be defined as the rules of a language that govern the different ways in which words are strung together to produce meaningful sentences. A sentence is grammatical if it follows the rules of grammar, and ungrammatical if it doesn't. For example, 'She is happy' is grammatical but 'She are happy' is not. 'She' is singular and so it takes the verb 'is', unlike 'are' which is used with plural subjects.

Why does a teacher need to have a sound knowledge of grammar?

A language teacher usually has no trouble identifying an ungrammatical sentence. She may however have a problem explaining why the sentence is ungrammatical. It is important therefore for her to have both implicit and explicit knowledge of grammar so that not only does she use grammatically acceptable sentences herself but is also able to explain the rules of the language to her students. Such knowledge will also help her select appropriate techniques when presenting grammar items, analyzing learners' errors, and providing feedback and correction.

What features of classroom activities support the learning of grammar?

- *Activities should be meaningful.*
They should relate to the learners' own needs and therefore engage them as people. See *CB 5, Learn grammar in Unit 2, pages 29–30 and Unit 10, pages 122–124*.
- *Activities should be purposeful.*
They should involve the learners and hold their interest. Learners appear to learn better when personal involvement is required. See *CB 5, Learn grammar, Unit 7, pages 86–87*.
- *Activities should have a social function.*

They should persuade learners to interact with one another, and with others so that they get a sense of the usefulness of the language they are learning. *See CB 5, Learn grammar in Unit 6, pages 77–78.*

- *Activities should provide plenty of practice.*

They should encourage the recycling of structural items so that learners have an opportunity to use them in different contexts and also have increased exposure to them. *See CB 5, Learn grammar, Unit 1, pages 16–17, Unit 2, pages 29–31 and Unit 4 pages 53–55.*

- *Activities should provide variety.*

Children at the primary level have short attention spans and therefore the teacher needs to use a spread of activities to keep them attentive. For example, a variety of activities can be used in the teaching of the imperative

Game: Simon says (Shake your head, touch your nose, etc.)

Rhyme: One, two, buckle my shoe, etc.

Song and mime: If you're happy and you know it, clap your hands, etc.

Physical activity: Stand up, sit down, stretch your hands, etc.

Information gap: Learners work in pairs to draw a picture, etc. by giving and receiving instructions

- *Activities should encourage active participation.*

Children enjoy doing things, so the teacher needs to think of activities that will encourage them to interact with one another in a threat-free environment. One example of such an activity is 'Find someone who...' Prepare a task sheet for each of the learners in class. Tell the learners to move around and ask each other questions to complete the task sheet.

Find someone who...

1. can speak three languages
2. can ride a bicycle
3. can stand on his head
4. can make an omelette
5. can play chess

What are the stages in the teaching of grammar?

The **Broadway** course has the following stages built into its grammar sections across the Coursebooks: *Selection* (of the grammar items), *Gradation*, *Presentation*, *Practice*, *Production*, *Revision*, *Testing*, and *Remediation*—in that sequence. We will offer a few helpful comments about only three of the stages: Presentation, Practice, and Production.

Presentation

Presentation is the stage in a grammar lesson when a new grammatical structure is introduced to the class. This includes letting learners listen to the form and see it in writing, and helping them understand how it is used

and what it means. Presentation also means introducing the form in an appropriate context. The **Broadway** Coursebooks almost always introduce a new grammatical structure in the context of the main reading text in which it appears. An important point for the teacher to bear in mind at the presentation stage is whether the underlying rule should be brought to the learners' attention. She also needs to decide whether to elicit it from the learners on the basis of examples (*the inductive method*), or to give it herself and invite them to produce examples (*the deductive method*).

Practice

Practice is the stage in a grammar lesson when learners focus attention on the new structural item, so that they can gain fluency in it and learn the correct word and pronunciation of the item. At this stage the teacher's job is to help learners memorize/internalize the item through intensive, controlled practice. This stage also enables her to provide feedback, and correction if required. The **Broadway** Coursebooks and Workbooks help with this stage by including a variety of practice activities.

Production

Production, which sometimes overlaps with the Practice stage, is clearly a crucial stage in the teaching and learning of grammar. The teacher's job at this stage is to nudge learners away from form-focussed accuracy to a fluent but acceptable production of the grammatical item. This means that she should reduce control and encourage learners to explore the item they have learned, and to help them use it to express their own content. When this happens, learners will realize the usefulness of the item/form they have learned. The production stage in the **Broadway** Coursebooks and Workbooks is manifested in several ways including information gap, problem solving, and 'personal experience' tasks.

What are the qualities of good grammar tasks and activities?

Broadway series assumes that the learning of grammar is most effective when learners enjoy what they are doing, and when the teaching is relevant to their needs. The course therefore sees the qualities of good grammar tasks as those that

- guide learners towards meaningful and purposeful use of the language
- avoid mindless manipulation
- frequently focus on the communicative functions that grammatical structures perform. *See CB 5, Learn grammar, Unit 4, pages 53–54.*
- teach grammar through a combination of sentence-based work and discourse (or sentences in combination). *See CB 5, Learn grammar in Unit 3, pages 40–41, Unit 5, pages 63–65 and Unit 8 pages 99–100.*
- present grammar in contexts that the learners can relate to.

What are the main principles of teaching grammar?

The teacher should bear in mind that

- grammar is talking about the language and not language itself
- grammar can strongly support the language experience but cannot replace it
- only the most essential labels, definitions, and rules should be used
- in tests and examinations, the ability to apply rules of grammar should be tested, not the ability to reproduce them.

6. Teaching Dictionary and Study Skills

‘A teacher is indeed wise who does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind,’ said Khalil Gibran (1926). It is now universally accepted that the primary aim of education is to enable learners *to learn how to learn*. In an era of information explosion and narrow specializations, teachers cannot any longer aspire to be omniscient gurus. Their primary role is to help learners locate suitable sources of information, access relevant information from the identified sources, and record the gathered information in an easily retrievable format. In the context of language teaching, the teacher of English is required to help learners develop a crucial set of study skills that will eventually enable them to become autonomous and self-dependent: reading and making notes, listening and taking notes, summarizing useful information, transferring information from a verbal mode to a non-verbal mode and vice-versa, and accessing different sources of reference (e.g. a dictionary).

The main objective of the Study Skills section in the *Broadway* Coursebooks is to familiarize learners with the use of a dictionary. The exercises in **Learn to use the dictionary** are based on the following checklist of dictionary skills:

1. Locating words in alphabetical order
2. Using guidewords to locate headwords
3. Finding the pronunciation of words using the system of phonetic symbols employed in the dictionary
4. Dividing words into syllables
5. Interpreting word stress
6. Finding the spelling of a word, and variation in spelling if any
7. Finding the meanings of words
8. Interpreting typical dictionary definitions
9. Selecting the one meaning appropriate to the context from the different meanings provided
10. Understanding the collocation of words
11. Recognizing word families and derivatives
12. Finding synonyms and antonyms

13. Distinguishing between homonyms, homophones, and homographs
14. Understanding the usage of a word and its grammatical context
15. Using cross-references to obtain more information about words
16. Finding the meanings of idiomatic expressions
17. Finding the meanings of phrasal verbs
18. Using the notes provided to avoid common errors

7. Teaching Writing

It is worth recalling what Harold Rosen (1981) said about the nature of writing: *'The writer is a lonely figure cut off from the stimulus and corrective of listeners... He is condemned to monologue; there is no one to help out, to fill in silences, put words in his mouth, or make encouraging noises.'* Not surprisingly, writing poses a problem for learners of English: the need to organize ideas and arguments, to be linguistically accurate, to use a variety of words and grammatical structures, and to be stylistically appropriate.

What aspects of writing should we emphasize?

- Writing as a channel for learning English. Writing, along with listening, speaking, and reading are tools in the process of learning significant elements of English and developing a command over the language.
- Writing as a goal of learning English. The development of writing skills is necessary to fulfill purposes such as writing letters, reports and messages, making notes, and preparing summaries.
- Writing with coherence and cohesion. Employing various rhetorical and linguistics means by which the parts of a written text are made to relate to one another and to constitute a continuous, organized whole.

What are the developmental stages in learning to write?

1. Writing as a mechanical activity
The focus at this stage is on writing as an end in itself. Learners spend considerable time on pre-communicative activities through which they learn the mechanics and conventions of writing (handwriting, spelling, and punctuation) which are necessary for written communication.
2. Writing as a linguistic activity
At this stage the aim is to provide learners with practice in writing error-free sentences or paragraphs on given topics. The exercises are usually completely or partially controlled, and are a means for getting learners to practice a specific language point. This kind of writing is characterized by maximal teacher, and minimal learner, input.
3. Writing as communication

This stage represents real written communication, which is characterized by a sense of purpose, a sense of audience, and a sense of direction. The abilities a learner requires to produce a competent piece of continuous writing include:

- getting the grammar right
- having a range of vocabulary
- punctuating meaningfully
- using the conventions of layout correctly, e.g. in letters
- spelling accurately
- using a range of sentence structures
- linking ideas and information across sentences to develop a topic
- developing and organizing the content clearly and convincingly
- employing a style suitable for the purpose, reader, and occasion.

What are the steps in writing a composition?

1. Studying the topic announced by the teacher or decided on collectively by the class
2. Generating ideas through pair, small group or class discussion, or individual listing of ideas
3. Selecting and organizing the generated ideas, and producing a plan or outline
4. Writing the first draft based on the prepared plan
5. Getting feedback on the draft from the teacher/classmates on points of content and meaning
6. Revising/rewriting the draft by incorporating the suggested changes
7. Proofreading the second draft
8. Getting the second draft edited by the teacher
9. Producing the final version
10. Getting the composition ‘published’ in the class newspaper or displayed on the bulletin board

The writing tasks in the *Broadway* series are based on this checklist of subskills:

1. Showing evidence of having learnt to write fairly neatly and legibly, but rather slowly
2. Using spacing, capitalization, and basic marks of punctuation, e.g. the *full stop*, *question mark*, and *comma*
3. Spelling familiar, frequently-used words correctly
4. Giving evidence of control over basic grammatical features, e.g. word order, inflection, and concord
5. Giving evidence of control over basic grammatical structures and the syntax of basic coordination and subordination
6. Expressing relations between parts of a text through basic lexical cohesion devices such as repetition and synonymy

7. Expressing relations between part of a text through basic grammatical cohesion devices such as pronominal substitution and comparison
8. Attempting conscious organization of a text using paragraphing and a few basic discourse markets
9. Showing some awareness of style vis-à-vis the purpose of writing and the intended audience
10. Supplying personal information on simple forms, and writing short messages, narratives, and descriptions
11. Revising their written work and correcting the more obvious errors of spelling and punctuation

8. Teaching Speaking

Why is speaking often regarded as the most important of the four language skills? Perhaps because, as Penny Ur (1996) says, '*People who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.*'

What is the main objective of teaching speaking?

The single most important reason for teaching speaking is to develop *oral fluency*, that is, the ability to express oneself intelligibly, reasonably accurately, and without undue hesitation. Donn Byrne (1976) argues that to meet this objective, learners will have to be brought from the stage where they merely imitate a model or respond to cues to the point where they can use the language to express their own ideas and feelings, processes that must to a large extent be in simultaneous operation.

For oral fluency to be attained, learners will need two complementary levels of training. *Broadway* Coursebooks offer an introduction to these two levels: practice in the *manipulation of the fixed elements* of English (or accuracy-based elements such as pronunciation) and practice in the *expression of personal meaning* (or fluency).

Why do learners need oral fluency in English?

Learners of English will want to use speech principally for two reasons:

- *To give and receive information, that is, for transactional or message-oriented purposes*
- *To maintain good social relationships, that is, for interactional purposes focused on sharing personal experiences and opinions.*

What are the principles of teaching speaking?

1. *Take account of the student as a person*
 - be sensitive, sympathetic, and encouraging
 - select material that is motivating and within their ability

2. *Reduce anxiety by moving from easy to less easy*
 - help students take short turns
 - provide a familiar, private environment
 - use information-gap activities
 - try the activity yourself first!
3. *Maintain a careful balance between accuracy and fluency*
 - provide practice in pronunciation, words stress, sentence stress, intonation and pause
 - provide opportunities for fluent use of speech
4. *Provide a good model for students to imitate*
 - learn to speak English acceptably yourself!
 - repeatedly use target speech patterns
 - consciously teach correct pronunciation, etc
5. *Provide appropriate stimuli for eliciting speech*
 - pictures, stories, songs, conversations, etc
 - books, radio, TV, cinema, audio and video cassettes, etc
6. *Vary classroom interaction modes*
 - individual to whole class
 - pair work
 - group work
7. *Give clear instructions*
 - speak loudly, slowly, and clearly
 - demonstrate the proposed task
8. *Monitor student activity continuously*
 - encourage those who find the activity difficult
 - note down common and recurring errors
 - praise students who perform well or try hard
9. *Prepare well for class*
 - make a checklist of things to obtain
 - make a checklist of things to do
10. *Handle errors sensitively and effectively*
 - ignore performance errors
 - ignore errors that are repeated
 - correct errors in language areas that you taught recently
 - correct errors that might shock listeners (e.g. ‘*childrens*’)
 - correct errors in structures that need to be used frequently by the student (e.g. *‘*What means this?*’ instead of ‘*What does this mean?*’)
 - correct errors through *modeling*
(S: **M’s mother was died.*
T: *M’s mother was dead.*)
 - correct errors through *flooding* to ‘wash them out’!
 - correct errors through *explanation*

11. Remember correction depends on

- the *phase* of the lesson (*Is it the accuracy phase?*)
- the *self-confidence* of the student

(‘Whoever wants to speak well must first murder the language’—Jespersen 1904)

The speaking tasks in the *Broadway* series are based on this checklist of subskills:

- Articulating the sounds of English in words and connected speech with a fair degree of accuracy. *See Learn pronunciation in Units 2, 5, 6, & 8.*
- Articulating basic stress patterns within common words fairly accurately
- Manipulating variation in stress in connected speech to produce intended meaning with a fair degree of success
- Producing basic intonation patterns in connected speech to produce intended meaning with a fair degree of success
- Using basic courtesy formulas, conventional greetings, and formulaic expressions
- Conveying a simple message in person or by telephone
- Framing simple questions to elicit the desired response, and providing appropriate responses to simple questions.
- Presenting information in sequence in simple narratives and descriptions, using a few discourse markers and cohesive devices. *See CB 5, Learn to speak in Unit 4.*
- Participating in simple discussions on familiar topics. *See CB 5, Learn to speak in Units 2, 3 and 6.*
- Expressing ideas, opinions and feelings in simple English. *See CB 5, Learn to speak in Units 1 and 10.*
- Reading familiar textual material aloud with reasonable fluency and accuracy
- Reciting rhymes and simple poems, and singing popular songs with reasonable fluency and accuracy. *See CB 5, Learn to listen in Unit 8.*

9. Teaching Listening

It is worth recalling a famous quotation: ‘*Listening is not merely not talking... it means taking a vigorous human interest in what is being told us. You can listen like a blank wall or like a splendid auditorium where every sound comes back fuller and richer.*’ (Alice Duer Miller)

The ***Broadway*** series is one of the rare school courses that emphasize the importance of listening in the language curriculum, and the need for learners’ active participation in the listening process.

The section **Learn to listen** incorporates the two fundamental processes of listening comprehension: *top-down* and *bottom-up* processing. Top-down processing requires learners to use background knowledge and other clues to achieve comprehension, while bottom-up processing requires them to make sense of elements, like words and sentences in a listening text, to arrive at meaning.

Why should we overtly teach listening in the English classroom?

1. Listening is a necessary part of our routine. As Wilga Rivers (1981) remarked: ‘We listen twice as much as we speak, four times as much as we read and five times as much as we write.’
2. Listening effectively involves a unique set of skills that are quite different from those of the other language skills.
3. Listening is as important as speaking. We cannot communicate face-to-face unless the two are developed in tandem.
4. Since listening and speaking are, in many contexts, reciprocal skills, learning to speak well depends crucially on learning to listen well.

How can we help learners develop their listening skills?

- *By helping them listen for a purpose.* If they have a clear purpose, they will be able to employ an appropriate listening strategy, such as listening for key words or listening for information.
- *By helping them listen for meaning.* If they are trained to locate the main point or gist of the listening text, they will learn that the aim is not to recall the specific words or phrases the speaker used but to understand the main idea.
- *By helping them listen in realistic contexts.* If they learn to listen to a range of texts including *interactional* (or social) talk and *transactional* (or informative) talk, they will easily build a bridge between the classroom and the real world.
- *By helping them listen flexibly.* If they are encouraged to listen to the same input several times, each for a different purpose, they will develop their own goals for listening, like ‘skimming’ for gist and ‘scanning’ for specific information.
- *By helping them recognize the organization of a listening text.* If they are trained to recognize *advance organizers* (like ‘I will first talk about...’) they will learn to cope more easily with academic texts across the curriculum.

What are the general guidelines for teaching listening in the *Broadway series*?

- Do a short ‘warm up’ or ‘pre-listening’ activity based on the theme or topic of the listening text.
- Set one or two overview or gist questions for learners to answer when they listen to the text.

- Play the CD once, and ask learners to answer the gist questions.
- Discuss the answers.
- Direct learners to the task in the Coursebook, and ask them to study it.
- Play the CD again.
- Give learners a few minutes to complete the task (or check their answers if they did the task while listening to the text).
- Discuss the answers, and confirm them by playing the relevant portions of the text if necessary.
- Use the topic, or the language of the listening text, as a stimulus for an extension activity involving discussion or writing.

The listening tasks in *Broadway* are based on this checklist of subskills:

- Discriminating between the basic sounds and phonological features of English including vowels, consonants, diphthongs, and consonant clusters. *See CB 5, Learn pronunciation in Units 1, 5, 8, 10 and 11.*
- Discriminating between the basic patterns of word stress, sentence stress, and intonation
- Recognizing basic discourse features in short spoken texts
- Responding to simple oral instructions, requests, and directions, conveyed in person or by telephone
- Understanding and responding appropriately to simple questions, statements, and courtesy formulas. *See CB 5, Learn to Listen in Units 1 and 4.*
- Understanding the main ideas and some significant details of simple spoken narratives and descriptive texts. *See CB 5, Learn to listen in Units 5 and 7.*
- Listening for a specific purpose, e.g. news broadcasts and telecasts, commentaries, and railway station announcements. *See CB 5, Learn to listen in Units 1, 6, 10.*
- Understanding the most frequently occurring contracted forms, e.g. *I'm, it's, don't, can't, isn't*
- Listening to and appreciating popular rhymes, poems, and songs. *See CB 5, Learn to listen in Unit 8.*

10. Teaching Poetry

Here is a set of procedures that could be employed in teaching a poem:

1. Introduce the theme of the poem by using individualized work, pair work, group work or a class discussion.
2. Read the poem aloud after instructing learners to keep their books shut. Now ask a (global) question or two to help them recall words, phrases, and even whole lines from the poem.

3. Read the poem aloud again. (Remember, learners' books are still shut.) Again help your class rebuild the poem from memory.
4. Read the poem aloud yet again, but this time ask the learners to follow it in their books. This step will help the class combine their auditory and visual experiences as you read.
5. Now ask the class to study the poem silently. Encourage them to consult the glossary/notes as they read. Supplement the glossary with additional explanations, if necessary.
6. After the learners have read the poem on their own, discuss the content, the structure, and the style of the poem using comprehension questions provided in the section **Learn to enjoy the poem**. Ask supplementary questions if necessary. During this phase, do not attempt to paraphrase the poem but do ensure that all or most learners participate in the discussion.
7. After you have discussed the poem, read it out again or have it read aloud by one or more learners or use the taped version. This is a splendid method of reconstituting the poem after its 'dissection' in the previous phase.
8. Read out a thematically similar poem, if you can find a suitable one.

11. Multiple Intelligences and Higher-order Thinking Skills

Howard Gardner, who proposed the existence of multiple intelligences, said in 1987: *'It is of the utmost importance that we recognize and nurture all of the varied human intelligences, and all of the combinations of intelligences. We are all so different largely because we all have different combinations of intelligences. If we recognize this, I think we will have at least a better chance of dealing appropriately with the many problems that we face in the world.'* **Broadway** endorses Gardner's basic argument that we should respect the many differences between people, and the varied tasks and activities in the Course reflect the essentials of these eight intelligences:

1. *Logical-mathematical*. Skills related to mathematical manipulation, and the discerning and solving of logical problems (related careers: scientist, mathematician)
2. *Linguistic*. Sensitivity to the meanings, sounds, and rhythms of words, as well as to the function of language as a whole (related careers: poet, journalist, author)
3. *Bodily-kinaesthetic*. Ability to excel physically, and to handle objects skilfully (related careers: athlete, dancer, surgeon)
4. *Musical*. Ability to produce pitch and rhythm, as well as to appreciate various forms of musical expression (related careers: musician, composer)

5. *Spatial*. Ability to form a mental model of the spatial world and to manoeuvre and operate using that model (related careers: sculptor, navigator, engineer, painter)
6. *Interpersonal*. Ability to analyze and respond to the motivations, moods, and desires of other people (related careers: counsellor, political leader)
7. *Intrapersonal*. Knowledge of one's feelings, needs, strengths, and weaknesses; ability to use this knowledge to guide behaviour (related benefit: accurate self-awareness)
8. *Naturalist*. (Gardner's most recently defined intelligence) Ability to discriminate among living things, to classify plants, animals, and minerals; a sensitivity to the natural world (related careers: botanist, environmentalist, chef, other science- and even consumer-related careers)

From: *Frames of Mind: The Theory of Multiple Intelligences*, 1983

Higher-order Thinking Skills and Life Skills in CB 5

Unit	Page	Skill
1 Gulliver in Lilliput		
Starter	11	Application
Learn to read-1		
Q 2	14	Deduction
Q 3		Deduction
Learn to read-2		
Q 1	14	Extrapolation
Learn to write	19	Evaluation
Learn to speak	20	Synthesis
<i>Harm No Living Thing</i>		
Learn to enjoy the poem		
Q 4	22	Application
Q 5		Evaluation
Activity	23	Synthesis
2. Five Bells		
Starter	24	Application
Learn to read-1		
Q 3	27	Deduction
Q 5	27	Evaluation
Learn to read-2		
Q 1	28	Analysis
Q 2		Extrapolation

3. The Honeyguide's Revenge		
Learn to read-1 Q 2	39	Deduction
Learn to read-2 Q	39	Evaluation
<i>Preening</i>		
Learn to enjoy the poem Q 5 Q 6 Activity	47 47	Deduction Synthesis Analysis
4. What the Terrible Takeru Did		
Starter	48	Analysis
Learn to read-1 Q 4	51	Deduction
Learn to read-2 Q 1 Q 2	51	Evaluation Analysis
5. Equal Footing		
Starter	59	Analysis
Learn to read-1 Q 2 Q 4	62	Application Evaluation
Learn to read-2 Q 1 Q 2	59 63	Evaluation Analysis
Learn to speak	67	Justification
<i>The Outsider</i>		
Learn to enjoy the poem Q 7 Activity	70 70	Analysis Analysis Evaluation
6. The Wrong House		
Starter	71	Application
Learn to read-1 Q 1 Q 3	75	Deduction Analysis
Learn to read-2 Q 1 Q 3	75	Problem-solving Extrapolation
Learn to speak	80	Problem-solving

7. M.M. Alam		
Starter	81	Analysis
Learn to read-1		
Q 2	84	Application
Learn to read-2		
Q 1	84	Evaluation
Q 2		Evaluation
Learn to speak	89	Application
<i>War</i>		
Learn to enjoy the poem		
Q 5	92	Evaluation
Activity	92	Synthesis
		Evaluation
8. Ani's Key		
Starter	93	Synthesis
Learn to read-1		
Q 3	96	Deduction
Learn to read-2		
Q 1	96	Evaluation
Q 2	97	Justification
Learn to write	102	Synthesis
Learn to speak	102	Analysis
<i>The Recycling Rap</i>		
Learn to enjoy the poem		
Q 1	106	Deduction
Activity	106	Synthesis
9. School Breaks Up		
Learn to read-1		
Q 2	111	Deduction
Learn to read-2		
Q 1	111	Extrapolation
Q 2		Evaluation

10. Dirty Money		
Learn to read-1		
Q 1	120	Deduction
Q 2		Justification
Q 7		Application
Learn to read-2		
Q 1	120	Analysis
Q 3		Evaluation
Learn to write	126	Synthesis
Learn to speak	126	Analysis
<i>Gold</i>		
Learn to enjoy the poem		
Q 3	129	Application
Activity	129	Application
11. Waiting In Line At The Drugstore		
Learn to read-1		
Q 2	133	Application
Learn to read-2		
Q 1	134	Analysis
Q 2		Extrapolation
12. Precious Treasure		
Learn to read-1		
Q 4	149	Deduction
Q 7		Analysis
Learn to read-2		
Q 1	149	Evaluation
Q 2		Justification

12. Lesson Plan for Teaching a Poem

WAR (CB 5, Pages 91–92)

Starter

1. Start by asking the students what is generally done when there is a dispute between people.

Are all disputes settled peacefully? What happens when two countries cannot agree upon some issue? Can you name countries that are opposed to each other? How have the countries been dealing with these problems?

Let the students first discuss in pairs/small groups and then share their ideas with the whole class.

Listening and active recall

2. Read the poem aloud while students listen with their books shut. Ask: *Does the poem deal with ways of defeating an enemy nation? (Listen to students' responses.) What does the poem tell us? Can you recall any words or phrases that tell us about what warring countries do to each other?*
3. Read the poem aloud once more while students listen with their books shut. Together with the students, recreate the poem. Prompt them whenever they have a problem. (Provide them with clues, or the first letter/sound of the word, or mime or act out the word).

Combining auditory and visual experience

4. Ask the students to open their books. Read the poem aloud yet again. This time the students will follow the poem in the book.

Analyzing the poem

5. Ask the students to read the poem silently. Draw their attention to the glossary of unfamiliar words. Add additional explanations to these where necessary. Give examples: 'Trauma is what people who have accidents undergo.' 'Propaganda is used within a country when people want to win elections.' Provide meanings wherever necessary.
6. Use questions under **Learn to enjoy the poem**. Add questions of your own to ensure that students understand all aspects of the poem. Simple and varied questions will facilitate independent reflection and learning rather than long explanations. When students reply, focus on what they say and not so much on how they say it.
Draw attention to the use of language and structure (e.g. the effect of repetition: '*War, what is it good for?*'; presence or absence of rhyme: *war-for; alliteration for . . . far, dreams . . . despair, we . . . won*

Recreating the experience

7. Encourage students to read the poem aloud. This poem has words that may be difficult to pronounce. Have students take turns to read along with you in small groups. Then, individual students can read the poem aloud.
8. Engage students in the follow-up activity provided in the book.

13. Lesson Plan for Teaching a Prose Unit

Ani's Key (CB 5, pages 93–103)

PREPARING TO READ

Starter

Encourage students to respond. Do not correct the students' language when discussions are in progress. Words, phrases, incomplete and even faulty sentences should be accepted as long as a student can convey his/her understanding.

1. Ask students to identify the items in the picture.
2. Ask students to list the original use of these items. (e.g. We read newspapers for news about what is happening. Buttons hold our clothes in place.)
3. Ask: *What do we do with these things after we finish using them? What do we do with old newspapers? What are the different ways in which newspapers can be reused?*
4. Ask students to suggest other uses for the items shown.
5. Ask students if they can guess what they are going to read about.
6. Draw their attention to the title. Ask for the different meanings of the word: **KEY**. List the meanings on the blackboard (Encourage them to use a dictionary, if necessary)—a small piece of metal used to open/close a lock; a set of notes in music; a set of answers to exercises or problems.
7. Ask the students which of the above meanings the title refers to. List their responses on the blackboard.
8. Tell students that they can find out if their guesses are right by reading the story.

READING

Stage one

Learn to read–1

1. Direct the students' attention to the meanings of difficult words in the right hand margin. Encourage them to read as fast as they can. Ask them to read the story silently, and to stop when they reach the end of page 94.
2. Ask questions 1, 2, 3, and 4 from **Learn to read–1**. See note below.
3. Ask the students to read silently to the first paragraph on page 96.
4. Ask question 5 from **Learn to read–1**. See note below.
5. Ask the students to read silently to the end of the story.

6. Ask question 6 from **Learn to read–1**. See note below.

Note:

When asking questions:

- Allow several students to answer before affirming the correct answer.
- When students answer, always ask them to tell you where they got the answer. Get students to refer back to the text when answering. As the students read from the text, ask others whether they agree.
- After a student answers, repeat the answer yourself so that all students can hear and check their own answers.
- If a student gives the wrong answer initially, check briefly if he/she now understands why her answer was wrong. Get the student to state the correct answer or read the relevant portion from the text.
- Concentrate on allowing students to express their understanding of what they have read. Do not attempt to correct grammar or pronunciation at this point.

Stage two

7. Turn to the student responses on the blackboard (Step 7: Preparing to read). Ask the students which of their guesses was correct. Tell them that reading is a process of affirming some of one's guesses (or predictions) and discarding others.
8. Go back to page 94 and ensure that the students grasp the significance of the dream and its link to Ani's entry for the competition.
9. Homework: Questions 1–6 can be set for homework. Ask the students to write out the answers on their own.

Stage three

Learn to read–2

The questions in this section **Learn to read–2** are mainly for discussion. They do not necessarily have only one correct answer. Responses will differ from student to student. Encourage discussion.

Question 1. Encourage students to discuss this by drawing on their own experiences. What makes mothers worry? Question 2. All three options are relevant to the story. Encourage students to choose an option and defend their choice by giving good reasons.

VOCABULARY

Learn words (1)

1. Tell the students that the words in the exercise are things used by artists and workmen. Say the first word aloud. Repeat the word so that the

students know how it is pronounced. Repeat with other words. Ask them to repeat after you.

2. Ensure that they understand what the exercise requires them to do. Ask them to do both parts of exercise (1).
3. After they finish, check their answers. Ensure that the students know the meanings of all the words in the list.

Learn words (2)

4. Briefly recapitulate the plurals and singulars of nouns. Enable students to recall what they know, e.g. 'glass' that does not take a plural is a sheet of glass used in windows/doors and not containers that we drink water from. Explain how the plural of this word is expressed.
5. Ask them to do the following exercise. Correct the answers orally. Discuss.

GRAMMAR

Learn grammar

1. Explain how the word 'had' has different meanings. It is used 'informally' to indicate various meanings.
2. Read the sentences on page 98.
3. Put up some more sentences with *had* on the blackboard. Ask for the meaning of each sentence. Then ask what 'had' means in each sentence. Draw their attention to the various meanings.
4. Then ask them to read the table on pages 98–99.
5. Ask them to do the exercise.
6. When checking their answers, ask one student to read the question and another to supply the answer using *had*.
7. Ask them to provide the word that conveys the same meaning as 'had' in the sentence.

SPELLING

Learn spelling

1. Ask a student to read out the first word in the row. Write the word on the blackboard.
2. Ask if there is a difference in the way it is spelt and the way in which it is pronounced.
3. Explain how some letters remain silent in several words. Then look at the other examples and let students to note the silent letters.
4. Ask the students to do the exercise.
5. When correcting, ask students to call out the words. Ask the students to look at the words as you repeat the words so that the silent letters are clearly identified.

PRONUNCIATION

Learn pronunciation

1. Write the words in the box on the blackboard: *hit like*
2. Underline the vowels in each word.
3. Say each word aloud pointing to the vowels in the word as you do so.
Ask the students if they can hear the difference in sound.
4. Point out that *hit* has an /ɪ/sound, and *like* has an /aɪ/sound.
5. Write some common words, with the letter *i* in them, on the blackboard (e.g. sit, hip, five, hike), and ask them to group these words according to the sound.
6. Ask the students to do the exercise. Encourage them to say the words aloud and then write them in the appropriate columns.
7. Correct by asking the students to call out the words and to say which group each goes into. Write out the two lists on the blackboard. Say each word aloud as you write it into the appropriate column.

WRITING

Learn to write

1. Ask the students to think of a school activity or project that they would like to do together. Put their responses up on the blackboard.
2. Choose any one activity (by popular vote) and discuss the things that have to be done (e.g. planting of trees would involve getting saplings, choosing a plot to plant them in, making arrangements to water them, protecting them from animals, etc.)
3. Ask the students to turn to page 102 and read the instruction under **Learn to write**. Note the three points to be covered. Let them construct the text orally. Ask them to do the task in their notebooks.

SPEAKING

Learn to speak

1. Ask the students how they learn about the uses of various items in their science or social studies lessons. How do they talk about the uses of water, test tubes, neem plants, and other objects?
2. Build on their responses and discuss ways of talking about the different uses of things.
3. Ask the students to turn to page 102 and read the example of the unusual uses of a key.
4. Ask four volunteers to come to the front of the class. Have each of them read one of the ways to use a key. Draw their attention to the structure of the utterances. Read the four examples aloud once again.

5. Ask the students to think of common everyday objects. Write their responses down on the blackboard— about 8–10 objects.
6. Divide the class into groups of four, and ask each group to select one item from the blackboard. Each member of the group should think of a creative use for that item. Let them take turns to speak. Make sure that each person has a different use. Invite groups to talk to the class about the various uses they have thought of. (You can allot an item to each group so that there is a proper distribution of items.)

LISTENING

Learn to listen

(Use the audio CD for this activity.)

1. Ask the students to read the question in the book. Ask them if they can find a connection between the theme and Ani's story. Encourage them to talk.
2. Next, ask them to close their books. Tell them that you will play the song twice. The first time, they will listen with their books closed.
3. Play the song.
4. Ask a few general questions. Some of them will have heard the song before. Ask those who have heard it for the first time to recall the words. When they respond, repeat the word/words aloud.
5. Ask the students to open their books and look at the blanks to be filled. Instruct them to look at their books as they listen to the song this time and to try to fill in the blanks.
6. Play the song once more.
7. Check the answers. Do not supply answers or make any corrections. Instead play the song once again and give students another opportunity to listen and go over the answers. Work on the first two or three blanks in this manner, then announce the answer and proceed to the next couple of blanks.
8. Play the song again to help the students learn it and enjoy it!

14. Key to the Coursebook

Unit 1. Gulliver in Lilliput

Starter (page 11)

sandwich	—	John Montagu, the fourth Earl of Sandwich
tyre	—	John Boyd Dunlop
teddy bear	—	Theodore Roosevelt

Learn to read–1 (page 14)

- (a) pieces of string
(b) hair was tied
(c) size
(d) was thick/was made of strong cloth
(e) to his open mouth
- The Lilliputians were able to tie up Gulliver because he had been very tired after swimming to safety, and had fallen into a deep sleep for several hours.
- The men were only six inches tall.
Several of them could climb over Gulliver, around forty at first and later a hundred.
Some got hurt when they jumped off his body.
Their arrows were the size of needles.
They built an eighteen inch high platform. They needed to put ladders against him to climb on him with the food
Gulliver could eat three loaves of their bread at a time.

Learn to read–2 (page 14)

- Answers will vary.
- Answers will vary. The right prediction can be verified by reading the book, *Gulliver's Travels*.

Learn words (page 15)

- | 1. | A | B | C |
|----|----------------|-------------------------|----------|
| | (a) six inches | five feet | tall |
| | (b) long/thick | scanty/short/black | hair |
| | (c) thin | long/short/large/small | piece |
| | (d) left | right | arm |
| | (e) little | large/tall/kind/gentle | people |
| | (f) badly | deeply/seriously/barely | hurt |
| | (g) high/clear | loud/soft | voice |
| | (h) sharp | long/fine | needles |
| | (i) strong | soft/thick | cloth |
| | (j) little | high/large/wooden | platform |
- (a) ✓
(b) ✗ This is a special pass that allows unlimited travel.
(c) ✗ I enjoy train travel more than air travel.
(d) ✓
(e) ✓

Learn grammar (page 16)

- A. A lark had made a nest in a field. The brood had almost grown to their full strength. One day, they heard the owner of the field say, 'Oh, it is harvest time. I must ask my neighbours to help me with the harvest.' One of the young larks reported the matter to the mother and asked, 'Should we move now?' 'There is no need to move now,' she replied. 'The man, who depends on his friends, is not really serious.' The owner came again and saw that the crop was overripe. He said, 'I will come tomorrow and get in the harvest.' Mother Bird heard this and said to the brood, 'Hurry! It is time now to be off, my little ones, for the man means it this time.'
- B. 1. (a) I can't get up early even during my exams.
(b) Pete Sampras was the Wimbledon champion from '96 to '99.
(c) Do not speak when your mouth's full.
(d) You shouldn't bite your nails.
(e) He doesn't listen to what anyone says.
(f) I cannot use that shirt. It's too short.
2. Grandfather's farm is lovely. It's very big and life's exciting here. The mother hen is guarding her chicks and I don't go near its coop. I was asked to name the two new calves. The brown calf's name is Brownie and the white calf's name is Snowy. The sheep's pen had to be repaired. The gates wouldn't shut properly and two sheep were lost. I fixed its hinges and now they're fine. The sheepdog's name is Babe. It's a good dog and does its job well.
3. (a) O, P (b) P (c) O, O (d) O (e) O

Learn spelling (page 18)

labelled dealer
marvelled jeweller
squealed controller
sealed feeler

Learn pronunciation (page 18)

2.

/id/	/d/
needed	muttered
started	returned
created	refused
cheated	borrowed
painted	bowed
padded	handled

Learn to write (page 19)

Note:

1. Ask the students to name successful people who are tall, and then list their responses on the blackboard.

Repeat the process with a list of people who are short.

Ask the students whether a person's size or height is related to success.

2. Then begin a discussion about the advantages of being small in size. After the discussion encourage students to write a paragraph of 100 words about three of the advantages.

Each point should state an advantage with a supporting reason. e.g.

Travel, especially train travel, is more comfortable if you are small in size. I have an uncle who is very tall and the poor man never fits in a berth. Since his work includes a lot of travel you can imagine his plight. Small people are also at an advantage when playing games like hide and seek. They can fit into tiny spaces and manage to stay hidden. I think the most important benefit of being small is that in case of fire or accident it is easier for small people to escape through small and narrow spaces. Even rescue operators would find it easy to carry small people to safety.

Learn to speak (page 20)

Encourage students, in groups, to list as many suggestions as possible. Then help them to present them in class.

Learn to listen (page 20)



Transcript of listening text

Fattest Man

A MEXICAN man, who once weighed about 500 kg, left his house and rode through the streets of Monterrey in Mexico for the first time in five years. 41-year-old Manuel Uribe had been bedridden for five years. Since the summer of 2002, he has been relying on his mother and friends to feed and clean him.

About 2 years ago, he began a high protein diet and has lost 180kg since then. He now weighs about 380kg. To celebrate the milestone of his success in losing about 200 kg, Uribe planned a picnic outdoors near his Monterrey-area home on Sunday.

Uribe had made all the necessary arrangements for the celebrations—a forklift, a trailer, a tow truck, and even a music band. His iron bed with wheels was pushed by six men, and then lifted by a crane onto a trailer pulled by a pickup truck. As the band played, a crowd gathered to see the man who once weighed 560kg.

Uribe was halfway towards his destination when one of the posts holding a sun-shielding cover over his bed hit a bridge. Uribe's blood pressure dropped so much that his doctors advised him not to go on and the celebration—being documented by about two dozen photographers and reporters from around the world—was cancelled.

Uribe still hopes to go out. 'We'll just have to plan it better,' he said. 'The sky is beautiful and blue and what I want is to enjoy the sun. My goal is to leave the house on my own but I know that will be a long process.' He plans to start a foundation to help overweight people get medical assistance and teach them about healthy eating habits.

1. True
2. True
3. False
4. True
5. True

Harm No Living Thing

Learn to enjoy the poem (page 22)

1. (a) insects (b) birds (c) fish
2. 'Provided' could mean *especially given by nature*. Provided by the creator of nature to be used wisely for the well-being of all creatures.
3. (d)
4. Lines 8 and 9
5. (a)

Activity (page 23)

Allow students free rein to think of ways in which they can protect nature.

Unit 2. Five Bells

Starter (page 24)

- bell — temple, church, bicycle
horn — car
gong — monastery
bugle — army
siren — police car

Learn to read-1 (page 27)

1. She sensed that something was wrong when she saw Ryan holding his head in his hands.
2. His parents wanted to buy him something because Ryan had been working very hard.
3. The sports good store had two doors, each on a different street. The three people missed one another as they used different doors to enter and exit the shop.
4. (a) True (b) True (c) False (d) True

5. *Answers will vary.* They were united, kind, considerate, attentive to the needs of others, fun-loving, and thoughtful.

Learn to read–2 (page 28)

1. *Answers will vary.*
2. *Answers will vary.*
3. It is a funny and humorous story. *Answers will vary.* Feelings: happiness, joy, etc.

Learn words (page 28)

1. (a) unisex (b) biannual (c) uniform (d) bifocals
(e) unicorn (f) unicellular (g) tripod (h) triangle
2. (a) Listen (b) hear (c) listen
(d) hear (e) listen

Learn grammar (page 29)

1. (a) What were you doing at the time of the explosion?
(b) I was eating breakfast.
(c) I was getting off the bus.
(d) I was talking on the phone.
(e) We were dropping the children off at school.
(f) We were serving tea at the café.
(g) I was sleeping in the office.
2. (a) Laila and Sidra were sitting on a bench.
(b) Bushra was skipping.
(c) Kaneez and Koyal were drinking water.
(d) Mark was having popcorn.
(e) Mrs Naseem was feeding the ducks in the pond.
3. was driving spotted was standing
was wondering saw were carrying thought
stopped was getting noticed were aiming
came were shooting arrived

Learn to use the dictionary (page 31)

1. hurried cancelled quietly quite volunteered gossip
2. (a) arrive at/arrive in
(b) curious about
(c) good idea/got an idea /idea of
(d) this morning/tomorrow morning/all morning/in the morning/on Monday morning
(e) keep a record of/holds the record for/in record time/break the record

Learn to write (page 32)

Before students start to write, ask them to construct the paragraph in points. Use the four categories given: setting, characters, problem, and solution. Encourage them to note down ideas and names in each section. They may discuss these points orally, in pairs, or in small groups, adding a little detail. They can then write a paragraph of about 100 words. A sample has been provided in the coursebook.

Learn to speak (page 33)

Encourage all the students to participate in the discussion.

Learn to listen (page 34)



Transcript of listening text

Spring Rolls

You will need the following ingredients:

- finely chopped cabbage—1/2 kg
- finely chopped carrots—1/4 kg
- capsicum—100 gm
- 6-8 finely chopped green chillies
- 1 teaspoon salt
- 1 teaspoon pepper
- 1 tablespoon soya sauce
- 1 cup spaghetti
- 1 cup peas
- strips for rolls
- oil

Method

Boil the spaghetti and peas separately in water and keep them aside.

Next, fry all the vegetables in oil. To these, add salt, pepper, and soya sauce. Let it cool for a few minutes. Then add it to the boiled peas and spaghetti and mix well.

Fill sufficient quantities of the mixture in the strips and roll them. Heat the oil beforehand and fry the rolls until they are golden brown on all sides. Serve hot.

1. finely chopped cabbage—1/2 kg
capsicum—100 gm
6-8 finely chopped green chillies
1 tablespoon soya sauce
strips for rolls

2. (a) False (b) True (c) True

Unit 3. The Honeyguide's Revenge

Starter (page 35)

Lead students to identify the different regions of the world.

Ask, 'Which region is marked 1?' 'Which region is marked 4?'

Then read the names of the birds and animals and let the students match them to the places.

Begin with the familiar and obvious ones, and then complete the list.

koala—Australia	4.	emu—Australia	4.
kiwi—New Zealand	5.	robin—Britain	2.
llama—S. America	8.	kookaburra—Australia	4.
flamingo—Africa	7.	ostrich—Africa	7.
penguin—Antarctica	6.	panda—China	3.
polar bear—Arctic	1.	kangaroo—Australia	4.

Learn to read-1 (page 39)

1. Ngede, the Honeyguide, first called out to Gingile to get his attention and then flew ahead, making sure that Gingile was following him. When he reached a huge fig tree, he hopped around and then settled on one branch, cocking his head, to guide Gingile.
2. No.
3. (b)
4. One day Ngede led Gingile to a sleeping leopard instead of a honeycomb. Angry at being disturbed, the leopard struck at Gingile.
5. Gingile and his children will always remember to leave the biggest and juiciest part of the comb for the Honeyguide when they harvest honey.

Learn to read-2 (page 39)

Answers will vary.

Learn words (page 39)

- (a) 3 (b) 1 (c) 2 (d) 4 (e) 5

Learn grammar (page 40)

- (a) quickly (b) carefully (c) slowly
(d) patiently (e) carefully
- (a) I sipped the hot tea carefully.
(b) The poor boy grabbed the bread and ate it hungrily.
(c) He looked angrily at me.
(d) Everyone looked nervously at each other when they heard the knock on the door.
(e) The man spoke very politely and asked me for some money.
(f) We walked back slowly after we lost the match.
- proudly loudly curiously quickly
accidentally carefully cleverly

Learn to use the dictionary (page 42)

table	→	timetable	tablecloth
alarm	→	burglar alarm	alarm clock
tennis	→	table tennis	tennis-racket
mail	→	airmail	mailbag
box	→	postbox	box office
shopping	→	window-shopping	shopping list

Learn to write (page 43)

Students should write their descriptions in about 150 words using the information in the table. Encourage them to add any details (from their reading or experience) to make the description fuller and more interesting.

Example:

Parrots are brightly coloured birds with curved beaks. The common parrot found in Pakistan is usually green and has a band of red around its neck. Its beak is red. Parrots are very noisy birds. They move about in large groups and make a screeching sound. They mostly live in trees and eat seeds, berries, and nuts. They use their sharp curved beaks to break open the tough covering on the seeds. Some parrots even eat insects. Parrots have claws on their feet—four claws on each foot—two point forwards and the other two point backwards. These help them get a good grip when perching on branches.

The birds live mainly in the tropics, especially in South America and Australia. Parrots found in South America are often huge and brightly

coloured. They can be taught to imitate human speech and copy sounds that they hear. Parrots make very amusing pets because if you talk to them, they will talk back.

Learn to speak (page 44)

Help the learners in the discussion, and then in formulating the presentation.

Learn to listen (page 45)



Transcript of listening text

Description of Birds

The Blue Jay is a noisy and aggressive bird. It chases birds from feeders and steals their eggs. It is blue, gray and white with black markings on its face and tail. It is eleven to twelve-and-a-half inches long and lives in woods, suburbs and city parks. **The Belted Kingfisher** perches on branches of trees above lakes and rivers. When it sights the fish, it flies and plunges into the water to catch its prey. It is blue, grey and white with a large bill. It is eleven to fourteen inches long and lives near rivers, lakes, and coasts. **The Song Sparrow** learns its music from other song sparrows but each bird creates its own tune. The bird is brown, grey and black and five to seven inches long. It lives in forests, thickets, marshes and fields. **The Northern Cardinal** gets its name from the red robes used by cardinals in the Catholic Church. They are red and black. The males have a red bill whereas the female a pink one. The bird is eight to nine inches long and lives in woods, parks and gardens.

The Belted Kingfisher: 11–14 inches, blue, grey, white with a large bill; rivers, lakes and coasts

The Song Sparrow: 5–7 inches; brown, grey and black; forests, thickets, marshes and fields

The Northern Cardinal: 8–9 inches; red and black, males have a red bill while females have a pink one; woods, parks and gardens.

Preening

Learn to enjoy the poem (page 47)

1. A bird. The mention of 'spreading wings' 'soaring' 'flying', etc.
2. 'bore'
3. To enable the bird to be strong and fit enough to fly high in the sky.
4. 'flying'. Yes, because flying is a 'delight'; brings joy and gladness.
5. Yes, the bird wants to rise high, spring, and soar.
6. *Answers will vary.* 'leg out', 'tuck', 'twist', 'stretch', 'bend', 'reach', 'crouch', 'spring', 'soar'
7. *chore–bore, day–pay, night–delight*

Activity (page 47)

Ask students to observe different birds in their habitat, and in pictures and films. Encourage them to identify birds that fly high, have large feathers, and a long wing span. Then discuss the need, for such birds, to preen themselves regularly.

Unit 4. What the Terrible Takeru Did**Starter (page 48)**

Ask the students to match the names to the pictures. Get them to identify what each object is used for and who might use it.

Pic 1	saw	carpenter
Pic 2	sword	soldier, guard
Pic 3	dagger	robber
Pic 4	axe	woodcutter
Pic 5	knife	housewife, chef, butcher

Learn to read-1 (page 51)

- Kiyo was walking because he was poor and had no money to buy a horse.
- Kiyo asked them if he could sleep in their barn. If they said 'no', he slept under a tree or in a cave.
- (a)
- The woman must have felt afraid when Kiyo drew the dagger.
- (a) False.
(b) False.
(c) True.
- ... was not terrible at all! He must have been as poor and harmless as Kiyo.

Learn to read-2 (page 51)

- Kiyo wanted people to think that he was dangerous. If people were afraid of him, they would not refuse him food and shelter.
- The answers will vary.

Learn words (page 51)

- (a) lying (b) lied (c) lay
(d) laid (e) lay (f) lied
- (a) terrible (b) terrible (c) terrific
(d) terrible (e) terrific

Learn grammar (page 53)

- (a) How long will we run?
(b) Where will you keep the pet squirrel?
(c) Will you inform the police about the robbery?
(d) Will you eat your lunch now?
(e) What can we say now?
- (a) Will you lend me your roller skates?
(b) When will you submit your essay?
(c) What is inside that bag?
(d) How long will it take you to finish your homework?
(e) Where will you meet me tomorrow?
- (a) What will you do if your film is not a success?
(b) Will you work with actors from other regions?
(c) Where/When will your next film be shot?
(d) What is the theme of your new film?
(e) When will you visit our school again?
(f) Will you conduct a drama workshop for us?
- (a) Will you come with me to the concert?
(b) Where can I find a good book to read?
(c) What kind of book will you choose?
(d) Will you go to the library tomorrow?
(e) When can we meet tomorrow?
(f) What will you do after that?

Learn to use the dictionary (page 55)

- (a) noun (b) verb
- (a) verb (b) noun
- (a) noun (b) verb
- (a) verb (b) noun
- (a) noun (b) verb

Learn to write (page 56)

Before students start to write, ask them to construct the letter orally. What details will they mention? Once the answer has been discussed (encourage students to add detail), they can write the letter, in about 200 words.

Dear Hiroko

My husband has gone to the city for two days so I am all alone at home. Something strange happened yesterday. Let me tell you about it.

Last night, as I had just finished dinner, there was a knock at the door. There was a man who asked me to let him sleep in my house. He was a stranger so I refused. Then he said he must do what the terrible Takeru did. I asked him what that was but he didn't reply. Instead, he took out a dagger! I was afraid so I allowed him to stay.

Learn to read–2 (page 62)

1. Wilma had been a very sickly girl, but she overcame great pain and suffering to bring glory to herself and to her country. This extraordinary effort, and her courage, makes Wilma's record very special.
2. *Answers will vary.*

Learn words (page 62)

1. enthusiastic determined disabled
 strong gifted glorious
2. (a) Do (b) make (c) does, makes (d) make (e) do

Learn grammar (page 63)

1. has been became has visited went
 has been has been became
2. Your eyes will hurt
 I don't want to see it again.
 She'll need a cool drink.
 I'm afraid to go for the rehearsal.
 She must give it to a publisher.
 I can play now.
3. 1. finish 2. has not returned
 3. has worked 4. has changed
 5. have moved 6. will catch
 7. have seen 8. have left

Learn spelling (page 65)

- | | |
|-----------|-----------------------|
| unequal | unfulfilled |
| irregular | disability, inability |
| immoral | inequality |

Learn pronunciation (page 66)

2.

/ɜ / as in bird	/ / as in walk
purse	fought
learn	torn
hurt	tall
shirt	paw
jerk	horse

Learn to write (page 67)

Ask each student to imagine that she/he is Wilma Rudolph. In this context, ask them how they would feel if they were to win medals at the Olympics. Encourage them to re-read the text on page 60 to help them recall her experience. Encourage students to share their ideas and feelings.

Draw the students' attention to the words in the box. Help them to use the words to talk about their experiences. List words and structures they would need in a first person account: I have/my family/my friends/my hard work/I did/I felt/came to me/told me etc

Ask them to arrange their ideas and then to write about 150 words.

I have always been very interested in sports. I let nothing come in the way. My family encouraged me to train myself as a professional athlete. At first I felt very uncertain. Then I was selected to be on my school's basketball team. When my athletics coach saw me playing, he told me that I could become a great sprinter. That was how I started to train, and finally made it to the Olympics.

At the 1956 Olympics, I was both excited and scared. I wondered if I was good enough to win. Would I be able to win a medal? I was nervous when I saw the crowds. But all my hard work paid off. When I won a bronze medal, I was overjoyed. I felt the crowd's appreciation rather than pity. That changed my life. My dream had come true!

Learn to speak (page 67)

Encourage the students to ask interesting questions and to give convincing answers.

Learn to listen (page 68)

Transcript of listening text



Great Achievers

Basketball superstar Michael Jordan was cut out from his high school basketball team. Today he is a legend and the greatest basketball player in the world.

In 1902, the poetry edition of a magazine returned the poems of a 28-year-old poet with the following note, 'Our magazine has no room for your verse.' The poet was Robert Frost.

Winston Churchill was unable to gain admission to the famous Oxford or Cambridge universities because he was thought to be weak in studies. He went on to become the Prime Minister of Britain and one of the world's greatest leaders during the Second World War.

In 1905, a student submitted his research thesis to the University of Bern. The University rejected it because they thought it was unimportant and useless. The young physics student who wrote it was Albert Einstein, perhaps the world's greatest scientist.

Michael Jordan, basket ball player

Robert Frost, poet, poems were rejected

Winston Churchill, not granted admission to Oxford or Cambridge

Albert Einstein, scientist, thesis was rejected

The Outsider

Learn to enjoy the poem (page 70)

1. A person with a disability.
2. Other people think that disabled people should sit silently in a corner.
Lines 2-4 tell us this.
3. Lines 8, 12
4. The person is unable to walk and cannot speak properly.
The person cannot clearly say what he wants to say, and cannot perform simple tasks.
5. ... include him... and help him live life to the fullest.
6. He wants to be allowed to interact in life with others.
7. *Various answers possible.* Most people think that those with physical disabilities also have mental disabilities. They do not realize that a wounded or deformed body can hold a normal and intelligent mind. Therefore, they treat them as though they cannot understand anything. They do not treat them like ordinary people.

Activity (page 70)

1. Various answers possible. Encourage students to discuss the life of a disabled person and what others can do to make it more satisfying.
2. After students have done this activity encourage them to express their feelings. This will sensitize them to the issue of disability.

Unit 6. The Wrong House

Starter (page 71)

Make sure students know the devices listed in Column A. Ask them if they have seen any such devices and if yes, where they have seen them. Encourage them to talk about places and people connected with them. Ask them how a camera could help store owners.

lie detector	—	checks whether a person is telling the truth
computer records	—	show proof of a criminal's activities
DNA testing	—	finds and names a person with the help of information from the body's cells
cameras (CCTV) placed in banks, stores, ATM machines	—	prevent crime and also identify criminals

Learn to read–1 (page 75)

- They worked quietly and stopped and listened to check if anyone was watching or following them. They didn't want anyone to see them.
They worked in the dark silence of the night.
They used a torch to examine the room as they didn't want anyone to see them.
- It was an empty house, and as the furniture had been covered it seemed as if the occupants were going to be out for some time.
- They had been forced to abandon their old one. They had to be on the move and needed a car.
- No. These were names that matched their behaviour and appearance.
- (a) Blackie (b) Hasty (c) Police officers

Learn to read–2 (page 75)

- Answers will vary.* Photographs, trophies and medals awarded to policemen, his cap, his work shoes, etc
- Thieves do not use their real names so that others will have difficulty in identifying them. They also take on names, or are given names, to match their behaviour or appearance.
- If Samuel Rogers had not been a police officer the thieves might have got away with the money.

Learn words (page 75)

- ladies' fingers—picture 3 dog-eared—picture 1
lady bird—picture 5 Adam's apple—picture 2
bullseye—picture 4
- (a) hawker (b) guard (c) wealth
(d) ill-treat (e) suspect

Learn grammar (page 77)

- A. (a) 8 (b) 1 (c) 6 (d) 2
(e) 3 (f) 7 (g) 5 (h) 4

- B. 1. Sadia is not going to attend the rehearsal.
 2. I'm going to build a tree house.
 3. I'm going to bake a cake.
 4. They are going to investigate a robbery.
 5. I think it is going to rain.
 6. No, I'm sorry. I'm going to buy vegetables at the bazaar.
 7. I'm going to buy a bicycle
 8. It's out of control. It's going to crash.
- C. (a) going to wear
 (b) going to eat
 (c) going to buy
 (d) going to pull out
 (e) going to change

Learn to use the dictionary (page 79)

- No. It is a long sleeved piece of clothing, usually of cotton, worn on the upper body.
- Both are garments that fasten down the front and are worn over other clothing on the upper body.
- Over her legs and feet
- They are soft shoes and are worn by sports players.
- pants

Learn to write (page 79)

Help students first recall and think of a book or a film. Then ask them to fill the columns in the table.

Sample:

Name of film The Lion King

Kind of film It is a drama and adventure film with beautiful songs and music.

Story Outline It is about a lion cub that runs away from home in fear of his enemies but then finds the courage to fight them.

Ideas and views It is a very moving and inspiring story and has a lesson for all. It made me think of believing in myself and becoming a responsible person.

Learn to speak (page 80)

Help the students discuss various ways in which their homes, and they themselves, can be protected from being robbed.

Learn to listen (page 80)



Transcript of listening text

Clumsy Crooks

Two robbers charged into a music store, waving their guns. ‘Nobody move!’ one of the robbers ordered. The second robber then moved—and the first shot him.

A man ran into a store and demanded all the money in the cash drawer. Finding the cash drawer almost empty, the crook decided to tie the clerk up and work at the counter himself. Three hours later, a pair of police officers came in for coffee. They recognized him immediately as his pictures were all over the station. The case of the crooked clerk was closed.

A man and a woman were robbing a store. While waiting for her friend to finish getting the money, the woman noticed an entry form for a competition. Thinking it would be cool to win, she filled out the form, complete with her name, address, and phone number. A few hours later the police were at the couple’s house to arrest them.

A man went into a drug store and announced that he was going to commit a robbery. He pulled a bag over his face to conceal his identity. He did not, however, cut eyeholes in the mask. He was blind and breathless and was captured by a brave customer.

1. listening/obeying
2. his pictures at the police station
3. name, address, and telephone number
4. eyeholes

Unit 7. M.M. Alam

Starter (page 81)

The armed forces step in when there are natural disasters like earthquakes, floods, and landslides.

Soldiers (also air force) airlift people when they are stranded in places that are flooded. They carry food and medical supplies. They provide medical care to the sick and injured. At times, when there are major disturbances in the country, soldiers may be called in to help the police maintain law and order.

Learn to read–1 (page 84)

Year	Event
1935	Born in Calcutta
1952	Joined RPAF Training College at Raisalpur
1953	Graduated as a Pilot Officer

1964	Took command of No.11 Squadron
1965	Fought in the Indo-Pakistan War of 1965
1967	Promoted to the rank of Wing Commander and given command of No. 5 Squadron
1982	Retired from PAF as Air Commodore

2. (a) 'Alam set a new record' or 'history being made.'
 (b) 'Till today, he commands the admiration of his fellow Pakistanis.'

Learn to read–2 (page 84)

- Answers will vary. valiant, fearless, warrior, leader, daring, heroic, courageous, sharp, brilliant
- Answers will vary. Encourage students to give reasons. Lead on to a discussion about what an army requires from its soldiers.

Learn words (page 85)

- (a) celebrated (b) incredible (c) exceptional
 (d) military service (e) retirement
- march in the infantry
shoot in the artillery
ride in the cavalry
rise early
sleep till eight
clean your room
train me

Learn grammar (page 86)

- A. Hamza: At what time is breakfast?
 Saad: Breakfast is at 7:30 a.m.
 Kareem: At what time is line inspection?
 Asim: It will be at 8:00 a.m. sharp!
 Kiran: What time is reveille?
 Saima: We have to get up at 5:00 a.m.
 Mohsin: What time is weapon training?
 Raza: Weapon training will be at 8:15 a.m.
- B. 1. Drawing classes will be held from 11a.m. to 12 noon every Wednesday.
 2. Western dance lessons will be held from 9:30 a.m. to 10:30 a.m. on Wednesdays.
 3. Folk dance lessons will be held from 9:30 a.m. to 10:30 a.m. every Friday.
 4. Needlework classes will be held from 11a.m. to 12 noon every Saturday.

5. Yoga classes will be held from 9:30 a.m. to 10:30 a.m. every Monday.
6. Ballet dancing lessons will be held from 9:30 a.m. to 10:30 a.m. on Saturdays.
7. Vegetable carving classes will be held from 11a.m. to 12 noon on Thursdays.
8. Paper craft classes will be held from 11a.m. to 12 noon every Monday.
9. Karate classes will be held from 9:30 a.m. to 10:30 a.m. every Tuesday.
10. Gymnastics will be held from 9:30 a.m. to 10:30 a.m. every Thursday.
11. Clay modelling classes will be held from 11.00 a.m. to 12.00 noon every Tuesday.

Learn to use the dictionary (page 88)

1. nice	adjective	nicer, nicest
2. valiant	adjective	more valiant, most valiant
3. risky	adjective	riskier, riskiest
4. attend	verb	—
5. soldier	noun	—
6. brave	adjective	braver, bravest
7. sacrifice	noun and verb	—

Learn to write (page 89)

Direct students to the incident described in the reading passage (p. 82), and ask them to read the paragraph again. Ask the students to imagine that they were fighting in that battle, and to describe the scene. Ask them to describe the incident step by step (orally). You can even invite them to make quick sketches on the blackboard, if it will help them to visualize the scene better. Ask how they felt as they went forward to meet the enemy forces. Put the words they use to describe their feelings on the blackboard. Tell each student to assume a standpoint—What did he see? Ask them to describe what they saw. What happened next? How did this affect you (the person witnessing the incident)? Discuss this in class, with different students providing their own versions. After this has been thoroughly discussed, let the students begin writing. This can be a piece of writing produced by a group of students working together collaboratively.

Note: The account the students produce need not be very long or detailed. It is the discussion that is important, to help them to visualize the incident. Answers will vary

Learn to speak (page 89)

Encourage students to think of each item and describe the situation. Lead them to think about what people in such situations need and how the army helps.

Learn to listen (page 89)



Transcript of listening text

F.M. Montgomery

Winston Churchill called him, 'tireless, his life given to the study of war'. In Europe, during the Second World War, they called Field Marshal Montgomery 'the liberator'. His countrymen knew him as 'Monty', the little commander who won the victory in North Africa, which was the turning point of the Second World War.

Montgomery had great confidence in himself. He was one of the few men who would not permit any interference from Churchill. 'Prime Minister,' he once said angrily, 'you are not a soldier. I am. You do not know how to fight this battle. I do.'

His men were inspired by him and loved him as he showed a genuine interest in them and lived with them in the North African desert. He discovered that a tank crew kept a hen called Emma who loyally laid an egg a day. He promoted Emma to sergeant major.

He met his soldiers at two and often three parades a day. He walked slowly to have a good look at them. Then they gathered round as he told them how, together, they would handle the job. He asked one young guardsman: 'What's your most valuable possession?' 'My rifle, sir.'

'No, it isn't,' said Monty. 'It's your life, and I'm going to save it for you.'

1. (c) 2. False 3. False 4. True 5. (b) 6. True

War

Learn to enjoy the poem (page 92)

1. ... death, fanaticism, great loss of lives and property.
2. ... not true.
3. Wars shatter dreams by killing innocent people, destroying their homes and families and their dreams of a happy future. The people who suffer most are ordinary people like you and me.
4. *Answers may vary.*
5. No.

Activity (page 92)

1. *Encourages student to list all the things that happen as a result of war.*
2. *Direct them to make posters. These can be done individually or in groups.*

Unit 8. Ani's Key

Starter (page 93)

Take one item at a time and encourage students to think of various uses for each item.

Example: tins

Wrapped in colour paper, a small tin can be turned into a pen holder.

A big tin can be filled with soil and used as a pot for plants.

A small tin can be used as a measure for flour/rice in the kitchen.

Tins can be made into tiny drums for children to play on.

Learn to read–1 (page 96)

1. Ani didn't want to go to school because the other children teased her, and made fun of her father and the kind of work he did.
2. Ani's mother washed people's clothes; she took in laundry. Her father sorted rubbish at the dump and looked for things to sell.
3. Ani was worried about the art competition because she didn't have any money to buy the things she needed for the competition like paint and brushes.
4. Ani's mother meant that her daughter had to find a solution. She knew that Ani had a lot of talent and would find a way. When Ani what heard her mother said, she remembered what she did have—her treasure of keys, buttons and other things.
5. The dream of a butterfly flying over the children gave Ani an idea of what she could do.
6. Ani got the items from the dump. She had collected items that she had put aside in her treasure box.

Learn to read–2 (page 96)

1. *Answers will vary. Encourage discussion.*
2. *Answers will vary.*

Learn words (page 97)

1.	crayons ✓	chart ✓	anvil ✗	watercolours ✓	oil ✗
	easel ✓	glue ✓	charcoal ✓	brush ✓	palette ✓
	canvas ✓	knife ✗	paints ✓	scissors ✗	axe ✗
	pictures:	palette	easel	brush	
		crayons	paints	canvas	

2. (a) butterflies
- (b) some/a little bit of sand
- (c) pieces/sheets/shards/splinters of glass
- (d) some bread/a loaf or loaves of bread
- (e) piece or pieces of luggage
- (f) some water
- (g) some soap, a cake/bar of soap
- (h) some information/any information
- (i) some rubbish, a lot of rubbish
- (j) stoves

Learn grammar (page 98)

- A. 1. Yes, we had great fun.
 2. She had exams.
 3. I had a very heavy breakfast.
 4. We had a fight.
 5. She had a nightmare.
 6. She had a dream.

- B. played¹ drank² experienced³ received⁴ experienced⁵
 ate⁶ available⁷ owned⁸ ate⁹ played¹⁰

- C. (a) have, had (b) have, had (c) have, had
 (d) have, had (e) have, had

Learn spelling (page 100)

1. castles 2. wrapped 3. thumbs 4. yolk 5. plumber
 6. listen 7. knot 8. should 9. sign 10. knock

Learn pronunciation (page 101)

2.	<i>i as in hit</i>	<i>i as in like</i>
	<i>rubbish</i>	<i>tired</i>
	<i>slid</i>	<i>piles</i>
	<i>things</i>	<i>surprised</i>
	<i>kids</i>	<i>night</i>
	<i>with</i>	<i>high</i>
	<i>artist</i>	<i>shiny</i>
	<i>wink</i>	
	<i>bits</i>	

Learn to write (page 102)

Ask students to think of problems related to the environment, and to suggest actions they could take to remedy them. See the example given in the coursebook on page 102. Encourage them to think of everyday problems and brainstorm solutions for them. Choose 2–3 problems and describe them. Then discuss what can be done to solve them. Help students to visualize and articulate their ideas, and then arrange them in an order. Now, encourage them to begin writing, in about 200 words.

I want to start a campaign to keep our street clean. The first thing I'll do is to bring the children in my locality together and explain the importance of keeping our surroundings clean to them.

We can get together and discuss how we can keep our street clean. Right now, the street is dirty and strewn with paper, plastic bags, bottles, and vegetable waste. These make the place untidy, filthy, and smelly.

We can ask each family to collect waste in a bin or in a big plastic bag. This garbage must be tied securely (so that stray dogs and cats cannot get at it) and left outside everyday. Keeping garbage neat and secure is a way of showing respect to our helpers and cleaners.

We will visit homes in groups to inform them about our plans and to ask for their support in keeping our place clean. We can ask elders to hire people who will collect the garbage from our homes and take it to the main municipal bin. I am sure that our street can be beautiful and clean if we work together.

Learn to speak (page 102)

Encourage students to use their imagination.

Learn to listen (page 103)

Transcript of listening text



I Have a Dream

I have a dream, a song to **sing**¹.
To help me cope with **anything**².
If you see the **wonder**³ of a fairy tale,
You can take the future,
Even if you **fail**⁴.

I believe in angels,
Something **good**⁵ in everything I see.
I believe in angels,
When I know the time is right for me.
I'll cross⁶ the stream,
I have a dream.

I have a dream, a fantasy,
To help me through **reality**⁷.
And my destination,
Makes it worth the while,
Pushing through the **darkness**⁸
Still another mile.

I believe in angels,
Something good in everything I see.
I believe in angels,
When I know the time is right for me.
I'll cross the stream,
I have a dream.

sing anything wonder fail
good cross reality darkness

The Recycling Rap

Extra activity

The poster shows pictures of products that have been used. Hold it up in front of the class so that every student can see it clearly. Ask the students to suggest ways of recycling the used containers, jars, bottles, etc.

Learn to enjoy the poem (page 106)

- (a)
- Things that can be recycled are old newspapers, empty drink cans, old glass bottles, and jam jars.
- (a) old newspapers—put them in a skip
(b) old glass bottles—take them to a bottle bank;
(c) empty drink cans—take them to Save-A-Can.
- If we wash, squash and squeeze it the can will be clean and flat. This way it takes less space and is ready to be recycled.

Activity (page 106)

- Various answers possible.*
- Get students to make a list, and even think of new ways of using discarded material.*

Unit 9. School Breaks Up

Starter (page 107)

<i>R.K. Narayan and R.K. Laxman</i>	—	<i>writer and cartoonist respectively</i>
<i>Wilbur Wright and Orville Wright</i>	—	<i>engineers—invented the first working airplane</i>
<i>Nazia Hasan and Zohaib Hasan</i>	—	<i>singers</i>
<i>Steve Waugh and Mark Waugh</i>	—	<i>cricketers</i>
<i>Venus Williams and Serena Williams</i>	—	<i>tennis players</i>

Learn to read–1 (page 110)

- (a) *Swami* was the first to leave the examination hall.
(b) *Rajam* felt that he had done rather well.
(c) *Sankar* had written about half a page for the sixth question.
(d) *Sankar* was going to read a lot of books during the holidays.
(e) *Swami* was going to burn his books.
(f) *Mani* was planning to sleep a lot.
- Swami* had answered only two questions satisfactorily, and written just one sentence for the last question.
- Swami* must have felt uncomfortable and even a little scared knowing that he had not done well. The ones who knew the answer had written at length
- They were asked not to waste their time, but to read story-books and glance through their books for the next class.
- Swami*'s holiday plans did not include reading. He did not want to have anything to do with books.

Learn to read–2 (page 111)

- Answers will vary.*
- Answers will vary. Encourage students to talk about their own feelings and experiences.*

Learn words (page 111)

- learn revise study rehearse practise
 - He is learning Spanish.
 - Khan studied at a college in Peshawar ten years ago.
 - You must learn to swim if you want to be a sailor.
 - We have only two days to rehearse the play.
 - If you practise writing neatly, you'll soon improve.
 - In this class we will revise what we did last week.

<i>Friendship</i>		<i>Enmity</i>	
pal	supporter	rival	competitor
mate	buddy	foe	opponent
partner	companion		

Learn grammar (page 112)

- A. (a) has been (b) have been (c) have been
 (d) has been (e) has been
- B. (a) How long has she been on leave?
 (b) How long has she been in Spain?
 (c) How long has he been in the army?
 (d) How long have you been practising for the school play?
 (e) How long has she been knitting it?
- C. 1. × I've been waiting for half an hour.
 2. ✓
 3. ✓
 4. × How long have you known Nasreen?
 5. × I've been swimming for an hour.
 6. ✓
 7. × I have lived in Bahawalpur for a year.
 8. × He has been batting all day.
 9. ✓
 10. ✓

Learn to use the dictionary (page 114)

1. informal 2. formal 3. informal 4. informal
 5. formal 6. informal 7. formal 8. informal

Learn to write (page 115)

Sample:

Dear Rajam

Thank you for being my friend. I remember how you patiently explained the multiplication sums to me. I thought I would fail in the exam until you helped me. You made math seem easy.

Also, thank you for letting me play with your toys. Few people share their things as freely as you do. You are a kind person and I enjoy your company. Happy holidays!

Swami

Learn to speak (page 115)

Encourage students to ask different types of questions to discover the identity of the person.

Learn to listen (page 116)



Transcript of listening text

Naughty Raindrops

One day, all the raindrops got together for a big meeting. In this meeting they planned where each drop of rain was going to land. The biggest raindrop of all, Ron, got to choose first. Then each one chose a target.

'I think I will land on that man's nose,' Ron said, parting the cloud just a little bit to show everyone. He pointed to a man sitting on a bench in the park. The other raindrops giggled. 'Here I go,' Ron cried, and then away he went, falling from the big grey cloud, through the stormy sky. He landed right in the middle of the man's nose. He broke into pieces and went all over the man's face, into his eyes and onto his lips.

The other raindrops shouted, 'YEAH!'

'My turn,' called Fio, the next largest raindrop. She had decided to land in a lady's eye and spoil her make-up. She jumped down through the cloud and landed right in her the lady's eye. Her make-up ran down her cheek and dropped onto her white blouse, making a mess.

Again, screams of delight echoed throughout the cloud. All the rest of the big raindrops took their turns, landing on dogs, people reading the newspaper, and shiny cars that were pulling out of car washes. Soon, only the smallest drops were left. They were too small to do anything alone, so they divided up into groups.

The first group chose to rain on an ant's nest. They all held hands and jumped down together. They hit the nest, the carefully dug tunnels collapsed, and the angry ants ran about trying to save their nest.

The next group of raindrops landed on a boy's fluffy cotton candy. It dissolved into a sticky mess, leaving the small child crying.

'Let's land on that woman,' suggested the leader of the third group. 'She just came out of the beauty parlour.' The rest of them giggled, and then they all held hands and jumped. Plop! Plop! Plop! They all landed on her nicely combed hair. The curls turned damp and lifeless.

The raindrops really enjoyed themselves.

- ii
 - iii
 - ii
- The raindrops landed on shiny, newly washed cars.
 - They wet the newspapers that people were reading.
 - They destroyed a nest that the ants had built.
 - A child cried because they dissolved his fluffy cotton candy.
 - They messed up a lady's new hairstyle by wetting her curls.

10. Dirty Money

Starter (page 117)

A	B
United Kingdom	pound sterling of 100 pence
Japan	yen of 100 sen
Kuwait	dinar of 1000 fils
Sri Lanka	rupee of 100 cents
Australia	dollar of 100 cents

Learn to read–1 (page 120)

- Over a hundred years old
- It is an autobiography. The ten-dollar bill tells us about its own life. It is written in the first person: 'I am a ten-dollar bill'.
- (a) 5 (b) 6 (c) 2 (d) 4 (e) 3 (f) 1
- (b)
- Old Jack was kind to people, and gave money to the poor lady. She knew the kind of people who were really dishonest. That is why she believed that Old Jack's money was not dirty. *Answers to the second part of the question may vary.*
- She bought bread, cakes, milk, and vegetables for her hungry child. She paid the rent for a small room.
- 'There is no such thing as dirty money.'
'The important thing is not where the bill comes from. It's how you spend it.'

Learn to read–2 (page 120)

- Yes. *Answers may vary.*
- Answers may vary.* The author wants to make us think about human nature—how people judge and blame others; human kindness, etc. He has got readers to pay attention to some important ideas by using a special, strange, and funny way of writing.
- Answers may vary.*

Learn words (page 121)

- clean¹ – played in a fair manner
cleaned out² – stolen everything
clean³ – honest, with no record of wrongdoing
dirty work⁴ – unpleasant and dishonest jobs no one wants to do
dirty⁵ – dishonest
- (a) fine (b) bill (c) bank (d) rent (e) mint

Learn grammar (page 122)

1. ¹ Which ² Which ³ Whose ⁴ Whose ⁵ Which
 2. Which Which Whose Which Whose
 3. (a) Which (b) Whose (c) Whose (d) Which (e) Which
 4. (a) Whose century helped Pakistan win?
 (b) Whose umbrella is this?
 (c) Which shirt do you want?
 (d) Which bird is the national bird of New Zealand?
 (e) Whose bat are you using?
 (f) Whose raincoat is she wearing?

Learn spelling (page 124)

<i>oo</i>	<i>ea</i>	<i>ee</i>	<i>oa</i>
fool	×	feel	foal
cool	×	×	coal
brood	bread	breed	broad
moon	mean	×	moan
stool	steal	steel	×
boot	beat	beet	boat
pool	peal	peel	×

Learn pronunciation (page 125)

1.

<i>look</i>	<i>food</i>
wool	cool
brook	mood
book	pool
crook	boot
hook	shoot
foot	
soot	

Learn to write (page 126)

Ask the students to think of items of furniture/accessories such as belts, purses etc. Ask them to think of what they are made of and the processes used in making them. Ask them to choose any one item and to identify themselves with it. Direct their attention to the story and help them see how

the dollar tells its story. Tell them to use the table on page 126, and the hints, to write a short account of about 100 words.

I was once a branch of a willow tree in England. I loved my life in the open. One summer some men carrying tools came and chopped me down. I was taken to a shed where sports goods were made. They scraped, sharpened, and polished me, and soon I was a bat. I was one of many 'English Willows'—a very expensive bat. A great team of cricketers selected me and signed all over me. I was sold for a very high price to help a children's charity. A rich man now keeps me locked in a showcase. All those who visit his mansion admire me. I miss the outdoors and wish I could belong to Muhammad Yousaf or Younis Khan instead.

Learn to speak (page 126)

Ensure that each group chooses a different item. Encourage students to use their imagination.

Learn to listen (page 127)

Transcript of listening text



Ryan's Well

While watching television you may have seen programmes that show the miserable plight of poor children. Most of us believe that only the very rich and famous people can help the needy. We just try to change the channel and carry on with our lives. But when six-year-old Ryan Hreljac heard about the sad life of the children in parts of Africa, he was shocked.

It was January 1998 when Ryan heard his teacher, Mrs Nancy Prest, tell her class that some people in Africa were dying because they had no clean water. She explained that a single penny would buy a pencil; 25 cents, 175 vitamins; 60 cents, a two-month supply of medicines for one child; 'and \$70 pays for a well.'

Ryan decided to act. He went home after school and begged his parents for the money. 'Mom, Dad, I need \$70 for a well in Africa!' he said excitedly. His parents were surprised and explained that \$70 was a lot of money and they couldn't afford it. The little warm and sensitive boy began to cry saying, 'Children are dying because they don't have clean water!' His parents finally gave in but asked him to do simple everyday jobs to earn this money. They thought that he would soon lose interest. However, Ryan was so determined that he not only did the regular chores but took on extra ones. Soon he was collecting money by vacuuming the house, washing windows, taking out the garbage. His parents even gave him money for getting good grades in school! The well actually cost more. Ryan raised 2,000 dollars and gave it to an organization called Watercan. In the summer of 2000, when Ryan and his parents travelled to Uganda, 5,000

people lined the road to greet them. When Ryan approached the well, he was both pleased and proud to see a plaque that read: *Ryan's Well*
Ryan is still raising money to dig wells in Africa.

1. No. Ryan needed 70 dollars.
2. Yes. He raised, and is continuing to raise, money to dig wells for them.
3. No. It was a large sum that they couldn't afford so they asked him to do some chores to earn the money.
4. No. He got good grades in school.
5. Yes.
6. Yes. The well actually cost much more—Ryan raised \$ 2000 for it.
7. Yes.

Gold

Learn to enjoy the poem (page 129)

1. (a) False
(b) True
(c) False
(d) False
2. (a) Bright and yellowline 2
(b) Hoarded..bartered..bought... stolen...borrowed...squandered doled...lines 5–6
(c) Hard to get .. line 4
3. (a) The last word of each line rhymes with the last word of the next one.
(b) gold, hard, cold, hammered, rolled, hold, hoarded, bartered, sold, borrowed, squandered, doled, spurned, hugged, old, churchyard, mold
(c) hard-heavy-hold-hoarded-hugged yellow-young
 bright-bartered-bought-borrowed gold-graven-get
 sold-stolen-squandered-spurned molten-mold
(d) The first and the last lines are the same: Gold! Gold! Gold! Gold!

Activity (page 129)

1. (a) All that glitters is not gold.
(b) Speech is silver, silence is golden.
2. *Encourage students to find, collect, and read these stories. A couple of them can be read out in class.*

Unit 11. Waiting in Line at the Drugstore

Starter (page 130)

- kiosk — newspapers and soft drinks
supermarket — foodstuff in packets and tins
drugstore — medicines, soaps, make-up, and light meals
greengrocer — vegetables and fruit

Learn to read–1 (page 133)

- (a) ... waited to be served at a drugstore.
(b) ... asking for trouble and beaten up.
(c) ... he was made to stand and wait just because he was black.
(d) ... he wanted to read more and more.
(e) (i) The waiting lasted for shorter periods.
(ii) He was treated with greater kindness and politeness.
- (a) iii (b) iii (c) iii

Learn to read–2 (page 134)

- Any or all of the reasons. He was poor. He may not have found school interesting.*
- Answers will vary.*

Learn words (page 134)

- predominantly — mainly
unconquerable — difficult to beat
caught my fancy — attracted me
forbidden — ordered not to
worthwhile — important
typical — representing a particular type
drugstore — a shop for food and medicine
- (a) magazine (b) study (c) wise (d) job

Learn grammar (page 135)

- (a) for (b) since (c) for (d) for
(e) for (f) since (g) since (h) since
(i) for (j) for
- since for for For since for
- X: have been, have you been
Y: For
X: work
Y: have you been
X: for
- Ralph was in the gym for an hour.
She lay ill in bed for a week.

He has been at the batting crease since ten o'clock.

I've been in the park since two-thirty.

We sat in the park for only twenty minutes.

Learn spelling (page 137)

calves wife loaves mice traps child butter

Learn pronunciation (page 137)

2.

<i>light</i>	<i>laugh</i>	<i>ghost</i>
bright doughnut drought might right	rough draught tough	ghee ghastly

Learn to write (page 138)

- teaching child entered was brought came
at the end my in said me tell you
- Ask the students to think about how people at the drugstore, specially the waitress, would remember James Jackson as a young boy. Ask them to read the story and list his main actions and his feelings. List the points on the blackboard. Ask them to think about what the waitress would have certainly noticed, such as the place, the rules, and the young boy. Note these points on the blackboard. Now ask them to use these points to narrate the story in about 200 words.*

I was a young girl of eighteen when I started work at the drugstore. In those days there were separate queues for black people. I had to follow the rules. The first time I saw Jackson I noticed how uncomfortable he was.

One day, I looked up and saw a most amazing sight. There he was, this young black boy, totally engrossed in reading a book. He looked so eager and interested in what he was doing. He seemed to have forgotten the unkind and unfair rules of the place. He was so lost in his book that I had to call out to him. This continued day after day. I grew to like and admire him. I spoke to him at times and learnt his name. I wondered why he was not at school. I missed him when he stopped coming.

Imagine my surprise, many years later, when I saw his name and photograph in the papers. He had won a prize for writing. My little boy had become a famous man. I wrote to him and told him how proud I was of him.

Learn to speak (page 138)

Encourage role play.

Learn to listen (page 139)

Transcript of listening text



Freddy, the Delivery Boy

- Friend : Hello, Freddy! How's life?
Freddy : Not so good.
Friend : How come? What is up? Talk to me.
Freddy : It's my job! I hate it!
Friend : I'm sorry that you feel this way now. You were really excited about it.
Freddy : Oh, that was two weeks ago. I hate the evening shift. I work from 4 p.m to 12 a.m. I reach home at one in the morning. I miss hanging out with my friends in the evenings. I miss my television serials.
Friend : Hmmmmmm.
Freddy : And there's no bus at that time so I cycle 8 miles all the way to get home.
Friend : Hey, Freddy, I thought you were given a motorbike by Krazy Kitchen!
Freddy : That is to be used only for food delivery, not for personal use. The horrid bike is meant only for pizza delivery to pests in the pouring rain. They have a silly scheme that promises free food if the delivery is late. But do you know who really pays for it? We, the delivery boys! We have to give up part of our salary.
Friend : Oh no!
Freddy : The worst part is answering phone calls. People have strange requests, and as for their complaints...I get so angry and depressed.
Friend : There only seems to be one good thing ... you get free dinner!
Freddy : Used to...now we have to pay. That is another drawback. It costs me about Rs. 60 just to eat. .. that is more than I get paid for an hour's work. It's such a waste. I feel tired and sleepy, I'm lonely, and I have very little money.
Friend : Why don't you quit then?
Freddy : Quit! What nonsense. This is the best deal I have now.... Do you want me to quit this nice job! No, never! Get serious, man!

1. Freddy.
2. No.
3. No.
4. The delivery boy.

Unit 12. Precious Treasure

Starter (page 140)

Ask the students to look at the five pictures.

Lead them to identify them and arrange them in the correct order.

Ask them to match the words with the five pictures.

Picture 1 (teenager) — Picture 2 (child) — Picture 3 (elders) — Picture 4 (infant) — Picture 5 (adult)

Learn to read–1 (page 148)

1. The old man told his sons that he had sold all his land and his house. He would give each son his share of the money. He was now going to stay with them in turns.
2. False
3. (c)
4. (b)
5. The old man's 'precious treasure' was a box of letters written to him by his wife. They were precious to him because he loved his wife and they contained his old, happy memories.
6. True.
7. The sons realized that their father was a loving and selfless man when they saw what his 'precious treasure' was.

Learn to read–2 (page 149)

1. Answers will vary.
2. Answers will vary
3. Answers will vary

Learn words (page 149)

- | | |
|---------------------------------|---------------|
| 1. bit by bit | 2. do his bit |
| 3. to bits | 4. Bit by bit |
| 5. not a bit/not one little bit | 6. to bits |
| 7. bit by bit | |

Learn grammar (page 150)

was riding	crossed	was running	sometimes	Will you
know	had	How long	For	for
had	kept saying	Will he		

Learn to write (page 151)

Ask the students to make a list of the old man's qualities. Write them on the board. Persuade the students to think of ways in which the grandchildren would describe their grandfather. Ask them to choose those qualities that describe him best according to the events in the story. Then ask them to compose an article of about 200 words, describing this great person.

Sample:

How can I ever begin to tell you about the kindness and goodness of my dear grandfather?

I feel sad when I recall what happened some days ago. Grandfather sold his house and his land. He wanted to stay with my family and my uncles' families. He needed someone to look after him. But, soon, everyone started getting annoyed at his behaviour and strange habits. He never complained about how he was being treated. He was very patient with everyone.

I cried a lot when Grandfather left to go to the poorhouse. He showed me a beautiful box and said it contained his 'precious treasure'. It was full of letters my grandmother had written to him when he was gone to war. As he left, he said I could keep the box with me. When I showed the box to my parents and uncles, they realized they had been very unkind to him. They hurried to the poorhouse to bring him back. Everyone apologised to Grandfather, and he in turn was very forgiving.

I am very fortunate to have such a wonderful man as my grandfather.

15. Key to the Workbook

Unit 1. Mullah's 'Masterpiece'

Learn to read (page 9)

- (a) Nasruddin changed his profession, seeking to better his way of life.
(b) Nasruddin decided that he had had enough of architecture.
(c) Money is absolutely no problem.
(d) Nasruddin was fed up with the work and decided to cheat a little.
(e) Although the palace was substandard, no one would recognize this except Nasruddin.
(f) Nasruddin was left totally speechless.
- Nasruddin failed to use the best materials, and cut corners, to speed up the work.
- He thought that the palace was for the Sultan.
- The king had been pleased with Mullah's sincere work over the years.
- Answers may vary. ashamed, disappointed, saddened

Learn words (page 10)

1. (a) ✓
(b) Many in the medical profession have left Pakistan.
(c) This burglary seems to have been carried out by professionals.
(d) ✓
(e) ✓
(f) Will the football star become a professional?
2. (a) appreciation gratitude recognition admiration
(b) cheat deceive trick mislead
(c) substandard second rate low worthless
(d) confident sure positive satisfied
(e) measure token sign mark
(f) speechless shocked astonished surprised

Learn grammar (page 12)

1. Sarah had gone to school to collect her report card. She had got very good grades this year. In fact, she was at the top of her class! Sarah ran home to tell her parents. ‘Mummy, Daddy, I have a surprise for you!’ ‘What is it, Sarah?’ asked her mother. ‘Did you get the highest marks in your class?’ asked her father. ‘Yes!’ said Sarah excitedly.
That evening, when Sarah came to the dining room for dinner, she saw a box wrapped in gift paper. The card had her name on it. ‘What could it be?’ Sarah wondered. When she opened the box, she found a colourful lamp. ‘Surprise!’ cried her parents. ‘This is so pretty! Thank you!’ exclaimed Sarah.
2. Our new house is on Sun Street. It’s an old building with brown walls and a white gate. Its doors and windows are also white. My room’s on the first floor and my older brother’s room is on the ground floor. When we first moved to this house, I didn’t like it at all. But now I’m used to the house and the new neighbourhood. I’ve made some good friends here and it’s fun to play with them after school.

Learn to write (page 13)

When I was a little girl presents, even for birthdays, were uncommon at my home. Imagine my surprise one Eid, when a kind lady who I hardly knew gave me a beautiful box filled with stationery. The beautiful red box contained pencils, pens, and rulers and best of all—erasers. The erasers were special ones; they were colourful and scented too. It may seem strange that a very simple gift would bring so much joy. I will never forget that gift, maybe because I did not expect to receive one and maybe because at that time the red box contained the most precious things a little school-going girl could ever wish for.

Unit 2. The Wooden Bowl

Learn to read (page 15)

1. (a)
2. Kurt was very old, not very strong, and could not see very well.
3. he was slow and clumsy. He sometimes broke a glass, dropped a spoon, or spilled soup on his clothes.
4. They gave him a wooden bowl to eat from and he had to sit in a corner.
5. They realized that they had been disrespectful towards the old man.
6. Their eyes filled with tears and they hung their heads in shame. From then on, they treated the old man with the kindness and respect that he deserved.

Learn words (page 16)

- | | |
|---------------|---------------|
| 1. protective | 2. caring |
| 3. warm | 4. tender |
| 5. calm | 6. strong |
| 7. kind | 8. comforting |
| 9. loving | 10. patient |

P	R	O	T	E	C	T	I	V	E
A	I	P	E	Q	O	E	R	A	M
T	P	E	N	U	M	R	L	N	K
I	E	N	D	E	F	S	O	G	I
E	N	D	E	S	O	E	V	C	N
N	W	A	R	M	R	W	I	A	D
T	R	E	A	H	T	A	N	L	M
O	A	C	A	R	I	N	G	M	A
E	F	F	O	L	N	L	S	A	R
S	T	R	O	N	G	Y	O	H	L

Learn grammar (page 18)

was studying	heard	got	was coming
opened	looked out	was meowing	was trying
went	climbed	took	came
jumped	ran		

Learn to write (page 18)

Given below is a sample answer. Students' letters may vary widely. The emphasis is on expressing gratitude. Before they begin writing, discuss what might go into such a letter. Would the letter thank only the fathers? Would it include a message for others in the family? Would the child talk about things that are happening?

Students' Hostel
12, Iqra Public School
Main Street
Lahore

12 June 2010

Dearest Daddy

Happy Father's Day! My friends and I are at our desks this rainy morning writing letters on this special occasion. I think of how you used to allow me to watch a special film whenever it rained. Thank you for all the books and toys you have always given me. Thank you for teaching me to play chess. Now I enjoy playing chess; some people call me the 'little chess champ'.

There is so much to do and learn here. We have a lot of interesting activities and projects in the class. I have also joined the Drama Club. We will put on a play at the end of term. I have made many friends here. I'm having a lot of fun. Thank you so much for sending me to this great school.

I hope you like this card that I made especially for you. Give my love to Mummy. Thank you for always taking care of me. The bell will ring for dinner any minute now. I must go.

Yours affectionately
Rabia

Unit 3. Crocodile Medicine

Learn to read (page 22)

1. (b)
2. (c)
3. (c)
4. The bag contained the tooth of a crocodile, the wing of a bird, the foot of a hare, and other things.
5. The medicine would not work if the hunter went near water.
6. The hunter realized that he had been tricked by the witch doctor.
7. The magic medicine helped only the witch doctor who earned a hundred pounds.

Learn words (page 23)

- (a) alarmed (b) frightened (c) afraid (d) upset
(e) scared (f) worried (g) nervous
- (a) afraid (b) worried (c) nervous
(d) alarmed (e) scared (f) upset
- (a) blisters (b) sunburn (c) a cold
(d) seasickness (e) indigestion (f) bruises

Learn grammar (page 24)

1. brightly 2. greedily 3. quickly 4. noisily
5. loudly 6. angrily 7. crossly
- (a) writes better (b) keeps her room neater
(c) sings better (d) is better
(e) strikes it harder

Learn to write (page 25)

I remember that it was just after the Eid holidays when I had a terrible toothache. I had eaten too many sweets. It hurt so much that I couldn't even speak. My parents had to go to work as usual. They said that they would take me to the dentist when they got back from work. I lay in bed. Then my grandmother came in carrying a tiny bottle of clove oil and a cotton bud. She told me that she would make the pain go away. She dipped the cotton bud in the oil and applied it on my tooth and gums. She said that clove oil would work like magic. It really did. By evening I was a lot better. She worked her magic once again and the pain disappeared. My parents came home and found me smiling. I told them that I didn't need to see the dentist that day. I have had to visit the dentist on a few occasions but my grandmother saved me from a visit that day.

Unit 4. The Glass Cupboard

Learn to read (page 28)

- ...though it looked empty you could always take out anything you wanted from it.
- The thieves first took out a large bag of gold.
- For weeks and months the thieves took out bags of gold because they were very greedy. They wanted more than they needed.
- Not one of the thieves ever put anything back in the cupboard.
- The thieves did not follow the special rule of the magic cupboard. They did not put anything back in the cupboard, they only took things out of it. Too much greed for gold led to their deaths.
- Answers may vary.* The reasons students give for their choices are important. Encourage discussion.

Learn words (page 29)

1. (a) information (b) homework
(c) items of luggage (d) a lot of/some/a little money
(e) a lot of/some furniture (f) a lot of/some/a little knowledge
- 2.

Positive	Negative
like	dislike
adore	hate
respect	cannot bear
worship	can't stand
love	feel jealous
look up to	
admire	

Learn grammar (page 30)

1. (a) Will you plant more trees?
(b) Will you build more parks?
(c) Where/When will the next carnival be arranged?
(d) What are you doing for animal rights?
(e) When will the new hospital be built?
2. (a) Have you done your homework?
(b) Why are so sad and quiet today?
(c) Where can we go for lunch this afternoon?
(d) What will I do in the school play?
(e) When is your birthday?
(f) What is the time now?

Learn to write (page 32)

...crawled under his desk and tied his shoelaces together. Texo continued drawing. He smiled proudly when I told him that his picture was great. After we had finished drawing, the teacher asked if any one would like to show his or her picture to the class. Texo raised his hand, and stood up at a nod from the teacher. The teacher asked him to show the picture to the rest of the class. He had to turn around to do this. There was a loud crash. Texo lay across his desk, his book on the floor. His pencils, crayons, brushes, and water colours joined his book. The only things in place were his shoelaces tied firmly together. No one spoke. I bent down and untied his laces. The bell rang just then and the teacher left the class. I told Texo what I had done and the reason why I had done it...

Test—1

Unseen comprehension (page 34)

1. (c)
2. False.
3. True.
4. marmalade, medicines and perfumes
5. oil, medicine, perfume

Coursebook Comprehension (page 34)

1. The little men were able to tie up Gulliver because he had been very tired after swimming to safety and had slept deeply for several hours.
2. The sports good store had two doors on two different streets. So, the three people missed one another as they used different doors to enter and exit the shop.
3. Ngede called out to Gingile to get his attention and then flew towards the hive. When he reached the hive he settled on a nearby branch and cocked his head to guide Gingile.
4. He looked at his dagger and said that if she didn't let him stay, he would have to do what the terrible Takeru did.
5. (a) False (b) False

Vocabulary (page 35)

1. (a) (ii) get into
(b) (ii) learn easily
(c) (iii) hardly
(d) (ii) flying
(e) (ii) held him against the wall
2. sword, dagger — weapons
sure, confident — certain
gold, silver — precious metals
attract, fascinate — interest
bend, turn — corner

Grammar (page 36)

was settling	walked	will you	angrily
Where	Which	Rida's	was listening
yours	quietly		

Writing (page 36)

Answers will vary.

Carrots are my favourite vegetable. The carrot is actually a root. It has a green sprout at the top that you can see growing out of the ground. The carrot itself lies underground. The root is orange in colour, cone-shaped, and can be six to eight inches long. Carrots are grown all over the country, and we can buy them all through the year.

Carrots are very sweet and juicy. They can be eaten raw or cooked. I like the carrots that come in the rainy and winter seasons. I find them sweeter and juicier. I like to eat them raw in salads—either sliced or grated. My mother cooks grated carrots with coconut. She also makes carrot soup. But I like carrot halwa most of all. Halwa is made with grated carrots, ghee, sugar, cream, raisins, and nuts. Carrots contain a lot of vitamin A, which is good for our eyes and skin.

Literature Reader (page 37)

1. The ‘work’ Mr Fagin’s boys did was stealing. He trained them to steal by playing a game with them. Every morning, he filled his pockets with different things, such as watches and handkerchiefs. Then he pretended to look out of the window. The boys had to creep up and quietly take the things out of his pockets.
2. The Court Jester succeeded in making the Princess well again by fulfilling her wish. Since the Princess thought that the moon was made of gold and was as small as her thumbnail, he asked the Royal Goldsmith to make a tiny golden moon and put it on a golden chain for her to wear round her neck. This made the Princess very happy and she went to play in the gardens.
3. The poet encourages us to buy ‘things’ such as ‘loveliness’, ‘one white singing hour of peace’, and ‘a breath of ecstasy’.
4. Moona Dadi began to prepare for her trip to London on a warlike footing. She applied for a passport and visa but filled in the forms with a lot of arguments and protests. She did not like the questions posed to her by the government. She also started learning the English language. Though she could understand simple sentences she had never spoken the language as the need had never arisen. Now she found a tattered old English primer which belonged to her grandchildren and began practising it in a strange, musical, singsong, chanting manner.
5. The boy likes passenger trains because he compares them to a marriage procession playing loud music. He says the lamps dance and whirl. The whistle is shrill and can be heard above the rhythmic beat of the wheels. He feels the goods trains are more like huge elephants that move like shadows in the shadowy dark. They are dark and journey tediously.

Oral Test—1 (page 38)

1. Each student will read words aloud in turn.
2. Each student will read the passage aloud in turn.
3. Students will answer the questions in turn.
4. Transcript of listening text



Once a greengrocer and a potter **hired** a camel. Each filled a basket, on either side of the animal, with his goods. As they went along the road, the camel took a mouthful of **vegetables**, every now and then, from the

greengrocer's bag. This made the potter, who thought he had the best of the bargain, **laugh** a great deal. But, when the time came for the camel to rest, he naturally sat on the heavier side, bearing down on the pots. He also wanted to have his mouth free to **chew** on the bag of greens. This caused the pots to **break** in the bag, and in the end the greengrocer had the last laugh.

Unit 5. Fatima Shah

Learn to read (page 41)

1. (c)
2. Dr Grant was a cheerful lady. She was very brave because she was on a world tour by herself, even though she was blind.
3. (c)
4. False
5. False
6. Dr Grant thought Dr Shah should work with the blind in Pakistan because she had been an active social worker, and now she knew what it was like to be blind.
7. Dr Shah was filled with hope and the courage that she could do something for herself and for the blind in her country.

Learn words (page 42)

1. A dentist treats problems related to teeth
A veterinarian treats animals
A dermatologist treats skin problems
A paediatrician treats health problems in young children
A cardiologist treats people with heart diseases
2. boxing — gloves
badminton — racquet
relay — baton
gymnastics — vaulting horse
shooting — pistol
archery — bow and arrow

Learn grammar (page 43)

- | | |
|-------------------|----------------|
| 1. has made | 2. has written |
| 3. have gone | 4. has brought |
| 5. have not eaten | 6. have done |
| 7. has talked | 8. have caught |

Learn to write (page 43)

Example:

One of the things I really want to do is to be able to play the guitar and sing. I love music. Music brings joy to all who hear it. My favourite teachers in school are my music teachers. They gather all the sections of

our class and teach us songs. I will never forget the songs they have taught me. When I am in the singing class I forget about everything else. When I sing I am happy.

Why do I like the guitar? I like it because it is easy to carry wherever one goes. I also think that strumming the guitar is cool and stylish. Songs contain many messages. If I could sing I would go around singing songs of love and peace. I would sing for the old and young and try to make everyone happy.

Unit 6. Mr Fingertips

Learn to read (page 47)

- (c)
- Bertillon measured the arms and legs of criminals
Galton discovered that everyone has a unique set of fingerprints.
Henry took thumb impressions of criminals.
- Henry asked his officers to take impressions of criminals' left thumbs because he believed that as most people are right handed the left hand would be less used and the ridges on the left hand would, therefore, be clearer.
- (a)
- 'Within six months of its establishment, the branch had more than a hundred successful identifications.'
- Answers will vary.*
- Answers will vary. If 'yes', the reasons could be: the discovery of DNA, criminals often wear gloves or clean their prints. If 'no', then the reason could be that at times DNA samples are hard to find at a crime scene but somehow or the other a fingerprint is left behind.*

Learn words (page 48)

- bandit — gang member who attacks and robs travellers
pirate — attacks and robs ships at sea
poacher — kills animals for fur, ivory, etc.
burglar — enters a building in order to steal
- (a) stole (b) filched (c) steal/filch
(d) robbed (e) filched/stole
- crime — something that is wrong and can be punished by law
criminal — a person/action/thing connected with crime
criminology — scientific study of crime
crime fiction — novels and stories about crime

Learn grammar (page 49)

- (a) 5 (b) 3 (c) 2 (d) 8
(e) 1 (f) 4 (g) 6 (h) 7

2. (a) going to wake
(b) going to clean up
(c) going to return
(d) going to visit
(e) going to ask

Learn to write (page 50)

Early one morning, Inspector Stephen received a call. Alex Mathew's house had been burgled. Someone had broken into the house and cracked open a steel cupboard and safe. Alex's wife's jewellery and a large sum of money were stolen.

The police conducted a search at Alex's house. They found a blue cap in the garden that didn't belong to anyone in the house. What if it belonged to the burglar?

Inspector Stephen called his station and asked for Rintin, a clever police dog. As soon as the officer made Rintin smell the cap, he picked up a scent and led them out of the house—he was on to something. He led them down the road and across the park to a shed. A man lay asleep inside. Rintin ran up to him and grabbed his leg. It was indeed the burglar who had been sleeping after a hard night's work. He confessed to the crime and was arrested. A news reporter arrived on the scene and Rintin was in the papers the next day.

Unit 7. Ruth Pfau

Learn to read (page 52)

1. (a) Germany... Pakistan
(b) West Germany... medicine
2. Dr Pfau stopped in Karachi to get an Indian visa. She was on her way to India to do charity work.
3. (a) Dr Pfau has worked for leprosy patients not only in Karachi but also in far-flung areas all over Pakistan.
(b) Dr Pfau started her work in a small wooden shed in Karachi.
(c) Dr Pfau taught people to treat leprosy patients with kindness.

Learn words (page 53)

1. (a) unkind (b) shame (c) adopt
(d) special (e) wealthy
2. (a) abandon ... adopt
(b) unkind ... kind
(c) honour/respect
(d) wealthy ... destitute
(e) shame

Learn grammar (page 54)

1. The badminton match will be held from 10:30 a.m. to 12:30 p.m. on Monday.
2. The tennis match will be held from 10:30 a.m. to 12:30 p.m. on Tuesday.
3. The chess competition will be held from 01:30 p.m. to 03:30 p.m. on Tuesday.
4. The cricket match will be held from 10:30 a.m. to 12:30 p.m. on Wednesday.
5. The bowling match will be held from 01:30 p.m. to 03:30 p.m. on Wednesday.
6. The football match will be held from 10:30 a.m. to 12:30 p.m. on Thursday.
7. The table tennis match will be held from 01:30 p.m. to 03:30 p.m. on Thursday.
8. The hockey match will be held from 10.30 a.m. to 12.30 p.m. on Friday.
9. The scrabble competition will be held from 01:30 p.m. to 03:30 p.m. on Friday.
10. The basketball match will be held from 10:30 a.m. to 12:30 p.m. on Saturday.
11. The archery competition will be held from 01.20 p.m. to 03.30 p.m. on Saturday.

Learn to write (page 55)

...the Leper Colony. Then there would have been no special clinic or hospital for leprosy patients. These patients, who had been left to die, would not have not got the love, care, and attention that Dr Pfau has given them. Patients who had been abandoned by their relatives would have had nobody to take them in and look after them. Few would have known about the plight of the poor or done anything to help them. Many people would have lived very selfishly and would not have come forward to help leprosy patients. Dr Pfau was rich in compassion, and leprosy would not have been controlled in Pakistan if she had not done what she set out to do.

Learn to write (page 61)

Whenever we dine out I like the way food is presented. On Sundays I try to prepare salads. I wash vegetables carefully and then peel, cut, and arrange them in a variety of ways. It is amazing what we can do with cabbage, carrot, cucumber, and capsicum. A cousin gave me a few tips on vegetable carving. So far I have worked with carrots and tomatoes. I make salad 'gardens' that look like stalks and flowers; I can make faces of people with grated carrot, and cabbage, with whole peppercorns for 'eyes'. I make sure that everything included in the arrangement is fit to be eaten and not just for decoration. My family enjoys the dishes I make.

Test—2

Unseen comprehension (page 64)

1. (c)
2. The people were surprised because the king had refused the princesses of the county and instead chose to marry a poor fruit-seller.
3. She became cold and proud. She did not treat the servants well.
4. The king decided to send her away when she stopped being simple and loving and acted as if she did not know what a mango was.
5. The king missed Sakina when she went away. He looked for her and when he found her, he forgave her.

Coursebook comprehension (page 65)

1. Wilma's family massaged her legs and gave her four rubs a day. This brought strength back into her legs and helped her to walk again.
2. It was an empty house, and as the furniture had been covered it seemed as if the occupants were going to be away for some time.
3. M. M. Alam was one of the best officers in the Pakistan Air Force because he was a man of great courage and of extraordinary flying skills. He did his best to serve the country.
4. War kills many people—both soldiers and ordinary people. War shatters the dreams of people who want to live in peace with their children and families when it takes away their loved ones, their possessions and their future.
5. (a) Ani was worried about the art competition because she didn't have any money to buy the things she needed for it like paints and brushes.
(b) A disabled person wants people to understand him, include him in their activities, and conversations and treat him with respect.

Vocabulary (page 66)

1. (a) creative (b) honourable (c) dark
(d) enthusiastic (e) competitive (f) helpful

2. gallant—brave
 ignorance—lack of knowledge
 astounding — very surprising
 fulfilled—achieved
 relieved—pleased

Grammar (page 66)

going	has stood	has	planned	came
have come	have spent	whose	what time	

Writing (page 67)

Answers, will vary

This is a marketplace. There are people buying and selling vegetables and fruits. Some sellers have a stall; some have a pushcart; and some have things spread out on the ground. It must be quite early because there are not many people. The vendors are setting up their scales and sorting the vegetables and fruits. A cow is lying next to a dustbin which is overflowing with rubbish. A woman is just bringing in her basket of vegetables. These may be vegetables she has grown in her own patch of land. She probably hopes to get a good price for her goods. The fruit-seller in the stall seems to be doing well. The vegetable seller sitting under the tree is lucky—the shade of the tree will keep his vegetables fresh. A poster has been hung on the tree.

Literature Reader (page 68)

1. The animals were eager to help the King find his daughter because she had been kidnapped by the old Witch of the Dark and her son. The Princess was loved by all the animals. She brought life to everything everywhere she went. Plants grew at her touch, and animals came out of their holes just to sit and watch her go by. When she was kidnapped, all the animals and plants felt sad. The world became dark, the plants stopped growing, and the animals had no food to eat.
2. Abou requested the angel to enter his name in the list of those who love the Lord and their fellow-men.
3. The three men felt relieved, overjoyed, grateful, and excited when they finally found a place to stay.
4. Yes, they do. We know this because they splash, duck, and spray each other with the water, and sometimes catch fish.
5. Answers will vary as students have to guess. About 40 years. (The story has clues, however—Chips is born in 1848; he is at Brookfield in Wetherby's time—1870; his first prep—a September evening more than half a century ago; he has taught three generations of Colleys.)

Oral Test—2 (page 69)

1. Each student will read the passage aloud in turn.
2. Students will listen to the words and note the odd word.
(a) bored (b) dim (c) work (d) stool (e) locked
3. Students will answer the questions in turn.
4. *Transcript of listening text*



All because of her **watchdog** Sheba, Angie Barnum was able to finish high school in Washington, win medals in the Special Olympics, and become a **gymnastics coach**.

Angie is in her early twenties and is a victim of violent attacks of illness due to epilepsy. Angie has suffered from attacks since the age of ten months. Her attacks were so frequent that she was forced to be in a wheelchair.

Then in 1983 Sheba entered her life. This one year old German Shepherd's job was to protect Angie and to warn her in advance about an attack.

Sheba can sense when Angie is going to have an attack. **Even while Angie is asleep and about to have a fit, Sheba awakens her parents** and warns them. Once, when Sheba woke up Angie's mother and brought her to her daughter's bedroom, her mother found Angie very ill and gave her the immediate medical attention that saved her life.

Because of Sheba, Angie can now lead an active life. Angie was even able to compete as a gymnast in the 1987 International Special Olympics and win a **gold** and three **bronze** medals.

- (a) (i) (b) (ii) (c) False (d) True (e) gold ... bronze

Unit 9. Malisha and Akulya

Learn to read (page 73)

1. Akulya was angry at Malisha because she had splashed water on her new dress and made it dirty.
2. (b)
3. She caught hold of Malisha and tapped her on the back of her head.
4. A crowd gathered around Malisha and Akulya's mothers while they were fighting. One by one everyone joined the quarrel.
5. Answers will vary.
6. (a) False.
(b) False.
(c) True.
7. ...they were still fighting, while the girls had already forgotten all about it and were friends once again.

Learn words (page 74)

1. supporting one person or group
2. the argument became a physical fight
3. at the right time
4. rashly and in an uncivilized manner
5. group of people looking at something

Learn grammar (page 74)

1. (a) have been studying (b) have been working
(c) have been swimming (d) has been questioning
(e) has been waiting
2. (a) How long have you been writing it?
(b) How long will you be gone?
(c) How long has she been doing it?
(d) How long have they been shopping?
(e) How long has she been studying there?

Learn to write (page 75)

Answers will vary

My sister gave me a new pencil sharpener for my birthday. It was a bright orange one shaped like a helicopter. I liked it very much; it was very useful when I had to draw diagrams. One day my friend, Ali, borrowed it during the drawing class. As it was the last period of the day we packed our bags and went home. When I asked Ali for my sharpener the next day, he said that he had left it at home. Later on he said that his brother had taken it as he had a test. The next week he said that his brother had lost it. He did not apologise at all.

I was angry and sad. I decided that if I ever borrow something from someone else I will always return it as soon as possible.

Unit 10. The Rich Man and the Dervish**Learn to read (page 78)**

1. (a) weak and starving (b) obvious
(c) altered (d) rejoiced
(e) delighted (f) tears pouring down his cheeks
2. The wealthy man was rude and unkind to the dervish and sent him away from his door.
3. His employer had lost all his wealth and could no longer employ him.
4. Seeing his old master as a beggar made the servant cry.
5. The servant found it difficult to recognize his masters because their appearances had altered greatly due to their changed fortunes. The rich man had become a beggar and the poor dervish had become rich.

Learn words (page 79)

1.	(a)		H					(b)	P				(c)	A	L	M	S	
			U						L							O		
			N						B	E	G					N		
			G						A							E		
		S	T	A	R	V	I	N	G		D					Y		
			Y															
	(d)		K										(e)			E		
			I													V		
		G	E	N	E	R	O	U	S							I		
			D											C	R	U	E	L
					(f)	I	N	C	I	D	E	N	T					
									V									
									E									
									N									
									T									

2. *a morsel of food* *a stroke of luck*
a shower of rain *a flash of lightning*
a blade of grass *a rumble of thunder*

Learn grammar (page 80)

1. ¹ Whose ² which ³ Which ⁴ Which ⁵ Whose
2. (a) Whose (b) Which (c) Which (d) What (e) Whose

Learn to write (page 81)

Answers will vary. Accept all suitable answers.

Both stories have something important to tell us. In *The Cracked Pot* we learn that each of us has a role to play in this world, *The Rich Man And The Dervish* teaches us the importance of kindness.

I like the story *The Cracked Pot* better because it reminds me of the way I am. I always think of my faults and weaknesses. I'm not very intelligent or talented. I felt the same as the cracked pot but now I am beginning to think differently. I think of the small things I am able to do, like making people smile and being helpful. I too can make a difference in this world. Though I am not perfect it is nice to know that I am still useful. Now I

will try to understand others who are not perfect. That way the world will be filled with lots of beautiful ‘flowers’.

Unit 11. The Two-coloured Coat

Learn to read (page 84)

1. It was a two-coloured coat that was divided down the middle. One half was red, and the other blue. Anyone who looked at it from one side was able to see only one colour, not realizing that it was actually made of two colours.
2. He walked past their homes, making a noise so that the men would look up and notice him as he passed along.
3. (a) False (b) True (c) False (d) True
4. When the man stood directly in front of them, and they were able to see that the coat was of two-colours.
5. Yes, he made them realise that there are different ways of looking at the same thing. They needed to truly listen and respect each other’s points of view.

Learn words (page 85)

1. (a) confessed (b) argued (c) boasted
(d) shrieked (e) begged (f) complained
2. (a) long-haired, curly-haired
(b) home-made, handmade
(c) large-hearted, warm-hearted
(d) broad-minded, narrow-minded
(e) bulletproof, waterproof
(f) black-eyed, brown-eyed

Learn grammar (page 86)

since for for since since

2. X: have you
Y: For
X: am
Y: live
X: have been staying, for

Learn to write (page 87)

Answers will vary

Dear Madiha

I feel very sad and upset about our argument on Tuesday. You wanted Nida to have the notes, and I did not. You are right when you say that though she does not copy her notes we should help her. What I feel is that when we keep lending her our books, we are allowing her to be lazy. I am sorry

that I did not want to listen to you. We both have strong feelings and ideas and I want our friendship to be strong too. Please let us be friends again.

Sara

Examination

Unseen comprehension (page 89)

1. (a) 4 (b) 3 (c) 7 (d) 5 (e) 6 (f) 1 (g) 2
2. (c)
3. Ben invented flippers to help him swim faster.
4. During the war, Ben Franklin tried to keep peace between the American colonies and Britain. But, once war broke out he designed weapons and forts for the Americans. He helped raise an army, and helped write America's Declaration of Independence from Britain.
5. Answers will vary.

Coursebook comprehension (page 90)

1. The sons and their families had grown tired of looking after the old man. They were annoyed by his strange habits and felt that he was a burden on them.
2. James Jackson began to read at the drugstore and this opened up a new world to him. He read more and more, and went on to become a great writer.
3. The poor lady knew that Jack was kind to people like her. She had known people who were really dishonest. That is why she believed that Old Jack's money was not dirty.
4. They were asked not to waste time but to read story books and glance through their books for the next class.
5. Ani used buttons, beads, bits of coloured glass, zips, and other things she had collected from the dump.
6. The thieves had been looking for a place to hide the stolen money. Of all the houses in town, they ended up choosing the one that belonged to the Chief of Police. That was the last house any thief would want to be in!
7. Ngede punished Gingile by leading him to a sleeping leopard which scratched him across the case.
8. People buy, sell, borrow, store, and even steal gold. They buy gold although they have little use for it and some hold on to it till they die.
9. The disabled person wants others include him in their conversations and to treat him as an intelligent person. He wants to share his life with others and to lead as normal a life as possible.
10. The bird needs preen itself as it needs to be strong and fit as it soars in the sky. Birds preen themselves as they need to fly, hunt, and find mates.

Vocabulary (page 91)

- (a) artist (b) drugstore (c) Rap
(d) dump (e) Sculptures
- (a) bill (b) fingerprint (c) push
(d) stair (e) step
- (a) unfold (b) misunderstand (c) nonviolent
(d) improper (e) incapable

Grammar (page 92)

- (a) She sipped the soup carefully.
(b) Where will you hang the painting?
(c) When I went to his house he was cleaning his room.
(d) Javeria has been working for two weeks.
(e) Whose drawings are these?
(f) She has been reading all day.
(g) They have gone to meet you at the bus stop.
(h) I have been skating for three years.
(i) What time is lunch?
(j) She had great fun at the party yesterday.
- People all over the world wear jeans. They are made from a cloth called denim. Do you know where the word comes from? At first it was used to describe a serge (kind of strong cloth) made in Nimes, France. The original name was 'Serge de Nimes'. By and by, these two names were shortened and changed to the word we know as denim. Is denim made only in Nimes? No. It is made all over the world.
- (a) Could you please close the door?/Could you close the door, please?
(b) He is not going to watch the match.
(c) She was cooking when the phone rang.
(d) I have visited Karachi twice this year.
(e) We will meet at a quarter to one.

Writing (page 93)

I cannot imagine a life without electricity. Life would be very difficult and dull. There would be no electric lights. We would have to use candles and lanterns to study in the evening. Instead of just switching on a light we would have to hunt for candles and matches, and have to clean lamps and fill them with oil. There would be no TV. In summer we would have to fan ourselves till our hands and arms ached. There would be no electric mixer in the kitchen, and we would have to use the grinding stone to grind things. We would not be able to store food as there would be no refrigerators.

Many people in hospitals would not receive proper care because machines need electricity. There would be no lifts in buildings. There would be no computers. Buying train tickets would take a long time.

I cannot bear to think of a time when we may not have power. Electricity has led to great progress. We must save this energy and use it carefully.

Literature Reader comprehension (page 94)

1. Oliver found it difficult to work with Mr Fagin's boys because he did not like their 'work' — 'stealing'. He was frightened when he saw them stealing.
2. The things that bring warmth and loveliness to life are all the beautiful and splendid things, such as blue waves whitened on a cliff, a soaring fire that sways and sings, children's faces that look up, music like a curve of gold, the scent of pine trees in the rain, eyes that love you, arms that hold, and holy thoughts that star the night. It is not easy to put a price on them because these things bring happiness and peace, which cannot be bought with money or bartered with anything else.
3. Moona Dadi did not believe her son because he had made several such promises before but had never kept his promises.
4. The world would have become dark and all animals and plants would have died.
5. People like Abou Ben Adhem who love their fellow-men. The message that the poem conveys is that loving our fellow-men is equal to loving God.
6. When Harris sat down on the hamper and said he could die there quietly and George should kiss his mother for him. *Answers will vary depending on the students' viewpoint.*
7. Because it flows through his village.
8. Mr Chips would sit by the fire, drink a cup of tea, and listen to the Brookfield school bell sounding the routine activities of his school. After the last bell he would wind up his clock, put the fire guard in front of the fire, turn off the gas, and then read a page or so of a detective novel in bed before falling asleep. Yes, he still followed the school's routine.
9. The pencil is useful to all the members of the family. Tommy uses it to draw various things like submarines and aeroplanes. Miss Phyllis uses the pencil to write letters, while Mummy uses it when she does the washing list. Father uses it to keep the score when he begins to play. The pencil has a very busy day.
10. Yes and No. Yes, because they are sad that their homes and fields are buried under the sea. No, because they are grateful that they are alive and safe.

16. Key to the Literature Reader

1. Oliver Walks to London

Read for appreciation (pages 14–15)

1. He had often heard from the men in the workhouse that if a boy found work to do in London he would never be hungry.
2. Oliver walked for nearly twenty miles. He ate one small piece of bread and drank a little water. He slept in a field. He walked for six days through the country, and had to beg for food on the way to stay alive. Hunger and tiredness must have caused him a lot of mental suffering.
3. He was both clever and dishonest. He fooled Oliver into believing that he was a friend who could help him. He actually took Oliver to work for Mr Fagin who was a thief. He deserted Oliver after stealing the old gentleman's handkerchief. His name was most suitable.
4. The 'funny game' was played by Fagin every morning with the boys. Every morning he filled his pockets with different things such as watches and handkerchiefs. Then he pretended to look out of the window. The boys had to creep up and quietly take the things out of his pockets. Fagin trained them to steal by playing this funny game. Fagin's boys did the 'work' of stealing.
5. They were going to steal from him.
6. When he saw Artful Dodger put his hand into the old gentleman's pocket, pull out a silk handkerchief, and run away.
7. (a)
8. The magistrate decided Oliver was not a thief when the owner of the bookshop told him of the events as they had actually happened and that Oliver had not done anything wrong.
9. He might say 'You are no friend'.

Answers will vary

Activity (page 15)

1. People on the way to London; Artful Dodger; Mr Fagin; four or five other boys; Charlie Bates; an old gentleman named Mr Brownlow; a big man; a policeman; Mr Fang, the police magistrate; the owner of the bookshop; carriage driver. People on the way to London, Mr Brownlow, Mr Fang, and the owner of the bookshop were kind and helpful. Artful Dodger was not kind and helpful because he fooled Oliver into going with him to London to get him work. He actually took him to learn how to steal, i.e. become a thief.
2. Never believe or go with strangers.
Be alert.

Never try to follow others if they are doing something wrong.
Stay away from thieves and cheats.
There may be many more such lessons that the students can think of.

Unit 2. Many Moons

Read for appreciation (pages 22–23)

1. He loved her very much.
2. She might have become more ill.
3. No, none of them were right. The three of them spoke about the size, distance, and the material the moon was made of, but all of them gave incorrect information.
4. No, he did not. But he planned to help the King by finding out what the Princess thought about the moon—its size, colour, and distance.
5. The Princess thought the moon was smaller than her thumbnail because when she held up her thumbnail at the moon, it just covered it. She also thought it was as high as the big tree outside her window, because it sometimes got caught in it. She thought that the moon was made of gold.
6. Yes. The Princess thought that the moon was made of gold so the Court Jester got the Royal Goldsmith to make a tiny golden moon, as small as the Princess's thumbnail. He then asked him to put it on a golden chain for the Princess to wear round her neck. When the Princess saw it, she was overjoyed and felt well again.
7. The Prime Minister suggested dark glasses for the Princess. The King didn't agree because the Princess would bump into things and fall ill again.

The Royal Magician suggested they stretch black velvet curtains on poles, around the garden, like a circus tent. The king didn't agree as it would keep the air out, and the Princess would fall ill again.

The Royal Mathematician said that they could set off fireworks in the garden every night, so that the sky would be lit up as day and the Princess would not be able to see the moon. The King said that the fireworks would keep the Princess awake and she would fall ill again.

8. The princess said that when she loses a tooth, a new one grows in its place. When a flower is cut, another flower takes its place, and so it is with the moon too.
9. The Royal Jester because he was able to find a solution to the King's problems.

Activity (page 23)

1. many moons ago—a very long time ago
over the moon—very happy and excited about something

- once in a blue moon—once in a very long time
ask for the moon—ask for something that is difficult to get
moon about—spend time doing nothing
promise the moon—make promises that will be difficult to keep
2. *Answers will vary.*

Barter

Read for appreciation (pages 25–26)

1. Loveliness, all beautiful and splendid things, blue waves whitened on a cliff, soaring fire that sways and sings, children's faces looking up in wonder, music, scent of pine trees in the rain, eyes that love, arms that hold, and holy thoughts are some of the things on sale at Life's bazaar.

Answers will vary depending on what students like out of this list.

2. (a) Waves breaking at the cliff's base
(b) Blazing fire rising high
(c) Awestruck faces of children
3. (a) ecstasy (b) love (c) peace
No price can be put on any of these things. These are things which can only be experienced as emotions and feelings for a few moments. They cannot be bought, sold or bartered.
4. (a) Loveliness, one white singing hour of peace, and a breath of ecstasy.
(b) Many a year of strife well lost, and all you have been or could be.

Activity (page 26)

1. *Answers will vary as students will give their own favourites.*
2. (a) buy (b) sell (c) sells (d) buy (e) sell

Unit 3. Moona Dadi's London Trip

Read for appreciation (page 34)

1. Moona Dadi's sons and family agreed with whatever she said because they had learnt slowly and bitterly over the years that no one questioned the old lady's whims. She ruled over the entire three-storied house with a quiet reign of terror. There would have been arguments and unpleasantness if they had chosen to disagree with her frequently.
2. Moona Dadi dismissed her eldest son's fears and attributed them to his being a sissy. She considered him to be a wretched boy who could not cross the road if a cow was standing in the middle and who was afraid of lizards and rats even when he was fifteen. His fears were justified as he had an acute phobia of flying and probably feared a lot of other things as well (including his mother!).

3. Her routine probably was to bathe and pray every morning before starting on anything else for the day. Once she had decided to go on her London Trip every morning after praying, she started teaching herself from the English Primer so that she would learn the English language. For one hour in the morning, and for another hour after her evening tea, she practised walking in her new black canvas shoes.
4. No. 'The Primer' did not really help Moona Dadi learn English. She merely tried to memorize everything in it without learning the correct pronunciation or meanings of the words. She did try to ask and answer questions on her own, but she did not allow herself to be guided by anyone to find out if she was learning correctly.
5. Her son went into a severe panic and immediately telephoned her not to undertake such a dangerous journey. He tried to dissuade her from travelling to London and promised to come home by ship for the next Eid.

He did not want her to visit him as he was terrified of her and did not know how she would behave once she got there.

6. Though her son promised to come next Eid, Moona Dadi did not believe him as he had made such promises in the past but had never fulfilled them. Moreover, she wanted to shame him.
7. No. They were not really worried about their mother travelling alone to London. We know this because they were more concerned about how England would cope with their mother!
8. Moona Dadi applied for a passport, wrote down her plan of action step by step in a big register, taught herself the English language from The Primer and Teach Yourself English in 21 Days, ordered one of her sons to get her a pair of black canvas shoes and six pairs of white cotton socks, practised walking in her new shoes for two hours every day, packed her clothes and necessities in a large, battered suitcase which had been part of her dowry, prayed to God promising to give alms to the poor if He brought her back safely from London, packed five large packets of puffed rice and water for the journey, and met the visitors who came to say goodbye.

I think the funniest of all her preparations was her effort to learn the English language. Her obstinacy in refusing anyone's help and her repetitive, musical, singsong, chanting manner of practising was very amusing. Everyone in the household smiled silently at her efforts.

Activity (page 35)

1.

<i>Moona Dadi's luggage</i>	<i>My luggage</i>
suitcase six white cotton sarees six petticoats six blouses one white sweater a grey shawl a small red cloth bag for her Quran prayer beads plastic box for her false teeth five large packets of puffed rice in a cloth bundle water in a plastic bottle	strolley

Students' lists of things in their luggage will vary according to individual needs. Generally, the lists will have clothes, food items, books, toys, etc.

2. (a) hydrophobia—fear of water
(b) claustrophobia—fear of being in a small enclosed space
(c) xenophobia—fear of people from other countries
(d) arachnophobia—fear of spiders
(e) acrophobia—fear of heights

Trains

Read for appreciation (pages 38–39)

1. Stanza 1 talks about goods trains.
Stanza 2 talks about passenger trains.
2. The boy likes passenger trains because he compares them to a marriage procession playing loud music. He says the lamps dance and whirl, and the whistle is shrill and can be heard above the rhythmic beat of the wheels.
He feels goods trains are more like huge elephants that move like shadows in the shadowy dark. They are dark and journey tediously.
3. Very interested: He spends hours watching the trains, and even listens/ looks out for them at night.
Stanza 1 I sit by my window for hours on end
Stanza 3 I watch for hours
- Stanza 4 Some times at night in my sleep I hear
- I rub my eyes and sit upon my bed

7. The Princess and the eagle were turned into the sun. The witch's son was turned into the moon.
8. (a)
9. She would have remained in captivity and ultimately died, and there would have been no sun (light) and moon (dark).
10. *Answers may vary.* Possible answers would be the eagle and the Princess. The eagle is very brave, loyal and clever. The Princess loves all creatures and brings life to things around her.

Activity (pages 46–47)

1. (a) moon (b) sun (c) sun (d) moon (e) sun

2.

h	e	a	g	l	e	t	x	s	y
o	p	q	r	o	b	i	n	p	v
w	d	g	u	l	l	g	h	a	u
l	h	t	u	r	k	e	y	r	l
b	a	r	s	a	t	u	v	r	t
z	w	g	c	r	o	w	b	o	u
s	k	m	n	f	u	v	e	w	r
c	p	a	r	r	o	t	d	f	e

About Ben Adhem

Read for appreciation (pages 49–50)

1. Blessing. There must be more good people in the world.
2. The moonlight made it bright. The poet compares it to a lily in bloom. 'Rich' means beautiful in line 4.
3. No. He was able to speak to the angel boldly as his mind was at peace following his dream.
4. The angel was writing a list of people who loved the Lord. No, Abou's name was not in the list.
5. Not really. Lines 12 and 13 show that he was slightly disappointed but was still cheerful.
6. Abou asked the angel to enter his name in the list of people who loved their fellow-men.
7. '... a great waking light' means a bright light that woke Abou up.
8. Presence and vision.
9. People like Abou Ben Adhem who love their fellow-men.

Yes, the message it conveys is that loving our fellow-men is equal to loving God.

- | | |
|----------------|-------------|
| 10. room—bloom | so—low |
| gold—bold | then—men |
| said—head | night—light |
| accord—Lord | blest—rest |

Activity (page 50)

- Comparisons
 - as black as coal
 - as red as a rose/blood
 - as wise as an owl
 - as solid as gold
 - as blue as the sky
 - as swift as an arrow
 - as tall as a tower
 - as white as a lily/snow
 - as strong as an ox
 - as light as a feather
- Answers will vary. Students must be encouraged to use their creative ability.*

Unit 5. Isn't There a Room Anywhere?

Read for appreciation (page 57)

- First trip up the river to Datchet. The author was not likely to forget it because they had had a harrowing time trying to find a place to spend the night.
- The Stag had no honeysuckle growing over it, and they did not want to stay at the Manor House because they didn't like the look of a man with red hair who was leaning against the front door. Also, his boots were ugly. No, they were not good reasons.
- Tired, and fed up with the other two.
- No, they did not find a room to rent at either The Stag or the Manor House as they were both full by the time they changed their minds and returned to them. We know that they did not mind roughing it because they were ready to sleep anywhere, even in a billiard room.
- He was so tired that he could not walk any more. He felt that he had no hope of finding a room to rest.
- Because he told them that they could have the spare room in his mother's house when they had given up all hope of finding a place to stay. They felt that he could only be an angel sent to help them, a messenger from God. But, he was just a boy.
- Relieved, overjoyed, grateful, exhausted, sore.
- When Harris sat down on the hamper and said he could die there quietly and that George should kiss his mother for him. *Answers will vary depending upon the students' viewpoint.*
- Answers will vary.*

I think the funniest is the last sentence of the extract when he refers to Harris' bare legs, 'and we found ... they bathed'

Activity (page 58)

Go back to the Stag and Manor House

1. (a) Ready to sleep with two to a bed.
- (b) Ready to sleep in the billiard room, stable or coal cellar.
- (c) Listened to the old woman about the various pains she had in her back.
- (d) Went from place to place looking for somewhere to stay.
- (e) Harris said he was ready to lie down and die.
- (f) Went running to the little boy's house.
- (g) Had to tie themselves to each other with a sheet, so that they did not fall out of the narrow bed.
- (h) A grown man slept in a little boy's bed with his feet half out of the bed, so much so that they could hang bath towels on them.

2.

<i>Place to eat</i>	<i>Place to stay</i>
cafe	hotel
restaurant	flat
cafeteria	apartment
canteen	guest house
snack bar	motel
dining car	hostel

Our Little River

Read for Appreciation (page 62)

1. Because it flows through his village
2. Summer and the rainy season.
During summer the water is only knee-deep and the people, cattle and carts can cross it easily.
During the rainy season, the river fills up to the brim, and rushes along its course spilling over the banks.
3. Yes. To one side of the river there is a bed of kash where flocks of chattering mynahs gather and at night jackals prowl.
4. Yes, they do. We can say this because they play, duck, splash, and spray each other with water. After they have had their bath, they catch fish in the river sometimes.
5. True.
6. No, they do not. They celebrate the festival of the rain.
7. turns—burns trees—sees cross—across
shade—arrayed high—dry play—spray

course—roars
again—rain

bath—path
there—air

bed—over spread
prowl—howl

Activity (page 62)

1. *Accept any suitable answer.*

<i>Summer</i>	<i>Rainy season</i>
<ul style="list-style-type: none">• river dry in summer• water calm, knee-deep• children play and fish in river• cattle and carts can cross knee-deep water• women scrub their pots and pans, wash clothes, have their baths	<ul style="list-style-type: none">• river fills up to the brim.• water rushes along and makes a deafening roar• celebrate the festival of rain• the river water rushes along• making it impossible to cross• women probably can't do all this due to the rains

2. dampen drench moisten splash
drown flood soak wash
irrigate hose sprinkle wet

6. Goodbye Mr Chips

Read for appreciation (pages 69–70)

1. Mr Chips would sit by the fire and listen to the Brookfield school bell and follow the routine activities of the school. At the last bell he would wind up the clock, put the wire guard in front of the fire, turn out the gas, read a page or so of a detective novel and then fall asleep. Yes, he still followed the school routine.
2. Yes. Doctor Merivale said he was fit and that he was past the age when people got horrible diseases.
3. When Mr Chips had a cold. He would tell Mrs Wickett to look after him as the cold could put a strain on his heart.
4. (a) (c)
5. Colley had to write a line 100 times as a punishment.
6. Affectionately.
7. 'Big hall was full of wild barbarians—you could not call them students.' 'Nearly five hundred rough young boys for whom troubling a new master was rather exciting.' 'In a group they were rather difficult to control.'
8. About 40 years. *Answer will vary as students have to guess.*

9. Friendly, devoted, capable, experienced, humorous, sentimental, strict.

Activity (pages 70–71)

1. (a) (c) (d) (f) (g) (h) (i) (j)

2.

Kinds of school	Parts of a school	People who help run a school
boarding school	assembly hall	headmistress
day school	laboratory	schoolteacher
kindergarten	classroom	headmaster
high school	playground	principal
public school	library	football coach
primary school	staff room	librarian

The Pencil's Story

Read for appreciation (page 74)

1. The pencil is handled forty times a day. It says it is weary.
2. Tommy scrawls when he writes and draws all sorts of things from submarines and aeroplanes to cabbages and kings. Miss Phyllis writes letters. The pencil is most probably happy with Miss Phyllis. *Answers will vary.*
3. Mother uses the pencil to write the washing list. Father uses it to write the score when he plays.
4. It gets shorter as it gets older—i.e. the more it is used and sharpened.
5. It means when the pencil is being sharpened with a knife.
6. (a) Its joints ache when it is sharpened. (lines 29–30)
(b) It feels tired when it has a busy day. (lines 5–6)
7. *Answers will vary as students will write personal responses.*
8. chess, bridge, cricket, etc.
9. (a) point of the lead (b) the idea

Activity (pages 74–75)

1. *Students must be encouraged to write original answers, using their imagination.*

2. <i>Tools you write with</i>	<i>Things you write on</i>
ballpoint pen	sketchbook
typewriter	postcard
sketch pen	blackboard
crayon	notepad
pencil	paper
chalk	notebook
computer	computer
fountain pen	exercise book

7. Hamaguchi Gohei

Read for appreciation (page 82)

1. Yes, because he says it, and because his eyes can no longer see as sharply as before. The villagers respect him, because he is wise.
2. True.
3. . . . there is a wonderful harvest and there will be enough food for everyone for many months.
4. He means that the sea teaches man that he is not the most powerful. Nature is more powerful, and should be respected.
5. Hamaguchi feels the earth move and, having experienced it before, knows it is an earthquake. When he hears Tada's description of the sea being sucked away he realizes that a tidal wave is about to strike. Hamaguchi had heard about what happens when the sea is sucked away from his grandfather.
6. He wanted all the people, who had run to the sea shore, to come away and run to the top of the hill near the rice-stacks so that they would be safe when the tidal wave came back flooding their homes. No, he does not. He weeps for the loss of the rice.
7. He is selfless. He thinks only about the little babies, the girls, and all the poor people.
8. The men, women, little children, old men and women—all come running up the hill to put out the fire. Hamaguchi's plan works.
9. Yes and No. Yes, because they are sad that their homes and fields are buried under the sea. No, because they are grateful that they are alive and safe.
10. wise heroic selfless thoughtful determined humble

Activity (page 83)

Encourage students to enact the play.

