

Broadway

A Multi-Skill Course in English

Teaching Guide 7

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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

A distinctive feature of the *Broadway* Coursebooks 6-8 is the thematic patterning of units. Each unit is prefaced with an interactive **Starter**, intended to make learners conscious of the theme concerned. The **Starter** is followed by three major sections, each with a specific design. The first two sections have prose texts while the third section contains a poem; the three texts portray three different facets of the theme.

The editorial work in the first two sections of a unit is generally divided into eight major segments: reading comprehension, vocabulary, spelling/pronunciation, grammar, writing, study skills, speaking, and listening.

In Section 1, the reading text is followed by **Learn to read–1**, **Learn words**, **Learn spelling/Learn pronunciation**, and **Learn grammar**. The first segment, **Learn to read–1**, primarily deals with *factual* comprehension (i.e. the ability to understand 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). **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 synonymy, antonymy, affixes, word families, and collocation. In the **Learn spelling** segment, the learner's attention is drawn to the spelling of thematically relevant or high-frequency words through exercises that require, for example, the use of semantic clues to identify words. A range of accuracy-specific exercises on areas like pronunciation and word stress appear in the **Learn pronunciation** segment. **Learn grammar** is a meaty segment that focuses on all structural items traditionally regarded as essential, as well as 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*.

In Section 2, the reading text is followed by **Learn to read–2**, **Learn to write**, **Learn to study**, **Learn to speak**, and **Learn to listen**. The segment **Learn to read–2** encourages learners to *evaluate* character, make a personalized assessment of events, and *extrapolate* from the ideas in the text. **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 use the dictionary/Learn to study** is a key segment: by working through the different tasks, learners will not only realize the immense value of the dictionary as a resource book but will also learn the rudiments of useful self-study strategies like summarizing, note-making, and information transfer. **Learn to speak** offers high-interest classroom material that encourages learners to do oral tasks which highlight the use of English in dynamic and functional contexts. The last segment, **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).

In Section 3, the poem has two functions: to reinforce the theme of the unit and to offer a distinct literary perspective. The editorial treatment of

the poem sensitizes learners to the interpretative value of poetry through the segment **Learn to appreciate 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 with 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 8 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 a 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** series 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 7, *Learn to read–1 question 4, 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 7, *Learn to read–1, question 6 in Unit 1, page 15*.
 - *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 7, *Learn to read–2, questions 8, 9, 10 in Unit 1, page 22*.
 - *Extrapolative questions*: These involve using the information in a reading text to go beyond the text to express original and creative ideas. See CB 7, *Learn to read–2, question 2, in Unit 3, page 61*.
2. *By using comprehension questions that demand two opposing levels of comprehension*
 - *Global questions* that necessitate an overall understanding of the text. See CB 7, *Learn to read–1 question 1 in Unit 3, page 53*.

- *Local* questions that necessitate an understanding of some specific details of the text. See *CB 7, Learn to read–1 question 1 in Unit 2, page 34.*
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 making the reading process meaningful*
 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 7, Learn words, Unit 7*.

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. See *CB 7, Unit 5*.
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 7, Unit 4, page 74*. 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*. See *CB 7, Units 2 and 4*.
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 7, Unit 3*.
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 7, Unit 7*.
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.

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.

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 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 7, *Learn grammar in Unit 4.*

- *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 7, Learn grammar, Unit 2.*
- *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 7, Learn grammar in Unit 3.*
- *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 7, Learn grammar, Units 5 and 7.*
- *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?

The *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 7, Learn grammar, Unit 5*.

- teach grammar through a combination of sentence-based work and discourse (or sentences in combination). *See CB 7, Learn grammar in Units 1, 2, and 6.*
- 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 a dictionary
4. Dividing words into syllables
5. Interpreting word stress. *See CB 7, Unit 3.*
6. Finding the spelling of a word, and variations 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. *See CB 7, Unit 5.*
10. Understanding the collocation of words. *See CB 7, Unit 7.*
11. Recognizing word families and derivatives
12. Finding synonyms and antonyms. *See CB 7, Units 1 and 4.*
13. Distinguishing between homonyms, homophones, and homographs
14. Understanding the usage of a word and its grammatical context. *See CB 7, Unit 1.*
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 fulfil purposes such as writing letters, reports and messages, making notes, and preparing summaries.
- *Writing with coherence and cohesion.* Employing various rhetorical and linguistic 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 parts 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 markers. *See CB 7, Unit 2.*
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. *See CB 7, Unit 1.*
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, word 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 *modelling*
(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 English sounds in words and connected speech with a fair degree of accuracy. *See CB 7, Learn pronunciation in Units 1, 2, 3, and 7.*
- Articulating basic stress patterns within common words fairly accurately
- Manipulating variations 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. *See CB 7, Learn to speak in Units 1, 2, and 4.*
- Conveying a simple message in person or by telephone. *See CB 7 Learn to listen in Unit 2.*
- 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 7, Learn to speak in Unit 3.*
- Participating in simple discussions on familiar topics. *See CB 7, Learn to speak in Unit 7.*
- Expressing ideas, opinions, and feelings in simple English. *See CB 7, Learn to speak in Units 1, 3, and 6.*
- 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 7, Learn to listen in Unit 6.*

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 in the language curriculum, that emphasizes the importance of listening 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
- Discriminating between the basic patterns of word stress, sentence stress, and intonation. *See CB 7, Learn pronunciation in Unit 2.*
- Recognizing basic discourse features in short spoken texts
- Responding to simple oral instructions, requests, and directions, conveyed in person or by telephone. *See CB 7, Learn to speak in Unit 1.*
- Understanding and responding appropriately to simple questions, statements, and courtesy formulas. *See CB 7, Learn to Listen in Units 1 and 5.*
- Understanding the main ideas, and some significant details, of simple spoken narratives and descriptive texts. *See CB 7, Learn to listen in Units 1, 2, and 4.*
- Listening for a specific purpose, e.g. news broadcasts and telecasts, commentaries, and railway station announcements. *See CB 7, Learn to listen in Unit 4.*
- 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 7, Learn to listen in Unit 6.*

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, structure, and 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 7

Unit	Section	Page	Skill
1. <i>Children</i>	Starter	9	Reflection Evaluation Deduction
	Learn to read-1 (qn. 1, 2, 6)	14	Reflection Interpretation Justification
	Learn to read-2 (qn. 7, 9, 10)	22	Analysis Evaluation
	Poem (qn. 6, 7)	29	Expressing opinion

2. <i>The Natural World</i>	Starter	30	Comparison
	Learn to read–1 (qn. 2, 4, 5)	34	Expressing opinion Reflection Interpretation
	Learn to read–2 (qn.1, 4, 5, 6)	41	Evaluation Evaluation Interpretation
	Learn to write Learn to speak Poem (qn. 6, 7, 8)	43 43 47	Expressing opinion Extrapolation Justification Reflection Analysis
3. <i>Special People</i>	Starter	49	Reflection
	Learn to read–1 (qn. 4, 5, 6, 8)	53	Deduction Reflection Justification Evaluation
	Learn to read–2 (qn.1, 3, 5)	61	Deduction Interpretation Reflection
4. <i>Detectives</i>	Learn to speak Poem	63 67	Expressing opinion Interpretation Reflection
	Starter	70	Deduction
	Learn to read–1 (qn. 2, 3)	73	Deduction Analysis
	Learn to read–2 (qn. 6, 8, 9)	82	Deduction Interpretation Justification
	Poem	88	Interpretation Evaluation Reflection

5. <i>Mothers</i>	Starter	90	Reflection Analysis
	Learn to read–1 (qn. 6, 7, 8)	95	Deduction Comparison Analysis
	Learn to read–2 (qn. 1, 4, 5, 6, 7)	114	Expressing opinion Analysis Interpretation Reflection
	Learn to write Learn to speak Poem (qn. 8)	115 117 123	Justification Revision Sympathy Expressing opinion
6. <i>Living Together</i>	Starter	124	Reflection Expressing opinion
	Learn to read–1 (qn. 2, a, e, g, h)	129	Deduction Justification
	Learn to read–2 (qn. 1, 3, 4, 5, 6, 7)	136	Interpretation Interpretation Deduction Comparison Reflection
	Learn to write Poem	137 142	Extrapolation Reflection Justification Evaluation Reflection
7. <i>How Science Affects Us</i>	Starter	143	Reflection Comparison Justification
	Learn to read–1 (qn. 5, 8, 10)	148	Deduction Analysis
	Learn to read–2 (qn. 5, 6)	157	Analysis Expressing opinion
	Learn to write Poem	158 163	Expressing opinion Reflection Comparison Analysis Deconstruction

12. Lesson Plan for Teaching a Poem

Vocation (pages 26–29)

Warm-up

1. Start by asking the students what they see on their way to school everyday. Do they see people? What kind of people do they come across at that time of the day? Do those people hold their attention? Let students discuss this for a few minutes in pairs or groups. Encourage them to share their ideas/views with the rest of the class.

Listening and active recall

2. Read the poem aloud while the students listen with their books shut.
Ask: Is the poem about a person like them? Is this person's experience similar to them? (The students will see a similarity.) Then ask them *What is the poem about?* (Students respond.)
Can you recall any words or phrases from the poem that describe the kind of person/s the poem is talking about? Get as many responses as possible.
3. Read the poem aloud once more while the students listen with their books shut. Attempt to recreate the poem with help from the students.

Combining the auditory and visual experience

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

Analysing 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, if necessary. If you decide that there are other words/phrases that might create problems for students, provide meanings/explanations of these.
6. After students read the poem:
 - encourage a discussion of it using the questions under **Learn to appreciate the poem**. Add questions of your own to ensure fuller coverage of the poem, and to make sure that students understand it. (Make questions your teaching tool rather than 'explanations'. Explanations and paraphrasing prevent learners from making the effort to understand the poem on their own. Keep the questions short and simple. Do not demand complete sentences as answers.)
 - draw attention to the use of *language* (e.g. lines like 'There is nothing to hurry him on...')
 - draw attention to each stanza of the poem. It stresses the theme of the poem. What does the speaker actually want to be? Let students understand that the speaker finds a sense of freedom in each of the vocations that he does not have as a student.

- discuss the use of words such as ‘soils’, ‘task’
- draw attention to the use of rhyme and other poetic devices
- make them do the exercise under **Activity**

Recreating the experience

7. Encourage students to read the poem aloud. When teaching poetry initially, this reading can be done by the class (with the teacher leading) or by small groups taking turns with a stanza each. At a later stage, individual students can take turns to read the poem aloud.
8. (*Optional*) A good follow-up activity would be to encourage students to write a short description of what they would like to do—follow the much-used path or try out new avenues.
9. If you can find a thematically similar poem, read it out to the class.

13. Lesson Plan for Teaching a Prose Unit

Children (pages 9–26)

PREPARING TO READ

Starter

1. Ask the students to get into pairs. They then list the things they want in the house to make them happy. Let them decide which things in their list is a necessity.
2. The next is an individual task. The two activities highlight two qualities in us, the feelings of contentment and adjustment, as part of life. You cannot always have all you want, and also you cannot do only what you want to do.
3. This section introduces students to vocabulary used to describe human nature—both positive and negative.
4. Encourage a variety of responses. Put up student responses on the blackboard and leave them there.

READING

Section—1

STAGE ONE

1. Ask the students to silently read the introduction and the text upto ‘... things each wished to do in the future.’ on page 12.
2. Direct their attention to the meanings of difficult words, which are given in the right-hand margin.

3. When they have finished reading, direct their attention to the blackboard. Ask them if the passage, so far, has given them any of the information they were expecting. Students should be able to identify some of these. As they call them out, erase these from the board leaving the others intact.
4. Turn to page 14, Learn to read–1, and ask the students the first three questions.
Allow students to refer back to the text when answering.
 - Ask a question, and allow several students to answer before affirming the correct answer. Ask a student who answered correctly to go back to the text and tell you where the information is. The student should read out the portion of the text that contains the answer. Ask others if they agree.
 - Read the relevant portion aloud yourself, so that the whole class can hear it. If any student gave you a wrong answer initially, check briefly if he/she now understands why his/her answer was wrong. Ask the student to state the correct answer or read the relevant portion from the text.
 - Do not attempt to correct grammar or pronunciation at this point. Concentrate on allowing students to express their understanding of what they have read.

STAGE TWO

5. Ask students to read to the end of the passage.
6. After they finish, turn to the blackboard and repeat step 3 above.
7. Turn to pages 14, Learn to read–1, and ask students questions 4, 5, and 6. Repeat step 4 above for each question.
8. Homework: Questions 1–6 can be set for homework. Ask the students to write out the answers on their own.

VOCABULARY

Learn words

1. Learn words exercise 1: Let the students first understand the task. They have to find the word that is opposite in meaning to the one given in the exercise. They can work in pairs and try to locate the word in the paragraph mentioned. In the plenary session, let the class call out the answer, and you can write them on the blackboard. Cross check from one or two before writing on the blackboard.
2. Learn words exercise 2:
 - Ask the students to attempt the exercise. Let them follow the example.
 - Discuss the answers.
 - Explain the meanings of some of the words if they have difficulty.

GRAMMAR

Learn grammar

A. Infinitives (to express wishes, likes, and dislikes)

1. Put up, on the blackboard, a few sentences that express the above-mentioned feelings using infinitives.
2. Draw attention to the form: verb (not) + to + verb.
3. Explain the uses of this type of infinitive. Draw their attention to the form.
4. Ask them to then attempt the given exercise.
5. Let them make some sentences using the words from the columns.
6. Discuss the answers.

B. Bare infinitives

1. Tell them that the infinitive here is without 'to'.
2. They are usually used with certain verbs and modal verbs.
3. Put a few examples up on the blackboard.
4. Ask the students to do the given exercise.
5. Discuss the answers. The sentences are fixed.

Learn punctuation

- Show them how this punctuation mark looks.
- Ask them to read through the rules.
- Check if they know when a hyphen is used. Go through the conditions listed on page 17 with them.
- Ask them to do the exercise. Check the Oxford Essential Dictionary if in doubt.
- Write the answers on the blackboard.

Section—2

READING

STAGE 1

1. Draw their attention, once again, to the Starter where they talk about what they want and what they have.
2. Ask them to read the introduction on page 18.
3. Ask:
 - What do you know about the festival of Eid?
 - What is the usual practice on this day?
 - Talk about the festival.

STAGE 2

1. Ask them to read the first five paragraphs of the passage silently.
2. Ask a few questions to make sure they have understood the passage.
(Keep the questions short and simple.)

- Allow the students to refer back to the text when answering.
 - Ask a question and allow several students to answer before affirming the correct answer. Ask a student who got the answer right to go back to the text and tell you where the information is. The student should read out the portion of the text that contains the answer. Ask others if they agree.
 - Read five paragraphs aloud yourself so that the whole class can hear. Ask a few questions. If any student gave you an incorrect answer initially, check briefly if she/he now understands why her/his answer was wrong. Ask the student to state the correct answer or read the relevant portion from the text.
 - Do not attempt to correct grammar or pronunciation at this point. Concentrate on allowing students to express their understanding of what they have read.
3. Then direct them to read till the end of the passage.
 4. Ask them to turn to **Learn to read-2** on page 22.
 5. The questions in this section, **Learn to read-2**, do not always have one and only one correct answer. Responses may differ from student to student. Encourage as many responses as you can. Make sure there is a lot of discussion and participation in the class. Spend at least five minutes on each question. Answers to some of the questions may be written down after discussion. Other questions can be used for discussion only.
 6. Question 10: Ask the students to work in small groups. This question will generate a lot of discussion. Several possibilities may be mentioned. Accept only those that are practical.

WRITING

Learn to write

1. Ask the students to turn to page 23 and read the information.
2. Discuss the writing task. Make sure they understand what they have to write and how.
3. Draw their attention to the points mentioned in the task.
4. Ask the students to do the task in their notebooks.
5. Ask some of them to read out what they have written.
6. They can be asked to copy their notice on a chart paper, and display it on the class display board.

Learn to study

- Ask the students to get into pairs.
- Ask them to look at the data in the table.
- They can then be asked to read through the sentences silently and individually.

- Now, in pairs, they can look for the specific information asked for in the table and complete it.
- With the help of the responses from the students, the sentences can be copied and completed on the blackboard.

Learn pronunciation

- You can read aloud a word with the correct stress which the students can repeat after you.
- Practice saying the words at least a couple of times.

SPEAKING

Learn to speak

1. Ask the students to work in pairs. This can be done as role-play.
2. First ask two students to read aloud the conversation given on page 25. If more pairs volunteer, allow some time for more pairs to read.
3. Then take up one or more situation/s from the list and demonstrate, with the help of the responses, how information is sought over the phone.
4. Now, the pairs can practice dialogues for the situations in the book.
5. Go around the class and listen to what the students are saying. Offer help where necessary.
6. Then ask each pair to role-play, before the class, any one of the situations from the given list.

LISTENING

Learn to listen

(For this activity you should use the audio CD for better effect. However, if you want to read the telephone conversation aloud, ask one of the students to come forward and read it with you.)

1. Ask the students to read the questions in the book. Look closely at the information that they need to complete the table.
2. Check if they understand the words used.
3. After they have done so, ask them to close their books. Tell them that they are going to listen to a telephone conversation between Raheel and Saad.
4. Tell them that you will play the CD twice. The first time, they will listen with their books closed.
5. Play the CD. Ask a few general questions like: *Where are they going? Who missed the briefing?* Discuss the answers briefly.
6. Tell the students you will play the interview again. Ask them to keep their books open and fill in the correct details as they listen to the conversation.
7. Play the conversation once more.

8. Check answers. If they are incorrect, do not give them the correct answer yourself. Instead, rewind and play the interview, stop at the appropriate point, and let the students check for themselves. Before you go on to the next question, announce the correct answer so that there is no doubt about what is correct. Repeat this process with the other questions.
9. (*Optional*) Ask two of the students to come forward and role-play the telephone conversation in class.

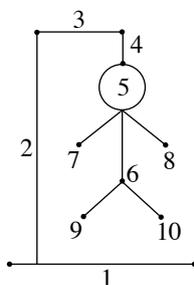
Instructions for playing ‘Hangman’

Hangman

Group: Whole class

Use: Guessing/spelling

Teacher thinks of a five-letter word, for example, and draws the same number of dashes on the board. Students call out letters of the alphabet: ‘Is there an E in it?’ ‘Is there a K in it?’ If the letter is contained in the word, the teacher fills in the appropriate blank. If a letter is not in the word, the teacher draws one part of the ‘hanged man’.



Ten mistakes ‘hang’ the players. The numbers refer to the order in which the lines are added to complete the drawing.

14. Key to the Coursebook

Children

Starter (pages 9)

1. *Answers will vary.*
2. *Answers will vary.*

3.

<i>positive</i>	<i>negative</i>
loving	violent
calm	angry
kind	dishonest
ambitious	jealous
concerned	bad-tempered, unfair
practical	hateful
caring	rude
simple	mean
peace-loving	
happy	
friendly	

Section I Dreams of the Future

Learn to read–1 (page 14)

- Laurie knew the sisters well. We know because he says that he had expected the sisters to have asked him to join them.
- He did not go away because he was lonely. He was spotted by Beth and he joined the girls.
- (c)
- She hid her face because she wanted to hide her blushing face as she was embarrassed talking about marriage and a husband.
- Meg was the oldest and Amy the youngest. We can tell because Meg says that she would be twenty-seven ten years later and Amy would be twenty-two while the others would be older than Amy but younger than Meg.
- Many other traits can be added to those given in the coursebook. In fact, individual answers should be encouraged. These are some of the suggested answers:

<i>Name</i>	<i>dreams/wishes</i>	<i>character traits</i>
Meg	have a lovely house, full of beautiful things, nice food, pretty clothes, pleasant people with plenty of money and servants, never have to work, do good and make everybody love her	homely, loving
Jo	have horses, a room full of books, write books and become famous and rich	creative, ambitious, adventurous

Beth	to stay at home with parents and take care of family	loving, responsible, simple, thoughtful, caring, practical
Amy	to paint pictures, go to Rome, be the best artist in the world	creative, ambitious, fun-loving, artistic, carefree
Laurie	to travel and see the world, be a famous musician, be rich	adventurous, carefree, artistic, creative, fun-loving

Learn words (page 15)

1. Opposite words:

- | | |
|--------------------------------|-----------------------------|
| (i) small—large | (ii) silent—aloud |
| (iii) happy, in company—lonely | (iv) in the past—future |
| (v) not well known—famous | (vi) plain—beautiful |
| (vii) foolish—wise | (viii) remembered—forgotten |
| (ix) poor—rich | (x) dead—alive |
| (xi) not prepared—ready | |
2. (a) cold—quite cold—not cold—not hot—quite hot—hot
(b) cold—cool—lukewarm—warm—hot

Learn grammar (page 16)

A. *There are several possible answers. Some of them are:*

- He decided to learn Spanish.
 - Seema refuses to take music lessons.
 - The children have promised to help the earthquake victims.
 - The school have offered to help the sick and the needy.
 - Raja loves to ride a motor-cycle.
- B.
- I saw her eat her lunch.
 - Raheel heard Haniya sing.
 - She makes us run errands all the time.
 - We watched the plane land.
 - We all felt the earth shake.
 - They found the shop closed.

Learn punctuation (page 17)

non-smoker thirty-nine self-satisfied ex-minister pre-teen
daughter-in-law under-fives hard-hearted mother-to-be sub-zero

Section II The Festival of Eid

Learn to read–2 (page 22)

- The writer says this because everyone prays together whether rich or poor. The writer is talking about Eidgah, the place where worshippers come to pray on the festival of Eid.
- Hamid says this. He was referring to the toys made of clay. He says this because, even though he was tempted by them, they were too expensive for him.

3. Hamid stopped at the hardware shop because he saw a pair of tongs that he wanted to buy for his grandmother. He felt it would prevent her fingers from getting burnt when she made bread.
4. The realization comes about when Hamid explains how the tongs will last much longer than their clay toys. He also shows them how the tongs could act as a gun or a pair of cymbals.
5. Mohsin's water carrier is broken by his sister. Noorey's lawyer falls and breaks into pieces. Mehmood's soldier survives but has broken legs.
6. Ameena scolds Hamid because he had remained hungry and thirsty in order to be able to buy a pair of tongs.
7. Ameena started crying because she was deeply touched by the selfless love of her grandson. So she is called a child.
8. *Individual answers—Some answers could be:*
Hamid was thoughtful, loving, and caring as he was concerned about his grandmother's hands getting burnt.
He was selfless and generous as he did not buy anything for himself but bought a pair of tongs for his grandmother.
He was mature because, though he was young, he did not get tempted to buy anything for himself while his friends bought toys for themselves.
9. No, he bought the tongs because he was genuinely worried about his grandmother's hands and he wanted to help her.
10. Yes. *Individual answers will vary.*

Learn to write (page 23)

**ABC SCHOOL ADVENTURE CLUB
Trip to Nathiagali**

This is to notify the students of classes X-XII that the Adventure Club is organizing a trip to Nathiagali for a week from the 22–28 March, 2011. The trip costs Rs. 2000. The last date for registration is 10 Feb, 2011. For further information, please contact the undersigned.

XYZ
(Secretary)

Learn to study (page 24)

1. school bus 2. foot 3. city bus 4. bicycles 5. double

Learn pronunciation (page 24)

The teacher should guide the students with pronouncing the words correctly.

Learn to speak (page 25)

Follow the instructions.

Learn to listen (page 26)



Transcript of listening text

- RAHEEL Hello, Saad! Raheel here.
- SAAD Oh, hello, Raheel! How are you?
- RAHEEL I'm fine, thank you. I actually called to say sorry for not attending the planning meeting yesterday and to get some details about our trekking trip. How are we going and when?
- SAAD We are taking the Blue Mountain, which leaves Abbotabad at 7.45 in the evening.
- RAHEEL That'll be most convenient. My father will be able to drop me at the railway station.
- SAAD We also discussed what we should carry with us. I mean, our personal luggage.
- RAHEEL Are we each carrying a suitcase?
- SAAD Well, no. Mr Gomes says it will be more convenient if each carries a backpack.
- RAHEEL That makes sense. After all, we are not going to have porters to carry our luggage, and it's so much easier to carry weight on one's back.
- SAAD Right.
- RAHEEL My brother's got a backpack. I'll borrow it.
- SAAD Good. But remember, we are all travelling light. So don't carry too many things.
- RAHEEL Will a pair of blue jeans and a couple of T-shirts do?
- SAAD Yes, I think so. Don't forget to carry a pair of socks, a pair of slippers, a few hankies, a tube of toothpaste, a toothbrush, and a soap.
- RAHEEL I think I'll add a tube of mosquito repellent to the list. I am allergic to mosquito bites.
- SAAD By the way, Mr Gomes will be carrying a First Aid kit. I'm sure he's got something in it for your allergies!
- RAHEEL (Laughing) I'm sure he has! Well, I suppose my list is complete now.
- SAAD Not really. Remember to bring some biscuits and dry snacks. And don't forget to pack an air pillow and a sleeping bag!
- RAHEEL Thanks for reminding me! Bye, Saad!
- SAAD Bye, Raheel!

1. The train: name—Blue Mountain
leaving—7.45 p.m.
leaving from—Abbotabad
2. backpack

3. clothes—jeans and T-shirts, socks, hankies
personal effects—slippers, toothpaste, toothbrush, soap
bedding—air pillow, sleeping bag
food—biscuits and dry snacks

Section III Vocation

Learn to appreciate the poem (page 28)

1. The speaker is a young child. We can tell because he mentions that he is going to school when he sees the bangle-seller going by.
2. He wants to be a bangle-seller so that he could walk around without having to hurry, with no fixed time for going anywhere or for coming back home.
3. He is attracted to the gardener's job because no one can stop him from digging, or scold him for dirtying or wetting his clothes.
4. He wants to be a watchman so that he can walk up and down in the lane at night with a lantern, chasing shadows, without having to go to bed.
5. (a) bangle-seller—does not have to go to school or any other place at a fixed time; can wander aimlessly in the lanes; does not have to take a particular road everyday
(b) gardener—can stay in the sun; can get wet; can remain outdoors all day long; can dig without any one stopping him
(c) watchman—does not have to sleep; can chase shadows with his lantern
6. Any three—come home at any time; wander on the streets aimlessly; play in the sun all day long; get wet; dig in the mud; dirty their clothes and themselves; wander in the lonely streets at night; carry a lantern
7. *Individual answers.*

Activity (page 29)

The teacher can help children select a subject and compose a poem.

2. The Natural World

Starter (page 30)

1. (a) Neem (b) Banyan (c) Fir (d) Mango
2. The three basic needs of humans are: food, clothing, shelter.
Answers will vary—Trees provide paper, gum, furniture, cloth, etc.

Section I Saving the Mangroves

Learn to read-1 (page 34)

1. (c), (e), (b), (a), (d), (f)
2. Most of the people of Keti Bunder earn their living by agriculture and fishing.

3. The mangroves provide a breeding ground for shrimps, prawns, and fish. The trees provide wood for fuel, fodder for cattle, and grazing grounds for camels. Some important chemicals are obtained from them. The mangroves also protect the area from storms and tsunamis.
4. The number of mangrove forest decreased in the area because of seawater intrusion, lack of fresh water in the delta, pollution, and excessive cutting of trees for fuel and grazing by camels.
5. In July 2009, Pakistan set a world record for planting the most trees in a single day. Nearly 400 workers planted 541,176 mangrove saplings in Keti Bunder.

Learn words (page 34)

1. (a) DEER (b) FROG (c) CAT
 (d) BISON (e) EMU (f) FOX
 (g) BEAR (h) GOAT (i) HORSE
 (j) GIRAFFE (k) GAZELLE (l) KOALA
 (m) ANTELOPE (n) GORILLA (o) SHEEP
2. (a) teacher (b) translator (c) biologist
 (d) ecologist (e) scientist (f) historian
 (g) ruler (h) auctioneer (i) revolutionary
 (j) reporter (k) inventor (l) financier
 (m) supervisor (n) conductor (o) environmentalist

Learn pronunciation (page 35)

The teacher will help children say the sentences.

Learn grammar (page 35)

1. (b) The body was found in the bedroom.
 (c) The murder was committed at midnight.
 (d) The new servant has not been seen since last night.
 (e) Mr Philip's son in Dubai has been informed about his father's death.
 (f) A case of murder has been registered by the police.
 (g) Mr Philip will be sadly missed by everyone.
2. (a) The printing press was invented by Gutenberg in 1440.
 (b) The thermometer was invented by Galileo in 1593.
 (c) The telephone was invented by Alexander Bell in 1876.
 (d) The bicycle was invented by Sauerbronn in 1816.
 (e) The telegraph was invented in 1837 by Samuel Morse.
 (f) The aeroplane was invented in 1903 by the Wright Brothers.
 (g) The television was invented by John Baird in 1925.

Section II Johnny Appleseed

Learn to read–2 (page 41)

- (a) This incident gave him a purpose in life. He got the idea of planting apple trees all over the countryside.
(b) Yes, it was, because he spent the rest of his life planting apple trees all around the country.
- John Chapman came to be known as Johnny Appleseed because he planted apple seeds wherever he went, and gave little bags of apple seeds to everyone he met.
- Johnny loved to be outdoors. He went on nature rambles, walking in the forests, observing and admiring the animals, plants, and wild flowers. He also slept on the forest floors, near streams or under the open sky.
- It shows us that he was deeply attached to his apple trees.
- Yes, lessons in conservation began with him. He showed everyone how to live in harmony with nature, not harming either the plants or the animals.
- (a) far-sighted, nature-lover
(b) adventurous, simple
(c) peace-loving, friendly
(d) brave, simple, nature-lover, gentle, courageous
(e) animal-lover, friendly, nature-lover
(f) helpful, friendly, kind

Learn to write (page 43)

Individual responses

Learn to speak (page 43)

Set up the task as stated in the coursebook. An activity using role-cards is given.

Encourage the learners to play different roles, using the role-cards to represent different points of view.

Learn to use the dictionary (page 44)

1. cut down 2. cut out 3. cut off 4. cut out 5. cut up

Learn to listen (page 45)



Transcript of listening text

- AS Good morning. I'm Aleem Sheikh. I'm a government aviation officer.
RJ I'm Rita Joseph, the town commissioner. Welcome to Soumya Island, Mr Sheikh! What can I do for you?
AS As you know, the government is keen to set up an airport on the island. I thought I could take your help to understand the layout of the island before I meet your colleagues. I'm told you know the island well, Ms Joseph.

- RJ Every nook and cranny, Mr Sheikh! I was born and brought up here.
- AS Could you tell me what the important places on the island are, and where they are located, please? I only know that the lake is at the centre of the island.
- RJ That's right. Let me see if I can be your tourist guide! Perhaps, working with a map might help...I had a map somewhere on the table. Here it is. As you can see, we are here in East New Town. As the name suggests, it is in the east of the island, very close to the eastern beaches.
- AS I can see another town towards the west.
- RJ Right. What do you think it's called?
- AS West New Town, Ms Joseph?
- RJ Right again, Mr Sheikh! To the south of West New Town is the Cooperative Farmland. This farmland meets the food needs of the two towns.
- AS Is that farmland too—towards the north-east?
- RJ Yes, that's farmland too. A lot of fruits and vegetables are grown there.
- AS What are these green patches in the north-west and the south-east? Forests, are they?
- RJ Absolutely right! These forests are home to several rare species of plants and animals.
- AS This brown patch to the north of the lake, are they hills?
- RJ Yes, those are the Suguna Hills, where I've gone trekking several times.
- AS I wish I had the time to trek in the hills.
- RJ Perhaps you could take a boat ride on the lake this afternoon, Mr Sheikh.

Section III Rainforest Song

Learn to appreciate the poem (page 47)

1. The forest is referred to as 'mother' and 'father' because it provides everything that parents provide—shelter, sustenance, security, and stability.
2. '...Forest, my father, trace me my roots...' suggests that forests are our forefathers and have been there from the beginning of life.
3. *Answers will vary.*
4. '... You glide like a snake...' suggests that paths in the forest are not straight.
5. '...Forest the ground where I place my tread/Where I breathe my being and pillow my head...' suggests the speaker likes to spend his waking and sleeping time in the forest.
6. 'Forest, my mother, feel me your fruit ... spread me your shade'. suggests forests provide physical and emotional comfort.
7. The speaker is saying that people and forests are interdependent. Without forests, which give us food, shelter and protection, human beings would be helpless and deprived. I agree with the speaker.
8. *Answers will vary.*

Activity (page 47)

1. *The teacher should guide the students to potential sources of information.*
2. *The poem need not rhyme, but it should be grammatically and syntactically accurate.*

3. Special People

Starter (page 49)

1. (a) It means Helen enjoyed and participated in all activities that most people do. She did not miss out on anything in life because of her handicap.
(b) Though she was blind, she read more books than many people with sight. She was unable to speak as a little girl, but when she grew up she gave lectures in almost all the states of the USA. She wrote, and even acted in, a movie made on her life.
2. *Answers would vary. Do this as a group activity and ask for group response.*
3. Courage, determination, patience, perseverance, conviction, will, etc.

Section I Three Days to See

Learn to read–1 (page 53)

1. She says this as it would make them appreciate what they otherwise take for granted.
2. She discovers many things through touch. She feels the shape and size of leaves, the smooth skin of a birch or the rough and rugged trunk of pine, the soft and tender buds. She also experiences the vibrations of the sounds the birds make.
3. touch; sight
4. Day 1 See people who have helped her and made her life worth living.
Day 2 See the beautiful sunrise, and the world as it was in the past and is in the present.
Day 3 See the workaday world, the city with its people going about their work.
5. She divides the days in their order of influence on her life. First, with the people closest to her, next Nature, and finally, the place where she lives which also plays a part in her life.
The answers to the second part will vary. She may enjoy her day with Nature as she feels very close to Nature, and is very keen to see what she has so far only experienced through her other senses.
6. (a) Eyes have been called ‘window of the soul’ because they reveal the qualities that make a person. They express the inner feelings—good or bad.

- (b) Nature has abundant surprises in store. Each day, a new aspect is revealed, each beautiful in its own way.
- (c) Blindness is like the darkness of night that has no morning.
- The writer asks us to experience the five senses (sight, hearing, smell, touch, and tasting, that allow us to experience all the joys around us, as if there were no tomorrow; one doesn't know when one of them might be taken from us.
 - I agree as the sense of sight enables us to see beauty, become educated, go places, see good and bad things, make judgements, etc.

Learn words (page 54)

- | | |
|--------------------------------------|---------------------------------------|
| 1. <i>Those that describe nature</i> | <i>Those that are used for humans</i> |
| symmetry | kindness |
| smooth skin | companionship |
| rough, shaggy bark | laughter, sorrow |
| magnificent panorama | smiles, serious determination |
| thrilling miracle | suffering, compassionate |
| gigantic | |
2. (a) taste (b) feel (c) hear (d) see (e) smell

Learn spelling (page 54)

- | | |
|--------------|----------------|
| 1. carcasses | 5. transformed |
| 2. pageant | 6. relish |
| 3. panorama | 7. tactile |
| 4. symmetry | 8. haunt |

Learn pronunciation (page 55)

The teacher should guide the students in the enunciation of the words. The dictionary can also be referred to for the correct pronunciation of the words.

Learn grammar (page 55)

- A. 1. *Several possibilities*
- Examples:*
- That is the dog which barks all night.
 This may be the bus that goes to your locality.
 He is the man who repaired our TV.
 She is not the woman who stole my dog.
 That is the house whose owner has left town.
- (a) A physician is a doctor who treats illnesses with medicine.
 A surgeon is a doctor who performs medical operations.
 - (b) A vegetarian is a person who does not eat meat or fish.
 A non-vegetarian is a person who eats meat and fish.
 - (c) A microscope is an instrument that makes small things seem larger.

A telescope is an instrument that makes distant things seem nearer.

- (d) A thermometer is an instrument that measures the temperature of a person's body.

A barometer is an instrument that measures the air pressure to show when the weather will change.

- (e) A referee is a person who controls the game in sports like football.

An umpire is a person who watches a game, like cricket, to make sure that the rules are not broken.

B. *The sentences are quite straightforward. Follow the example.*

Section II Wheelchair Basketball

Learn to read-2 (page 61)

- No. In the first instance, it means to have more drive or will to work hard. In the second instance, it means to move the wheelchair around by hand.
- (a) He means that he would not be in the basketball team.
(b) He called a basketball coach or a club. The call changed his life as he was now more independent and confident than he was before the call.
(c) He may not have achieved what he has now if he had not made.
- He has to push himself around in the game and so he prefers to do it himself even when he is not playing. Yes/no, both possible. If yes, they admire him more than before. If no, they continue to want to push him and help him.
- He is under 14. His ability and size have helped him play with the older basketball players.
- There is very little difference between wheelchair basketball and regular basketball. In the regular game, two paces are allowed before a bounce or a pass. It is the same in the wheelchair game where two pushes are allowed. The only difference is the time allowed for the offensive. It is 30 seconds as against 20 seconds in the regular game. The baskets are at the same height. Answers to the second part of the question will vary.
- Sports wheelchairs are customised, that is, each chair is made to fit the person who will use it. They are very light, and have no brakes. The foot rest is exactly 11cm from the floor, and is specially designed so that the toes or ankles do not get caught in it. Most sports chairs have camber bars on them, which make the wheels spread out at an angle. The wheels are placed far back, which can cause the chair to tip backwards and the person to fall out and injure himself.
- Playing basketball has had a positive impact on Daniel's life. He is fitter and stronger. He is more confident and self-reliant. He has made many friends. This has changed his outlook on life. Before, he didn't know

what he wanted to do but now he wants to play in the paralympic team. These changes have been good for him.

8. tough—He is fit and stronger.
determined—He wants to play in the paralympics and is training for them.
independent—He does not require anyone to push him around anymore.
hard-working—He trains longer hours and more days than most other players.
confident—He knows he will make it to the paralympic games.

Learn to write (page 62)

Sample answer

Friday, 6 June

I got up very early today because I had very little time and there was so much I wanted to see, hear, and feel in this beautiful world. I spent the better part of the morning organizing meetings with my friends. I met my friend, guide, teacher, and the person who taught me to love life first. Ann Sullivan Macy arrived for breakfast and both of us talked about our old times together. I had lunch with all the others who had, in some way, contributed to my success in life. I owe all that I have been able to achieve to them. They were, so far, only shapes and textures. Today, I was able to gauge the depth of their characters. I was able to see their feelings and participate in them. I reserved the evening for my family. We had a quiet dinner. I realised that time had flown and it was soon going to be the next day. I recall and relive the day's happenings through all my senses. I am ready for bed.

Learn to use the dictionary (page 62)

The answers are on page 69 of the coursebook.

Learn to speak (page 63)

Sample answer

- A I think we should help the handicapped be more independent.
B I think it's very important that they move around like any of us and enjoy life as we do.
C First of all, we must provide ramps in public places, like cinema halls and markets.
A I agree.
B I think so, too.

Learn to listen (page 64)



Transcript of listening text

INTERVIEWER Good morning, listeners. Welcome to our weekly radio programme, 'Young World'. Today we have with us, in our studios, a young person who has shown rare courage and will power in tackling the problems she has had to face in her short

- life, Maryam Ali, a second-year student of English Literature at Karachi College. Welcome to our studios, Maryam.
- MARYAM Thank you, Mrs Faisal. I'm very happy to be here.
- INTERVIEWER Maryam, tell us something about your life.
- MARYAM Well, I was born in Karachi on 12th August 1984. My parents died in a car accident when I was five.
- INTERVIEWER Who looked after you then?
- MARYAM My aunt and uncle adopted me, and treated me like their own daughter. When I was 10 years old, I lost an eye when a cracker burst in my face.
- INTERVIEWER You lost an eye? Is your other eye alright?
- MARYAM Well, I have some sight still in my right eye. I can make out large objects in front of me. But I can't read or watch television, or...well, anything like that.
- INTERVIEWER But you are studying at college now. How did you manage that?
- MARYAM My aunt and uncle read out my lessons to me. Luckily, I have a very good memory. So, I remember everything I hear in class, and everything that's read out to me once. The school, and now the college, gives me a writer for my exams—she reads out the questions, and I dictate the answers. It's not too difficult.
- INTERVIEWER You are a very brave girl, Maryam. What are your future plans?
- MARYAM I want to train to become a teacher; and I want to teach blind persons like me to live a useful life.
- INTERVIEWER Thank you for being with us today. Here's wishing you a successful and happy future!
- MARYAM Thank you.
1. (a) 2. (a) 3. (b) 4. (a) 5. (b) 6. (b)

Section III My Wheelchair Had Wings

Learn to appreciate the poem (page 67)

- Individual responses*—The message could be as follows:
The main message is of eternal optimism, not giving up even in the face of great odds.
The lines could be 'Well, I told them all, nothing would keep me down.'
- She wished she could fly with the aeroplane in the blue skies. Her wish came true because her wheelchair took flight.
- She pinched herself to make sure that she was not dreaming.
- She says that because she had not expected her chair to sprout wings and fly up into the sky.
- The vision was a group of birds.
- (a) 'He' refers to a bird who alighted on the girl's leg.
(b) He thanked her for giving him a breather.

- (c) He looked at her wings because she was flying in the air, and he had never seen a chair with wings before.
7. *Individual answers*—some of the answers could be:
- (a) adventurous, wishful, a dreamer
 - (b) practical, makes the most of the circumstances she finds herself in
 - (c) optimist, determined to be happy and enjoy herself
 - (d) helpful, friendly, caring, feels for others
8. (a) ‘they’ refers to the people who know her.
 (b) They would be astounded because they would never expect a girl like her, with a disability, to be flying in the air in her wheelchair.
9. *Individual answers*—the answer could be:
 Yes, she thinks she was lucky because she says that she ‘pinched herself to make sure’ that she was not dreaming.
 She also says ‘nothing would keep me down’.
10. She took advantage of the wings by visiting all the places that her heart desired.
11. Towards the end, she feels satisfied with the way she is and thinks that even if she can’t travel in her wheelchair again she can still reach out to people.
12. No, she does not feel restricted because she says that ‘I can still reach out to others, in my own way.’

Activity (page 68)

1. *Answers will vary.* They may include:
- (a) skies—eyes—lies
 - (b) too—blue—flew
 - (c) flight—night—sight
 - (d) sure—door—more
 - (e) rose—chose—nose
2. *The teacher should guide the students in writing a poem.*

4. Detectives

Section I Young Sherlock Holmes

Learn to read–1 (page 73)

1. (a) He had read the name tag, ‘J. Watson’ on his mattress, and selected the most common name starting with the alphabet ‘J’.
- (b) The style of the boy’s shoes were only seen in the North of England so, from this, he guessed that the boy had come from the North of England.
- (c) The boy was carrying ‘The Hunter Encyclopedia of Disease’, a handbook available only to physicians. So Holmes deduced that as he was too young to have attended medical school himself, it must have been given to him by an adult who was close to him, who must have been his father who was obviously a doctor.

- (d) The middle finger of the boy's left hand had a callus, which was a sign of a writer. So, he deduced that the boy spent his leisure time in writing.
- (e) The stain of yellow custard on the boy's collar and his round appearance both led Holmes to conclude that the boy was fond of eating custard tarts.
2. He made a mistake in calling him James instead of John. No, he was not terribly wrong in his guess.
3. rude—because he called him fat
 observant—because he could tell so much just from the observations that he had made
 clever and intelligent—because he was so accurate in his deductions
 impatient—he was throwing away his violin because he had not been able to learn to play it after only three days

Learn words (page 73)

1. (a) valuable—precious (b) intelligent—brainy
 (c) impatient—restless (d) particular—specific
 (e) available—obtainable
2. (a) precious (b) obtainable (c) brainy
 (d) restless (e) specific

Learn grammar (page 74)

- A. (a) We met Mrs Khan just as she was nearing the school.
 (b) Vania had a puncture while she was going to the market.
 (c) Paul fell off the ladder while he was painting the ceiling.
 (d) The doorbell rang while I was making lunch.
 (e) While Mr David was watching television, he fell asleep.
 (f) When we entered the stadium, Afridi was batting.
- B. At 9.20, Madiha was cleaning her room while Saad was having breakfast.
 At 10.15, Madiha played while Saad did his homework.
 At 11.30, Madiha was reading a novel while Saad was doing some gardening with his father.
 At 12.10, Madiha had lunch while Saad wrote a letter.
 At 12.45, Madiha was working on the computer while Saad was having lunch.
 At 1 o'clock, Madiha rang up her friend while Saad rang for a cab.
- C. (a) Since it was a holiday yesterday, I woke up late.
 (b) Since you were out, I left a message.
 (c) She may need some help as she is new.
 (d) I did it since you told me to.
 (e) Since it was cold, Samia put on a sweater.

Section II The Case of the Fifth Word

Learn to read–2 (page 82)

1. Everyone thought he must be the smartest police chief in the world because he was very quick in solving his cases
 2. Leroy’s father didn’t tell anyone because it would be difficult for anyone to believe that such a young boy was capable of solving such difficult mysteries. Leroy did not want his friends to think that he was any different from them.
 3. Leroy was nicknamed Encyclopedia because his head was full of facts, from the large number of books he read. He would share his knowledge with his friends whenever they asked him to. It was a suitable name for him.
 4. Nolan and Davenport became friends because both were criminals who met inside a prison and shared common interests.
 5. She refused to testify as she was not sure whether the person she had seen was in fact Nolan.
 6. He was suspicious because it was addressed to Davenport and had something written on it in code words.
 7. False
 8. Yes, he was correct as he was able to read the message hidden in the code words. He realized that the four words stood for the four days of the week, and the unwritten fifth word, ‘fir’, indicated the place where the jewellery had been hidden by him.
9. *Individual answers*—Suggested answers:
brainy, voracious reader, modest, unassuming, very young, some kind of a genius

Learn to write (page 83)

Individual responses from the students.

Learn to study (page 83)

<i>Phases in Allama Iqbal’s life</i>	<i>Major achievements and activities</i>
During his initial education	Studied languages, writing, history, poetry, and religion
At Government College, Lahore	Studied philosophy, English literature, and Arabic Obtained a BA degree, won a gold medal for topping his examination in philosophy Met Sir Thomas Arnold, a scholar of Islam and modern philosophy; was exposed to Western culture and ideas

During studies and travels in Europe	Obtained a BA degree from Trinity College, Cambridge, while simultaneously studying law at Lincoln's Inn Started writing poetry in Persian
After completing his education	Established a law practice Wrote poetry, and scholarly works on politics, economics, history, philosophy, and religion
Latter part of his life	Was actively involved in political activities Elected to the executive committee of the All-India Muslim League's British chapter; became one of the most prominent leaders in the Pakistan movement First political figure to state that Muslims are a separate nation Served as president of the Punjab Muslim League, delivered speeches and published articles to unite Muslims as a single political group Travelled across Europe and West Asia to get political and financial support for the Muslim League

Learn to speak (page 85)

Sample dialogues

1. Sorry, I've got to leave now. I have to attend a wedding with my family. I'll make sure we meet again soon. Bye!
2. It's been great meeting you but I have to leave now as I have a patient waiting at the clinic for me. Why don't we meet up for lunch another day?

Learn to listen (page 86)



Transcript of listening text

Dr Akhtar Hameed Khan, social scientist, was born into a cultured and noble family in 1914 in Agra, India. He was the eldest son of Khan Sahib Amir Ahmad Khan.

After completing his education in India, he joined the Indian Civil Service (ICS). After becoming a government servant, Dr Khan studied at the Cambridge University from 1936 to 1938.

Dr Khan was the founder of the Pakistan Academy for Rural Development in Comilla, East Pakistan, which is now Bangladesh. It is now known as Bangladesh Academy for Rural Development (BARD). He also founded the Orangi Pilot Project (OPP) in Karachi. BARD was started in 1958, whereas the OPP was launched in 1980. Dr Khan achieved global recognition as a result of his work on these exemplary community development projects.

In the early 1960's, Dr Khan introduced the Comilla Cooperatives Scheme, which was a small loan system for the poor. It is also known as the Comilla Model or Comilla Approach. He demonstrated, to the world, that this system could be applied on a global scale. Today, this system is very popular for economic development and poverty alleviation throughout the world.

Recognizing Dr Khan's overall achievements, the Ramon Magsaysay Award Foundation (Philippines) honored him with the Magsaysay Award, also known as Asia's Nobel Prize, in August 1963. In 1964, Michigan State University awarded him with an Honorary Doctorate for his work and accomplishments.

In his lifetime, Dr Khan was also given many awards for his innovative ideas, tremendous achievements, and contributions towards economic and human development. Among these were the Nishan-i-Imtiaz, Hilal-i-Pakistan, Sitara-i-Pakistan, and Jinnah Award, given by the Government of Pakistan.

Dr Khan was also invited to speak at various forums and he shared his ideas at several institutions around the globe. He was a visiting professor at many distinguished universities, such as Harvard, Princeton, and Michigan State Universities in the USA, Lund University in Sweden, and the Oxford University in England. Dr Khan was also on the boards of various educational institutions in Pakistan.

In his lifetime, not only did he establish himself as a social scientist, but also as a scholar and a poet. Dr Khan passed away in 1999. Today, Dr Khan's ideas and works are quoted in books and journals. Not only are they globally recognized, but they are being used in various countries of the world. Millions of underprivileged people are benefiting from these projects in Pakistan, in Bangladesh, and across the globe.

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

Section III Macavity: The Mystery Cat

Learn to appreciate the poem (page 88)

1. Macavity is called the Hidden Paw because it is very difficult for the police to catch him. Yes, it is an appropriate name.
2. They have given up hope of catching him because when they reach the scene of the crime, he is not there.

3. He appears to be respectable and there is no record of his footprints in the police records. But he has been accused of having looted the larder, rifled the jewel-case, broken the greenhouse glass and the trellis. He is full of deceit and cunning.
4. It is funny that he has committed so many crimes but has not left any proof, so it is not possible to catch him.
5. No, because he has an alibi ready at all times.
6. He looks like a gentleman so is not easily suspected of the crimes he commits.
7. He is called the ‘Napoleon of Crime’ because he is the greatest criminal of all times, just as Napoleon was one of the greatest generals of all times.
8. *Individual answers*—suggested answers: cunning, shrewd, calculating, criminal, dangerous, deceptive

Activity (page 89)

1. aquiline—eagle 2. bovine—cow 3. canine—dog 4. corvine—crow
5. equine—horse 6. leonine—lion 7. lupine—wolf 8. ovine—sheep
9. taurine—bull/ox 10. vulpine—fox

5. Mothers

Starter (page 90)

1. *Answers will vary.*
2. *Answers will vary.* Some example are: cooks, cleans, takes care of the house, helps with homework, takes you out...

Section I Charlie’s Mother

Learn to read–1 (page 94)

1. Yes, she lived for, and did everything for her sons. She sang on the stage despite her fear. She danced and sang for her sons, took them to the beach, treated them to cakes and ice cream, and narrated stories to them.
2. The unruly crowd made her afraid. One evening, when her voice cracked the crowd made catcalls and began to laugh.
3. It was the stage manager’s idea to make Charlie take her place. Charlie realised his talent and passion for entertaining people on this night. His mother never performed on stage again.
4. Charlie sang, danced, and did several imitations including that of his mother. There was laughter and cheers and applause during his performance.
5. She sang, danced, and told wonderful stories. She was a gifted and imaginative person, inclined towards the arts. She loved her sons immensely.

6. We know they lived in poverty because there wasn't enough money even for basic needs. Hannah was forced to sing in the music halls of London, despite her fears, to earn some money. She sewed clothes for people. The children sometimes had to go to the workhouse.
7. Charlie was heartbroken because he loved her a lot, and she meant so much to him.
8. He inherited her singing talent, her acting skills, and her ability to bring magic into other people's world.
9. (a) Hannah, Charlie, and Sidney (b) Charlie
(c) stage manager (d) Hannah

Learn words (page 95)

1. catcall—people
whisper—people
toot—vehicles
yell—people
murmur—people
- blare—vehicles
whistle—people, vehicles
shriek—people, vehicles
rumble—vehicles
2. (a) impression (b) pronunciation
(c) explosion (d) confusion
(e) satisfaction (f) imagination

Learn spelling (page 96)

1. (a) terrified (f) impression
(b) unruly (g) career
(c) shabby (h) entertainer
(d) surroundings (i) costumes
(e) narrate (j) institution
2. Cross out:
Its; who's; Its; it's; whose; its

Learn grammar (page 97)

1. had finished; had closed; had already left
2. (a) Sidra got dressed after she had washed up.
(b) Mr Riaz shaved after he had brushed his teeth.
(c) They had breakfast after they were dressed.
(d) When they had said goodbye to Sidra, they read the paper.
(e) They locked the house before they left for work.

Section II Mother's Day

Learn to read-2 (page 114)

1. Mrs Pearson's family is thoughtless and selfish, treating her more like a servant in the house, and taking her for granted without appreciating what she does for them. Yes, sharing the problem was right as it led to solution and an improvement in the situation.

2. Doris expects her tea made and dress ironed. Cyril thinks his eight hours of work are significant, unlike the work his mother does at home. George is rude to his wife's friend and neighbour.
3. Mrs Pearson now becomes bold, firm, and spirited. Yes, these changes help her achieve her objective.
4. She would like them to be at home more often, give her a hand with supper, play a game of rummy, and appreciate what she does. Yes, her demands are reasonable.
5. Yes.
6. *Answers will vary. Some examples are:* refuse to do any work, go away for a week, get a dog and focus only on its needs.
7. Mrs Fitzgerald—intelligent, confident, firm, persuasive, enterprising
Mrs Pearson—pleasant, timid, meek, selfless, diffident, caring, nervous
Mr Pearson—arrogant, rude, pompous
Doris—pretty, selfish
Cyril—indifferent, spoilt, selfish

Learn to write (page 115)

Use this as a group activity. Students can decide on a movie jointly. You could hold a class discussion. Jot down the points for the instructions for writing a review. Each group can take up either the same or a different movie to review.

Learn to use the dictionary (page 116)

2-5 3-3 4-1 5-7 6-2 7-5 8-6 9-10 10-4

Learn to speak (page 117)

1. There may be more than one response to each of the suggested situations. Some responses are:
I'm sorry to hear that. *or* How upsetting! *or* How terrible!
Oh no! I'm sorry to hear that.
How upsetting! *or* How terrible! *or* I'm sorry to hear that.
That's terrible! *or* Oh dear! I'm sorry to hear that.
How upsetting! *or* I'm sorry to hear that.
2. Sample answers:
Help them with housework.
Spend time with them.
Be polite and respectful.
Remember important days like birthdays.
Let them know how much you care.

Learn to listen (page 118)



Transcript of listening text

REHAN Hello, Mummy. It's me—Rehan.

MOTHER Rehan, hello! How lovely to hear from you! How are you? How's the new school?

REHAN The school's ok. I think I'm just ... so ...

MOTHER Tired? You sound tired. Are you tired, Rehan? Have you been working too hard?

REHAN Well, I'm not really tired, Mum. It's just that everything's so different at a boarding school.

MOTHER How's St Edward's different from Cathedral School?

REHAN Well, for one thing, at Cathedral I could come home at 4 o'clock every afternoon!

MOTHER I understand how you feel, son. I'm sure you'll get used to the changed routine in a few weeks.

REHAN I suppose I will.

MOTHER Good!

REHAN How's Papa?

MOTHER He's fine. He has just returned from a business trip to Singapore. Must have been a tiring trip—he hasn't gone to work today.

REHAN His tours never seem to end, Mum!

MOTHER It can't be helped, I suppose. Part of his job, you know.

REHAN I understand. What about you, Mum—are you going to be travelling too?

MOTHER Well, yes. I was going to call you this evening and give you a piece of good news. You see, I'm coming to Peshawar next Friday. I'm participating in a conference on environmental problems. I'll meet you at school on Saturday morning. And, if your Principal agrees, you can spend the weekend with me.

REHAN I'm sure he'll let me! Can't wait to meet you, Mum!

MOTHER See you on Saturday, then. Bye, Rehan.

- | | | |
|----------|----------|----------|
| 1. True | 5. True | 8. True |
| 2. False | 6. True | 9. False |
| 3. True | 7. False | 10. True |
| 4. False | | |

Section III A Mother's Love

Learn to appreciate the poem (page 122)

1. True
2. (a) 'Our' refers to all children and adults.
(b) True
(c) ii
3. (a) No, he doesn't because he uses the word 'something' and not the word 'everything'.
(b) One feels very happy.
(c) Our mothers understand this state of mind.
4. Our mother's faith in our abilities helps us on life's way.
5. One needs confidence because it helps us to deal with the challenges and disappointments that are a part of our day-to-day life.

Learn grammar (page 131)

- A. 1. (a) Leela said that they had gone to the cinema the previous night.
(b) Sarah said that it was a film called 'Die Hard'.
(c) Nargis said that though the film had plenty of action, she had not liked it much.
(d) Uzma said that she preferred romantic films.
(e) Rabia said that the audience got very noisy, especially the boys.
(f) She confessed that she had been quite afraid at times.
(g) Nazreen admitted that she had gone only because her brother had insisted.
2. (a) Jonathan's father advised him to get some sleep.
(b) His mother urged him not to stay up late.
(c) His father ordered him to get up early.
(d) His mother asked Jonathan to fill up his pen.
(e) His father reminded Jonathan to sharpen his pencil.
(f) Jonathan's mother warned him not to miss the school bus the next day.
(g) Jonathan's father instructed him to not go into the exam hall late.
(h) His mother told him to answer every question.
(i) Jonathan asked his parents to repeat their advice as he hadn't been listening carefully.
- B. (a) The food must be very good here.
(b) He must be very hungry.
(c) It must be a very hot day.
(d) He must be very upset.
(e) It must be a holiday.

Section II The Quaid-i-Azam's Vision

Learn to read-2 (page 136)

1. This speech was delivered to the Constituent Assembly on 11 August 1947.
2. The Quaid-i-Azam is thanking the Constituent Assembly for electing him as the first President.
3. The first duty of a government is to maintain law and order, so that the life, property, and religious beliefs of its subjects are protected.
4. To make Pakistan a happy and prosperous country, we should concentrate on the well-being of the people, especially of the masses and the poor.
5. The Quaid-i-Azam is referring to the lack of unity between majority and minority communities.
6. *Answers will vary.*

Learn to write (Page 137)

1. *Answers will vary.*

2. My grandfather immediately pulled me inside the house and we hid behind a cupboard. There was darkness everywhere. The men entered the house and started looking for us. One man entered the room we were in. He shone his torch and, in the beam of light, I clearly recognized the person. He was our neighbour, Tutu. I could not believe my eyes. I was filled with anger and I sprang out of my hiding place and charged at him. Tutu at once put his arms around me and closed my mouth. He made a lot of noise. Two other men appeared and asked him if he had found someone. He asked them to go upstairs to look for us. He then dragged me to the back door and told me to go to his house. I did not want to leave Grandpa behind. He said he would take care of him. His mother was waiting for me. I cried for a while. Tutu's mother assured me that my Grandpa would be safe and Tutu would definitely bring him home. After all the noise subsided, we heard footsteps and then both Grandpa and Tutu entered the house. I was very relieved and cried a second time.

Learn to study (page 137)

Example:

1. 3.59% of the Pakistani population is made up of Balochi speakers. About 6,000,000 Pakistanis speak Balochi. There are fewer Balochi speakers than Sindhi speakers.
2. 10.42% of the Pakistani population is made up of Seraiki speakers. About 25,000,000 Pakistanis speak Seraiki. There are more Seraiki speakers than Urdu speakers.

Learn to speak (page 139)

Allow free discussion. Let them work in small groups. As follow-up, ask each group to present their views.

Learn to listen (page 140)

Look at the children down in the street,
Dust in their hair and dust on their feet,
Light in their eyes, expectant and free,
Jumping and running to their destiny,
What is the future? What is the future they will see?

Will they see tyrants enthroned in the land?
Will they see science, their future well planned?
Will they see peace, or will they see war?
Will they hear famine, knocking at the door?
What is the future? What is the future they'll see?
Man soars through space to distant stars
Yet to his neighbour he leaves behind prison bars.

What kind of power are men going to wield?
Will we show now that hate can be healed?
Can we turn steely softness to care?
Could we bring answers—hope—where there's despair?
What is the future? What is the future we'll see?

Section III A Dream

Learn to appreciate the poem (page 142)

1. The poet is dreaming of peace among all the people, when hatred would flow away and justice would rule. The poet has this dream as the present-day world is full of hatred and violence.
2. Yes. Also, a new beginning, hope.
3. Justice should take the place of hatred in our hearts.
4. Justice is compared with a stone standing straight and firm. Yes, it is because it signifies permanence.
5. If hatred flows away like a stream and justice is set in hearts like a stone the world would be a happy place.
6. Yes.
7. Symbols: plate of peace; tree in the garden of justice

Activity (page 142)

Encourage a class discussion before setting up the group. There may be differing opinions.

Some points are:

Peace and happiness will prevail. People are tired of violence and have understood the ills of wars. There is a lot of talk about peace education and peace missions.

7. How Science Affects Us

Starter (page 143)

1. Look at the key on page 154 in the coursebook.
2. One answer could be: Radio, as it is easily affordable and connects people, keeping them informed.
Individual answers will vary.

Section I Footprints Without Feet

Learn to read-1 (page 148)

1. They were surprised and fascinated because there were fresh mud prints but they could not see any man making them.
2. (c)
3. He did not wake up in time and was found by the shop assistants who arrived the next morning. He had to remove all his clothes before he could slip out of the store unseen.

4. In the theatrical company shop he found some clothes to wear along with dark glasses, a false nose, big bushy side whiskers, and a large hat and bandages to wrap around his forehead. To escape unnoticed, he attacked the shopkeeper and robbed him of all the money he could find.
5. Mrs Hall was convinced Griffin was ‘an eccentric scientist’ because he kept to himself and did not want to be disturbed in his work and had bandages on his face which he said were due to an accident that had affected his face.
6. When someone broke into the clergyman’s house, they could hear the chink of money being taken but they could not see anyone in the room.
7. Three extraordinary things happened in the scientist’s room: the hat which was placed on the bedpost came flying at Mrs Hall, the bedroom chair charged straight at her legs, and the door slammed shut by itself.
8. The news of the burglary at the house of the clergyman, and the fact that the scientist suddenly produced money made her suspicious of the scientist.
9. In anger, he suddenly threw off his bandages, whiskers, spectacles, and even his nose. Because he threw off all his clothes, and since he was invisible again, it became very difficult for the people to catch him.
10. (b); (f); (g); (h); (i)

Learn words (page 150)

- | | | | |
|------------------|--------------|--------------------------------|---------------------------------|
| 1. (b) a disease | (c) a cold | (d) a record | |
| (e) software | (f) a remedy | (g) a super computer | |
| (h) a point | (i) speed | (j) books | |
| 2. <i>Root</i> | <i>Verb</i> | <i>Noun</i> | <i>Adjective</i> |
| attack | attack | attack, attacker | |
| discover | discover | discover, discovery | discovered |
| appear | appear | appearance | apparent |
| irritate | irritate | irritation,
irritant | irritated, irate,
irritating |
| excite | excite | excitement | excited |
| suspect | suspect | suspect,
suspicion | suspicious,
suspect |
| investigate | investigate | investigator,
investigation | investigative |
| amaze | amaze | amazement | amazed, amazing |

Learn grammar (page 151)

- A. 2. Gohar hurried home to fetch a bag.
3. Maria has gone to Spain to learn Spanish.
4. Nida asked for a knife to cut the cake.
5. Salim bought the cheaper bicycle to save money.
6. My family have left for Sahiwal to attend a wedding.

7. The audience booed the actors to show their displeasure.
 8. I set out to buy a dictionary.
- B. It had been more than a year; It was about half-past twelve; It was a warm day; it was a holiday; It did not matter

Learn punctuation (page 152)

1. Parents expect just one thing from their children: they should do well in life.
2. Maham told me why she was not joining the trekking expedition: she was unwell and needed to rest.
3. All my close friends were present at the party: Neha, Raza, John, Maryam, and Tania.
4. There is an overused proverb in English: *All that glitters is not gold.*
5. You have two options: you can pay the full amount now or in ten easy instalments.
6. English grammar has traditionally been made up of eight parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections.

Learn pronunciation (page 153)

Children should follow the instructions given and repeat the words after the teacher.

Section II The PC Revolution

Learn to read–2 (page 157)

1. Yes, life is unimaginable without a PC today. Increasing affordability, user-friendly, easy and instantaneous communication, access to information, and self-maintenance make the PC indispensable.
2. Improvements: colour screen, increased storage, easier to set up and maintain, faster programs, multipurpose, easier to use. The biggest improvement is that today's PC can maintain itself by finding and fixing problems even before they come to the user's notice.
3. Different means of communication are post, telephone, etc. Computer is the most effective because it is reliable, instantaneous, cheap, user-friendly, etc.
4. Yes, PCs have become easier to use. A growing number of users, and increasingly user-friendly software and appliances indicate this.
5. Likely innovations are increased storage, faster speed, higher quality, smaller in size, etc.
6. (a) Less weight to carry, no paper or text books, etc.
(b) Time saving, shopping from home, planning holidays, etc.

Learn to write (page 157)

1. *Sample answer*

It was a typically dull and boring day at school. The only interesting part of the day was the practical class when we all boarded the Mars shuttle and spoke to the people on board about the qualifications required to become part of the shuttle crew.

The captain was really funny. He asked Vandana to go to the stellar map and find the Only Under-Pressure Galaxy. Of course, she pointed it out. He then asked us who found the OUP Galaxy. We answered Sitanara, as she was the one who discovered the Galaxy, way back in the year 2003. He looked puzzled for a moment, then turned to Vandana with this innocent grin and said, 'But I thought your name was Vandana!'

The rest of the day wasn't as much fun. We were back in class, passing virtual notes to each other on our netbooks. In history, we learnt of an invention called paper. I can't imagine how students once had to manage with paper notebooks! It must have been really strange using only two (or was it three) fingers to hold a pen and write, instead of all ten fingers.

I called Amma at the end of the day, on the phone, while I was in the playground. She was already home and I could see that she was making my favourite dinner—parathas with paneer. I told her that I'd be home in a couple of minutes. I logged out of school and was teleported home to some wonderful food.

2. *Sample answer*

Rural children will be able to operate the computer if it allows the use of their own language. It will simplify access and prove really useful in communicating information. Its utility will be higher as people will be able to communicate in their own mother tongues. Pakistani languages are vibrant and, to stay so, they must be a part of the emerging lifestyle and a part of the computer revolution.

Learn to study (page 158)

	<i>Neil Armstrong</i>	<i>Edwin Aldrin</i>	<i>Michael Collins</i>
<i>Date of birth</i>	5 August 1930	20 January 1930	30 October 1930
<i>Place of birth</i>	Wapakoneta, Ohio	Montclair, New Jersey	Rome, Italy
<i>Role played on the flight</i>	Commander and 1st man to walk on moon	Lunar Module pilot and 2nd person to walk on moon	Command Module pilot and navigator
<i>Present occupation</i>	aerospace consultant, writer	analyst of space programmes	aerospace consultant, writer

Learn to speak (page 160)

The coursebook gives a step-by-step procedure to organize a debate in the class. You can help students make a few sentences using the suggested expressions.

Begin:

Good morning/evening respected judges, teachers, and friends. Today, I am going to speak for/against the topic, 'Science has made our lives pleasant and comfortable.'

For

First of all, can you think of a life without electricity? We would be in darkness, without lights, sweating without fans, and would not be able to watch TV or listen to the radio.

Against

First of all, let me draw your attention to the environment around us. We blame it on human actions. Why has this change come about? What has caused this change? I would say Science is responsible. The several inventions that man created for his comfort have brought this curse of pollution on him...

Learn to listen (page 161)



Transcript of listening text

SON Papa, I'm a little puzzled. Today, in school, we were told that we can communicate with any part of the world in a matter of minutes. How is that possible?

FATHER Well, son, it is possible. Let me try and explain it to you. Communication over long distances can take place by means of electronic signals.

SON Electronic signals! How can we send electronic signals?

FATHER Well, the latest way of sending an electronic signal from one part of the earth to another is to 'bounce' it from an earth station to a satellite in space and back again to another earth station.

SON Wow! That means the signals travel a great distance!

FATHER Yes, that's right. Each signal goes up 22,300 miles, and comes down the same distance again. Every word spoken on the telephone, every message sent, covers this enormous distance in a split second.

SON Incredible! Papa, where in Pakistan do we have a big communication centre?

FATHER Well, the Space and Upper Atmosphere Research Commission, or SUPARCO, in Karachi, is the main centre for space research.

SON Wasn't the first Pakistani satellite called Badr-1?

FATHER That's right. It was designed and built by SUPARCO scientists and was launched in 1990. Can you guess why it was named Badr?

SON Because the word 'badr' means 'new moon' in Urdu. Right?

FATHER Excellent! Well, there are two other space research centres in the country, one in Lahore and another in Islamabad. It might be useful to find out what space research is being done in the country.

SON I agree, Papa. I'm going to start my research straightaway!

1. (b) 2. (a) 3. (a) 4. (b) 5. (b) 6. (a) 7. (a)

Section III The Crazy World of Computers

Learn to appreciate the poem (page 165)

- (a) ...a computer was a futuristic device that was seen on TV science programmes.
(b) ...a job application.
(c) ...people have become so dependent on computers that if anything goes wrong with their computers they become totally helpless.
- The young are acquainted with the world of computers and its jargon. This isn't confusing for them as it can be for people over thirty.
- The person is over thirty and not very tech-savvy.

Activity (page 165)

- 'Ram' is a male sheep. In computer language it means random access memory.
'Application' means a letter we write for some specific reason like for a job, leave etc. It means a programme in computer language.
'Curser' means one who uses bad language. In computer language, 'cursor' means the pointer on the monitor.
Keyboard means a musical instrument, while in computer language it is an input device.
'Memory', 'log on', 'cut', 'paste', 'virus', 'bytes' are a few other such words.

15. Key to the Workbook

1. A Rupee Goes a Long Way

Learn to read (page 9)

- Rehan decided that his tummy should be given the first choice and so he headed for the sweet shop.
- ...the coin was not good
- ...they both wanted what the other had.
- The exchange refers to the boy taking the flute from Rehan in exchange for the necklace of stones.
- He looked carefully because the first time Rehan had a bad coin and he wanted to make sure that the coin was good this time.

6. He was a good, considerate, and large-hearted boy.
7. He exchanged his flute for a necklace, and then exchanged the necklace for a rupee.

Learn words (page 10)

- | | | |
|------------------|--------------------------------------|---------------|
| 1. walkout | leave a meeting in protest | |
| crackdown | severe action against somebody | |
| shake-up | changes to improve an organization | |
| break-up | the ending of a relationship | |
| cutbacks | reductions | |
| breakthrough | an important development | |
| drawback | a disadvantage or problem | |
| outbreak | sudden start of something unpleasant | |
| 2. (a) shake-up | (e) outbreak | |
| (b) crackdown | (f) drawback | |
| (c) break-up | (g) walkout | |
| (d) breakthrough | (h) cutbacks | |
| 3. homework | house plant | house-trained |
| homesick | housewife | house husband |
| homeland | housebreaking | home-made |
| home town | housekeeping | house-proud |
| homecoming | house-warming | housework |

Learn grammar (page 11)

- A. 1. *Students' individual responses should be accepted.*
2. (b) To turn over a new leaf means to lead a new and better life.
- (c) To let the cat out of the bag means to disclose a secret.
- (d) To show the white flag means to accept defeat.
- (e) To smell a rat means to become suspicious.
- (f) To hit the nail on the head means to be exactly right.
- (g) To be behind the times means to be old-fashioned.
- B. 1. The flight was able to take off only after getting clearance from the control room.
2. One day people will be able to travel to the moon in a spaceship.
3. Meethu was able to talk when she was only sixteen months old.
4. Nasreen has a high fever. She will not be able to attend the party.
5. I can't see you on Saturday but I will be able to meet you on Sunday.
6. The fire in the office spread quickly but we were able to get everyone to safety.
7. My parents left me alone at home so I was able to watch all my favourite TV programmes.
8. When you have completed the course, you will be able to get a good job.

Learn to write (page 13)

Sample Poster

**A GOLDEN OPPORTUNITY FOR A TREK
ALL YOU REQUIRE AFTER A LIFE FULL OF STRESS!!!**

THE SCHOOL ADVENTURE CLUB
invites you to
a trek in the hills of Murree
From: 10th–20th May, 2011
Cost: Rs 200 per person

Last day for Registration: 12th April, 2011

**For further information contact:
Mr Baig
{Incharge, School Adventure Club}**

2. The Fruit of Paradise

Learn to read (page 16)

1. True
2. Answers include: humble, popular, useful
3. China, India, Africa, Caribbean, Central America
4. It is believed to have taken its name from 'banan', the Arabic word for finger, which fits its description.
5. (a) cooked as a vegetable
(b) eaten
(c) cooked
6. (a) It is hygienic.
(b) It is biodegradable and environment-friendly.
(c) Since the plant is rich in minerals, it is believed to be healthy to eat off the leaves.
7. It means that every part of the plant is useful in some way or the other.

Learn words (page 17)

1. (a) (i) (b) (ii) (c) (i) (d) (ii) (e) (i) (f) (i)
2. (a) difference (b) pollution (c) latter (d) possession
(e) suffer/summer (f) letters (g) message (h) puzzle/puddle
3. (a) catastrophe (b) endangered (c) vanish (d) resources
(e) degradation (f) pollution (g) earth (h) conservation
(i) energy (j) deforestation

Learn grammar (page 19)

1. New students are expected to take an entrance test when they join our school so that they can be placed in the right class. When they reach

class 10, they are entered for the Secondary School examination. While they are with us, they are encouraged to develop their talents. They are offered a wide range of extra-curricular activities. All in all, they are given a fully-rounded education. Thank you for being with us today.

2. (b) Farhat was bowled by Lee.
- (c) Hameed was caught by Hayden off the bowling of Harvey.
- (d) Yousuf was bowled by Williams.
- (e) Akmal was stumped by Gilchrist off the bowling of Clark.
- (f) Amir was bowled by Williams.
- (g) Ajmal was bowled by Bichel.
- (h) Gul was caught by Ponting off the bowling of Gillespie.
- (i) Asif was stumped by Gilchrist off the bowling of Harvey.
- (j) Riaz was run out.

Learn to write (page 21)

The coconut palm grows in most tropical climates. It is a tall tree with a straight, thick, circular trunk. At the crown it has large, feather-like fronds. These are leaves that are long and divided into many sword-shaped leaflets that are fixed to the stout stem. The tree has yellowish-orange flowers inside which the large, three-sided coconut fruit is borne. When the fruit ripens the hard, green coat turns to brown. The fruit is made up of a thick layer of fibre which surrounds a hard shell. The shell contains a thick coating of soft milky white flesh and sweet water.

Every part of the tree is put to use. The leaves are used to thatch the roofs of houses, while the trunk is used to make small boats. The sap of the tree yields a juice called toddy, which is also made into sugar. The fibre from the husk, which is called coir, is used for making ropes, carpets, and stuffing. The shell is used either as fuel or as a scoop. The burnt shell is made into black paint, while the heart of the flower is cooked as a vegetable. Coconut water makes an excellent health drink whereas the kernel, or copra, is eaten fresh or used for making curries. It is also made into oil, soap, and margarine.

3. A Home for the Homeless

Learn to read (Page 24)

1. False
2. When Sister Gertrude saw the state of the mentally and physically handicapped people, she decided to stay in Karachi and help them.
3. Sister Gertrude opened a home called Dar-ul-Sukun, for the special children.
4. Dar-ul-Sukun aims to provide care and shelter for special children.
5. Sister Gertrude and her staff provided the homeless children with a home. They worked with love and devotion and looked after these children as their own.

6. Dar-ul-Sukun is responsible for the care, education, training, and treatment of the children.
7. The staff, nuns, and volunteers work at Dar-ul-Sukun.
8. The love and care given to the special children at Darul-Sukun ensures their emotional, social, physical, mental, and spiritual growth.

Learn words (page 25)

1. (a) A: It's good to be quiet in the library. B: Quite right!
 (b) My little brother's tooth is so loose that he'll soon lose it.
 (c) The tragedy has had a strong effect on everybody. It will surely affect her too.
 (d) Nobody knows whether the weather will be good today.
 (e) The family's principal concern was over a matter of principle.
2. (a) The increased occurrence of theft in the classrooms has been referred to the Principal.
 (b) It is believed that the couple received several gifts.
 (c) Foreign goods were easily available during his reign.
 (d) We are hoping for an exciting finish tomorrow.
 (e) The sudden appearance of the film star caused a disturbance.
3. paranormal; parapsychology; paramedic; paramilitary; paralegal

Learn grammar (page 27)

- A. 1. (b) The singer who lives in Flat 2 hasn't got much money.
 (c) The two women who live in Flat 3 work as computer programmers.
 (d) The man who lives in Flat 4 spends most of his time at home.
 (e) The doctor who lives in Flat 5 has his own clinic in the next block.
 (f) The three students who live in Flat 6 play loud music all night.
2. (b) Nepal is the country whose capital is Kathmandu.
 (c) A thesaurus is a book which contains words with similar meanings.
 (d) Alexander Fleming is the scientist who discovered penicillin.
 (e) Saudi Arabia is a country which produces a lot of oil.
 (f) A prosthesis is something which/that serves as an artificial substitute for a missing part of the body.
 (g) George Eastman is the person who made the first Kodak camera.
 (h) Imran Khan is the cricketer whose captaincy won Pakistan the cricket World Cup in 1992.
- B. (b) The rooms in the hotel were so small that we were stepping on each other all the time.
 (c) Everything was so expensive that we did not buy anything at all.
 (d) The Kashmiri rice dish was so tasty that we had only that for dinner.
 (e) The lake was so still that we could see our reflections in the water.
 (f) The day we spent in the Neelum Valley was so enjoyable that we wanted to stay on indefinitely.
 (g) Our stay was so memorable that we want to go back there next year.

Learn to write (page 29)

Ms Lubna Ahsan
Editor
Junior Post
Lahore 600020

24 March, 2011

Sub: Nominating Naima Ali for the Award of 'Unsung Heroes'.

Dear Madam,

I would like to commend your paper for giving recognition to the unsung heroes who have achieved success and often made life better for others in spite of their disabilities. I would like to nominate my friend Naima Ali for this award as I feel she deserves this recognition.

Though blind, fourteen-year-old Naima is a district-level swimmer. She gets up at 5 a.m. every day for training, and also finds the time to help the local disabled swimmers. Thus, not only has she made the best of her situation but she also helps others to develop their skills as well.

She is a very brave and courageous girl. Just last week, when a thief snatched a lady's purse in the local market, Naima tackled him and held him tight till the police arrived.

Such people definitely need to be encouraged and their achievements recognized.

I do hope you will consider Naima for this award.

Yours sincerely,

xyz

Test—1

Unseen comprehension (page 31)

1. (b) 2. True 3. (a) 4. (a) 5. (b)

Coursebook comprehension (page 34)

1. Laurie realized that the girls were totally engrossed in their activities and his going there may have been a disturbance for them.

OR

He wants to be treated as normally as possible without getting any special privileges. He is independent and proud.

2. She says this as it would make them appreciate what they otherwise take for granted.

OR

Hamid buys a pair of tongs for his grandmother because she often burns her fingers when making rotis.

3. (a) So that he can then play in the mud and soil his clothes.
(b) His mother or other adults in the family would stop him.

OR

- (a) 'They' refers to people with physical disabilities.
(b) No, she has realized that she does not need a wheelchair with wings. She can help others in her own way.
4. (a) In July 2009, Pakistan set a new world record of planting the highest number of trees in a single day.
(b) Nearly 400 trained workers planted 541,176 mangrove plants in Keti Bander.

OR

- (a) '...trace me my roots...'
(b) The forest takes care of us, by feeding and sheltering us, just as our parents do.
5. Johnny Appleseed travelled a lot and he was so simple that he never carried any luggage. All that he carried with him was a bag of seeds and a pan on his head. He never carried any weapons, such as a gun or a knife, because he feared none.

OR

Ashall has learnt to be independent and to take care of his own needs.

Vocabulary (page 34)

1. (a) hire (b) knead (c) aisle
2. well known; father-in-law; twenty-five; non-swimmer

Grammar (page 34)

1. The man who lives next door bought a new car yesterday. He bought it from the showroom whose fame rests on its excellent after-sales service, and whose prices are most attractive. His older brother, John, is a person who I admire a lot. John is a pilot in the Pakistan Air Force. Strangely, he does not like the car that his brother has bought. He also does not like the showroom that his brother has bought it from.
2. (a) The train was so slow that I reached home two hours late.
(b) The kidnapping took place so swiftly that I could not see the face of the kidnapper.
(c) The audience was so large that they could not all be accommodated in the auditorium.
3. (b) Rita loves to read J.K. Rowling's novels.
(c) Azmat wants to learn classical dance.

4. (b) The room was cleaned by my brother.
- (c) The music was composed by Nusrat Fateh Ali Khan.

Writing (page 36)

Individual responses of the students should be accepted.

Sample answer:

Sidra is a new student who has joined our school recently. It took us a few days to get used to her because she walks with the help of crutches. Her legs were afflicted by polio when she was very young. What makes her really special is the fact that she has a beautiful smile on her face all the time.

Watching her struggle to walk makes me realize how lucky I am to be able to run and play. Though Sidra cannot join us in playing games, she sits and watches us without any trace of regret or self-pity.

Talking to her is very inspiring because she always looks at the brighter side of things. She always expresses her gratitude to God for giving her caring parents and friends. No one has ever heard her complaining about or discussing her disabilities. On the other hand, she participates enthusiastically in all class activities, and goes out of her way to help others in whichever way she can. No wonder she has become popular with both the staff and the students.

Literature Reader comprehension (page 37)

1. Granny wanted him to remove a patch of nettles while clearing the wasteland.
2. They stand in the rain and yet never complain. They accept their fate.
3. At first, the villagers shut themselves up in their little huts. But soon they decided to cut down the tree.
4. The tiger is in a cage in the zoo. The poet says that he stalks the few steps of his cage.
5. It was decided that Mr Pickwick should make notes about everyone he met, everything he saw, everything that happened, and everything he thought, and that he should post the notes to the members of the club. No, it was not, as the cab driver thought he was a spy.

Oral Test—1 (page 38)

1. 'questioning o'pponent re'freshment engi'neer
'quality de'lighted suc'cessful chimpan'zee
2. *The students will pronounce the words.*
3. *The students will read the poem aloud.*
4. *Transcript of listening text*

Have you ever heard about an animal called the lemming? You'd never see a lemming in Pakistan because they only live in the very cold parts of the world. You would find lemmings in places like northern Europe—for example, in countries like Norway and Denmark.

The lemming is not a very handsome animal to look at. It is small and looks rather like a rat. But the lemming of Norway has one strange habit that makes it very different from a rat, or from any other animal.

Once in every few years, the lemmings of Norway leave their homes in the mountains and start travelling. They cross fields and woods, and they swim across streams and rivers, until they reach the sea after a few months of travelling. The sea doesn't make them stop. They jump in and start swimming, and they keep on and on until, at last, they are so tired that they have to stop swimming. And then, of course, they drown. Hundreds and thousands of lemmings drown in this fashion; some people say they commit suicide. But is that true?

Scientists believe that the lemmings start moving when their population increases so much that there isn't enough food for all of them. They move in search of new places to live in, where they can find food. When they reach the sea, they jump in and start swimming because they think it is just another river to cross! And then, of course, they find that this 'river' is much bigger than any of the others they have crossed before. They get tired and stop swimming and drown.

The poor lemmings!

- (a) (ii) (b) (ii) (c) (ii) (d) (ii) (e) (i)

4. The Detectives

Learn to read (page 42)

1. The first brother said that the camel was large because its foot prints were big.
2. The second brother knew that the camel was one eyed because it had grazed on only one side of the road.
3. The merchant thought the brothers had kidnapped his wife and child because because they said a camel, blind in one eye, carrying a woman and child must have passed by.
4. The king wanted to test if they were really as clever as they claimed to be.
5. (a) he heard something rolling inside the box when the servant brought it.
(b) he saw the servant come from the pomegranate orchard.
(c) it was not the season for pomegranates so it must be an unripe pomegranate.
6. Yes they were good detectives. They were very observant and had sound logic and reasoning skills.
7. (a) logic (b) panting (c) panic (d) orchard (e) convinced

Learn words (page 43)

1. (b) shell (c) vase (d) maternal (e) paste (f) exterior
(g) drought (h) fleet (i) Vice-President (j) feline
2. (b) sink—All others are utensils.

- (c) music—All others are musical instruments.
 - (d) cake—The others are all fluids.
 - (e) potatoes—The others are all fruits.
 - (f) arms—The others are part of the face.
 - (g) bear—The others are part of the cat family.
 - (h) water—The others are all fuels.
 - (i) e-mail—The others are all on paper.
 - (j) student—The others all impart knowledge.
3. (b) atmosphere (c) atom (d) athlete (e) astronomer
 (f) alien (g) accident (h) advice

Learn grammar (page 45)

- A. (b) Mohsin was watching TV when the thief entered his house.
 (c) Anita was studying when Rehana arrived.
 (d) Rukhsana was ready to leave when the telephone rang.
 (e) Rana was watering the plants when a bee stung him.
 (f) Father returned when the boy was playing with his toys. *or* While the boy was playing, his father returned.
 (g) Mr Patel was driving when the accident happened.
 (h) The mike failed while Mrs Anthony was still talking.
- B. (a) ...as it was a holiday
 (b) The man had to wait outside since ...
 (c) As I was tired, ...
 (d) ...since it was Saturday
 (e) ...since it was Christmas Eve
 (f) ...since they did not want to cook

Learn to write (page 47)

1. If a group of tourists decided to visit Pakistan, they would probably choose Lahore as their first stop. They are likely to begin with a city tour. They will start by visiting Minar-e-Pakistan, the city's most famous historical monument. They will then want to visit the Mughal fort, the Shahi Qila. If they are interested in shopping and buying souvenirs, they will go to Anarkali Bazaar. They will stop for lunch at the Food Street and then drive on to another historical site, the Badshahi Mosque. They will also visit the famous Mughal garden, the Shalimar Gardens.
2. *For paragraph on the student's town or city, individual responses of the students will vary.*

5. Understanding Mother

Learn to read (page 52)

1. Firstly, she taught Edison to think rather than simply memorize facts. Secondly, she gave him a love for reading, and thirdly, she neither

punished him nor stopped him from his experiments even though he destroyed things in the house while performing his experiments.

2. (a)
3. (b)
4. True
5. (a)
6. False
7. (a), (b), and (e)
8. patient, encouraging, understanding, wise, loving, and insightful

Learn words (page 53)

1. back and forth odds and ends
 here and there hustle and bustle
 pins and needles kith and kin
 high and low thick and fast
 trial and error skin and bones
 give and take
2. (a) The old man was all skin and bones after his illness.
 (b) Children learn to use computer programs by trial and error.
 (c) The students threw themselves heart and soul into the English project.
 (d) My grandmother hates the hustle and bustle of the city. She loves the peace and quiet of the village.
 (e) I can't find my spectacles. I have looked high and low for them.
 (f) My mother loves collecting odds and ends.
3. *Various answers. Some of the words could be as follows:*
 - (b) literate: illiterate, literacy
 - (c) sense: insensible, insensitive, sensible, sensitive, senseless
 - (d) thought: thoughtful, thoughtless, thoughtlessness
 - (e) understand: misunderstand, understandable, understanding, misunderstanding
 - (f) use: misuse, unusable, usable, useful, useless, uselessness, usefulness, disuse
 - (g) polite: impolite; politeness; impoliteness
 - (h) popular: popularity; unpopular; unpopularity
 - (i) kind: unkind; kindness; unkindness
 - (j) help: unhelpful; helpful; helpless; helplessness
4. *Some of the possible words could be:*
 cashier; cash; hag; ranch; crash; geisha; scare; share; shag; hair; raise;
 gash; shearing; searching, etc.

Learn grammar (page 55)

- A. 1. (a) The teacher had entered the lab before the students completed the experiments.
 (b) Saad had reached the bookstore before his friend left.

- (c) The chef had started cooking when the lights went out.
 - (d) The march past had begun when Raja arrived.
 - (e) Ayesha had taken the photos before she developed the film.
 - (f) Saif had washed his hands before he sat down to eat.
 - (g) The ball had hit the back of the net before the goalkeeper moved.
 - (h) Mrs Ali had reached the market before she looked for her purse.
2. (b) He joined a film unit after he had worked at a coffee shop.
 - (c) He acted in his first film after he had joined a film unit.
 - (d) He became popular after he had played the hero in his second film.
 - (e) He brought his parents to Lahore after he had bought a bungalow and a Rolls Royce.
3. (a) Grandma could not read the letter because she had forgotten her glasses.
 - (b) Jane fell ill because she had eaten at an unhygienic restaurant.
 - (c) We did not have to walk to the cinema because we had hired a taxi.
 - (d) Raza was able to produce a good essay because he had done a lot of research.
 - (e) Rabia baked a cake because she had invited her friends.

Learn to write (page 58)

Individual responses of the students should be accepted.

Sample answer

I am called... I live in a huge bungalow with a host of uncles, aunts, and cousins. I study in class seven at St Paul's Senior Secondary School, Peshawar. I love my school and teachers. My favourite period is, of course, the PT period when my friends and I have a great time playing a basketball match or *kho-kho*. I love my school so much that the thought of leaving it someday depresses me no end. However, I still have a lot of years to reach that stage and, till then, I am determined to make the most of the time I have at school.

I am friendly with all my classmates, but my special friends are... and ... We spend a lot of time hanging out together in the playground or in the school library. We share our snack and the latest gossip during the free periods and lunch break. A day spent without meeting them is always dull and depressing. That is why I detest holidays.

I am quite an animal lover and have befriended a number of dogs on my way to school. They greet me everyday and I carry some bread and biscuits from home for them.

At home, I am kept busy completing homework or painting. I am really passionate about painting and would like to make a career out of it. I cherish my memories of the day when I was able to spend some time with the famous artist, Jimmy Engineer.

I am a die-hard optimist and hate being unhappy.

6. The Khattak Dance

Learn to read (page 61)

1. (a) ...fourteenth century in the Khattak tribe of Pakhtoons in Pakistan.
(b) ...a group of men of all ages, traditionally as a warm-up exercise before battle.
(c) ...shalwar and frock-like kameez, and red embroidered waistcoats with large decorative scarves around the waist or neck.
(d) ...a display of swordsmanship and precision.
(e) ...thunderous drumbeats and sweet tunes of *surnai*.
2. 1. First step: Bhangrah
2. Second step: Derabi
3. Third step: Laila
4. Braghoni
5. Last step: Bulbullah
6. Performed individually and in groups
3. (a) False (b) True (c) False (d) True
(e) True (f) False (g) False

Learn words (page 62)

1. (a) combine (b) compass (c) combustible
(d) commentary (e) Commonwealth
2. Across:Down:
- 3 RYE 1 BREAK
- 5 READ 2 SOME
- 8 THYME 3 RODE
- 10 SEE 4 MEAN
- 15 LOOSE 6 ALTOGETHER
- 16 HIGHER 9 YOU'LL
- 17 ACCEPT 11 EIGHT
- 19 SLOE 13 HIGH
- 20 WOULD 14 COARSE
- 21 ROLE 18 COUNCIL
- 22 SIGHT 20 WET

Learn grammar (page 63)

- A. 1. (b) she had obviously been ill for several days.
(c) that she had not looked after herself properly.
(d) go to work for at least five days.
(e) He told her to stay in bed for three days.
(f) He said that she needed to be on a special diet for a few days.
(g) He told her that she'd feel better in a few days.
(h) He told her that she could phone him if she felt worse.
2. (b) could stay at his house when I visited Islamabad.
(c) his father wasn't very well.

- (d) He told me that he was seeing a doctor at PIMS.
 - (e) He said that his sister Sara had joined a new school.
 - (f) He said that she had made many new friends.
 - (g) He told me that he had bought a new cycle.
 - (h) He said that he would tell Taha that he met me.
 - (i) He promised that he would call me when he returned.
 - (j) He asked me to keep in touch.
- B. 1. (a) It must be Karachi.
 (b) It must be a library.
 (c) It must be a fountain pen.
2. (b) must be cooking.
 (c) must be someone at the door.
 (d) must be snowing.
 (e) must have been crying.

Learn to write (page 66)

1. MRS WAQAS That's great! By the way, how old are you?
 MOIN I am fifteen.
 MRS WAQAS When will you complete class 12?
 MOIN I'll complete class 12 in 2011.
 MRS WAQAS Have you decided on a career?
 MOIN No, Ma'am, I haven't decided on that yet.
 MRS WAQAS Well I have something lined up for you! Would you like to work in my call centre?
 MOIN What kind of work will I be required to do at a call centre?
 MRS WAQAS Well, you will start as a trainee and learn the work, and if you stay on and work hard you will be given a more responsible job.
 MOIN Why, Mrs Waqas, that's really nice of you! I would love to work for you. Thank you so much!
 MRS WAQAS That's all right. You are welcome. Keep in touch!
2. *Individual responses of the students should be encouraged, based on the example of the dialogue between the doctor and patient given here.*

7. Aesop the Wonder Robot

Learn to read (page 69)

1. ...helping doctors fix a hole in her heart.
2. False
3. False
4. (a)
5. True
6. (a) precise
 (b) errors due to shaky hands

- (c) infection
 - (d) mutilation of the patient's body
 - (e) reduced
7. (b)
 8. ...it is very expensive.
 9. Aesop has been designed to think intelligently and carry out a complete surgical process.
 10. Earlier milestones include the classic coronary artery bypass graft surgery in 1969–70, and the heart transplant operation.

Learn words (page 71)

- | 1. Verbs | sight | hearing | taste | touch | smell |
|-----------|-------|---------|-------|-------|-------|
| bitter | | | ✓ | | |
| clasped | | | | ✓ | |
| fragrant | | | | | ✓ |
| stroked | | | | ✓ | |
| pressed | | | | ✓ | |
| thundered | | ✓ | | | |
| stared | ✓ | | | | |
| observed | ✓ | | | | |
| spicy | | | ✓ | | |
2. (b) stared (g) bitter
(c) clasped (h) spicy
(d) pressed (i) fragrant
(e) patted (j) thundered
(f) observed
 3. (a) Are you okay?
(b) I ate before you.
(c) You are great.
(d) You are excellent.
(e) Why are you being cagey?
 4. Example CUL8R: See you later.

Learn grammar (page 73)

- A. 1. (b) Shama visited the library to borrow a book.
(c) Mother went out to post a letter.
(d) The doctor gave her an injection to reduce the pain.
(e) Jen went to the hospital to meet her sick friend.
(f) Sheba met her teacher to find out her English grade.
(g) Shamim asked for an eraser to rub out the mistake.
(h) Mohsin hired a taxi to go to the station.
(i) Shirin studied hard to get into medical college.
(j) Saba bought a big car to accommodate her big family.

2. (b) look up a railway timetable to find out when the next train to Multan leaves.
 - (c) look up an atlas to find the location of the Caspian Sea.
 - (d) look up the school register to find out whether Maham was at school yesterday.
 - (e) look up a book on astronomy to get some facts about the Milky Way.
 - (f) look up a calendar to check which day Christmas falls on.
 - (g) look up a thesaurus to find the synonyms of a word.
 - (h) read the newspaper to find out what happened around the world yesterday.
3. (a) To learn how to read in the dark!
 - (b) To save time!
 - (c) To make sure that the sleeping pills didn't wake up!
 - (d) To check her bad pupils!
- B. (a) It is your father who called just now.
- (b) It is so easy for Shahid to open the innings.
- (c) It was snowing heavily last Christmas.
- (d) It is the little boy next door who is making all that noise.
- (e) It is hard to believe it is 2011 already.
- (f) It was late in the night when the phone rang.
- (g) It is History that we have in the first period.
- (h) It is healthy to go for a walk every day.

Learn to write (page 76)

1. A camera is a device used to take photographs. It consists of a closed box with a lens at one end and a shutter to open and close the lens at different speeds. A roll of light-sensitive film is placed at the other end. There is also a device to change the size of the lens opening. This is how it works: When the shutter is opened, the camera is focused on the object to be photographed. At first, the object is placed facing the sun, and the distance is measured by looking through the lens and adjusting the lens. If the photograph is taken in the night or in darkness, the flash is switched on. Now the photograph is clicked by pressing the knob, generally placed on the top right-hand corner of the camera.
2. *Answers will vary.*
3. *Answers will vary.*

Test—2

Unseen comprehension (page 79)

1. (b)
2. True
3. celebratory and commemorative reasons.
4. False
5. (c)

Coursebook comprehension (page 81)

1. He was better known as Encyclopedia Brown because he read a lot of books and never forgot a fact.

OR

- (a) The middle finger of his left hand had a callus.
(b) A stain of yellow custard on his collar made young Sherlock arrive at his conclusion.
2. She was not keen to perform at music halls because of the unruly crowds that would often chase artists from the stage.

OR

- He became invisible when he took a rare drug.
3. Because of the various activities it is able to perform. In the coming years, it is expected to become less expensive and even more essential, which will help people to work, play, and stay in touch with one other.

Or

- Because he was hiding with his granddaughter from the intruder who had entered the house looking for them. He was afraid the man would find his granddaughter and him.
4. The first duty of the government is to protect its citizens by maintaining law and order.

OR

- Her mother had not kept her tea ready, but was playing cards.
5. (a) Only a mother will know the reason for tears in her child's eyes.
(b) 'soothes our disappointments' and 'calm all of our fears.'
(c) tears-fears feel-real way-day love-above

OR

- (a) The tree is compared with justice.
(b) Yes. Because the speaker wants peace and justice to grow and spread far and wide.

Vocabulary (page 82)

1. Resham is an immensely popular young woman. She exerts a powerful influence on the rest of her colleagues because of her sincerity and deep commitment to work. She is especially good at computers and is in the process of developing a new software for her company. She is always very polite and knows how to emphasize a point without raising her voice.
2. (a) The tailor took the measurements for the new curtains and promised to deliver them within a week.
(b) The left indicator of the car was damaged when the motorcycle banged against it.
(c) He was not happy with the materials used in the construction of the house.

- (d) She was fascinated by the book that talked about the existence of life-forms in prehistoric times.
- (e) There is no geyser in her hostel so she uses an immersion rod to heat water for her bath.

Grammar (page 82)

1. As human beings pride of our ability proud
to thought and feel, we should be concerned think
about the impact who our greed and arrogance that
is inflicting on a rest of the world the
by thinking that the planet
has be created to serve only our needs. been
2. (a) I had done the work when he arrived.
(b) When I joined school, she had been there for three years already.
(c) Everyone had finished eating by the time I reached the dining hall.
3. I heard Sam talk to Jack. He wanted to go to the movies the next day.
Jack, however, refused. He said that they had an English test the next day.
They decided to go to the movies some other day.

Writing (page 83)

Individual responses of the students.

Sample answer:

XYZ Street
Karachi

10th March, 2011

Dear Sameer,

Hope this letter of mine finds you well. It has been a long time since we met. How have you been?

You will be glad to know that I am very busy reading books these days. It was you who started me on this wonderful hobby. I have been reading a number of books of short stories and poems. The other day, I read a beautiful poem called 'A Mother's Love'. You must read it too. It is written by Michael O. Adesanya.

The poem really opened my eyes and helped me realize all the wonderful things mothers do for their families. It is not just taking care of our everyday needs, but also giving us the much-needed emotional and psychological support and stability. The poem rightly says that it is only a mother who understands the fears, frustrations, and tears of her offspring. She is there in both our joys and sorrows. She is happy when we are happy and a pillar of strength when we are sad, consoling and comforting us.

How are your studies going on? Why don't you come and spend some time with me? I will show you my latest collection of books and read out the poem to you. Please do come.

Your friend always,

QRS

Literature Reader comprehension (page 85)

1. 'It' refers to the pigtail. The sage is being referred to. He is sad because he is unable to get the pigtail to the front of his face.
2. She called it a real book because it was made of paper and it had words printed on the pages. She used a telebook.
3. They were coming from Station Z, to find out what kind of life existed on earth.
4. No, he did not. First, he made Lila get water and grass for the cow, and then he drank some tea.
5. This refers to the shoes invented by the leatherman's chief. No, he had not thought of this.

Oral Test—2 (page 86)

1. Each student will pronounce the words aloud with the correct stress marks:
'finally 'instrument a'ttending disa'ppoint
'measurement im'portance in'vention disa'ppear
2. Each student will read words aloud in turn.
3. Each student will read out the poem aloud with the proper stress and pauses.



4. Transcript of listening text

Hello, listeners! I'm going to talk to you about a person who has changed our world quite dramatically: Bill Gates. When you think of computers, you think of Bill Gates! Who is Bill Gates?

Bill Gates was born in October 1955, in Washington, to William Henry Jr. and Mary Gates. He was the second child in the family. His father was a very tall man—about 6 feet 6 inches tall—and a very successful lawyer. His mother was a friendly, outgoing person who did a lot of charity work.

Bill, however, was very different from his parents. He was a lonely, shy, and awkward child. But, even as a child, he seemed to have a natural taste for mathematics.

Bill went to Lakeside School, and later joined Harvard University. But he did not stay long enough to complete his studies at the university. He dropped out to start the computer company, Microsoft—and he was still in his junior year! He started Microsoft because he strongly believed that the personal computer would one day be part of every office and home.

Although Bill is the richest and most successful professional in the world today, he continues to be kind, helpful, and generous. In fact, a few years ago he donated six billion dollars to charity—the biggest donation ever made by a single person!

Once at home, he seems to forget the world of computers completely, and relaxes with his wife Melinda, daughter Jennifer, and son Troy. Among the many hobbies that this extraordinary person has, are reading and playing golf.

- (a) F (b) F (c) F (d) T (e) T

Examination

Unseen comprehension (page 87)

1. True
2. We can tell the mother is nervous because she is highly attentive. When the doctor bends, she bends further, and when the doctor reaches for the saw, she reaches it first.
3. Yes, the little girl is scared of the saw in the beginning.
4. *Answers will vary.*
5. *Answers will vary.*

Coursebook comprehension (page 88)

1. (a) She would sing and dance for her boys and look out into the streets and narrate stories about the people she saw walking past.
(b) Yes, because she never asserted herself. She allowed her children to be rude to her and attended to all their demands without a fuss. She allowed them to take her for granted. She was also in awe of her husband and allowed him to treat her as he wished.
(c) He set fire to the house he had rented. He stole clothes and other items from a departmental store.
(d) They found it intimidating because it was quite difficult to set up and maintain, and most of the programs were slow and difficult to use.
(e) The grandfather is saved by their neighbour, Tutu.
(f) To make Pakistan a happy and prosperous country, we should concentrate on the well-being of the people, especially the masses and the poor.
(g) Yes, I agree. Young Sherlock Holmes had a keen sense of observation and good reasoning and logic. Just looking at his room-mate he could deduce where he was from and what he was fond of.
(h) The jewellery was hidden inside a twenty-gallon jug of earth in which the young fir tree in Nolan's nursery grew.
2. (a) (i) 'A Dream'
(ii) To see that peace prevails in the world.
(iii) When people remain united and decide that nothing will disturb their unity. Then only will there be peace.

- (iv) Peace can prevail only when people decide to join together and together work towards peace on earth.
- (b) (i) A chunk of written matter or picture in order to place it somewhere else.
- (ii) A programme that damages the software in a computer.
- (iii) The Internet.

Vocabulary (page 90)

1. (a) excited (b) movie (c) reality (d) school
2. (a) excellent (b) immensely (c) strong
(d) greatly (e) deeply (f) faithful
3. (a) measurement (b) invention (c) appearance
(d) consideration (e) borrower (f) existence
4. (a) toddle (b) trudge (c) totter
5. (a) He constructed a shelter out of fallen branches.
(b) She set a new record in the high jump.
(c) The company developed and marketed a new software.
(d) The architect suggested a few changes to the plan for the house.
(e) The teacher emphasized the need for correct spelling.
(f) My digital diary holds a lot of information.
(g) The main bedroom measures 4 metres by 5 metres.
(h) He failed to catch the train because he reached the station late.

Grammar (page 92)

1. who; which; whose; that; which; whose
2. (b) Between 9.30 and 11 a.m., Mrs Nihal worked on the computer while Mr Nihal attended a meeting.
(c) Between 11.00 and 12.00, Mrs Nihal visited the library while Mr Nihal visited a building site.
(d) Between 12.00 and 1.00, Mrs Nihal gave a lecture while Mr Nihal dictated letters to his secretary.
(e) Between 1.00 and 2.00, Mrs Nihal attended a meeting while Mr Nihal cleared a few files.
(f) Between 2.00 and 3.00, Mrs Nihal had lunch with her children while Mr Nihal had lunch with a client.
3. (a) I bought Mother a present since it was her birthday.
(b) I missed the school bus as I reached the bus stop late.
(c) Maria decided to take tuitions as she got poor marks in Maths.
(d) Waqar did not get a part in the play as his teacher thought his voice was not loud enough
(e) We had to drive very slowly since there was dense fog.
4. had just completed; had always wanted; had wanted; had already seen
5. It was cool, tranquil, and pleasant on the beach. Not many people came there. Perhaps, that was why it was Rehan's favourite spot. He noticed a slight movement near his foot. He saw that the movement was caused

by a snail, crawling laboriously over the sand. It carried its home on its back. 'That's why, perhaps, it moves so slowly,' he thought.

Writing (page 96)

Save the Tree

Where are we heading? What is happening to our Earth? Every day, we hear stories of draught, famine, global warming. What causes these? Think, and you will realize that the cutting down of trees for economic progress is the reason. More and more land is required for construction and so trees are cut down, cleared to make space. A few like-minded people gathered at a friend's place and decided to do something to save the trees. That is how this organization, 'Save the Trees', was born.

To begin with, the organization decided to start an awareness campaign. A group of volunteers went to schools and colleges, talking to the young people about the need to save trees if we want to save the planet. Organized poster competitions, drawing and painting, poetry writing, and other such competitions were taken up.

The organization's other ongoing activities are:

- Saplings are planted along roads and colonies.
- Old and healthy trees are adopted and protected in neighbourhoods.
- Housewives are asked to plant, and tend to, trees.

The organization is gaining ground. More people are coming forward to help with the activities.

The organization is also planning to take up national-level campaigning. It plans to adopt colonies in cities and to ask residents to plant trees in their areas and spread the slogans, 'Each house supports a tree' and 'Save a tree, save the Earth'.

Students should be encouraged to come up with more ideas. Encourage independent work.

Literature Reader comprehension (page 98)

1. No. Grandfather wanted him to dig for treasure and fun. Granny wanted him to dig for work since he was clearing away nettles, etc. She also felt that digging would keep him busy and thus keep him out of mischief.
2. We can learn the virtue of patience, of not complaining, and of accepting life in a positive spirit.
3. The tree would regrow because of the healing licking of the tiger who used to lick the cut branches every night. The villagers left their axes in the branches, causing the tiger to injure his tongue one night. The tiger ran away in pain and never returned, and so the tree could be cut down.
4. No, he cannot, because he is locked in a concrete cage with steel bars.
5. He thought he was a spy because he was asking many questions and writing down the answers in a notebook.

6. The sage is being referred to. The poet uses ‘Alas!’ to show that whatever the sage did, he could not bring the pigtail to hang in front of his face. This is said humorously.
7. Margie’s school was at home. The school in the book was in a building. Margie’s teacher was a mechanical teacher while the other school had a human teacher.
8. Everything was destroyed. It may have been a nuclear explosion, or some war.
9. Small balls of ash, mixed with dried flowers. Swallowing it would cure her from within and drive away the demons that created the fever.
10. He wants to know what kind of girls they are, whether they are kind, loving, understanding, helpful.

16. Key to the Literature Reader

1. Treasure in the Garden

Read for appreciation (page 13)

1. He decided to do some gardening because he liked the idea of digging up the soil and planting something that would grow big.
2. Granny wanted him to clear the patch of wasteland that was full of nettles.
3. True
4. He thought it was a significant find because muskets were used about a hundred years ago, making it a valuable piece of history.
5. Yes, there was a will. The musket-ball was probably a relic from the war for that town, while the silver card case obviously belonged to one of the British soldiers who had participated in the war.
6. *Answers will vary. Encourage individual responses.*
7. No, they did not. Grandfather hoped he’d find more buried treasure while Granny hoped it would keep him out of mischief.
8. (a) Ruskin—adventurous, mischievous, excitable
 (b) Uncle Ken—lazy, greedy
 (c) Grandfather—encouraging, indulgent, enthusiastic
 (d) Dhuki—fussy, dedicated, hard-working
 (e) Grandmother—loving, clever, nature-lover

Activity (page 14)

1. designing buildings—architect
 building walls, etc. with bricks—bricklayer
 making wooden objects and structures—joiner
 fitting glass into the frames of windows—glazier
 fitting and repairing water pipes, toilets, etc.—plumber
 connecting electrical equipment—electrician

2. (a) garden centre: a place that sells plants, seeds, and garden equipments.
- (b) garden egg: a kind of vegetable.
- (c) gardening leave: a period when a person does not work, but remains employed by a company to prevent him from working for another company.
- (d) garden-variety: common
- (e) everything in the garden is rosy: everything is fine

Trees are Great

Read for appreciation (page 16)

1. Yes, it is.
2. 'They don't cry when they are teased' and 'they seldom shout' show that they are tolerant.
'They just stand and wait' shows that they are patient.
3. No. The tree, on the contrary, is very patient and not wilful.
4. In the context of the poem, the words refer to the way the trees grow close to each other, sway in the wind, and make sounds when the wind blows.
5. Trees accept their fate. Also, they don't complain when it is raining though they don't wear macs. The water runs down their backs.
6. Lessons that we can learn from trees are:
We must be patient; we must be warm and friendly; we must not complain; we must be able to deal with the problems that beset us.
7. (a) Children climb on trees.
(b) Lovers carve their names on trees.
(c) Birds nest on trees.
(d) Leaves grow on trees.
8. Yes. He speaks lovingly about trees.

Activity (page 17)

1. pine; gulmohar; teak; neem; banyan; casuarina; mango
2. unimpressive; unimportant; insignificant; worthless; valueless

2. The Tree that Shadowed the World

Read for appreciation (page 23)

1. They were prosperous, lived a happy and healthy life amid Nature which gave them everything they needed; they had simple needs that the land fulfilled.
2. One of the trees grew so tall that its leaves and branches blocked out the sunlight, which led to the death of many trees, birds, and animals.
3. At first, they got scared and hid in their houses. Then, they decided to take action and started chopping down the tree.
4. They suspected the problem was being caused by an evil spirit. They felt helpless because if they cut the tree, the spirit would just make it

grow again. But, if they did not cut it, everything would die out, including the villagers.

5. Because Ka Phreid looked small and insignificant.
6. It refers to the tree regenerating itself every time it was cut down, which they realized was being done by the licking of a tiger. They stopped it regenerating by leaving their axes in the branches of the tree. The tiger wounded its tongue on the axes and never returned.
7. *Answers will vary. Encourage individual responses.*
8. *Answers will vary. Possible answers:* scared, worried, nervous.

Activity (page 24)

1. (a) tiger beetle: a large group of beetles known for their predatory habits.
(b) tiger's eye: a gemstone that is usually a yellow to red-brown, is a metamorphic rock, with a silky luster.
(c) tiger lily: large, fiery orange flowers covered by spots.
(d) tiger moth: a species of moth which has dark wings with red/orange spots and white stripes.
(e) tiger prawn: the largest species of prawn in the world.
(f) tiger shark: the second largest predatory shark, commonly found around the islands in the Central Pacific.
(g) tiger snake: poisonous snake found in southern regions of Australia.
(h) tiger worm: a species of worms that are surface feeders, thriving in organic material such as manure.
2. (a) cut (something) off
(b) cut out for
(c) cut (somebody) down
(d) cut down on (something)
(e) cut (somebody) off

3. Mr Pickwick

Read for appreciation (page 33)

1.

<i>Characters</i>	<i>Qualities</i>
(a) Samuel Pickwick	old, bright-eyed, curious, bespectacled, large-hearted, old-fashioned, rounded figure
(b) Tracy Tupman	middle-aged, rounded figure, romantic
(c) Nathaniel Winkle	young, lover of sports
(d) Augustus Snodgrass	young, lover of poetry, romantic
(e) The cabman	quick-tempered, suspicious, strong, quarrelsome, aggressive
2. *The correct order is:* c, a, g, f, h, b, d, i, j.
3. False
4. It was decided that he would write down notes about everyone he met, everything he saw, everything that happened, and everything he

thought, in the circumstances for the members of the club to read. No, it wasn't a wise thing to do because the coachman mistook him to be a spy and fought with him.

- Mr Pickwick asked him a lot of questions and wrote down his replies.
- (b)
- The young man is the cleverest, because he tricked Mr Pickwick and his friends by getting them to pay for his drink.
- Answers will vary.*

Activity (page 35)

- (b) middle-aged (c) round-faced (d) stocky build
(e) bright-eyed (f) long-haired (g) well-dressed
(h) old-fashioned (i) mixed race (j) tanned complexion
- Students can write on Mr Pickwick using information given about him in the story.*

A Tragic Story

Read for appreciation (page 37)

- (a) the pigtail was hanging down his back.
(b) hanging at his face.
(c) to change the position of the pigtail.
(d) twisted and turned in different directions.
(e) hanging behind him.
- Answers will vary.*
- pigtail stout—the pigtail was determined to hang behind him
efforts never slack—he did not give up
still faithful to his back—it still hangs behind him
in days of yore—many many years ago
mused upon the curious case—he thought about the problem
the mystery I've found—I have found the answer to my problem
- (b) place, face
(c) found
(d) out, stout
(e) slack, back

Activity (page 39)

- Answers will vary.*
- (a) bald head (b) beard (c) crew cut (d) bob (e) permed hair
(f) pigtails (g) plait (h) bun (i) moustache

4. The Fun They had

Read for appreciation (page 46)

- She called it a real book because it was made of paper and had words printed on it. She used telebooks.

2. ...they were old.
3. *Let the students decide and give their reasons.*
4. (c)
5. *Children can largely decide for themselves with a few leads from the teacher.*

Answers will vary.

Advantages

- Lesson done very fast
- Can give plenty of examples and illustrations

Disadvantages

- Cannot make out if children are listening or are distracted
- No interaction with other students

6. *Margie's school*

- At home
- No books
- TV screens, dials, and buttons
- Only one child

School in the book

- In a different building
- Loads of books
- Human teacher
- Lots of children

Margie likes the school in the book because she feels the students had more fun. Lots of children came together and they could have fun, laughing and shouting in the school yard. They could sit together in the schoolroom, go home together at the end of the day, and also help each other with their homework.

7. *Answers will vary.*

8. (b) Tommy is impatient.
- (c) Tommy is irritated.
- (d) Margie wants to know, she is curious.
- (e) Tommy is preoccupied and disinterested.

Activity (page 48)

1. dials, buttons, mechanical teacher, tests, wires, punch code, homework
2. (a) History
- (b) Music
- (c) Mathematics
- (d) Literature
- (e) Art
- (f) Geography
- (g) Biology
- (h) Language
- (i) Chemistry
3. *Encourage learners to use their imagination*

The Choice

Read for appreciation (page 51)

1. Before and after. It mentions the meteorite which broke from Earth in 2048 A.D, and the reaction of the present-day captain to information gathered from it.
2. True
3. Spacecraft
4. They were coming from Station Z. They had examined the great meteorite from Earth and now wanted to examine Earth for themselves.
5. The dials on a blue screen indicated that there was no human life present. The words are 'crumbling' and 'overgrown'.
6. The city had been destroyed. They had chosen evil.
7. Yes. Starglyn and Suncon sound astronomical and extra-terrestrial.
8. Earth had been destroyed.
9. The choice between good and evil.

Activity (page 52)

1. (a) landed (b) crater (c) heaven
2. *The students will write dialogues taking details from the poem.*

5. The Medicine Man Comes

Read for appreciation (page 59)

1. Yes, they were gullible. The medicine man gave them ash made of dried flowers in return for some money, and they unquestioningly did all that he asked.
2. 'This' refers to what he did:
 - (a) sell and administer medicines,
 - (b) treat people for boils, aches, and fevers,
 - (c) perform special prayers for the mad, unhappy, and dying.
3. Pinto was their dog. We know because Bela and Kamala had to hold on to him to stop him getting close to the cow.
4. No, he did not. He said he was tired, wanted fresh well-water and grass for the cow, and tea for himself.
5. The medicine man gave ash, and a powder of burnt, dried flowers. It was supposed to drive away the demon that was causing the fever.
6. His fee was a silver ring. No, he didn't deserve it as it was not a medicine which would help the mother.
7. The girls knew there was no money in the house. All they had to give was the ring their mother wore, which was now blackened and twisted
8. *Students to answer.*
9. Lila—caring, concerned, comforting, intelligent, sensitive, practical
The medicine man—selfish, greedy, harsh, mean, nasty, unsympathetic
10. *Students to decide the answer.*

Activity (page 61)

1. supernatural
2. medical care, medical treatment, medical examination, medical officer, medical examiner, medical student, medical college

The Invention of Shoes

Read for appreciation (page 69)

1. a, c, d, e, i
2. He is angry and upset. He feels that there was a plot to upset him.
3. Effects of the threat on:
Gobu—broke into a cold sweat with fright
courtiers—spent sleepless nights
pandits—grew pale
4. (a) When the wise men told him that if the earth's crust was cleared of the dust, no food grains could be grown. So the King asked the wise men why they could not tackle the lack of food grains.
(b) Instead of clearing the dust, sweeping the earth had resulted in raising even more dust.
(c) The wise men's solution had resulted in turning the whole land into a marshy area.
(d) The wise men's solution was to keep the King's chamber enclosed so that no dust or grime would enter. The King felt it would solve the problem but he would not be able to rule his people.
5. 'This' refers to shoes, the solution to the problem. No I don't think he had really thought of shoes.
6. The sun disappeared in a haze; they drained all the lakes to sew up the earth in a sack.
7. King Hobu—powerful, demanding
Minister Gobu—scared, foolish, shy
the leatherman's chief—clever, practical, wise
8. *Answers will vary. Individual responses should be encouraged.*

Activity (page 70)

1. (a) draw, straw, paw
(b) night, fright, light
(c) tears, fears, peers
(d) first, worst, burst
(e) dearth, worth, mirth
(f) down, town, clown
(g) sore, more, chore
(h) chores, doors, pores
(i) guessed, dressed, blessed
2. (a) weak in health, seven days of the week
(b) serious, place to bury

- (c) colour, to read
- (d) growing, to grow crops
- (e) name of the person, very important

6. Bro Tiger Goes Dead

Read for appreciation (page 76)

1. He's pretending to be dead. He knows that Anancy will want to see him closely, believing him to be dead, at which point Tiger will grab him and kill him.
2. He's angry and looking for revenge.
Answers will vary. Possible answer: Anancy had obviously done something that made Tiger very angry.
3. He wants her to convince everybody that her husband, Tiger, is dead. 'The mournful death howling,' are the four words used to describe the noise.
4. False
5. He uses Tiger's pride against him, and tricks him into revealing the truth. He says the Tiger is foolish for not crying before dying.
6. The Tiger allows Anancy to use his pride against him and is tricked into revealing the truth. He roars loudly, thus revealing that he isn't dead.
7. The villagers are angry and indignant at his treachery.
8. *Answers will vary. Individual responses should be encouraged.*
9. quickly; suddenly

Activity (page 77)

1. (a) one that is no longer spoken
(b) not working because of lack of power
(c) (part of a body) unable to feel because of cold, etc.
(d) died suddenly
(e) in the quietest part of the night.
2. *Answers will vary. Encourage individual responses.*

Tiger

Read for appreciation (page 79)

1. The tiger is in a concrete cage in a zoo or circus. The line which tells us that he is angry is: 'In his quiet rage'.
2. The tiger stalks the few steps of his cage. The poet refers to the tiger's cage as a 'concrete cell'.
3. The poet means that nature had intended that the tiger should be living in the jungle and doing the things suggested in stanzas 1, 2, and 3.
4. The tiger would hide near a waterhole because that is the place where animals come to drink water, and he would be able to catch one for his meal.

- (d) Shehzada: dignified, genuine, respectful, handsome
- (e) Chaambali: lovable, simple, honest, hard-working
- (f) Pari: caring, considerate, kind, helpful

Activity (page 98)

1.
 - (a) look after
 - (b) look in on
 - (c) looked straight through
 - (d) looking forward to
 - (e) look out for
 - (f) looking to
2.
 - (a) likeable
 - (b) good
 - (c) passes very quickly
 - (d) am acquainted with
 - (e) household and related chores

