

# **Broadway**

**A Multi-Skill Course in English**

## **Teaching Guide 8**

**OXFORD**  
UNIVERSITY PRESS

**OXFORD**  
UNIVERSITY PRESS

Great Clarendon Street, Oxford OX2 6DQ

Oxford University Press is a department of the University of Oxford.  
It furthers the University's objectives of excellence in research, scholarship,  
and education by publishing worldwide in

Oxford, New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi Kuala Lumpur  
Madrid Melbourne Mexico City Nairobi New Delhi Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece  
Guatemala Hungary Italy Japan Poland Portugal Singapore  
South Korea Switzerland Turkey Ukraine Vietnam

Oxford is a registered trademark of Oxford University Press  
in the UK and in certain other countries.

© Oxford University Press 2011

The moral rights of the author have been asserted.

Database right Oxford University Press (maker)

First published in India 2003

Second edition 2008

This adapted edition first published in Pakistan 2011

All rights reserved. No part of this publication may be reproduced, translated,  
stored in a retrieval system, or transmitted, in any form or by any means,  
without the prior permission in writing of Oxford University Press.  
Enquiries concerning reproduction should be sent to  
Oxford University Press at the address below.

This book is sold subject to the condition that it shall not, by way  
of trade or otherwise, be lent, hired, sold or otherwise circulated  
without the publisher's prior consent in any form of binding or cover  
other than that in which it is published and without a similar condition  
including this condition being imposed on the subsequent purchaser.

ISBN: 978-0-19-903203-4

Adapted by arrangement with Oxford University Press, India  
for sale in Pakistan and not for export therefrom.

Series Editor: Paul Omashanu

Authors: Goutam Kumar, Manoj Krishna, Ashima Datta, and Shafiq Kay

Printed in Pakistan at

....., Karachi.

Published by

Ansari Dalrymple, Oxford University Press  
No. 36, Sector 15, Karongi Industrial Area,  
PO Box 6214, Karachi-74900, Pakistan.

## Contents

1. Introduction	2
2. Communicative Language Teaching	6
3. Teaching Reading	7
4. Teaching Words	11
5. Teaching Grammar	13
6. Teaching Dictionary and Study Skills	16
7. Teaching Writing	18
8. Teaching Speaking	20
9. Teaching Listening	22
10. Teaching Poetry	24
11. Multiple Intelligences and Higher-order Thinking Skills	25
12. Lesson Plan for Teaching a Poem	28
13. Lesson Plan for Teaching a Prose Unit	29
14. Key to the Coursebook	33
15. Key to the Workbook	67
16. Key to the Literature Reader	87

# 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 8, Learn to read–1 question 1(a), (b) Unit 1, page 15.*
  - *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 8, Learn to read–1, question 1(c) 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 in light of the learners' own experiences. *See CB 8, Learn to read–2, question 2 in Unit 2, page 49.*
  - *Extrapolative questions:* These involve using the information in a reading text to go beyond the text to express original and creative ideas. *See CB 8, Learn to read–1 question 8 in Unit 4 page 80.*
2. *By using comprehension questions that demand two opposing levels of comprehension*
    - *Global* questions that necessitate an overall understanding of the text. *See CB 8, Learn to read–1 question 1(a) in Unit 1, page 15.*
    - *Local* questions that necessitate an understanding of some specific details of the text. *See CB 8, Learn to read–2 question 1(a-k) in Unit 1, page 24.*
  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.).
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 8, Unit 3, pages 62-63.*
5. *Synonyms and antonyms*: One of the most useful ways of understanding words is by comparing them with others with a similar meaning—synonyms. 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. *See CB 8, Unit 4, page 74.* A word can sometimes also be understood by contrasting it with a word with the opposite meaning—antonyms. For example, *light* is easily understood when contrasted with *heavy*.
6. *Prefixes, suffixes, and compound words*: The ability to increase your word-store is multiplied several times once you learn how to recognize and use prefixes and suffixes. Knowledge of the most common prefixes and suffixes enables learners to develop their vocabulary

without always depending on the teacher. This is also true of compound words. *See CB 8, Unit 1, pages 16-17.*

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 8, page 17.*
8. *Connotations*: In the early stages, learners are likely to come across words used in their main or actual meaning—denotational meaning. However, as learners progress to higher levels, knowledge of the connotations of words helps them understand that words can be used to convey attitudes and feelings in addition to the actual meaning. For example, ‘white’ represents a ‘colour’ but it can also stand for ‘peace’, ‘purity’, ‘goodness’ or even ‘surrender’ (‘a white flag’).
9. *Idiomatic use—phrasal verbs, similes*: The ability to use words correctly is an important aspect of learning a language. However, effective and ‘natural’ communication is dependent in large measure on the ability to use language idiomatically. Idioms, like collocations, are ‘fixed’ and cannot always be explained by the strict rules of grammar. One of the most common is the class of phrasal verbs (or multi-word verbs). These usually have one-word equivalents but the phrasal verb often gives a more idiomatic and ‘natural’ flavour to speech whereas its one-word equivalent would be more formal and therefore more suited to writing. *See CB 8, page 81.*
10. *Word families*: The **Learn words** sections also carry a variety of exercises that show learners how words are classified. This is particularly useful at the earlier levels because it helps learners to increase their vocabulary by relating words to those they already know. For example: heels. *See CB 8, page 153.*

## 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 8, Learn grammar in Unit 2, page 43.*
- *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 8, Learn grammar, Unit 2, page 43.*
- *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 8, Learn grammar in Unit 3, page 65.*
- *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 8, Learn grammar, Unit 1, pages 16–17, Unit 2, pages 29–31 and Unit 4 pages 53–55.*
- *Activities should provide variety.*  
Children at the primary level have short attention spans and therefore the teacher needs to use a spread of activities to keep them attentive. For example, a variety of activities can be used in the teaching of the imperative.  
Game: Simon says (Shake your head, touch your nose, etc.)

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

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

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

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

- *Activities should encourage active participation.*

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

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

### **What are the stages in the teaching of grammar?**

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

#### **Presentation**

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

#### **Practice**

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

correction if required. The **Broadway** Coursebooks and Workbooks help with this stage by including a variety of practice activities.

### **Production**

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

### **What are the qualities of good grammar tasks and activities?**

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 8, Learn grammar, Unit 4, pages 53–54.*
- teach grammar through a combination of sentence-based work and discourse (or sentences in combination). *See CB 8, Learn grammar in Unit 3, pages 40–41, Unit 5, pages 63–65 and Unit 8 pages 99–100.*
- present grammar in contexts that the learners can relate to.

### **What are the main principles of teaching grammar?**

The teacher should bear in mind that

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

## **6. Teaching Dictionary and Study Skills**

*'A teacher is indeed wise who does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind,'* said Khalil Gibran (1926). It is now universally accepted that the primary aim

of education is to enable learners *to learn how to learn*. In an era of information explosion and narrow specializations, teachers cannot any longer aspire to be omniscient gurus. Their primary role is to help learners locate suitable sources of information, access relevant information from the identified sources, and record the gathered information in an easily retrievable format. In the context of language teaching, the teacher of English is required to help learners develop a crucial set of study skills that will eventually enable them to become autonomous and self-dependent: reading and making notes, listening and taking notes, summarizing useful information, transferring information from a verbal mode to a non-verbal mode and vice-versa, and accessing different sources of reference (e.g. a dictionary).

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

1. Locating words in alphabetical order
2. Using guidewords to locate headwords
3. Finding the pronunciation of words using the system of phonetic symbols employed in a dictionary
4. Dividing words into syllables
5. Interpreting word stress
6. Finding the spelling of a word, and variations in spelling if any. *See CB 8, page 101.*
7. Finding the meanings of words
8. Interpreting typical dictionary definitions
9. Selecting the one meaning appropriate to the context from the different meanings provided
10. Understanding the collocation of words. *See CB 8, page 125.*
11. Recognizing word families and derivatives
12. Finding synonyms and antonyms
13. Distinguishing between homonyms, homophones, and homographs
14. Understanding the usage of a word and its grammatical context. *See CB 8, pages 52–53.*
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
9. Showing some awareness of style vis-à-vis the purpose of writing and the intended audience
10. Supplying personal information on simple forms, and writing short messages, narratives, and descriptions
11. Revising their written work and correcting the more obvious errors of spelling and punctuation

## 8. Teaching Speaking

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

### What is the main objective of teaching speaking?

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

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

### Why do learners need oral fluency in English?

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

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

### What are the principles of teaching speaking?

1. *Take account of the student as a person*
  - be sensitive, sympathetic, and encouraging
  - select material that is motivating and within their ability
2. *Reduce anxiety by moving from easy to less easy*
  - help students take short turns
  - provide a familiar, private environment
  - use information-gap activities
  - try the activity yourself first!
3. *Maintain a careful balance between accuracy and fluency*
  - provide practice in pronunciation, 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 8, *Learn pronunciation in Unit 2.*

- Articulating basic stress patterns within common words fairly accurately. *See CB 8, Learn pronunciation in Unit 2.*
- 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. *See CB 8, Learn grammar in Unit 6.*
- Using basic courtesy formulas, conventional greetings, and formulaic expressions
- Conveying a simple message in person or by telephone
- Framing simple questions to elicit the desired response, and providing appropriate responses to simple questions. *See CB 8, Learn to speak in Unit 6.*
- Presenting information in sequence in simple narratives and descriptions, using a few discourse markers and cohesive devices. *See CB 8, Learn to speak in Unit 7.*
- Participating in simple discussions on familiar topics. *See CB 8, Learn to speak in Units 3 and 5.*
- Expressing ideas, opinions, and feelings in simple English. *See CB 8, Learn to speak in Units 2, 4, 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 8, Learn to listen in Unit 8.*

## 9. Teaching Listening

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

The **Broadway** series is one of the rare school courses 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. *See CB 8, Learn pronunciation in Units 2 and 4.*
- Discriminating between the basic patterns of word stress, sentence stress, and intonation
- Recognizing basic discourse features in short spoken texts
- Responding to simple oral instructions, requests, and directions, conveyed in person or by telephone
- Understanding and responding appropriately to simple questions, statements, and courtesy formulas. *See CB 8, Learn to Listen in Units 1 and 4.*
- Understanding the main ideas, and some significant details, of simple spoken narratives and descriptive texts. *See CB 8, Learn to listen in Units 3, 5, and 6.*
- Listening for a specific purpose, e.g. news broadcasts and telecasts, commentaries, and railway station announcements. *See CB 8, Learn to listen in Units 2 and 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 8, Learn to listen in Unit 7.*

## 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 8

Unit	Section	Page	Skill
1. <i>Travel</i>	Starter	9	Categorization
	Learn to read—1 (qn. 2a, b)	15	Extrapolation
		16	Comparison
	Learn to read—2 (qn. 2)	25	Inference
	Learn to write	26	Extrapolation
	Poem (qn. 1, 5)	33	Deconstruction
34		Reflection	
2. <i>Acts of Courage</i>	Starter	36	Inference
	Learn to read—1 (qn. 1, 2)	39	Inference
		40	Problem–solution
	Learn to read—2 (qn. 2a, b)	49	Evaluation
			Analysis
	Learn to speak (qn. 2)	50	Justification
Poem (qn. 7, 8)	56	Reflection	
3. <i>Scientific Temper</i>	Starter	58	Deduction
	Learn to read—1 (qn. 8)	62	Evaluation
		72	Reflection
	Learn to write	73	Interpretation
			Expression of opinion
	Learn to speak	74	Expression of opinion
			Extrapolation
Poem (qn. 3, 4)	76	Analysis	
4. <i>Students</i>	Starter	77	Expression of opinion
	Learn to read—1 (qn. 8)	80	Inference/ Deduction
		99–100	Evaluation
	Learn to read—2 (qn. 1a, 2d, e)		Reflection
			Extrapolation
	Learn to write	100	Reflection
Learn to speak	100	Reflection	
Activity	105	Categorization	

5. <i>Freedom</i>	Starter	106	Deduction
	Learn to read—1 (qn. 1b, 2, 3)	111	Inference Analysis Extrapolation
	Learn to read—2 (qn. 2a, c)	122	Interpretation
	Learn to write	123	Reflection
	Learn to speak Poem (qn. 3, 4)	123 124 128	Expression of opinion Evaluation Expression of opinion Argument/ Debate
6. <i>Women's Empowerment</i>	Starter	129	Deduction
	Learn to read—1 (qn. 1)	132	Justification
	Learn to read—2 (qn. 8)	140	Interpretation Reference/ Extrapolation
	Learn to write	140	Analysis
	Learn to speak Poem (qn. 4, 5)	142 146	Inference Reflection
7. <i>Peace and Harmony</i>	Starter	148	Analysis
	Learn to read—1 (qn. 3, 4a, b)	152	Inference Evaluation Analysis
	Learn to read—2 (qn. 2a, b)	161	Interpretation Analysis
	Learn to write	162	Expression of opinion
	Poem (qn. 3, 4)	169	Reflection Deconstruction

## 12. Lesson Plan for Teaching a Poem

### Arithmetic (CB 8, pages 103–105)

#### Warm-up

1. Start by asking students whether they enjoy arithmetic. Let students discuss this for a few minutes in pairs or groups. Encourage them to share and compare their views with the rest of the class.

#### Listening and active recall

2. Ask students to keep their books closed. Then, read the poem aloud while students listen. Ask: *Do you think the poet was good at arithmetic? What makes you think so?*  
Get as many responses as possible.
3. Read the poem aloud once more while the students listen with their books closed. 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 for unfamiliar words. Add additional explanations to these, if necessary. If you decide that there are a few more words that might create problems for the students, provide meanings of these too.
6. After the students have read the poem:
  - Encourage a discussion of the poem using the questions in **Learn to enjoy the poem**. Add questions of your own to ensure fuller coverage of the poem and to make sure that the students understand it. This will help prevent your falling into the trap of turning the discussion into a ‘question and answer’ session. It will also help in turning the session into a natural discussion. Keep the questions short and simple. Do not demand complete sentences as answers.
  - Draw attention to the fact that this poem is unconventional. Use Q. 4 (a), (b) and (c) to discuss this.
  - Draw attention to the structure of the poem. Every stanza begins with ‘*Arithmetic ...*’ or ‘*If you ...*’

#### Recreating the experience

- Encourage the students to read the poem aloud. [Initially when teaching poetry, this reading can be done by the class (with the teacher leading), or by small groups taking turns with a stanza each if the poem is a long one. At a later stage, individual students can take turns to read the poem aloud.]

- (Optional) Encourage students to create a stanza on a similar subject— e.g. ‘Geography’.
- If you can find a poem with a similar theme, read it aloud to the class.

## 13. Lesson Plan for Teaching a Prose Unit

### Mohammad Ali Jinnah (CB 8 pages 78–80)

#### PREPARING TO READ

##### Starter

1. Ask the students to study the picture.
2. Ask them to jot down a few experiences under each heading and then discuss them with their partner or partners. Allow them five minutes.
3. Ask the students (pairs or groups) to report their answers to the class. Allow them to disagree on what constitutes a joyful or fearful experience for them.

#### READING

##### Learn to read—1

Ask the students to read the passage silently. Remind them not to pass their fingers or pencils along the lines while they read. Also, ask them not to move their lips while reading.

Ask a few global comprehension questions to check overall comprehension.

The teacher should then ask a few questions to check that the students have comprehended the different parts of the text.

To ensure that students have used the glossary where necessary, it is desirable to ask questions that will test this.

After the teacher is satisfied that the students have comprehended the text, she/he may ask them to find the answers to the questions given in **Learn to read—1** (Q. 1–8). Students should be made to find the answers individually, and not as a whole class exercise, since the quicker and more alert ones reveal the answers before the others get a chance to find them. While the students are finding the answers, she/he may move around and provide help regarding the paragraphs in which the answers can be found. It is better to discuss the answers with the class only after all of them have attempted to find answers independently.

Q. 8 should be dealt with separately, after the above exercise is completed, because it is an extrapolatory question and does not have a fixed response. If the students are not very confident, you may ask them to jot down some ideas before they read them out. Get at least six to seven

students to provide their responses. This could also be used as a task for practising their writing skills.

There is always scope to ask questions other than the ones listed in the textbook.

## VOCABULARY

### Learn words

This is a simple exercise that students should be able to do with very little guidance or assistance from the teacher. This list of idioms has been chosen because each of these idioms refers to some part of the body. After the students have done exercises 1 and 2, they could be made to use these idioms in situations created by them. It is to be noted that it is important to tell students to use them in situations and not in sentences. The latter often yields sentences like: 'It was a loss of face for me', which does not help the teacher ascertain whether the student really knows the meaning of the idiom. On the other hand, a situation will yield outputs like:

*I had announced to the class that tomorrow had been declared a holiday. It was a real loss of face for me when the Principal later announced, at assembly, that it was going to be a working day.*

### Learn pronunciation

It is necessary that when the teacher introduces this teaching point, she pronounces the words in the list with a certain degree of exaggerated stress on the necessary syllable so that the students grasp the difference.

In the exercise, it may be advisable to allow the students by turn to speak the sentences, and for the others to listen carefully and evaluate whether the word has been articulated correctly. This will serve the dual purpose of making students attentive to the differences in pronunciation and helping them pronounce the words correctly when it is their turn.

## GRAMMAR

### Learn grammar

#### A. Conditional clauses without *if*

1. Tell students that they are going to learn to express conditions without using *if*.
2. Write the two example sentences at A on the blackboard. Point out how the condition has been expressed by using clauses beginning 'Had I ...', 'Provided that ...' and 'unless ...'.
3. Follow this with some oral activity. Ask the students to describe conditions for a situation that they can relate to. For example, conditions in which Pakistan will win the series against the Aussies, etc. Direct them to use any of the structures that they have been exposed to.

4. Now make the students do Exercise 1 individually, and then have a whole class discussion on it.
5. Once you are satisfied that the students can handle the next exercise, make them do it individually, and then exchange books and compare and correct each other's answers. They could consult the teacher when they are in doubt. Peer correction can be used effectively in grammar exercises.

**B. *Get/Have something done***

1. Tell the students that they will learn how to use the structure—*get/have something done*.
2. Ask a few students questions such as these:
  - What did I get done in this class?
  - What did you have your friend do for you today?Write a few of the answers on the blackboard, e.g.:
  - (a) You got the students to answer questions on 'Mohammad Ali Jinnah'.
  - (b) I had him pay for my exercise book.
3. Explain to the students how this structure focuses on the subject, who is not the actual doer, but the agent who gets someone else to do something.
4. Now make the students do the exercise on this structure. They should work independently and write the answers in the book. The teacher could use peer correction or call out the possible answers and ask students to check their own work.
5. A follow-up to this could be to list the things that will have to be done before a class picnic. The teacher could collect ideas from the class orally, and write them on the blackboard as in the exercise:

Arrange for transport

Collect consent letters from parents, etc.

Then, the teacher could make the students present the details as things that they did before they went on the picnic. This will provide further practice and consolidate the learning of these structures.

**C. Punctuation**

- Ask the students to read the passage for punctuation, silently.
- Ask them whether it was easy to read. (They will probably say that it was difficult.) Ask them for reasons. (They will acknowledge that this was because of the absence of punctuation marks.)
- In case the teacher is in a position to identify some characteristic weaknesses in the students' use of punctuation marks, she/he may highlight those features before asking the students to do the exercise. For example, it may be related to the use of speech marks and/or their

attendant commas. Remedial teaching should, in such cases, precede the exercise itself.

- Now make the students punctuate the passage.
- Discuss the scope for variations, if any.

## **WRITING**

### **Learn to write**

- Ask the students to turn to page 100 and understand the nature of the task.
- In case students are not familiar with article writing, show them some samples either from the newspaper or a magazine. Draw their attention to the title, the name of the writer either below the title or at the end of the article and the need to write in paragraphs.
- Ask students to use the guidelines provided for the article. However, if students wish to write in their own way, do not discourage them.
- Ask them to make a draft of the article and then write it in their notebooks. It is important that students should be made to understand that one cannot achieve perfection without rewriting and that they should have the patience to rewrite a few times until they feel satisfied with their work.

## **SPEAKING**

### **Learn to speak**

1. Divide the class into groups of five or six. Before the students sit in groups, explain to them what they are expected to do. They should express their views on why so many children in our country do not go to school.
2. Demonstrate the use of expressions like *I think ...*, *I feel ...*, and *In my opinion ...* They may use such expressions to express their opinions.
3. After the demonstration, ask students to sit in groups and discuss the topic. Avoid intervening, unless essential.
4. Once the discussion is over, ask one representative from each group to present their views on this subject.

## **LISTENING**

### **Learn to listen**

1. Tell the students that they are going to listen to a conversation between Arham who has recently moved to Faisalabad and four newly made friends who will be telling him about their schools.
2. Ask students to study the table so that they become familiar with the expectations of the listening activity.

3. Then play the tape and allow students to listen and fill in the blanks. If you are unable to use the tape for any reason, you may read aloud the description yourself and allow students to listen to your reading. DO NOT give any instructions while they are listening.
5. Play the tape a second time for the benefit of those who have missed an item or two.
6. Call for the answers after the listening is over.
7. Now make the students perform the post-listening activity. This will give them an opportunity to discover what their idea of a good school is. Let this activity be done individually. The teacher could then ask a few students\* to speak about their choices.

\* Please note that whenever it is suggested that a few responses may be sought, the teacher has to ensure that, in the course of a unit, every student in the class has been provided with an opportunity to respond.

## 14. Key to the Coursebook

### 1. Travel

#### Starter (page 9)

1. visiting friends and relatives
2. tourism
3. supporting something publicly
4. migration
5. exploration
6. trekking

### Section I A Voyage to Brobdingnag

#### Learn to read—1 (page 15)

1. (a) (i) a country Gulliver visits  
(ii) his master's daughter  
(iii) an inn  
(iv) Gulliver, as he was called by the family  
(v) an animal in Brobdingnag
- (b) (i) a bed for him  
(ii) their language  
(iii) there was a small animal that spoke its own language but looked and behaved like a human  
(iv) he should display him in the next town on market day  
(v) a town crier

- (vi) announce that a strange creature was on display at the *Sign of the Green Eagle*
- (vii) felt very tired and weary
- (c) (ii) The horse trotted as high as a ship.
- (iii) Some crude people might squeeze me to death.
- (iv) My master carried me in a box.
- (v) I was placed upon a table.
- (vi) I took a thimble filled with a drink etc.
- (d) She personally cared for him and showed great concern—prepared his bed, taught him their language, placed a quilt in the box to protect him during the ride to town, and sat close to him during the public display.
- 2. (a) Any appropriate message. Guide the students to read it aloud using the appropriate volume and intonation.
- (b) (i) Gulliver feels humiliated; spectators enjoy it.
- (ii) The boy must have been angry. Gulliver was happy that the wrong-doer was reprimanded
- (iii) Glumdalclitch is very caring. Her father does not display any compassion or sensitivity towards him.

### Learn words (page 16)

#### A. Compound words

- | <i>Compound nouns</i> | <i>Compound verbs</i> | <i>Compound adjectives</i> |
|-----------------------|-----------------------|----------------------------|
| motorcycle            | brainwash             | home-made                  |
| windowpane            | daydream              | breathtaking               |
| blackboard            | spring-clean          | heartfelt                  |
| sightseeing           | overlook              | ice-cold                   |
| output                | outdo                 | widespread                 |
- 2. (a) walking stick
  - (b) far-fetched
  - (c) record-breaking
  - (d) homesick
  - (e) lip-read
  - 3. level-headed                      calm and sensible
  - half-hearted                      not really interested
  - tight-lipped                      unwilling to give information
  - broken-hearted                      crushed by grief
  - tight-fisted                      stingy

#### B. Collocation

- 2. immense height
- 3. large/enormous house
- 4. exorbitant fees

5. towering/huge building
6. towering personality
7. huge/vast improvement
8. huge/towering trees
9. large family
10. huge/roomy bag

### Learn spelling (page 18)

- |             |            |
|-------------|------------|
| 1. conceive | 2. niece   |
| 3. believe  | 4. reign   |
| 5. brief    | 6. receive |
| 7. leisure  | 8. yield   |
| 9. hygiene  | 10. weight |
| 11. receipt | 12. field  |

### Learn grammar (page 18–20)

#### A. Compound sentences

1. Raza was ill, so/therefore he did not come to school.
2. You should get your licence renewed at once, otherwise you will have to pay a fine.
3. I cannot place an order for this book for there is no demand for this type of grammar book.
4. Neither has my grandfather flown in an aeroplane nor does he want to fly in one.
5. I am very tired for I have been working all day. (Also possible with *consequently/so/therefore*)
6. Not only did the enemy capture the town, but they also destroyed several factories and buildings.
7. She gave us a fine dinner; in addition, she drove us back home. (Also possible with *not only ... but also*)

#### B. Participial phrases

2. Being in love with the sea ...
3. Travelling to Greece and Portugal ...
4. Poring over books and maps in his brother's bookstore ...
5. Being inspired by Marco Polo's accounts of his journey to Asia ...
6. ...believing that he would find gold and spices in the Indies.
7. ...sailing across 5000 miles of ocean without an accurate map or compass.

## Section II—Adventures in Antarctica

### Learn to read—2 (page 24)

1. (a) Being in the southern hemisphere, it was hot in December.  
(b) An invitation, for the entire family, to travel to Antarctica as part of an expedition led by the Chilean Navy.

- (c) ‘Are we hallucinating?’, ‘Are they kidding us?’
  - (d) An unknown, frozen, far away place (Terra Incognita) with cocky little penguins and gigantic icebergs.
  - (e) Being frozen and faraway, it remained unknown for a long time.
  - (f) 1. Punta Arenas      4. Wollaston Island      6. Drake Passage
  - (g) Impossible to travel through ice, snow, and mists of the region. Waters savage and treacherous. Severe and relentless storm could leave ships stranded.
  - (h) Because the Atlantic, Pacific, and Indian Oceans converge here.
  - (i) No, they refer to ‘our previous brief encounter with the Drake’.
  - (j) The ship rocked violently making them seasick and not inclined to eat; they had to cling to their berths; moved around by crawling; had skin burns and strained muscles; father almost fractured his head.
  - (k) Gratitude because they had successfully crossed the Drake Passage; relief because the violent shaking was over and the weather had eased.
2. (a) Surprise—they didn’t really expect many of the happenings in the journey.
- (b) Excitement—they were going where few children had been before.
- (c) Danger—the Drake Passage experience.

### **Learn to write (page 26)**

The letter should be written in three paragraphs, following the given guidelines. The process of writing is as important as the end result—encourage students to write and edit their work.

### **Learn to speak (page 27)**

Students may be guided to use question forms correctly and to respond in appropriate ways to the questions asked.

### **Learn to listen (page 27)**



*Transcript of listening text:*

(Music) Royal Travels now announce their all-new package trips to Nepal.

Nepal ... a land of sublime scenery, ancient temples, and the best hiking trails in the world ...

Visit this country, located between China to the north and India to the south.

Royal Travels offers you a variety of options and packages to suit your inclination and budget. Choose your mode of travel—we have trips by flight to Kathmandu. Alternately, you can choose the bus trip by road.

When should you make the trip? In other words, what is the best time to visit Nepal? The answer is that it is best to plan your trip in autumn or spring. The weather will be very comfortable, nature will be at its beautiful best, and you will have the benefit of seeing the towns aglow with

celebrations of innumerable festivals during these times. But, if you wish to enjoy the delights of winter tourism in this Himalayan country, December and January would be ideal.

### **What do we offer you in these trips?**

Sightseeing possibilities in Nepal, needless to say, are innumerable.

Kathmandu, the capital city, is said to have more temples than homes, and festivals that exceed the days in a year! We will cover the famous Pashupathinath temple, a very holy shrine for Hindus, and the UNESCO heritage site of Bouddhanath, the world-famous stupa that is at the centre of Tibetan culture.

Pokhara is another important destination in our tour. From this town, you can get fascinating glimpses of Mt Everest, known locally as Sagarmatha, as well as the peaks of Kanchenjunga and Annapurna.

Another not-to-be-missed visit is to the birthplace of Lord Buddha, Lumbini, the place where Prince Siddhartha took his first steps.

And we also take you to the hill station of Ilam, a scenic spot at the foothills of Kanchenjunga.

But sightseeing is not the only focus of our package tours. Our adventure package offers even more excitement for the fun-loving tourist.

For instance, at Chitwan you will get the wonderful opportunity to canoe in the Rapti River and see *gharial* basking on the river's banks. This will be followed by a unique guided safari on elephant-back to see rhinos, antelopes, and other animals in the wild.

The Annapurna Conservation Area is a choice for trekkers, and for those who have an interest in birdwatching, the Koshi Tappu reserve is just the place. Besides the 250 species that the reserve is home to, it receives visitors from faraway Siberia and other parts of Europe during the winter months.

All this and much more is just a phone call away. Call our agents at once: they are available round the clock at 56786543 and 67853421, or visit us at [www.royaltravels.com](http://www.royaltravels.com). I repeat: Call our agents at once: they are available round the clock at 56786543 and 67853421, or visit us at [www.royaltravels.com](http://www.royaltravels.com).

Remember, Royal Travels is the name, and royal treatment is what you'll get! Give us a chance to treat you to the luxury of a wonderful week in the wonderful Himalayan kingdom of Nepal.

1. China
2. flight
3. bus
4. spring
5. capital
6. safari
7. trekking
8. 56786543, 67853421
9. [www.royaltravels.com](http://www.royaltravels.com)

## Learn to study (page 28)

### Cycling for Asthma

- I.
  1. Paula and Lorenz
  2. To educate and generate awareness about asthma.
  3. (a) Washington D.C.  
(b) 24 countries and four continents—15,000 km  
(c) 478 days
- II.
  1. two earthquakes
  3. possessions ransacked (Russia)
  4. attacks by rabid dogs (Greece)
  5. attacks by rattlesnakes (Montana)/6-foot dragon (Australia)
  7. Anya bitten by poisonous centipede
- III.
  1. (b) received gifts from numerous people  
(c) developed friendships
  2. raised money for asthma research
  3. named two of ‘Top Ten Teens Making a Difference’ by *Teen Magazine*

## Section III—Travel

### Learn to appreciate the poem (page 33)

1. Young male (the discussion to arrive at the conclusions is more important than the answers themselves)
2. Parrot Islands—South America  
Cockatoos—Australia/South Pacific/Indonesia  
Eastern cities with minarets—Central and West Asia  
Great Wall—China  
Crocodiles, toys of Egyptian boys—Egypt  
Flamingoes—Africa  
Tigers, palanquin—India  
Camel caravan—deserts of Central Asia  
Russia, the Arctic and Antarctic region, North America have been left out.
3. There could be considerable overlap in these categories, especially exciting/exotic and mysterious.
4. No, the narrator refers to a time that has elapsed. He will come back a man. He will come back to a dining room no longer in use and find, in a corner, toys with which Egyptian boys had played.
5. (a) He would have referred to modern marvels such as the world’s tallest buildings, the highest railway track in China, Disneyland etc.  
(b) Palanquins and tigers may not figure in his list.  
(Answers to (a) and (b) will vary.)

### Activity

Encourage the students to use their originality in describing places. Brainstorm on the describing words that could be used for monuments,

museums, amusement parks and crafts villages as a whole class activity before getting the students to work in groups.

## 2. Acts of Courage

### Starter (pages 35–36)

1. Joan of Arc
2. Elizabeth Blackwell
3. Stephen Hawking
4. Razia Sultana
5. Beethoven

## Section I—Sound Sensations from Evelyn Glennie

### Learn to read—1 (page 39)

1. (*Answers may be approximate and close to the meanings given below.*)
  - (a) push one another
  - (b) functioning poorly
  - (c) a person who loves work and does too much work of it
  - (d) achieved
2. (a) 4 (f) 3  
(b) 2 (g) 6  
(c) 5 (h) 10  
(d) 1 (i) 9  
(e) 8 (j) 7
3. (a) • Because she was coming from a Scottish farm to a big city—London—and was deaf.  
• Because it was her first day at Royal Academy of Music which was a prestigious institution.  
(b) Because she was losing her hearing ability.  
(c) Because he spotted her talent and helped her learn music in spite of her being deaf.  
(d) Because she can't see their lip movements, which she depends on.  
(e) Because she needs to feel the vibrations from the floor and the drums.

### Learn words (page 40)

1. (a) green (b) pink (c) white (d) red (e) blue
2. (b) green (c) white (d) black (e) blue  
(f) green (g) yellow (h) red

### Learn grammar (pages 42–46)

#### A. *Too* and *enough* (page 42)

2. The coffee is too strong for my liking.
3. Raza was too busy to talk to me.
4. She has too many students in the class to give them individual attention.



2. (a) If it hadn't been for Erwin's courage, the child would have drowned. If Erwin had not received timely help from Jack, the child would still have been lost.
- (b) courage: They were brave enough to enter the water which posed a threat to life their lives.  
selflessness: They did not think of their safety—only about saving the child.  
presence of mind: It implies knowing what to do in a given situation—while all others were paralysed and remained mere spectators, Jack and Erwin acted to save the child.

### **Learn to write (pages 49–51)**

The report should have a title and the name of the writer either below the title or at the end of the report. It should have at least two paragraphs. In evaluating the students' responses, fluency, correct use of tenses, and paragraphing should be given more importance than other types of language errors.

### **Learn to speak (pages 50–51)**

The choice made by the student is not important—the focus should be on the reasons he/she provides to justify the choice.

### **Learn to listen (page 51)**



*Transcript of listening text:*

The call of Mount Everest, the tallest mountain peak in the world, is irresistible. However, every expedition to the top has faced obstacles and dangers which would have weakened the will of most people. But there have been a few whose courage and endurance were strong enough to overcome difficulties and reach the summit. Let me tell you about one such group of mountaineers who scaled the mountain peak successfully in the year 1965. Their real adventure began at the camp in the foothills.

From this point onwards, it was trekking and mountain climbing all the way. For more than ten days, their routine was to begin their march by 5.30 every morning until they reached the next camp close to noon. The journey took them across streams, grassy slopes, fields, and forests, all part of the beautiful countryside of Nepal. After leaving the foothill camp, the next important place on the route was Okhaldhunga. This was probably the biggest village on the route. Then onwards, the landscape changed as they walked through mountain regions with icy streams. It was, therefore, a great relief to reach Namche Bazaar, at a height of 12,400 feet. Thanks to Sir Edmund Hillary, this place has the convenience of a small airstrip. Today, small planes can actually land here. It was from this place that the team got its first glimpse of Mount Everest. The next halt was Thyangboch, a very beautiful place. The team stayed at Thyangboche for five whole days in order

to get acclimatized to conditions at higher altitudes. After this, progress was much slower and far more difficult. Now onwards, they travelled in three groups and had only themselves, the rocks, and ice for as companions.

Then they reached the base camp. Although it was called the base camp, this camp was, in fact, at a height of 17,800 feet. The entire team arrived here on 22<sup>nd</sup> March. They proceeded slowly and steadily, without any major difficulties, establishing five camps at different altitudes. Camp One was at a height of 20,000 feet and situated at the top of the icefall. The second, third, and fourth camps were set up at increasing altitudes over the next few weeks. The fifth and final camp, which was the summit camp, was at a height of 25,000 feet above sea level. Climbing to these heights and then setting up the camps was very hard work. And, after setting up each camp, they would return all the way back to the base camp. In all, it had taken them close to a month to make these preparations. After this, it was a long wait at base camp until the weather forecast was encouraging.

Finally, on 14<sup>th</sup> May, the first pair set off from the base camp. This last stage of their journey was a true test of their determination and courage. The icy winds shrieked, a raging thirst tormented them, but they kept plodding, almost mechanically. An inner urge kept telling them, 'You can't quit. You must keep going. You have to succeed!' It seemed an endless effort ... and then, quite suddenly, they were there! The emotions were too many and too intense to be described. Photographs were taken and then, very reluctantly, they retraced their path back to the base camp. More than three months from the time they set out, they had made it to the top. It was the 29<sup>th</sup> of May 1965. What a remarkable coincidence that the date was 29<sup>th</sup> May, the very day on which Sir Edmund Hillary had first set foot on the top of this irresistible mountain.

2. village
3. • 12,400 feet
  - air strip
  - Mt Everest
4. five days
5. • 17,800 feet
  - 22<sup>nd</sup> March
  - 14<sup>th</sup> May
6. • top of icefall
  - 20,000 feet
10. 25,000 feet
11. • 29<sup>th</sup> May
  - 1965

### Learn to use the dictionary (page 52)

	<b>Noun</b>	<b>Verb</b>
brave		...and went out into the street
harbour	The ship reached the harbour a day late.	She began to harbour doubts about the decision. They were accused of harbouring terrorists.
silence	There must be silence during the examinations. My question was met by an awkward silence. We ate in silence.	She silenced him with a glare.
water	A glass of water. Don't go near the edge or you'll fall in to the water.	The smoke in the room started to make our eyes water. The menu will really make your mouth water.
tour	... to go on a ten-day coach tour.	We toured southern Spain for three weeks.

### Section III—The Hero

#### Learn to appreciate the poem (page 56)

1. A little boy named Khoka.
2. Open
3. Big, chestnut coloured
4. It was getting dark; it was very lonely.
5. They were wearing red hibiscus flowers in their ears and had a lot of hair on their heads. They were armed with sticks.
6. They fought and Khoka managed to frighten many of them away. He killed some of them.
7. He would not be able to believe that his puny brother had been so heroic.
8. They would say that it was fortunate that Khoka was with his mother when she was attacked.
9. It was not real. 'Why can't something like this really come true?'  
The verbs 'would be' in lines 3 and 4 and 'would' in lines 5 and 7 of the last stanza.

### 3. Scientific Temper

#### Starter (page 58)

Because his tibia ...	surgeon
Because someone dropped ...	friend
Because he never looks ...	mother
Because he unconsciously ...	psychiatrist

*Any appropriate reason like:*

Because he was wearing inferior quality shoes. shoe salesman  
and

Because the pavement is occupied by vendors and pedestrian  
there is no place to walk.

### Section I—Mere Shadow Play

#### Learn to read—1 (page 62)

1. Moon Earth shadow eclipse
2. The darkness that falls during a total eclipse, or the reduced light during the partial phases, causes fear when people don't understand its scientific explanation. This fear gives rise to superstitions.
3. People hide in their homes, especially pregnant women. Rituals are practised, like fasting and bathing.
4. Viewing the partially covered Sun with the naked eye.
5. Birds, confused by the sudden nightfall, made their way back to their nests. The hippos had started wading through the water towards the grassy bank, as they did every night, but stopped halfway through as the light began to reappear.
6. They also have myths and folktales about eclipses, but they don't them inauspicious.
7. ...the Moon is taking revenge for the Sun tricking her in a race.
8. All titles are appropriate and students should give suitable reasons for justifying each of them.

#### Learn words (pages 62–63)

- |             |          |         |         |
|-------------|----------|---------|---------|
| B. 2. (iii) | 3. (i)   | 4. (ii) | 5. (ii) |
| 6. (iv)     | 7. (iii) | 8. (iv) |         |

#### Learn spelling (page 64)

axes	.....
alumni	.....
cacti	cactuses
indices	indexes
formulae	formulas
syllabi	syllabuses

vertebrae	.....
foci	focuses
emphases	.....

### Learn grammar (pages 65–66)

#### A. Future perfect tense (page 65)

- (a) to (e): Any appropriate time reference with grammatically correct phrase.
- (b) will have visited  
(c) will have repaid  
(d) will have graduated  
(e) will have improved  
(f) will have been completed

#### B. Gerund phrases (page 66)

- |                 |                    |              |
|-----------------|--------------------|--------------|
| 1. to attacking | 2. of taking       | 3. of having |
| 4. to—going     | 5. from continuing | 6. on paying |

## Section II—The Day of an American Journalist in 2889

### Learn to read—2 (pages 72–73)

- (a) Yes (b) No (c) No (d) Yes (e) Yes
- (a) tele-conferencing (b) video communication link  
(c) fax (d) aeroplane, helicopter  
(e) pilot (f) Channel Tunnel/Chunnel
- Mechanized dressing room acts like a valet;  
food is not cooked at home but supplied through pneumatic tubes;  
at the press of a button, bathroom comes to the individual.
- Instead of being displayed on hoardings, advertisements are displayed on the clouds.
- Trying to make the creation of all forms of matter easy—to construct a human being; to shift entire cities from one location to another.
- Encourage students to express their opinions using reasonable arguments. There are no ‘right’ answers. What is important is the process of reasoning and communicating what one thinks.

### Learn to write (page 73)

General guidelines for writing notices need to be followed—look for heading, date, name, and designation of the writer of the notice. All the required details should be provided in the body of the notice, like the date, time and venue for the event, etc. Encourage the students to highlight the important details using bold letters or underlining.

### **Learn to listen (page 74)**



*Transcript of listening text:*

Dr Abdus Salam was born in Jhang, a small town in what is now Pakistan, in 1926. His father was an official in the Department of Education in a poor farming district. When he cycled home from Lahore at the age of 14, after gaining the highest marks ever recorded for the Matriculation Examination, the whole town turned out to welcome him. He won a scholarship to Government College, University of Punjab, and completed his MA in 1946. In the same year, he was awarded a scholarship to St. John's College, Cambridge, where he completed his BA (Honours) in Mathematics and Physics in 1949. He also obtained a PhD in Theoretical Physics at Cambridge. His thesis on quantum electrodynamics had already gained him an international reputation.

Dr Abdus Salam returned to Pakistan in 1951, to teach mathematics at Government College, Lahore. In 1952, he became head of the Mathematics Department of Punjab University. To do more research in theoretical physics, he had to work abroad. Many years later, he created an institution where young physicists from developing countries could work with their peers in research, and with the leaders in their own fields, during their vacations.

Dr Abdus Salam's work for Pakistan has been far-reaching and influential. He was a member of the Pakistan Atomic Energy Commission, a member of the Scientific Commission of Pakistan, and was Chief Scientific Adviser to the President of Pakistan from 1961 to 1974. He also taught at Cambridge and Imperial College in the UK.

Dr Abdus Salam has either pioneered or been associated with all the important developments in his field. He has actively and influentially participated in international scientific affairs. He has served on several United Nations' committees related to the advancement of science and technology in developing countries.

He has won several awards and prizes, including the Smith's Prize, Adams Prize, Nishan-i-Imtiaz, Sitara-i-Imtiaz, and the Nobel Prize in Physics. He was the first Muslim and first Pakistani to receive the Nobel Prize. People who worked with Dr Abdus Salam were inspired by the fact that he worked harder than any of them. The money he received from the Atoms for Peace Medal and Award, he spent on setting up a fund for young Pakistani physicists. He used his share of the Nobel Prize entirely for the benefit of physicists from developing countries, and did not spend a penny of it on himself or his family.

*Answers:*

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

## Section III—Archimedes' Principle

### Learn to enjoy the poem (page 76)

- (a) ...make a crown of gold.  
(b) ...he saw the expression on the goldsmith's face.  
(c) ...used some cheaper metal instead of pure gold.  
(d) ...he went into his bath and noticed the water beginning to rise.  
(e) ...whether the crown was made of pure gold.  
(f) ...the goldsmith had cheated him, and had mixed inferior metal with gold.  
(g) ...to inform the king about what he had found out.
- Happy that he now had a way of testing all gold ornaments, but angry with the goldsmith. Would have rewarded Archimedes, and punished the goldsmith.
- Answers will vary.*
- All factors are relevant.

### Activity (page 76)

This activity could be used for teaching students the process of evaluation by studying the advantages and disadvantages of certain scientific developments. Students can be made to refer to sources such as books, encyclopaedias, etc and told to note down essential details for presentation in the wall magazine.

## 4. Students

### Starter (page 77)

The responses are likely to be varied. What is important is that students communicate with each other and discuss their differences.

## Section I—Mohammad Ali Jinnah

### Learn to read—1 (page 80)

- ...he was taught Gujrati by a tutor.
- studies, games
- ...the other students were better than him at studies.
- ...he thought he could do better at the office than at school.
- ...he realized that studies were important.
- ...he was weak in arithmetic.
- ...he would grow up to become a great man.
- (a) becoming a lawyer (b) becoming the founder of Pakistan
- Answers will vary.*

### Learn words (pages 81–82)

- (a) lose face—to lose the respect of other people  
(b) keep an eye—to watch or lookout for somebody or something  
(c) a finger in every pie—involved in many activities  
(d) up to the neck in something—be very busy  
(e) not have a leg to stand on—to have no chance of proving that something is true  
(f) go over one’s head—too difficult for one to understand  
(g) go to one’s head—be conceited and proud  
(h) see eye to eye with someone—agree with the other person
- (b) over my head  
(c) gone to his head  
(d) up to our necks in work/any other suitable word or phrase  
(e) he has a finger in every pie  
(f) had lost face  
(g) keep an eye  
(h) see eye to eye with me

### Learn grammar (pages 83–86)

#### A. Conditional clauses without *if* (page 83)

- (b) so long as/as long as  
(c) only if  
(d) provided that  
(e) Should  
(f) Had
- Any meaningfully appropriate clause may be accepted.

#### B. *Get/have something done* (page 84)

- (b) He had/got the marble slab in the kitchen replaced  
(c) He got/had the broken sink repaired  
(d) He had/got the wall and ceiling painted  
(e) He had/got the light fittings cleaned  
(f) He had/got the doors and windows polished

#### C. Punctuation (page 85)

Margie’s mother called out, ‘Margie, its time for school.’ Margie said, ‘No, Mamma, not yet.’ But she knew she had to go and, even as she spoke those words, she moved towards her schoolroom. It was right next to her bedroom and the mechanical teacher was on and waiting for her. It was always at the same time every day, except Saturday and Sunday, because her mother said little girls learn better if they learn at regular hours

The screen was lit up and it said, ‘Today’s arithmetic lesson is on the addition of proper fractions. Please insert yesterday’s homework in the proper slot.’ Margie did so with a sigh. She was thinking about the old schools they had when her grandfather’s grandfather was a little boy. All the

kids from the whole neighbourhood came laughing and shouting, in the schoolyard, sitting together in the classroom, going home together at the end of the day. They learned the same things so they could help one another on their homework and talk about it, and the teachers were people ...

## **Section II—Pepper, the Phantom Pet**

### **Director’s notes for the play**

The play is very simple to stage in a school auditorium or hall. The number of characters is adjustable according to your needs. The number of students can be increased or decreased. The lines for the crowd scenes can be ad libbed and added to as required for a suitable length of play.

Wherever it is indicated that there should be chaos, make sure that it is well orchestrated and not actually chaotic. Where the students are miming the action, while Pia talks about her dog, the action can be exaggerated as she moves to her spot and looks back at them, but the miming should not be distracting when she speaks directly to the audience. If you find that it is, then get the rest of the characters on stage to freeze, and then unfreeze as she moves back into the action.

### **Set**

Each of the students in the classroom should have a chair. You could add other features to enhance the classroom look, like a blackboard, school bags, bulletin boards, etc. However, don’t clutter up the stage as this tends to become clumsy.

### **Costumes**

School uniform for the students. The teacher can be in a shalwar kameez and the principal in a suit.

### **Props**

Children in the corridor could be carrying some bags. In the classroom, Hira holds a sheet of paper. Rabia can be given a ruler.

### **Lights**

Daytime lights. Hira should ideally have a spotlight, in the corner, where she stands to address the audience directly. This could be given a blue filter in order to separate her from the main action. If this is not possible, define and separate the area by getting her to come to the stage steps, or give her a small platform to stand on downstage corner.

### **Sound**

- The sound of a school bell ringing where indicated.
- A soft piece of music while Hira is talking to the audience, but ensure that it does not impact the clarity of her speech.
- Triumphant music, for her speech at the very end, which ends in a fanfare as she finishes.

### Learn to read—2 (page 99)

1. (a) They are not in the mood to study.  
(b) She remains firm about their having to study but tries to make it interesting by making the students participate.  
(c) That of an animal expert—talks about them all the time.  
(d) She does not have a pet and is worried that she will be laughed at. Her worry is justified.  
(e) She tells them she has a pet female Capuchin monkey that her uncle brought for her from Chile.  
(f) The phantom pet is the Capuchin monkey. Yes, it is a non-existent/imaginary pet.  
(g) Her classmates want to see the pet and she is taken to the Principal, seemingly to get his permission.  
(h) (i) No (ii) No  
(iii) No—relevant lines from the play should be cited in support.  
(i) ...that they both had very important meetings that day.  
(j) (i) Yes, he protects her from being exposed as a liar.  
(ii) Yes, because he suggests that she should be given a surprise Maths test.  
(k) Play ends with Hira not being exposed but being punished for lying. She is philosophical and accepts the punishment, relieved that she was not made to lose face in front of her classmates.
2. (a) Not real but imaginary pet.  
(b) She addresses the audience directly.  
(c) Yes. When the Principal sends for him, he protects her, showing maturity and understanding.  
(d) Yes. He does not humiliate Hira though he can see that she was lying. As a Principal, he is fair in ensuring that she realizes her mistake and is punished for it.  
(e) Yes or No with appropriate reasons.

### Learn to write (page 100)

Follow the general guidelines for writing.

### Learn to speak (page 100)

After the discussion in groups, the teacher should collect the ideas from the groups and sum up the general conclusions of the whole class.

### Learn to listen (pages 100–101)



*Transcript of listening text:*

Arham: Hello Anum! Tell me all about your school, will you? I have this difficult task of deciding which schools I should apply to for admission.

- Anum: Well, where shall I begin! Mine is a school affiliated with the Federal Board and it is well known for studies and very good results. Sports are not given special attention except for the routine PT classes in the timetable. Actually, we have a shortage of playground space in our present location. But it has its advantages. It is just half a kilometre from here, and I can walk to school and back. And yes, I like my school because of the very friendly relationship between the students and teachers.
- Arham: Asim, now you tell me something about your school.
- Asim: Arham, I'm telling you—you must join my school. It may not be as close to home as Anum's school is but it isn't very far either—just five kilometres away, and we have a school bus to pick us up and drop us back. My school, too, is affiliated with the Federal Board. My school gives equal attention to sports and academics. And we have coaching for tennis and cricket. What I like best about my school is the quiz club which wins laurels every year. You see, I am a member of the school quiz team.
- Arham: That sounds good, Asim. I am fond of quizzes too. Let me find out how Adeel's school compares with yours.
- Adeel: In many respects, Arham, mine is a different kind of school. My school is affiliated with the Provincial Board. The school specializes in producing toppers every year but that is not to say that sports is neglected. We have coaches from the Sports Authority of Pakistan coaching us in athletics. What makes us really different is that ours is a day boarding school from eight o'clock to half past four in the evening. And the good thing is that we get to do all our work in school time and never have to take homework home. And if that isn't enough to tempt you, let me tell you something else. We have no exams either—at least not till Class VIII!
- Arham: Oh, you are all making the choice so difficult for me! Ayesha, could you tell me about your school?
- Ayesha: If this is turning out to be some kind of advertising competition, I'm certainly not going to be left behind! My school is ten kilometres from here, but why would I complain when I travel in an air-conditioned bus and all the classrooms are air-conditioned too! We are affiliated with the Provincial Board and we do very well in academics. In sports, indoor sports are our speciality—table tennis, carom, and chess. The National Champion is from our school. The atmosphere in school is very informal, and all of us love going to school. You must join my school, Arham!

Anum	1/2 km	walks	Federal Board	good	limited playground space	friendly relationship between students and teachers
Asim	5 km	school bus	Federal Board	good	coaching for tennis, cricket	excels in quizzes
Adeel	—	—	Provincial Board	very good	Sports Authority of Pakistan coaching athletics	no homework no exams till class VIII.
Ayesha	10 km	air conditioned bus	Provincial Board	good	indoor sports very good	classes airconditioned, informal atmosphere

### Learn to use the dictionary (page 101)

#### A. US spellings:

program	catalog	center
meter	dialog	license
traveled	enroll	odor

- B. (a) lorry—truck  
 (b) holiday—vacation  
 (c) cinema (place)—movie theater  
 (d) pavement—sidewalk  
 (e) dustbin—garbage can, trash can  
 (f) windscreen—windshield  
 (g) car—automobile  
 (h) flat—apartment  
 (i) chemist—druggist  
 (j) lift—elevator

### Section III—Arithmetic

#### Learn to appreciate the poem (page 105)

1. (a) 'Arithmetic tells you how many you lose or win if you know how many you had before you lost or won.'  
 (b) 'Arithmetic is numbers you squeeze from your head.'  
 (c) 'If you take a number and double it and double it again and then double it a few more times, the number gets bigger and bigger and goes higher and higher and only arithmetic can tell you what the number is when you decide to quit doubling.'

- (d) 'You carry the multiplication table in your head and hope you won't lose it.'
  - (e) 'Arithmetic is where the answer is right and everything is nice and you can look out of the window and see the blue sky.'
2. Difficult; enjoyable only when one gets the answer right.
  3. No, he makes a joke of his subject in the last stanza. He suggests that it makes no difference in real life.
  4. Students should be encouraged to write a few lines of poetry—maybe just four lines—on the subject they find difficult and irrelevant.

### **Activity (page 105)**

The teacher could use this activity to teach certain words/phrases which could be used in the report. For example:

- Most students ...
- A majority of students ...
- Only a few ...
- They were equally divided ...
- Hardly anyone ...

## **5. Freedom**

### **Starter (page 106)**

The answers may vary to an extent but here are some possibilities:

1. Freedom from the constriction created by the narrow tree guard so that its trunk can expand freely width ways.
2. Freedom to leave the cage and fly freely whenever it wishes to.
3. Freedom to be in its natural habitat.
4. Freedom to rule themselves.
5. Freedom to go to school and to play.

## **Section I—A Mother's Struggle**

### **Learn to read—I (page 111)**

1. (a) Desperate because she wants to save her son from being enslaved; worried because she was leaving a known, familiar environment and going into the unknown.
  - (b) (i) She needs to move fast; she feels very protective towards him.
  - (ii) She feels helpless and fears that she may not succeed by her own efforts alone.
  - (iii) Her mind is preoccupied with other concerns.
  - (iv) She does not want her son to be burdened by worry and anxiety.
- (c) To go to the village of T ... on the banks of the Ohio and to escape by crossing the river and reaching the other side.
- (d) Whether the ferry service would ply since there still were great cakes of ice floating in the water.

- (e) The information that there was no ferry or boat to take her across, and therefore she may not be able to save her son from slavery.
  - (f) Desperation created by the arrival of her pursuers.
  - (g) The strength God gives to people who are in great trouble, and her determination to save her son at any cost.
2. (a) Grit/determination, courage, love for her son/powerful maternal feelings.
  - (b) The fear that in a short while her son would lose his freedom and that her pursuers had already reached the village of T .....
  3. The diary entry should have the following:
    - main details of the journey
    - references to his mother's strength and courage
    - his feelings of gratitude to her

### Learn words (page 112)

1. catch somebody's eye            to attract somebody's attention  
    catch your breath                to stop breathing for a moment  
    because of fear, shock, etc.
- catch somebody napping        to get an advantage over somebody by  
    doing something when they are not  
    expecting it
- catch your death of cold        to catch a very bad cold
- catch it                                to be punished or spoken to angrily  
    about something
- catch somebody with their  
    pants down                        to do something when somebody is not  
    expecting it and not ready, especially  
    when they are in an embarrassing situation
2. (a) catching them napping
- (b) caught the eyes
- (c) catch it
- (d) catch your death of cold
- (e) caught me with my pants down

### Learn spelling (page 113)

- |             |              |               |
|-------------|--------------|---------------|
| 1. reliance | 2. hazy      | 3. lovable    |
| 4. proposal | 5. sanity    | 6. simplify   |
| 7. virtuous | 8. endurance | 9. arrival    |
| 10. movable | 11. beautify | 12. diversity |
| 13. revival | 14. famous   | 15. natural   |
| 16. denial  | 17. entrance | 18. amplify   |
| 19. sizable | 20. cultural | 21. purity    |

## Learn grammar (pages 113–117)

### A. Past perfect continuous tense (page 113)

- (b) The children had been fighting for several hours before ...  
(c) He said he had been trying to contact ...  
(d) For a long time they had been planning ...  
(e) ... because she had been studying till midnight.
- (b) She had been trying every possible method for more than an hour.  
(c) He had been thinking of this move for a long time.  
(d) It had been making losses for several years.  
(e) He had been anxiously waiting for the results.  
(f) She had been following its activities with interest for some time.

### B. Reporting questions (page 115)

- Students may begin with any of the given options or any other appropriate form of reporting a question. For example:  
They wanted to know how old the school was.  
They enquired whether we had a boarding facility.  
They wondered why we did not have a uniform.  
They asked us when our new session would begin.  
They wished to know whether there were any facilities for sports.  
They wanted to know where we had our morning assembly.
- (b) ... he was doing.  
(c) He asked them whether they agreed to the proposal.  
(d) He asked me if I agreed with him.  
(e) I enquired whether I could enrol on the course.  
(f) I asked him what the price of the carpet was.

### C. Infinitives or gerunds? (page 116)

- (b) standing  
(c) to say/saying (the meaning is different in each case)  
(d) arguing  
(e) to improve/improving  
(f) posting

## Section II—Princess September

### Learn to read—2 (pages 122–123)

- (a) The nightingale was not as beautiful as the parrot, but had a better voice than it.  
(b) That she had a nightingale that sang beautifully and became her pet, drinking and eating out of her hand.  
(c) They advised her to put him into a cage. They were probably jealous.  
(d) She began to feel insecure. She put him inside the cage.

- (e) He could not sing anymore and wanted to be allowed to fly out of the cage.
  - (f) When the princess saw him lying in the cage, almost lifeless, she could not bear it and decided to give him his freedom.
  - (g) The nightingale came and sang to the princess whenever he felt like it. It made her happy and beautiful, and later she married the King of Cambodia.
2. (a) (i) Keeping the bird in a cage so that he would not leave and get lost.
- (ii) Not wanting to free the bird for fear that he would not come back.
  - (iii) The sisters advising September to put the bird into a cage.
  - (iv) Princess September setting the bird free because she wanted it to be happy.
- (b) Any suitable example—like parents not allowing their children certain types of freedom.
- (c) There were eight of them, far outnumbering her. Aslo, since they were older, she felt she had to listen to their advice.

### **Learn to write (page 123)**

The format and the guidelines provided should be adhered to. Encourage the students to create catchy slogans and to make the layout colourful and attractive.

### **Learn to speak (page 124)**

Let the focus remain on the discussion. The teacher may move around and listen to the various groups. She may summarize the views expressed by the various groups for the benefit of the entire class.

### **Learn to listen (page 124)**



*Transcript of listening text:*

(Music)

**Interviewer:** Good morning, Kiran. Thank you for joining us on this show today. Let me introduce you to our listeners. Kiran is an eighteen-year-old studying at Intermediate College, Faisalabad, and an active member of Azaad, an organization that she formed along with nineteen other boys and girls like her, to liberate children and youngsters who are trapped in domestic labour.

Kiran, we would like you to tell us about yourself.

**Kiran:** Till the age of ten I knew little beyond the home in which I worked, doing jobs like scrubbing and mopping, cutting vegetables, helping in the cooking, washing dishes, and so on ... generally waiting on the members of that household virtually all my waking hours.

- Interviewer: How did life change for you?
- Kiran: It was the year 1998 and my saviour appeared in the form of an NGO whose volunteers went from door to door to identify instances of child labour.
- Interviewer: How did they set you free?
- Kiran: Well, the law in our country doesn't allow this practice. Laws have been passed prohibiting child labour, and what the NGO was doing was to notify the officials and applying pressure on them to implement it.
- Interviewer: Wasn't it very difficult for you to adjust to school when you were first enrolled?
- Kiran: Yes, most certainly. I was ten years old and hadn't seen the inside of a school. There were five others like me, and the NGO helped us by providing additional coaching till we settled down.
- Interviewer: Can you tell us what you are doing now? You seem to be getting ready to take out a procession. What is this banner, and who are these people with you?
- Kiran: This banner says Liberated for Liberation. Stop child labour—school is the best place to work. These people with me were all liberated like I was and now we have decided to help in liberating the many other child labourers in the city. There are over 20 million children employed as domestic labourers and in roadside eateries and teashops who need to be freed. Our organization is called Azaad.
- Interviewer: What is the goal of Azaad?
- Kiran: We have identified three principal steps towards our goal: first of all, we have to identify the child labourers. Next, we will demand strict implementation of the law against child labour. Thirdly, we will ask for strict action against those who employ children.
- Interviewer: Your intentions are indeed very good. How do you plan to achieve your goals?
- Kiran: We have decided to leave no stone unturned. We will begin with the Chief Minister, the concerned ministries and the heads of the political parties. We also plan to contact popular people, like film stars, to join us in our effort.
- Interviewer: But won't all this need time? You must still be a student.
- Kiran: Of course, we are all students. I am in the second year of Intermediate, and many of my friends here are also studying. We're doing this in the vacations. What we need is public support.

Interviewer: I'm sure all our listeners join me in wishing you and your organization success in your efforts. Thank you, once again, for this opportunity to talk to you.

(Music)

### Story of Kiran

1. ten
2. 1998
3. Intermediate College, Faisalabad
4. liberate

### Azaad

1. Liberation. Stop child labour.
2. (b) laws (c) action
3. (a) concerned ministers (b) popular figures, e.g. film stars

### Learn to use the dictionary (pages 125–126)

1. between
2. from
3. about
4. against
5. to
6. over
7. out
8. with ... in
9. with

## Section III—The Hawk

### Learn to appreciate the poem (page 128)

1. The speaker in this poem is a hawk.
2. Because the hawk seeks complete freedom.
3. The 'limitless space' is the freedom of the endless skies.
4. The hawk seeks 'limitless space' because it believes in freedom from a life of restrictions, ease, and dullness.

## 6. Women Power

### Section I—No Longer Helpless

#### Learn to read—1 (page 132)

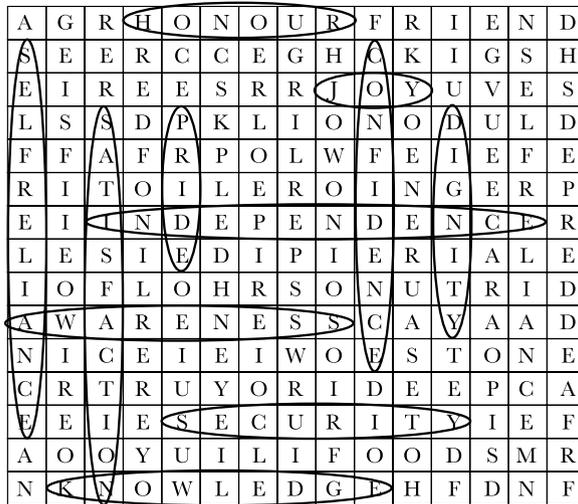
1. (a) There was so much writing everywhere but she did not know what they conveyed.  
(b) She had to depend on her children to know what a piece of writing conveyed.  
(c) She could not sign her name and therefore had to place a thumb impression instead.  
(d) People took advantage of the fact that she could not read or write.  
(e) Because of her inability to read and write.
2. (a) Introduction of literacy classes in her locality.  
(b) A group of people conscious of the need to enable people to read and write.  
(c) In the evenings.

- (d) She would find them tedious, or she would feel too lazy to make the effort sometimes.
3. (a) Hold her head high with dignity and self-respect.  
 (b) Help her grandchildren with their studies.  
 (c) Maintain calculations, draw up budgets.  
 (d) Calculate savings.  
 (e) Be self-reliant.  
 (f) Read signboards.  
 (Any four)
4. (a) Hold my head high in dignity and self-respect.  
 (b) Sense of joy in learning.  
 (c) Sense of pride and achievement.  
 (d) Live a life of honour.  
 (e) Confident smile.

**Learn words (pages 132–133)**

1. blush to become red in the face because of shame or embarrassment  
 grimace make a face to show pain or unhappiness  
 grin smile a big smile  
 sulk to look unhappy and remain silent because of anger  
 scowl to wear a look which shows that you are in a bad mood or unhappy  
 pout push your lips forward to show annoyance  
 frown move your eyebrows to show that you are unhappy

2.



### Learn to spell (page 134)

perseverance      assistance      excellence      attendance  
distance          recurrence      defence          reference          endurance  
resistance      defiance          preference

### Learn grammar (pages 134–137)

#### A. Non-defining adjectival clauses (page 135)

2. The Taj Mahal, which was built by Shah Jehan, is one of the wonders of the world.
3. The Titanic, which was considered unsinkable, sank on its very first voyage.
4. Arthur Conan Doyle, who was the creator of Sherlock Holmes, was a doctor by profession.
5. The Wright brothers, who flew the first aircraft, were Americans.
6. The President, who serves for a term of five years, is elected by the people's representatives in the central and state legislatures.
7. These pictures, which were presented by the Japanese embassy, depict the horrors of the bombing of Hiroshima.
8. Raza's sweater, which his mother knitted, is very warm.

#### B. Question tags (page 136)

Arif: Let's go to Pizza Corner, shall we?

Waqar: It's a good place. But it's rather expensive, isn't it?

Arif: Not if you order a plain and simple pizza, Waqar. You aren't thinking of one of those exotic pizzas, are you?

Waqar: O.K. Let's go. It's just the beginning of the month. So we needn't worry about the cost, need we?

Arif: Oh Waqar, you won't ever change, will you? Ever-conscious about conserving pocket money!

## Section II—The Sky is the Limit!

### Learn to read—2 (pages 139–140)

1. They made history by becoming the first female pilots in the Pakistan Air Force.
2. Until recently, women in the PAF served in areas like engineering, medicine, air traffic control, and administration.
3. They are proud of their achievements, happy to be living out their dreams, and proud of the respect they have earned.
4. Their families are fascinated and impressed.
5. (a), (b), (c), (d), (e), (f), (h)

### Learn to use the dictionary (pages 141–142)

1. extremely cheap
2. a short sleep, especially during the day
3. to hide somewhere, waiting to attack, surprise, or catch somebody.

4. at the beginning of something
5. at or from a position that is very near
6. to think about something very carefully before deciding what to do next
7. the reasons for and against doing something
8. to become very angry in an unreasonable way (informal)

### **Learn to listen (pages 142–143)**



*Transcript of listening text:*

The story of human civilization is called **his**-story. But that is not to say that there have not been any women who have carved places for themselves in this story. Take space travel, for instance. There have been many women who have earned permanent places in the Hall of Fame by their extraordinary achievements.

Let us begin with the first woman in space. Valentina Tereshkova was the first woman to travel to space. Even as a child, she was interested in parachute jumping. It was perhaps this interest that made her take up a career as a cosmonaut later. This remarkable woman belonged to the country which was then called the USSR—the Union of the Soviet Socialist Republics. The spacecraft in which she travelled was called Vostok 6. In 1961, fellow countryman Yuri Gagarin had been the first man to travel to space, and two years later, in 1963, she performed the same feat. It was in the month of June 1963. Her flight time was not very long—it lasted for just two days, twenty-two hours and fifty minutes.

There were many space flights that followed but we will turn our attention to Dr Mae Jemison, a doctor of medicine and the first Afro-American woman in space. Dr Jemison was very committed to her medical profession and worked as a volunteer helping refugees in Cambodia and West Africa. She has a flair for languages and speaks four languages with ease—Japanese, Russian, Swahili and English. Born in Alabama in the United States of America, she was part of the crew of the space shuttle called Shuttle Endeavour. Her job was that of a mission specialist and she studied the effects of space travel on the human body. This mission took place in September 1992.

Turning to another part of the globe, we meet Chiaki Mukai, who was also a doctor by profession. She was a specialist in cardio-vascular surgery. Born in 1952 in Japan, she has earned a special place in Japanese history as the first Japanese woman to travel in space and the first Japanese astronaut to fly twice. Her first flight was on ST 65 Columbia when she was deputed to do research in space life science. For this, she conducted experiments on the cardiovascular system and the effects of space on the ageing process. This flight took off in July, 1994 and lasted for fifteen days.

Let us draw inspiration from these pioneering women and work hard to destroy the myth that women cannot do all that men can!

Vostok 6  
Date: June, 1963  
Duration: 2 days,  
22 hours, 50  
minutes

ST 65 Columbia  
Date: July, 1994  
Duration: 15 days

Shuttle Endeavour  
Date: September,  
1992

**Valentina  
Tereshkova**  
  
1st woman in  
space  
  
Childhood interest:  
Parachute jumping

**Chiaki Mukai**  
  
Profession: doctor  
  
1st Japanese  
woman in space  
  
1st Japanese  
astronaut to fly to  
space twice

**Dr Mae Jemison**  
  
1st Afro-American  
woman in space  
  
Profession: doctor  
  
Languages known:  
Japanese, Russian,  
Swahili

### Section III—Woman Work

#### Learn to appreciate the poem (pages 145–146)

1. (lines 1–14)
  - (a) Looking after her children, mending clothes, changing the baby’s diaper, tending to any family member who is sick, mopping the floor, buying groceries, cooking, ironing clothes, cleaning the hut, hosting meals, cutting cane, picking cotton, gardening, dressing the children.
  - (b) Yes, the device draws attention to the many jobs she has to do.
  - (c) It makes the reader realize the multiple work her day involves.
2. (lines 15–30)
  - (a) The sun, rain clouds, dewdrops, storms, snowflakes, stars, moon, mountains, oceans, leaf, stone, sky.
  - (b) The sun because it provides light and warmth; rain—to cool, dew drops—to refresh her when she is weary; storm—to blow her away from this routine and give her rest; snowflakes—to bring nightfall and rest. (*These are some possibilities—students may suggest other things.*)
  - (c) Tell us that she longs for a break from all the work.
  - (d) The family is constantly making claims on her time and energy so she turns to the natural elements and makes her claims on them.
3. (a) Alliteration. *Answers may vary.*
  - (b) To be a woman is to be working all the time.

4. No. She may have a sense of fulfilment but she is not content; she longs for some rest.
5. Share the work involved, be more considerate, show understanding, provide her with a day off from work and take over from her on that day.

### **Activity (pages 146–147)**

If the class is enthusiastic, you could convert this into preparation for a play by the whole class—with props, costumes, notices to announce the performance, etc.

## **7. Peace and Harmony**

### **Starter (page 148)**

Some of the reasons that could be discussed are: desire for territory, conflict of interest between groups—rich and poor, majority and minority, differences based on religion and ethnicity. The teacher could refer to a specific conflict and then make students infer the cause for it—for example, the American War of Independence or the US–Iraq war.

## **Section I—Tangerine, the Wasp**

### **Learn to read—1 (page 152)**

1. (a) He loved marmalade made from tangerine oranges.  
(b) Messengers were bringing messages to him from different quarters.  
(c) (i) He wished to have a good view of the fight.  
(ii) He wanted to be in a safe place.  
(d) Tangerine had stung him on the flank.  
(e) Their general was fleeing from the battlefield.  
(f) He had caused the Bombasteronians to flee by stinging their general's horse.
2. (a) The environment is destroyed and polluted by gunpowder.  
(b) Hundreds of lives are lost—men and horses.  
(c) Wars never settle anything.
3. The Bombasteronians were probably very proud of their strength and proclaimed it all the time. The Smithereenians probably had a reputation for completely shattering the enemy's defence.
4. (a) All options are correct.  
(b) Wisdom, intelligence, pride.

### **Learn words (page 153)**

- (b) took to his heels
- (c) dragging our heels
- (d) at the heels
- (e) under his heel

### Learn spelling (pages 153–155)

2. (a) dying                      (b) mopping                      (c) hoping  
3. (d) lied                      (e) scraping                      (f) hopped

The pronunciation is the same in the case of *die/dye*, *lie* (both meanings).  
In all other cases, the pronunciation is different.

### Learn grammar (pages 155–157)

#### A. Object complements (page 155)

2. difficult    3. straight    4. useless    5. awake    6. president  
7. difficult    8. crazy    9. speechless    10. busy

#### B. Comparative constructions (page 156)

1. The purpose is to practise the use of the structure, even if the narration becomes slightly artificial. For example:  
*The more frequent the meetings, the more discussions they had.*
2. (b) The later we reach the theatre, the less our chances of getting good seats.  
(c) The less luggage you carry, the happier your journey will be.  
(d) The more you practise your sums, the easier they will become.  
(e) The more money he earned, the more he spent.  
(f) The bigger the flat, the higher the rent.

#### C. Adverbial clauses of time, purpose, reason, and concession (page 156)

2. As soon as/When the Bombasteronians saw their famous general in flight, they took to their heels.  
3. Although/Though I had read the story twice, I wanted to read it again.  
4. As/Since/Now that the rain has stopped, we can resume play.  
5. Though/Although we had good rains last year, the city is still facing a water shortage.  
6. As long as we have Miandad as our coach, we will continue to do well.  
7. He built a fence round the garden so that stray cattle would not be able to get in.  
8. My mother attends to the cooking as/while she keeps an eye on my little brother.

## Section II—The End of Living—The Beginning of Survival

### Learn to read—2 (page 161)

1. (a) sacred, precious  
(b) They are like a family—the earth is like a mother to all living things.  
(c) air: It supports and is shared by all of us.  
    beasts: If beasts disappear, man will suffer not only loneliness but also his own extinction.  
    land: It holds the ashes of our ancestors, it is our mother.

- (d) Calm and quiet. Because of this, the ability to enjoy the sights and sounds of nature is absent.
- (e) Polluting the earth/killing animals/destroying the freshness of the air/contaminating the water/treating the earth with disrespect.  
(Any three)
- (f) 'Living' is to live on this earth with a feeling of connectedness to the earth, air, sunshine, and all of life.

2. *Answers will vary.*

**Learn to write (page 162)**

General guidelines for writing need to be followed—look for fluency, connectivity, and relevance. Grammatical accuracy can be taken up after the students have produced their first draft.

**Learn to speak (page 163)**

As you go around observing and helping different pairs, you could remind them about polite forms of opening a conversation in formal situations.

**Learn to listen (pages 164–165)**



*Transcript of listening text:*

**Michael Jackson's 'Heal the World'**

.....  
 You'll find there's no need to cry  
 .....  
 Make a better place ....  
 .....  
 And the entire human race  
 .....  
 if you care enough for the living  
 .....  
 I feel you are all my brothers  
 .....  
 Together we cry happy tears  
 .....  
 Make a little space  
 .....  
 There are people dying  
 .....  
 There are people dying  
 .....

**Learn to study (pages 165–167)**

Students may be guided to use suitable linkers between sentences so that the paragraph is a cohesive whole.



3.

<i>Past</i>	<i>Present</i>
<ul style="list-style-type: none"><li>• five broken-down taxis and no tourists</li><li>• There were travellers who were professionals coming to study Greek history.</li><li>• The people were interested in knitting and selling local fish.</li><li>• The streets used to be clean.</li><li>• There was a great quality to life.</li></ul>	<ul style="list-style-type: none"><li>• Many tourists (300,000)</li><li>• Today there are tourists who come for sun and beaches.</li><li>• They are young, energetic.</li><li>• People are rich and values have changed. They now want jewellery shops and dress shops.</li><li>• Land values have gone up.</li><li>• The streets have become busy.</li></ul>

4. As a boy, the writer loved open spaces, and miles of mountains and deserts. Now, he loves quiet cosy places with a view, like a cove or a stream. The reasons for this change could be many—old age and the need for peace and quiet, disgust with the hurry and pace of city life, need for security and comfort, etc.
5. (a) (*Reasons will vary.*)
6. It means that one should make the atmosphere at home peaceful and comfortable for living. If we do that, the home becomes the most sought after place and the favourite place for a person. He gives the example of his house in London, which has a wonderful view and everything he needs.

### Learn words (pages 10–11)

1. (a) tourist                      (b) traveller                      (c) traveller                      (d) tourist
2. (a) a holiday-maker                      (b) a hitch-hiker                      (c) a pilgrim  
(d) a commuter                      (e) an emigrant
3. (a) a pilgrim                      (b) a commuter                      (c) a tourist  
(d) a hitch-hiker                      (e) an emigrant

### Lean grammar (pages 11–13)

#### A. Compound sentences

1. Rameez did not work hard and so he did not qualify in the examination.
2. You should submit your report immediately, otherwise you will not get your certificate.
3. He was not only extremely weak but also completely exhausted.
4. Neither have I ever driven a car, nor am I interested in driving one.
5. Rohail went into the stationery shop and bought several items for the school.
6. I thought the answer was correct but I have now discovered an error.

#### B. Participial phrases

living, reported, called, allowed, walking, not feeling, attracted

### **Learn to write (page 13)**

Ask students to think of a favourite/popular travel destination. Let some of them first talk about their choice to the class. You can also provide them with a model by talking about your favourite place. Alternatively, you can show them several descriptions as examples. Then, ask the students to write about their favourite place using the guidelines given. Encourage them to write about the location of the place, its special features, and to explain why it is their favourite place.

## **2. Natalie Beats the Odds and Competitors**

### **Learn to read (pages 15–16)**

1. False.
2. Yes, Natalie is a girl with grit and determination. Although she lost her leg in a road accident, she does not want to be treated as a disabled person. She has the confidence to take part in regular competitive swimming competitions and to win medals.
3. True.
4. ...training regularly.
5. The coach was not surprised because Natalie trained very hard and practised regularly. Natalie is an extremely determined person who has tremendous faith in her ability and dream to succeed.
6. The coach has faith in her ability and admiration for her grit and determination, and Natalie has great respect for him. The coach says, 'When she came to me after the accident, I did tell her that for me she was like any of my other swimmers.'
7. When Natalie lost her leg in the road accident, it seemed almost impossible for her to get back to swimming. But, with grit and determination, she worked hard to overcome her disability and went on to win medals in regular swimming competitions. Thus, Natalie beat the odds as well as her competitors!

### **Learn words (pages 16–17)**

1. (a) a severe blow by destiny  
(b) believe in yourself  
(c) overcoming her disability  
(d) extraordinary feat  
(e) succeed in future endeavours
2. (a) sneer  
(b) backhand  
(c) power

## Learn grammar (pages 17–19)

### A. *Too and enough*

2. too late
3. warm enough
4. talented enough
5. high enough
6. English well enough
7. enough energy

### B. Conditional clauses

1. (b) If we stay in a hotel it will cost a lot.  
(c) If we tell him the truth he will not believe us.  
(d) If we go for a long walk we'll get drenched in the rain.
2. If you lose your cheque-book, you have to call the bank.  
If you get promoted, your salary goes up.  
If you drink black coffee at night, you can't sleep for long.  
If you read continuously under poor light, you get a headache.  
If you eat too much and too fast, you get a stomach-ache.
3. If I were younger, I would play a lot of outdoor games. I would climb mountains. I would dance all night at parties. I would climb mango trees in summer. I would participate in a marathon.
4. (b) If ... was not so arrogant, she would have more friends.  
(c) If ... was not so short-tempered, I would have liked to spend time with him.  
(d) If ... was not so loud-mouthed, he would have more well-wishers.  
(e) If ... was not such a braggart, people would believe him more often.

## Learn to write (pages 19–21)

*An example:*

### Undeterred by Tragedy

Paralysed at the age of six, Maged Anwar Mohamed never shirked from a challenge. His determination has paid off handsomely as the disabled swimmer won the silver medal at last month's All-Africa Games in Johannesburg.

Mohamed's swimming career began with physical fitness classes at the Police Federation Union Club. He was given his first swimming lessons there by Mohamed Ahmed, Manager of the national team. 'Ahmed told me I might be able to qualify for the team,' Mohamed recounts. 'When I heard that, I almost flew to the pool to start training.'

Mohamed, 28, began serious training with Abdel-Baqi Hassanein, known as the dean of Egyptian swimmers and the first to introduce swimming to the country as a competitive sport. 'He used to put me in the same pool with able-bodied swimmers which increased my physical fitness and my appetite to beat them,' Mohamed said.

In 1988, Mohamed participated in the Seoul Paralympics. At 16, he was the youngest member of the Egyptian delegation. He came in seventh in both the 100m freestyle and 100m backstroke. Since then, Mohamed's star has shone. In 1989, at 17, he crossed the English Channel, the first disabled teenager to accomplish the feat. In 1990, he won a silver medal at a 50m freestyle tournament in England and a bronze in the 100m freestyle. In 1991, Mohamed returned to Britain to strike gold in the 100m backstroke, and a bronze in the 200m freestyle.

In the first All-Africa Paralympics Games, held in Egypt, Mohamed continued his winning ways, collecting a gold in the 4x50m freestyle relay and a silver in the 100m freestyle. In the All-Africa Games in Johannesburg in September 1999, Mohamed won the silver medal in the 50m freestyle.

### 3. Virus from Outer Space

#### Learn to read (pages 24–25)

1. The hypothesis was that inter-stellar spaces are full of live organisms like bacteria and viruses that could come to Earth riding on comets.
2. (a) The example was that of the 1918 influenza epidemic that spread across the globe very fast.  
(b) Physicists Fred Hoyle and N. C. Wickramasinghe gave the example to show that microorganisms can come to Earth from outer space.  
(c) The test proved that bacteria existed in outer space.
3. Dr Narlikar did not believe in either of the explanations. As far as the idea of bacteria going up from Earth was concerned, Dr Narlikar argued that it was not possible for bacteria to reach a height of 41 km. He also did not believe that the bacteria could have come from the debris of man-made satellites as the estimated debris was too small to explain what was found.
4. False.
5. They identified the bacteria and found it to be similar to terrestrial bacterium. They believed that the bacteria in outer space would be similar to what we find on Earth since life on Earth, according to their theory, started initially with bombardments. However, they could not test the samples for viruses.
6. No.

#### Learn words (page 25)

1. agronomist
2. geneticist
3. astrophysicist
4. nuclear engineer
5. biologist

## Learn grammar (pages 25–27)

### A. The future perfect tense

- (a) will have completed  
(b) will have had  
(c) will have lived  
(d) will have finished  
(e) will have started
- I will have won an award, I will have won a grammy, I will have achieved...

### B. Gerund phrases

- of seeing
- from entering
- of taking
- about having
- from continuing
- on paying

## Learn to write (pages 27–29)

Let the students read the given information. Ask them questions to check whether they have understood the information. Explain that a biography usually consists of personal details, career details, and achievements. Ask them to develop the information/points in three paragraphs. Encourage them to write a rough draft and help them to edit it. Then let them write the final version in their exercise books.

## Test—1

### Unseen comprehension (pages 30–31)

- They are described as ‘magic’ leaves because they have several uses. The tender leaves are believed to ward off sickness, keep moths and cockroaches away, and heal wounds. People also believe that fresh leaves, festooned at the entrance of the house, wards off evil spirits!
- The famous Margosa oil, obtained from the yellow fruit of the tree, is used as a medicine for the treatment of leprosy, skin diseases, and rheumatism.
- (a) False            (b) False
- The neem leaves are put into a tub of hot water and they are left there for about a week. Then the leaves are made into pulp. The pulp is put through a muslin cloth and the water that comes through is used to swab floors.
- Progressive farmers who do not want to use chemicals as insecticides spray neem water on their crops. It acts as a disinfectant.

### Coursebook comprehension (pages 32–33)

1. They used their presence of mind and acted unlike all others—they didn't think of their own safety.

OR

- (a) Being in the southern hemisphere, it was hot in December.  
(b) An invitation, for the entire family, to travel to Antarctica as part of an expedition led by the Chilean Navy.
2. (a) Young male  
(b) No, the narrator refers to a time that has elapsed. He will come back a man. He will come back to a dining room no longer in use and find, in a corner, toys with which Egyptian boys had played.
3. Young Jinnah's attitude towards his studies changed after he realized that to succeed one needs to study.

OR

Her mother realized that Evelyn was growing deaf when Evelyn did not respond when her name was called out. Her marks also began to deteriorate.

4. Darkness during an eclipse causes fear in those who don't know or understand the scientific explanation for it. This fear causes superstitions.

OR

- (a) Because she was coming from a Scottish town to a big city like London, and at that, to the prestigious Royal Academy of Music in London. Also, she was deaf.  
(b) Because she was losing her ability to hear.
5. Because it was dark and lonely.

### Vocabulary (page 34)

1. (a) green (b) white
2. (a) to lose face: to be less respected because of something you have done  
(b) to keep an eye on: to look after someone or something and make sure that they are safe  
(c) have a finger in every pie: to be involved in many activities  
(e) be up to the neck in something: to have a lot of something to deal with  
(f) not have a leg to stand on: to be in a situation where you cannot prove or explain something  
(g) two heads are better than one: two people can achieve more than one person working alone

### Grammar (page 34)

If you will break a leg, is it possible to grow it again?  
Some scientists tell that it is clearly possible.

*break*

*say*

Studies conducting by Western scientists in the 1980s

*conducted*

suggest that some animals belonged to the amphibian family

*belonging*

could grow their lost limbs again. Experiments that being done with the salamander showed that it was not enough far-fetched to hope that one day humans too would be able grow lost limbs again. Salamanders, possessed the almost miraculous ability of regrowth, showed that we too could get our lost limbs. In the past, if we break a limb, it was not possible to grow a new one. Would we break a leg in the future, it will be possible to grow a new one.

being  
too  
able to grow  
possessing  
replace  
broke  
Should  
would

### Writing (pages 35–36)

*An example:*

Garlic belongs to the lily family. It is a pungent herb that has medicinal properties. Its bulb, particularly, has healing powers.

It is claimed that garlic prevents heart disease in several ways. It makes platelets less likely to stick to the artery walls, thus lessening the chances of a heart attack. It also lowers cholesterol levels and reduces blood clotting by dissolving clot-forming proteins. It lowers blood pressure levels by its ability to widen blood vessels, thus preventing stiffening of the arteries.

Garlic, as a natural antibiotic has the ability to fight infections caused by fungi, bacteria, and viruses, and boosts immunity. Garlic has certain additional benefits too—anti-cancer properties and preventing digestive cancers, and breast and prostate cancers.

### Literature reader (Page 37)

1. Although the appointment was made twenty years earlier, both the friends remember it and keep it. They come to the appointed place at the appointed time.
2. (a) The traveller (b) Outside the house. He is there to keep an appointment. (c) Many years had passed and maybe there was no one inside. May not have. (d) By coming there after so many years.
3. The man's tall frame and the deadly-looking sword in his hand frightened Appu. The lone cabin into which he disappeared was plastered with blood. Moreover, Appu had not seen the man talking to anyone, which reinforced his sinister image.
4. (a) The earth is round, a large portion of it is covered by water.  
(b) Humans find some reason or the other to hate each other.  
They build walls to keep each other out.  
They kill each other.
5. Being a Maths teacher he only believed in facts. He had no place for fantasy in his life. He believed that storybooks are all fantasy and hence full of illogical things and a bad influence on children.

No, stories are not a bad influence as many of them represent life as it is. Even the fantasy ones have some logic in them. Moreover, they provide good entertainment and teach a thing or two about life. They also help to build and develop our repertoire of language.

### Oral Test—1 (pages 38–39)

Each student will have to be individually assessed. Ask students to come up one by one and take the test.

1. Read out each word and then pause. Then ask the student to put the stress mark on the syllable that is stressed. Give  $\frac{1}{4}$  mark for each correct answer.
2. Let the student read the words by putting the stress on the part that is in bold letters. Give  $\frac{1}{4}$  mark for each.
3. Let the student read the poem aloud with proper stress and pauses.
4. Play the recording. Let the students listen. Then ask them to read the given questions. Play the recording again. This time, let them do the exercise.



Transcript of listening text:

The Orangi Pilot Project (OPP) was launched in 1980 by Dr Akhtar Hameed Khan. The project is based in one of the largest *katchi abadi* areas of Orangi Town, Karachi.

Since Orangi Town was a *katchi abadi*, it did not qualify for government aid due to its 'unofficial' status. The Orangi Pilot Project involved the local residents in solving their own sanitation problems. Innovative methods were used to provide low cost sanitation, health, housing, and loan facilities to the people.

The OPP's work has shown that people can finance and build underground sanitation in their homes, lanes, and neighbourhoods. In Orangi, people invested Rs 78.79 million in the project. The programme is being replicated in seven cities of Pakistan and in 49 *katchi abadis* in Karachi.

Today, the project encompasses much more than the neighbourhood-level problems. The research and development programmes developed by the project now cover wider issues in the areas all over Karachi.

Dr Akhtar Hameed Khan achieved global recognition as a result of his work on these exemplary community development projects. Today, his ideas are being replicated in various countries of the world. Millions of underprivileged people are benefiting from these projects in Pakistan, in Bangladesh, and across the globe.

Answers: (a) (i)            (b) (ii)            (c) True            (d) True  
(e) community development projects.

## 4. Kindness is Contagious

### Learn to read (pages 42–43)

- (a) The writer had no money to buy graduation presents for her friends, nor did her parents. But she desperately wanted to buy them small gifts, as a remembrance of their friendships. She didn't know what to do, so she prayed.  
(b) At the entrance to the clinic two elderly women, one in a wheelchair and the other her companion, were struggling with the heavy glass door. They couldn't open it. So the writer jumped up to help them.  
(c) While coming down in the elevator, the writer realized that she had left her backpack, with her library book in it, on the lobby chair. So, she rushed into the lobby to check that they were still there.  
(d) The grey-haired woman looked dignified, serious, and stern. She looked like a person with knowledge and confidence, so the writer thought she might be an English teacher.
2. *A possible answer:* The grey-haired woman might have been proud of the writer because she had shown that she was a kind and helpful girl.
3. The grey-haired woman. She wanted to reward the girl for the kindness she had shown to the old women.
4. The writer had earlier prayed to God for help. God had answered her prayer by making the grey-haired woman give her fifty dollars. The writer could now use this money to buy gifts for her friends.
5. The grey-haired woman—kind, dignified, sympathetic, caring, helpful. The writer—kind, sympathetic, polite, concerned, caring, friendly, helpful, anxious.

### Learn words (pages 44–45)

- (a) appointment (b) dug into (c) intentionally (d) gazing  
(e) turned red (f) bustling crowd (g) sidestepped (h) wallet  
(i) backpack (j) tucked
- (a) get by (b) got away (c) get over  
(d) get back (e) get through
3. Get the students to work in pairs. Explain the rules of the game clearly. Set a time-limit.  
A few examples:  
pull up, pull off, pull down; get down, get into, get over, get in, get on, etc.

### Learn grammar (pages 45–46)

#### A. Conditional clauses without *if*

2. provided
3. Only if
4. as long as
5. Had
6. Should

#### B. *Get/Have something done*

- (b) To have my teeth cleaned.  
(c) To have it repaired.

- (d) To have a photograph taken.
  - (e) To have his old glasses replaced.
2. (b) Rabia had the curtains and other furnishings changed.
    - (c) Rabia had new shelves fitted.
    - (d) Rabia had a new carpet laid.
    - (e) Rabia had the sofa upholstery changed.
    - (f) Rabia had the furniture polished.

### **Learn to write (pages 47–48)**

Explain to the students, clearly, what an article is and how to write one. Get them to read the instructions given at the beginning of the task. Ask a few questions to find out whether they are familiar with the matter. Then give them the time to read the hints/ideas given for each paragraph. Discuss the ideas in class orally. Then instruct them to expand the ideas into an article. Remind them to give a title to the article.

## **5. The Statue of Liberty’s Roots**

### **Learn to read (pages 50–51)**

1. Because of its size and magnificence. It symbolizes American independence.
2. True.
3. (a) ... he wanted to make Liberty a strong and proud figure personifying the Greek goddesses.
  - (b) ... the Statue of Liberty was huge in size.
  - (c) ... it took two years to collect the funds to build a foundation for it.
4. They helped to pay for the restoration and refurbishment of the monument.
5. Because it deals with the origins of the statue. Yes. ‘The Making of Liberty’.
6. Freedom from slavery and racism.

### **Learn words (pages 51–52)**

1. Let the students learn the meanings from the dictionary.
2. revamp a business, refurbish a house, remodel the house, repair a statue, restore monuments, repair a toy, restore an antique, renew the contract, restore a painting.

### **Learn grammar (pages 52–56)**

#### **A. Past perfect continuous**

1. ...had been working...
2. ...had it been doing? It had been playing ...
3. What had she been doing? She had been digging ...
4. What had he been doing? He had been using ...

#### **B. Reporting questions**

1. (a) Amir asked the policeman if there was a bus to the zoo.
  - (b) Mrs Khan asked her neighbour if anyone was going to buy her house.

- (c) Aman asked his aunt if he could stay with her.
  - (d) She asked the candidate whether he had worked before.
  - (e) The tourist asked a passerby whether that road led to the palace.
2. (a) I asked him how old he was when he started playing cricket.
- (b) I asked him who his coach was.
  - (c) I asked him how he got interested in cricket.
  - (d) I asked him where he had his practice sessions.
  - (e) I asked him whether there were good sports facilities at his school.
  - (f) I asked him who his favourite cricketer was.

### **C. Infinitives and gerunds**

1. (a) to collect, mentioning, agreeing  
 (b) showing  
 (c) running, to make, spending  
 (d) seeing, to figure  
 (e) to explain, going
2. (a) I regret selling my apartment.  
 (b) I hate to stand up and speak in a crowded room.  
 (c) I happened to see your uncle yesterday.  
 (d) The school office tends to open fifteen minutes late.  
 (e) Would you fancy a pizza?  
 (f) The detective carried on stalking his suspect.
3. keeping, cooking and sewing, visiting, talking, shopping, getting, baking

### **Learn to write (pages 57–59)**

Let the students look at the pictures carefully. Ask them what the pictures represent. Give them time to read the article. Ask a few questions to ensure understanding. Then initiate a discussion on child labour. Elicit the students' opinions and viewpoints. The discussion should be on the conditions of working children and the need for freedom. Put up the ideas generated on the blackboard. Help them with paragraphing. Let them write the rough draft in groups. Ask each group to think of a title. Encourage peer correction and revision in groups. Let them write the article at home and submit it the next day. The best article can be included in the school magazine and put up on a noticeboard.

## **6. Begum Rana Liaquat Ali Khan**

### **Learn to read (pages 62–63)**

1. ...a sanatorium in Almora that she used to visit with her mother.
2. True.
3. Begum Liaquat believed that education and economic independence were important for women's emancipation.

4. Yes. She was the first Muslim female ambassador of Pakistan. She formed many organizations aimed at improving the status of women in society.
5. (a) ...for nursing and first aid.  
 (b) ...train women to give injections and administer first aid.  
 (c) ...the All Pakistan Women's Association (APWA)  
 (d) ...a chain of schools, colleges, industrial homes, and other institutions.
6. *Answers will vary.*  
 7. *Answers will vary.*

### Learn words (pages 63–64)

1. Word maze:  
 committed, hard-working, spirited, dynamic, persevering, active
2. (b) committed (c) dynamic (d) active (e) hardworking  
 (f) persevering (g) spirited

### Learn grammar (pages 64–66)

#### A. Non-defining relative clauses

1. (b) ..., which was built in the third century BC, ...  
 (c) ..., who served in the Crimean War, ...  
 (d) ..., who served the poorest of the poor in India, ...  
 (e) ..., which was painted by Leonardo da Vinci, ...  
 (f) ..., which is in Lahore, ...  
 (g) ..., which is the only planet with air and water, ...  
 (h) ..., who are just 4 feet 9 inches tall, ...
2. (b) The strike at the car factory, which lasted for ten days, is now over.  
 (c) Rohail, whose job involves a lot of travelling, is away from home a lot.  
 (d) The new stadium, which will hold 90,000 people, will be opened next month. *or* The new stadium, which will be opened next month, will hold 90,000 people.  
 (e) Huma, whom I have known for a long time, is one of my closest friends.  
 (f) My office, which is on the first floor of the building, is very small. *or* My office, which is very small, is on the first floor of the building.

#### B. Question tags

1. don't you?                    isn't it?                    shouldn't we?  
 are you?                    shall we?                    haven't you?                    isn't it?
2. (b) It was a wonderful film, wasn't it?  
 (c) She has a lovely voice, doesn't she?  
 (d) This bridge is not very safe, is it?  
 (e) The food is delicious, isn't it?

### **Learn to write (page 67)**

Get the students to think of three ways in which literacy can help rural women. Discuss the ideas at length orally before they start writing.

Some ideas could be:

1. Literacy will help women become aware of the need for cleanliness to protect the health of their families.
2. It will help them care for the overall development of their children.
3. It will make the women economically independent and, thereby, improve the quality of their lives.

Explain, clearly, what an article is and how to write one. Ask them to develop these ideas into three paragraphs. Let them give a title to the article.

## **7. 'We the Peoples'**

### **Learn to read (page 70)**

1. False.
2. Scientists tell us that the world of nature is so small and interdependent that a butterfly flapping its wings in the Amazon rainforest can generate a violent storm on the other side of the earth. This means that what happens in one part of the world affects human beings in another part as well. Everything is interdependent.
3. The 20th century has been described as the deadliest in human history because it witnessed devastating wars, untold misery, and unimaginable crimes. Two World Wars were fought.
4. According to Annan, the main role of the United Nations in the 21st century is to respect the dignity and sanctity of every individual, regardless of race or religion, and to improve the conditions of individual men and women.
5. (a) Eradication of poverty because only then men and women make the most of their abilities.  
(b) Preventing conflict because only when individual rights are respected can differences be channelled and resolved peacefully.  
(c) Promoting democracy because that is the only environment in which individual self-expression and self-government can be secured.
6. (a) This expression means that we have entered the 21st century after facing great difficulties and untold suffering in the previous century.  
(b) What Annan means by this is that we must understand that peace belongs to each and every member of the community and peace must be made real in the daily life of every individual in need. In the 21st century, we must respect the dignity of every human life.

### **Learn words (page 71)**

untold misery  
indefinite period  
illogical answer

irreparable damage  
impractical suggestion  
impolite behaviour  
innumerable stars

### Learn grammar (pages 71–73)

#### A. Object complements

- interesting
- speechless
- white
- tired
- sick
- Attila
- chairman
- a liar
- hot

#### B. Making comparisons

- The more regularly you exercise, the healthier you will be.
- The less you complain about everything, the happier your life will be.
- The more he earned, the more he spent it on useless things.
- The bigger the house, the higher the price.
- The more you argue, the less you will like each other.

#### C. Adverbial clauses of time, reason, purpose, and concession

- After, When, because, While, When
- I will carry an oxygen cylinder because there is less oxygen at great heights.  
I will carry a box of medicines so that I can treat myself if I fall sick.  
I will carry a wireless in order to keep in touch with the team at the base camp.  
I will take a tent and a sleeping bag so that I have some protection while spending the nights on the mountains.
- Though, Although

### Learn to write (pages 74–75)

Kofi Annan begins by saying that in today's world the real divisions are not between nations but between the powerful and the powerless and the haves and the have-nots. A crisis in one part of the world has an effect on other parts too. They are linked inextricably. Mankind is in the grip of a sense of insecurity. The mission for the United Nations, therefore, is to improve the dignity of individuals and safeguard human rights. In this century, he says, we must place human beings at the centre of everything we do, from the eradication of poverty, to the prevention of conflicts, to the protection of human rights.

## Test — 2

### Unseen comprehension (pages 76–78)

- Because he brought home fresh sweets like *rasgullas*, *gulab jamuns*, and *barfi*.
- As soon as *Bauji* entered the house, his daughter-in-law would cover her head and face with a dupatta; his wife *Bhabo* would quickly send

her friends home; his daughter would go to the kitchen to make some tea; Big Uncle would go and change for tennis; the grandchildren would stop playing *Parcheesi*. Their reactions show that he was a strict man and that he was treated with a lot of respect at home.

3. *Bauji* would clear his throat before entering the house as a signal to everyone in the house that he had arrived. He would clear his throat at the office too, to indicate to his client that the meeting was over.
4. He was a lawyer. The sentence at the beginning of the passage—‘*Bauji* used to come home from the courts ...’ and words like ‘client’, and, ‘witness’ suggest that.
5. authoritarian, disciplined, caring, strict, overbearing

### Coursebook comprehension (pages 78–80)

1. They are like a family. The earth is like a mother to all living things.

OR

Introduction of literacy classes in her locality.

A group of people conscious of the need to enable people to read and write.

2. No, she may have a sense of fulfilment but she is not content—she longs for some rest.

OR

land—exploited its resources

water and air—polluted them

forests and plants—destroyed them

animals—caused them to become rare or extinct

3. Desperate because she wants to save her son from being enslaved; worried because she was leaving a familiar and known environment to enter the unknown.

OR

The environment is destroyed and polluted by gunpowder. Hundred of lives are lost—men and horses. Wars never settle anything.

4. They are proud of their achievements, and are happy to be living out their dreams, and proud of the respect they have earned.

OR

The nightingale was not as beautiful as the parrot but could sing more sweetly.

5. (a) These lines are taken from the poem ‘The Hawk’.  
(b) The speaker in this poem is a hawk.  
(c) The ‘limitless space’ is the freedom of the endless skies.  
(d) The hawk seeks ‘limitless space’ because it believes in freedom from a life of restrictions, ease, and dullness.

### Vocabulary (page 80)

1. (a) grimaced (b) pouted
2. daydream, sleepwalk, breathtaking, heartfelt, springclean, widespread

### Grammar (pages 81–82)

- I have breathing problems in winter as I am an asthmatic.
  - When the crew saw their captain writhing in pain, they rushed to his help.
  - Although I had read the poem twice, I wanted to read it again.
  - My mother attends to the housework while keeping an eye on my little sister.
- Asad was ill and so he did not go to school.
  - You should get your licence renewed at once or else you will have to pay a fine.
  - I have never participated in a cookery contest nor do I want to participate in one.
  - The captain won the toss and elected to bat first.
- Mr Baig, which was a rich old man, thought he was dying. *who*  
He thought, 'I would have lived 70 long years by next week. *will*  
I'm too rich to enter heaven, isn't it? Let me give away *aren't I?*  
all my riches.' Own a car was no longer of interest *Owning*  
to him or so he gave it away to an old friend. *and*  
To living in a big house did not interest him anymore either. *And/Also*  
But he gave it away to a poor family and went away to *So*  
the mountains.  
He did not die soon though. In fact, he lived to be a hundred!

### Writing (pages 82–83)

Get some students to describe a few members of their families before you make them write the character stretch.

### Literature reader (pages 83–84)

- Knowledgeable, for he could talk and argue on various subjects; humorous, because he cracked jokes in the class in his lighter moments; strict, as he punished his students for wrongdoing or lapses.
- He said that even a human baby commits acts of violence, for example crushing ants, but soon grows out of it when he or she attains maturity and education. Similarly, a violent person would some day grow old and thus dependent. He or she would then lack the energy and strength to even look after himself or herself, leave alone harm others. The tiger was well-beyond his prime, ought to accept that, and not attempt to be aggressive anymore.
- No. The narrator preferred to play and hated to sit and study all the time. His elder brother believed in studying to the exclusion of any distraction.
- Harry did not have a normal childhood as he could never play and run about freely like children of his age as he was responsible for looking after his sister who was wheelchair-bound. He was also deprived of the

normal relationship one has with a brother or sister since his sister was mentally challenged and barely spoke a word.

5. The village team comprised of boys who lived in the village near each other and hence had plenty of opportunity to practise. The players in Rameez's team were from different parts of the town and did not have adequate opportunity to practise as a team. Adults joined Rameez's team, but they were more of a hindrance.

## Oral Test—2 (pages 85–86)

*Each student will have to be individually assessed. Ask the students to come up one by one and take the test.*

1. *Read the set of words aloud with proper stress. Give 2 marks for each set of words.*
2. *Get the students to complete the answers.*
3. *Ask students to read the poem aloud with proper stress and pauses.*
4. *Get the students to study the table first. Then play the CD. As they listen, let them fill in the details in the table.*



*Transcript of listening text:*

In March 2010, scientists working at an underground complex in Geneva started up a huge particle-smashing machine aiming to recreate the conditions of the Big Bang that created the universe. Experts say it is the largest scientific experiment in human history and the Large Hadron Collider is the biggest and most complex machine ever made. The test by the European Organisation for Nuclear Research (CERN) could unlock many secrets of modern physics and answer questions about the universe and its origins. CERN Director General Robert Aymar hailed it as a 'historic day' for CERN and mankind's thirst for knowledge.

Around twenty-seven Pakistani scientists and technicians took part in the 'Big Bang' experiment that will recreate the first moments of the universe. Fifteen physicists, ten engineers, five lasers and opto-electronics experts, six computer professionals, and six students from National Centre for Physics (NCP) and Pakistan Atomic Energy Commission (PAEC) were involved in the experiment. This opportunity provided them with an immense learning opportunity.

Five Pakistani scientists were present during the Big Bang experiment, including Dr Jamila Bashir Butt, Hassan Shahzad, Taimur Khurshid, Saleh Muhammad, and Muhammad Ahmad, while nine others were involved at different junctures.

In recognition of PAEC's contribution, quality of work and adherence to schedule, CERN awarded PAEC the Best Suppliers Award in 2006.

Working in an international environment with people from many diverse backgrounds was enlightening for the Pakistani scientists. It was an important achievement for Pakistan to have contributed to this great enterprise.

Now this is certainly something to celebrate and be proud of. Our brilliant scientists, men and women, are at the very forefront of ground breaking discoveries in science!

*Answers:*

March 2010, Geneva, the Big Bang, Large Hadron Collider, European Organisation for Nuclear Research (CERN), 5.

## **Examination**

### **Unseen comprehension (pages 87–89)**

- (a)
- (a) Mohtarma Fatima Jinnah                      (b) Lieutenant S.M. Ahsan  
(c) Flight-Lieutenant Ata Rabbani
- The author compares the crowd to a snowfield because it was a huge crowd of people wearing white clothes and, from the air, it looked like the ground was covered by snow.
- The Quaid-i-Azam became full of life when he saw the crowd waiting for him.
- (a) True                      (b) False                      (c) False

### **Coursebook comprehension (pages 89–92)**

- (a) Brought percussion to the fore of the orchestra, gave inspiration to those who are handicapped, and given enormous pleasure to millions.  
(b) They used their presence of mind and acted unlike all others—they didn't think of their own safety.  
(c) She personally cared for him and showed great concern—she prepared his bed, taught him their language, placed a quilt in the box to protect him during the ride to the town, and sat close to him during the public display.  
(d) That she had a nightingale which sang beautifully and became her pet, drinking and eating out of her hand.  
(e) They were humble and were not looking for any recognition of their heroic deeds.  
(f) People hide in their homes, especially pregnant women. Rituals are practised, like fasting and bathing, at the time of an eclipse.  
(g) hold her head high with dignity and self-respect  
sense of joy in learning  
sense of pride and achievement  
live a life of honour  
(h) She does not have a pet—and is worried that she will be laughed at. Her worry is justified.
- A. (a) 'The Hero'  
(b) Khoka wants his day dream to become reality.

- (c) Khoka's brave deeds would be like the deeds of the heroes of some of the books we read.
  - (d) People would be stunned and praise him endlessly.
- B.
- (a) 'Woman Work'
  - (b) The sun, rain clouds, dew drops, storms, snowflakes, stars, moon, mountains, oceans, leaf, stone, sky.
  - (c) The sun because it provides light and warmth; rain—to cool, dew drops—to refresh her when she is weary; storm—to blow her away from this routine and give her rest; snowflakes—to bring nightfall and rest. (These are some possibilities—students may suggest other things.)
  - (d) The family is constantly making claims on her time and energy so she turns to the natural elements and makes her claims on them.

### Vocabulary (pages 92–93)

1.
  - (a) caught red-handed
  - (b) red-carpet welcome
  - (c) blue-blooded
  - (d) yellow pages
  - (e) white elephant
  - (f) green room
2.
  - (a) Take something with a pinch of salt: to be careful about believing that something is completely true.  
When John tells us something, we take it with a pinch of salt because he is a compulsive bragger.
  - (b) Rub salt into somebody's wounds: to make a difficult experience even worse.  
The proposed ten per cent cut in wages is really rubbing salt into our wounds.
  - (c) Be up to the neck in something: to have a lot of something to deal with.  
I've been up to my neck in paperwork all week.
  - (d) Not have a leg to stand on: to be in a situation where you cannot prove or legally support what you say.  
The judge dismissed the case because the prosecution did not have a leg to stand on.
  - (e) To make your blood boil: to make you extremely angry.  
The way they treat those orphaned children makes my blood boil.
  - (f) To take to your heels: to run away.  
As soon as the burglar saw me, he took to his heels.

### Grammar (pages 93–95)

1.
  - (a) had been watching
  - (b) had/had been climbing
  - (c) had/had been searching.

2. (a) doesn't she?      (b) can't you?      (c) don't they?  
(d) didn't it?      (e) don't I?      (f) shouldn't I?
3. complete, will gift, moves, will fall, were, would consider, had not done, would have fallen, had not used, would have died.
4. to eat, salty, watching, make me uneasy, like being, more upset
5. 'What's the matter?' Mrs Cooper asked.  
'It's fallen out!' Malcolm cried.  
'What is it?' Mrs Cooper said, edging away.  
'I don't know. It's got six legs and sharp knees and sort of frilly ginger eyebrows on stalks.' He pounced. 'There it goes!'  
'Where?'  
'Missed it,' said Malcolm. 'It's running under your chair, Mary.' Mary squeaked and climbed on to the table because she thought that was the right way to behave when creepy-crawlies were about.  
'I see it!' Jason yelled and jumped up and down.

### Writing (pages 95–96)

Discuss the ideas before you make the students write the essay. They might talk about the value of Jinnah's principles in today's world. Encourage the students to have a good discussion before they write.

### Literature reader comprehension (pages 96–98)

1. Yes, it was uncertain. There was no way of telling whether the meeting would take place. Twenty years is a long time. It was not certain if the friend remembered the appointment. Even if he did, it was not certain whether he would be able to make it. Or, alternately, the friend may not have any particular desire to meet his childhood friend and thus not keep the appointment.
2. It is a comment on humans' concern for personal safety. Nothing matters more than that. In short, humans are rather cowardly. The people had been falling over each other to hear what was going on inside the room. But, the moment the tiger and his master emerged from the room, the people ran to the nearest safe place. In short, they made themselves scarce. Now, they peeped out from their safe hideouts and talked in whispers for fear of exciting and angering the tiger.
3. The narrator believed that his life would be no better if he learned to read and write—'Would the sweetmeats taste sweeter ... ? Would the rainbow or the hills look more charming ... ?' Life was carrying on fine without these impositions. Appu also had the same opinion—'Which person in this wide world would dare to make me do that sort of a thing?'
4. It offers more than a geography lesson. It gives him an insight into human nature, and shows how some human behaviour can be explained while some offers no explanation at all, for example their mutual distrust and hatred for one another.

5. Mr Pink turned the horse into Pegasus and made it fly, with the Maths teacher on its back—a frightening experience for the Maths teacher. I don't think that such an extreme punishment was required to make him realize the worth of storybooks and fantasy in our lives. True, he had taken away much of the joy in Tipu's life but he had not hurt anyone. There could have been other ways of making him see the worth of storybooks.
6. The village schoolmaster was good at:
  - (a) writing
  - (b) arithmetic
  - (c) measuring land
  - (d) predicting the appearance of the tides
  - (e) arguing/debating a point
  - (f) had a rich vocabulary
  - (g) had a good repertoire of knowledge
7. The king said that he could not tour his kingdom because he was old and walking tired him. Also, there was no room for a carriage as the whole planet was covered by the king's robe.
8. He appears to have not been intelligent or perhaps he did not concentrate on his studies, even if he constantly sat with an open book in front of him.
9. Yes, for the king would never have discovered their presence. The mosquito had bitten the king in the most intrepid manner while he was still half awake. This made the king conclude that there were parasites in his bed. When his bed was inspected closely, the louse and her family were found and killed.
10. Yes. Portia decides the case without any favour to either party. She interprets the law very wisely and goes by the book. She follows the bond to the letter and in doing so helps save Antonio's life.

## 16. Key to the Literature Reader

### 1. After Twenty Years

#### Read for appreciation (page 12)

1. Although the appointment was made twenty years earlier, both the friends remember it and keep it. They come to the appointed place at the appointed time.
2. Yes, it was uncertain. There was no way of telling whether the meeting would take place. Twenty years is a long time. It was not certain if the friend remembered the appointment. Even if he did, it was not certain whether he would be able to make it. Or, alternately, the friend may not have any particular desire to meet his childhood friend and thus not keep the appointment.

3. Yes, Jimmy does justify the terms ‘finest’ and ‘staunchest’ used by his friend, Bob. Jimmy was loyal and did keep the appointment at the appointed place and time. He he was a staunch and sincere policeman even if, perhaps, not a staunch friend. When he noticed that his friend was none other than a ‘wanted criminal’, he decided not to disclose his identity and meet him. He did his duty by asking his friend to impersonate him for some time and arrest Bob before he made his escape.

He was also the ‘finest’ man possible as he did not arrest his friend himself. He could have disclosed his identity and accused Bob of being a notorious criminal wanted by the Chicago police. He could have arrested him. But he sent his friend over to do the job for him.

A few sentences from the story to illustrate this:

- ‘I’ll give him half an hour at least. If Jimmy is alive on earth he’ll be here by that time.’
  - ‘But I know Jimmy will meet me here if he’s alive, for he always was the truest, staunchest old chap in the world. He’ll never forget. I came a thousand miles to stand in this door to-night.’
  - ‘Somehow I couldn’t do it myself, so I went around and got a plain clothes man to do the job.’
4. The Chicago police had probably been looking for Bob for theft, deceit, or robbery. He had been nicknamed ‘Silky Bob’ as he must have kept evading their grasp, which probably explains why he said that in the West he was always on the move: *You see, the West is quite a big place, and I kept moving around quite a bit.*

His statement, *I’ve had to compete with some of the sharpest wits who were after my wealth* possibly refers to the police department who were trying to catch him, as much as he was using his wit to escape them.

His cigars, dress, diamond pin, and watch set with diamonds, all indicate that he had made a lot of wealth, perhaps ill-gotten, in the West.

5. Jimmy Wells was an honest and hard-working man who believed in doing his duty first. He did not have the kind of wicked ‘imagination’ that Bob had. At the same time, he had did have the sensitivity not to arrest his friend who had come all the way to meet him and keep an appointment. He requested his friend to do it. Here he showed his imagination. He must have asked his friend to cover himself up to his ears so that Bob could not recognize him straightaway and make off. The little play-acting of the plain-clothes policeman posing as Jimmy may have been Jimmy’s idea. Certainly Jimmy Wells had imagination and intelligence.
6. The surprise at the end of the story is that the ‘friend’ who greeted Bob at twenty minutes after ten was actually a policeman who had been tipped off by Jimmy Wells. Jimmy had come to meet Bob at the appointed time and place, but he was in for a surprise when he discovered that Bob was none other than the wanted ‘Silky Bob’.

7. Yes. Jimmy's colleague covered his face as much as he could to camouflage his identity from Bob. He shook his hands warmly and talked to him in a familiar tone, asking him how the West had treated him. He even mentioned the restaurant where they had eaten twenty years back. When Bob remarked that the Jimmy he knew was a few inches shorter, he nonchalantly answered that he had grown a bit after twenty. He walked arm-in-arm with Bob.

Here are the sentences from the story that illustrate this:

- ... a tall man in a long overcoat, with his collar turned up to his ears, hurried across from the opposite side of the street.
  - 'Bless my heart!' exclaimed the new arrival, grasping both the other man's hands with his own.
  - 'The old restaurant's gone, Bob; I wish it had lasted, so we could have had another dinner there.'
  - 'Oh, I grew a bit after I was twenty.'
  - 'Come on, Bob; we'll go around to a place I know of and have a good long talk about the old times.'
8. There is an air of mystery about the events of the night. The weather too plays a part in heightening the mystery. The drizzle and the wind help to camouflage the face and build of the plain-clothes policeman. Had it been a clear day, Bob may have been able to make out the difference earlier and might have run away. Due to the wind, he probably could not hear the other person's voice very clearly to make out if it was different.

### Activity (page 13)

The dialogue might read like this:

- Jimmy: Hello, Sam. I need you to do something for me.  
Sam: What is it, Jimmy? You want me to go on the beat?  
Jimmy: Oh, no. You won't believe it. 'Silky Bob' has presented himself in our street.  
Sam: Where?  
Jimmy: Where the restaurant 'Joe Brady' used to be?  
Sam: I don't believe it! Why should he come here?  
Jimmy: Well that's a long story. Let me tell you briefly. You see, the man we call 'Silky Bob' is actually my childhood friend, Bob, who went to the West. I discovered it just now. We had made a promise to each other twenty years ago that we would meet at 'Joe Brady's' at ten tonight, and that, wherever we may be, we would make it a point to be here.  
Sam: Umm. Very interesting! So you mean the crafty 'Silky Bob' has some conscience. He wants to keep an appointment he made twenty years ago!

- Jimmy: Looks like it. Well I, too, remembered the appointment and went to where 'Joe Brady's' had stood at ten minutes to ten. I noticed this man with a cigar in his mouth. When I went closer, I found that it was indeed Bob. At that moment I realised that the face was unmistakably 'Silky Bob's' as well. So I came away.
- Sam: So, what do we do now?
- Jimmy: Simple. Arrest him. But, mate, I can't arrest my friend who came all the way from the West to keep an appointment with me. It wouldn't be fair. Why don't you go in my place? He said he would wait till ten thirty.
- Sam: But, Jimmy, we look so different. The man will take off the moment he sees me.
- Jimmy: No, I don't think so. The rain and wind will help. You need to wear your long overcoat. Pull up the collar to your ears. That, the drizzle, and the darkness will act as camouflage.
- Sam: Alright. Let me watch you. Walk a little to that corner. Let me see if I can imitate your swagger.
- (Both laugh. Jimmy walks in the room.)
- Jimmy: And look, I like to keep my left hand in my pocket while my right arm swings free.
- Sam: And, I must imitate the slow way you talk. 'I...i...s...s... th....th....a ..t y-o-o-o-u B-aw-b?' Ha-ha-ha-ha!
- Jimmy: Come on, you do it well. You will pull it off. Friend or no friend, 'Silky Bob' will be ours today. All the best. Hurry. It is almost fifteen minutes past ten.
- Sam: Okay, here I come, 'Silky Bob'.
- Jimmy: Wait a moment, Sam. (Scribbles something on a piece of paper). Hand this to Bob after you have caught him. Don't worry, I shall be lurking somewhere nearby in case you need a hand. Good luck.

The conversation between the plainclothes policeman and Bob can be taken from the story. Having practised the lines, the students can enact the scene in the class.

2. Allow the students use their imagination. Let them include the essential things mentioned: the overcoat, the scarf, the diamond pin, the cigar in Bob's mouth, the collar pulled up to the policeman's ears, the drizzle and faint lights, etc.

## The Listeners

### Read for appreciation (page 17)

1. It was an old building and was built like a castle. The words 'turret' and 'sound of iron on the stone' indicate this.

2. The setting is not modern as the traveller is travelling by horse. Moreover, the traveller stands before an ancient building expecting it to be inhabited.
3. It was situated in a forest or near a forest. The words that indicate this are 'Of the forest's ferny floor'.
4. The house perhaps belonged to friends or relatives of the traveller. He may have gone to far-off lands to make a fortune for himself and had promised to return.
5. Yes, his disappointment at the emptiness of the house indicates this. His utterance, 'Tell them I came/... That I kept my word..' illustrate this. The urgency with which he knocks upon the door also indicates his belief that there ought to be people living in the house.
6. Yes, for the people in the house are long since dead, as is hinted in the lines—'only a host of phantom listeners/That dwelt in the lone house then/Stood listening in the quiet of the moonlight'. The house shows signs of being deserted or neglected over a long period of time.
7. He felt disappointed as he had kept his word and returned but there was no one to receive him at the house.
8. No one. Perhaps the ghosts of the one-time inhabitants now lived in the house.
9. Feeling of fear/strangeness/curiosity, etc.

### Activity

1. moonlit door, forest's ferny floor, leaf-fringed sill, faint moonbeams on the dark stair, cropping the dark turf, the starred and leafy sky, shadowiness of the still house, silence surged softly backward.
2. 1. When I am at Grandfather's place, I love to browse through his **dust-laden shelves** for something interesting to read.
2. The Pakistani hockey team gave a **lackluster performance** at the Olympic qualifying tournament.
3. As we crossed the gates we found ourselves in the **floodlit stadium** where the Twenty 20 match was in progress.
4. Many soccer players have **close-cropped hair**. Perhaps it is to avoid hair getting into their eyes when they are playing.
5. The sun rose over the **rain-washed valley**. What a beautiful sight it was!
6. The darkness was shattered by a **blood-curdling scream**. Was someone in danger?
7. The **weed-infested garden** clearly indicated that no one lived in the house anymore.

## 2. Chasing the Rainbow

### Read for appreciation (page 25)

1. Reading and writing which, he felt, served no purpose in life. Perhaps some children do feel this way, especially when the tasks appear boring and tedious.
2. The narrator believed that his life would be no better if he learned to read and write—‘Would the sweetmeats taste sweeter ... ? Would the rainbow or the hills look more charming ... ?’ Life was carrying on fine without these impositions. Appu also had the same opinion—‘Which person in this wide world would dare to make me do that sort of a thing?’
3. (a) Appu’s reference to the ‘little imp’ which lived in the old abandoned well behind his hut and which kept popping up from ‘time to time’.  
(b) Appu’s reference to the shooting star that had fallen on the hilltop and was still smouldering when Appu’s father lit a *bidi* from its embers.  
(c) The imaginary characteristics they had lent to the butcher—the story that once in a while he trapped young boys and slaughtered them. Yes, his tales were strange as they did not have any truth in them and were figments of his imagination. The incident proved that his fears, and the picture he had conjured, of the butcher were absolutely baseless, as the butcher had proved to be caring (concerned about the narrator’s welfare), sensitive (to another’s religion), and broadminded.
4. The man’s tall frame and the deadly-looking sword in his hand frightened Appu. The lone cabin into which he disappeared was plastered with blood. Moreover, Appu had not seen the man talking to anyone, which reinforced his sinister image.
5. He thought that if he fought or resisted him the man would kill him. Moreover, in the wilderness, there was no one around who would hear his scream and come to his help. He planned to bite the man’s hand and run the moment he put him down.
6. The narrator was surprised that the man allowed him to get off his shoulder and walk alongside. He talked firmly but not cruelly. He took him to a temple and asked him to pray, after which he took him home and left him safely at his doorstep. Perhaps the man felt that the little boy was running wild as he had seen him roaming the countryside all alone.
7. The atmosphere inside the temple and the fragrance of the incense sticks brought the rainbows to the narrator’s mind once again.
8. He realized that one must never judge a person by his appearance, his profession, or his faith. Though a butcher by profession, the man was

concerned about his safety and had gently brought him home. He also had respect for another's religion as he took him to a temple although he himself was a Muslim. He decided to smile at the butcher when he met him next, to undo the wrong he had done to him.

9. (a) 'They insisted on my taking to as irrational an occupation as learning how to read and write. I had .....writing.' (Para 2)  
(b) 'We talked on several vital issues such as how a little imp.....' (Para 3)  
(c) 'The sight and the smell were depressing. Who knew how much blood had flowed from the goats and how much from the missing boys?' (Para 7)  
(d) 'A year ago, another rainbow, spanning the eastern horizon ... But who knew if the rainbows in this region were not more understanding?' (Para 8)  
(e) 'I had seen him two or three times from a distance and hoped that he would remain a threat only in principle, like the bear, and would never really intervene in my life.' (Para 12)  
(f) 'The fragrance made me extremely happy, so much so that I felt like succeeding in catching the rainbow and flying through it from one end to the other ...' (Para 19)

### Activity (page 26)

1. (a) the narrator's age: *five long years*  
(b) the well behind Appu's hut: *old, abandoned well*  
(c) the man they met: *tall, fair, and heavily moustached man*  
(d) the house into which the man disappeared: *solitary one-room house*
2. (a) give up the chase  
(b) the chase  
(c) chasing around  
(d) chase up  
(e) chase out

## Geography Lesson

### Read for appreciation (page 32)

1. Each stanza describes how the world looks from a certain height—after taking off, at ten thousand feet, and at six miles, possibly the highest the plane can go. Each gives a finer and finer telescopic view of the earth, its surface, the topography and the townships and human settlements.
2. planned and organized (planned according to the landscape or the topography)
3. The truth that dawned on him was that most of the cities were located on the banks of rivers or in valleys. This is because humans prefer flat land to settle on, and need water to survive.

4. The logic of geography was that the valleys and the riverbanks were heavily populated in humans' search for water and plains, to settle down on and cultivate.
5. Two physical facts:
  - (a) The earth is round.
  - (b) There is more water than land.
 Three other facts:
  - (a) Humans find some reason or the other to hate each other.
  - (b) They build walls to keep each other out.
  - (c) They kill each other.
6. The fact that though humans are logical and planned in many ways, they are highly illogical in others. Unlike animals, they always find reasons to hate each other and build walls to keep each other out.
7. Yes. The first two stanzas talk about physical features—why the cities look haphazard. Since the land is not uniform and is criss-crossed with rivers, the cities are forced to spread in a certain direction. Humans settle near water as they can not survive without it. This is logical. But the third stanza talks about feelings—that humans have never trusted one another and spend time and energy building walls and guarding their land, in the course of which they even kill each other. This is illogical. Can humans not live in peace?
8. It offers more than a geography lesson. It gives him an insight into human nature, and its logicalities and illogicalities. It shows how some human behaviour can be explained while some offers no explanation at all, for example their mutual distrust and hatred for one another.

### Activity (page 29)

1. (a) ...that the the sea towards the Eastern coast was not so calm.  
 (b) ...that the river runs through the city.  
 (c) ...that there was very little open space in the city.  
 (d) ...that coconut trees lined the seashore.  
 (e) ...that the city was ringed by hills.
2. Earth moving away at great speed. Discernible forms are no longer distinct. The round shape of the earth emerges the distance between us increases.

One can make out the area covered by water and realize how much of the earth is covered by seas. At a great distance, the colours of the seas and the forests seem to fade and the earth appears to have one colour. It looks like a huge ball, bluish in colour with swirls of white over it. These are the clouds around it. The mountains appear to be dark shadows.

Travellers begin to feel weightlessness and slowly begin to float around. They don't fall down but float around inside the spacecraft. The

feeling is similar to being on a giant wheel as it comes down, but constant and pronounced.

### 3. The Maths Teacher, Mr Pink, and Tipu

#### Read for appreciation (page 42)

1. Yes. Mr Pink and the horse that turned into Pegasus. Tipu's meeting Mr Pink, Mr Pink's behaviour and references during the conversation, and the horse beginning to fly.
2. Perhaps. Tipu was an avid reader of fairy tales and at an age when children daydream a lot. Tipu was a dreamer. His anguish over his Maths teacher's attitude may have caused him to dream such a sequence and imagine a helpmate like Mr Pink. When things seem to be too oppressive or when things seem to go out of hand or when there is a crucial moment in our lives some of us do wish for some supernatural help.
3. Being a Maths teacher he only believed in facts. He had no place for fantasy in his life. He believed that storybooks are all fantasy and hence full of illogical things and a bad influence on children.

No, stories are not a bad influence as many of them represent life as it is. Even the fantasy ones have some logic in them. Moreover, they provide good entertainment and teach a thing or two about life. They also help to build and develop our repertoire of language.
4. Mr Pink turned the horse into Pegasus and made it fly, with the Maths teacher on its back—a frightening experience for the Maths teacher. I don't think that such an extreme punishment was required to make him realize the worth of storybooks and fantasy in our lives. True, he had taken away much of the joy in Tipu's life but he had not hurt anyone. There could have been other ways of making him see the worth of storybooks.
5. The Maths teacher thought that his denial of a sense of imagination and fantasy, and the unfeeling way in which he had deprived the young boy of his pastime, had caused some imaginary creature to teach him a lesson. As soon as he was back from the hospital, he asked Tipu's father to allow him to read storybooks.
6. Strict to the point of being cruel—more understanding; unreasonable and close-minded (depriving a little boy of the pleasure of stories because of his preference for a scientific attitude)—open minded and ready to listen to argument; authoritarian—more understanding and gentle
7. Yes. His attitude towards his teacher changed.
8. *Answers will vary.* Mr Pink for his way of bringing justice to all persons and for removing the cause of suffering and sadness in a way that doesn't hurt the other party; his interesting way of talking; his funny words; and his love for Tipu.

Tipu, like any other wide-eyed child, lives in a world of imagination. He is like any normal child who is afraid of his teacher and hates to be dominated.

### Activity (page 39)

2. • They can make things happen.
  - They can walk through walls and matter (ghosts).
  - They seem to live for ever.
  - They have fantastic shapes and bodies—they are often a mix of animal and man (Centaur) or bird and lion (Sphinx) or a marvellous bird (Phoenix).
  - They can be of any colour, size, or proportion.

## The Village Schoolmaster

### Read for appreciation (page 42)

1. praises
2. He reacted severely and strongly when a pupil played truant. Perhaps he gave them a severe punishment or reprimand—‘I knew him well, and every truant knew;/Well had the boding tremblers learned to trace/The day’s disasters in his morning face’.
3. The pupils laughed at his jokes, even if they did not want to, because they were afraid of displeasing him/out of sheer politeness/to keep him in good humour.
4. A frown on his face told the pupils that he was displeased with something.
5. The villagers stared at the schoolmaster when he spoke because
  - (b) they were surprised that he knew so many difficult words, and
  - (c) they were surprised how one person could have so much knowledge.
6. The village schoolmaster was good at:
  - (a) writing
  - (b) arithmetic
  - (c) measuring land
  - (d) predicting the appearance of the tides
  - (e) arguing/debating a point
  - (f) had a rich vocabulary
  - (g) had good repertoire of knowledgeThe villagers were impressed most by his ability to debate on a point, his rich vocabulary, and his good repertoire of knowledge.
7. Yes. The latter half of the poem defends his severity and lists the intellectual feats of the schoolmaster.  
‘Yet, he was kind...that one small head could carry all he knew.’
8. Serious—because he appeared grim on occasions and did not take offences lightly; skilful—because he was skilled in measurement and the art of arguing; strict—as he punished for wrongdoing or lapses; knowledgeable—

for he could talk and argue on various subjects; humorous—in his own way, since he cracked jokes in class in his lighter moments.

### Activity (page 43)

1. Epithets from the poem:  
straggling fence, blossomed furze, unprofitably gay, noisy mansion, counterfeited glee, busy whisper, dismal tidings, learned length, thundering sound, gazing rustics, one small head.
2. (a) Teachers today are:
  - more liberal
  - less demanding of students
  - more approachable
  - less fearsome in their deportment and behaviour
  - more understanding of the stragglers, poor performers
  - less severe in their punishments
  - believe in collaborative work
- (b) The students are:
  - generally more confident and open
  - have more information and knowledge than their earlier counterparts
  - bold in approaching their teachers with queries or grievances
  - learn collaboratively, sharing their resources

## 4. A Tiger in the School

### Read for appreciation (page 52)

*Note for the teacher: The answers given below are logical conclusions based on the text, using some sentences as illustration. There can be other points of view or other answers that students come up with. They ought to be accepted if they are logical. This is an opportunity to show students that any situation may have multiple interpretations.*

1. The tiger seemed to be coming under the spell of the holy man. He seemed to have lost all his strength and his body did not appear to obey his mind. He could not will himself to do anything. The sentences from the text are:  
*How I was beginning to understand his speech was a mystery. He was exercising some strange power over me. His presence sapped all my strength. When I made one more attempt to spring up, I could not raise myself. When he touched me, I tried to hit him, but my forepaw had no strength and collapsed like a rag. When I tried to snap my jaw, again I bit only the air.*
2. He said that even a human baby carries out acts of violence, for example, crushing ants, but soon grows out of them when he or she attains maturity and education. Similarly, a violent person would,

some day, grow old and thus dependent. He or she would then lack the energy and strength to even look after himself or herself, leave alone harm others. The tiger was well beyond his prime, ought to accept that, and not attempt to be aggressive any more.

3. It was a logical assumption since the master could not be expected to be having a discourse with the tiger, who was the only other living being in the room apart from the headmaster. Even if he had been talking to the tiger, he would have been uttering commands and instructions as is normal when one is dealing with animals. But, here, he was talking philosophically and at length. So, the headmaster was the obvious choice.
4. The master told the people that the tiger was a changed being (perhaps old and incapable of hurting). Moreover, the tiger too was afraid of humans as they felt afraid of him. Or, perhaps, he simply did not want the people to behave in a manner that may excite the tiger and thus make him attack them.
5. The tiger wished for the open spaces and fresh air of the jungle, with only wild animals for company. In the civilized world, there were too many humans and he felt hemmed in, or claustrophobic, in their company. Another thing he did not like about humans was their curiosity about other people's affairs, and their habit of poking their noses into everything.
6. The tiger had been trained in the circus to follow commands. Hence, when the master gave him the instructions, he followed them out of sheer habit. The sentence, 'Whatever its disadvantage, circus life had accustomed me to understand commands' supports this. The tiger also says, 'I understood', which might mean he understood what he ought to do, or that he realized that he could not have his way here. So it was more a case of understanding the reality of the situation rather than understanding the philosophy.
7. The headmaster, who was the senior-most teacher in the school and held sway over the school, was reduced to a groaning and whimpering mass in the presence of the tiger. He had jumped onto the loft when the tiger entered and had to be pulled down by the tiger's master to make him leave his safe perch. Ironically, he was still in his turban and dress which was the symbol of his authority in the school, but in contrast, his behaviour was one of utter helplessness.
8. It is a comment on humans' concern for personal safety. Nothing matters more than that. In short, humans are rather cowardly. The people had been falling over each other to hear what was going on inside the room. But the moment the tiger and his master emerged from the room, the people ran to the nearest safe place. In short, they made themselves scarce. Now, they peeped out from their safe hideouts and talked in whispers for fear of exciting and angering the tiger.

9. The master meant that though outwardly it was the same tiger, it had undergone a change in behaviour. Hence, it was the same and another at the same time. This tiger seemed to follow the master meekly like a cat, and did not have any of its earlier aggressiveness.
10. The tiger was an animal. He had been trained in the circus. So he was used to commands or the whip to tame him. Without these, the headmaster may not have been successful. The master was a holy man who had some special power over the tiger. Or, perhaps his benign presence had a calming effect on the tiger, which the headmaster may not have been able to achieve.

Another view is that is the master could do some plain talking and discuss philosophy with the tiger, perhaps the headmaster too could have achieved some command over the animal with reasoning and firm talk. There is no way to tell what the outcome would have been. The headmaster ought to have shed his fear and done some firm talking.

Naturalists say that if one is suddenly confronted by a bear or a tiger, one should not turn around and take heel. Instead, one should look at it in the eye and wear an angry expression, scolding the animal, as one slowly walks backwards. If this is to be believed then, certainly, a more confident headmaster may have been able to achieve some control over the tiger.

### **Activity (page 53)**

The information on snow leopards can be obtained from books on natural history, encyclopedias, books on the animal kingdom, or websites that will not only provide information on the snow leopard but also about humans in conflict with snow leopards and attempts to conserve them.

The project report ought also to include the process of obtaining the information, collating the information, responsibility of allocation within the group, and how the group managed time to meet the deadline of submitting the project.

It is expected that students use the computer and make Powerpoint presentations using the highlights of their report. This can be presented by the team/group to the rest of the class. The teacher would need to guide the students on preparing the presentation and delivering it in front of others.

## **5. My Elder Brother**

### **Read for appreciation (page 61)**

1. The narrator's attitude towards his elder brother:
  - Respect—He respects his elder brother in spite of the fact that his elder brother does not do well academically and has to redo classes. This is because of the Eastern tradition of respecting elders.
  - Admiration—He admires his brother for studying so seriously and not getting distracted easily. The words of wisdom uttered by his elder brother impress the narrator.

- Regard—He has regards for his elder brother, for his concern and love for him (the younger brother).
2. He tended to have to repeat each class.
  3. No. The narrator preferred to play and run about and hated to sit down and study all the time. He would rather play marbles and fly paper kites than take a book and sit with it for an hour or so. On the other hand, his elder brother believed that one could master the studies through hard work and persistence. He believed in studying to the exclusion of any distraction whatsoever.
  4. He appears to have not been intelligent or perhaps he did not concentrate on his studies, even if he constantly sat with an open book in front of him.
  5. He held his brother in high regard. His brother's failure did not affect his respect for him. In fact, he felt pained that his brother should fail and suffer disappointment. He thought that since his brother had not succeeded in his examination, it was not right to rejoice at his own success.
  6. He too liked to fly kites, as he admits towards the end of the story—'I don't forbid you to fly kites. I'd like to myself. But what can I do?'  
He wanted to set an example to his younger brother—'What can I do? If I go off the track, how can I watch out for you? That's my responsibility.'
  7. The humour is that the response would become totally wrong, as in geometry, the angles and triangles would be wrong because ABC would not be the same as ACB.  
'Studying English is no laughing matter. You've got to wear out your eyes morning and night and use every ounce of your energy, then perhaps you'll learn the subject.'  
'Who doesn't know that punctuality is a very good thing. But do I need four pages for what I can describe in one sentence?'

### Activity (page 62)

1. But as soon as I *left* my room and saw my brother *smiling*, I was *relieved*. His first question was, 'Where were you?' I don't know why I *felt bold enough* to say that I had just been *reading inside*. My *utterance* was a *concealment* of my guilt and my brother's response to this was to greet me with *praise*.
2. If the title of the story had been 'My Elder Sister' things might have been different.
  - The sister might have been able to clear the examinations having put not only her heart but also her mind to study.
  - She may not have been so strict with the narrator.
  - Instead of haranguing him, she may have sat with him to teach him and help him with his homework or studies.
  - She may not have that much chance to meet or talk to him so often—the girls' hostel being away from the boys' hostel.

## Harry Pushed Her

### Read for appreciation (pages 64–65)

1. She was also mentally challenged as there are references to it in the lines—‘she smiled strangely/And never said a word’.
2. He did not. He pushed her for years, during school, holidays, and even Christmas time, which indicates that he did not resent pushing her. The line ‘Harry pushed her without strain/Through snow, sunshine, wind or rain’ in spite of the unkind jeers of the children also indicates that he did not resent pushing his sister.
3. Time expressions have been used to illustrate the ‘untiring way’ in which Harry pushed his sister around. There was, perhaps, never a day on which he did not do it. The poet wants to show how devoted and dutiful Harry was.
4. No, they did not. They jeered and made up an unkind rhyme to tease Harry. ‘Harry push her, push her now! Harry push the crazy cow!’ are the lines which illustrate this.
5. He was a sincere and loving brother. Moreover, he was mature for his age as he served her devotedly and never faltered in his duty, as children are wont to do at this age. Children at this age are playful and restless. Harry, on the other hand, realized his duty and accepted his job well. He sacrificed a lot of fun that children his age have for the sake of his sister.
6. The absurdity is the reverse age gradient between the two. Normally, one expects this kind of caring from an elder sibling for a younger one, and not vice versa. His sister was much older than him. That a younger child was helping a sibling eleven years older than him was absurd to others.
7. Harry did not have a normal childhood as he could never play and run about freely like children of his age as he was responsible for looking after his sister who was wheelchair-bound. He was also deprived of the normal relationship one has with a brother or sister since his sister was mentally challenged and barely spoke a word.
8. Initially the repetition of the word ‘pushed’, especially in the expression ‘pushed her around’, gives a different feeling (the verbal phrase ‘push [someone] around’ means to bully someone). As the poem progresses, the real meaning of the word ‘push’ unravels, and the repetition of the word echoes Harry’s care and devotion. The poet has tried to emphasize the fact that the young boy, relentlessly, did his duty of pushing his sister around in her wheelchair.

### Activity (page 65)

1. My teacher pushed me into entering the essay-writing competition.  
The teacher persuaded me to enter the essay-writing competition.

2. If she wants to do well in English, she should push herself a little harder.  
She needs to put in a little more effort/work harder if she wants to do well in English.
3. The start of the match was pushed back from 9 a.m. to 11 a.m.  
The match was postponed to 11 a.m.
4. The interview gave the film star a chance to push his latest movie.  
The interview gave the film star a chance to promote his latest movie.
5. We rested for a while, then a on to the next camp.  
We rested for a while and then continued our journey to the next camp.
6. You didn't get caught last time, but don't push your luck!  
You didn't get caught last time, but don't get overconfident/take a risk.

## 6. Cricket for the Crocodile

### Read for appreciation (page 74)

1. No, he wasn't. He kept to himself most of the time. He was not known to charge at anyone or attack anyone. The children faced no danger from him, even though their play sometimes did cause inconvenience to Nakoo. He believed in a 'live and let live' policy.
2. He wanted to choose cricket as his career in life. His studies probably did not suffer as otherwise his mother would not have supported his cricket matches. His mother's remarks make it obvious that she did not mind his playing cricket avidly.
3. The village team comprised of boys who lived in the village near each other and hence had plenty of opportunity to practise. On the other hand, the players in Rameez's team were from different parts of the town and did not have adequate opportunity to practise as a team. Moreover, adults sometimes joined Rameez's team. They were not very good players and couldn't help the team much. In fact, they were more of a hindrance. For example, the bank manager was not alert enough to avoid getting out. He was caught very easily. Naveed's father was run out at two runs only.
4. Rameez's hit the ball very hard, with a flourish, so that it went high towards the banyan tree. It struck Nakoo on the jaw and hurt him. As a result, Nakoo flew into a temper and rushed forward, taking the cot and the bank manager with him. This brought the match to a sudden halt. We can say that hitting the ball 'in style' indirectly caused the match to come to an abrupt end.
5. The adults realized that they had put up a poor show. Moreover, the bank manager had not recovered from the frightening experience he had had when Nakoo lunged forward carrying the cot with him.
6. The adults in the story behaved more childishly than the children. Examples of such behaviour are:

- Amir's father offered to bring a ball on the condition that he would be allowed to open the batting.
  - The bank manager brought a new ball and insisted that he bowl with it (since he had brought it).
  - The bank manager got out in a silly manner. He came up with a lame excuse, that flies had got into his eyes when there were no flies around. Once out of the game, he lost all interest in the game and went off to sleep on the cot under the banyan tree. This means he did not field when their turn came.
7. The funniest incidents:
- Nakoo being hit by the ball and his carrying the bank manager off into the river.
  - The bank manager getting out and the explanation he gives.
  - Nakoo making short work of the ball that landed in his mouth.
8. Lines that show Nakoo as having human characteristics are:
- A regular spectator at these matches was Nakoo the crocodile, who lived in the river.
  - The village boys called him Nakoo-ji or Nakoo-sir.
  - He did not care for people, especially cricketers.
  - Nakoo, who had been sulking in the shallows, saw the ball coming towards him.
  - Nakoo decided that he would snap up any other balls that came his way.

### Activity (page 75)

1. The story has been told from the viewpoint of the humans. In this narration, the whole incident has to be seen from the perspective of the crocodile. Hence, a few things that the crocodile may not have seen while it was in the river need not be mentioned at all.

The narration might include the following points:

- Introduction—talking about how life in the river is comfortable except once in a while when humans disturb the peace with their funny game in which they keep hitting a poor ball. They come with their bats and balls and keep throwing them into the water, and how they land dangerously close once in a while.
- The day you decided to bask in the sun, on the neat piece of ground. Unable to see you in peace, they drive you off. Mention how unwilling you were to leave the neat patch.
- How, in a mean move, they hit you with the ball on the snout. The hard ball stung, and how, with your smarting nose, you dived for cover.
- How you hung about in the shallows hoping they would leave. Even in the shallows, there was no peace as they hit a ball right in your direction, and how you opened your jaws and made short work of it.

In fact, you liked the taste of the leather and cork which the ball was made of.

- How there was much shouting and running about. Mention that you found humans a very noisy lot.
  - How you were dying to bask in the sun and crept up the bank and took cover under the cot from which funny sounds (snores of the bank manager) were coming.
  - How you had dozed off, when you were woken rudely by the ball which hit you on the jaw. It loosened one of your teeth, and how the pain has still not subsided.
  - Your reaction to it. Your attempts to shake the thing off your back, and the man screaming from above it. The pad that got caught on your tail, and the glove which found its way into your mouth. Your flailing about in desperation and ultimately seeking refuge in the water. Your fear for your life with the human on your back.
2. The cricket match between Rameez's team and the village boys differs from a one-day international match in the following ways:

<i>One-day international</i>	<i>Rameez's match</i>
1. Formal	Informal
2. Eleven players in each team	Not clear how many in each team
3. Kit provided by the management	Kit pooled in by different players
4. No innings in one-day, 50 overs per team	Mention of innings (feature of test cricket) even though the match ended in a day
5. Second ball is inspected and provided by the management to the satisfaction of both the teams	The second ball (a new one) was used arbitrarily by the bank manager
6. A clear boundary is demarcated	No mention of a clear demarcation
7. Umpire or referee is a must, in fact three referees are essential	No mention of a referee
8. First fifteen overs, the fielders stand within a certain area. Spread out only after first fifteen overs.	No such thing is mentioned in the narration

## The Louse and the Mosquito

### Read for appreciation (page 80)

1. Yes, for the king would never have discovered their presence. The mosquito had bitten the king in the most intrepid manner while he was still half awake. This made the king conclude that there were parasites in his bed. When his bed was inspected closely, the louse and her family were found and killed.
2. They would bite him surreptitiously when he was in a deep sleep. Since he never felt any pain at their biting him, he never noticed their presence.
3. She was afraid that the mosquito would bite the king in a manner that would disturb and wake him. This would cause him to seek out the parasites. The mosquito would fly away in an instant while she and her brood would be caught. Her fears were justified since that is what happened.
4. The mosquito said that he wished to drink the king's blood as he had been told that royal blood was an elixir. He said that he was in poor health and the nourishing blood of the king (fed on ginger, honey, sugar, spice, etc.) would help heal his aches and pains. No, he was not being honest. He was simply hungry.
5. The best time to bite the king would be when the king was in a deep sleep full of dreams. The best time would be at night when he would be extremely tired at the end of the day.
6. No. The result was that when the king went for a nap in the afternoon, before sleep could overcome him, he was bitten rudely by the mosquito. Thus, disturbed in his sleep, the king was furious. He ordered his men to hunt out and kill the villain who had bitten/attacked him rashly.
7. No, the mosquito felt no remorse as he left the room 'Humming mildly on his way'.
8. Rhyming words:  
louse–house, pleaded–heeded, stealth–health, bed–dead, flew–ado,  
more–lore, shoes–snooze, flee–canopy, prey–way, quilt–silt

### Activity (page 81)

1. Lines illustrating personification—

Louse

- She and her enormous brood
- Sons and grandsons, sisters and brothers ...
- Who may you be Lady Louse?
- I'm the guardian of this house.
- For the tender-hearted Creep/Could not bear to watch him weep, etc.

Mosquito

- He said, 'Lovely! Just the place for me ...'
- 'Sir Mosquito, flap your wings.'

- ‘There’s no place for you, Sir Leap.’
  - ‘Thus the sad mosquito pleaded ...’
  - But the glib mosquito cried: ‘Now you’ve ...’
  - ‘For I’ve learned from learned lore ...’, etc.
2. (a) I sometimes sleep late on Saturdays. ✓
- (b) She was fast sleeping by the time we got home.
- (c) It’s very late now—why don’t you sleep over? ✓
- (d) I’ll feel better after a good night’s sleep. ✓
- (e) I put the sleeping baby down gently. ✓
- (f) We didn’t get much sleep last night. ✓
- (g) Could I sleep on it and let you know tomorrow? ✓
- (h) The school hostel sleeps 100 boarders. ✓

## 7. The Little Prince

### Read for appreciation (page 88)

1. Asteroid 325 was ruled by a pompous king who was its only inhabitant. The king was proud and vain. He claimed to have authority over all the stars and asteroids around but actually exercised no control over any of them. To save face he said that he gave reasonable commands and gave them only when the conditions were favourable to execute them. The Little Prince learnt that people can often be pompous and harbour illusions about themselves.
2. The king believed that all persons on his asteroid, other than himself, were his subjects since he was the king. Hence, for him, the Little Prince was a subject. He did not think that the little prince could have any other identity. This also shows the king’s desperation to have subjects to rule over.
3. The king ruled over practically nothing. His asteroid was too small to accommodate any other living being and he sat occupying most of the space. So there was no possibility of having subjects.
4. Yes, he was. First, he harboured the illusion that he was a ruler when he did not have a single subject to rule over. When he sighted the Little Prince on his asteroid, he presumed that he was a subject who must submit to him and take his orders. Similarly, most of his requests or suggestions were said in the form of commands. But, since he knew that many could not, and would not, be carried out, he claimed that he only gave reasonable commands. Some examples from the story are:
  - ‘It’s contrary to etiquette to yawn in the presence of a king,’ said the monarch. ‘I forbid it.’
  - ‘I order you to yawn’.
  - ‘I order you to put your question to me,’ the king was quick to reply.
  - ‘Sire...over what do you rule?’
 ‘Over everything,’ replied the king very simply.

5. According to the king, a reasonable order was one which was possible to execute. If he ordered something impossible to be done, the command would be unreasonable. This shows that though pompous, he was reasonable.
6. The king believed that he was the monarch of all the stars and asteroids around him. When the Little Prince asked him for a sunset, he covered up his inability to make the sun obey his command by talking of scientific principles and favourable conditions. So, he said that he would make the sun set at twenty minutes to eight which was the normal time for the sun to set naturally on his asteroid.
7. The sentence is funny because we can very well see that the time 'twenty minutes to eight' was the normal time for the sun to set, whether the king willed it or not. Since he was sure that this natural phenomenon would certainly take place, he could say with authority. 'And you will see how well I am obeyed.' This shows how pompous he was. This sentence also shows how the king lived in a make-believe world where he thought he was in command. In real life, such a situation can be a very sad one.
8. The king said that he could not tour his kingdom because he was old and walking tired him. Also, there was no room for a carriage as the whole planet was covered by the king's robe.
9. It is important to keep the rat alive as he is the only 'subject' on the asteroid, and the only being on whom the king can pass judgement. Thus, he kept sentencing it to death and sparing its life in order to perpetuate the belief that he was, after all, ruling over someone, even if it was a mere rat. In a way, the rat helps the king to believe that he is indeed a king who can order and judge his subjects.
10. The king said some very wise things. One of them was that if you succeed in judging yourself rightly, then you are very wise. But, in reality, he was not able to judge himself at all. The fact that he was a desperate and lonely being on an asteroid, thirsting for company more than anything else, was not clear to him. When the Little Prince turned to leave, the king desperately offered to make him a minister or an ambassador.

### Activity (page 89)

1. Perhaps, yes. But it is also true that all grown-ups are not vain or self-important.

Some points in agreement could be:

- Adults want to exercise their authority all the time.
- Often they disallow a thing because they believe it to be improper or disadvantageous.
- At times, they do relent and give reasonable commands (when they cannot prevent something from happening).

- The adult point of view fails to see things from a child's perspective.
- 'Adults are always right by virtue of being adults' is the feeling harboured by most adults.
- Adults also seem to mouth wise and honourable things, but real life shows that they themselves do not adhere to these principles, leaving children confused.
- They seem to enjoy the power they wield over children.
- Often, they give the examples from their childhood when times were very different from now.

Some points in disagreement might be:

- All adults are not authoritative and pompous.
  - Many have a democratic outlook and take the feelings and ideas of the children into consideration.
  - They may appear high-handed at times but they have the good of the children in mind. Often, they can visualize the advantages and disadvantages of a thing which a child, with his or her limited experience, cannot. Often, many things cannot be explained in candid terms.
  - All adults are not hypocritical. Many can judge themselves and have the good sense to admit that they were wrong.
  - Though it may seem that they are wielding power over the children, isn't it their due for the responsibility they take in rearing or educating them?
2. (a) The flats will be ready for **occupation** next month.
  - (b) Charlie Chaplin was the **prince** of comedy.
  - (c) Get your ideas into some sort of **order** before you begin to write.
  - (d) Mr Baig was elected **chair** of the city council.
  - (e) They sent some flowers as a **gesture** of sympathy to the parents of the child.
  - (f) Ruhi Bano has been the **star** of many popular television series.

## 8. The Quality of Mercy

*Note for the teacher: This extract, selected from Shakespeare's play 'The Merchant of Venice', has been adapted. The main aim of the adapted version is to focus on the quality of mercy. The utterances of Gratiano (Bassanio's friend), another character in the play, have been left out as they may prove to be sensitive to some persons. Hence, he does not occur here. Students may be informed that Bassanio had a friend called Gratiano who was also present in the courtroom that day. Let them read the complete play after doing the lesson.*

### Read for appreciation (page 101)

- (a) Mercy blesses both the giver and the taker.  
(b) In a king, it is a quality of God Himself. It is greatly above the temporal power and sway of the king.  
(c) 'When mercy seasons justice', then the power of the justice giver appears to be that of God Himself.  
(d) It is mightier than the mightiest, meaning that its power is greater than the power of might.

The qualities of mercy that Portia talks about have no effect on Shylock, who insists on Antonio paying the penalty as spelt out in the bond.

- Yes. Portia decides the case without any favour to either party. She interprets the law very wisely and goes by the book. She follows the bond to the letter and in doing so helps to save Antonio's life.
- No, he doesn't believe in the law. He believes that following the clauses in the bond will help him take his revenge on Antonio. His only motive is to punish Antonio, and since the bond has clauses that can cause Antonio's death, he insists upon the bond being executed.
- She very cleverly interprets the clause, 'A pound of flesh, to be by him cut off/Nearest the merchant's heart.' She allows Shylock a pound of flesh from Antonio's body but forbids him to shed even a drop of blood since there is no mention of blood in the bond. It would be impossible for Shylock to cut the flesh without causing any bleeding. In addition, she cautions him that he can take just one pound and no more or less, failing which he would forfeit his property for attempting to take away the life of a citizen. Finding himself trapped, Shylock tries to wriggle out of this sticky situation by agreeing to accept the money that Bassanio had offered him earlier in the court. Since he had rejected the offer in the court of law, she tells him that he no longer has the right to take Bassanio's money.
- No, he doesn't. Instead, he requests that one half of the property be given to the man (Lorenzo) who married Shylock's daughter. Antonio is a kind-hearted man and holds no grudges against anyone. He asks for the pardoning of the fine in spite of the fact that Shylock had planned to kill him in a covert way.
- Yes, the best punishment for a harsh and miserly person is the taking away of his money. This punishment was worse than physical pain for him as he himself says, '... you take my life/When you do take the means whereby I live.'

### Activity (page 102)

- Laws are made and clearly spelt out but many of the clauses in them can be interpreted in different ways. Meaning can be attributed to them, especially in those grey areas where a few aspects have been left out.

In the case of the bond, three things were clearly mentioned. These are:  
In the event of Antonio not being able to return the borrowed amount to Shylock, Shylock may claim:

- a pound of flesh (a little less than half a kilo)
- from near Antonio's heart
- he may cut off the flesh.

What the magistrate who made the bond had overlooked are these facts:

- that any cut in a body leads to bleeding (hence, there is no mention of permitting bloodshed in the process of cutting the permissible amount of flesh)
- that even with the most accurate kind of cutting, the flesh was bound to be either a little less, or a little more, than a pound.

These are the clauses that Portia cleverly interpreted and said that one pound meant one pound only—no more, no less (this was nearly impossible) was permissible. Secondly, she said that since there was no mention of any permitted bloodshed, Shylock would have to cut off the flesh without shedding a single drop of blood.

It was further interpreted that wishing to cut a pound of flesh in exchange for the money that Antonio had been unable to repay, was as good as conspiring to take the life of a citizen of Venice. And, as per the law of Venice, if one tried to take the life of a citizen in a direct or indirect manner, he would face the penalty of one half of his goods being given to his 'victim' and the other half being confiscated by the state.

This is how Portia not only prevented Antonio from being killed but also punished Shylock for his evil intentions.

2. Antonio—generous, brave, upright  
Shylock—revengeful, merciless, covetous  
Portia—intelligent, bold, compassionate  
Bassanio—loyal, warm, loving







