

A Course for Middle and
Secondary School

1

Teaching Guide

Guided English

For Pakistan

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Contents

LESSON	TITLE	PAGE
	INTRODUCTION	
	To the teacher	v
	Key sections and teaching suggestions	vi
	Lesson planning	x
	Sample lesson plan – Lesson 6	xii
1.	‘The Mouse Deer and the Tiger’	1
2.	‘The tower’ from Kidnapped by R. L. Stevenson	7
3.	‘The Doone Valley’ from Lorna Doone by R .D. Blackmore	14
4.	‘Air and wind’ from Watching the Weather by J. M. Branson	18
5.	‘The war’ from Tales from Gulliver’s Travels by Jonathon Swift	24
6.	‘The golden touch’ from Old Greek Tales by J. M. Merson	30
7.	‘Princess Aubergine’ from Folk Tales of Pakistan	35
8.	‘A narrow escape’ from The Cloister and the Hearth by Charles Dickens	40
9.	‘Gliders’ from The Story of Transport by Colin Wise	45
10.	‘Scrooge’ from A Christmas Carol by Charles Dickens	50
11.	‘The scholars and the lion’ from The Tiger’s Whisker edited by Harold Courland	55
12.	‘The escape’ from The Count of Monte Cristo by Alexandar Dumas	61
13.	‘The battle’ from King Solomon’s Mines by H. Rider Haggard	68
14.	‘Secrets’ from Little Women by Louisa M. Alcott	74
15.	‘Building a house’ from Building and Bridges by J. M. Branson	79
16.	‘The match’ from Tom Brown’s Schooldays by Thomas Hughes	84
17.	‘Scientific method’ from Insects and Disease by E. B. Edney	90

LESSON	TITLE	PAGE
18.	‘Sea serpents’ from Sea Routes by R. J. Hoare	96
19.	‘The merchant of Venice’ from The Stories of Shakespeare’s Plays retold by H. G. Wyatt and David Fullerton	102
20.	‘The smugglers’ revenge’ from The Customs Officer’s Story by Isabella Harwood	108
21.	‘The electric telegraph’ from Man Sends a Message by Thomas Insull	112
22.	‘Jungle journey’ from Stories of Adventure by Sir Hugh Clifford, K. C.	118
23.	‘The wizard of Menlo Park’ from Men, Medicine, and Machine by R. J. Hoare	124
24.	‘The first man to fly’ from Skyways by R. J. Hoare	130
25.	‘Lightening’ from Weather by R. C. Ellis	135
26.	‘Rescue’ from Fire in the Forest by John and Alison Tedman	139
27.	‘The ghosts’ mountain’ from The Elephants of Sargabal by Rene Guillot	145
28.	‘Dr. Sheppard at the breakfast table’ from The Murder of Roger Ackroyd by Agatha Christie	151
29.	‘What to look for in a zoo’ from Look at Zoos by Gerald Durrell	156
30.	‘Tom whitewashes the fence’ from The Adventure of Tom Sawyer by Mark Twain	163

To the Teacher

Aims

Welcome to the Teaching Guide for *Guided English Book One*. The Teaching Guide you are now holding aims to help you, as a classroom teacher, build on the time-tested success of the series by introducing updated techniques and approaches to working with the content. The guide provides step-by-step instructions to help you make the most of the material without the need to spend hours in preparation for each class.

General approach

In every lesson, suggestions are given in the guide to help make the topic relevant to the interests and background of the learners. Discussions are meant to draw on students' real-life knowledge, experiences, and understanding of their society. Whenever possible, reference is made in the teaching notes to local traditions and institutions.

Since classes can be large and therefore may exhibit wide ranges of student preparedness, in most instances it is more effective to encourage pair and group work. In this way, weaker students get plenty of opportunity to participate and practice in order to improve their performance, while at the same time stronger students can serve as role models to other students in the group. Students are encouraged to help one another with written work before turning it in, which develops good habits for both readers and writers.

Note: It is suggested that teachers use dictionaries as frequently as possible to help conduct classes at par with the students' level of understanding and increase their own 'word bank' (vocabulary)

Key Sections and Teaching Suggestions

Reading Texts

The reading texts in the Student's Book are drawn both from literary classics and reproduction of practical topics. The approach taken in the Teaching Guide with regard to the reading texts is to first introduce the general theme to the class before going on to work through the reading text itself. This introduction to the theme will activate students' background knowledge as well as help to create expectations and curiosity about what they will be reading. The teaching notes suggest breaking the reading into manageable segments, combined with follow-up tasks and preparation for the next segment. The aim here is to relate the material to students' interests, backgrounds, and life experiences. Reading a text in this manner helps the students to realize that the **act** of reading represents a collaboration between the text and the reader. It is this relationship between the text and the reader that makes reading a meaningful activity.

Teaching suggestions for reading texts:

- Build student interest by going through the introductory discussions suggested for each lesson.
- Break the reading into manageable segments, as suggested in the teaching notes.
- Have students read silently.
- After each segment, check for comprehension. Detailed suggestions for checking comprehension are provided in the teaching notes.
- Follow up with an extension discussion of some aspect of the topic. Suggestions are provided in the teacher's notes for each lesson.

Comprehension and Vocabulary

The approach taken in the Teaching Guide is that the Comprehension and Vocabulary exercises should never be used to test students' knowledge, but should be seen as a means of encouraging students to work from what they know and remember. Initial answers to the questions should come from memory; students can later check their responses against the text. While conducting these tasks, allow students to help one another. This practice gives them the opportunity to learn from each other.

Teaching suggestions for vocabulary tasks:

- Have students find the vocabulary items in the text and try to work out the meanings initially without using a dictionary.
- Then allow them to confirm their answers by comparing their responses with classmates and by checking a dictionary.
- Follow up with the whole class, encouraging students to explain their answers.

Teaching suggestions for comprehension tasks:

- Encourage students to work initially from memory and discuss their responses, going back to the reading text for confirmation later.
- Praise students who rephrase their responses in their own words rather than copying/repeating word-for-word from the text.
- Discuss students' reasons for answering as they did, particularly when some variation in response is possible.

Language Structure

All grammar topics in the Student's Book are presented by way of substitution tables without explanations. Classroom presentations should aim to rectify this lack of explanation by providing various ways of stimulating students' understanding of the grammatical structures and their meanings.

The approach taken in the teaching notes shifts the grammar presentation from a rote-memory model to an inductive-grammar-presentation model or a model which allows students to work out grammar rules by themselves. This approach helps students to develop observational skills, enabling them to link form and meaning.

Occasionally, suggestions for explicit explanations of key points relating to the grammar topic are given, but the general approach remains one of leading students to draw conclusions about the rules of grammar based on careful guidance by the teacher. By implementing the suggestions in the guide, teachers will avoid the temptation of giving grammar lectures, and learners will be exposed to the information in an interactive, engaging way.

Finally, it is always a good idea to dedicate time for additional fun and interactive communicative activities that will encourage more speaking. Learning grammar without applying what has been learned orally doesn't effectively improve language skills and is easily forgotten.

Teaching suggestions for oral grammar practice:

- Have students practise in groups or pairs rather than repetition by the whole class so that learners have more opportunity to speak.
- When students work on exercises in pairs or when they check their work with their neighbours, instruct them to read their sentences to each other.
- Ask them to make silly sentences, or to make ones that are entirely illogical. Have them explain why these sentences are silly or illogical.
- Have students make mistakes intentionally. When peer-checking, their partners should find the mistakes and offer solutions.
- In exercises where students are instructed to write full sentences, they could read their sentences to their partner or neighbour who should ask follow-up questions to encourage mini-conversations.
- Follow up with fun and interactive activities. Activities of this sort are available in supplementary texts and websites.

Spelling

The various spelling lessons found throughout the book are supplemented by a spelling rules appendix at the back of the book. Whenever new vocabulary or spelling rules are introduced, it is helpful for the students to have additional practice using the words in real communication as opposed to just memorizing rules. Students should always understand the meaning of the example vocabulary.

Teaching suggestions for the spelling practice:

- In pairs, have the students orally make complete sentences using the vocabulary.
- Have partners write what they hear.
- Prepare a written text with various spelling mistakes for students to edit.
- Instruct the students to individually, find and correct these mistakes.
- Have students trade papers and discuss their different answers.

Punctuation Practice

The guide treats the exercises in this section of the Student's Book as editing tasks

Teaching suggestions for oral punctuation practice:

- Ask students to review the portion of the reading passage in question and make note of the punctuation that is the focus of the exercise.
- Elicit explanations for the use of punctuation and write these on the board as punctuation rules.

- Have students complete the punctuation exercise, in pairs to if it is done in class.
- Always have students self-correct their exercises.

Composition

The writing assignments give students an opportunity to practise their writing skills and apply the spelling and grammar lessons that have been learned. Since this is quite a time consuming task, it is suggested that students complete at least some part of each writing assignment as homework.

Teaching suggestions for composition practice:

- Have students brainstorm their ideas in class in order to give them a starting point for their writing. Teachers can assist by giving some guidelines followed by walking around the room giving assistance as necessary.
- Provide model compositions for students to emulate by writing them on the board. Depending on the topic, the teacher may simply provide a model and talk through it while writing it on the board, or the teacher may elicit ideas from the class and shape them coherently.
- Have students begin the writing task in class, and if time permits they may complete a rough draft during class, or they may complete it as homework.
- Have students engage in peer editing. It is helpful to give a list of points to look out for:
 - Have students tell one another what they liked about the piece of writing.
 - Have students tell one another what they found confusing or unclear about the piece of writing.
 - Have students make suggestions to one another for correcting grammar, punctuation, spelling, and word choice.
 - Have students revise their writing by incorporating the advice of their classmates before turning it in.
- Have students revise their drafts as homework to submit in the next class.

Pronunciation

The exercises in this section present pronunciation contrasts through decontextualized words for repetition. Often the vowels are described as short or long. More useful descriptions of the sounds will point out differences in articulation that students can feel and see. Students must learn to recognize the sounds of English vowels as well as learn how to pronounce them.

Teaching suggestions for pronunciation practice:

- Help students understand tongue height for vowel pronunciation. The following sounds generally present few difficulties: /i/ as in ‘bee’, /e/ as in ‘bay’, /o/ as in ‘bow’, /u/ as in ‘boo’ and /a/ as in ‘bah’, so use these as a starting point.
- Have students pay attention to the position of their tongues in their mouths by saying a series of three words with only a difference in the vowel—use only words with the five vowels listed above, e.g. ‘bee, bay, bah’.
- Have students learn the articulation/pronunciation of the other vowels in relation to these five, e.g. the vowel /I/ as in ‘bit’ is between /i/ and /e/; the vowel /U/ as in ‘book’ is between /u/ and /o/; the vowel /Û/ is between /o/ and /a/.
- The positions of the tongue, teeth, and lips should also be described for problematic consonant pairs such as /w/ and /v/.
- Have students repeat the words after you as you model them.
- Create worksheets with pairs of words from the charts. Read the words randomly and have students identify on the worksheet which word you have read.
- Have students practise (in pairs) reading words and identify what word was intended.
- Have students read aloud, making the sounds correctly in the context of sentences. Follow these

steps for reading aloud:

- Have students read the paragraph silently.
- Read the paragraph aloud once to the students.
- Read the paragraph aloud a second time, but ask the students to mark the places where you make pauses. When they read the paragraph aloud themselves, they should read the pause groups in the same way and not read word-by-word.
- Read the paragraph aloud a third time, but have students repeat after you at the pauses.
- Have students practise reading aloud in pairs. Encourage them to listen to their partners carefully, and when they have finished reading, to comment on things they did right and what they can do to improve.

Dictation

The dictation exercises are designed to have students practise their spelling and listening comprehension. As such, it is important that the language be presented by the teacher in a way that allows students to write what they hear and to listen to connected speech.

Teaching suggestions for dictation practice:

- Read through the passage once at normal speed as students listen without writing.
- Break the passage up into segments of 5 to 9 words, following natural phrase breaks.
- Include punctuation (but not capital letters) as you read, saying, ‘Comma,’ ‘Period,’ etc. as indicated.
- Tell students to listen to each complete phrase group before they begin to write. If they start worrying about how to spell a particular word or where a comma goes in the middle of the spoken phrase group, they may miss listening to the words that follow. Have students follow a **look-up-and-listen** then **look-down-and-write** procedure. They listen and look up at you as you deliver each phrase group, and when you have finished speaking, they look down and write it.
- Read the passage a third time, at a normal pace, so that students can fill in any missing bits.
- Give students time to look over their dictation to correct any spelling mistakes and to check their punctuation.
- Have students check their dictations by comparing them to the model in the book.

Useful Language

The entries in this section are difficult to categorize, and they are rarely accompanied by actual exercises. It is the recommendation of the authors that this segment of the lesson be used as a ‘filler’ for when there is extra time in class for a short activity, but not enough to begin a whole new topic area of the lesson.

Teaching suggestions for Useful Language:

- Elicit additional examples from the class and add them to the list of language items presented.
- Create worksheets with crossword puzzles, word searches, and ‘double puzzle’ formats. There are free websites for teachers where these kinds of worksheets can be created with little effort. One such website is: Discovery Education Puzzlemaker: <http://www.discoveryeducation.com/free-puzzlemaker/>

Answer Keys

The exercises in the Student’s Book often allow for a limitless number of responses. Teachers will have to use their judgment as to whether the students’ answers are acceptable or not. The Teaching Guide recommends that any reasonable answer be accepted for these sorts of exercises as long as they are grammatically correct.

LESSON PLANNING

Guided English Book One contains 30 lessons of slightly varying lengths to be covered over one academic year. Therefore, 7–9 class periods can be dedicated to covering the material of each lesson and exploiting it thoroughly. The principles outlined below provide a foundation to the suggestions that follow, with the aim of helping teachers to cover the lessons over the time available.

Attention span and the focus of the early part of a class period

While it is tempting to dedicate entire class periods or double sessions to extensive sections of a particular lesson, such as Composition, the authors in fact discourage this practice. Current learning theory suggests that adult learners' attention span (short term memory) at the beginning of a class session is about 20 minutes when they are engaged in tasks in their native language. It is to be expected that their attention span is significantly shorter when they are engaged in tasks carried out in the new language. Thus, one principle of lesson planning recommended is to use the the first 15 minutes of the period to work with the material that requires the most in terms of attention.

What to do in the middle of the lesson

Furthermore, research shows that after the first break in attention, when a learner loses focus, his or her attention span becomes progressively shorter through the class period unless there is a clear shift in the tasks undertaken. Therefore, we suggest frequent changes in class activities.

Following up on tasks

Putting the new information to work differently or questioning the students to find out how they responded to the tasks are essential elements for reinforcing information. It is also an excellent method of assessing students' readiness to move on to a new topic or task. Wrap-ups can consist of interactive corrections of exercises, discussions, games, or simple feedback regarding what students found helpful or difficult.

Sequencing classroom activities

In order to create continuity from one class session to the next as well as to provide opportunities to revisit, recycle, and increase practice related to a topic, we recommend that some aspect be held back at the end of one lesson and brought back at the beginning of the next lesson. For example, a wrap-up discussion of a reading passage that extends the topic to students' opinions and experiences can be introduced at the end of one class session and followed up at the beginning of the next, allowing students time at home to consider what they want to say and how they can say it in English. Similarly, brainstorming and writing an early, initial draft of a composition topic can be carried out at the end of one class session with students asked to make a second draft at home. You can follow up this work at the beginning of the next class session in the form of peer editing.

In regard to structure practice, once students have gone through a series of exercises and corrections in class, they can complete the corresponding workbook activities for homework. This can be followed up with self or peer-correction of homework and a game or other interactive activity at the start of the next class session. Pronunciation and dictation work can be introduced during one class session with teacher-conducted practice after which students can be instructed to practice on their own at home. This could then be followed up in a subsequent class session with students reading aloud and quizzing one another, in pairs.

Note that regardless of the order in which the activities appear in the textbook, it is possible to present them in a different order if the time available or the class schedule allows. For instance, a teacher may begin the composition work on the last day of the school week so that students have the weekend to

work on their writing, or if there is less class time available, a small exercise such as *Useful Language* would fill it nicely while another aspect of the lesson would not, and so on.

The balance between in-class activities and homework

It is important to remember that when any individual student is not actively participating in a class-based task, that student is at risk of exhausting his or her attention span. Therefore, we recommend that whenever practical, class-based tasks should be conducted as small-group or pair work activities. You can follow up these activities with the whole-group/entire class to further reinforcement. Even workbook exercise correction can be done as pair work if students are given an Answer Key. When extended time is needed for individually-completed tasks, such as writing lists of sentences based on grammar substitution frames or writing second drafts of compositions, you can assign these as homework. This practice will leave more class time for presentation of new material, preparation for extended work, and follow-up. This approach will give teachers the needed flexibility to spend an appropriate amount of time in class on each instructional topic, which will depend on the group's general readiness and level.

Continuous class-based assessment

This Teaching Guide does not provide formal assessment measures such as quizzes and tests. Rather, we recommend that teachers perform continuous assessment of learners' progress through follow-ups to each instructional topic. By monitoring students as they engage in pair and group work, by observing students' performance during interactive tasks, and by soliciting feedback, teachers will know when students are making/not making progress, when they need to dedicate more time to a topic or an exercise, and when they need to pick up the pace because the material has been adequately covered or mastered.

SAMPLE LESSON PLAN

Lesson 3 has been used as a sample for dividing a typical lesson into seven periods. Since schools generally have 7–9 periods per week for compulsory subjects. This also allows extra time for those lessons that may require more explanation for each task. The lesson plan below would be appropriate for a group that completes the work with no specific problem, but teachers should feel free to expand work on any aspect of the lesson that they believe needs additional time.

LESSON PLAN—LESSON 3

Lorna Doone

Period 1:

Opening activity: Lorna Doone introduction as suggested in the teaching notes.

Reading: Lorna Doone reading and discussion, through the 10th bullet of the reading activity notes in the guide (i.e. re-reading the last 22 lines of the text).

Homework: Assign the re-reading and the note-taking as homework. Introduce the discussion topic suggested in the teaching notes and as homework; tell students to think about what they would like to say and how they can say it in English.

Period 2:

Opening activity: Go through the list of key words/points following the suggestions contained in the 11th bullet of the teaching notes for the reading activity.

Follow-up Discussion: Conduct a class discussion of the theme of the reading in a real-life situation following the 12th bullet of teaching notes for the reading. Consider conducting this task as a small-group activity with one member of each group reporting to the whole class the main points of their discussion.

Comprehension exercise: Have students mark their answers to Exercise A individually without reference to the text, but do not correct their mistakes just yet.

Homework: Tell students to check their answers as homework and come back to class prepared to discuss their answers in the next class.

Period 3:

Opening activity: Get students' reactions to the True/False questions—Easy? Hard? Ask for a discussion of the answers, including eliciting the information that would make the false statements true.

Comprehension exercise: Have students complete Exercise B individually and then go over their answers in groups. Follow up by getting feedback from students regarding difficulties, and asking other students to provide insights as to how they decided on their answers.

Vocabulary exercise: Have students work in pairs or groups to help each other as much as possible without recourse to a dictionary. When they have done as much as they can on their own, allow them to check their answers with a dictionary. Follow up by getting feedback from the class about which words were easy/hard and what strategies they used to guess the meanings.

Homework: Assign the 'sentence writing' of Exercise C as homework.

Period 4:

Opening activity: Have students work in pairs to compare homework Exercise C. Peer edit if necessary. Ask several students to write one of their sentences on the board. If mistakes are present, ask the class to identify these and suggest corrections. Help where needed.

Language Structure presentation: Select a number of sentences from the reading text that have a lot of prepositions or adverbial particles in them. Write them on the board and ask the students to work individually to identify the prepositions/adverbial particles. Then discuss the answers, along with the meanings of the prepositions and particles in the specific contexts in which they appear. Try to include most if not all of the items listed in the table provided in the second bullet of the teaching notes.

Language Structure practice: Have the students complete the exercise as suggested in the teaching notes. Then divide the class into small groups and ask each group to find at least 3 examples of specific types of prepositions and adverbial particles such as *prepositions of place and direction, prepositions of time, verbs followed by particles, adjectives followed by prepositions, etc.* in the reading passage. Have them develop exercise items using these examples and write them on the board for the whole class to work out orally.

Homework: Assign Workbook pages 6 and 7 as homework.

Period 5:

Opening activity: Divide the class into groups of four or five. Pick out the prepositions from part of the text of Lesson 4 and print them as a list. Copy the list for as many groups as you have and cut them so that each preposition is on a slip of paper, putting all of the slips from one list in a separate envelope. Give each group an envelope. Read the text aloud, raising your hand whenever they must provide a preposition. Each group should bring a suitable preposition, put it on your desk and write down what word they chose. Read the text with the correct prepositions and have groups self-correct. Determine which group got the most correct answers and award a prize.

Composition: Introduce the composition topic following the guidelines in the *Composition* section above as well as the suggestions contained in the first two bullets of the teaching notes. Provide time for students to write (or at least begin) a first draft, circulating as students write in order to monitor their work and provide assistance as needed.

Homework: Tell students to complete their composition assignment as homework. Remind them that they will carry out peer editing in the next class and that they should refer to the peer-editing checklist for self-correction while doing their writing. Make sure that the peer-correction checklist is written on the board and that students have it written down in their composition notebooks for reference.

Period 6:

Opening activity: Play a tongue twister game with one of the target vowels in this lesson. *How many cans can a canner can, if a canner can can cans?* (or *Ten French men met ten French friends.*) Start out by having students repeat slowly together with you, then gradually increase the speed. Next have students work in pairs to practise saying the tongue twister as fast as they can.

Pronunciation and Reading: Conduct the activity following the guidelines in the *Pronunciation* section as well as the suggestions contained in the teaching notes.

Peer editing: Tell students to exchange their compositions with a classmate and have them conduct peer editing using the checklist provided in the *Composition* section above. Remind students that peer

editing is an interactive process, so they should talk through their insights and observations with the author of the composition.

Composition revision: Provide time for students to work on their revisions, circulate and monitor, providing assistance as needed.

Homework: Students should complete editing their rough drafts to be turned in as final drafts at the beginning of the next class.

Period 7:

Opening activity: Have students put their diary entries/compositions on the class bulletin board for others to read, along with a sheet for reader responses. Give the class time to browse through the entries and write comments on the reader response sheets.

Useful Words and Phrases: Make some good learner's dictionaries available to students as they complete this activity. Conduct the activity as outlined in the teaching notes. Create a double-puzzle worksheet using an online puzzle making website, as outlined in the *Useful Language* section.

Spelling and Punctuation: Conduct the exercise as suggested in the teaching notes.

Dictation: Dictate the passage following the guidelines in the *Dictation* section as well as the suggestions contained in the teaching notes.

Homework: Ask students to practise the dictation passage by reading it aloud at home.

Period 8:

Opening activity: Conduct dictation practice with students working in pairs, taking turns reading aloud and writing. Students correct one another's papers.

Lesson 3 summary: Discuss with the students what was covered in the unit. Ask students which was their favourite part, where they had difficulty, what areas they may need more help with, etc.

Lesson ONE

THE MOUSE DEER AND THE TIGER

The Mouse Deer and the Tiger—Intro

- Ask students to look at the two pictures, on pages x and 1. Ask what animals they see in the pictures.
- Next ask what is happening with the tiger in each image.
- Elicit from the class a list of qualities they think tigers have, e.g. *strong, fearless*, etc. Ask them if they think tigers are smart, clever, and intelligent. Go on to ask if it is smart to allow a snake to wrap itself around one's body.
- Tell students that this is a traditional story from Malaysia and Indonesia, about a tiger. There is also another animal called a mouse deer in the story. Ask if students know what a mouse deer is. Have them guess:
 - How big it is. (About the size of a rabbit and weighs only about 2 kg.)
 - What it looks like. (It has red-brown fur and very thin legs.)
- Explain that Malaysian / Indonesian stories about mouse deer are like stories about partridges in Pakistani stories. A small and weak but clever and tricky animal manages to outsmart bigger, more powerful animals.
- Have students read the first paragraph. Then ask them to answer the question at the end of the paragraph. Have they ever read this story before?

'The Mouse Deer and the Tiger'—Reading

- Ask students what tigers eat, what their natural prey (food source) is, and how they get it. Ask them to discuss what other animals do if they know that a tiger is nearby.
- Have students read the next 10 lines silently, beginning with 'One hot day...' and ending with, '...the tiger ran after the mouse deer.'
- Ask students;
 - *Why was the tiger probably coming through the forest?*
 - *Why didn't the mouse deer simply run away?*
 - *What shows us that the tiger thought he was special?*
 - *What shows us that the tiger was not as special as he thought?*
 - *What trick did the mouse deer play on the tiger?*
 - *Do you think the mouse deer will escape from the tiger or will the tiger catch the mouse deer and kill him?*
- Next have students read the following 15 lines, beginning with, 'The mouse deer then found...' and ending with the line, 'I'll kill you!' he shouted at the top of his voice.'
- Ask students;
 - *Why did the mouse deer stop running?*
 - *What do you think the tiger wanted to do when he first saw the mouse deer?*
 - *How was the mouse deer able to convince the tiger that he was guarding a magic belt?*
 - *What did the snake do when the tiger picked it up?*
 - *Where was the mouse deer while the tiger and the snake were fighting?*
 - *Do you think the mouse deer will escape again from the tiger or will the tiger catch the mouse deer in the end?*
- Next have students read the last 12 lines silently, beginning with the line, 'But the mouse deer was calmly standing...'

- Ask students;
 - *What was the mouse deer standing beside when the tiger found him?*
 - *Why did the tiger hit the beehive with his paw?*
 - *How were the bees able to attack the tiger and chase it away?*
 - *How was the mouse deer able to save himself from the tiger?*

Comprehension and Vocabulary

(Page 2—Student’s Book)

Exercise A

- Tell students that this exercise asks them to recall details of the story. All of the answers can be found in the text.

Answer Key

- | | | |
|-----------------------|--------------------|----------------------|
| 1. Yes, he was. | 2. No, he wasn't. | 3. No, he wasn't. |
| 4. Yes, he was. | 5. Yes, he did. | 6. No, they weren't. |
| 7. Yes, he did. | 8. Yes, he did. | 9. Yes, he was. |
| 10. No, there wasn't. | 11. No, he didn't. | 12. Yes, he did. |
| 13. Yes, he was. | 14. Yes, it did. | 15. Yes, he was. |
| 16. Yes, he did. | 17. No, he wasn't. | 18. Yes, he did. |

Exercise B

- Tell the students that this exercise is similar to the previous one, but that they must draw their own conclusions for the answers instead of finding details in the text.

Answer Key

1. True (Many cultures have similar stories, though sometimes the clever animal is not a mouse deer. In Pakistani stories, the clever animal is the partridge, and in many Western folk stories, it is a fox.)
2. False (This story is actually of Indonesian / Malaysian origin, so it is widely told and retold in Southeast Asia.)
3. True (The mouse deer played the same trick three times—saying that he was guarding an object that belonged to the king—and yet the tiger did not learn from his mistakes and experience.)
4. True (Even though he was afraid of the tiger, the mouse deer used his intelligence to outsmart the tiger.)
5. True (The tiger believed that he should have things that are as good as those fit for royalty.)

Vocabulary

(Page 2—Student’s Book)

- Tell the students to look through the list of words and identify the ones they know and don't know.
- If any of the words are unfamiliar to students, have them go to the reading text to find the word and to guess the meaning of the word based on the way it is used.

Answer Key

- | | | |
|-----------------------------------|-----------------|-----------------|
| 1. outwit; outwits (or outwitted) | 2. especially | 3. struck; blow |
| 4. screamed | 5. persuade | 6. calm |
| 7. wrapped | 8. paws | 9. behave |
| 10. royal | 11. growl; rage | |

Pronunciation Practice

(Page 3—Student's Book)

- Make worksheets using the three charts. Then read a word at random from each pair as students mark which one they heard.
- Have students practise in the same way in pairs.

Language Structure (Oral / Written)

(Page 3—Student's Book)

Exercise A

- This exercise deals with definite and indefinite articles.
- Finally, assign Exercise A as homework or give students time to complete it during class.

Answer Key

1. She bought a banana, an apple and an orange, but the banana was rotten and the apple and _____ orange were very small.
2. I will give you a pencil and a piece of paper, but the pencil is broken.
3. My sister plays the piano. Do you play an instrument?
4. I had an egg and a cup of coffee for _____ breakfast this morning, but the coffee was cold.
5. There was a spider on the ceiling. It was trying to catch an insect, but the insect was too quick, and the spider did not catch it.
6. Miss Zeb is one of the teachers in our school. She is a very good teacher. She teaches us _____ English and _____ Geography.
7. Hameed is a very tall boy. He is the tallest boy in the school.
8. In the evenings he likes to look at the moon and the stars in the sky.
9. We are going to the cinema tonight. We are going to see an exciting film.
10. I am going to stay at _____ home tomorrow and listen to the radio.
11. He was given a football for his birthday and now he plays with the football everyday.
12. My father was late for _____ office today. He usually goes by _____ bus but today the bus was full and he had to take a taxi.
13. I was lying in _____ bed last night when I heard a loud noise. I thought someone had fired a gun. I got out of _____ bed and looked out of the window. There was a car outside and there was something wrong with the engine of the car.

WORKBOOK

Answer Key

Assign pages 1 and 2 as homework.

COUNTABLE AND UNCOUNTABLE NOUNS

1. He gave me a book which contained valuable information.
He gave me some books which contained valuable information.
2. A barber cuts hair.
Barbers cut hair.
3. A knife is usually made of steel.
Knives are usually made of steel.
4. A steel knife does not rust if you leave it in water.
Some steel knives do not rust if you leave them in water.

5. My friend likes bread with butter, but I prefer jam.
My friends like bread with butter, but I prefer jam.
6. You need money to stay in a hotel like that one, but they provide very good food.
You need money to stay in hotels like that one, but they provide very good food.
7. My sister always travels by train because she likes looking at beautiful scenery.
My sister always travels by trains because she likes looking at beautiful sceneries.
8. A doctor I know says that sleep is more important than food.
Some doctors I know say that sleep is more important than food.
9. Poison should always be kept in a bottle marked 'Dangerous'.
Poisons should always be kept in bottles marked 'Dangerous'.
10. A friend of mine always says that truth is stronger than fiction.
Some friends of mine always say that truths are stronger than fictions.
11. I often see a house made of wood.
I often see some houses made of wood.
12. He designs furniture made of steel.
He designs furniture made of steel.
13. A man I know eats grass.
Some men I know eat grass.

A, AN, SOME, AND THE

- | | | |
|---------------------|-------------------------------------|---------------------------|
| 1. a, the | 2. a, _____, a, _____ | 3. _____ / Some, the |
| 4. a, the | 5. The, a, the | 6. _____, a |
| 7. The, a, _____ | 8. some, a; _____, the | 9. an, some, the, an, the |
| 10. a, the, the | 11. a, the, a | 12. The, a, a, the |
| 13. _____, _____, a | 14. The / An, a / the, the, a / the | |

Exercises B and C

- Assign Exercise B in the student's book as homework or give students time to complete it during class.
- Have students look at the examples in the two boxes in Exercise C.
- Have students work in pairs to practise both parts of the Exercise orally and then change partners and write the answers.

Answer Key, Exercise B

1. Bread is made from flour. It is made by a baker.
2. Shoes are often made of leather. We buy them in shops.
3. Leather is often used to make shoes. It is very strong.
4. Grass is green. Cows like to eat it.
5. Rulers are often made of wood. We use them for measuring.
6. Wood is used to make many things because it is cheap.
7. Advice is useful if it is good advice.
8. Ships are sometimes made of steel, but they are sometimes made of wood.

Exercise C

- | | |
|-----------------------------|--------------------------------|
| 1. a) Butchers sell meat. | 2. a) A baker bakes bread. |
| b) Cooks cook food. | b) A teacher teaches children. |
| c) Tailors make clothes. | c) A typist types letters. |
| d) Fishermen catch fish. | d) A fruit seller sells fruit. |
| e) Postmen deliver letters. | e) A clerk works in an office. |

- | | |
|----------------------------------|---------------------------------------|
| f) Pilots fly aeroplanes. | f) A nurse works in a hospital. |
| g) Students go to school. | g) A carpenter makes things. |
| h) Mechanics look after engines. | h) A librarian looks after a library. |

Exercise D, Tasks 1, 2, and 3

- Have students work in pairs to complete the first three tasks in Exercise C. Tell them NOT to do the fourth task at this time.

Answer Key, Exercise D

- What is Sajida doing?
She is watching television. She watches television every Thursday.

What is Arshad doing?
He is playing football. He plays football every Wednesday.

What are the boys doing?
They are playing table tennis. They play table tennis every Saturday.

What are the men doing?
They are playing chess. They play chess every Sunday.
- Does Sajida watch television every Thursday? Yes, she does.
Does Sajida watch television every Friday? No, she doesn't.
Does Arshad play football every Wednesday? Yes, he does.
Does Arshad play football every Thursday? No, he doesn't.
Do the boys play table tennis every Saturday? Yes, they do.
Do the boys play table tennis every Sunday? No, they don't.
Do the men play chess every Sunday? Yes, they do.
Do the men play chess every Monday? No, they don't.
- Sample answers (Answers may vary; accept all reasonable answers):
Mrs. Pervaiz does not go to the market every day.
Sajida does not watch television every day.
Arshad does not play chess.
Mrs. Pervaiz does not play football.
Sajida does not like to play chess.
The boys do not go to the market every Monday.
The men do not go to the market.
The boys do not watch television.
Mrs. Pervaiz and Sajida do not play table tennis.
Arshad and Sajida do not like to go to the market.

Exercise D, Task 4, and Exercise E

- Have students look at the example in the fourth task of Exercise D.
- Have students write their four questions individually and then share them in groups of three or four.
- Finally, have students work in pairs to complete the three tasks in Exercise E.

Answer Key, Exercise D

- Who watches television every Thursday? Sajida does.
Who plays football every Wednesday? Arshad does.
Who plays table tennis every Saturday? The boys do.
Who plays chess every Sunday? The men do.

Exercise E

1. *Ayesha:*

What did Ayesha do yesterday? She did her homework.

Where did she do it? She did it in the library.

When did she do it? She did it yesterday afternoon.

Mr. Haq:

What did Mr. Haq do last Saturday? He took his car.

Where did he take it? He took it to the garage.

When did he take it? He took it last Saturday.

Ejaz:

What did Ejaz do last month? He sent a letter.

Where did he send it? He sent it to his cousin in Singapore.

When did he send it? He sent it last month.

2. Did Ayesha do her homework in the library yesterday afternoon?

Yes, she did.

Did Ayesha take her car to the garage last month?

No, she didn't.

Did Mr. Haq take his car to the garage last Saturday?

Yes, he did.

Did Mr. Haq climb a tree in the park yesterday?

No, he didn't.

Did Ejaz send a letter to his cousin in Singapore last month?

Yes, he did.

Did Ejaz do his homework in the library yesterday afternoon?

No, he didn't.

3. Hashim did not do his homework in the library yesterday afternoon.

Hashim did not take his car to the garage last Saturday.

Ayesha did not send a letter to her cousin in Singapore last month.

Ayesha did not climb a tree in the park yesterday.

Mr. Haq did not climb a tree in the park yesterday.

Mr. Haq did not send a letter to his cousin in Singapore last month.

Ejaz did not take his car to the garage last Saturday.

Ejaz did not do his homework in the library yesterday afternoon.

Punctuation

(Page 5—Student's Book)

- Have students review the punctuation in lines 20 through 25 of the reading passage on page 1.
- Have students copy the entire passage from the text, check to make sure that they have copied all punctuation correctly, and then ask them to put their exercise books away.

Dictation

(Page 6—Student's Book)

- Read through the passage once at normal speed.
- Next break the passage up into segments of 5 to 9 words and read it aloud a second time at a normal pace.

Composition

(Page 6—Student’s Book)

- Give students time in class to write their dialogues or assign the task as homework.

Useful Words and Phrases—Phrases with the Article A

- Get students to explain the meanings of any of these expressions they may know. Allow them to explain by giving examples or contexts.
- Have students work individually or in pairs to complete the exercise.

Answer Key

- | | |
|---------------------------|---------------------------------------|
| 1. I have a headache. | 2. I have toothache / a toothache. |
| 3. He flew into a temper. | 4. My arm aches. |
| 5. I have a sore throat. | 6. I have earache / an earache. |
| 7. He flew into a rage. | 8. Please take a seat. |
| 9. She is in a hurry. | 10. All of a sudden it began to rain. |

Lesson TWO

KIDNAPPED

Kidnapped—Intro

- Ask the students if they have an uncle who lives far away. Do they know this uncle well? If they had a problem, could they go to this uncle for help and advice?
- Ask the students to imagine that they have suddenly found out that they have an uncle they didn’t know about before. What would they want to know about him? Make a list of questions on the board, e.g.
 - Is my uncle older or younger than my parent?
 - Were my uncle and my parent close when they were growing up?
 - Why did he and my parent stop seeing each other and communicating?
 - Will my uncle be happy to meet me?
 - Will he like me?
- Tell students that the story they will read is about a boy named David who goes to ask an uncle he doesn’t know for help. Ask students to guess how David would answer the questions in their list after meeting his uncle.
- Have students read the first two paragraphs of the text, up to *The Tower*.
- Ask the students if they think the story is modern or from long ago. What details make them think this?
 - David had a letter to take to his uncle. In modern times we would use a telephone or an email to announce a visit.
 - David walked to his uncle’s home. In modern times he would take a bus or a train if he didn’t have a car.

‘The Tower’

- Have the class discuss briefly what they would expect if they visited a distant relative unannounced:
 - Where would they expect to sleep?

- What would the bed be like?
- What sort of meals would they be offered?
- Would the relative be generous with food?
- Where would they bathe or wash up?
- What kinds of rules would there be, for example, would they be able to watch television or use the telephone?
- How much time would the relative spend with them?
- Ask a volunteer to re-read the last sentence of the opening section aloud, i.e. ‘His uncle did not seem very pleased to see him.’
- Now have the class discuss the same questions as above, but guessing what they think things would be like for David at his uncle’s house. (i.e. *What kind of place do you think he will he sleep in? What do you think his bed will be like?*)
- Have students read the first 20 lines of the story silently, beginning with, ‘Uncle Ebenezer took David upstairs...’ and ending with, ‘...nothing but juice.’
- Go back again to the questions above and ask students whether their guesses for each one were correct, and if not, how they were incorrect.
- Next elicit the meaning of the word *tower*. Ask for examples, e.g. Minar-e-Pakistan, Sukkur Ghanta Ghar, Ghanta Ghar Chowk (Sialkot), etc. Have the class describe the physical aspects of being inside a tower and climbing to the top, e.g. ask what the stairs are like, what you hold on to while climbing, what it would be like at night, etc.
- Then have students look at the illustration on page 8. Have the class describe the scene. What time of the day is it? What is the weather like? Is David carrying a lamp? How can we see both the sky outside the tower and David inside the tower at the same time?
- Tell students to read the rest of the story to the end, from the line, ‘At supper time....’
- Ask students:
 - What did David’s Uncle Ebenezer ask him to get from the tower?
 - Did David find the chest?
 - Why was it lucky for David that the weather was stormy?
 - How do you think David felt when he understood what had happened?
 - What do you think he will do next?
- Wrap up by asking students:
 - Why do you think Ebenezer Darfour would want David to disappear?
 - What does Uncle Ebenezer have that he needs to protect?
 - Why would he need to protect it from David?

Comprehension and Vocabulary

(Page 8—Student’s Book)

Exercise A

- Go through the exercise as a class, eliciting the missing prepositions, but telling students NOT to write anything down at this stage, do let the students know they are correct or incorrect.
- When you have gone through the entire exercise orally, have students work individually to complete the exercise in writing.

Answer Key

- | | | | |
|-----------|---------------|------------------|---------------|
| 1. in, in | 2. at, in | 3. upstairs | 4. on |
| 5. for | 6. out of, in | 7. for, for, for | 8. down, from |

Exercise B

- Ask the students to think of the story from the beginning to the end to recall the answers to these questions. Have them work on numbers 1-10 only.
- Elicit the answers from the whole class.
- End by discussing the last two questions.

Answer Key

1. David slept on the floor because the bed was very damp.
2. David shouted for his uncle the next morning because the door was locked and he wanted his uncle to let him out.
3. David was very angry because his uncle said that he could not to leave the house or write letters to his friends.
4. He hung the bedclothes out of the window to dry in the sunshine.
5. Porridge must be a cheap food because Uncle Ebenezer is a miser.
6. A miser is a person who has money, but lives poorly in order to save money and keep it.
7. It was very dark because it was night time and because a storm was coming, and Uncle Ebenezer would not let David take a light.
8. Uncle Ebenezer did not give a light to David because he did not want David to see where he was going. He wanted David to fall from the top of the stairs.
9. David kept his hand on the wall to help him find his way up the stairs in the dark. (Students may also add that David followed Uncle Ebenezer's instructions.)
10. The flash of lightning lit the tower and showed David that the stairs ended, so he didn't fall from the top one. He would have fallen if he had taken one more step.
11. Answers could vary, for example:
No, I would not. The House and Uncle Ebenezer both seem unwelcoming, cold, scary and dangerous. The bed is damp and sleeping on the floor is not really comfortable. There is not much to do or eat in the House. At night the House would seem scary and unsafe.
Yes, I would. It would be a night full of adventure and danger. I would have to be very careful but it would be an exciting experience too.
12. Uncle Ebenezer wanted to get rid of David. He didn't want anyone to know where David was so that if David disappeared, no one would find out that Uncle Ebenezer had something to do with it.

Language Structure

(Page 9—Student's Book)

More about Nouns

Exercise A

- Have students look at the introduction of the reading text (from KIDNAPPED to The Tower). Ask them to write down all of the capitalized nouns that they find.
- Elicit the list from the students and write it on the board.
- Elicit from the class a general rule for the kinds of nouns that are written with capital letters. (Names of specific people, places, languages, and stories / books.)
- Have students read the explanation in the paragraph just below the heading *More about Nouns*.
- Students rewrite capitalized words, compare answers with a classmate, and finally review as a class.

Answer Key

The following words should be capitalized:

- | | | | |
|--------------------|--------------|--------------|------------------|
| 1. Treasure Island | 2. Hyderabad | 3. September | 4. Zubaida |
| 5. Mr. Ali | 6. Asia | 7. Wednesday | 8. Mount Everest |

Exercise B

- Have students read the directions, and then give a few examples of collective nouns.
- Elicit other collective nouns students know.
- Put the students in groups up to four and have the groups try to complete the exercise.
- When they are finished, ask group of one for the answer to question 1, write their answer on the board and then ask the other students if they agree or have any other possibilities. Add all correct answers to the list on the board.
- Repeat for each item.

Answer Key

- | | |
|----------------------------|--|
| 1. team, squad | 2. herd, drove, drift, mob |
| 3. pack, rout, herd | 4. lot, crowd, multitude, stream, mob |
| 5. flight, set | 6. bunch (specific collectives for these are: <i>bouquet</i> of flowers, <i>cluster</i> of grapes, <i>hand</i> of bananas) |
| 7. pack, tissue, web | 8. audience, orchestra |
| 9. fleet, flotilla, armada | 10. deck, pack, hand |

Exercise C

- In English we can make many word types out of root words. For example, from the root (*pleas* – we can form *pleasant*, *pleasantry*, *please*, *pleased*, *pleasing*, *pleasurable* and *pleasure*. *Pleasure* is the only noun in this list. It is an abstract noun—a noun that refers to an idea or concept rather than something that can be physically sensed, i.e. felt, seen, smelled, heard, or tasted.
- Have students read the directions for the exercise.
- Students try to change these words into nouns in pairs and then pairs join to help each other. If they are not sure, they need to consult a dictionary. Finally, review as a whole class.

Answer Key

Words in parentheses are less commonly used.

sad	sadness
hate (v.)	hate (n.) / hatred
mix (v.)	mix (n.) / mixture
friend	friendship / friendliness
poor	poverty / (poorness)
know	knowledge
stupid	stupidity
ignore	ignorance
deep	depth / (deepness)
high	height
clean	cleanness / cleanliness
patient (adj.)	patience
young	youth
wealthy	wealth / (wealthiness)
strong	strength
believe	belief
suspicious	suspicion

Exercise D

- Have students read the directions and look at the list of nouns.
- These refer to males or either males / females.

- In pairs, have them try and determine the feminine forms. Then review as a class.
- Have students read the explanation about compound nouns.
- Elicit the names of different things found around the classroom that use compound nouns, e.g. *classroom, notebook, blackboard, backpack*, etc. Write these on the board as you confirm them.
BLACKboard BACKpack
- Point to a word and have the class repeat it, making sure to stress the first word.

Answer Key

actor	actress (note: actor can refer to both males and females)
master	mistress
headmaster	headmistress
dog	bitch
tiger	tigress
bridegroom	bride
host	hostess
lion	lioness

WORKBOOK

Answer Key

Assign as homework.

MAKING NOUNS (Pages 3 and 4)

- 1. afternoon: The afternoon sun was scorching hot.
 2. misfortune: The misfortune that the Titanic faced is remembered even today, a century later.
 3. unhappiness: The mistake caused so much unhappiness for the boy that he stopped talking for three days.
 4. replacement: Replacement of a damaged part of our sewing machine is difficult in Pakistan.
 5. overcoat: His overcoat has protected him from the cold all these years.
- 6. friendship: I truly appreciate his sincere friendship.
 7. childhood: Childhood days are days without worry or stress.
 8. kingdom: The kingdom in the fairy tale is full of djinns and magic.
 9. nationality: My nationality is Pakistani.
 10. gardener: Unfortunately, my gardener does not know much about growing plants.
 11. mountaineer: The brave mountaineer conquered the summit in spite of the harsh weather and dangerous slopes.
 12. slavery: Slavery is still practiced in some parts of the world.
 13. hatred: We should not have hatred for anyone in our hearts.
 14. engineer: Zahra's father is an engineer in the Pakistan Navy.
- 1. freedom: Freedom should be a right enjoyed by all people.
 2. wisdom: The judge's wisdom brought the criminal to justice.
 3. goodness: She volunteers with Doctors Without Borders out of the goodness of her heart.
 4. cruelty: The little girl was treated with cruelty by her employers.

5.	boldness	The boldness and courage with which the young boy spoke for his rights was amazing.				
6.	kindness	We should show kindness to both people and animals.				
•	deep	depth				
	broad	breadth				
	wide	width				
	long	length				
	true	truth				
	warm	warmth				
	strong	strength				
•						
1.	A person who sings is called a singer.		2. A person who speaks is called a speaker.			
3.	A person who talks is called a talker.		4. A person who runs is called a runner.			
5.	A person who tells lies is called a liar.		6. A person who begs is called a beggar.			
7.	A person who advises is called an advisor.		8. A person who acts is called an actor.			
9.	A person who sails is called a sailor.		10. A person who serves is called a server.			
11.	A person who assists is called an assistant.		12. A person who has studied law is called a lawyer.			
•	breath	sale	strike	situation	death	health
	obedience	belief	proof	life	theft	growth
	loan	sight	thought	weight		

Punctuation

(Page 10—Student’s Book)

- Pick up your book and say, ‘this is my book’. Then write on the board, *It’s the teacher’s book*.
- Elicit what the ‘s is in it’s and in teacher’s. One is the contraction of the verb is and the other shows possession as in ‘this is my book’. Then go on to explain what s’ means by using the example of ‘this is our book’ and writing it’s the teacher’s book.
- Have students work individually to complete the exercise, and then to check their answers in pairs.

Answer Key					
1.	my sister’s hat	2.	the old man’s stick	3.	the Girls’ School
4.	the headmaster’s speech	5.	the children’s faces	6.	the women’s voices
7.	the two cats’ tails	8.	the ship’s engine		

Spelling

(Page 10—Student’s Book)

- Have students turn to page 178 and read rule #1
- Have students work in pairs to make the correct plural form of each word. Also have them identify which rule they are using to make the plural.
- Circulate and monitor. When they have finished, ask them to check their answers with another pair.

Answer Key			spelling rule
desk	desks		(Rule 1—no number)
mouse	mice		(Rule 1e)
wife	wives		(Rule 1a)
child	children		(Rule 1e)

knife	knives	(Rule 1a)
roof	roofs	(Rule 1a)
toy	toys	(Rule 1b)
donkey	donkeys	(Rule 1b)
sheep	sheep	(Rule 1f)
fly	flies	(Rule 1b)
atlas	atlases	(Rule 1c)
volcano	volcanoes	(Rule 1d)
tooth	teeth	(Rule 1e)
foot	feet	(Rule 1e)
piano	pianos	(Rule 1d)
daughter-in-law	daughters-in-law	(Rule 1h)
gas	gases	(Rule 1c)
scissors	scissors	(Rule 1g)
trousers	trousers	(Rule 1g)

Composition

(Page 10—Student’s Book)

- Discuss with students what they know about David’s life before he went to his uncle’s house. Do students think he had any other family in his old village? Do they think he has a trusted adult there? Do they think he may have friends his age there? Who do they think David would write to in order to get advice about his troubles at his uncle’s house?
- Tell students to imagine that David is writing a letter to the person he most trusts in his old village.
- With students brainstorm a few ideas of the kinds of things David will say in his letter and write them on the board in note form, e.g. *travelling—took 2 days walking; house—old, needs repair; food—porridge, no meat; not welcome—uncle is not friendly; fear—uncle put him in danger*, etc. Make note of any aspect the students find important.
- Ask students to choose three aspects that they think are the most important to put in the letter and to explain what is going on. They should write a sentence or two explaining each aspect.

Useful Words and Phrases

(Page 11—Student’s Book)

- Tell students that the words *up* and *down* may be used either as prepositions or as verbal particles. When they are used as prepositions, their meaning is clear, e.g. *walk **up** a hill* = go from a lower position to a higher one; *go **down** the stairs* = go from a higher position to a lower one.
- When they are used as verbal particles, they often add emphasis to the verb, e.g. *drink your juice **up*** = drink it completely, don’t leave any in the glass. At other times they form a new meaning altogether, e.g. *to give **up*** means to surrender. These new meanings have to be learned as a single vocabulary item.
- Have students work individually or in pairs to complete the exercise. Allow students to refer to a dictionary for help. Circulate and monitor, providing assistance as needed, while students work.
- Follow up by having pairs compare answers.

Answer Key

1. up, down	2. up, down	3. down, up	4. down, up	5. down, up
6. up, down	7. up	8. up, down	9. up, down	10. down, up
11. up, down	12. up	13. up, down	14. up	

Lesson THREE

LORNA DOONE

Lorna Doone—Intro

- Ask students if they can name a waterfall in Pakistan in the Bhurban forest or in Ushu Valley.
- Lead a discussion about the sorts of places waterfalls like these are found. Are there usually large cities there? What is transportation like in these areas?
- Ask students what they would take with them to visit one of these waterfalls on a hike. What would they wear on their feet? What kind of equipment would they take? Would they try to climb up alongside the waterfall?
- Tell students that the story they will read is from the novel *Lorna Doone* and takes place in a remote area of England where there is a waterfall that a boy named John Ridd climbs.
- Ask students to guess the following before reading the opening paragraph.
 - How old do they think John is? A teenager? A young man in his 20's? A grown man?
 - What do they think Lorna Doone has to do with the story? Is she a friend? Is she someone who lives nearby? Is she a visitor to the area?
- Have students read the opening paragraph. Then discuss whether their guesses were correct.

'The Doone Valley'—Reading

- Tell students to read through the first 21 lines of the story silently, without stopping. Tell them to keep two general questions in mind as they read:
 - Was John's life very exciting?
 - Did John spend his free time with other boys his age?
- Discuss the answers to these questions, students need not give details if they cannot remember them.
- Next have students re-read the same 21 lines, this time looking for specific details. Tell them to take notes of the importance of these details. Write the following on the board: February, shoes and stockings, black pool, slippery cliff, cramps, fainted
- Discuss the importance of these details with the class, i.e.
 - In *February*, the weather and the water would be very cold.
 - John took off his *shoes and socks*, so he was barefoot when he climbed the waterfall
 - John fell into the *black pool* at the bottom of the waterfall the first time he tried to climb up.
 - The rocks around the *cliff were slippery* and probably sharp, so that John may have cut his feet and had a very hard time climbing up.
 - Probably because of the cold water and a difficult climb, he got *cramps* in his legs.
 - When he was safely at the top, he was so tired that he lost consciousness.
- Ask students why they think John decided to climb to the top of the waterfall. If necessary, prompt them with questions such as, *Do teenage boys sometimes do dangerous things without thinking them through? Do boys sometimes need some excitement in their lives?*
- Also ask students to imagine that they are John, halfway up a cold waterfall. What options do they have if they feel tired? Is it easier to climb back down or to keep climbing up?
- At the end of this part of the story, John is lying on the ground at the top of the waterfall. Have the class look at the drawing on page 13 and guess what will happen next.
- Have students read the next 22 lines silently, beginning with 'When John opened his eyes...' to the end of the story. Tell them to keep two general questions in mind as they read:
 - Did Lorna seem like a happy child?
 - Was John in any danger with Lorna?

- Discuss the answers to these questions, but do not require that students recall details if they cannot remember them. (No, she seems very unhappy and frightened. John is in danger, and he has to hide when other people arrive.)
- Next have students re-read the same 22 lines, this time looking for specific details. Tell them to take notes of the importance of these details. Write the following on the board: handkerchief, ashamed, comfort, terrified, hide, path
- Discuss the importance of these details with the class, i.e.
 - Lorna found John unconscious near the stream and was probably afraid for his safety. She was trying to wake him up by rubbing a *handkerchief on his face*.
 - When Lorna told John her name, she was *ashamed* because her family were a band of outlaws who were feared and hated by the local community.
 - John felt very tender towards Lorna because she was kind and because she seemed so unhappy. He wanted to *comfort* her and take her home to protect her.
 - When John and Lorna heard someone coming, Lorna became *terrified* because she knew that there would be trouble if her family found her with John.
 - Lorna protected John by showing him where to *hide* and also by showing him a *path* where he could go down to the bottom of the waterfall safely.
- Ask students why they think Lorna decided to help John instead of simply telling her family that there was a stranger on their land. If necessary, prompt them with questions such as, *Would a young 14-year old boy who had fainted seem like a danger to a 9-year old girl? Are children naturally kindhearted?*

Comprehension and Vocabulary

(Page 13—Student’s Book)

Exercise A

- Tell students that this exercise asks them to recall details of the story. All of the answers can be found in the text.

Answer Key

6. untrue	7. true	8. untrue	9. true	10. true
11. untrue	12. true	13. untrue	14. untrue	15. untrue

Exercise B

- Demonstrate the task by doing the first item as an example with the whole class. Do not insist that students use the exact words that are in the story, instead encourage them to use their own words and to work from memory.
- Have students quickly mark the answers individually.

Answer Key

1. ... his father was no longer alive to take care of them.
2. ... he needed to make bullets so he could shoot his father’s gun.
3. ... he used his stick to pull himself out of the water.
4. ... he had cramps in his leg.
5. ... she was ashamed of being part of the Doone family.
6. ... she was crying and he wanted to make her feel better.
7. ... she was afraid that the Doones might find them together and kill them both.
8. ... she was afraid the people coming to look for her would see John.

Exercise C

- Begin by asking students if they know any of the words in the list. Elicit definitions.
- Next ask them to find unknown words in the reading text and to try to guess the meanings.
- Allow students to use dictionaries to check their answers.

Answer Key

Meaning:

gunpowder powder which explodes when touched with fire, generally used for making bullets, explosives, fireworks, etc.

wade to walk through water (or snow, sand, mud and any other substance that makes free motion difficult)

slippery smooth on the surface so that you can slip easily, losing your balance or hold

cramp a sudden painful contracting of muscles, often from chill or strain

puppies baby dogs

Sample sentences:

gunpowder Gunpowder was first discovered in China in the 9th century.

wade It rained so hard this afternoon that we had to wade through water in the streets to get to the bus stop.

slippery The soapy water used to wash the bathroom made the floor tiles very slippery.

cramp Mona lost the swimming competition as she got a cramp in her thigh.

puppies Some puppies are raised to become guide dogs for blind people.

Language Structure

(Page 14—Student’s Book)

Exercise

- Prepositions
- Have students work in pairs to complete the exercise.
- Provide each pair with the table below.

(Prepositions used in the activity on page 14 of the textbook)

1	after	6	by	1	in front of	9	on	4	to
1	along	1	down	2	into	4	out	1	until
9	at	8	for	1	near	1	out of	1	up
2	back	1	from	2	of	3	over	6	with
1	between	9	in	2	off	2	through	1	without

- The answers are given at the end of the exercise for self-correction. Remind them to cover the answers and try to work through it.
- Go over any difficult items with the whole class. Have students explain their answers in terms of the meanings of the contexts.

WORKBOOK**Answer Key**

Assign pages 5 and 6 as homework.

PREPOSITIONS

1. about; at	2. to; up
3. about; up	4. with; over
5. for; on	6. at; at
7. for; up	8. for; from; for
9. out	10. out; down
11. up	12. from
13. for; to; about	14. for; for
15. up	16. to; to
17. of; on; at	18. with
19. with; between; at; from	20. to; to; over; down
21. on; from; of; to	22. for; to
23. with; out; about	24. of; around; over; for
25. at / with; for; for; in; up; for; with; on; up; on	26. of; by; at; in; in
27. about; off / away; from; by; In; away; across / towards / for	28. around / in; across; into; to; for
29. for; to; on; with; in	30. of; for; in

Spelling and Punctuation

(Page 15—Student's Book)

- Ask the students to turn to page 178 of the textbook to read spelling rule 2.
- Then have students look for additional examples of this spelling rule in the Passage for Dictation on page 15.
- Elicit the examples and write them on the board, along with the base form of the words.

Dictation

(Page 15—Student's Book)

- Tell students that you will conduct a dictation of the passage they studied for the spelling task above.
- Tell students that you will read through the passage once, at normal speed. During this reading, they should not write anything.
- For the next reading, break the passage up into segments of 5 to 9 words giving the students a few seconds in between segments to complete their writing.
- Read the passage a third time, at a normal pace, so that students can fill in any missing bits.
- Give students time to look over their dictation to correct any spelling mistakes and to check their punctuation. This time is critical in developing good editing and self-evaluation habits, so do not rush or skip this stage.
- Have students check their dictations by comparing them to the model in the book. Answer any questions students may have about punctuation or spelling rules that might help them learn these better.

Composition

(Page 15—Student’s Book)

- Begin by asking students whether any of them keep diaries or have written a travel journal. Ask what journal entries and diary entries are like, e.g. *Are diaries formal or informal?* (Usually very informal) *How are events described?* (Usually in chronological order, and in the past tense)
- Have students imagine that they are Lorna, and that they are writing a diary entry for the day Lorna met John. Tell them to work in pairs to brainstorm a few details to include events, feelings, and plans.
- Then assign the composition task for homework or allow for time in class to complete it.
- Encourage peer correction then have students revise their texts before turning them in.
- Consider making a bulletin board display of the diary entries so that everyone in the class can read one another’s work.

Useful Words and Phrases—Do

(Page 15—Student’s Book)

- Have students read through the conversation and the list of phrases beneath it.
- Put the students into pair and have them role-play the conversation. Then switch roles.

Pronunciation and Reading—Bed and Bad

- This should be a teacher led activity with the students repeating after the teacher until they are able to mimic the correct sounds.

Lesson FOUR

WATCHING THE WEATHER

Watching the Weather—Intro

- Begin by asking students what they know about the annual monsoon season in Pakistan. When does it happen? What is the effect? How windy does it get?
- Next ask students if they know the scientific definition of ‘monsoon.’
- Ask a science teacher at your school to introduce the causes and effects of changes in air pressure over Asia in general and Pakistan specifically, that cause monsoons. It would be best if the presentation were in simple English, but if that is impossible, it is acceptable to build this background knowledge in the students’ home language.
- Ask the students to read the introductory paragraph silently. Have a short discussion about why an airplane pilot would need to know a lot about weather. What other professions need to understand weather well? (Captains of ships and boats; farmers; engineers in utility companies.)

‘Air and Wind’

- Start out by giving students a riddle about the wind to get them to thinking about the relatively intangible nature of air and wind. The answer to the riddle below is **the wind**. Give students just the riddle, but not the answer, and have the class discuss it and make guesses:
 - *I have no voice and yet I can scream.*
 - *I have no arms and yet I can dance with trees.*

- *I have no teeth and yet I can be fierce*
- *I have no wings and yet I can fly*
- *What am I?*
- Bring two plastic, water bottles to class: one filled with water and the other empty. Ask the students what is in each bottle. They will most likely tell you that one bottle has water in it while the other bottle is empty or has nothing in it. Do not correct them, but tell them to think about this as they read the first part of the text.
- Next have students read the first 18 lines of the text silently. Tell them to pay special attention to what the children learned from the practical experiments they did.
- When they have finished reading the section, ask:
 - How did the children figure out that wind is air that is moving?
 - How did the children figure out that air is a physical thing that takes up space?
 - What is in these two bottles?
- Now ask them to read the next section of 21 lines, beginning with, ‘You see,’ their father said, ‘the jar was not empty,’ and ending with ‘...but it is sometimes a bit more and sometimes a bit less.’
- When students have finished reading, have them re-read the section to find
 - What happened when the children lifted a partially-filled jar most of the way out of the water?
 - What happened to the water when the children’s father covered the opening of a filled jar of water and then lifted it out of the basin?
- Conduct a small air pressure demonstration for the class.
 - You will need a stack of three books and an air-tight plastic bag. Ask the class: *Do you think we can move this stack of books with just the air in our lungs?*
 - Invite several students to try to blow the books out of their position.
 - Place the stack of books on top of the plastic bag, and then begin to blow into the bag while holding the open end nearly closed. After several breaths, the stack of books will begin to rise.
 - Ask students what it was that pushed the books up. (Air pressure.) Tell them that this demonstrates that the force of air pressure can lift things like heavy airplanes and help them stay in the sky.
- Next blow up a balloon for students.
 - Ask them what makes the balloon grow.
 - Ask what will happen if the neck of the balloon is released.
 - Ask why the air **rushes** out.
 - Explain that air will always move from where the pressure is higher to where the pressure is lower, and that this movement of air outdoors is what causes **wind**. The **barometer** in the reading text measures this pressure.
 - Tell students that the average air pressure around us is 1 kilogram per square centimeter.
- Now have them read the last section of the text, 21 lines, beginning with, ‘Their father asked June to fetch a balloon,’ to the end.
- Ask the students to pay attention to the two illustrations as they read. They do not have to understand the construction of the two devices, just what they do and how they work.
- When they have finished reading, ask:
 - Which illustration shows a *wind vane*?
 - How does it seem to work?
 - Which illustration shows a *wind gauge*?

- Discuss with the class, several other devices that make use of wind or forced air, e.g. a wind sock at an air strip, a ceiling fan, wind towers in desert homes, air horns, vacuum cleaners, pellet guns, etc.

Comprehension and Vocabulary (15 minutes)

(Page 18—Student’s Book)

- Tell students that this exercise asks them to recall details of the story. All of the answers can be found in the text.

Answer Key

- | | | | | |
|-----------|-----------|---------|-----------|----------|
| 1. true | 2. untrue | 3. true | 4. untrue | 5. true |
| 6. untrue | 7. untrue | 8. true | 9. untrue | 10. true |

Exercise B

- Demonstrate the task by doing the first item as an example with the whole class. Do not insist that students use the exact words that are in the story, instead encourage them to use their own words and to work from memory.
- Have students quickly mark the answers individually.

Answer Key

1. Wind is moving air.
2. It shows that the jar is not empty, but is actually full of air.
3. The second experiment shows that air presses all around us, enough to keep the card pressed onto the jar so that the water does not come out.
4. It is useful to measure air pressure because we know that the wind blows from areas of high pressure to areas of low pressure.
5. Compressed air is air that is forced into a defined space or container until the air pressure is higher inside than outside.

Language Structure

(Page 19—Student’s Book)

Subject and Verb

- Point out to the students that subjects can be single words or phrases. Illustrate this by writing the following sentence on the board, correctly punctuated: *Faisal agrees*. Tell them that the simplest sentence has just two parts: a subject and a verb. Elicit which of the two words is the verb. (*Agrees*.) Draw a box around *agrees* and label it VERB. Then draw a box around *Faisal* and label that SUBJECT.
- Next erase *Faisal* from inside the box and write *The boss*, so that the sentence reads, *The boss agrees*.
- Tell students that you can continue expanding the noun phrase in the subject position with different kinds of words and structures. For example, you can insert the adjective *big* so that the sentence reads, *The big boss agrees*.
- Have students open their books and look at the chart on page 19 of the textbook. Tell them to cross out the headings ADJECTIVES and SUBJECT. In the place of SUBJECT they should write NOUN, and in the place of ADJECTIVES they should write nothing, but above both columns they should write SUBJECT.

For example:

Subject		
Adjectives	Subject-NOUN	Verb
The The large	CAR	ARRIVED.

- Next them to study how the noun phrase in the subject has been expanded. In the first example, there is an article, *the*. Other words are possible here, as well, e.g. *A, My, Faisal's*, etc.
- Starting with the second example, adjectives are added to make the noun phrase more and more specific. There is a general order that a list of adjectives appears. That is, we would not say *A new large racing red car arrived*.

Exercise A

- Point out the list of adjectives at the top of page 20, but encourage students to think of interesting ways to describe the nouns in the subject parts of the sentences.
- Encourage students to use more than one adjective in their answers.
- Elicit sample answers from the whole class.

Answer Key

Sample sentences. Accept any reasonable answer.

1. The funny bald man died.
2. The sleepy old three-legged dog lay down.
3. The playful young lion leapt.
4. An unplanned brainstorming meeting took place.
5. A hilarious thing happened.
6. A tall and skinny girl fainted.
7. A fancy little parcel arrived.
8. The brand-new marking pen broke.
9. The biggest shady tree fell down.
10. A short fat policeman came.

Exercise B

- Point out the list of prepositional phrases above the exercise, and remind students that complex adjectives such as prepositional phrases come after the noun.
- Circulate and monitor as students work, and make sure that students' sentences are logical, i.e. do not accept a sentence such as, *The woman under the chair laughed*.

Answer Key

Sample sentences. Accept any reasonable answer.

1. The man behind the counter spoke.
2. The bicycle at the side of the building fell over.
3. The mouse in the box squeaked.
4. The woman in the red coat laughed.
5. The lorry in front of the building began to move.

Exercise C

- Point out the list of participial phrases at the bottom of page 20, and remind students that complex adjectives such as participial phrases come after the noun.
- Circulate and monitor as students work.

Answer Key

Sample sentences. Accept any reasonable answer.

1. The boy standing in front of the house stopped.
2. The man driving the car waved.
3. The old man riding the bicycle fell down.

WORKBOOK

Answer Key

Assign pages 7 and 8 as homework.

MAKING ADJECTIVES (Page 7)

- | | | | | |
|-----------------|----------------------|--------------|--------------|--------------------------------|
| 1. disagreeable | 2. unhappy | 3. unwise | 4. untrue | 5. unfair |
| 6. dishonest | 7. unsafe | 8. unkind | 9. unclean | 10. unsatisfied / dissatisfied |
| 11. uneven | 12. dissimilar | 13. truthful | 14. fearful | 15. lawful |
| 16. colourful | 17. beautiful | 18. dutiful | 19. hopeless | 20. fearless |
| 21. lawless | 22. homeless | 23. careless | 24. pitiless | 25. musical |
| 26. accidental | 27. natural | 28. magical | 29. comical | 30. occasional |
| 31. lovely | 32. womanly | 33. fatherly | 34. sisterly | 35. manly |
| 36. motherly | 37. brotherly | 38. maidenly | 39. wooden | 40. leaden |
| 41. golden | 42. woolen / woollen | 43. dirty | 44. watery | 45. bloody |
| 46. frosty | | | | |

SENTENCE BUILDING (Page 8)

1. (example)
2. The pretty little girl with the glasses spoke.
3. The old white car with the flat tyre stopped.
4. The big clock on top of the tower stopped.
5. The red school bus with loads of children arrived.
6. The exciting film in which my teacher was starring started.
7. The new fountain pen in the golden box leaked.
8. The tall hat on the bowler's head fell off.
9. The strict teacher from the middle section entered.
10. The cute little house by the park burnt down.
11. (example)
12. The angry woman running after the thief shouted.
13. The beautiful china cups standing on the edge of the shelf fell off.
14. The tall graceful horse sporting the white ribbon on its tail ran past.
15. The unsteady aeroplane flying at low altitude crashed.
16. The old weathered boat carrying more than its capacity sank.
17. The alert soldiers waiting for an opportunity attacked.
18. The two-day-old baby wanting his mother cried.
19. The restless dog waiting for its master ran out.
20. The blazing fire licking the treetops finally went out.
21. (example)
22. The strong black kite, picked up by the gust, soared into the air.
23. The old unwell tiger, pricked by the wrong injection, dropped dead.
24. The young men, angered by the supervisor, stopped work.
25. The furry cat, scared by the neighbour's dog, ran away.
26. The thin woody branch, weakened by the storm, broke off.

Punctuation

(Page 21—Student’s Book)

- Elicit from students rules on capital letters, full stops and commas that apply to this exercise.
- Tell them that in this punctuation exercise they must find complete sentences and punctuate them with capital letters, commas, and periods.
- Have students read and review the last two paragraphs from the reading on page 18 of the student’s Book. Ask them leading questions about the punctuation found here such as:
 - What words, besides the first word of each sentence, have capital letters? (The children’s names, June and John.)
 - How many commas they can find in the two paragraphs. (Six.)
 - When commas are needed.
- Tell the students to read through the two paragraphs silently once more, and then complete the exercise.
- Have students work independently to complete this exercise and when they have finished, review as a class.

Composition

(Page 21—Student’s Book)

- Have students form groups of three or four to discuss and take brief notes on how to describe a windy day. They are not writing this together but simply discussing ideas and perhaps making lists of ways to describe ‘wind’.
- Assign the writing task as homework or allow time for in-class writing. If students write in class, circulate and monitor, providing assistance as needed.
- Have students exchange papers and check each other’s work for mistakes. Instruct students to tell their partners what they liked about the composition and what they found confusing. Give students time to revise their writing before you collect the papers.

Useful Words and Phrases—Of and Off

(Page 21—Student’s Book)

- Write the words *of* and *off* on the board. While pointing to each word, pronounce and have the students repeat.
- Ask the class for a preposition meaning the opposite of *off*. (*On*.) To reinforce this meaning link, ask them the names of appliances that are turned on and off throughout the day.
- Have them work in pairs. Suggest that they first find the places where *off* makes sense because the meaning for this preposition is more clearly defined. When they have filled in the spaces they are sure of for *off*, they should decide if *of* fits in the others. When this is done, complete the exercise as a class.

Answer Key

- | | | | | |
|------------|-----------------|------------|-------------|-------------|
| 1. of, off | 2. off, of | 3. off, of | 4. of, off | 5. off, off |
| 6. off, of | 7. of, off, off | 8. of, off | 9. off, off | 10. of, of |

Lesson FIVE

GULLIVER'S TRAVELS

Gulliver's Travels—Intro

- Ask the students what they know about British exploration and navigation in the imperial period of England. Discuss very briefly how, what is now Pakistan came to be colonized by Britain.
- Tell them that navigators on exploratory voyages kept diaries of their travels. One such diary involving what is now Pakistan has the long title, *Travels into Bokhara; being the account of a journey from India to Cabool, Tartary, and Persia; also, Narrative of a voyage on the Indus, from the sea to Lahore, with presents from the king of Great Britain; performed under the orders of the supreme government of India, in the years 1831, 1832, and 1833.* In this diary, the author (Alexander Burnes) describes the people he meets, the adventures he experiences, the landscapes and the animals he encounters. (A copy of the original book can be found at <http://www.archive.org>)
- Explain that the writer Jonathan Swift took advantage of this style of diary writing and reporting to create *Gulliver's Travels*. In Swift's stories, Gulliver tells of strange people, and the customs and politics of the imaginary people he meets.
- Tell the students some of the background to this story: Gulliver's ship has wrecked, and he ends up in the land of a people called Lilliputians. They live on two neighbouring islands. They are very different in appearance from what Gulliver is used to.
- Have students guess how they are different. Tell them to look at the illustration on page 22 of the Student's Book for a clue.
- Next have students read the opening paragraph. Ask them:
 - *What do you think the story is going to be about?*
 - *What do you think the 'silly reason' for the war might be?*

'The War'—Reading

- Have students read the first 21 lines of the story, from the title, *The War*, to the line that reads, '...from all who attack them.'

Tell them to keep two general questions in mind as they read:

- What are the people of Lilliput afraid of?
- *What does the Emperor of Lilliput want from Gulliver?*
- When they have finished, discuss whether their guesses about the 'silly reason' are correct.
- Then discuss the answers to the two questions above, students need not recall details if they cannot remember them.
- At the end of this part of the story, Gulliver has agreed to help the Emperor of Lilliput. Ask the students why they think Gulliver has decided to help instead of simply remaining neutral. If necessary, prompt them with questions such as, *If a country takes in a refugee (a person seeking a safe place), does the refugee have a moral obligation to help the country that has helped him / her?*
- Have students read the next section (16 lines), subtitled *I Prepare to Serve the Emperor of Lilliput*, silently. Tell them to keep two general questions in mind as they read:
 - What did Gulliver make with the rope and the bars? How many sets did he make?
 - How did Gulliver reach the shore of the island of Blefuscu?
- Discuss the answers to these questions, but do not ask that students recall details if they cannot remember them.

- Ask students what they think Gulliver is going to do with the cables and hooks. Tell them to look at the drawing on page 22 of the Student's Book for ideas.
- Have the students read the next section (26 lines), subtitled *I Carry Off The Blefusudian Fleet*, silently. Ask them to keep two general questions in mind as they read:
 - What did the enemy (the Blefusudians) do while Gulliver was carrying out his work?
 - How many people were hurt during Gulliver's attack on Blefuscu?
- Discuss the answers to these questions, but do not ask them to recall details if they cannot remember them.
- Ask the students what other kinds of attacks Gulliver might have carried out to help the Lilliputians. Would those things have resulted in more people getting hurt?
- Ask them how they think the people of Lilliput will react to Gulliver's action. Then have them read the last paragraph silently to confirm their guesses.
- Extend the discussion to talk about conflicts around the world. Point out that when Jonathan Swift wrote the story about the war between Lilliput and Blefuscu, he was giving his opinion about how senseless such wars are.

Comprehension and Vocabulary

(Page 24—Student's Book)

Exercise A

- Tell students that this exercise asks them to find vocabulary in the story to complete sentences about the story itself. All of the answers can be found in the text in the same order as the exercise items.

Answer Key

- | | | | |
|-------------|-----------------------------|--------------|----------------|
| 1. official | 2. carriage | 3. Blefuscu | 4. grandfather |
| 5. emperor | 6. for three years | 7. an island | 8. telescope |
| 9. warship | 10. fleet | 11. a cable | 12. highest |
| 13. front | 14. spectacles / eyeglasses | 15. anchor | 16. dumb |
| 17. wade | 18. cargo | | |

Exercise B

- Have students work independently or in pairs to discuss the meaning of the word in each item and to find the synonyms.
- Allow students to use dictionaries to check their answers, but discourage them from using dictionaries as the first step in finding the meanings of the words.

Answer Key

- | | | | |
|--------------|-------------|---------------|-----------------|
| 1. willingly | 2. seem | 3. given help | 4. making ready |
| 5. courage | 6. risk | 7. divided | 8. told |
| 9. looked at | 10. engaged | 11. defended | 12. bold |
| 13. shout | 14. scheme | | |

Exercise C

- Students must draw conclusions from the text and from their own experience to answer these questions.

Answer Key

1. The high official who visits Gulliver has to be held in the latter's hand to enable them to hold a conversation; the water between the two countries is shallow for Gulliver, and yet it is deep enough for ships that seem large to the people there; Gulliver is able to pull 50 ships all by himself, etc.
2. The Emperor's grandfather had cut his finger while breaking an egg at the wider end, so it was thought that breaking eggs at the wide end must be evil.
3. Those who did not agree with the rule of breaking eggs from the smaller end ran away from Lilliput to live in Blefuscu. The Emperor of Blefuscu thought they were right, and defended them from punishment by the Emperor of Lilliput, which started the war.
4. Gulliver did not want to take part in the war because he was a stranger / foreigner, not belonging to either of the countries. Their beliefs were not his beliefs, and he thought they should not be fighting over this senseless issue.
5. Answers may vary; accept all reasonable responses.
Yes, because Gulliver was staying in Lilliput so he should help the country.
No, he should have spoken to both the Emperors and tried to solve the petty issue.
Also, since he was a foreigner he should not have taken part in the war.

Language Structure

(Page 25—Student's Book)

Subject, Verb, and Object

- Write the following sentence on the board: *Faisal rides motorcycles*.
Tell the students that this simple sentence has three parts: a subject, a verb, and an object. Ask which of the three words is the verb, (*rides*.) Draw a box around *rides* and label it VERB. Then ask them which word is the subject; draw a box around *Faisal* and label that SUBJECT. Finally, draw a box around the word *motorcycles* and label it OBJECT.
- Next erase *motorcycles* from inside the third box and write *a motorcycle* so that the sentence reads, *Faisal rides a motorcycle*. Make sure that the boxes are still labeled.
- Tell the students that you can continue expanding the noun phrase in the subject position with different kinds of words and structures. For example, you can insert the adjective *red* so that the sentence reads, *Faisal rides a red motorcycle*; or you can add the prepositional phrase *with sparkling metal handlebars* so that the sentence reads *Faisal rides a red motorcycle with sparkling metal handlebars*.
- Have students read the explanation and table on page 25 of the textbook.

Exercise A

- Encourage the students to think of interesting ways to describe the nouns in the object parts of the sentences, and remind them to add information both before the noun and after it.
- Go through the first item with the whole class.
- Circulate and monitor as students work.
- Elicit sample answers from the whole class. Have students offer their most interesting sentences.

Answer Key

Sample sentences. Accept any reasonable answer.

1. We heard brilliant patriotic music with drums and trumpets.
2. They saw a short, fat man with a long white beard and wearing a red suit.
3. Robert bought a second-hand pen with a silver cap.
4. The teacher gave an awesome lesson about the book *Gulliver's Travels*.
5. He gave the man a powerful blow hitting him square in the nose.

6. They sang a happy-birthday song in English.
7. She baked a wedding cake rising five-tiers high.
8. His father bought a small holiday house located in the Murree Hills.
9. She borrowed a technical book about how to program her computer.
10. The man was smoking a huqqa pipe with mu'assel tobacco.

Indirect Object

- Write the following sentence on the board:
She baked a wedding cake.
Point out that the sentence is perfectly logical with only a direct object
- Next write the following sentences under the first one, with the underlined words:
*She baked a wedding cake **for the bride and groom.***
*She baked **the bride and groom** a wedding cake.*
Indirect objects come either between the verb and the direct object or after the verb in prepositional phrases starting with *to* or *for*.
- Have students read the explanation at the bottom of page 25 and look at the table on page 26 of the textbook.

Exercise B

- Encourage students to think of interesting ways to describe the nouns in the object parts of the sentences, and remind them to add information both before the noun and after it.
- Go through the first item with the whole class.
- Circulate and monitor as students work.
- Elicit sample answers from the whole class. Have students offer their most interesting sentences.

Answer Key

Sample sentences. Accept any reasonable answer.

1. She gave her childhood friend sitting at the centre table a big present wrapped in crepe paper.
2. They sent the friendly headmaster of the neighbouring school a group picture of the competition.
3. My father lent the tall man in the black suit a digital camera in a velvet case.
4. The teacher showed the curious boys in his class a secret map of the nearby mountains.
5. My uncle told the young girls in my room a horror story written in an old book.
6. His friends gave the poor man in the park a golden watch in a leather pouch.
7. Will you show these little children from my school your lovely painting on the canvas?
8. She handed the starving beggar in tattered clothes some hot food straight from the kitchen.
9. He struck the innocent boy on the skateboard a fierce blow from behind.

WORKBOOK

Answer Key

Assign pages 9 and 10 as homework.

MAKING ADJECTIVES (Page 9)

-ing

charming
singing
hanging
running

pleasing

loving

-ed

heated

interested

learned

loved

-en

beaten

fallen

given

mistaken

-able

eatable / edible

drinkable

useable

loveable

-ful

forgetful

careful

hopeful

hateful

-some

troublesome

quarrelsome

tiresome

meddlesome

(example)

haste

hasty

Malaysia

Malaysian

might

mighty

life

lifelike

labour

laborious

picture

picturesque

China

Chinese

Pakistan

Pakistani

glory

glorious

Europe

European

SENTENCE BUILDING (Page 10)

1. (example)
2. The hasty little boy crossing the street saw the big school bus.
3. The attractive lady at the counter, dressed in white, smiled.
4. The alert hunter in the jungle saw a slight movement.
5. The magnificent boat finally reached the lit up harbour.
6. The on-duty policeman stopped the speeding lorry.

7. The group of young boys watched the nail-biting match.
8. The out-of-control car hit the elm tree.
9. The proud captain of the winning team made a fabulous speech.
10. The young dentist in the hospital pulled out the rotten tooth.
11. The responsible boy delivered the important message.
12. He sent his aged, unwell mother a photograph.
13. She offered the helpful man a generous gift.
14. The attentive soldier gave the senior officer a smart salute.
15. I sent my cousin in the hospital a detailed letter.

Punctuation

(Page 26—Student's Book)

- Ask the class how we know, when reading, that one sentence has ended and a new one is beginning.
- Ask them how we know that we are reading a direct quotation, exactly as the person speaking said it. Ask what quotation marks look like.
- Next have students turn to page 22 of their books and study the first four lines of the section titled *The War*. Ask them:
 - What words, besides the first word of each sentence, have capital letters.
 - How many commas can they find in the two paragraphs?
 - How many pairs of quotation marks are there?
 - When/Where are commas needed?
- Tell the students to read through the four lines silently one more time, and then to turn to the exercise on page 26 of the Student's Book.
- Have them work independently to copy the punctuation passage and insert the correct punctuation.

Composition

(Page 26—Student's Book)

- Begin by asking students to re-read the part of the story called *I Carry Off the Blefusudian Fleet*.
- Elicit the key points regarding what happened in the exact order the events took place. Note these on the board
- Ask the students to imagine that they are citizens of Blefuscu, and that they are telling a neighbour what they saw. Tell them to read the suggested beginning of the story and to choose three or four of the details listed on the board to use to continue telling the story.
- Consider making a bulletin board display of the diary entries so that everyone in the class can read one another's work.

Useful Words and Phrases—Put

(Page 27—Student's Book)

- Have students read through the example sentences and look at the definitions in parentheses.
- Ask them to rewrite the sentences in the exercise and then check their answers with a classmate.

Answer Key

- | | |
|---|---|
| 1. They <i>put</i> him into prison. | 2. The match has been put <i>off until</i> next month. |
| 3. You should <i>put away</i> a little money every month. | 4. He will not <i>put up with</i> your laziness. |
| 5. <i>Put on</i> the clock. | 6. How can you <i>put</i> such a thing <i>into</i> your head? |
| 7. Can you <i>put me up</i> for the night? | |

Pronunciation and Reading—Shot and Short

(Page 27—Student’s Book)

- Go through the list of words in the exercise, reading the contrasting pairs aloud and having the class repeat. Make sure to use the same intonation for each word in the pair; that is, do not use a ‘list’ style with rising intonation on the first word and falling on the second—use falling intonation for each word, as if each one were alone and not in a list.
- Make a worksheet putting the word pairs next to each other on a chart. Then read a word at random from each pair as the students mark which one they heard. Go through the words several times, changing the words given, until students can recognize which word they are hearing each time.
- The next step is for students to make the sounds correctly in the context of sentences and not isolated words. That is the objective of the ‘reading aloud’ task that ends this section. Follow these steps for reading aloud:
 - Have students read the paragraph silently.
 - Read the paragraph aloud to the students once.
 - Read the paragraph aloud a second time, but tell the students to mark the places where you make pauses. When they read the paragraph aloud themselves, they should read the pause groups in the same way and not read word-by-word.
 - Read the paragraph aloud a third time, but have the students repeat after you at the pauses.
 - Ask them to practice reading aloud in pairs. Encourage them to listen to their partner carefully, and when she / he has finished reading, to comment on things they did right and what they can do to improve.
- Here is the text broken into suggested pause groups:

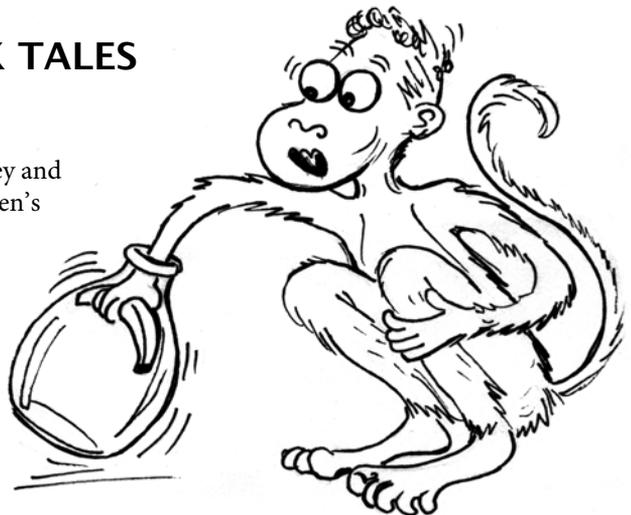
This is the story of how a robber//forced his way into a shop//and tried to rob a box.//He thought the box contained a fortune.//Although he was a short man,//he climbed a tall wall//and forced open the door of the shop.//Inside was a box with a strong lock.//Opening it caused him a lot of bother//for the lock was very strong.//When at last it was opened//he had an awful shock.//It was filled to the top//with pieces of chalk!

Lesson SIX

OLD GREEK TALES

Old Greek Tales—Intro

- Begin by showing students the image of the monkey and asking them if they know which traditional children’s tale it depicts.
- Confirm that it is the story of the Greedy Monkey. Elicit the major points of the story and write them on the board, e.g. The monkey sees some food it wants, but the food is in a place with a small opening. The monkey puts its hand into the space, but when he closes his hand he can’t get it back out. In the end, the monkey....



- Elicit the moral of the Greedy Monkey story (excessive greed will never go unpunished), and tell the class to keep this moral teaching in mind as they read the story of King Midas.
- Have students read the introduction to the story, the first 14 lines of the text, silently. Then ask: What gift did Midas ask for?
Can you guess why Baccus laughed out loud?

‘The Golden Touch’—Reading

- Write the following proverb on the board in English: Greed is a permanent slavery.
- Ask students if they know this proverb. Who was the author? (Ali Ibn Abu Talib R.A.) What book of sayings can they find this proverb contained in? (Nahj al-Balaghah).
- Next lead the class in a discussion of the meaning of this proverb:
How can greed enslave a person?
Why is this slavery permanent?
- Next, tell students to read the first 18 lines of the story, from the title, The Golden Touch, to the line that reads, ‘Midas at least did not guess their thoughts.’
- When they have finished, have a discussion on these points:
 - At the beginning of the story, what does King Midas think is the most precious thing in the world?
 - Do you think King Midas needed more riches than he already had? What does this say about his character?
 - Do you think a golden bird is more beautiful than a living one? Do you think a golden rose is lovelier than one that is growing? Why?
 - At the end of this passage, King Midas sits down to breakfast. What do you think is going to happen next?
- Ask the students to read the next section (22 lines), from the line, ‘Breakfast looked and smelt delicious...’ to the line, ‘Are you still not content?’ silently.
- When they have finished, have a discussion on these points:
How did the breakfast taste to King Midas?
How did the rose smell to the king’s daughter?
What did King Midas do when the child began to cry?
- Have students find the words curse and accursed in the text. Then ask them to guess the meanings from the context.
- Ask students what they think Baccus is going to advise Midas to do. Then tell them that Baccus is going to tell Midas to jump into the river. Ask them to guess why.
- Have students read the next section (21 lines), to the end of the text, silently.
- When they have finished, have a discussion on these points:
Why did King Midas jump into the river with all of his clothes on?
How did he turn his daughter back into a living child?
What did King Midas do with his riches after this experience?
- Extend the discussion by talking about the meaning of the English saying, ‘Count your blessings.’ Brainstorm with the class the various blessings that they may take for granted that when added up make a ‘rich’ life.

Comprehension and Vocabulary

(Page 29—Student’s Book)

Exercise A

- Tell the students that this exercise asks them to give opposites of vocabulary items from the story. The words in the list are in the same order that they appear in the text.

Answer Key

soft/hard	lovely/ugly	content/unhappy	dull/bright
colourless/colourful	warm/cool	satisfied/dissatisfied	

Exercise B

- Ask the students to match items with the same meaning from the two lists.

Answer Key

crimson = deep red	clutching = grasping	accused = under a curse
transformed = changed	delicious = delightful to taste	precious = very valuable
scent = perfume	appetite = desire for food	restore = bring back
nuggets = lumps	distress = great sorrow	folly = foolishness

Exercise C

- The questions in this section demand that students draw conclusions from the text and from their own experience.

Answer Key

The bedclothes were heavier and less soft than before as they had turned to gold cloth.

No, they weren't. They turned to gold when King Midas touched them.

King Midas was absolutely delighted when he first discovered that he had the golden touch.

Real flowers are colourful and they have a sweet smell that flowers of gold do not.

When King Midas, with his appetite sharpened by the delicious breakfast laid before him, tried to eat his food and drink his juice but they turned to gold, he felt unhappy of his golden touch for the first time.

Midas ordered his servants to keep away because he did not want any more humans to turn to lifeless statues of gold.

Midas learnt that gold and wealth are not the most important things in life; it is more important to have family and friends and nature all around a person.

After bathing in River Pactolus King Midas touched a flower on the bank which remained unchanged. This made him certain that he no longer had the golden touch.

Midas felt very anxious/worried and was desperate to get his daughter back in her human form.

Language Structure

(Page 30—Student's Book)

The Complement

Like objects, complements complete thoughts or sentences.

- Complements can either modify the subject (subject complement) or the object (object complement) of a sentence and can be either a noun or an adjective.
- It may be a bit confusing when trying to understand how a subject complement is different from an object because they both modify the subject of the sentence.
 - Explain the difference between verbs that show action (walk, eat, work) and linking verbs (be, become, seems).
 - Objects are the receivers of an action and thus follow action verbs. For example, *I love schoolwork*. *Schoolwork* is the receiver of the action *love*.
 - Complements explain the subject and follow linking verbs. For example, *Karachi is a very big city*. *A very big city* explains or describes *Karachi*.

Exercise A

- This exercise deals with adding adjectives and adjective phrases to subject complements.

- Have students complete the exercise by adding an adjective before the complement and a prepositional or adjective phrase after the complement.
- Point out that everything in these examples following the linking verb is the complement.
- Ask students for examples of their answers and write them on the board. Point out that there are many different, possible answers. Correct any mistakes in the examples given.

Answer Key

1. He became a respected teacher with a reputation for patience.
2. She was a hard-working pupil in the new school.
3. His father is a famous doctor in the city.
4. Hong Kong is a thriving island on the south-east of China.
5. This is my older brother in the white gown.

Exercise B

- Ask the students to complete the exercise following the directions given.
- Have the students compare their answers with their neighbour.
- Finally, review as a whole class.

Answer Keys, Exercise B

- | | |
|-------------------------------------|---------------------------------------|
| 1. My sister is in good health. | 2. The ship is in the harbour. |
| 3. The teacher was in a temper. | 4. The matter is of no importance. |
| 5. The machine is out of order. | 6. Her father is in a hurry. |
| 7. The children were out of breath. | 8. The sick man is not out of danger. |

Exercise C

- Object complements follow and modify or refer to the object of the sentence and can be either a noun or an adjective. For example, *The worker painted the building white.* *White* is the object complement modifying the object which is *the building*.
- Have students work in pairs and complete the sentences by adding a noun or an adjective object complement to complete the sentences.
- Elicit sample answers from the student pairs and write these on the board.

Answer Keys, Exercise C

- | | | | | |
|-------------|-----------|--------------|------------|--------------|
| 1. innocent | 2. Maryam | 3. some soup | 4. Nakhoda | 5. principal |
| 6. mad | 7. dry | 8. yellow | 9. think | 10. king |

Spelling

(Page 32—Student's Book)

- Explain that you are going to dictate a short passage to them and that the spelling words at the top of page 32 of the textbook are from the dictation passage.
- In pairs, students should discuss the vocabulary and check that they understand the meaning. Pairs should consult other pairs and finally the teacher should define any remaining, unknown words.
- Students need to look at and note the spelling of the vocabulary words.

Dictation

(Page 32—Student's Book)

- Read through the passage once, at normal speed. The students should listen and not write.
- Next break the passage up into segments of 5 to 9 words and read it aloud a second time at a normal pace giving the students ample time to complete the activity.

Composition—Invitations and Replies

(Page 32—Student’s Book)

- It is necessary to compare the informal and formal invitations provided on pages 32–33 of the Student Book, and note how they differ and how they are similar. Then compare the replies.
- Note that the language and format are different.
- Give students time in class to do this work or assign for homework.

Useful Words and Phrases—Look

(Page 34—Student’s Book)

- Write this list of words and phrases on the board and explain to the students that they are to try and use this list as an aid in changing each of the sentences in the activity. [*look after*(2), *look*(3), *are looking forward*(1), *looks like*(2) *Look out!*(1)]
- Students should work in pairs.

Answer Key

- | | |
|--|--|
| 1. You <i>look</i> healthy. | 2. Will you <i>look after</i> my young brother? |
| 3. <i>Look out!</i> | 4. That picture has an interesting <i>look</i> . |
| 5. He <i>looks like</i> a robber. | 6. I think it <i>looks like</i> rain, judging by the <i>look</i> of the sky. |
| 7. I hope you will <i>look after</i> your little sister. | 8. We all are <i>looking forward</i> to seeing him soon. |

WORKBOOK

SENTENCE BUILDING Pages 11 and 12)

- 1. ...a scream.
The scream was so loud that it startled even those who were asleep.
 2. ...his handkerchief.
The handkerchief he gave me to tie around my wound was very dirty.
 3. ...the questions.
The questions were so simple that we finished the exercise in very little time.
 4. ...a dwarf.
The dwarf told me he had come from Snow White’s cottage.
 5. ...a laptop.
He needs a laptop because he travels quite a bit.
 6. ...a surgery.
'I have never had a surgery,' I replied.
- 1. ...mechanic.
I want to be a mechanic when I grow up.
 2. ...rat.
The cat chased the rat all around the room.
 3. ... insect.
An insect is readily eaten by many other larger animals.
 4. ...teacher.
A teacher has a tremendous influence on her students.
 5. ...a doctor.
My brother has become a doctor at a very young age.

-
- 1. ...yellow.
The yellow walls liven up the place.
- 2. ...smart.
Her smart clothes got her plenty of attention.
- 3. ...dark.
My mother has asked me to be home before dark.
- 4. ...upset.
When I heard I had not performed well in my test, I got very upset.
- 5. ...asleep.
I was asleep when the doorbell rang.
- 6. ...true.
An honest, true man is always respected.
- 7. ...cold.
It was so cold last night that we had to cover ourselves with blankets.
- 8. ...red.
She turned red in anger when her friend snatched away her diary.
- 9. ...bad.
When we threw away the bad fish, the cat quickly ate it all up.
- 10. ...fat.
Fat people find it difficult to exercise.
- 11. ...short-tempered.
My grandfather has become short-tempered lately.
- 12. ...orange.
Orange and yellow leaves on trees look beautiful.
- 13. ...sour.
I had to throw away the sour milk.
- 14. ...unhappy.
The unhappy news brought silence to the gathering.

Lesson SEVEN

PRINCESS AUBERGINE

Princess Aubergine—Intro

- Ask students if they know what an aubergine is. Ask them for other names they may use for this fruit, e.g. *eggplant*, *brinjal* which is eaten as a vegetable.
- Have students describe the appearance of the fruit, its color on the outside and on the inside, how it grows, etc.
- Ask the students if they know a Pakistani folk tale about a girl who grew in an aubergine. Ask them to tell the story in a few words.

'Princess Aubergine'—Reading

- This reading text is very long in comparison with others in the book, but if students already know the story in their home language, comprehension will be easier.
- Conduct a jigsaw activity based on the story as follows:
 - Break the story into several sections and copy each section on a separate sheet of paper:
 - From the beginning to line 31, *and delicate as a king's daughter*.
 - From line 32, *The king's palace...* to line 61, *...the princess was alive and well*.
 - From line 62, *The queen was very angry*, to line 94, *...all day until the red and green fish is found*.
 - From line 95, *All the fishermen started to work...* to line 131, *...what makes her die*.
 - From line 132, *The next morning...* to line 169 (the end of the text).
 - Have students form groups of five, and give each student a separate part of the story.
 - Re-group the students into 'expert groups' of no more than five students who have the **same** section of the story.
 - Ask them to read silently.
 - Write the two items below on the board as they read, and then have the expert groups work on them after they have read their section of the story:
- Select the best title for your part of the story from this list:
 - Princess Aubergine comes to live with the farmer and his wife
 - The Queen invites Princess Aubergine to the castle
 - The Queen learns the secret of the red and green fish
 - The King finds Princess Aubergine in the north woods
 - Princess Aubergine becomes the new Queen
- Write a longer description of your part of the story.
 - Have students go back to their original groups and work together to put the sections of the story in the right order. They will have to summarize the story for their group mates.
 - Ask the students to read the entire story silently.
- Follow up by having a class discussion of the 'secret of the princess's life.' Ask the class to compare the idea of the 'secret of life' with the idea of a 'soul.' Are they the same? Different? Why?

Comprehension and Vocabulary

(Page 39—Student's Book)

Exercise A

- Tell the students that this exercise requires them to give opposites of vocabulary items from the story. The words in the list are in the same order that they appear in the text.

Answer Key

- | | | | |
|----------------------|-----------------------|------------------|----------------|
| 1. beautiful / ugly | 2. tall / short | 3. strong / weak | 4. tiny / huge |
| 5. delicate / coarse | 6. jealous / trusting | 7. truth / lie | 8. evil / good |
| 9. high / low | 10. deep / shallow | 11. day / night | |

Exercise B

- Ask the students to match items in the two lists with the same meaning.

Answer Key

- | | |
|-----------|-------------------------------------|
| farmer | man who lives by working the land |
| silk | fine, soft thread made by silkworms |
| delighted | pleased |

pretended	made herself appear
tenderly	gently
punish	be made to suffer for wrong doing
tempting	attractive

Exercise C

- The questions in this section ask students to recall details from the story and explain the events in their own words.

Answer Key

- The farmer and his wife had no food, so she cut the aubergine to cook it for their meal.
- Since she was very beautiful and dainty, just like a king's daughter, and had come out of an aubergine, the farmer and his wife decided to call her Princess Aubergine.
- The queen hated the princess because the princess was very beautiful. The Queen wanted to be the most beautiful woman in the land.
- The queen killed her sons because Princess Aubergine said that the secret of her life was in the queen's sons, and that if they died, she would also die.
- The secret of the princess' life was a necklace that was hidden in a box inside a bumblebee. This bee was in a red and green fish that lived in a river far away.
- The king went north one day to hunt and came across a high wall, with no doors. Curious to find out what was behind the wall, the king climbed over and found the princess asleep.
- The princess' son asked the queen to give the necklace to him if she wanted him to eat the sweets. Once he had got the necklace, he ran out the palace, straight to his mother.

Language Structure

(Page 40—Student's Book)

Questions, Commands, and Requests

- The following activity will help demonstrate how to form questions and how they differ structurally from statements.
 - Print each of these words on separate sheets of paper using a large enough font for all the students to be able to see from the board.
 - you - have - finished - I - like - swimming - he - wants - to - go - you - want - does - do***
 - tape the words—***you have finished*** – on the board.
 - Ask how this statement can be turned into a question. Change the word order to reflect the change. ***have you finished***
 - Now tape the words—***I like swimming*** (***you*** and ***do*** taped separately but not too far away) – on the board
 - Add ***do*** and change to—***do I like swimming***—and point out that sometimes we need to add ***do / does*** to form a question.
 - Point out that the pronoun sometimes needs to be changed. *For example, I to you.* Take away the ***I*** and replace with ***you***. ***Do you like swimming***
 - Finally, tape the words—***he wants to go*** (***does*** taped separately but not too far away)—on the board
 - Add ***does*** and change to—***does he wants to go***
 - Point out that sometimes we need to change the verb to be grammatically correct. Take away ***wants*** and replace it with ***want***.

Questions

Exercise A and B

- Have the students individually change the statements into questions.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key, Exercise A

- | | |
|--|------------------------------|
| 1. Is she pleased? | 2. Is the teacher happy? |
| 3. Have they finished? | 4. Was his father there? |
| 5. Were they laughing? | 6. Shall I go? |
| 7. Will he tell us? | 8. Must we hurry? |
| 9. May we stop work now? | 10. Ought Mr. Rafi to wait? |
| 11. Would she have waited if we had asked her? | 12. Can your sister tell us? |

Exercise B

- | | |
|--|---|
| 1. Does / Did your mother know her? | 2. Do / Did they like being here? |
| 3. Did / Do they want to see him? | 4. Did he arrive yesterday? |
| 5. Did the little boy see the Queen? | 6. Did / Does he make a wooden box? |
| 7. Did / Does my friend know the answer? | 8. Does / Did your father know that you are here? |
| 9. Did we hear the news yesterday? | 10. Does he think she is wrong? |

Commands and Requests

Review the lesson in the book step by step with the students.

Exercise C

Demonstrate the example on the board.

Have students work in pairs and follow the example to complete the remaining commands.

Answer Key

- | | |
|----------------------------|--------------------------------|
| Begin! | Go on! |
| Please begin! | Please go on! |
| Begin, please. | Go on, please! |
| Will you please begin? | Will you please go on? |
| Will you begin, please? | Will you go on, please? |
| Would you please begin? | Would you please go on? |
| Would you begin, please? | Would you go on, please? |
| Would you mind beginning? | Would you mind going on? |
| Help me! | Do it again! |
| Please help me! | Please do it again! |
| Help me, please! | Do it again, please! |
| Will you please help me? | Will you please do it again? |
| Will you help me, please? | Will you do it again, please? |
| Would you please help me? | Would you please do it again? |
| Would you help me, please? | Would you do it again, please? |
| Would you mind helping me? | Would you mind doing it again? |

Put it over there!
 Please put it over there!
 Put it over there, please!
 Will you please put it over there?
 Will you put it over there, please?
 Would you please put it over there?
 Would you put it over there, please?
 Would you mind putting it over there?

Bring it back tomorrow!
 Please bring it back tomorrow!
 Bring it back tomorrow, please!
 Will you please bring it back tomorrow?
 Will you bring it back tomorrow, please?
 Would you please bring it back tomorrow?
 Would you bring it back tomorrow, please?
 Would you mind bringing it back tomorrow?

Punctuation

(Page 41—Student’s Book)

Ask the students to locate the four excerpts from the story on pages 35–39 of the Student’s Book.

Ask comprehension questions about the punctuation.

Review each sentence

Tell the students to close their books.

Write the first excerpt on the board and elicit the required changes helping when necessary.

Write the three remaining excerpts on the board and ask the students to complete them in pairs.

Answer Key

- oh yes said his wife although she is not really a princess she is certainly as lovely and delicate as a kings daughter
 - *‘Oh, yes!’ said his wife. ‘Although she is not really a princess, she is certainly as lovely and delicate as a king’s daughter.’*
- my spells were not strong enough she cried
 - *‘My spells were not strong enough,’ she cried.*
- the king asked is your mother always asleep
 - *The king asked, ‘Is your mother always asleep?’*
- no she said this is some trick i will not come
 - *‘No,’ she said. ‘This is some trick. I will not come.’*

Composition

(Page 42—Student’s Book)

Give the students time in class to write their story or assign the task as homework.

Useful Words and Phrases—Question Tags

(Page 42—Student’s Book)

- The question tag invites the listener of the question to agree or give an opinion. It is formed with the auxiliary verb, determined by the principal verb, and is in the negative form if the principal verb is affirmative and in the affirmative if the principal verb is negative, followed by the pronoun determined by the subject.
- Review the examples with the students pointing out the basic form.
- Have students work individually or in pairs to complete the exercise.

Answer Key

- | | |
|----------------------------------|-------------------------------------|
| 1. We can begin, can’t we? | 2. They can’t wait, can they? |
| 3. You will tell me, won’t you? | 4. They won’t come back, will they? |
| 5. We haven’t finished, have we? | 6. I have seen it, haven’t I? |
| 7. She has done it, hasn’t she? | 8. He hasn’t stopped, has he? |

- | | |
|---------------------------------|----------------------------------|
| 9. They waited, didn't they? | 10. He speaks well, doesn't he? |
| 11. She didn't see it, did she? | 12. He ran very fast, didn't he? |
| 13. I made a mistake, didn't I? | 14. It is true, isn't it? |
| 15. It isn't here, is it? | 16. You don't know, do you? |
| 17. They know, don't they? | 18. He did it well, didn't he? |

WORKBOOK

Answer Key

QUESTION WORDS (page 13)

- | | | | | |
|---------------|-----------------|----------------|-----------------|-------------|
| 1. Who | 2. What; what | 3. Which | 4. whose; whose | 5. Who; who |
| 6. What; what | 7. Which; Which | 8. whose; what | 9. Who; Who | 10. Which |
-
- | | |
|--------------------------------|--|
| 1. Who told you the time? | 2. What did he give you? |
| 3. Whose handkerchief is this? | 4. What did you see? |
| 5. Who is that man? | 6. Which is the most interesting book? |
| 7. What startled you? | 8. Who won the first prize? |
| 9. What made your car stop? | 10. Where has she gone? |
| 11. When did she go there? | 12. Why did you laugh? |
| 13. What did you mend it with? | 14. Who is going to be captain? |
| 15. Where did she put it? | 16. When will you finish? |

EXPLANATIONS (Page 14)

- | | |
|--|---|
| 1. What a lovely tune! | 2. What a long jump! |
| 3. What dreadful food! | 4. What a splendid boat! |
| 5. What wonderful news! | 6. How hot it is today! |
| 7. How tired father looks! | 8. How pretty your sister looks in her new dress! |
| 9. How pleasant it is to have nothing to do! | 10. How dark the sky has gone! |
| 11. How nice it is to see you again! | 12. How very sensible it is! |

Lesson EIGHT

THE CLOISTER AND THE HEARTH

The Cloister and the Hearth—Intro

- Show students a large map of Europe. Point out where Holland is, and then point out where Rome is.
- Tell the class that the story they will read is about a young man's adventure while he is travelling from Holland to Rome.
- Next point out France. Tell the class that the adventure takes place here, in an area where there are dense forests.
- Explain that the story takes place 500 years ago, in the 1500's. Ask the class what means of transportation a person would probably use at that time. Ask them what kinds of dangers there

might be while travelling in a forest. Ask them how travellers might have protected themselves.

- Have students read the opening section of the text, stopping at the title, *A Narrow Escape*.

‘A Narrow Escape’—Reading

- Have students read the story silently, one section at a time. For the first section, have them read the first 14 lines silently, ending with, ‘...would never get safely to Rome by himself.’
- Ask students,
 - *What danger did Gerard and Denys worry about?*
 - *What did Denys probably think was making the sounds in the trees?*
 - *How do you think he felt when he realized it was a bear and not robbers that he had shot?*
 - *How did Gerard feel after he killed the baby bear?*
 - *What do you think is going to happen next?*
- Next have students read the following 18 lines, beginning with the line, ‘As they walked on...’ and ending with the phrase, ‘...she climbed carefully after him.’
- Ask students,
 - *What does the mother bear look like? How big is she? What are her eyes like?*
 - *Why do you think Gerard and Denys decided to climb trees? Can bears climb trees?*
 - *What was the problem with the tree that Denys climbed?*
 - *How did Gerard save his friend?*
 - *What do you think is going to happen next?*
- Finally have students read the last 15 lines silently, beginning with the line, ‘Gerard looked down.’
- Ask students,
 - *Why was Gerard thinking thoughts of home and people he loved?*
 - *Why didn’t the bear attack Gerard when she was in the tree near him?*
 - *Why wasn’t Gerard killed when he fell out of the tree far to the ground?*
 - *How did Gerard and Denys react differently to the smell of the bear’s blood? Why?*
- Wrap up by asking the students if they think Denys’ experience in war and being a soldier made him react differently from Gerard in relation to the two bears’ deaths. Discuss with the class if people can get used to violence and death, so that they are not shocked or distressed by it when it happens near them.



Map To Illustrate
‘THE CLOISTER & THE HEARTH’, 1910
J.G. Bartholomew, I.I.D., A Literary Historical Atlas of Europe
(New York: E.P. Dutton & Co., Ltd.
www.etc.usf.edu/maps)

Comprehension and Vocabulary

(Page 44—Student’s Book)

Exercise A

- Tell students that this exercise asks them to give opposites of vocabulary items from the story. The words in the list are in the same order that they appear in the text.

Answer Key

uninteresting	/ interesting	few / many	noisily / quietly
light / heavy	rough / gentle	hairless / hairy	cool / warm

Exercise B

- Tell students to find words in the reading that can complete the sentences. They should think of a word and find one in the text with the same or a similar meaning.

Answer Key

1. forest	2. companion	3. obliged	4. God’s creatures
5. fear	6. point (of) death	7. lose (our) balance	8. upset

Exercise C

- Have students look at the words and guess what they are. If necessary pronounce them.
- Then have students spell the words, checking the text for help.

Answer Key

1. guard	2. heavy	3. creature	4. laughed	5. leaves
6. friend	7. fierce	8. forty	9. companion	

Exercise D

- The questions in this section ask students to recall details from the story and explain the events in their own words.

Answer Key

1. Battles and wars were interesting to Gerard because they were new for him.
2. People who want to hurt and injure others and steal from them were found in forests in those days.
3. Gerard regarded the bear as one of God’s creations and was thus unhappy at killing it.
4. Denys was unlucky as he climbed a dead tree that had stopped growing and was not very tall. The bear could climb it easily and reach up to Gerard.
5. When Gerard saw his friend in danger, his fear changed into anger.
6. The bear climbed two trees.
7. ‘white face’ tells us that blood had drained from Denys’ face due to fear.
8. Gerard fell off the branch out of fear.

Language Structure

(Page 45—Student’s Book)

Infinitives

- In this lesson we will examine and practice the use of the infinitive vs. the bare infinitive.
- Bare infinitives are much less commonly used and are an exception to the rule; however, after certain verbs they are necessary.
 - After the modals (*can, could, will, would, shall, should, may, might, must*)

- After the verbs *see, hear, watch, make, let, have, listen to, feel, would rather, had better* and an object.
- We use either the bare infinitive or the full infinitive after *help* and an object.

Exercise A and B

- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key, Exercise A

- | | | | | |
|---------------------|------------------|----------------|-----------------|------------------|
| 1. ...to clean | 2. ...to succeed | 3. ...do work | 4. ...to help | 5. ...explain |
| 6. ...him? | 7. ...to wash? | 8. ...shout | 9. ...to jump | 10. ...fail |
| 11. ...to recover | 12. ...angry | 13. ...to yell | 14. ...turn | 15. ...to sleep? |
| 16. ...jump | 17. ...go | 18. ...steal | 19. ...him rest | 20. ...peace |
| 21. ...to apologise | | | | |

Exercise B

- | | |
|----------------------------------|------------------------------------|
| 1. Sherry saw the peacock dance. | 2. We decided to help. |
| 3. The teacher made us cry. | 4. She promised to read. |
| 5. He wants to sleep. | 6. I let him cook. |
| 7. Dad heard us come. | 8. We began to sing. |
| 9. I make delicious cookies. | 10. They watched the match. |
| 11. We ought to clean up. | 12. Mum felt sorry for the kitten. |
| 13. The beggar wanted food. | 14. The boy told a lie. |
| 15. Uncle asked for some water. | |

WORKBOOK

Answer Key

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

SENTENCE BUILDING (Page 15)

- (answers may vary)
- | | | |
|--------------------------------|----------------------------|-----------------------------|
| 1. ...a thousand rupees. | 2. ... for a long time. | 3. ...two weeks. |
| 4. ... for a long time. | 5. ...two miles. | 6. ...fifty feet. |
| 7. ...the night. | 8. ...ten minutes. | 9. ...two and a half hours. |
| 10. ...a lifetime. | 11. ...much longer. | 12. ...far. |
| 13. ...five feet six. | 14. ...two days. | 15. ...for mile after mile. |
| 16. ...two feet by three feet. | 17. ...five hundred miles? | |

INFINITIVE PHRASES (Page 16)

- | | |
|--|---|
| 1. It is hard to decide which is better. | 2. ...to ride a young pony. |
| 3. ...to see my test result. | 4. ...today. |
| 5. ...if you apologise. | 6. ...to complete the task. |
| 7. ...to see her react. | 8. ...for her to scream. |
| 9. ...to stop her from going. | 10. ...to think before you speak. |
| 11. ...to cry over little things. | 12. ...to take care of your own belongings. |

-
- 1. ...
- 2. ...my mother to pack all my belongings.
- 3. ...a coaster to pick us up at one o'clock.
- 4. ...her sister's company.
- 5. ...the games to begin.
- 6. ...you to save me from trouble.
- 7. ...our neighbour to take care of each other's pets when either of us are away.
- 8. ...some paints to be given to us for the walls.
- 9. ...children with love and care.
- 10. ...the board members to solve the issue.
- 11. ...Hassan to help you out.
- 12. ...you to come along.

Spelling

(Page 46—Student's Book)

- Review *spelling rule 3* as a class.
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key				
• piece	• deceive	• belief	• grief	• weight
• neighbour	• relieve	• ceiling	• seize	• siege
• believe	• reign	• their	• weird	• leisure
• conceit	• mischief	• deceit	• receipt	

Dictation

(Page 46—Student's Book)

- Read through the passage one time at normal speed. Students should listen and not write.
- Next break the passage up into segments of 5 to 9 words and read it aloud a second time at a normal pace giving the students ample time in between segments to complete the activity.

Composition

(Page 46—Student's Book)

- Give students time in class to write their short story or assign the task as homework.

Useful Words and Phrases—To

(Page 46—Student's Book)

- In many cases when using natural English, we use short answers so as not to be repetitive. For example, Yes, I can. No, I can't. Yes, I do. No, I don't. Yes, I am. etc.
- In this exercise, our answers will all end in *to*. For example, Did you do your homework? No, I forgot *to* (do my homework). Here we do not need to repeat do my homework because it is implied what you forgot to do because it was asked in the original question.

Answer Key		
1. 'I don't want to.'	2. 'No, I forgot to.' / 'I forgot to.'	3. 'She did not ask me to.'
4. 'I'm sorry I am not allowed to.'	5. 'I'm sorry, I did not mean to.'	6. 'Yes, I suppose I ought to.'
7. 'I refuse to.'	8. 'I don't know but I hope to.'	

Lesson NINE

THE STORY OF TRANSPORT

Gliders—Intro

- Ask students to keep their books closed, and then ask how many of them know how to make a paper airplane.
- Have students fold a few planes and fly them. Then ask what keeps the planes in the air. The answer is ‘lift’ caused by the movement of air across the plane’s wings.
- Ask students whether their planes will stay in the air longer with a ceiling fan turned on or off; then ask whether the plane will stay in the air longer if a ped fan is turned on.
- Tell students that their paper airplanes are a type of *glider*, and that they will read about what makes gliders fly.
- Ask them to read the first section of the text, up to the title *Gliders*.

‘Gliders’—Reading

- Ask students to describe the drawing on page 47 of their books. Do they think this is a model airplane or one that can actually carry a person? If students do not mention that the airplane has no propeller or engines, elicit that information, for example, ‘What makes this plane move? What powers it?’
- If possible download and play a short video for the class showing a foot-launched glider take-off and in flight.
- Before asking the students to read the text, tell them to read through items 1 through 5 of the True and False statements in Exercise B on page 49 of the textbook and to work in pairs to guess whether the statements are true or false. Tell them to check their answers as they read.
- Have students read the text silently, half at a time. For the first section, ask them to read the first 19 lines silently, ending with, ‘...produced enough force to lift him and the glider into the air.’
- Go through the answers to the first five True / False statements (leave the remainder for later).
- Then have students work in groups of four or five to make up one True / False statement to ask the rest of the class. Call volunteers to ask their question and have the class answer, e.g. *If you ride a bicycle fast enough down a hill, you can begin to fly.*
- Next ask them to read the remaining five True / False statements in pairs and guess the answers.
- Then ask them to read the remaining 20 lines, to the end of the text, paying attention to the answers to the True / False statements as they read.
- Go through the answers to the last five True / False statements. Then have students work in groups of four or five to make up one more True / False statement to ask the rest of the class, e.g. *The Wright brothers added an engine to their glider to help keep it in the air longer.*
- Wrap up by asking students to look at the illustration of *Flyer I* on page 48. Explain that the Wright brothers’ design is called a *biplane* because it has two pairs of wings. Tell them to find information in the library or on the internet about the advantages and disadvantages of biplanes to talk about during the next class session.

Comprehension and Vocabulary

(Page 48—Student’s Book)

Exercise A

- Ask the students to find words in the reading that can complete the sentences. They should think of and find a word in the text with the same or a similar meaning.

Answer Key

- | | | |
|-----------------------------|------------------------|---------------|
| 1. twenty-five | 2. 1800, Dec. 31 1899 | 3. conditions |
| 4. stop | 5. angle | 6. current |
| 7. control, lift | 8. force, shape, slope | 9. airscrew |
| 10. across, English Channel | | |

Exercise B

- The questions in this section ask students to recall details from the story and say whether the statements are true or not.

Answer Key

- | | | | | |
|---------|-----------|-----------|-----------|------------|
| 1. true | 2. untrue | 3. untrue | 4. true | 5. untrue |
| 6. true | 7. untrue | 8. true | 9. untrue | 10. untrue |

Language Structure,

(Page 49—Student’s Book)

Gerunds

Exercise A and B

- Have students complete the activities in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key, Exercise A

- | | | |
|------------------------|----------------------------|---------------------------|
| 1. swimming / cycling | 2. editing / repairing | 3. explaining / painting |
| 4. failing / losing | 5. golfing / snow-boarding | 6. fishing / teaching |
| 7. looting / killing | 8. murdering / stealing | 9. succeeding / designing |
| 10. stitching / sewing | | |

Exercise B

- | | |
|---|---|
| 1. I like eating chocolate. | 2. He started feeling ill at about three o’clock. |
| 3. The strange figure slowly began moving towards me. | 4. Mary likes going to school. |
| 5. She continued reading her book. | 6. I prefer sitting here. |

Exercise C

- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

- | | |
|---|--|
| 1. ...eating at a Chinese restaurant. | 2. ...cleaning her room first. |
| 3. ...crying in these circumstances. | 4. ...hurting the old lady. |
| 5. ...walking as a form of exercise. | 6. ...troubling me? |
| 7. ...smoking if you want to live a healthy life. | 8. ... painting the walls of the church. |
| 9. ...scolding her son for quite some time now. | 10. ...walking through the park with me? |
| 11. ...playing the drums yesterday. | 12. ...cycling through the graveyard at night. |

Present Participles

- Present participles have three functions. They can be a part of a phrasal verb, function as nouns and finally function as adjectives.
- In exercise D we will add present participles to the nouns. The present participles will function as adjectives describing the noun.

Exercise D

- Ask the students complete the activity individually.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|--------------------------|-----------------------------|--------------------|
| 1. An exciting story | 2. An amazing baby. | 3. A boring book. |
| 4. An interesting sight. | 5. A fascinating adventure. | 6. A starving cat. |

- In this next activity we will again focus on present participles functioning as adjectives, however they will not precede the noun they are modifying but they will be a part of a present participle phrase which in totality modifies the noun.
- Let us take a look at the example.
We saw the ball. It was floating down the river.
We saw the ball *floating down the river*.
- We saw the ball. It was floating down the river. It is referring to the ball. Floating is part of the past continuous verb was floating (past form of to be + verb + ing). When we combine these two sentences: We saw the ball floating down the river. We drop the subject it and the verb was (to be). Floating is no longer a verb+ing but a present participle acting like an adjective.

Exercise E

- Have students complete the activities in pairs.
- Review answers as a class and help where needed.

Answer Key

1. We heard the boys shouting at each other.
2. We smelt the chicken cooking in the pot.
3. I could feel the house shaking as the lorry went by.
4. Everyone looked at the clown walking along the tightrope.
5. We all watched the airplane flying over the trees.
6. I saw your uncle last night looking very cheerful.
7. The old dog trotted down the lane limping badly.
8. I heard a noise coming from behind the door.

Exercise F

- In this exercise, we will again use present participles phrases to modify nouns. However, they will come at the beginning of the sentence.
- Have students complete the activities in pairs.
- Review answers as a class and help where needed.

Answer Key

1. Sitting by the side of the road, he asked passers-by for money.
2. Throwing their hats into the air, they shouted for joy.
3. Feeling suddenly tired, she sat down.
4. Knowing what to do, he acted at once.

WORKBOOK

Answer Key

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

PARTICIPLE AND GERUND PHRASES (Pages 17 and 18)

- | | |
|-----------------------------------|-------------------------------------|
| 1. ...coming towards them. | 2. ...beating against his ribs. |
| 3. ...pouring outside. | 4. ...playing their favourite song. |
| 5. ...wandering about at night. | 6. ...lying under the table. |
| 7. ...breaking against the rocks. | 8. ...singing in the morning. |

- 1. He devoted all his spare time to reading many kinds of books.
 2. Photographing wild animals is very exciting.
 3. Signing so many documents made the Minister's hand ache.
 4. Aftab spent many hours painting one leaf.
 5. The money was intended for buying books for the library.
 6. A mongoose is used for killing snakes.
 7. Eating sweets is forbidden in class.
 8. There was a great deal of argument about naming the new school.

- 1. Criticizing other people is easy.
 2. Flying is quicker than going by road.
 3. Taking an umbrella is a good idea.
 4. Crying over spilt milk is of no use.
 5. Correcting all mistakes is important.
 6. Hating people is wrong.
 7. Riding a bicycle at night without a lamp is dangerous.
 8. Hearing your voice again is wonderful.
 9. Running away is cowardly.
 10. Giving one's seat to a lady is a polite act.
 11. Going to bed early is sensible.
 12. Swimming in a river is sometimes dangerous.
 13. Seeing him again will be nice.
 14. Finding him was easy.

Spelling

(Page 51—Student's Book)

- Review *spelling rule 4* as a class.
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

marry	marrying
strike	striking
behave	behaving
sit	sitting
travel	travelling
believe	believing
welcome	welcoming
skid	skidding
deny	denying
fear	fearing
tunnel	tunneling
encourage	encouraging

Punctuation

(Page 51—Student’s Book)

- Prepare an example of a business letter so that the students have the correct form.
- Review together
- Have students complete the activities in pairs.
- Review answers as a class and help where needed.

Answer Key

35 Rose Avenue
Karachi
24th May 2004

Dear John,

How are you? I hope you are having a good holiday.

I am having a wonderful time. I am helping my father in the shop. He is paying me a hundred rupees a day so I shall be able to buy that camera you want to sell. Have you still got it?

I am looking forward to hearing from you.

Yours truly,

Sohail

Composition

(Page 51—Student’s Book)

- Give students time to write their explanations in class or assign the task as homework.

Useful Words and Phrases—In

- Write the following answers on the board so that the students can complete this exercise.
 - to be in debt, in a heap, keep this in mind, were in trouble, in darkness, in good health
- Do the first as an example.
 - Underline ***to be in debt***.

- Ask the students, What is another way to say in debt? (*to owe money*)
- Write the sentence, *It is a bad thing to owe money?* on the board.
- Cross out *to owe money* and replace with *in debt*.
- Have students complete the activities in pairs.
- Review answers as a class and help where needed.

Answer Key

1. It is a bad thing to be in debt.
2. He has not been in good health for years.
3. Always keep this in mind.
4. The room was in darkness.
5. The sand was placed by the roadside in a heap.
6. They had not gone far before they were in trouble.

Pronunciation and Reading Practice—Duck and Dark

(Page 51—Student’s Book)

- Have students repeat the word lists after you.
- Demonstrate the difference in sounds clearly.
- Read the paragraph aloud to the students.
- Have students practice reading aloud, in pairs.

Lesson TEN

A CHRISTMAS CAROL

A Christmas Carol—Intro

- Ask students what they know from the Quran about the birth and mission of Jesus, son of Mary (— see Quran 3:45-47 and 3:59).
- Explain that the birthday of Jesus is a holy day for Christians in much the same way that the birthday of Mohammad (peace be upon him) is for Muslims. Explain also that the idea of charity is an important aspect of the celebration of Christ’s birthday in much the same way that charity is important to the celebration of Eid-ul-Fitr.
- Tell students that the Christmas story they will read is by Charles Dickens. Ask them if they remember reading *Oliver Twist* in the Introduction level book. Remind them that that story had the idea of kindness and charity as its message. Dickens writes about charity and kindness again in his story *The Christmas Carol*.
- Ask the students to read the introductory paragraph of the text, up to ‘Scrooge.’ When they have finished, elicit some general information about the story. Ask: *Who is the main character?* (Scrooge.) *What is he like?* (He is miserly.) *Why doesn’t he celebrate Christmas?* (He does not believe in it.) *What happens to him at the end of the story?* (He becomes a kind man.)

‘Scrooge’—Reading

- Before asking students to read the text, tell them that the story takes place in England in the 1800’s. Also tell them that Christmas is celebrated at the end of December. Ask them what they think the weather in England is like at that time of year. What sort of clothing would people wear

for that weather? What would they do to keep their homes and workplaces at a comfortable temperature?

- Ask the students to read the text in sections. For the first section, have them read the first 21 lines after the title ‘Scrooge’ silently, ending with, ‘...by saying ‘Humbug.’”
- Review this part of the story by asking:
How many people are in the story? Who are they? Which person is cheerful? Which person is cross? Which person is rich? Which one is poor? Why do you think Scrooge’s nephew stopped at his Uncle’s office?
- Ask them to read the next 22 lines silently, beginning with the line, ‘Don’t be cross, Uncle,’ and ending with, ‘...I say, ‘God bless it.’”
- Review this part of the story by asking:
What do you think people spend money on at Christmas time? (Gifts for friends and special dinners.) Why do you think Scrooge will not celebrate Christmas? How does Scrooge’s nephew describe the spirit of the Christmas season?
- Ask the students to read the last 24 lines silently, beginning with the line, ‘The clerk in the small office...,’ to the end of the text.
- Review this part of the story by asking:
Does Scrooge’s clerk agree with Scrooge or with his nephew? What did Scrooge’s nephew want to ask Scrooge? What was Scrooge’s answer? What did the nephew say to Scrooge when he left? What was Scrooge’s answer? Why does Scrooge think the world is going mad?
- Wrap up by asking students for their opinions about how wealth affects ordinary people. For example, how would you deal with the pressures of many people asking you for financial help if you were to win a lottery or prize? Would you become a scrooge and value your money more than your friends and family?

Comprehension and Vocabulary

(Page 55—Student’s Book)

Exercise A

- Ask the students to find words in the text that can complete the sentences. They should think of and find a word in the text with the same or a similar meaning.

Answer Key

- | | | | |
|-----------------------------|-----------------|-------------|-------------|
| 1. struck | 2. keep himself | 3. so, that | 4. so, that |
| 5. merry | 6. right | 7. keep | 8. in |
| 9. wished, a merry, a happy | 10. without an | | |

Exercise B

- The questions in this section ask students to recall details from the story and explain the events in their own words.

Answer Key

1. Christmas Eve is on the twenty-fourth of December.
2. It is winter.
3. Scrooge kept the door of his office open so that he could keep a watch if his clerk, who was sitting in the outside room, was doing his work or not.
4. They had small fires because Scrooge was a miser and probably did not want to spend money on buying coal.

5. Scrooge felt people were foolish as they were celebrating Christmas, a festival that did not in any way make them richer.
6. Scrooge's nephew liked Christmas as he felt that on this occasion people forgot their differences and became loving, forgiving and kind.
7. Scrooge warned his clerk to keep his opinion to himself or he would be asked to give up his job.
8. 'Merry Christmas!' / 'I wonder why you don't go into Parliament.' / 'Because you fell in love!'
9. He thought foolish senseless people fell in love.
10. 'to have a warm heart' means to care about others and to behave respectfully and kindly towards others. Scrooge's nephew and his clerk have warm hearts.

Language Structure

(Page 55—Student's Book)

Adverbs

It is important that the students understand:

- Adverbs are words or phrases that describe verbs, adjectives, or other adverbs.
- Adverbial phrases are made with a preposition or an infinitive.
- Most adverbs tell how (manner), where (place), when (time) something is done, how often (frequency), or why (purpose) it is done.

Type	Adverb	Example
Manner	quickly	<i>The teacher talks quickly.</i>
Place	here	<i>The festival is going to take place here.</i>
Time	this morning	<i>I talked to her this morning.</i>
Frequency	always	<i>I always work hard.</i>
Purpose	for his brother	<i>John sacrificed everything for his brother.</i>
Purpose	to fix my computer	<i>I'm working hard to fix my computer.</i>

- How to recognize an adverb. The best way to know if a word is an adverb is to ask questions for which the word is the answer. If it is a how, when, or where question, then the word is most likely an adverb.

Word in context	Question	Adverb?
<i>The teacher talks quickly.</i>	<i>How does the teacher talk?</i>	<i>Yes—uses HOW.</i>
<i>The festival is going to take place here.</i>	<i>Where is the festival going to take place?</i>	<i>Yes—uses WHERE.</i>
<i>I talked to her yesterday.</i>	<i>When did you talk to her?</i>	<i>Yes—uses WHEN.</i>
<i>I always work hard.</i>	<i>How often do you work hard?</i>	<i>Yes—uses HOW OFTEN</i>
<i>John sacrificed everything for his brother.</i>	<i>Why did John sacrifice everything?</i>	<i>Yes—uses WHY</i>
<i>The students are taking a history test.</i>	<i>What kind of test are they taking?</i>	<i>No—uses WHAT KIND OF, so this is an adjective.</i>

- We also have adverb clauses, containing a subject and a verb, but they are not covered in this unit.

How Adverbs are Formed

Exercise A

- Have students individually add the adverbs to the sentences.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|-----------------|------------------|------------------|-----------------------------|
| 1. ...silently | 2. ...carelessly | 3. ...roughly... | 4. ...suddenly... |
| 5. ...seriously | 6. ...savagely | 7. ...never... | 8. ...often / frequently... |
| 9. ...ever | 10. ...always | | |

Adverb Phrases—The Position of Adverbs

Exercise B

- Follow the explanation in the book regarding adverbial position.
- Have students individually move the adverbs in the sentences.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

- | | |
|---|--|
| 1. <i>By noon</i> we had reached Attock. | 2. <i>Afterwards</i> we went home. |
| 3. <i>On her head</i> she wore a large green hat. | 4. <i>With a cry of fear</i> he fell to the ground. |
| 5. <i>In his hand</i> he held a gun. | 6. <i>With tears in her eyes</i> she begged for mercy. |
| 7. <i>In the car</i> were four policemen. | 8. <i>Under the tree</i> sat a little girl. |
| 9. <i>Beneath the cliff</i> ran a sparkling stream. | 10. <i>Near the hut</i> stood four large coconut palms. |
| 11. <i>In one corner</i> sat an old man. | 12. <i>At the bottom of the boat</i> lay a heap of fish. |

Exercise C

- Refer to the chart above regarding frequency.
- Follow the explanation in the book regarding frequency adverb position.
- Have students individually move the adverbs in the sentences.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

- | | |
|---|---|
| 1. My brother and I often cycle to school together. | 2. We have never seen such a strange sight. |
| 3. He always tells the truth. | 4. The boys in my class are unusually early. |
| 5. We often meet on Sunday mornings. | 6. The car almost crashed into the side of the house. |
| 7. We had nearly finished when the bell rang. | 8. A policeman will always tell you what to do. |
| 9. We had just arrived when the show began. | 10. He was still talking when you arrived. |
| 11. When we returned, they were still eating. | 12. They sometimes came to see us. |

Spelling

(Page 58—Student's Book)

- Review spelling rule 5 with the students.
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key Spellings

Words

clever
skilful
happy
bad
bold
quiet
sincere
wise
heavy
noisy
continual
complete
practical
exact
merry
shy

Adverbs

cleverly
skilfully
happily
badly
boldly
quietly
sincerely
wisely
heavily
noisily
continually
completely
practically
exactly
merrily
shyly

Words

lazy
happy
silly
crafty
crazy
shy
naughty

Nouns

laziness
happiness
silliness
craftiness
craziness
shyness
naughtiness

Composition

(Page 58—Student’s Book)

- Give students time in class to write their description or assign the task as homework.

Useful Words and Phrases—So and Not

(Page 58—Student’s Book)

- It is important that the students understand that *hope not* is used when you do not want that statement to be true and *afraid not* is used when you are not happy with the situation.
- Review the examples with the class.
- Have students individually complete the exercise.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

1. ‘I hope so.’
2. ‘I’m afraid not.’
3. ‘The sentence should read, Do you have to do all the work again?’ ‘I am afraid so.’
4. ‘I believe so.’
5. ‘I hope not.’
6. ‘I hope so.’
7. ‘I think so.’ / ‘I don’t think so.’
8. ‘I hope so.’ / ‘I hope not.’

WORKBOOK

Answer Key

Ask the students to complete the exercises individually at home. They might need some explanation regarding adverb order.

ADVERBS (Page 19)

1. generally
Usually my mother keeps awake till I get home.
2. almost
It is very irresponsible of you to leave your bag lying around—I *nearly* tripped over it.
3. merely
She was *only* visiting her parents when the police arrested her.
4. seldom
She *rarely* greets me when she passes me by on the road.
5. often
He is so self-sufficient that he *rarely* asks for help.
6. always
He is such a strong boy that *never* have I seen him cry.
7. ever
He has promised *never* to behave inappropriately again.
8. already
The bride has *not yet* entered but the lights have been dimmed already.
9. just
They would have easily completed the task had they not wasted time chatting and snacking.
10. well
He performed badly on the final night as he was extremely tired.
11. still
When they could no longer contain their anger, they started abusing each other.

ADVERB ORDER (Page 20)

1. ...at five o'clock, on Monday evening.
 2. ...early in the morning, on a Sunday, in 1963.
 3. ...in a cardboard box, in a cupboard in her bedroom.
 4. ...by a small stream, in a wood just outside the town.
-
- | | |
|--|--|
| 1. ... usually...went there in the evenings. | 2. ...patiently outside the house, until nine o'clock. |
| 3. ...happily in that house all her life. | 4. ... never...here before. |
| 5. ...never...in the sea early in the morning. | 6. ...sometimes...twice in one year. |
| 7. ...often...outside his house early in the morning | |

Lesson ELEVEN

THE SCHOLARS AND THE LION

The Scholars and the Lion—Intro

- Ask the students if they know the following Surah and how they interpret it:
*He bestows wisdom upon anyone He wills,
and he who is given wisdom is in fact given
great wealth, but only those who have*

common sense learn lessons from these things.
(Surah Al-Baqarah : Ayah 269)

- Next write the following sayings in English on the board:
 - *A handful of common sense is worth a whole basket of learning.*
 - *It is a thousand times better to have common sense without education than to have education without common sense.*

Ask students how these sayings relate to the Surah above.

- Ask them to read the introductory paragraph of the text, up to the illustration. When they have finished, ask them to look at the illustration and describe it.

'The Scholars and the lion'—Reading

- Before asking students to read the text, write a series of true / false statements on the board and ask them to vote on whether they think that the statements are true. Write the consensus answers
- Write the following on the board:
 - *The four men in the illustration are all friends from the same village.*
 - *They have all spent years studying to become wise.*
 - *They wanted to use their knowledge to help the village improve.*
 - *The scholars wanted to use their learning to become rich.*
 - *Some of them were very arrogant and thought they were better than humble, unlearned people.*
- Have students read the text in sections. For the first section, have them read the first 20 lines after the illustration silently, ending with, '...we are going to discover through our wisdom.'
- Review this part of the story by asking students to comment on their answers to the five true / false statements above.
- Next write five more true / false statements and follow the same procedure:
 - *The four men traveled to many places.*
 - *In a forest, they found an injured lion.*
 - *They decided to use their knowledge to make the lion healthy and whole again.*
 - *The three scholars each took turns using their special knowledge.*
 - *The fourth man ran away in fear and ignorance.*
- Tell students to read the next 17 lines silently, beginning with the line, 'They finally decided,' and ending with, '...business of bringing the lion back to life.'
- Review this part of the story by asking students to comment on their answers to the five true / false statements above.
- Next write five more true / false statements and follow the same procedure:
 - *The fourth man was wise and warned the scholars that what they were doing was dangerous.*
 - *The scholars listened to their unlearned friend and followed his advice.*
 - *The fourth man climbed up the tree because the scholars said he was in the way.*
 - *When the lion woke up, the three scholars ran back to the village.*
 - *The lion climbed the tree and killed the fourth man.*
- Tell students to read the last 16 lines silently, beginning with the line, 'At this moment the fourth man...', to the end of the text.
- Review this part of the story by asking students to comment on their answers to the five true / false statements.
- Wrap up by asking the students how they think a person gains wisdom—what part of wisdom comes from study and what part from common sense?

Comprehension and Vocabulary

(Page 61—Student’s Book)

Exercise A

- Ask the students to find words in the reading passage that can complete the sentences. They should think of and find a word in the text with the same or a similar meaning.

Answer Key

scholars, common sense, use, travel, unlearned, good luck, finally, scattered, put, cover, life, stop, test, common sense, learning

Exercise B

- The questions in this section ask students to interpret events from the story in their own words.

Answer Key

1. These words show how proud the three scholars were of their knowledge and learning. The opposite, which is used to describe the unlearned man is *humble*.
2. The scholars hoped to obtain wealth / riches with their learning.
3. The first and second scholars thought that their unlearned friend should not accompany them as he had no right to take part in the riches that they had set out to acquire with their learning. Their friend had not worked hard to gain knowledge and thus would not be able to contribute to earning any treasure, whereas they had worked hard and would do so.
4. The third scholar insisted that since he was their childhood friend they should take him along and let him share the riches they would gain. Therefore they finally let him come along.
5. The scholars decided to bring the lion back to life because they saw it as an opportunity to test the value of their knowledge. They wanted to use the knowledge they had gained over the years.
6. The three scholars should not have put life into the lion. If they had to, then they should have climbed up trees before doing so to keep themselves out of the lion’s reach.
7. Common sense is more important than knowledge and if learning is practiced without using common sense it can be harmful rather than useful. Also, pride should be avoided, and it is always advisable to listen to other people’s points of view, no matter how unlearned he is.

Language Structure

(Page 61—Student’s Book)

The Simple Present Tense

- Review the rules and examples in the book as a class.

Exercise A

- The present simple tense is also used to show how often something happens and we do that by using adverbs of frequency.
- Put a vertical line on the board with always at the top and never at the bottom.
- Ask students for other adverbs of frequency and fill-in in the following order. always – usually – often – sometimes – occasionally – never
- Add any others that the students can think of, in the correct position.
- Set aside from the vertical line, make a list of other ways to express frequency. Once / twice / three times a week / month / year – every hour / day / Monday / month / year / weekend / holiday
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

- | | |
|--|--|
| 1. I clean my teeth twice a day. | 2. I go to sleep at 9 o'clock. |
| 3. I get out of bed at 6:30 in the morning. | 4. I eat a meal twice a day. |
| 5. I have English lessons thrice a week. | 6. I do my homework every afternoon. |
| 7. I read a newspaper almost every day. | 8. I drink tea once a day. |
| 9. I like to eat sweets after lunch. | 10. I read a book every night before going to sleep. |
| 11. I try to go to a library at least once a week. | 12. I buy a new dress every month. |
| 13. I buy a new shirt every week. | 14. I never watch plays. |
| 15. I always listen to the radio in the afternoon. | |

Exercise B

- Look at question 1 together and ask what the subject is. – *your father*
- Ask which pronoun is used to replace *your father*. *He*
- He will be the subject and the first word in the answer to question 1.
- Ask the students to look at the chart on page 61 of their books.
- Point out that with he / she / it we add an *s* or *es* to the end of the verb.
- On the board write – *He go to work every day.*
- Ask the students if this is correct and wait for them to identify the mistake. *He goes to work every day.*
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

1. My father goes to work everyday.
2. My mother prepares a meal every afternoon.
3. My teacher comes to school early in the morning.
4. The principal of my school speaks to me in the morning.
5. The school closes in the evening.
6. A policeman stops the traffic when the light turns red.
7. My best friend sees me almost everyday.
8. My science teacher gives me a lesson every afternoon.
9. My teacher gives me homework thrice a week.

Exercise C

- Once again discuss the chart on page 61 of the Student's Book.
- Ask what happens to the verb when we change the subject from any form other than he / she / it to he / she / it. *We need to add s or es to the verb. For example go > goes, help > helps*
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

1. The player has coloured shirts / The player has a coloured shirt.
2. My friend does not like swimming.
3. My teacher has books to mark.
4. The snake is green
5. The duster is for cleaning the chalk board.

6. The man does not work in the afternoon.
7. The girl has smart uniforms / The girl has a smart uniform.
8. I have a new teacher.
9. I do English everyday.

Exercise D

- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

1. comes 2. work 3. ends 4. tell 5. acts

WORKBOOK

Answer Key

PRESENT SIMPLE TENSE (Page 21)

- Have students complete individually at home
- If time permits, review together in class. Alternatively, correct and hand back for review.
 1. He / She usually comes here on Thursdays.
 2. He / She writes an exercise every lesson and gives it to the teacher.
 3. My friend tells me that he / she plays the piano very well.
 4. The boy says that he is sorry.
 5. The man starts work very early in the morning and finishes late at night.
 6. He / She likes to go there whenever he / she gets the chance.
 7. The girl sometimes forgets to do her homework.
 8. He / She never listens to the teacher.

- | | | |
|-----------------|----------------|-----------------|
| 1. go; arrive | 2. has; leaves | 3. rises; sets |
| 4. see; waves | 5. has; has | 6. smiles; sees |
| 7. take; do not | 8. stops; get | 9. eats; drinks |

PRESENT SIMPLE TENSE FOR THE FUTURE (Page 22)

- | | | | | |
|-------------|----------------|----------|----------|--------------|
| 1. arrive | 2. finish | 3. asks | 4. have | 5. arrives |
| 6. give | 7. return | 8. begin | 9. stops | 10. see |
| 11. happens | 12. apologizes | 13. see | 14. is | 15. give |
| 16. hears | 17. know | 18. hear | 19. can | 20. sees |
| 21. receive | 22. are | 23. meet | 24. is | 25. finishes |
| 26. becomes | 27. comes | | | |

Spelling

(Page 63—Student's Book)

- Review spelling rule 6 with the students on page 180 of the Student's Book.
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

A.

- altogether
- almost
- always
- although
- already
- also
- almighty

B.

- careful
- thoughtful
- hopeful
- cheerful
- peaceful
- doubtful
- fearful
- helpful

C.

- skilful
- welcome
- farewell
- fulfil
- befall
- ill will
- downfall
- unwell
- enrol

Passage for Dictation

(Page 63—Student’s Book)

- Read once through the passage at normal speed. Students should listen and not write.
- Next break the passage up into segments of 5 to 9 words and read it aloud a second time at a normal pace giving the students ample time in between segments to complete the activity.

Composition

(Page 63—Student’s Book)

- Give students time in class to write their account or assign the task as homework.

Useful Words and Phrases—Yes I do. No. I don’t.

(Page 64—Student’s Book)

- Write the following sentences on the board.
 - Do you like ice cream?
 - Does he have a car?
 - Did she finish her homework?
 - Are you finished?
- Elicit the auxiliary verb in each question and underline.
- Elicit the subject of each question and underline.
- Answer the first one for the students. *Yes I do.*
- Elicit and demonstrate how to answer these remaining questions with short answers.
- Have students individually complete the exercise.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|-----------------|----------------|-----------------|------------------|
| 1. No, I don't. | 2. Yes, I do. | 3. No, I don't. | 4. No, I don't. |
| 5. No, I don't. | 6. Yes, I do. | 7. Yes, I do. | 8. No, I don't. |
| 9. Yes, I do. | 10. Yes, I do. | 11. Yes, I do. | 12. No, I don't. |

Pronunciation and Reading Practice—Brick and Break

(Page 64—Student’s Book)

- Have students repeat the word lists after you.
- Clearly demonstrate the difference in sounds.
- Read the paragraph to the students aloud.
- Have students practice reading aloud in pairs.

Lesson TWELVE

THE COUNT OF MONTE CRISTO

The Count of Monte Cristo—Intro

- Ask the students if they know the film *Kaala Pani*. Ask where the film takes place and what island the prison was on. What was the meaning of *Kaala Pani* in relation to the film?
- Discuss the reasons for putting a prison on an island.
- Have students look at the illustration on page 65 of their books and describe it. What does it look like the two men are carrying?
- Have students read the introduction to the story on pages 65 and 66 of the textbook to the title *The Escape*. Then write the following names on the board and ask which of the two men is alive and which is dead?

Dantes Faria

‘The Escape’—Reading

- Before asking students to read the text, write the lines of dialogue between the two jailers on the board and ask them which ones go together to make two pairs:
 - *‘He is heavy for an old and thin man.’*
 - *‘What would be the use of carrying so much more weight.’ ‘I can do that when we get there.’*
 - *‘They say that every year adds something to the weight of the bones.’*
 - *‘Have you tied it on?’*
- Discuss students’ reasons for pairing the lines of conversation, and then tell them to check the answer as they read.
- Have students read the text in sections. For the first section, have them read the first 17 lines after the title ‘The Escape,’ ending with, ‘...man with the lamp going in front.’
- Review this part of the story by asking students to confirm their pairing of the dialogue lines above. Also ask them to recall some key details orally:
 - *What time of the day was it?*
 - *Why couldn’t Dantes see the men?*
- Next write the following lines of dialogue on the board and ask students to pair them, as above:
 - *‘Is that tied strongly enough?’*
 - *‘Give me some light, you, or I shall not find what I am looking for.’*
 - *‘What can he be looking for? Is it something to make the grave with?’*
 - *‘Yes, that won’t come off, I can tell you.’*
- Discuss the students’ reasons for pairing the lines of conversation, and then tell them to check the answer as they read.
- Tell students to read the next 20 lines silently, beginning with the line, ‘Suddenly Dantes felt the cold and fresh air,’ and ending with, ‘...clearly to Dante’s ears.’
- Review this part of the story by asking students to confirm their pairing of the dialogue lines above. Also ask students to recall some key details orally:
 - *What kind of object was placed beside Dantes?*
 - *What was done to Dante’s feet?*
- Next write the following lines of dialogue on the board and ask the students to pair them, as before:
 - *‘Bad weather; not a nice night for going on the last journey.’*
 - *‘Well, here we are at last.’*

- *‘Why, yes; old Faria won’t be able to keep dry!’*
- *‘A little farther, a little farther. You know very well that the last one was stopped on the way — fell on the rocks.’*
- Discuss their reasons for pairing the lines of conversation, and then tell them to check the answer as they read.
- Ask the students to read the last 17 lines silently, beginning with the line, ‘Bad weather...’ to the end of the text.
- Review this part of the story by asking students to confirm their pairing of the dialogue lines above. Also ask students to recall some key details orally:
What were the men doing when they said, ‘One! Two! Three—and away!’?
Why did Dantes give out a cry?
- Wrap up by asking students if they think Dantes is able to escape. If possible, tell students where to find a copy of the story to read on their own.

Comprehension and Vocabulary

(Page 67—Student’s Book)

Exercise A

- Ask the students to find the phrases in the reading passage and to make sure they understand their meanings. They should then create new sentences to use the phrases in.

Answer Key

- When the singer walked onto the stage for the talent show Pakistan Idol, she *felt the great time had come*.
- The boy *took hold of* his book bag and left in a hurry for school.
- What *is / would be the use of* washing the car if it’s going to rain again tomorrow?
- Throughout the horror movie, *his hair stood on end*.
- *His blood ran cold* when he realized he was going to be suspended / expelled from school.

Exercise B

- The questions in this section ask students to recall details of the story and restate them in their own words.

Answer Key

1. The light was dim as it was reaching Dante through the cloth bag that he had been completely covered with / ...that he lay inside.
2. Three men came to fetch Dante.
3. Faria was an old thin man and since the body was heavy, the men should have realized that they were not carrying Faria’s body.
4. Dante could not understand what was to be tied to him.
5. He might be thinking of changing his plan as he could have guessed that something seemed different and he was not going to be buried in a grave but disposed off in another manner.
6. Alexandre Dumas gives subtle hints to Dante and to the reader about what was being planned for the disposal of the ‘body’. First he shows that a heavy load was tied to the feet of the ‘body’ to weigh it down. Next the sound of the waves is heard which shows closeness to the sea. Then the guards joke about how bad the weather was and how Faria would not be able to keep himself dry. Finally, the comment made by one of the guards that the previous body they had disposed fell on the rocks clearly indicates what their method of disposal was.

Exercise C

- This exercise requires students to re-read the story and find all of the examples of what Dantes can sense—the sensations he feels, the sounds he hears.
- Write two columns on the board and label them SENSATIONS and SOUNDS.
- Have the students recall as many details as they can without reading; then have them read to find more details.

Answer Key

- SOUND: footsteps of the guards outside the door of his cell – he feels excited but nervous
- SOUND: hears the movement of the men and hears them put down something wooden
- SOUND: hears the door open
- SENSATION: feels puzzled at the mention of something being tied to him
- SENSATION: feels being carried up a flight of stairs
- SENSATION: feels the cold and fresh night air as they move out into the open
- SOUND: hears one of the men go away, his footsteps on the stone ground conveying this to Dante
- SENSATION: feels uncertain about his whereabouts and about how he is going to be disposed
- SENSATION: feels something being tied around his feet
- SENSATION: feels being lifted up, moved forward, stopped to open a door, and again carried forward
- SOUND: hears the sound of the waves against the rocks
- SENSATION: feels confused once again and frightened too
- SENSATION: feels being moved up a few steps, then lifted by the head and feet, swung and tossed into the air, moving down through the air rapidly with a weight pulling him
- SENSATION: feels himself falling into cold water and being sucked down to the bottom of the sea

Language Structure

(Page 68—Student’s Book)

The Present Continuous Tense

There are several uses of the present continuous (progressive) but first we will explain the relationship to the present simple tense.

- The present continuous describes actions that are happening now. The present simple describes actions that happen on a regular basis which we focused on in lesson 11.
- Ask students, ‘*what am I doing?*’ – Answers may vary. For example, *You are teaching. You are speaking. You are writing on the board*
- Write, *I am speaking.*, on the left side of the board and on the right side of the board write, *I speak.*
- Ask students, ‘*what are you doing?*’ – Answers may vary. For example, *I am listening to you. We are listening to you. We are learning.*
- Write, *You are listening.*, on the left side of the board and on the right side of the board write, *You listen.*
- Ask one student to come to the front of the room and give him a book and tell him to start reading it. Then ask, *what is he doing?* Answers may vary. For example, *He is reading a book.*
- Write, *He is reading.*, on the left side of the board and on the right side of the board write, *He reads.*
- Ask the students what is different between the verbs on the left and those on the right. The verbs on the left have *ing*. Underline the *ing* in each verb. There is also the verb to be in each sentence. Underline the verb to be in each sentence.

- Hopefully the class will point out that the present continuous is describing what is happening at this time. If not, explain to them that the sentences on the left are describing actions that are happening right now and the sentences on the right, the present simple, describe things that happen on a regular basis.
- Point the students attention to the table at the top of page 68 of their books and review how the present continuous tense is formed.

Exercise A

- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

1. I am writing a sentence.
2. My neighbour is reading the instructions.
3. Birds are chirping outside.
4. The cold wind is blowing through trees.
5. The teacher is taking a round of the classroom.
6. A bell is ringing in the distance.
7. Faisal is tying his shoe-lace.
8. Ammar is not doing his work and is looking here and there.
9. Mehdy is staring into space.
10. Adnan is busily writing away the answers.

Exercise B

- The present continuous can also be used to talk about planned future events.
- Demonstrate this by taking question 1 from Exercise B and writing on the board. I shall meet him tomorrow.
- Ask, *When shall I meet him? – Tomorrow*
- Cross out shall and replace with *am* and add *-ing* to the end of *meet*.
- Explain that the present continuous can be used to talk about a future planned event.
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

- | | |
|--|---|
| 1. I am meeting him tomorrow. | 2. We are having some friends in for tea. |
| 3. We are playing against Clifton High School next week. | 4. They are arriving on the five o'clock train. |
| 5. We are spending the holidays in Abbotabad. | 6. Where are you going? |
| 7. I am going home. | 8. We are having a new teacher soon. |
| 9. What are you doing tomorrow? | 10. What are you taking with you? |
| 11. Where are you going tomorrow? | |

Exercise C

- Point out that in this exercise the adverbs go in between the verb *to be* and the main verb. For example, *He is always doing that*.
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

- | | |
|---|--|
| 1. You are always saying that. | 2. She is frequently asking for help. |
| 3. She is always staying away from school. | 4. The teacher is always praising us. |
| 5. My brother is frequently losing his books. | 6. He is always telling us to work harder. |
| 7. He is continuously getting into trouble. | 8. They are always asking for more money. |

Exercise D

- Review the text on page 69 of the Student's Book together. Make a list of all the verbs mentioned on the board.
- Ask the students to write one sentence for each verb on the list.
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

1. They like to *smell* the flowers in the garden after a hard day's work.
2. My mother *sees* me going off to school everyday.
3. *Do* roses grow well in the sun?
4. We have to vacate the school building when we *hear* the siren.
5. Mrs. Taher never fails to *notice* incorrectly worn uniforms.
6. The horse limps because it *feels* pain in its injured leg.
7. Dad *wishes* my friend a speedy recovery.
8. It is better to *forgive* a person rather than keep remembering the wrong that has been done.
9. My sister *loves* to play in the rain.
10. My little brother *refuses* to let me share his keyboard.
11. I *hate* it when I am not called by my proper name.
12. Sara *likes* playing the piano.
13. She *thinks* no one plays the piano better than her.
14. I *do* not *understand* his stubborn nature.
15. The students *know* their responsibilities very well.
16. They *remember* to feed the cows before coming to school.
17. I sometimes *forget* to lock the stable door.
18. I *have* a reminder on my cell phone about his birthday.
19. The book, lying in the desk, *belongs* to me.
20. Daniel does not *owe* me any money.
21. The teacher *keeps* telling us to improve our handwriting.
22. It does not *matter* who cleans the board.
23. She *seems* very happy today.
24. She *wants* some help with mathematics.

Exercise E

- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

1. I remember my first day at school very clearly.
2. I love ice cream.
3. No, I do not have a cold.
4. Yes, I wish I was.
5. I see a boy holding a blue book in front of me.
6. I hear the fan swirling.
7. Yes, I feel my heart beating.
8. I want some water, please.
9. I love my family.
10. I like reading.
11. Yes, I do care about getting good marks.
12. I dislike being treated as an inferior.
13. No, I do not hate anyone.
14. No, I think homework should not be abolished but it should be given only on the weekends.
15. I understand very clearly how to use the simple present tense.
16. Yes, I know all the answers.
17. Yes, I believe in ghosts.
18. Yes, I remember I had sandwiches for dinner last night.
19. Yes, I do own a bicycle.
20. Yes, I do possess a dictionary.
21. My desk contains my books and stationery.
22. No, I do not feel any pain.
23. I have grey eyes.

WORKBOOK

Answer Key

THE SIMPLE PRESENT AND CONTINUOUS TENSES (Pages 23 and 24)

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.
- 1. What are you doing now? We are doing an exercise at the moment.
 2. This year we are going to Abbotabad for a holiday. We are going by car.
 3. We cannot go out because it is raining. We are waiting for it to stop.
 4. Can you see what I am holding in my hand? I am having it repaired tomorrow.
 5. Wait a moment, please. The telephone is ringing.
 6. I can see the aeroplane. It is flying towards us. It is going to land.
 7. Now the wind is growing stronger and it is becoming cold.
 8. My uncle is coming to see us tomorrow. He is bringing some photographs.
 9. I am saving up my money because we are going on a holiday soon.
 10. We are working very hard now because the examination is coming.
 11. She is taking the stray cat home. Tomorrow she is going to take it to the vet.
 12. She is always borrowing books but she doesn't return them.

- 1. He thinks that she has a cold.
 2. She prefers this chocolate because it tastes better.
 3. I see that you think I am wrong.
 4. I hear that she has a new bicycle.
 5. I believe that this fruit is delicious, but I cannot eat it because it smells horrible.
 6. She wants a new dress. I notice that you have some pretty ones.
 7. I think that he understands now.
 8. I hope that you know what you are doing. It seems very unwise to me.
 9. I want you to know that I remember the promise I made.
 10. He thinks that I own the bicycle but it really belongs to my brother.

- | | |
|---|-------------------------|
| 1. sits; is sitting | 2. swim; are swimming |
| 3. enjoy; am enjoying | 4. have; are having |
| 5. goes; is going | 6. becomes; is becoming |
| 7. watch; mend / are mending | 8. sews; is doing |
| 9. live; walk | 10. write / am writing |
| 11. is sitting; wants | 12. has |
| 13. likes; prefer | 14. is studying; feel |
| 15. is reading; Strikes | 16. says; does; tells |
| 17. do not think; is reading; do not know | 18. say |
| 19. play; are playing | 20. have |
| 21. have; have | 22. think; say |

Punctuation—Conversation Practice

(Page 70—Student’s Book)

- Ask students, when reading, how they know when someone is speaking. *The use of quotation marks and an attribution.*
- Tell the students to go to page 65 of their books and find the passage for dictation.
- Ask students to work in pairs and find all the quotation marks.
- Point out the use of commas and placement of all punctuation.
- Students listen while you read the passage.

Composition

(Page 70—Student’s Book)

- Give students time in class to write their description or assign the task as homework.

Useful Words and Phrases—Re-

(Page 71—Student’s Book)

- Explain the meaning of re-
- Look at the list of words together with the students and explain any vocabulary that is unfamiliar.
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

1. I am unable to *recall* my first day at school.
2. We bought a *reconditioned* car three years back and it is working just fine.
3. It will be difficult for the elderly man to recover from the viral infection.
4. If the air emergency recurs, the airplane will be grounded for ever.
5. We should make it a habit to reflect on what we learn each day.
6. I got a full refund of the play ticket that I did not use.
7. Since the mechanic was unable to repair the gear box we had to buy a new one.
8. She does not intend to repay the expense her friend bore for her stay.
9. The teacher will repeat instructions for all students to understand what is required.
10. The principal intends to replace the teacher who uses corporal punishment.
11. It is going to be impossible for human beings to restore the purity of the atmosphere that they have polluted over the centuries.
12. It is difficult to retain enthusiasm for a match if the home team is losing.
13. The army was forced to retreat in the face of sophisticated artillery attack.
14. I have forgotten to return the library book that I borrowed last month.
15. The driver will reverse into the parked car if he is not careful.
16. No matter how hard we tried, we failed to revive the cat that was run over by a bus.

Lesson THIRTEEN

KING SOLOMON'S MINES

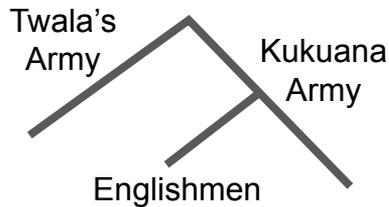
King Solomon's Mines—Intro

- Tell students some that the book that this lesson's story is taken from was published in 1885. It is about a group of English adventurers who find themselves in the middle of a political dispute between a friend and this friend's enemies.
- Show students the two illustrations below and ask them to describe what they see: Where do they think the story takes place? What is happening in the two pictures? What weapons do they see in the images? Which person stands out as being different from the rest? Why?



'The Battle'—Reading

- Before asking students to read the text, draw a tree shape on the board to help them remember which names go with which opponents in the battle, and write in the names of the major leaders on each side of the tree.



- Ask the students to read the introductory section, up to the title 'The Battle' and then to say where on the tree the name **Ignosi** belongs.
- Have students read the text in sections. For the first section, ask them to read the first 17 lines after the title 'The Battle' silently, ending with the line, '...alive!'
- Review this part of the story by asking:
 - *Who were the Grays? Draw a line on the tree to show what side they were fighting on, and label it with their name.*
 - *What two pieces of weaponry are mentioned? Underline the places in this section of the story that name these weapons.*
 - *Who is Sir Henry? Which side is he fighting on? How do you know? Draw a line in the tree and label it with his name.*
- Tell students to read the next 18 lines silently, beginning with the line, 'Again came the dreadful thunder,' and ending with, '...we charged with a rush like the rush of the sea.'
- Review this part of the story by asking:
 - *What two places can you find the word **battleaxe** used? What do you think it is? Why?*
 - *Find the phrase, 'less than a quarter remained.' What does this mean?*
 - *Who is Infadoos? What side does he fight on? How do you know? Draw a line in the tree and label it with his name.*
- Tell students to read the last 20 lines silently, beginning with the line, 'What followed immediately on this...,' to the end of the text.
- Review this part of the story by asking:
 - *Find the word **wizard**. Who is a wizard? Do you think he really is a wizard? Why / why not?*
 - *Who is the **gigantic one-eyed king**?*
 - *Who was stronger, Twala or Sir Henry? Why do you think this?*
- Wrap up by asking students for their opinions about what they think will happen after the battle. Who will the ruler be? Twala or Ignosi? Why?

Comprehension and Vocabulary

(Page 73—Student's Book)

Exercise A

- Tell students to find the words and phrases from column A in the text and understand the meanings; then have them match these with words and phrases from Column B that have similar meanings.

Answer Key

- | | | |
|-----------------------------|-----------------------------|----------------------------|
| 1. advance / move forward | 2. paused / hesitated | 3. eagerness / keenness |
| 4. perfectly / completely | 5. rejoiced / was very glad | 6. struggle / great effort |
| 7. preparing / making ready | 8. immediately / at once | 9. force / strength |

Exercise B

- The questions in this section ask students to recall details from the story and explain the events in their own words.

Answer Key

- The narrowness of the valley helped Ignosi's army by restricting the number of enemy companies that could come in together. Thus, Ignosi's army could win the battle even though the enemy had more warriors.
- The Greys were better disciplined. They stood 'firm and ready' waiting for the enemy, and 'remained perfectly still and silent' until the enemy was quite close to them.
- 'The sounds of the meeting shields came to our ears like thunder' and 'The plain seemed to be alive with flashes of light thrown from the glittering spears' tell the reader that the first attack was a powerful one.
- Sir Henry was conspicuous because of his long yellow hair and beard.
- We realize the second attack was worse than the first when the author says that the 'struggle was longer' and less than a quarter of the Greys remained.
- It is an effective comparison because it shows to the reader the large number of men fighting and the forceful movement of the armies sweeping over one another.
- The speaker wanted permission to join the battle in the plains.
- Their 'circle grew smaller' because their men were being killed in the enemy attack.
- It may not mean old in age. 'Old' probably means experienced and loyal.
- Sir Henry had such a strong and sure blow that no one who was dealt this blow could survive.

Language Structure

(Page 74—Student's Book)

The Present Perfect Tense

- Write and underline the following sentences in the board.
 - I have bought the book.
 - I bought that book yesterday.
- Ask the students which sentence mentions a specific time in the past. *Sentence 2, yesterday.*
- Ask the students what verb is in sentence 2. *bought*
- Write 'simple past tense' above the sentence.
- Ask the students to look at sentence 1 and point out the underlined verb. Write 'present perfect' above the sentence.
- Explain that we do not know when the book was bought. It is not important when we bought it. But we do have the book now and that is what is important. So the past is connected to the present. That is the present perfect
- Label the words in sentence 1 as follows

They	have	bought	the book
subject	have / has	past participle	object

- It is important the students understand that definite time references are never used with the present perfect.

- Make two columns on the board with the headings Definite (specific)—Indefinite (not specific)
- Start by writing *yesterday* under the heading definite and *now* under indefinite.
- Elicit more words to fill the columns e.g. Definite—yesterday (if it is now the afternoon), yesterday, last week / month / year / holiday, when I was younger, 2007, etc. Indefinite—this morning (if it is still morning), today, this week / month / year
- Explain that the time references in the definite column are never used when forming the present perfect. The time references in the indefinite column can be used with the present perfect.
- Elicit how to change the sentence in the above chart into a question.
- Swap the words *they* and *have* and add a question mark at the end. A statement is made out of a question in the same manner.

Exercise A and B

- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key, Exercise A

1. I have read the last lesson.
2. I have done my homework.
3. I have had my breakfast.
4. I have come to school.
5. I have greeted my teacher.
6. I have opened my book.
7. I have not written anything / I have written something.
8. I have not learned anything / I have learned something.

Exercise B

- | | |
|------------------------------------|---|
| 1. No, I have never seen a snake. | 2. Yes, I have been to England. |
| 3. Yes, I have driven a motor car. | 4. Yes, I have ridden a bicycle. |
| 5. Yes, I have eaten an orange. | 6. No, I have never made a kite. |
| 7. Yes, I have swum in the sea. | 8. No, I have never met a ghost. |
| 9. Yes, I have slept in a tent. | 10. Yes, I have caught a cold many times. |

Just, Already, Yet

- Write the following rules on the board:
 - Use yet at the end of questions and in negative statements.
 - Use already in affirmative statements between has / have and the past participle.
 - Just means that the action happened a very short while ago and is placed between has / have and the past participle.
- Check students understanding by asking several questions and writing example sentences and questions on the board.

Exercise C and D

- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key, Exercise C

- | | |
|--|--|
| 1. Yes, I have just cleaned them.
No, I haven't cleaned them yet. | 2. Yes, I have just read it.
No, I haven't read it yet. |
| 3. Yes, I have just had it.
No, I haven't had it yet. | 4. Yes, I have just seen him.
No, I haven't seen him yet. |
| 5. Yes, I have just read it.
No, I haven't read it yet. | 6. Yes, I have just told him what happened.
No, I haven't told him yet. |
| 7. Yes, I have just bought a magazine.
No, I haven't bought a magazine. | 8. Yes, I have just it.
No, I haven't had any yet. |

Exercise D

- | | |
|---|--|
| 1. I have already read it. | 2. I have already done it. |
| 3. I have already bought one. | 4. I have already seen one. |
| 5. I have already finished. | 6. I have already told you the answer. |
| 7. I have already given him your message. | 8. I have already asked her. |

WORKBOOK

Answer Key

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

PRACTICE WITH PARTICIPLES (Page 25)

- | | | |
|-------------------|--------------------|---------------------|
| 1. left | 2. Spoken; written | 3. broken; split |
| 4. designed; made | 5. built | 6. covered; dropped |
| 7. Bought; baked | 8. slung | |

- 1. ...
 2. ...burnt down completely.
 3. ...done as soon as possible.
 4. ...increased as the price of basic items has also gone up.
 5. ...signed by your parents today.
 6. ...abandoned in a dark alley.
 7. ...known to the class.
 8. ...knocked down by a motor cyclist.

- | | | |
|---------------|-------------|------------|
| 1. Frightened | 2. Fearing | 3. waiting |
| 4. followed | 5. painting | 6. waiting |
| 7. driving | 8. longing | |

PRESENT TENSES (Page 26)

- | | |
|--------------------------------------|--|
| 1. ... | 2. We have never seen him. |
| 3. He has usually given good advice. | 4. She has just arrived. |
| 5. They have almost finished. | 6. He has always done the right thing. |
| 7. We have often swum here before. | 8. I have never heard of that happening. |
| 9. She has just told me the news. | 10. They have nearly come to the end. |

-

 1. We have been here for two hours. We have finished the work and I think that it is time we went.
 2. Today we are learning English. We are sitting in our classroom and our teacher is talking. We are doing several exercises and most of us know what we have to do.
 3. I have lost my pen and I am writing with my brother's new one. I do not like using someone else's pen.
 4. At the moment I am reading a very good book. It is about Mohammad Ali Jinnah, the man who founded Pakistan. It tells the story of his life. I have nearly finished the book now.
 5. We are having a lot of bad weather lately and it is raining now. I wish it would stop but I want to play badminton.
 6. I forget what we have to do today. Ah, now I remember. We have to go on a visit to a reservoir.
 7. I see that our team is winning again. They have not lost for five weeks. I hear that they have a new captain who helps them a great deal.

Spelling

(Page 76—Student's Book)

- Review *spelling rule 7 of the student's Book as a class.*
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

A.

- thinness
- meanness
- keenness
- greenness
- sternness

B.

- really
- truthfully
- fearfully
- hopefully
- actually
- specially
- finally
- totally
- gracefully
- joyfully
- cheerfully
- carefully
- peacefully
- usefully

Composition

(Page 76—Student's Book)

- Give students time in class to write their composition summary or assign the task as homework.

Useful Words and Phrases

(Page 76—Student's Book)

- Refer to the teacher's notes in unit 11. In this activity we will once again practice giving short answers, but this time with, present perfect questions.
- Have students individually complete the activity.

- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

Answers will vary according to the individuals – they will either be

- Yes, I have. **OR** No, I haven't.

Pronunciation and Reading Practice—Let and Late

(Page 76—Student's Book)

- Have students repeat the word lists after you.
- Clearly demonstrate the difference in sounds.
- Read the paragraph aloud to the students.
- Have students practice reading aloud in pairs.

Lesson FOURTEEN

LITTLE WOMEN

- Begin by asking students if they know who Bina Shah is. Elicit whatever information the class has about this author, e.g. that she is a female author, that her first book was a collections of stories about young people, that she sometimes publishes columns in the newspaper *Dawn*, etc. If possible, bring a copy of her first book of short stories, *Animal Medicine*, to class.
- Tell students that the passage from Little Women that they will read, *Secrets*, is about a girl who writes stories.
- Ask them to look at the illustration and say what they think is the relationship between the 'little women' pictured there. You may need to prompt them by asking, for example, whether the girls all appear to be the same age. Which girl in the picture they think is the main character of the passage.
- Then have the students read the introductory paragraph.

'Secrets'—Reading

- Before asking the students to read the text, write a series of questions on the board for them to think about as they read:
 - *What did Jo take with her when she went out?*
 - *Why do you think Jo went out alone?*
 - *Was Jo going to the dentist? What makes you think so?*
 - *Why was Laurie there?*
- Ask them to read the first 26 lines silently, beginning with the title, *Secrets*, and ending with the line, 'Again came the dreadful thunder,' and ending with, 'I didn't want anyone to know.'
- When students have finished, review this part of the story by asking them to answer the questions above, and then ask: *Do you think Jo will tell Laurie her secret?*
- Next write another series of questions on the board for students to think about as they read:
 - *What was supposed to happen a week later?*
 - *What did Laurie believe would happen?*
 - *How can you tell that Laurie and Jo are both quite young?*
 - *Why do you think Jo was behaving strangely for a week or two?*

- Ask the students to read the next 24 lines silently, beginning with the line, ‘You are the strangest creature...,’ and ending with, ‘...began to read.’
- When they have finished, review this part of the story by asking them to answer the questions above, and then ask: *What do you think Jo was reading?*
- Then write another series of questions on the board for them to think about as they read:
 - *Why do you think Jo read the story quickly and had a strange look on her face afterwards?*
 - *Why did Jo’s family ask so many questions after they learned her secret?*
 - *What was Jo’s ambition for her future?*
- Ask the students to read the last 23 lines silently, beginning with the line, ‘Have you anything interesting there?’
- When they have finished, review this part of the story by asking them to answer the questions above, and then ask: *Do you think that later in the book **Little Women**, Jo will become a famous author like Bina Shah?*
- Wrap up by giving students some information about the Karachi Literature Festival that takes place yearly. If possible find some information about young authors whose work is promoted there.

Comprehension and Vocabulary

(Page 80—Student’s Book)

- The questions in this section ask students to recall details from the story and explain the events in their own words.

Answer Key

1. This story took place in October, in the fall / autumn.
2. Jo signed her name because she was proud of her work.
3. She was gathering her courage to do something special with the story.
4. Four times—she walked away three times before going up.
5. Jo was unsure and nervous about what she was about to do.
6. Laurie thought Jo had been to the dentist.
7. Laurie thought that Jo was visiting a dentist because firstly, there was a dentist’s clinic in the building that Jo was going to and secondly the expression on Jo’s face was one of fear, anxiety and uncertainty.
8. Jo was not pleased to see Laurie because she wanted to keep her intention of getting her stories published a secret.
9. Jo meant that she wanted two stories to be published; Laurie thought that she wanted two teeth to be extracted.
10. Jo was a careful writer who edited her work before giving it to the printers. She wrote well as the printers did include her story in the newspaper and her sisters and Laurie thought so too. She was also a decisive girl who acted on her own and so was not afraid of going to the dentist by herself. An independent-minded girl, Jo hoped to earn her own living and help her family too.

Language Structure

(Page 80—Student’s Book)

The Present Perfect Simple and Continuous Tenses

- In unit 13 we worked on the present perfect and past simple tenses. In this unit we need to compare the use of the present perfect and the present perfect continuous tenses.
- We use the present perfect continuous when something has started in the past and is still happening.

- Make this chart on the board.

Present Perfect Continuous						
The students		have		been		studying
subject	+	have or has	+	been	+	verb + ing

- Here the students started studying sometime in the past. We do not know when but we do know that they are still studying at this moment.
- Make this chart on the board.

Present Perfect				
The students		have		studied
subject	+	have or has	+	past participle

- Point out the structural differences between the two verb tenses.
- Explain that in the second example we know that the students have studied. We do not know when but we do know that they are not studying now. If we knew specifically when they studied, we would use the past simple tense. For example, The students studied last night.

Exercise A

- Have students work in pairs to complete the activity.
- Pairs compare answers with their neighbouring pair.
- Review answers as a class and help where needed. There will most likely be many mistakes, so the review is very important and might take more time than expected.

Answer Key

- | | | |
|---------------------|--------------------------|----------------------|
| 1. has been raining | 2. have read | 3. have been working |
| 4. have finished | 5. has not been studying | 6. have done |
| 7. have been trying | 8. have done | 9. have finished |
| 10. have been doing | | |

Since and For

- Write these sentences on the board:
 - *I have lived in Karachi.* Not sure if the person still lives in Karachi.
 - *I have lived in Karachi for two years.* We are sure that the person still lives in Karachi. We also know for how long.
 - *I have been living in Karachi for two years.* We are sure that the person still lives in Karachi. We also know for how long.
- The last two sentences are identical in meaning. It does not matter which we use. The same would result from using since 2009.
- This example works with some verbs but in many cases it is best to use the present perfect continuous. For example, We have eaten since 5:00 pm. We have been eating since 5:00 pm. The first sentence is awkward and the second sentence is natural.

Exercise B and C

- Have students work in pairs to complete the activity.
- Pairs compare answers with their neighbouring pair.
- Review answers as a class and help where needed. Activity C might be challenging for the students and therefore the review is very important and might take more time than expected.

Answer Key, Exercise B

- | | | | | |
|--------|----------|----------|--------|-----------|
| 1. for | 2. since | 3. for | 4. for | 5. since |
| 6. for | 7. for | 8. since | 9. for | 10. since |

Exercise C

- | | |
|---|---------------------------------------|
| 1. have sat / have been sitting | 2. has talked / has been talking |
| 3. has been | 4. has not laid / has not been laying |
| 5. has not spoken / has not been speaking | 6. has been |
| 7. have been wanting | 8. have been looking |
| 9. have not moved / have not been moving | 10. have worked / have been working |

WORKBOOK

Answer Key

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

THE PRESENT PERFECT TENSES (Pages 27 and 28)

- | | | |
|-----------------------|----------------------|-------------------------|
| 1. have been waiting | 2. have been working | 3. have been coming |
| 4. have been lying | 5. have been trying | 6. has not been feeling |
| 7. have been cleaning | 8. has been running | |

- 1. While I have been waiting here I have seen several interesting birds.
 2. She has been playing badminton for six months and has already won several matches.
 3. We have been swimming here for years and we have never seen a sea snake.
 4. Our team is attacking vigorously but they have not scored yet.
 5. He is working so hard this year that he does not have time for a holiday.
 6. The policeman has been watching the house since 8 a.m. and no one has come.
 7. We have been listening to the wireless all evening but we have not heard anything interesting.
 8. She has been trying for years but she has never succeeded.
 9. I have been driving since I was eighteen and I have never had an accident.
 10. She has been living on the island since she was a small girl but she has never visited the mainland.
- 1. She has been making dresses for five years and she has just made a very smart one for my sister.
 2. For the last ten years the school has grown rapidly.
 3. I have known him since he was a boy and he has always been hard-working and reliable.
 4. I have had this watch since my twelfth birthday and it has always kept very good time.
 5. They have been mending the road outside our house for three months and they have not finished it yet.
 6. She has been trying to decide which dress to wear for the last half an hour.
 7. They have been living in that house for seven years but they have decided to move now.
 8. I don't think that he has combed his hair for two days!
 9. We have not had a holiday since the beginning of the year.
 10. I have not had a cold since I started exercising.
 11. Hello! How are you? I have not seen you for over a week. What are you doing with yourself?
 12. We have been standing here for the past two hours and we have seen no one.
 13. I wonder where my mother has put the cakes. I have been looking for them for half an hour.

14. I have not been sleeping well lately; in fact, I have not had a good night's sleep for over a fortnight.
15. We have been listening to him for over an hour and we have not understood a single word that he has said.
16. She has been cooking the meal for two hours.
17. Since seven o'clock, I have been listening to the wireless.
18. We have been travelling in the car for three hours. It has been raining all the time and we have not stopped once.

Punctuation—Contractions

(Page 82—Student's Book)

- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key, Exercise A

- | | | | |
|------------------|--------------------|------------------|-----------------|
| 1. We are | 2. I am | 3. They are | 4. I cannot |
| 5. She is | 6. They will not | 7. You shall not | 8. He has not |
| 9. We have not | 10. They could not | 11. She must not | 12. He need not |
| 13. I should not | 14. Please do not | | |

Exercise B

- | | | | |
|-----------------|----------------|-----------------|------------------|
| 1. she hasn't | 2. we haven't | 3. you can't | 4. they shan't |
| 5. you're | 6. I'm | 7. they haven't | 8. he couldn't |
| 9. he's | 10. I won't | 11. you mustn't | 12. they needn't |
| 13. he wouldn't | 14. they don't | | |

Composition

(Page 82—Student's Book)

- Give students time in class to write their letter or assign the task as homework.
- Useful Words and Phrases
- In- and Un-
- Put the students into groups of three.
- Ask them to discuss the meaning of the words.
- If they do not know they should ask another group. If no groups know they should use the dictionary to find the definition.
- Have each group work together to write the sentences.
- Point out that answers will vary.
- Groups trade papers and do a peer correction.

Useful Words and Phrases—In and Un

(Page 82—Student's Book)

- Put the students into groups of three
- Ask them to discuss the meaning of the words.
- If they do not know they should ask another group. If no groups know they should use the dictionary to find the definition.
- Have each group work together to write the sentences.
- Point out that answers will vary.
- Groups trade papers and do a peer correction.

Answer Key

1. The unarmed men were mistakenly shot at and injured by the police.
2. The unkind lady starved her pet cat to death.
3. Undoubtedly, the answer to this question will be very long.
4. The men left the vault unguarded just one night and that is when the burglars took everything away.
5. There were unmistakable marks of a dog's paws on our new furniture.
6. The inexperienced mountaineer could not go beyond the first base camp.
7. His inhuman attitude towards his employees led to a rebellion.
8. The laws of the land ensure that injustice is minimized.
9. The story about the sighting of a ghost which the newspapers reported was incredible.
10. An indirect attack on the country sparked a war.

Lesson FIFTEEN

BUILDING A HOUSE

Building a House—Intro

- Begin by asking students whether they or somebody they know has been involved in building their own home. If so, ask what they remember as some of the major steps. Write the students' responses on the board, and elicit ones they may miss. Stages in construction might include, e.g. *select an area, buy a lot, survey the lot, design plans, hire builders, develop cost estimates, clear / prepare land, install water supply, extend power lines as needed, lay the foundation, raise exterior walls, construct the roof, raise interior walls, install wiring and plumbing, plaster the walls, paint, etc.*
- Next elicit job titles of the various professionals and craftsmen that perform the work in their list, e.g. *surveyor, architect, contractor, excavator operator, plumber, electrician, bricklayer, etc.*
- You might also read and summarize [Masroor Gilani's blog](#) about his own home-building project in Media Town near Rawalpindi and illustrate it with some of the [photos](#) he has published online. Authentic images of the survey plan, floor plans and elevation sketch are available in the photo album as well as stages of construction.

'Building a House'

- Before students begin to read, tell them to read Comprehension and Vocabulary Exercise A. Tell them to take notes as they are reading, writing down the job titles they find and the descriptions of the jobs as given in the text.
- Have the class read the first 22 lines silently, ending with, '...how everything is to be done.'
- Have students work in small groups of three or four to discuss and research their answers.
- Then go through the answers with the entire class. (See Answer Key below.)
- Before they continue to read, tell them to discuss Comprehension and Vocabulary Exercise B in their groups. (See additional teaching notes in the section dealing with the exercise.)
- Next write the following words on the board and tell students to scan the text on page 82 of the student's Book and make note of where they find each word. Tell them to read the surrounding text carefully:
plan, map, scale, solicitor, architect, elevation.

- Then have students read normally to the end of the text, beginning at the top of page 82 with ‘Suppose that your family....’
- Finally have students do Exercise C individually.
- Wrap up by asking the class what they think are the advantages and disadvantages of building one’s own house.

Comprehension and Vocabulary

(Page 85—Student’s Book)

Exercise A

- Have students do Exercise A in groups after reading the first 22 lines of the text.

Answer Key

1. A steel erector puts up the steel structure of a house or building. He would be responsible for placing the steel rods in the required places before the cement structure is erected.
2. A bricklayer puts bricks in place to construct walls and other brick structures.
3. A plasterer applies a coat of plaster, which is a mixture of cement, sand, lime and water, on the brick walls to give them a smooth finished look.
4. A tiler places and fixes tiles on floors and walls.
5. A joiner makes furniture and light woodwork.
6. A plumber lays and fixes pipes, taps, sanitary ware, etc. He also fits geysers, gas pipes, gas stoves.
7. An electrician plans the route of and lays electric cables, fixes switches, plug sockets, electrical fittings, etc.
8. A painter applies paint onto plastered walls and ceilings.
9. A labourer helps the craftsmen with their special work, by doing physically demanding tasks such as lifting, carrying, digging, etc.

Exercise B

- Have students work in groups to draft their lists. Allow them to use dictionaries and other resources. You may find a good listing of materials in the blog referred to in the introduction.
- Go through the lists orally, writing all new suggestions on the board and talking about them with the whole class.

Answer Key

Some of the materials needed in building a house include steel rods, steel binding wire, cement, gravel, sand, water, bricks, cables and wires, pipes, tiles, electrical fittings, sanitary fittings, wood, glass, nails, screws, plaster, paint, varnish, etc.

Exercise C

- Before assigning this exercise, instruct students to scan the reading text for each key word, and then to read carefully at that place, underlining or highlighting the information they need.
- Have students complete the exercise as homework or in class.

Answer Key

1. A map and a plan both are drawings, drawn to scale. However, a map has a much larger scale than a plan.
2. Scale is a ratio that is used to make a drawing with each of the elements in the drawing in correct proportion to the other elements in the drawing.

3. A solicitor is a man who deals with the legalities involved in the purchase and sale of property. It is his job to ensure that the property papers are in order and that all legal issues are solved before property changes hands.
4. An architect designs a house, building, bridge, etc. and makes floor plans and designs of elevations.
5. A plan is the drawing of the floors of the house when viewed from above, whereas, the elevation is the drawing of the house when viewed from the front or side.
6. A quantity surveyor determines, based on the plans and elevations, the amounts of the different materials needed for the construction of the house.
7. Language Structure

Language Structure

(Page 85—Student's Book)

Give the students a brief review of the Language Structure from Lesson 13 to refresh their memories.

The Simple Past Tense

Exercise A

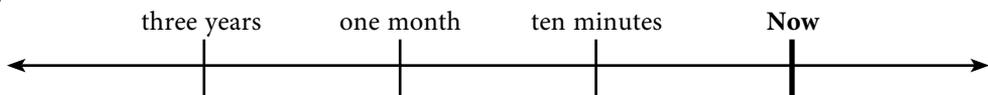
- Have students individually complete the activity.
- In pairs, instruct the students to ask and answer the questions as in a role-play.

Answer Key

Answers will vary

1. I last saw my mother at five o'clock this evening.
2. I stitched some dresses yesterday.
3. Yes, I have read Treasure Island / No, I have not read Treasure Island.
4. I painted my room last Saturday.
5. Yes, I have been to London / No, I have not been to London.
6. I went fishing yesterday.
7. I first attended school when I was three years old.
8. I have been coming to school since I was three.
9. My father bought my shoes.
10. I have learnt quite a bit in this lesson / No, I have not learnt much in this lesson.
11. Yes, I have been paying attention / No, I have not been paying attention.
12. Yes, I played football yesterday / No, I did not play football yesterday.
13. Yes, I rode to school on a bicycle / No, I did not ride to school on a bicycle.
14. Yes, I had a cup of coffee this morning / No, I did not have a cup of coffee this morning.
15. I left home at seven thirty this morning.

Ago



- Draw the above chart on the board
- Point out that these are definite time expressions and can be combined with the simple past tense.

Exercise B

- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Answers will vary.

Answer Key

- | | |
|---|--|
| 1. I woke up five minutes ago. | 2. This lesson began half an hour ago. |
| 3. We had a holiday from school two days ago. | 4. I caught a cold a week ago. |
| 5. The headmaster spoke to me three days ago. | 6. I rode on a bus three hours ago. |
| 7. I did some homework four hours ago. | 8. I had something to eat eight hours ago. |
| 9. I had my hair cut a fortnight ago. | 10. It rained a month ago. |

Used To

- On the board write: When I was a child, I used to climb trees.
- Ask, *Did I climb trees when I was a child or do I climb trees now? In the past as a child.*
- Point out that we use *used to* to describe something that you normally did in the past but is not true today.
- Point out that *used* is the past tense and is followed by *to + infinitive*.

Exercise C

- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

1. I used to play cricket when I was younger but now I don't.
2. She used to come to see me regularly but now she doesn't.
3. They used to sit and talk in the evenings. (*but now they don't* is implied)
4. I used to think that he was clever but now I have changed my mind.
5. My teacher always used to tell me that it is better to be good than clever.

Exercise D

- Remind the students that if we delete 'used to' then the infinitive will have to be changed to the simple past tense.
 - For Example, When I first started school **I used to come** by bus but now I cycle.
 - When I first started school I **came** by bus but now I cycle.
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

1. When I first started school came by bus but now I cycle.
2. At one time I read a book a day but now I read one a week.
3. When he was a boy he cycled ten miles every day.
4. When I was younger I believed in ghosts but I do not now.
5. We played a lot of games in the primary school but we do not play so many now.

WORKBOOK

Answer Key

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

THE PAST TENSE (Page 29)

-
- 1. He laughed loudly.
- 2. He fought fiercely.
- 3. The teacher began the story.
- 4. He heard many things.
- 5. He carried the books.
- 6. They knelt on a mat.
- 7. He read many books.
- 8. She burnt the cakes.
- 9. He felt unwell.
- 10. My brothers kept many pets.
- 11. She bought the food.
- 12. They found tin in the ground.
- 13. She rose early.
- 14. The teacher spelt some difficult words.
- 15. They could have helped us.
- 16. She sewed very neatly.
- 17. They sang every evening.
- 18. He met many people.
- 19. In winter the water froze.
- 20. She drew beautiful pictures.
- 21. The knife fell off the table.
- 22. He stood there all night.
- 23. My brother taught me.
- 24. The little boy often fell down.
- 25. He thought very carefully.
- 26. She swam a long way.
- 27. He always threw the salt at me.
- 28. The hunter shot wild animals.
- 29. Sometimes an aeroplane flew over.
- 30. She dreamt every night.

THE PAST, PRESENT PERFECT, AND PRESENT PERFECT CONTINUOUS TENSES (Page 30)

- 1. played
- 2. have played
- 3. came
- 4. has been
- 5. have been collecting; found
- 6. watched; scored / have been watching; has scored
- 7. borrowed; have read
- 8. started; have not made
- 9. saw; have not seen
- 10. has been trying
- 11. has improved
- 12. went
- 13. forgot; have forgotten
- 14. have; visited
- 15. has been telling; was
- 16. have known; have always liked
- 17. has hurt; was
- 18. I have just come from London. I went there in 2002 and for the last two years I have been studying medicine.
- 19. left; have not seen
- 20. He told me to wait and I have been waiting for half an hour but he has not returned yet.
- 21. went; has written

Punctuation—The Comma

(Page 87—Student’s Book)

- Review the rules and examples about the comma on page 87.
- Direct students to find and underline all the commas in the first four paragraphs of the test on page 83.

Dictation

(Page 87—Student's Book)

- Read through the passage once at normal speed. Students should listen and not write.
- Next break the passage up into segments of 5 to 9 words and read it aloud a second time at a normal pace giving the students ample time in between segments to complete the activity.

Composition

(Page 87—Student's Book)

- Give students time in class to write their explanation or assign the task as homework.

Useful Words and Phrases—Out

(Page 88—Student's Book)

- Read the sentences to the students.
- Have students underline all the words in italics.
- Read the sentences in the exercise to the students.
- Ask them to underline all the words in italics.
- Ask the students to replace the underlined words in the exercise with the words they underlined in the example.
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

- | | |
|--|------------------------------------|
| 1. The firemen put out the fire. | 2. The fire broke out in a cinema. |
| 3. The book is not out yet. | 4. She has outgrown that desk. |
| 5. She spends most of her time outdoors. | 6. My mother is out. |
| 7. The flame has gone out. | |

Pronunciation and Reading Practice—Lock and Lark

(Page 88—Student's Book)

- Have students repeat the word lists after you.
- Clearly demonstrate the difference in sounds.
- Read the paragraph aloud to the students.
- Have students practice reading aloud in pairs.

Lesson SIXTEEN

TOM BROWN'S SCHOOLDAYS

Tom Brown's Schooldays—Intro

- Begin by asking the students whether they are familiar with the series of Harry Potter books. Then ask them about the setting of the books—at a boarding school called Hogwarts, which children enter when they are about 11 and leave when they are about 18 years old.
- Ask them what goes on at Hogwarts besides studying—if they do not mention sporting events, try to elicit this aspect of school. Also ask how students living arrangements are organized—if

they do not recall the various 'houses' that students are sorted into, ask about the basis of the rivalries in sports; this should remind them of the 'house' concept.

- Next ask students what they know about the school called Abbottabad Public School (APS or Railway Public School). How old are children when they enter the school? When do they leave? What sports are played there?
- Have students read the introductory paragraph and discuss it before reading the story. Tell them that Tom has transferred to a boys' boarding school in the town of Rugby in the middle of the term. How do they think it feels to be a new student arriving after the term has begun?

'The Match'

- Before students begin to read, write a series of statements on the board and tell them to guess whether they are true or false—you may want to take a vote on the guesses and write the results next to each statement. Tell students to check their guesses as they read the first part of the story:
The story begins at the time of breakfast on Tom's first day of school.
There is an older boy at each table to keep order during meals.
Right after the meal, Tom's classmate went with him to his first class.
Tom and his friend race to the playing field.
Tom cannot run very fast.
- Have students read the first 16 lines after the title 'The Match' silently, ending with, '...he did not show his pleasure.'
- Go through the statements and check the class's guesses with them.
- Before students continue to read, write another series of statements on the board for them to evaluate:
The School House boys could not play in the match because they would get their white trousers dirty.
The match was between one house, School House, and all the other houses of the school.
East was not allowed to play in the match because he was a lower-school boy.
The match was played in the middle of the afternoon.
About 20 lower-school boys defended the School House goal.
- Have students read the next 18 lines silently, beginning with, 'I say, East, I wish you'd tell me one thing,' and ending with, '...and the game has begun.'
- Go through the statements and check the class's guesses with them.
- Before students continue to read, write a final series of statements on the board for students to guess whether they are true or false:
Tom didn't understand the game and was bored.
The School House team played hard right up to the end.
Tom stopped the ball from scoring by throwing himself down on it.
Tom was hurt very badly when many boys piled on top of him.
Tom was small and afraid, so his schoolmates said he would never make a good rugby player.
- Have students read the last 22 lines silently, beginning with, 'Such a game...' to the end of the story.
- Go through the statements and check the class's guesses with them.
- Wrap up by asking the class if they participate in any organized school or community team sports. What kind of leadership and social skills can they get by being on a team?

Comprehension and Vocabulary

(Page 90—Student's Book)

Exercise A

- Have students look at the list of phrases and scan the text to find and mark them.
- Tell them to substitute words of their own for the context they find in the passage. For example, in the sentence, *Jones... sat at the end to keep order*, a new sentence might be, *Police direct traffic at key intersections of the city to keep order*.

Answer Key

1. Police direct traffic at key intersections in cities *to keep order*
2. The children's bicycles are stored *out of the way of* the car park.
3. Munira's parents are very proud of their daughter's achievements.
4. She was in luck that someone found her cell phone and returned it.
5. In the years to come I hope to go to university.
6. The cricket ball hit him in the stomach and he had his breath knocked out of him.
7. When Ammar was feeling faint everybody crowded around him, but the teacher told us to stand back and give him air.
8. When he was strong enough to stand up again, we asked him, 'How do you feel?'

Exercise B

- Have students work in groups to discuss the answers, looking back at the text to find details they cannot recall.

Answer Key

1. A roll call is the calling out of names from the attendance list.
2. A chapel is a small place of worship for Christians.
3. Fights would take place behind the chapel.
4. November is a cold month and normally winter uniforms are dark in colour; thus, Tom was curious about why East and many others were wearing white trousers.
5. East was proud of playing in the match because other boys his age were not yet strong enough to play on the team.
6. What seems strange is that a large number of boys, who were not playing on the team were expected to defend the goal; it also seems strange that one house would play against the whole school.
7. Tom was sent to defend the goal and was not allowed to play because he was small.
8. Brooke wanted to warn the boys defending the goal, so he shouted 'Look out in the goal'. He had lost the ball to the opposite team who would now try to hoist it into the goal and score.
9. Tom and the head of the house, seeing the ball roll in towards their goal with strong players of the opposite team moving to claim it, threw themselves on the ball.
10. Since so many big heavy players had fallen onto Tom, who was much smaller, Brooke felt Tom's arms and legs for broken bones.

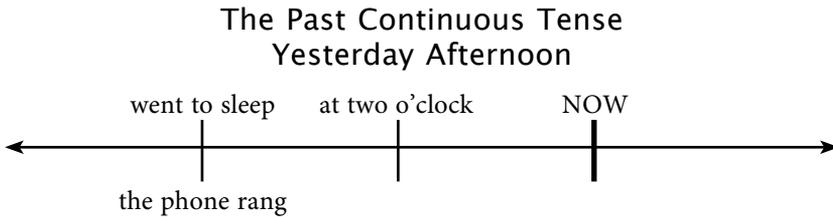
Language Structure

(Page 91—Student's Book)

The Past Continuous Tense

- On the board write—the past continuous tense shows an action that:
 1. was happening in the past during a specific period of time;
 2. was happening at a particular time;

- 3. was happening in the past when it was interrupted.
- Draw this diagram on the board.



- Ask questions about the diagram insuring the students understand.
- Write the following sentences on the board, below the diagram, one at a time as you show them the corresponding language in the diagram.
 1. I was sleeping yesterday afternoon.
 2. At two o'clock I was sleeping.
 3. As I was sleeping yesterday afternoon, the phone rang.
The phone rang yesterday afternoon as I was sleeping.
- Each sentence illustrates the above three conditions.
- Write the following on the board.

The Past Continuous Tense					
Singular			Plural		
I	was	.....ing	We	were	.....ing
You	were	.....ing	You	were	.....ing
He	was	.....ing			.....ing
She	was	.....ing	They	were	.....ing
It	was	.....ing			.....ing

- Explain that the past continuous is similar to the present continuous; however, the verb to be is in the past simple was / were.
- Ask the students for a verb. e.g. Walk.
- Now write it in the space before the *ing*.

Exercise A and B

- Have students complete the activities in pairs.
- Review answers as a class and help where needed.

Answer Key, Exercise A

1. As I was having breakfast, the doorbell rang.
2. As I was leaving home, the police arrived to arrest my neighbour.
3. My foot slipped as I was getting on a bus.
4. I heard a car screech as I was approaching the school.
5. As I was greeting my friends, the school bell rang.
6. As I was listening to the headmaster, a book fell on my head from the first floor.
7. A bucket of water was splashed on me as I was entering the classroom.
8. As I was reading a book, I missed my stop.

Exercise B

1. At 10 o'clock yesterday morning I was bathing my dog.
2. At 1:00 p.m. yesterday I was having lunch with my family.
3. At four o'clock in the afternoon yesterday I was taking a nap.
4. At nine o'clock yesterday evening I was preparing for bed.
5. At eleven o'clock this morning I was walking to school.
6. At 6:30 this morning I was having breakfast.
7. At 7:30 this morning I was ironing my uniform.
8. At 8:15 this morning I was getting ready for school.

Exercise C

- Explain that in addition to the situations previously discussed, the past continuous tense is also used when there is more than one continuous action going on at the same time in the past.
- Review the example with the students.
- While / As he was reading the newspaper, I was doing my homework.
- I was doing my homework while / as he was reading the newspaper.
- Have students complete the activities in pairs.
- Review answers as a class and help where needed.

Answer Key

1. As I was having breakfast, it was raining heavily outside.
2. The sun was shining brightly as I was cycling to school.
3. The bell was ringing continuously as I was having an English lesson.
4. As I was talking to the teacher, Mehdy was tugging my sleeve.
5. The stray dog was following me as I was going home.

Exercise D

- Have students complete the activities in pairs.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|-------------------|------------------|-----------------|----------------|
| 1. was playing | 2. was walking | 3. was getting | 4. was raining |
| 5. was travelling | 6. was cooking | 7. was drowning | 8. was coming |
| 9. was talking | 10. was crossing | | |

WORKBOOK

Answer Key

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

THE PAST AND PAST CONTINUOUS TENSES (Page 31)

- | | | |
|---------------------------|---------------------------------------|--------------------------|
| 1. called; was doing | 2. was reading; came | 3. was having; rang |
| 4. was swimming; stung | 5. was boiling; came | 6. was speaking; fainted |
| 7. was thinking; came | 8. said / were saying; burst | 9. was filling; tipped |
| 10. arrived; was striking | 11. took off / was taking off; failed | |

- One cool evening I *decided* to go for a walk. As I was *strolling* along and *enjoying* the evening air, I *noticed* an old man. He was *leaning* on the bridge and was *looking* down into the water. I *felt* very curious and *wanted* to know what he was *staring* at. So when I *came* up close to him I also *leaned* over the bridge and *stared* down. For ten minutes I *peered* at the stream but I *saw* nothing unusual. Then I *realized* that the old man was *watching* me and was *smiling*. He *told* me that every evening he *left* his son's house where he *lived* and *walked* to the bridge to watch the fish. He smiled again for my face *showed* my surprise. Then he *took* me by the arm and *pointed* out where a fish was *lying*. It was *hiding* among the waving reeds and *looked* like a great grey stone. As I was *looking*, it *gave* a flick of its tail and *vanished*.

PAST AND PRESENT PERFECT AND PRESENT PERFECT CONTINUOUS REVISION (Page 32)

- a) She sat in the school library yesterday.
 - b) She has been sitting in the school library for the past two hours.
- a) He told the truth when you questioned him.
 - b) He has been telling the truth ever since I have known him.
- a) He rode a bicycle last Saturday.
 - b) He has been riding a bicycle for the last two hours.
- a) She has rested every afternoon last week.
 - b) She has been resting every afternoon this week.
- a) I helped my father all day yesterday.
 - b) I have been helping my father ever since I have come home from school.
- a) She read the newspaper this morning.
 - b) She has been reading the newspaper for the last five minutes.
- a) I lived here when I was a boy / I was living here when I was a boy.
 - b) I have been living here for two and a half years / I have lived here for two and a half years.
- a) He did not come here last week.
 - b) He has not come here for two months / He has not been coming here for two months.

Punctuation—Abbreviations

(Page 92—Student's Book)

- Ask the students for examples of abbreviations.
- Write their suggestions on the board.
- Explain that an abbreviation is a shortened form of a word.
- Point out that this is a matching activity.
- Have students complete the activity individually.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

List A	List B
lb	pound
hr	hour
qtr	quarter
yd	yard
kg	kilogram
hrs	hours
in.	inch
cm	centimeter

m	meter
ft	foot
Dr	Doctor
yds	yards

Composition

(Page 92—Student’s Book)

- Give students time in class to write their story or assign the task as homework.

Useful Words and Phrases—About

(Page 93—Student’s Book)

- There are many uses of the word about. This activity will help them to identify some of those uses.
- In pairs, have the students identify the word or words that mean, or that they think can be replaced with ‘about’.
- Review as a class and then have the students rewrite the sentences.
- Ask the students to read the sentences aloud to their partner.

Answer Key

1. He could not keep still; he kept moving about.
2. I was just about to leave when you arrived.
3. It was about one o’clock
4. My brother wrote a book about looking after pets.
5. He travelled about the world before he finally settled down.

Lesson SEVENTEEN

INSECTS AND DISEASE

Insects and disease—Intro

- Begin by asking students what diseases they know of that are transmitted by insects. If they do not mention dengue fever, ask the class if they have heard of it and what they know about it.
- Ask them if they know where the name ‘dengue’ came from. According to an article published by the [US Center for Disease Control](#), the name is a Spanish-language pronunciation of an African term *ki denga pepo*, which means a sickness caused by an evil spirit.
- Discuss this name with the class, and talk about why people would think that evil spirits cause illness. Ask how people now know that dengue is caused by a mosquito bite.



- Have students read the introductory paragraph and discuss it before reading the rest of the text. Do they find science classes interesting or a chore? Find out from the class how many of the students like to study science, and how many hope to work in a science or medical related field in the future.

‘Scientific Method’

- Before students begin to read, tell them that the text comes from the introduction of a book published in 1953 in a series called ‘Science at Work.’ Show the class a picture of the cover of the book. Ask them what kind of book it looks like and what kind of information they would expect to find in the introduction of such a book. Then explain that it was part of a series of textbooks designed to prepare students for their secondary school examinations.
- Have students read the first 18 lines after the title ‘Scientific Method’ silently, ending with, ‘... we all use the scientific method every day.’
- As students read, draw a flow-chart graphic on the board but with the labels that complete the chart listed to one side rather than in their correct places.
- After students have read the first section of the text, have them copy the flow-chart and work in pairs to put the labels in the correct places.
- Then ask them to read the next 19 lines silently, beginning with, ‘Let us take...,’ and ending with, ‘...opposite to the scientific method.’
- Have students turn to Comprehension and Vocabulary Exercise B and discuss the task in pairs. (See Answer Key below.)
- Finally, have them read the last 7 lines silently, beginning with, ‘An example is to be found...’ to the end of the text.
- Ask the class if they know what really causes malaria, since it is not ‘bad air.’ If they do not know, have them check in an encyclopedia to find out. Ask the class how they think people could believe that bad air caused malaria. If necessary, lead the discussion to the idea that malaria mosquitoes live in swampy areas where the air may seem to be bad.

Comprehension and Vocabulary

(Page 95—Student’s Book)

Exercise A

- Have students work individually to mark the statements True or False.
- Follow up by having them correct the False statements to make them True.

Answer Key

1. true	2. true	3. untrue	4. untrue	5. true	6. untrue
7. untrue	8. true	9. untrue	10. true / untrue	11. true	12. true / untrue

Exercise B

- Have students work in pairs to discuss the answers. Encourage them to add possibilities that are not found in the text.

Answer Key

1. It might have a slow leak if the bicycle has remained unused for a long time.
2. The valve of the tyre could be damaged.
3. There could be a puncture in the tube.
4. The tube could be very old permitting the air to escape from all around.
5. The tube could have got cut or pinched against the rim while going over a pothole in the road.

Exercise C

- Have students work in groups to discuss the answers, looking back at the text to find details they cannot recall.

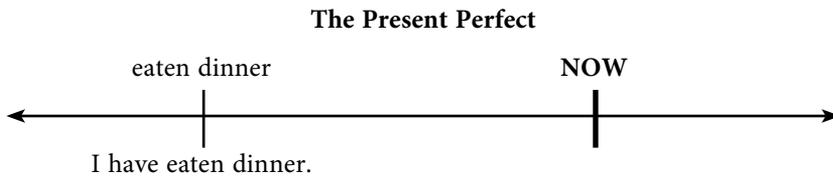
Answer Key

1. The most scientific man is the one who makes tests to find out the cause of the flat tyre; the least scientific is the one who thinks the tyre has gone flat because of an evil spirit.
2. It is a poor name for the disease because it came from people guessing that the disease was caused by bad air. (The word 'malaria' means 'bad air'.) Scientists later discovered that malaria has nothing at all to do with air.

Language Structure

(Page 95—Student's Book)

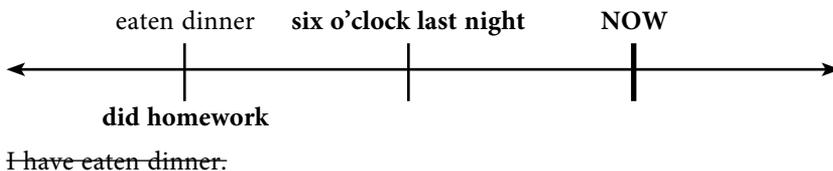
The Past Perfect Tense



- Draw the above diagram and example sentence on the board.
- Ask—When did I eat dinner?
- Explain—We do not know and it is not important. I ate in the past but now I am not hungry. The past is connected to the present. The action is complete now.
- Cross out—The Present Perfect
- Write below it—The Past Perfect
- Add a new line and add the text as illustrated below.

~~The Present Perfect~~

The Past Perfect



By six o'clock last night, I had eaten dinner.
After I had eaten dinner, I did my homework.

- Ask—When did I eat dinner?
- Explain—We only know that it is sometime before six o'clock and before we did our homework, however it is not important exactly when we ate. I ate dinner sometime before six o'clock and sometime before I did my homework, that is all that is important. At a specific time in the past, the action was already completed.
- Point out that the past perfect differs only in that we use had instead of has / have.
- Had + Present Participle = Past Perfect

Exercise A

- Ask the students to start each sentence with the word *after* as in the previous example. After I had eaten dinner, I did my homework.
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

1. After I had arrived at school this morning, I went to the hockey field to watch the match.
2. After I had reached home yesterday, my neighbours came looking for their toddler.
3. After I had eaten my breakfast, I helped mother wash the dishes.
4. After my teacher had read my last English homework, she praised my effort.
5. After I had entered the classroom this morning, I moved my desk close to the teacher's.

Exercise B

- Ask the students to start each sentence with the word *when*. *When* is used in similar meaning to the word *after*.
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

1. When I had opened the book, the teacher walked into the classroom.
2. When I had greeted all my friends, I sat down at my desk.
3. When I had finished the last exercise, the lights went out.
4. When I had answered all the questions, the headmaster asked for my book.
5. When I had washed my hands, my mother served me food.
6. When I had read the notice, the bell rang.
7. When I had taken my books out of the desk, the monitor collected them.
8. When I had filled my fountain pen, the ink-bottle toppled over.
9. When I had signed the letter, my sister sealed it.
10. When I had put a stamp on the envelope, my father posted it.

- When forming the past perfect, we can use the word *just*.
- It is formed as follows - *had + just + present participle = Past Present with Just*

Exercise C

- Have students complete the exercise using *just + present participle* in pairs.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|---------------------|-----------------------|----------------------|-----------------|
| 1. had just reached | 2. had just begun | 3. had just finished | 4. had just got |
| 5. had just left | 6. had just opened | 7. had just answered | 8. had just sat |
| 9. had just begun | 10. had just finished | | |

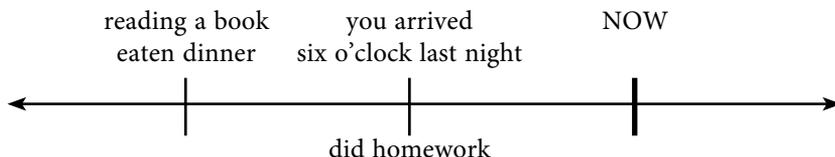
- Cross out and add text as illustrated below.
- Explain that the past perfect continuous is used to describe an action that happened before a past event. Write the following under the illustration.
 - I had been reading.
 - When you arrived I had been reading for two hours.

- When you arrived I had already been reading for two hours.
- It is formed as follows - had + been + verb + ing = Past Perfect Continuous

The Present Perfect

The Past Perfect

The Past Perfect Continuous



I had been reading.

When you arrived I had been reading for two hours.

When you arrived I had already been reading for two hours.

Exercise D

- Have students complete the activities in pairs.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|------------------------|-----------------------|----------------------|
| 1. had been waiting | 2. had been writing | 3. had been hoping |
| 4. had been practicing | 5. had been expecting | 6. had been thinking |
| 7. had been walking | 8. had been reading | |

WORKBOOK

Answer Key

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

PAST PERFECT TENSE (Page 33)

- | | | | |
|-------------------|---------------|-----------------------|-----------------------|
| 1. had finished | 2. had read | 3. had handed | 4. had been |
| 5. had had | 6. had mended | 7. had gone; had lost | 8. had already gone |
| 9. had heard | 10. had swept | 11. had gone | 12. had already begun |
| 13. had just gone | 14. had been | | |

-
- | | | |
|-----------------------|-------------------------|---------------------------|
| 1. had been waiting | 2. had been digging | 3. had not been expecting |
| 4. had been raining | 5. had not been sitting | 6. had been playing |
| 7. had been lying | 8. had been driving | 9. had been writing |
| 10. had been drifting | 11. had been working | |

PAST TENSE (Page 34)

-
- | | |
|-------------------------------------|------------------------------------|
| 1. had been speaking; had forgotten | 2. told; had found / found |
| 3. advised; felt / had been feeling | 4. picked / had picked; had fallen |
| 5. had been shining; woke | 6. had taken |
| 7. stared; seemed / had seemed | 8. had learnt; burnt |
| 9. posted; had written | 10. had paid |

11. rushed; had robbed	12. found; had hidden
13. had caught	14. had been sewing; remembered; had forgotten
15. admitted; had slept / had been sleeping	16. ate / had eaten; began
17. had been sitting	18. asked / had been asking; had lent
19. had begun; had been sleeping	20. had been hiding; followed
21. asked / had been asking; had brought	22. promised; had done / had been doing

Spelling

(Page 97—Student’s Book)

- Review the spelling of the words listed.
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Dictation

(Page 97—Student’s Book)

- Read through the passage once at normal speed. Students should listen and not write.
- Next break the passage up into segments of 5 to 9 words and read it aloud a second time at a normal pace giving the students ample time in between segments to complete the activity.

Composition

(Page 97—Student’s Book)

- Give students time to write about the scientific experiment in class or assign the task as homework.

Useful Words and Phrases—Keep

(Page 98—Student’s Book)

- Ask the students to identify the language in each sentence that they think can be replaced by *keep*.
- Review as a class
- Ask students to now, try and change the sentences and point out that in some of the sentences, they will have to make additional changes.
- Have students complete the activity in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. I will keep your books while you are away.
2. You will succeed if you keep on trying.
3. How are you keeping?
4. She always keeps her temper.
5. The doctor kept me in bed.
6. My brother keeps the whole family.
7. Fish does not keep for very long / Fish does not keep very long.
8. He borrowed a fountain pen and kept it.
9. He kept asking questions.
10. He kept it to himself / He kept it a secret.

Pronunciation and Reading Practice—Pull and Pool

(Page 98—Student’s Book)

- Have students repeat the word lists after you.
- Clearly demonstrate the difference in sounds.
- Read the paragraph aloud to the students.
- Have students practice reading aloud in pairs.

Lesson EIGHTEEN

SEA SERPENTS

Sea Serpents—Intro

- Begin by telling students that we know more about the furthest reaches of space than we do about the deepest reaches of our oceans here on Earth. Scientists say that there may be more than ten million species of marine animals, and most of them are undiscovered.



- Have students look at the picture on page 99 and describe it. Then ask them to read the first four lines of the passage.
- Next show the students a picture of a rare fish called a Giant Oarfish and have them describe the animal. Ask them to look in an encyclopedia for information about this fish. Discuss why it is so rarely seen and scientists’ idea that this fish is the source of so many sea serpent sightings.

‘Sea Serpents’

- Before students continue to read, draw the top of a chart on the board for them to copy out:

Date	Place	Witness	Details

- Tell the class that this text has a lot of examples with similar information about each example. Ask them to fill in the chart as they read the text. This technique is good for reading texts with a lot of detail that must be remembered, for example, when studying.
- As an example, tell students to read from lines 5 to 9. Then elicit from them the information to put on the chart, based on the details given in the text, e.g.

Date	Place	Witness	Details
June 1808	Scotland	Minister	looked angry

- Have students continue reading and filling in the chart as they read.
- Then ask them to compare charts in groups, sharing and adding information. The finished charts should look something like this:

Date	Place	Witness	Details
June 1808	Scotland	Minister	angry
1815–1830	New England	(not given)	head like a horse 100 foot-long body brown or black
July 9, 1848	South Atlantic near Africa	Captain of 'Daedelus'	Swam very fast
July 10, 1848		Crew of 'Daphne'	
January 1879	Gulf of Aden	Maj. Senior	Head and neck 2 feet diameter Head rose 20 feet from water
September 1879	Gulf of Suez	Crew of 'Philomel'	(not given)
April 5, 1879	(not given)	Captain Davidson	Fought with a whale
December 1905	Brazil	Scientists	Head like a turtle Brown Swam fast
Since 1933	Scotland	(not given)	Living in a lake
1953	South Pacific	Diver	Large creature attacked a shark

Comprehension and Vocabulary

(Page 100—Student's Book)

Exercise A

- Have students work in pairs to find the vocabulary words in the text and discuss possible meanings that make sense in the context.
- Follow up by having students check their answers in a dictionary.

Answer Key

serpent	creature with a long thin body like a snake
reliable	trustworthy
exaggerate	to state that something is better, worse, larger, more common, or more important than is true or usual
reared	rose up high
zoologist	scientist who studies living animals

Exercise B

- Have students look at the list of phrases and to scan the text to find and mark them.
- Ask them to substitute words of their own for the context they find in the passage. E.g.. in the sentence, *Many reports of such creatures have been set down in great detail*, a new sentence might be, *He described his missing suitcase in great detail, hoping the airline would find and return it.*

Answer Key

*He described his missing suitcase **in great detail**, hoping the airline would find it and return it.*
*She took her camera to the concert **in the hope of** getting a photo of her favorite singer.*
*FaceBook lets you have friends **in all parts of the world**.*
*The cyclone knocked down a tree two feet **in diameter** across our road.*
*Two guards protected the entrance of the Prime Minister's office, one **on either side** of the door.*
*Dangerous road crossings often have flashing lights **to attract attention** to them.*

Exercise C

- The questions in this section ask students to recall details from the story and explain the events in their own words.

Answer Key

1. We cannot be sure of the existence of sea serpents because no one has been able to capture one, and neither have any bones or other evidence been recovered of their presence.
2. Accounts of sea serpents by people are not always trustworthy, as some people may be mistaken about what they have seen while others could just be lying to attract attention.
3. It may not necessarily mean that he did see a sea serpent. He could mistakenly have seen another creature that he thought was a sea serpent.
4. No, it does not prove that some were lying. It could be possible for sea serpents (if they exist) to be of different colours.
5. We don't know why the Captain of the Daedalus did not follow the sea serpent. Perhaps because he was navigating a warship, he may have been on a mission and could not detour.
6. The details regarding the size of the sea serpent make his report believable.
7. Since zoologists study living creatures there are fewer chances of them making a mistake in identifying them; thus, their report of the sea serpent ought to be reliable.
8. Yes, I believe that a Loch Ness Monster exists; many people living in the area have seen it, and it has been photographed, although not clearly / No, I do not think any such monster exists or ever existed as there is no tangible evidence of its presence.
9. No, it does not prove the existence of sea serpents. What it does show is that in the depths of the sea many different creatures live, that humans may never have seen.

Language Structure

(Page 101—Student's Book)

The Future Tense

Review the explanation in the book as it is sufficient.

Exercise A

- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.
- Point out that we can also answer with short answers.
For example: 1. Yes, he will. 2. Yes, I will.

Answer Key

1. He will be there.
2. I will do it.
3. They will be late.
4. It will be ready tomorrow.
5. You will be able to see it.
6. I shall sit down.
7. I shall take a taxi to the party.
8. School will be open tomorrow / School will not be open tomorrow.
9. We will do mathematics / I will do science.
10. I will leave school at twelve noon.
11. We shall have time to finish this exercise.
12. This lesson will last for an hour.
13. My parents will be there when I reach home today.

Going to

- Explain that there are several ways to talk about the future.
- Another way is to use *going to*
- Write this formula on the board. subject + verb to be + going to + verb

Exercise B

- Have students complete the activities individually.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. I am going to watch a movie tonight.
2. No, I don't think it's going to rain.
3. I am going to finish in the next two hour.
4. Yes, I am going to the library today.
5. Yes, the teacher is going to give us some homework / The teacher is not going to give any homework.
6. Next lesson we are going to do a dissection / Next lesson we are going to dissect a frog.
7. Yes, they are going to paint the school / They are not going to paint the school.
8. I am going to rest in the holidays.
9. I am going to see the dentist tomorrow.
10. I am going to become a pilot.

Exercise C

- Have students complete the activities in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

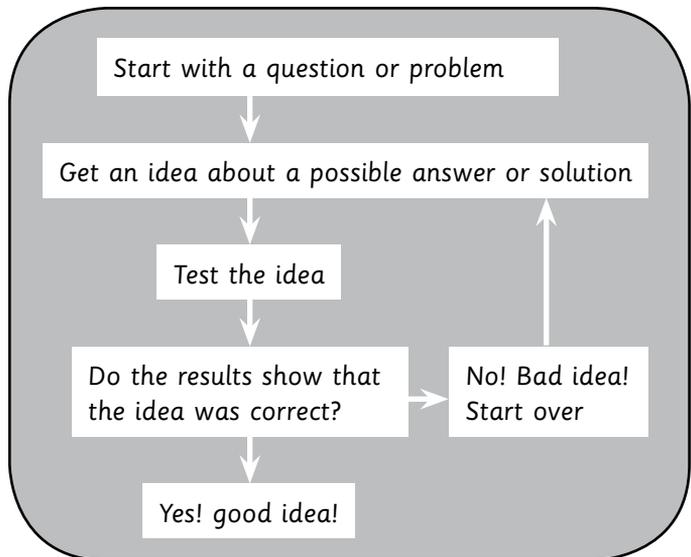
1. She is going to ask some questions.
2. Is it going to be hotter in January?
3. Is the work going to be more difficult next year?
4. The headmaster is going to make a speech tomorrow.
5. We are going to make some hydrogen in the laboratory next lesson.
6. Is the president going to pay a visit to this school?
7. Are the repairs going to cost very much?
8. That tree is going to fall down soon.
9. I think that aeroplane is going to crash.

Shall and will

- The simple rule for shall and will is that we use shall in the 1st person and will in the 2nd and 3rd person for the simple future tense.
- However, shall is rarely used in today's English.

Exercise D and E

- Have students complete the activities in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.



Answer Key, Exercise D

Either *will* or *shall* may be used in each of the sentences. The degree of determination will vary according to the word used.

Exercise E

Either *Shall I* or *Shall we* may be used in each of the sentences.

WORKBOOK

Answer Key

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

THE FUTURE (Pages 35 and 36)

-
- 1. I shall call on my grandfather next week.
I am going to call on my grandfather next week.
- 2. The party will be held at a large hotel next Friday.
The party is going to be held at a large hotel next Friday.
- 3. The house at the end of the road will be sold next month.
The house at the end of the road is going to be sold next month.
- 4. We all shall / will be using a new book next term.
We all are going to be using a new book next term.
- 5. I shall / will buy a new fountain pen on my next birthday.
I am going to buy a new fountain pen on my next birthday.
- 6. We shall / will give a present to our teacher next month.
We are going to give a present to our teacher next month.
- 7. The school library will be repainted next year.
The school library is going to be repainted next year.
- 8. The school will be closed next week.
The school is going to be closed next week.
- 9. I shall / will return the book to the library tomorrow.
I am going to return the book to the library tomorrow.
- (answers may vary as the two options are almost interchangeable)
- 1. will; is going to; will 2. will; will / shall 3. is going to; will
- 4. will; is going to 5. will; will 6. will; are going to
- 7. will; will 8. will; is going to 9. will; are going to
- 10. will; will; is going to 11. Will; will 12. will; will; will / shall; will
- 13. will; will 14. will; will; will 15. Shall; Will; will; will / shall

Punctuation—More Practice with Contractions

(Page 103—Student's Book)

- Review how to form a contraction.
- Tell the students that you will dictate a passage to them.
- They must listen to and record each of the contractions they hear
- Dictate twice.
- Review as a class.

Composition

(Page 103—Student's Book)

- Give students time in class to write their report or assign the task as homework.

Useful Words and Phrases—After

(Page 104—Student's Book)

1. Review each of the examples given.
2. Point out that there are nine examples and nine sentences to change in the exercise.
3. Each sentence in the activity follows one of the examples.
4. Have students complete the activities in pairs.
5. Students compare answers with their neighbours.
6. Review answers as a class and help where needed.

Answer Key

1. One after the other, the ships entered the harbour.
2. Will you please look after my books for a few minutes?
3. After she had had tea, she helped her mother.
4. Kindly shut the door after you.
5. She was asking after your sister.
6. My brother takes after his father.
7. He studied hour after hour.
8. After all my warnings he still went swimming in the river.
9. The cat is after a mouse.

Lesson NINETEEN

THE STORIES OF SHAKESPEARE'S PLAYS

The Stories of Shakespeare's Plays—Intro

- Begin by asking students what famous Sufi poet is often described as the 'Shakespeare of Punjabi Language.' Discuss with the class the reasons that Waris Shah is compared to Shakespeare—his most famous work, *Heer Ranjiha*, has themes much like Shakespeare's well-known play *Romeo and Juliet*, for example, and his writing is creative in much the same way Shakespeare's is.
- Point out that great literature is always based on stories that are universal to humankind, and that is why Shakespeare's and Waris Shah's work is still appreciated even hundreds of years after it was written. Tell students that the story from Shakespeare that they will read is about love, greed, and friendship—three characteristics of humans that are universal.
- Next have them look at and describe the drawing on page 105 of the textbook. Based on the drawing, how many main characters will there be in the story? What can they say about each one by their ages, how they are dressed, etc?
- Have students read the introductory paragraph and guess which of the characters in the drawing is Shylock, which is the Merchant Antonio and which is Antonio's young friend Bassanio. Tell them to revise their guesses as they read the story.

'The Merchant of Venice'

- Ask them to read the first 14 lines of the story silently, beginning with the title 'The Merchant of Venice' and ending with the line, '...would refuse to marry him.'
- When they have finished reading, write these three names on the board: **Antonio, Bassanio, Portia**. Then ask: *Who was rich? Who was poor? Who had a problem? What was the problem?*
- Next discuss what they think Bassanio will do to solve his problem. Do not confirm their answers, but instead tell them to read the next section of the story to find out.
- Tell students to read the following 17 lines of the story silently, beginning with the line, 'Bassanio went to Antonio...' and ending with the line, '...will shortly arrive home with valuable cargoes.'
- When they have finished reading, write these three names on the board: **Antonio, Bassanio, Shylock**. Then ask: *Who had money? Who did not have money? Who loans money to friends at no interest? Who loans money as a business?*

- Next discuss whether they think Shylock will loan the money to Antonio, and whether or not he will charge interest on the loan. Do not confirm their answers, but instead ask them to read the next section of the story to find out.
- Ask the students to read the last 16 lines of the story silently, beginning with the line, 'At first Shylock seemed unwilling...' to the end of the story.
- When they have finished reading, write these three names on the board: Antonio, Bassanio, Shylock. Then ask: *Who did Shylock want to harm? Who did Bassanio tell not to make the agreement? Who laughed thinking it was a joke?*
- Next discuss whether they think Antonio will be able to repay the money. Do not confirm their answers, but instead tell students they will need to read the rest of the story on their own to find out. If possible, provide a few copies of the story in easy English for students to borrow.
- Wrap up by asking who among the class has ever had to borrow money from a friend or a family member. Did the friend charge interest? Then ask if their relatives had to borrow money from a bank or other lending institution. Did the bank charge interest? Discuss whether it is morally correct or incorrect to charge interest on loans.

Comprehension and Vocabulary

(Page 107—Student's Book)

Exercise A

- Have students look at the lists of words and phrases and scan the text to find and mark them.
- Tell them to substitute words of their own for the contexts they find in the passage. For example, in the sentence, *Many reports of such creatures have been set down in great detail*, a new sentence might be, *He described his missing suitcase in great detail, hoping the airline would find it and return it.*

Answer Key

- He could not **afford** to buy a car, so he bought a motorbike instead.
- My son has **recently** graduated from university.
- She had her eyes checked because she was **continually** getting headaches.
- She gave her grandmother an **expensive** scarf for her 90th birthday.
- They never **refused** to give their only son whatever he asked for.
- Sara seems to **enjoy** her English class.
- The high rate of **interest** banks charge for credit cards forces me to pay my bills immediately.
- Just because we do not have the same opinions is not a reason to treat me with **scorn**.
- The **generous** little girl from Turkey gave her doll and all of the money she had saved for a whole year to a fund to help the people affected by the floods.
- We **agreed** to help the aid workers build simple houses for the earthquake victims.
- They were fortunate to **make a fine show** at their wedding with a delicious dinner afterwards.
- The government imposed **a high rate of interest** to discourage inflation.
- The landowner **showed no mercy** and made the refugees leave his property.
- At first my father **seemed unwilling** to help me write my application, but then he gave me some good suggestions.
- She made a **kind offer** to let me stay at her house while I visited Karachi.
- My uncle was given a traffic summons, but he just laughed and **treated it as a joke**.

Exercise B

- The questions in this section ask students to recall details from the story and explain the events in their own words.

Answer Key

1. He was young. He was poor. He was a nobleman. He was from Venice. He spent more money than he could afford. He had a friend named Antonio. He often borrowed money from Antonio.
2. He was rich. He was a merchant. He lived in Venice. He was a kind man. He was fond of Bassanio. He often gave or loaned Bassanio money.
3. Bassanio needed money so that he could impress Portia, the rich lady he wanted to marry. He wanted to give Portia expensive gifts, wear nice clothes when he went to see her. He was afraid Portia would not want to marry him if she knew how poor he was.
4. Antonio did not have any spare money at the time because he had invested in a new shipment of goods from foreign countries, but the ships were still at sea, so he would only have money when the ships arrived and he could sell the imported goods.
5. Shylock charged a high rate of interest on the money he lent. And he was without mercy when a borrower was late in paying back the money.
6. Shylock hated Antonio because Antonio spoiled Shylock's business by lending money without interest to those who needed it.
7. Antonio did not know that Shylock hated him. Also, Shylock was the best-known moneylender in Venice and Antonio was sure he could repay the loan as soon as his ships docked.
8. Shylock loaned the money to Antonio because he wanted to find an opportunity to harm Antonio in some way—and he had thought of one.
9. As Shylock was unpopular for his strict ways and high rate of interest Antonio was surprised at Shylock's offer of lending money without charging interest.
10. Bassanio did not want Antonio to make such an unusual bargain with Shylock and so Bassanio cautioned him against the deal. He realized that Shylock was tricking them.

Language Structure

(Page 107—Student's Book)

The Present Continuous Tense for the Future

- The present continuous tense can be used for the future.
- It is most commonly used in discussing something that has already been planned or arranged where the time and place have also already been decided.

Exercise A

- In this exercise, students need to include a future time. For example, *I am meeting him tomorrow*.
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

1. I am meeting him tomorrow / day after tomorrow / etc.
2. After school, I am going home by bus / I am going home by bus after school.
3. I am going for a walk in the park this evening.
4. I am going to a restaurant for dinner tonight.
5. They are having a meeting tomorrow evening.
6. School is finishing at 2 o'clock / ...at 4 in the evening / etc.

7. I am having burgers for supper tonight.
8. I am going shopping on Saturday.
9. I am not playing in the school team on Saturday / Yes, I am playing in the school team on Saturday.
10. Yes, the Director of Education is visiting the school soon.

The Future Continuous Tense

- The future continuous tense can also be used to say that something will be happening at a particular moment in the future.
- The future continuous differs from the present continuous for the future in that it does not stress the fact that the future action has been arranged.

Exercise B and C

- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key, Exercise B

1. In an hour's time I shall be dining with my parents.
2. I will be cleaning the car at five o'clock this afternoon.
3. I will be sleeping at eight-thirty tonight.
4. At seven o'clock tomorrow morning I shall be having breakfast.
5. In the next lesson I will be playing a football match.

Exercise C

- | | |
|--|---|
| 1. We shall / will be leaving soon. | 2. He will be visiting the school next year. |
| 3. They will be staying for three weeks. | 4. I shall / will be seeing him next Saturday. |
| 5. I shall / will be writing to him soon. | 6. He will be leaving school in a few weeks' time. |
| 7. I shall / will be going to Hyderabad next week. | 8. They will be acting in a play at the end of term. |
| 9. Mr. Smith will be teaching us next term. | 10. I shall / will be going up into a new class soon. |

The Simple Present Tense

- Write the following words on the board. *when, until, as soon as, after, before, as long as, if, whenever, although, unless, even if*
- Explain that these are subordinate conjunctions and they are used to join two clauses.
- We can talk about the future using the present simple when we use a subordinate conjunction. For example, *Please let me know **when** he arrives.*

Exercise D

- Have students complete the activities in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|----------------------|------------------------------|----------------------|
| 1. when / as soon as | 2. until | 3. When / As soon as |
| 4. When / As soon as | 5. when / as soon as / after | 6. until |
| 7. until | 8. before | 9. after |
| 10. until | | |

WORKBOOK

Answer Key

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

THE PRESENT AND FUTURE CONTINUOUS TENSES (Page 37)

- 1. We are playing against the High School on Saturday morning.
 2. We are going on a picnic to the beach this afternoon.
 3. The juniors are having a film show in the school hall tomorrow.
 4. I am meeting several of my friends tonight to exchange some stamps.
 5. We are having a farewell party for our teacher tonight.
 6. Our teacher is taking us to visit the library tomorrow.

- 1. I hope I shall be playing in the school team soon.
 2. We shall be travelling by train for part of the way.
 3. We shall be holding a meeting some time next term.
 4. I shall be helping my father tomorrow evening.
 5. We shall be visiting all the schools in the town when we have the time.
 6. I shall be thinking about finding a job soon.
 7. We shall be paying a call on you soon.

THE FUTURE (Page 37)

- | | | | | | |
|-------------|----------|--------|-----------|-------------|------------|
| 1. returns | 2. stops | 3. ask | 4. goes | 5. hear | 6. grows |
| 7. see | 8. come | 9. are | 10. needs | 11. returns | 12. finish |
| 13. receive | 14. come | 15. is | 16. see | | |

- | | | |
|----------------------------|-------------------------------|----------------------------|
| 1. will / shall be waiting | 2. will / shall be having | 3. will / shall be working |
| 4. will just be leaving | 5. will / shall be playing | 6. will still be working |
| 7. will / shall be staying | 8. will / shall be travelling | 9. will / shall be staying |
| 10. will be seeing | 11. will be hearing | 12. will be living |

- | | | |
|-----------------------------|-------------------------------|--------------------------------------|
| 1. shall be; will be | 2. asks; think | 3. come / will come; will be helping |
| 4. arrives; will be waiting | 5. will / shall; rains; stops | 6. will not start; are |

Spelling

(Page 109—Student's Book)

- Review *spelling rule 8* as a class.
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

(answers many very)

A

- disagree My parents disagree with my views on behaviour.
- disappear The magician made my wristwatch disappear before our eyes.

- discourage As the teacher did not want to discourage the weak student, she always praised what he did right rather than criticize what he did wrong.
 - discover I tried to discover where my grandfather had buried the treasure but I was unsuccessful.
 - disgrace Salman, who has been caught stealing many times, is a disgrace to his family.
 - disorder In the absence of the teacher, the classroom was in complete disorder.
 - dishonour It was a matter of great shame and dishonour for our country when our sports heroes were caught smuggling drugs.
 - displace Ships float because they displace water equivalent to their weight.
 - dissolve It is easier to dissolve sugar in hot water than in cold.
- B.
- Misconduct Our teacher can tolerate mischief but not misconduct.
 - Misfire A gun might misfire and hurt someone if not used carefully.
 - Misfortune Misfortune struck the city when it was hit by a devastating earthquake last week.
 - Misguided The man misguided the tourist who got lost in the streets of Lahore.
 - Mislead True friends will never mislead.
 - Misplace I always misplace my books and then spend hours looking for them.
 - Misprint The misprint on the invitation card caused confusion about the date.
 - Mistrust The children mistrust the ice cream vendor who once sold them ice cream that had turned sour.

Composition

(Page 109—Student's Book)

- Give students time in class to write their future account or assign the task as homework.

Useful Words and Phrases—With and Without

(Page 110—Student's Book)

- Have students complete the activities in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|---------------|------------------------|------------|
| 1. with, with | 2. with, without, with | 3. without |
| 4. with, with | 5. with | 6. without |
| 7. without | 8. without | |

Pronunciation and Reading Practice—Oh

(Page 110—Student's Book)

- Have students repeat the word lists after you.
- Clearly demonstrate the difference in sounds.
- Read the paragraph aloud to the students.
- Have students practice reading aloud in pairs.

Lesson TWENTY

STRANGE TALES

Strange tales—Intro

- Start out by asking the students if they know any stories about one person getting payback from or revenge against another person, e.g. putting a fake parking ticket on the car of a personal enemy, or letting the air out of the tires of a personal enemy's motorbike, or putting a magnetic bumper sticker that reads PAY CUTS FOR POLICE! on a bad boss's car. You can have a lot of fun with this topic!
- Have students read the introduction silently, up to the title, 'The Smugglers' Revenge.'
- After they have finished reading, ask them to recall:
Is Harvey's job a dangerous one? Why?
Why did the smugglers want revenge?
What did the smugglers do to Harvey to get their revenge?

'The Smugglers' Revenge'

- Have the class read the first 15 lines of the reading passage silently, from the title 'The Smugglers' Revenge' to the line, '...read the dots and dashes being sent to him.'
- After they have finished reading, discuss this part of the story by asking:
 - *Was Harvey a young man or an old one? What clues tell you this?*
 - *What time of the day was it? How do you know?*
 - *Do you think Harvey will live? Why do you think this?*
- Next have the class read the following 22 lines silently, beginning with the line, 'The wind now blew less...' and ending with the line, 'I fainted and fell to the earth.'
- After they have finished reading, discuss this part of the story by asking:
 - *Why did Harvey want to wait until he let go of his hold on the edge of the cliff?*
 - *What did Harvey do that used up the last of his strength?*
 - *What do you think stopped Harvey's fall to the rocks?*
- Next have the class read the last 19 lines silently, beginning with the line, 'When I came to life again...' to the end of the passage.
- After they have finished reading, discuss this part of the story by asking:
 - *Who was with Harvey when he opened his eyes?*
 - *How did the smugglers trick Harvey?*
 - *What do you think the smugglers' objective was when they did this to Harvey?*
- Wrap up by asking the students if there are certain jobs they would not do because of the danger that they might make enemies who would try to get revenge. What jobs would these be?

Comprehension and Vocabulary

(Page 112—Student's Book)

Exercise

- The questions in this section ask students to recall details from the story and explain the events in their own words.

Exercise A

- Have students complete the activity in pairs.
- Pairs compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|-------------------------|---------------------------|---------------------|
| 1. shall have finished | 2. will have read | 3. will have left |
| 4. shall have practiced | 5. will have been | 6. shall have taken |
| 7. shall have read | 8. will have been painted | 9. shall have won |

- Ask the students if they remember any of the subordinate conjunctions from lesson 19.
- Write their suggestions on the board for review. *when, until, as soon as, after, before, as long as, if, whenever, although, unless, even if*
- Explain—The present perfect tense can also be used in the same way as the future perfect as we did above. In this case, any clause that is used to talk about the future is linked to a present perfect clause with a subordinate conjunction.
- On the board make three columns as follows.

Future Clause	Subordinate Conjunction	Present perfect clause
I shall wait They will go home I am going to finish my homework He will return the form Come and see me	until after before as soon as even if	he has finished. they have seen the results. I have gone to sleep. as soon as he has signed it. you haven't finished the project.

Exercise B and C

- Have students work in pairs to complete the activity.
- Pairs should compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key, Exercise B

- | | | | |
|------------------|------------------|----------------|----------------|
| 1. has stopped | 2. have finished | 3. has said | 4. has stopped |
| 5. have finished | 6. have done | 7. has stopped | 8. have eaten |
| 9. have won | 10. has done | | |

Exercise C

- | | |
|---|---|
| 1. the sun has set | 2. they will have finished their revision |
| 3. the bell has rung | 4. the teacher has blown the whistle |
| 5. shall have finished studying the novel | 6. we have received the visa |
| 7. will have begun | 8. you have finished |
| 9. I will have turned sixteen | 10. have returned |
| 11. I have fastened my seat belt | 12. the principal has left the auditorium |

WORKBOOK

Answer Key

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

REVISION OF FUTURE TENSES (Pages 39 and 40)

- 1 If you like, I *will tell* you what I *will do*.
- 2 You *will see* us tonight because we *will all be* there.
- 3 The boat *will sail* at twelve o'clock. I hope that you *will be coming* to see us off.
- 4 If you *come* to tea tomorrow, you *will taste* the cake I have made.
- 5 By the end of the term we *will have read* four books.
- 6 If I pass the examination my father *will give* me a new bicycle.
- 7 I *will not give* him any advice until he asks for it.
- 8 I shall speak to him when he *arrives*.
- 9 They have promised me that I *will be going*.
- 10 By the end of the year we *will have been living* in this house for five years.
- 11 By the time you reach home your brother *will have arrived*.
- 12 I *will not help* you unless you ask me politely.
- 13 He says that he *will not come* unless his brother comes too.
- 14 You will have to wait until I *have finished*.
- 15 Please let me know when you *have completed / complete* the exercise.
- 16 No matter what you say, I *will not do* it.
- 17 You *will not go*; I will not let you.
- 18 I hope that you *will not tell* anyone.
- 19 We have been told that he *will be coming* tomorrow.
- 20 I *will not be* happy until I hear the whole story.
- 21 Before the end of the year, she *will have passed* three examinations.
- 22 If this rain *lasts* until five o'clock this evening, it *will have rained* for two days without stopping.
- 23 By 2015 they *will have been* married for fifty years.
- 24 You had better put that book away before the teacher sees it.
- 25 When you *will be* here longer, you will know more people.

- As I *was walking* along the High Street, I *met* an old friend of mine called Zafar. I *had not seen* him for two years.
- 'Hello,' he said. 'I *am* surprised to see you. I *have not seen* you since January 2001. What *have you been doing* all this time?'
- 'It is a long story,' I *replied*. 'Shall we go into the coffee shop and sit down? *Would you like* a coffee?'
- 'No, thank you,' he said. 'I *think* I will have a lemonade. I often *come* to this place and I *have never yet* had a good cup of coffee.'
- 'Tell me about yourself,' I said. 'What *are you doing* these days?'
- *Are you still working* for the government?'
- 'Well,' he said, 'for the last six months I *have been working* for a private firm selling refrigerators, but I *have not sold* many yet. I *left* the government service in 2001 after I *won* a prize in a lottery. I am afraid that the money soon went. As you know I have always been a spendthrift and soon it was all *gone*. Now I *am looking* for a new job. *Do you know* of any good posts?'
- 'Perhaps,' I replied. 'Tomorrow I *will be spending* the morning with a friend of mine who, I know, *is looking* for an assistant in a shipping office. If you like, I *can ask* him whether he *has a vacancy*.'
- 'I *am not sure*,' said Zafar. 'If I get the post what sort of work *will* I be *doing*?'
- 'I shall not be able to answer that until I have *discussed* it with my friend.'
- *Would you like* to come with me? Then you *will be* able to ask him yourself.'
- After he *thought* it over for a while, my friend agreed to my suggestion.

Punctuation—Its and It's

(Page 114—Student's Book)

- Explain that *it's* is a contraction of the pronoun *it* and the verb *is* or *has* – *it + is / has = it's*.
- Now explain that *its* is a possessive pronoun that shows ownership.
- Practice several examples with the students to ensure that they understand this concept.

Dictation

(Page 114—Student's Book)

- Read through the passage once at normal speed. Students should listen and not write.
- Next break the passage up into segments of 5 to 9 words and read it aloud a second time at a normal pace giving the students ample time in between segments to complete the activity.

Composition

(Page 114—Student's Book)

- Give students time to write their account in class or assign the task as homework.

Useful Words and Phrases—Break, Broke, Broken

(Page 115—Student's Book)

- Review the examples given.
- Explain that the exercise has 8 missing break / broke / broken words or phrases.
- Point out that it is helpful to identify any similarities to the example sentences.

Answer Key

- broken down; broken into; broken; broken; broken; break; breaks up; break

Lesson TWENTY-ONE

MAN SENDS A MESSAGE

Man Sends a Message—Intro

- Start out by having students read the introductory paragraph, the first three lines of the passage.
- As they read, write the following three phrases on the board:
Thomas Edison How a telegraph works The first telegraphic message
- Ask the class what they expect the passage to be about, based on the introduction.
- Next, show students a simple code and ask them to 'decode' (figure out) a phrase that you write on the board in the code, e.g. *Shis sin a elpmaxe fo na ysae edoc.*
This is an example of an easy code.
- Ask them if they can think of simple codes that can be used to send messages to long distances, for example, light signals, signal flags, drum beats, etc. How would these work?
- Ask the students if they have ever heard of Morse code. If so, ask someone to describe it. You might mention that Morse code was 'retired' from official use in 1999, but some people still use it as a hobby.

'The Electric Telegraph'

- Have the class read the first 16 lines of the reading passage silently, from the title 'The Electric Telegraph' to the line, '...read the dots and dashes being sent to him.'

- Ask them to find the answers to the following questions as they read:
 - *What is a key and what is it used for?*
 - *What could the receiver of a telegraphic message see when the message arrived? What could he hear?*
- Elicit students' answers to the questions above, discussing them as appropriate.
- Before continuing with the reading passage, in order to illustrate the way the telegraph key works, bring a flashlight to class. Ask the students what happens to make the light shine (pushing the switch makes a contact between the electric battery and the bulb) and also what makes it turn off (the contact is broken so no electricity from the battery is sent to the bulb).
- Next have the class read the following 19 lines silently, beginning with the line, 'How could dots and dashes mean anything?' and ending with the line, '...the person whom we wanted to 'Come at once.'
- Tell them to find the answers to the following questions as they read:
 - *What was special about Morse code?*
 - *What sorts of people were able to send and receive telegraphic messages?*
- Get the students' answers to the questions above, discussing them as appropriate. Ask them to guess how many telegrams were sent and received just in the United States by the year 1870—one million, ten million or ten billion? (nearly ten billion—9,158,000,000)
- Before continuing with the reading passage, demonstrate a few random letters using Morse code by way of your flashlight. Shine the light with short bursts for dots and long bursts for dashes. Have students figure out what letter is being signaled by the light.
- Next have the class read the last 16 lines silently, beginning with the line, 'The first telegraph cable...' to the end of the passage
- Ask them to find the answers to the following questions as they read:
 - *What is the difference between a telegraph line and a telegraph cable?*
 - *Why was it difficult to link Europe and America with telegraph cables?*
- Elicit students' answers to the questions above, discussing them as appropriate.
- Wrap up by asking the students if they use text messaging on their mobile phones to communicate with their friends when they cannot talk face to face. Ask them what kinds of changes they make to their writing to make their messages shorter and more concise. For example, in English, some people write 'u' in place of the word 'you' or use '2' for the word 'to.' Discuss with them, the degree to which they would consider this a special 'code' for messaging.

Comprehension and Vocabulary

(Page 118—Student's Book)

Exercise A

- The questions in this section ask students to recall details from the story and explain the events in their own words.

Answer Key

1. 'The electric telegraph, which was invented in 1835, just after the first railway was built, made it possible for us to send a message quickly over a long distance without a messenger.'
2. The second sentence is important as it shows the uses of electricity that is transmitted along wires.
3. Sending messages by the electric telegraph was quick, large distances could be covered easily, and there was no need of a messenger.
4. Telegraph wires are made of copper because copper is a good conductor of electricity.

5. A dash is a longer electric signal whereas a dot is a shorter one. To make dashes and dots the time of contact between the two points of the key of the telegraph machine is longer and shorter respectively.
6. When the key was pressed the circuit was completed and electricity passed from one point to the other and then along wires.
7. When the electric current reached the other end of the wire it was converted into signals that could be seen or heard and then recorded.
8. Morse (Samuel).
9. A telegram.

Exercise B

- Have students discuss the question in small groups. Tell them not to copy the answer directly from the text, but rather they should think of the practical aspects of using electric cables and wires in the ocean.
- Ask each group to write a short paragraph in English with their ideas; then elicit the three reasons, writing the answers given below, on the board as a summary.

Answer Key

1. Undersea cables need to be protected from the salty seawater, which would cause them to corrode, so they have to be covered in a thick protective layering.
2. Because the data (messages) were transmitted by electricity, the electrical signals had to remain contained in the cables and could not be allowed to escape into the water, since that would mean that the data would be lost.
3. As ships sailing on the surface are used to lay the cables, the cables have to be very strong to withstand the strain of the water movement as they are dropped to the sea floor.

Exercise C

- Have students write their names in Morse code on small slips of paper, fold the slips, and drop them in a bag or other container. When everyone has dropped in his / her slip, have students select one slip to decode, find the owner, and check that they have the correct person.

Answer Key

Answers will vary.

Language Structure

(Page 118—Student's Book)

Special Verbs

Exercise A and B

- Review the explanation in the student book. It is pretty simple and straightforward.
- Write a few examples of each on the board to practice together.
- Have students complete the activity in pairs.
- Pairs should compare their answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key, Exercise A

- | | |
|---|------------------------------------|
| 1. He is not here. | 2. He will not help you. |
| 3. She does not like swimming. | 4. They do not want to go. |
| 5. You will not see it. | 6. They may not come in. |
| 7. She did not see the train. | 8. He ought not to be there. |
| 9. They were not happy. | 10. They did not arrive yesterday. |
| 11. They have not seen him. | 12. We cannot do it. |
| 13. They ought not to wait. | 14. She did not like tennis. |
| 15. He did not wait for an hour. | 16. She did not sit down. |
| 17. He does not sit at the back of the class. | 18. He will not like it. |
| 19. She was not swimming. | 20. He did not drive a car. |

Exercise B

- | | |
|---|--------------------------------|
| 1. Is he here? | 2. Will he help you? |
| 3. Does she like swimming? | 4. Do they want to go? |
| 5. Will you see it? | 6. Could they come in? |
| 7. Did she see the train? | 8. Ought he to be there? |
| 9. Were they happy? | 10. Did they arrive yesterday? |
| 11. Have they seen him? | 12. Can we do it? |
| 13. Ought they to wait? | 14. Did she like tennis? |
| 15. Did he wait for an hour? | 16. Did she sit down? |
| 17. Does he sit at the back of the class? | 18. Will he like it? |
| 19. Was she swimming? | 20. Did he drive a car? |

Exercise C—Must and Have to

- It is important to point out that *must* can not be used in the past tense.
- Write the following on the board. *I must wait.*
- Cross out *must* and replace with *had to*. In addition, add *yesterday* to the end of the sentence.
- Point out that each sentence in the exercise is done in the same way.
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

- | | |
|--|--|
| 1. I had to wait yesterday. | 2. He had to return yesterday. |
| 3. She had to walk yesterday. | 4. They had to work hard yesterday. |
| 5. He had to ask permission yesterday. | 6. We had to do it again yesterday. |
| 7. They had to sit down yesterday. | 8. He had to ask the way yesterday. |
| 9. Everybody had to pay yesterday. | 10. The ship had to sail without any passengers yesterday. |

Exercise D—Must and Need not

- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

(need not and needn't are interchangeable)

- | | |
|--------------------------------|--|
| 1. I need not wait. | 2. He needn't return. |
| 3. She need not walk. | 4. They need not work hard. |
| 5. He need not ask permission. | 6. We need not do it again. |
| 7. They needn't sit down. | 8. He need not ask the way. |
| 9. Everybody needn't pay. | 10. The ship need not sail without any passengers. |

Exercise E—Did not need to

- Review the directions together.
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.
(simple replacement of *had to* with the given terms)

Exercise F—Need not have

- Explain—Need not have + present participle is one way to express doing something that wasn't necessary.
- Ask—What is the present participle of help? *helped*
- Write—*We need not have **helped** him but we did.*
- Ask—Did we need to help him? *No, we didn't.*
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.
- need not have helped

Answer Key

- | | | |
|----------------------------|-----------------------|--------------------------|
| 1. need not have waited | 2. need not have gone | 3. need not have locked |
| 4. need not have explained | 5. need not have come | 6. need not have brought |
| 7. need not have bought | | |

WORKBOOK

Answer Key

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

MUST, ETC. (Page 41)

1. He had to help me yesterday.
He will have to help me tomorrow.
2. We had to do our best last term.
We shall have to do our best next term.
3. You had to tell us what to do last time.
You will have to tell us what to do next time.
4. Everyone had to be examined by the doctor last Saturday morning.
Everyone will have to be examined by the doctor next Saturday morning.
5. We had to do as we were told when we were children.
We shall have to do what we are told in the future.

6. We had to do the exercise again last week.
We shall have to do the exercise again tomorrow.
7. She had to wait until I was ready.
She will have to wait until I am ready.
8. My father had to go away yesterday morning.
My father will have to go away tomorrow evening.
9. They had to do it again two days ago.
They will have to do it again in one day's time.
10. He had to leave school last year.
He will have to leave school soon.

NEED NOT, ETC. (Page 42)

1. You need not work out the answer because I already know.
You did not need to work out the answer because I knew.
You need not have worked out the answer but I am glad you did.
2. We need not lend her our books because she has some already.
We did not need to lend her our books because she had some already.
We need not have lent her our books but she was very grateful to have them.
3. They need not give us food because we have some already.
They did not need to give us food because we had some already.
They need not have given us food but we are pleased that they did.
4. She need not go yet because there is plenty of time.
She did not need to go at once so she spent some more time with us.
She need not have gone for she discovered afterwards that there was plenty of time.
5. We need not pick the flowers because we have plenty at home.
We did not need to pick the flowers because we had plenty at home.
We need not have picked the flowers but Mother was glad that we did.
6. You need not clean the blackboard because I have already cleaned it.
You did not need to cleaned blackboard because I had already cleaned it.
You need not have cleaned the blackboard because I would have done it.

Punctuation

(Page 120—Student's Book)

- Ask—Do you know what an exclamation mark is? What does it look like? When do we use them?
To express strong feelings, such as pain, surprise, etc. or to give an order.
- Look at the examples in the book.

Dictation

(Page 121—Student's Book)

- Read through the passage once, at normal speed while putting stress where the exclamation marks are so that the students can identify their placement.
- Students should listen and not write.
- Next break the passage up into sentences and exclamations and read it aloud a second time at a normal pace with the proper stress giving the students ample time in between segments to complete the activity.

Composition

(Page 121—Student’s Book)

- Give students time to write their telegram message in class or assign the task as homework.

Useful Words and Phrases—May and Might

(Page 122—Student’s Book)

- Review the different uses of may and might.
- Have students complete the activity in pairs.
- Pairs should compare their answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|----------------------------------|----------------|----------------|
| 1. May | 2. might | 3. may / might |
| 4. might / may (interchangeable) | 5. might | 6. might |
| 7. may | 8. May / Might | 9. may |
| 10. might | | |

Pronunciation and Reading Practice

(Page 122—Student’s Book)

- Have students repeat the word lists after you.
- Clearly demonstrate the difference in sounds.
- Read the paragraph aloud to the students.
- Have students practice reading aloud in pairs.

Lesson TWENTY-TWO

STORIES OF MALAYSIAN ADVENTURE

Stories of Malaysian Adventure—Intro

- Start out by asking students to look at the illustration on page 123 of the Student’s Book and describe it. What do they expect the story to be about?
- Find out if any students have been stung by bees. Elicit several bee sting stories that involved either the students or somebody they know well. Were any of them in danger of being stung to death?
- As the verb forms ‘sting / stung / stinging’ and other vocabulary such as ‘hive,’ ‘swarm,’ ‘stings / stingers,’ comes up during the discussion, make sure to write them on the board and discuss them as appropriate.
- Have students read the introductory paragraph silently. Tell them that the original story was written near the end of the 18th century by a British Colonial Administrator who governed an area on the east coast of the Malay peninsula.

‘Jungle Journey’

- Have the class read the first 23 lines of the reading passage silently, from the title ‘Jungle Journey’ to the line, ‘...bare flesh.’

- As students read, write these three phrases on the board:
 - *patch of short grass*
 - *waters of the Rengai*
 - *belt of jungle*
- Ask them to discuss, in pairs or groups of three, what order the author found himself in these three places.
- Elicit the answer (1—jungle, 2—grass, 3—water) and then have them retell the story without looking back at the text. Jot notes about the action of the story on the board, e.g.
 - *Was walking in the jungle*
 - *Saw swarm of bees*
 - *Bees began to attack*
 - *Ran to patch of short grass*
 - *Kept running to the river*
 - *Jumped into the water*
- Before continuing with the reading passage, ask the class whether they think the bees flew away after the people jumped into the river. Take a vote of the class and write the prediction on the board.
- Next have the class read the last 22 lines silently, beginning with the line, ‘I was out of breath...’ to the end of the passage
- As students read, write these three phrases on the board:
 - *sat down and remained quite still to await the attack*
 - *several branches floating merrily downstream covered three deep*
 - *sobbing to the surface to meet still another angry attack*
- Have students discuss in pairs or groups of three which one describes something the author did, which one describes what happened to the bees, and which one describes what happened to another person.
- Elicit the answer (1—another person, 2—bees, 3—author) and then have them retell the story without looking back at the text. Jot notes about the action of the story on the board, e.g.
 - *Jumped into the river*
 - *Came up for air*
 - *Attacked again by bees*
 - *Threw a tree branch in the water*
 - *Bees landed on the branch and were washed downstream*
 - *Came out of the water and met another man who escaped the swarm*
- Wrap up by discussing various methods of escaping a swarm of stinging bees. Should one run or stay still? Should one run through an open area (such as short grass) or through an area with a lot of branches and leaves? Should one jump into water or stay on land?

Comprehension and Vocabulary

(Page 124—Student’s Book)

Exercise A

- Have students look at the lists of words and phrases and scan the text to find and mark them.
- Tell them to substitute words of their own for the contexts they find in the passage. For Example, in the sentence, *Without any warning, the patch rose into the air*, a new sentence might be, *Without any warning, the lights went out*.

Answer Key

1. **Without any warning** the lights went out.
2. The elephant was **mad with rage** and charging into the forest.
3. The ambulance drove **at full speed** through the rush-hour traffic.
4. **I ran for my life** away from the tsunami after the earthquake.
5. I ran to the goal **as fast as my legs could carry me**.
6. I flew **head first** from the bicycle onto the road, but fortunately I was wearing a helmet.
7. The man was **out of breath** by the time he got to the bus stop.
8. When I learned that my visa had expired and I couldn't get on the plane, I was **more upset than ever**.
9. **We felt very sorry for ourselves** because we had lost the match.
10. Sharks are **in danger** of extinction.

Exercise B

- The questions in this section ask students to recall details from the story and explain the events in their own words.

Answer Key

1. Akob was closest to the bees when they were first seen.
2. The writer could not see individual bees because they were close together in a swarm.
3. Akob was the first to realize the danger, and their group which was a little away realized much later.
4. The author could have used it in the second paragraph when each was concerned about how to defend himself from the bee attack.
5. His greatest fear was that he would die.
6. He took off his belt as it contained valuables which would be spoilt by the water.
7. The danger was just as great in the water as the author was out of breath and would not be able to keep underwater for long and he might drown.
8. Drowning in the stream would be ridiculous because it was a small shallow one, and death by bee-sting was also ridiculous as bees are tiny creatures that look incapable of causing death.
9. Saleh's idea was a good one because over water the bees did not have any place to land and so they would wait for the victims to come out of the water and sting them.
10. A bee usually dies after it stings a person and so it will only sting when it knows for certain that the person intends to harm its hive. The man, knowing this, kept absolutely still indicating to the bees that he meant no injury to them or to their hive.

Language Structure

(Page 125—Student's Book)

Exercise A—Can

Past	Present	Future
I was able to swim. I could swim.	I am able to swim. I can swim.	I will be able to swim. I shall be able to swim.

- Draw the above chart on the board and do #1 of the activity together.
 - *I can dance.*
 - (a) *I could / was able to* dance when I was younger.
 - (b) *I shall be able to* dance when I have had some lessons.
- Have students individually complete the activity.

- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

- (a) I *could* / *was able to* dance when I was younger.
(b) I *shall be able to* dance when I have had some lessons.
- (a) They *could* / *were able to* do it last week.
(b) They *will be able to* do it next week.
- (a) He *could* / *was able to* jump five feet last year.
(b) He *will be able to* jump five feet next year.
- (a) He *could* / *was able to* run for five miles without stopping when he was in good health.
(b) He *will be able to* run for five miles without stopping when he has had some more training.
- (a) He *could* / *was able to* sell his goods for a good price when people wanted them.
(b) He *will be able to* sell his goods for a good price next year.
- (a) I *could* / *was able to* understand when she explained it.
(b) I *will be able to* understand when she explains it tomorrow.
- (a) He *could* / *was able to* ride the horse when somebody held it.
(b) He *will be able to* ride the horse if somebody holds it for him.
- (a) He *could* / *was able to* pay his bills when he had the money.
(b) He *will be able to* pay his bills when he gets some money.
- (a) I *could* / *was able to* drive a car when I had a licence.
(b) I *will be able to* drive a car when I have had some more lessons.
- (a) I *could* / *was able to* write neatly when I was in the primary school.
(b) I *will be able to* write neatly when I have bought a new pen.

Exercise B—Could Have

- Explain that another use of the present perfect is to talk about something that could have happened but didn't. For example, I *could have* gotten an A in the test but I didn't study hard enough. They *could have* gone fishing if they had more free time.
- On the board write—**could + have + present participle**
- Using the above formula, have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|-----------------------|------------------------|----------------------|
| 1. could have gone | 2. could have eaten | 3. could have passed |
| 4. could have won | 5. could have been | 6. could have helped |
| 7. could have written | 8. could have returned | 9. could have told |
| 10. could have made | | |

Exercise C—Ought and Ought to Have

- Explain—*Should have* and *ought to have* express the same meaning.
- On the board write the following sentences.
- I *should have* asked permission but I did not.
- I *ought to have* asked permission but I did not.
- Point out the only structural difference is that *ought* needs to be followed by *to*.
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

1. We ought to have helped him but we did not.
2. We ought to have finished the work but we did not.
3. I ought to have asked my father but I did not.
4. She ought to have warned me but she did not.
5. I ought to have written to her but I did not.
6. He ought to have played in the school team but he did not.
7. They ought to have waited outside but they did not.
8. My brother ought to have won a scholarship but he did not.
9. I ought to have listened to his advice but I did not.
10. I ought to have done it again but I did not.

Exercise D—Have

- Explain—We use the present perfect to connect the past to the present and we use the past perfect when we want to refer to an earlier event.
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

- | | | | | |
|-------------|--------------|-------------|--------------------------|--------------|
| 1. have had | 2. have had | 3. had had | 4. had had | 5. have had |
| 6. had had | 7. have; had | 8. had; had | 9. have, had / have, had | 10. had; had |

WORKBOOK

Answer Key

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

CAN, COULD, COULD HAVE AND SHALL BE ABLE (Page 43)

1. I could balance a banana on my nose when I was younger.
I could have balanced a banana on my nose if I had had one.
I shall be able to balance a banana on my nose soon if I keep on trying.
2. I could do this exercise last week but I can't now.
I could have done this exercise if I had listened to the teacher.
I shall be able to do this exercise if I read the examples again.
3. He could help us last week but he can't now.
He could have helped us if we had asked him.
He shall be able to help us when he comes next week.
4. She could understand the explanation when she heard it first.
She could have understood the explanation if it had been put more simply.
She shall be able to understand the explanation when she has heard it again.
5. I could see you even though you were hiding.
I could have seen you even if you thought you were hiding.
I shall be able to see you even if you hide.
6. We could not find him even though we looked everywhere.
We could not have found him if you had not told us where to look.
We shall not be able to find him unless you help us.

OUGHT TO HAVE (Page 44)

1. I went on the picnic yesterday but I *ought to / should* have helped my father.
2. She called on me yesterday but she *ought to / should* have done some shopping.
3. I finished reading the book but I *ought to / should* have returned it to the library.
4. They stayed for tea but they *ought to / should* have been home by five.
5. I accepted your invitation but I *ought to / should* have asked my father first.
6. He went out last night but he *ought to / should* have written some letters.
-
1. He *ought not to / should not* have taken someone else's bicycle.
2. You *ought not to / should not* have taken the boat out by yourself.
3. You *ought not to / should not* have told him what I said.
4. You *ought not to / should not* have bought me such an expensive present.
5. You *ought not to / should not* have borrowed money from him.

Spelling

(Page 127—Student's Book)

- Review spelling rule 9 on page 180 of the textbook as a class.
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

A.	• runner	running	B.	• batted
	• batter	batting		• slipped
	• slipper	slipping		• bolted
	• cutter	cutting		• dipped
	• blotter	blotting		• tapped
	• dipper	dipping		• advised
	• chopper	chopping		• helped
	• tapper	tapping		• removed
	• flipper	flipping		
	• helper	helping		
	• seeker	seeking		
	• waiter	waiting		
	• adviser	advising		
	• reader	reading		
	• keeper	keeping		

Composition

(Page 127—Student's Book)

- Give students time to write their short stories in class or assign the task as homework.

Useful Words and Phrases—Have

(Page 127—Student's Book)

- Point-out that the students have to identify what verb tense is being used and try to choose between have / had correctly.
- Have students individually complete the activity.

- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|---------|--------|---------|---------|
| 1. have | 2. had | 3. have | 4. have |
| 5. have | 6. had | 7. have | 8. have |

Lesson TWENTY-THREE

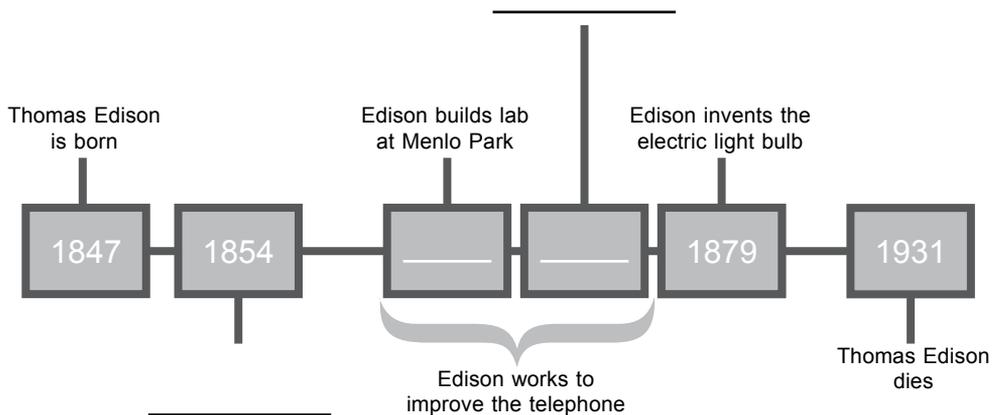
MEN, MEDICINE, AND MACHINES

Men, Medicine, and Machines—Intro

- Start out by asking students to read the main title, *Men, Medicine, and Machines* as well as the introductory paragraph up to the title, ‘The Wizard of Menlo Park,’ silently.
- Then ask the class:
 - *What man will the reading passage be about?*
 - *Which part of the title, Medicine or Machines do you expect the passage to discuss?*
- Before students begin to read the main passage, lead the class to a discussion of what they think ‘genius’ is. Ask whether they think children who have the potential to be geniuses are typical students; how would they be different from other students? Ask whether some children might be thought to be slow learners for some reason beyond their control, such as poor eyesight or poor hearing.
- Tell the class that Thomas Edison was partially deaf (could not hear well) from childhood. Ask students to guess what his teachers thought of his abilities.

‘The Wizard of Menlo Park’

- Have the class read the first 16 lines of the reading passage silently, from the title ‘The Wizard of Menlo Park’ to the line, ‘Edison had filled 2500 books...’



- As the students read, write the beginning of a timeline on the board:
- Ask them which missing part of the timeline they can fill in with the information they learned

in the first part of the passage. Write the information in the space under the label 1854, e.g. *Thomas Edison stops going to school* or *Mrs. Edison decides to teach Tom at home*, etc.

- Before continuing with the reading passage, have the class look at the illustration on page 128 of their books. What is this device? Write the students' guesses on the board.
- Then have them look at the first illustration on page 129. Can they guess what this device is? Again write their guesses on the board. Tell students to confirm their answers while they read.
- Now have students read the following 26 lines silently, beginning with the line, 'In 1876...' to the line, 'It was the strangest thing....'
- Follow up by asking students if they learned what each drawing illustrates. For the first drawing, the telephone, ask:
 - *Who invented the telephone?*
 - *Who improved it?*
- For the second drawing, the phonograph, ask:
 - *Where is the needle?*
 - *Where is the cylinder?*
 - *Where is the speaking tube for speaking into the diaphragm?*
- Then ask students what additional parts of the timeline they can now fill in with the information from this section of the passage.
- Before continuing with the reading passage, have the class look at the second illustration on page 129. Do they know how a light bulb works? Have them discuss their ideas using the illustration as a guide. Write their guesses on the board. Ask them to confirm their answers while they read.
- Have students read the last 23 lines silently, beginning with the line, 'Edison was 31...' to the end of the passage.
- Follow up by asking students if they can identify in the illustration where the filament in the light bulb is found.
- Discuss this part of the passage in terms of the practicality of Edison's inventions. Why was it important to him that the light bulb be inexpensive? How did he manage this?
- Wrap up by discussing Edison's work habits as described in the passage. Edison is famous for having said: *Genius is 1% inspiration and 99% perspiration*. What do students think this means? Can ordinary people have an impact on progress or does one have to possess genius to do important work?

Comprehension and Vocabulary

(Page 130—Student's Book)

Exercise A

- The questions in this section ask students to find information in reference books and explain the answers in their own words.

Answer Key

1. A telephone is an electronic communication device that transmits voice messages between individual speakers; a telegraph is an electronic communication device that transmits written messages by coding them into dots and dashes.
2. A cylinder is an object shaped like a tube.
A diaphragm is a disc that vibrates to produce or transmit sound waves.
Tinfoil is tin in the form of a thin sheet.
A globe is an object shaped like a ball.
A vacuum is an enclosed space from which everything, even air, has been completely removed.

Exercise B

- Have students find the sentences or information in the text and discuss them with a classmate. Ask pairs of students to explain each one in their own words.

Answer Key

1. The teacher thought Thomas Edison was a slow learner.
2. The workman didn't understand how the object in the sketch Edison gave him would work.
3. Edison was called The Wizard of Menlo Park because he invented or improved on so many practical devices while he worked there that it seemed that he was a magician.
4. A laboratory is a place where scientists conduct investigations, tests and experiments.

Exercise C

- Ask the students to answer as many of the questions as they can without looking back at the text.
- Then have them work in groups of three to share the answers each one remembers.
- Finally have groups check their answers against the passage.
- When going over the answers in class, encourage students to explain why the untrue sentences are false.

Answer Key

- | | | | | | |
|-----------|-----------|-----------|---------|------------|----------|
| 1. untrue | 2. untrue | 3. untrue | 4. true | 5a. untrue | 5b. true |
| 5c. true | 5d. true | 6. true | 7. true | 8. untrue | |

Exercise D

- The questions in this exercise deal only with the function of the electric light bulb. Have students read the questions and then re-read the final part of the passage to find the answers.

Answer Key

1. The platinum wire offers resistance to the flow of the electric current causing it to glow.
2. When sealed in a vacuum, the platinum wire glows more brightly.
3. Platinum is a very expensive metal.
4. Cotton thread was not strong to last for long.
5. Tungsten is probably very cheap since it is used in inexpensive light bulbs.

Language Structure—More Practice with Question Tags

(Page 131—Student's Book)

- Explain—We use question tags to get a confirmation or opinion from the listener.
- If we have a positive statement we use a negative question tag For Example, You are tired, are not you? You like taking pictures, do not you?
- If we have a negative statement we use a positive question tag. For Example, You are not from around here, are you? He does not like working, does he?

Exercise A, B, and C

- Have students complete the activities in pairs.
- Have pairs compare answers.
- Review answers as a class and help where needed.

Answer Key, Exercise A

1. This is easy, isn't it?
3. She is here, isn't she?
5. You will be there, won't you?
7. They must wait, mustn't they?
9. You could see, couldn't you?
11. They were unwise, weren't they?
13. You could understand, couldn't you?
15. He would know, wouldn't he?
17. He is a member, isn't he?
19. You will finish soon, won't you?
21. He hasn't done it, has he?
23. You aren't going, are you?
25. They can't wait, can they?
27. She mustn't see it, must she?
29. We needn't buy one, need we?
31. She wasn't there, was she?
33. You didn't have one, did you?
35. They wouldn't let us, would they?
2. He has a dog, hasn't he?
4. You have finished, haven't you?
6. You can sing, can't you?
8. I was right, wasn't I?
10. I shall know soon, shan't I?
12. She should know better, shouldn't she?
14. He might argue, mightn't he?
16. They had heard already, hadn't they?
18. We can come in, can't we?
20. I am silly, aren't I?
22. It isn't right, is it?
24. He won't agree, will he?
26. He doesn't know, does he?
28. He oughtn't to say that, ought he?
30. He didn't do it, did he?
32. They hadn't finished, had they?
34. He shouldn't shout, should he?
36. We couldn't understand, could we?

Exercise B

1. The visitor didn't stay long, did he?
2. You saw what happened, didn't you?
3. You didn't hear what he said to me, did you?
4. That dog gave them a fright, didn't he?
5. You used to go to the cinema twice a week, didn't you?
6. My brother never used to do his homework on time, did he?
7. I surely don't need to say that again, do I?
8. She never used to be so friendly, did she?
9. You love acting in plays, don't you?
10. You didn't expect to see me, did you?
11. The captain of the ship sounded angry, didn't he?
12. You want to have another ride, don't you?
13. The visitor didn't stay long, did he?
14. You saw what happened, didn't you?
15. You didn't hear what he said to me, did you?
16. That dog gave them a fright, didn't he?
17. You used to go to the cinema twice a week, didn't you?
18. My brother never used to do his homework on time, did he?
19. I surely don't need to say that again, do I?
20. She never used to be so friendly, did she?
21. You love acting in plays, don't you?
22. You didn't expect to see me, did you?
23. The captain of the ship sounded angry, didn't he?
24. You want to have another ride, don't you?

Exercise C

1. You won't be there, will you?
2. They wanted some more, didn't they?
3. I am not sitting in your class, am I?
4. They didn't take long to decide, did they?
5. She sang very well, didn't she?
6. He should be more careful, shouldn't he?
7. You would like to do it, wouldn't you?
8. You never go there now, do you?
9. She used to drive an old car, didn't she?
10. You will be careful not to drop it, won't you?
11. It's no use being sorry now, is it?
12. There was no need to go any further, was there?
13. He should have told us much earlier, shouldn't he?
14. The teacher explained very clearly, didn't she?
15. The film had some very exciting scenes, didn't it?
16. I am speaking to the manager, shouldn't I?
17. You'll never go away without letting me know, will you?
18. You will let me know when he decides, won't you?

WORKBOOK

Answer Key

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

AUXILIARY VERBS—PAST AND PRESENT (Pages 45 and 46)

- 1. She thinks it is a pretty dress and you will like it.
 2. Although I can see his point of view, I do not agree with him.
 3. He has taught us all he knows and still we know nothing.
 4. He may be able to help if you ask him.
 5. I am sorry that he cannot come but it does not really matter.
 6. He does not like what they are doing; that is quite clear.
- 1. I did it as often as I could but it was not easy.
 2. If he had agreed to go there I was sure that she would too.
 3. I had heard that there were many people who could not take part.
 4. He was beginning to think that he might have made a mistake.
 5. I would be pleased if he did decide to join.
 6. He said that he could not come because he was having his breakfast.
 7. If you were ready we could have gone.

1. will	2. was	3. had	4. is
5. can	6. would; could	7. should	8. is
9. was	10. should	11. would	12. have
13. may	14. ask	15. is	16. can
17. would	18. were	19. would	20. are
21. would	22. will	23. was	24. am
25. (both could be correct)	26. will	27. can	28. should
29. should			

Punctuation

(Page 132—Student’s Book)

There are many rules for capitalization and in this activity we will focus on a few of these rules.

- Every sentence starts with a capital letter.
- All proper nouns. e.g. Ahmed, Pakistan, October,
- Also, when quoting someone, we capitalize the first letter of the first word of the quote. E.G. She said, ‘What happened to the house?’ However, we do not capitalize the first letter of the first word of the continuation of a quote. e.g. ‘One of the greatest books,’ our teacher once said, ‘is one that keeps you reading.’
- The first, last and important words in a title. Unimportant words include articles; conjunctions and prepositions of less than four words. e.g. *The Curious Incident of the Dog in the Night-time* by Mark Haddon
- Have students complete the activities individually.
- Have students compare answers.
- Review answers as a class and help where needed.

Answer Key

- The first chapter of the book called **Men, Medicines and Machines** has the title **The Wizard of Menlo Park**. This is how it begins.
(refer to the passage for the correct punctuation of the remaining lines)

Composition

(Page 133—Student’s Book)

- Give students time to write their telephone conversation in class or assign the task as homework.

Useful Words and Phrases—Else

(Page 133—Student’s Book)

- Review the examples given.
- Have students complete the activities individually.
- Have students compare answers.
- Review answers as a class and help where needed.

Answer Key

1. Have you lost anything else?
2. There is something else you must remember.
3. I think that we ought to speak to someone else.
4. Who else is coming to the play?
5. I can’t do it. Ask someone else.

6. No one else can sing like her.
7. We went home because there was nothing else to do.
8. What else can I do?
9. Everyone else has gone home.
10. I should like to go somewhere else now.

Pronunciation and Reading Practice—The

- Have students repeat the word lists after you.
- Clearly demonstrate the difference in sounds.
- Read the paragraph aloud to the students.
- Have students practice reading aloud in pairs.

Lesson TWENTY-FOUR

THE FIRST MAN TO FLY

The First Man to Fly—Intro

- Start out by reminding students that they read about gliders and other heavier-than-air aviation in Lesson 9. In this lesson they will learn about lighter-than-air aviation.
- Have the class look at the illustration of page 135 of their books and describe it. Point out the two faces on the balloon and write the names *Jacques-Etienne (Stephen) Montgolfier* and *Joseph-Michel (Joseph) Montgolfier* on the board. Tell students that the reading passage will describe these French brothers' invention of lighter-than-air balloons.
- Ask them if they think this balloon ever stays stable on the ground or if it is always floating in the air.
- Then ask them what has to happen to make a balloon 'lighter than air' in order to float upwards. If necessary, get students to think of party balloons, which are inflated with helium or other lighter-than-air gasses.

'The First Man to Fly'

- Have the class read the first six comprehension questions in Exercise B on page 137 of their books. Ask students to guess the answers, and write their guesses on the board. Tell students that they should not answer the questions as they are reading, but instead should simply mark or underline the information so that they can find it easily later on.
- Have the class read the first 16 lines of the reading passage silently, to the line, 'The balloon came down slowly....'
- After they have finished reading the first part of the passage, ask the class the following:
What idea did the floating ashes in the fireplace give the brothers?
What did the brothers believe caused the balloon to rise?
If they wish, allow students to refer back to the text for vocabulary and phrasing.
- Before continuing with the reading passage, have the class read comprehension Exercise C and discuss it briefly. How would people today react if they saw, for example, a spacecraft land in their village?
- Then have students read the following 22 lines silently, beginning with the line, 'News of what

- Stephen and Joseph had done...’ to the line, ‘...across the countryside...’
- After they have finished reading the second part of the passage, ask the class the following:
How did Prof. James Howard make his balloon float?
What two characteristics of hydrogen gas do you learn about from the text?
If they wish, allow students to refer back to the text for vocabulary and phrasing.
 - Before continuing with the reading passage, tell students to read the last three comprehension questions in Exercise B on page 137 of the textbook (numbers 8-10). Ask the students to guess the answers, and write their guesses on the board. Tell students that they should not answer the questions as they are reading, but instead to simply mark or underline the information so that they can find it easily later on.
 - Have students read the last 22 lines silently, beginning with the line, ‘One month later...’ to the end of the passage.
 - After they have finished reading the last part of the passage, ask the class the following:
 - The Montgolfier brothers sent animals on a balloon flight.
 - Why do you think they did this?
 - What do you think happened to the animals?
 - Why do you think Dr. Pilatre de Rozier volunteered to go on a balloon flight?
 - What do you think people’s reaction was to this?
 Allow them to refer back to the text if they wish for vocabulary and phrasing.
 - Wrap up by having a practical demonstration of how to make a hot air balloon with simple materials. This website [www.paksc.org / pk /](http://www.paksc.org/pk/) (Note: go to experiments / fun science / How to make a Hot air Balloon), created by a member of the Pakistan Science Club explains how to do it.

Comprehension and Vocabulary

(Page 137—Student’s Book)

Exercise A

- Ask the students to find the words and phrases from column A in the text and understand the meanings; then have them match these with words and phrases from Column B that have similar meanings.

Answer Key

experiment / a test or trial

inflate / blow up

inflammable / able to catch fire easily

ascent / movement upwards

convinced / made (them) certain

fabric / material

Exercise B

- Ask the students to answer as many of the questions as they can without looking back at the text.
- Then have them work in groups of three to share the answers each one remembers.
- Finally have groups check their answers against the passage.
- When going over the answers in class, encourage students to explain why the untrue sentences are false.

Answer Key

1. untrue

2. untrue

3. true

4. untrue

5. true

6. true

7. true

8. untrue

9. true

10. untrue

Exercise C

- This exercise asks students to summarize their understanding of a key part of the passage in their own words. Have them discuss their ideas first, taking notes if they wish, and then work individually to write their answers.

Answer Key

People had never seen a man-made object fly, so when they saw the first balloon, it seemed like some kind of magic. Many thought that this kind of magic could be evil. They thought that flying was unnatural for humans and that it was very brave of anyone to try it.

Language Structure

(Page 137—Student's Book)

Special Verbs—Short Replies

- Review the examples given.
- Write the following examples on the board.
 - Can you see him?—Yes, I can. / No, I can not.
 - Is your father a teacher?—Yes he is. / No, he is not.
 - Were you late?—Yes I was / No, I was not.
- Point out that it is important to watch out for the pronouns and verbs as in the above examples.

Exercise A, B, and C

- Have students complete the activities in pairs.
- Review answers as a class and help where needed.

Answer Key, Exercise A ('Yes' and 'No' answer to questions)

- | | | |
|--|--|---------------------|
| 1. Yes, I am. | 2. No, I wasn't. | 3. No, he's not. |
| 4. No, I can't. | 5. Yes, it did. | 6. No, he isn't. |
| 7. Yes, I have. | 8. Yes, I do. | 9. No, she doesn't. |
| 10. No, you shan't. | 11. No, it won't. | 12. Yes, you may. |
| 13. No, we needn't / Yes, we ought to. | 14. No, you needn't / Yes, you ought to. | |

Exercise B (Agreeing with statements)

- | | | | |
|--------------------|-----------------------|-------------------|--------------------|
| 1. Yes, it is. | 2. Yes, it is. | 3. Yes, he will. | 4. Yes, he can. |
| 5. Yes, it has. | 6. Yes, they have. | 7. Yes, it can. | 8. Yes, he did. |
| 9. Yes, you shall. | 10. Yes, they will. | 11. Yes, it is. | 12. Yes, they do. |
| 13. Yes, he must. | 14. Yes, we ought to. | 15. Yes, he does. | 16. Yes, they did. |
| 17. Yes, you are. | 18. Yes, they are. | 19. Yes, it will. | 20. Yes, we have. |

Exercise C (Disagreeing with statements)

- | | | | |
|---------------------|--------------------------|---------------------|-----------------------|
| 1. No, it isn't. | 2. No, it isn't. | 3. No, he won't. | 4. No, he can't. |
| 5. No, it hasn't. | 6. No, they haven't. | 7. No, it can't. | 8. No, he didn't. |
| 9. No, you won't. | 10. No, they won't. | 11. No, it doesn't. | 12. No, they don't. |
| 13. No, he mustn't. | 14. No, we ought not to. | 15. No, he doesn't. | 16. No, they haven't. |
| 17. No, you aren't. | 18. No, they aren't. | 19. No, it won't. | 20. No, we haven't. |

Exercise D—Short Replies to Who?

- Explain – In all the examples of short answers, it is important to identify the necessary verb. E.G. The verbs to be, modals, and the verb to do.
- Go over the examples given pointing out verbs other than to be and modals are normally replaced with to do in short answers.

- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Answer Key

- | | |
|----------------------------|--------------------------------------|
| 1. Miss <u>(name)</u> is. | 2. <u>(name)</u> was. |
| 3. Miss <u>(name)</u> was. | 4. My dad did. |
| 5. No one / My sister did. | 6. <u>(name)</u> did. |
| 7. I would. | 8. I can / I can't. My sister can. |
| 9. I am / I am not. He is. | 10. I do / I don't. My brother does. |

WORKBOOK**Answer Key**

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

WORD-MAKING (Pages 47 and 48)

- | | |
|----------------|---|
| 1. unkind | The unkind master worked the horse till it died of fatigue. |
| 2. unhealthy | The unhealthy food made us sick. |
| 3. unequal | Unequal division of wealth by the father caused the sons to fight. |
| 4. untie | The robber asked us to untie his hands as his wrists were hurting. |
| 5. unwind | He likes to unwind in front of the television after a hard day's work. |
| 6. unroll | The big knot had to be untied before we could unroll the carpet. |
| 7. unpack | It took me three days to unpack two cartons of books. |
| 8. unlock | He wanted to quietly unlock the stable door but he got caught red-handed. |
| 9. unlace | He learnt to unlace his shoes when he was still a toddler. |
| 10. mistake | He apologised for his mistake before the entire class. |
| 11. misconduct | He was asked to leave school because of repeated instances of misconduct. |
| 12. misuse | We should not misuse the resources of the Earth |
| 13. afire | The forest was set afire by the careless campers. |
| 14. asleep | He was fast asleep when we reached his house to wish him happy birthday. |
| 15. ahead | He was ahead of me when he slipped and fell. |
| 16. abroad | I intend going abroad for higher studies. |
| 17. aground | The ship ran aground when it was trying to enter the harbour in low tide. |
| 18. forbid | My parents forbid me to talk to strangers. |
| 19. forgive | She is so hurt that she does not want to forgive me for the joke I played on her. |
| 20. forsake | Many mothers forsake their newly born children due to poverty. |
| 21. before | I had to leave before the chief guest arrived as I had to go to pick my father. |
| 22. beside | The cat sat beside the lion purring away comfortably. |
| 23. besiege | The enemy army tried to besiege the fort but they were unsuccessful |
| 24. encircle | The police were ordered to encircle the building before asking the people inside to evacuate. |
| 25. endanger | It was foolish to endanger the lives of the little children in the unstable school building. |
| 26. outgrow | The clothes that I outgrow pass on to my younger brother. |
| 27. outlive | The healthy cat will easily outlive her weak kittens. |
| 28. outnumber | In our school girls outnumber boys. |
| 29. outwit | The sly shopkeeper can outwit any customer and make a profit for himself. |

30. overflow	The overhead water tank will overflow if you do not switch off the pump.
31. overlook	The teacher told us that she will overlook mistakes the first time only.
32. overhear	She will overhear what you are saying if you do not lower your voice.
33. overcome	It was difficult for her to overcome the feeling of fear after the robbery at her house.
34. overturn	A car will easily overturn on a wet slippery road if not driven carefully.
35. overbalance	On the ski slopes he overbalanced and went sliding down.
36. overlap	The stage curtains should overlap in the centre to keep the stage completely hidden from the audience's view.
37. overhang	The rock overhangs from the side of the mountain forming a platform which the tourists can stand on.
38. withstand	The buildings could not withstand the tremors of the earthquake.
39. withdraw	We will withdraw from the game if the biased umpire is not changed.
40. today	Today the sun is shining brightly and the breeze is blowing gently.
41. tonight	Tonight there is a tsunami warning.
42. tomorrow	Stay indoors tomorrow as heavy rain has been forecasted.
43. foresee	It will not take a fortune-teller to foresee the trouble he will get into if he is caught cheating.
44. forewarn	The meteorological station will forewarn the residents if there is a storm approaching the city.
45. foretell	The teacher has to foretell our grades before we take the exam.
46. afternoon	The scorching sun beat down on us in the afternoon.
47. afterthought	They invited her to the party as an afterthought.

Spelling

(Page 139—Student's Book)

- Review the spellings of these random words as a class.
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Dictation

(Page 139—Student's Book)

- Read through the passage once at normal speed. Students should listen and not write.
- Next break the passage up into segments of 5 to 9 words and read it aloud a second time at a normal pace giving the students ample time in between segments to complete the activity.

Composition

(Page 139—Student's Book)

- Give students time in class to write their description or assign the task as homework.

Useful Words and Phrases—Prepositions (often confused)

(Page 139—Student's Book)

- Instruct students to complete 1-4 in pairs
- Have pairs compare answers.
- Review as a class. Review prepositional rules as necessary.
- Repeat for 5-8, 9-12 and 13-16

Answer Key

- | | | | |
|--------------------------|-----------------------|------------------|----------------------|
| 1. at, in on, of | 2. to, from, on | 3. By, at | 4. at, in |
| 5. at, into, at | 6. by, by, on, on, on | 7. at, at, on | 8. to, by, at, in |
| 9. from, in, for, in, in | 10. at, in, at | 11. in, at, into | 12. for, for, during |
| 13. during, for | 14. during, for | 15. since, for | 16. After, into, to |

Lesson TWENTY-FIVE

LIGHTNING

Special note to teachers: Some of the science information in this passage is outdated in regard to our understanding of the phenomenon of lightning in the 50 years since the original material was written and published. For example, it is now believed that the rubbing against each other of ice particles inside clouds is what creates the electrical charge, whereas the passage suggests that warm air rising from the ground charges a cloud. Furthermore, and more importantly, it is now known that almost all lightning is composed of a negative charge from the cloud meeting a positive charge coming from the ground. The passage states exactly the opposite. You can learn more about lightning online by accessing the following website designed for non-scientists: <http://www.ucar.edu>

Lightning—Intro

- Start out by asking students what a regular flashlight battery, such as a AAA or a AA or a C size, looks like. Draw a picture on the board as they describe it, making sure that they suggest or you elicit both the positive and negative poles of the battery, e.g.
- Ask students what the two pole are, and ask them whether they can stack batteries in whatever direction they like and expect the power to flow to the device they are powering with the battery. For example, draw two batteries with the positive poles touching and ask if this will work.
- Next ask whether it makes any difference what direction the batteries are placed inside the device they want to power. See if the class can answer why there is a specific direction they must go.



‘Lightning’

- Before students begin to read, ask if they recall what Thomas Edison learned about how to make the filament of a light bulb burn more brightly. (He created a vacuum inside the bulb.). Discuss what happens to the bulb when the filament breaks or burns through. (The bulb does not light up.)
- Have the class read the first 25 lines of the passage silently, to the line, ‘...negative electricity in another place.’
- Tell students to find out, as they read, how a spark is different from the flow of electricity in an electric light bulb. (Accumulated negative energy in one object jumps through air to join the accumulated positive energy from another object in a spark rather than being guided along a filament in a vacuum as in a light bulb.)
- Before continuing with the reading passage, have the class do a small experiment to see the effect of static electricity forming sparks, i.e. electricity formed by the rubbing of different objects

together, such as happens with the ice crystals in storm clouds. Try rubbing a piece of wool on a plastic object while you hold the object; then touch something metallic to see, hear, and feel the spark. You can find a description of a simple experiment [Charge and Carry (store up and electric charge, then make sparke)]using everyday objects here: <http://www.exploratorium.edu>

- Then have students read the last 26 lines silently, beginning with the line, ‘Lightning is just a big electric spark,’ to the end of the passage.
- Tell students to find out, as they read, how lightning reaches out to the ground. (Accumulated electrical energy of one charge in the cloud is attracted to the accumulated electrical energy of the opposite charge from the ground.)
- After they have finished reading the second half of the passage, ask the class to look at the illustration and ask,
Why do you think the lightning is reaching down to the treetop?
If they wish, allow students to do a little research to learn that the positive charge from the earth flows to the highest pointed objects and also reaches out towards the negative charge of the lightning coming from the cloud.
- Wrap up by having showing students slow-motion video clips of lightning forming, you can find such a chip on: <http://www.youtube.com>.

Comprehension and Vocabulary

(Page 142—Student’s Book)

Exercise A

- Ask the students to answer as many of the questions as they can without looking back at the text.
- Then have them work in groups of three to share the answers each one remembers.
- Finally have groups check their answers against the passage.
- When going over the answers in class, encourage students to explain why the untrue sentences are false.

Answer Key

1. true	2. untrue	3. untrue	4. true
5. untrue	6. untrue	7. true	8. untrue

Exercise B

- This exercise asks students to summarize their understanding of key parts of the passage in their own words. Have students discuss their ideas first, taking notes if they wish, and then work individually to write their answers.

Answer Key

When a button is pressed, it completes the electric circuit, allowing electricity to flow. The flowing electricity heats a fine wire enclosed in the bulb, which then glows, giving light.

When positive electricity moves through the air and meets negative electricity a spark is created.

Electricity probably forms in a cloud when ice crystals rub against one another in the cloud.

Exercise C

- This exercise asks students to interpret certain lines of the text. Have the class discuss these lines as a whole, and then tell students to work individually to write the explanations. Ask students to read one another’s answers and make comments / suggestions before you collect them for grading.

Answer Key

1. A lightning flash is caused when an electrical charge moves through the air to the opposite electrical charge on the ground or between clouds. This movement produces heat. Therefore, a lightning flash can be seen because the movement causes the air to heat and it is this streak of heat that is visible.
2. The cloud becomes completely charged with electricity.

Language Structure

(Page 142—Student's Book)

The Passive

- Print the following words / phrases on A4 paper.
 - the batsman / hit / the ball / into the pitch
 - was / by
- Tape each word / phrase from line one randomly onto the board.
- Ask a volunteer to put the words into the correct order to complete the sentence.
- Ask—What is the subject? *the batsman*
- What is the verb? *hit*
- Tape *was* and *by* on the board and ask for another volunteer. Tell him to make a sentence beginning with *the ball*. *The ball was hit into the pitch by the batsman.*
- Ask—What is the subject? *The ball*
- What is the verb? *was hit*
- Point out that in the first sentence the batsman is very important because he is the one performing the action. However, in the second sentence he is not even a necessary component. It would be ok to only write, *The ball was hit into the pitch*. We don't need to write who hit it. The fact that it was hit is the important part. Also, in this example it is implied that the ball was hit by the batsman, after all, who else would have hit it?
- Explain that the first sentence is in the active voice. The subject is performing the action.
- Ask—Is the subject in the second sentence performing the action? *No, the action was performed on it. It is the recipient of the action.*
- Explain that the second sentence is in the passive voice. The subject is the recipient of the action. It's not really important who or what performed the action, just that the subject received the action; in this case, the ball was hit.

Exercise A, B, and C

- Have students complete the activities in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key, Exercise A

2. He was watched / He was being watched / He will be watched, etc.
3. I was told / I will be told / I had been told, etc.
4. He is being followed / He will be followed / He was being followed, etc.
5. They have been stopped / They will be stopped / They are being stopped, etc.
6. We were being tested / We will be tested / We are going to be tested, etc.
7. She had been pushed / She will be pushed / She is going to be pushed, etc.
8. I shall be asked.
9. They would have been caught.

10. They would have been moved.
11. We will be helped.

Exercise B

- | | |
|--|--------------------------------------|
| 1. She is often praised. | 2. The door has been painted red. |
| 3. He was seen doing it. | 4. He was laughed at. |
| 5. The book had been taken from the library. | 6. He had been warned many times. |
| 7. The old house was pulled down. | 8. Traffic signals should be obeyed. |
| 9. The school is cleaned every day. | 10. All the doors have been locked. |

Exercise C

- | | |
|-----------------------------------|---------------------------------------|
| 1. She was given a book to read. | 2. He was given a prize for swimming. |
| 3. He was offered a handkerchief. | 4. The men were paid good wages. |
| 5. Someone else got the job. | 6. They were promised help. |
| 7. He was shown the photograph. | 8. She was given the ball back. |
| 9. I was shown the way to do it. | 10. She was told the sad story. |

WORKBOOK

Answer Key

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

ACTIVE AND PASSIVE (Pages 49, 50, 51, and 52)

- | | | | |
|-----------------------|--------------------|--------------|-----------------------|
| 1. given | 2. broken | 3. eaten | 4. awoken |
| 5. begun | 6. known | 7. sung | 8. rung |
| 9. worn | 10. written | 11. stolen | 12. fastened |
| 13. grown | 14. bitten | 15. chosen | 16. torn |
| 17. dug | 18. counted | 19. taken | 20. thrown |
| 21. hidden | 22. ridden | 23. done | 24. sunk |
| 25. thrown | 26. drawn | 27. seen | 28. forgotten |
| 29. thought | 30. fought | 31. covered | 32. hung |
| 33. invited | 34. switched | 35. polished | 36. folded / arranged |
| 37. held | 38. surrounded | 39. found | 40. left |
| 41. bruised | 42. carried / laid | 43. beaten | 44. caught / hurt |
| 45. examined / called | | | |

- | | |
|--|---|
| 1. We are being watched. | 2. The police must be told. |
| 3. It has never been done before. | 4. He was blamed for the accident. |
| 5. She was not given any help. | 6. He has not been seen since that day. |
| 7. Nothing has been done about it. | 8. It was picked up from the road. |
| 9. She was asked a lot of questions. | 10. My bicycle has been taken. |
| 11. English is spoken here. | 12. A stone has been thrown through the window. |
| 13. The animal was caught in a trap. | 14. He was not given any advice. |
| 15. A purse was found at the fair. | 16. The camping ground was left clean and tidy. |
| 17. The rice is being cooked too fast. | 18. The mountain has never been climbed. |
| 19. The tiger was killed last week. | 20. The silver bowl was polished till it shone. |
| 21. The box was opened. | 22. The money has not been found yet. |

- | | |
|--|---|
| 23. The house was burgled before midnight. | 24. The battle was fought near the river. |
| 25. He was not heard. | 26. The glass dishes must be carried carefully. |
| 27. The exercise has been finished. | |

Spelling

(Page 144—Student’s Book)

- Review spelling rule 10 and 11 on pages 181 of the textbook as a class.
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Composition

(Page 144—Student’s Book)

- Give students time in class to write one of the two writing assignments or assign the task as homework.

Useful Words and Phrases—Some and Any

(Page 145—Student’s Book)

Answer Key

- | | |
|---|---|
| 1. She has not bought any apples.
Has she bought any apples? | 2. Teacher has not given us anything to do.
Has the teacher given us anything to do? |
| 3. He could not see anyone.
Could he see anyone? | 4. John did not want anyone to help him.
Did John want anyone to help him? |
| 5. He does not think that anyone is coming.
Does he think anyone is coming? | 6. He does not live anywhere near her.
Does he live anywhere near her? |
| 7. She did not put any money on the table.
Did she put any money on the table? | 8. There isn’t anything moving over there.
Is anything moving over there? |
| 9. You have not told anybody.
Have you told anybody? | 10. She did not give the baby any milk.
Did she give the baby any milk? |

Pronunciation and Reading Practice—Here and There

(Page 145—Student’s Book)

- Have students repeat the word lists after you.
- Clearly demonstrate the difference in sounds.
- Read the paragraph aloud to the students.
- Have students practice reading aloud in pairs.

Lesson TWENTY-SIX

FIRE IN THE FOREST

Fire in the Forest—Intro

- Start out by asking students to imagine what the story is going to be about based only on the title. Ask the following questions:

- *How do you think the forest fire started?*
- *What kind of people do you think the story is about?*
- *What do you think happens to these people?*
- Next have students read the introductory paragraph up to the title, 'Rescue' and discuss whether they were correct in their initial guesses.

'Rescue'

- Before students begin to read, play a sound recording of a helicopter in flight, but do not say beforehand what the sound is. You can find audio clips or sound effects files online, e.g. at www.soundbible.com. It would also be interesting to compare two sound clips—one of a helicopter and another of a small plane, (You can find such a sound clip on the same website mentioned above)
- Ask students to identify the sound, or ask them which of the two sounds is a helicopter.
- Next ask students what uses they know of for helicopters. They may mention military helicopters, but encourage them to think of civilian uses such as traffic monitoring, emergency medical helivac to hospitals, etc.
- Take the time to discuss the use of helicopters in fire fighting—transporting water and evacuating people stranded by the flames.
- Have the class read the first half—30 lines—of the passage silently, to the line, '...the others waved handkerchiefs, hats and coats.'
- After the students have finished reading the first half of the passage, ask them to imagine themselves in the same situation.
 - *Does it seem that help is very slow in coming?*
 - *What time of the day is it?*
 - *What sorts of smells are in the air?*
 - *What sorts of sounds can be heard?*
 - *How close is the fire? What can you see?*
- Before continuing with the reading passage, have the class describe the characteristic flight of a helicopter. Let them talk about how rescues are carried out from a helicopter. If possible, show them some photos of helicopter rescues and introduce vocabulary such as *hover* and *vertically*.
- Then have students read the last 30 lines silently, beginning with the line, 'The helicopter dropped slowly...' to the end of the passage.
- After they have finished reading the second half of the passage, ask them to imagine themselves in the same situation.
 - *What kind of movement do they feel as they are lifted?*
 - *How close to the ground is the helicopter?*
 - *What sounds are there in the air?*
 - *How do they get into the helicopter?*
- Wrap up by showing students a video clip of a Pakistani helicopter distributing food packages and rescuing a family trapped by floodwater in 2010 at : <http://www.liveleak.com>.



Comprehension and Vocabulary

(Page 148—Student's Book)

Exercise A

- Have students look at the list of words and scan the text to find and mark them.
- Ask them to substitute words of their own for the contexts they find in the passage. For example, in place of the phrase, *the **approaching** fires*, a new phrase might be, *...the **approaching** snowstorm*, which can be put in a sentence such as *Officials have asked people to stay off the roads due to the approaching snowstorm.*

Answer Key

1. Officials have asked people to stay off the roads due to the **approaching** snowstorm.
2. When firefighters arrived on the scene, flames and smoke **blazed** from the roof and windows of the house.
3. The **glow** from the rising sun gave the air a pinkish tone.
4. The full moon was **reflected** in the calm water of the bay.
5. A hummingbird appears to remain **motionless** as it hovers, but it is actually beating its wings so fast that they cannot be seen.
6. The dancer hesitated, then took a deep breath and stepped out onto the stage.

Exercise B

- Have students find the sentences or information in the text and discuss them with a classmate. Ask pairs to explain each one in their own words.

Answer Key

1. It looked unreal and supernatural because of the reddish light and billowing smoke.
2. The helicopter was descending straight down towards the ground.
3. A type of aircraft propelled by horizontally revolving blades and capable of moving vertically and hovering.
4. The main rotor blades of a helicopter.
5. Stay at around the same position.

Exercise C

- The questions in this section ask students to recall details from the story and explain the events in their own words.

Answer Key

1. Because they were a little frightened and wanted to keep an eye on the progress of the fire.
2. There was no airstrip for a plane to land, so Henry thought that an airplane couldn't rescue them.
3. Because they could not get past the ring of fires that surrounded the group.
4. Because of the flying conditions, the helicopter couldn't carry very much weight.
5. Betty was chosen because she was the youngest in the group.
6. Betty might have hesitated because she didn't want to leave everybody else behind, or possibly she might not have been afraid to climb into the seat.

Language Structure

(Page 148—Student's Book)

Personal Pronouns

- Personal pronouns, *except 'you'*, have one form when they are subjects and another form when they are used as objects.
- Personal pronouns are used when it is not necessary to use a noun phrase.
- Write the following table and examples on the board:

I	he	she	you	we	they
me	him	her	you	us	them

I love my mother. She loves me too.

We thanked our teacher. He told us that we did a good job.

I want you to finish the assignment. When do you want me to finish it?

- Point out how, in the above examples, the personal pronouns are different when used as a subject and when used as an object.

Exercise A and B

- Have students complete the activities in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key, Exercise A

1. I, her
2. We, they
3. She, him, I / we (both correct depending on who has given the book), her
4. me
5. I
6. me
7. him
8. I, him
9. them
10. me

Exercise B

1. He gave them to her.
2. We did it ourselves.
3. She / He asked us.
4. They gave it to her.
5. We asked her / him about it.

- The words listed in the book as possessive adjectives are part of a class of words called determiners. Determiners can be possessives such as *my, your, his, her, its, our, their, one's, and whose*; articles such as *a, an, the*; demonstratives such as *this, that, these, those*; and finally quantifiers such as *some, all, both, half, more, most, either, ever, etc.*
- Demonstratives are used before noun phrases and this is why they are sometimes incorrectly called adjectives.
- Possessive pronouns on the other hand, are not determiners and do not follow nouns.
- Ask students to look at the lists of determiners (possessive adjectives) and possessive pronouns.
- Give several examples. For example, *This is my book. It's mine. Abdul is a friend of mine. He's my friend. etc.*

Exercise C

- Have students complete the activities in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|---------------|----------------------|----------------|----------------|
| 1. my, yours | 2. his, mine / yours | 3. our, theirs | 4. their, ours |
| 5. your, mine | 6. his | 7. our, hers | 8. your, his |

Exercise D

- Review the explanation in the Student's Book.
- Have students complete the activities in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|-----------------------|-----------------------|---------------|
| 1. myself | 2. ourselves, himself | 3. himself |
| 4. yourself, yourself | 5. themselves | 6. yourselves |
| 7. themselves | 8. herself | |

WORKBOOK

Answer Key

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

PERSONAL PRONOUNS (Page 53)

•

- | | | | | |
|---------|---------|----------|---------|----------|
| 1. me | 2. him | 3. her | 4. We | 5. They |
| 6. them | 7. me | 8. us | 9. them | 10. I |
| 11. me | 12. She | 13. He | 14. her | 15. them |
| 16. I | 17. me | 18. They | | |

•

- | | | |
|---------------|-------------------------|----------------|
| 1. its; its | 2. her / his; her / him | 3. his; mine |
| 4. my; his | 5. his / my; hers | 6. our; theirs |
| 7. Our; yours | 8. he | 9. My; yours |
| 10. my; hers | | |

REFLEXIVE PRONOUNS (Page 54)

•

1. themselves
She was asked to behave herself or leave the room.
2. ourselves
You need to learn to enjoy yourself even if you do not have friends around.
3. yourself / yourselves
The cat wanted to wash itself in the puddle of rain water.
4. herself
They made the airplane themselves in just two hours.
5. yourself / yourselves
He had to leave himself some room to stretch.

6. themselves
We were invited to help ourselves to the food laid out on the dining table.
7. ourselves
She was asked to see herself out.
8. herself
The group found itself in trouble with the man whose property they were trespassing on.
9. himself
He himself ordered me to leave the room.
10. myself
The little boy kicked himself when he lost the race.
11. herself
The sick old man tried to kill himself but his son prevented it.
12. himself
They felt themselves inappropriate for the job of maintaining accounts.
13. himself
She gave herself a pat on the back when she came first in the class.
14. herself
The teenagers treated themselves to a lunch after their exams finished.

Punctuation—More Practice with Commas

(Page 150—Student’s Book)

- Review the explanation in the Student’s Book.
- Have students complete the activities individually.
- Review answers as a class and help where needed.

Answer Key

- A.
1. ‘I’m sorry I’m late, sir.’
 2. ‘Please, Mary, don’t do that.’
 3. ‘Excuse me, sir. You’ve dropped this book.’ ‘Thank you, Robert. That’s very kind of you.’
 4. ‘Mr Ashraf, could you tell me the time, please?’
 5. Now, father, I have a surprise for you.’

Dictation—General Practice (including commas)

(Page 151—Student’s Book)

- Have students read through the selected passage in the middle of page 147 and ask them to take note of the use of commas.
- Have the students close their books.
- Read through the passage once, at normal speed. Students should listen but do not write.
- Next break the passage up into segments of 5 to 9 words and read it aloud a second time at a normal pace giving the students ample time in between segments to complete the activity.

Composition—Business Letters

(Page 151—Student’s Book)

- Review the parts of the business letter on page 151 of the textbook.
- Have students pick one of the two assignments and complete as homework.

Useful Words and Phrases—A Little and a few

(Page 152—Student's Book)

- Ask the students for examples of countable and uncountable nouns and make two lists on the board.
- Explain that *a little* is used before uncountable nouns; *a few* is used before countable nouns.
- Have students complete the activity individually.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|-----------------------|--------------------|--------------------|
| 1. a little, a few | 2. a little, a few | 3. a little, a few |
| 4. a little, a few | 5. a little, a few | 6. a little, a few |
| 7. a little, a little | 8. a few, a little | 9. a few, a little |
| 10. a little, a few | | |

Lesson TWENTY-SEVEN

THE ELEPHANTS OF SARGABAL

The Elephants of Sargabal—Intro

- Start out by showing students some pictures of bonded child workers in Pakistan such as the following:



- Ask students to describe what is going on in the photos and why these children have to work. Ask whether they think these children would like to escape their servitude, and if so, where they would go. What would happen to them if they were caught running away?
- Then discuss with the class the idea that bonded servitude is the modern form of slavery. Have them read the introduction to the story silently, up to the title, 'The Ghosts' Mountain.'

'The Ghosts' Mountain'

- This reading text is very long in comparison with others in the book, but events mainly occur in chronological order, making it easier to follow than texts about more technical topics.
- Conduct a jigsaw activity based on the story as follows:
 1. Break the story into several sections and copy each section on a separate sheet of paper:
 - a. From the first line after the title, 'The Ghosts' Mountain' to line 32, 'That's enough from you....'

- b. From line 33, *'Eat and don't start worrying,'* to line 63, *'...sits in a cave or up in a tree dreaming.'*
 - c. From line 64, *'Listen,'* to line 93, *'...but halfway through he changed his mind.'*
 - d. From line 94, *'I think Adja has some dinner waiting for you,'* to line 116, *...he looked at his friend with glowing eyes.*
 - e. From line 117, *'The town's a long way from here...'* to the end of the text.
2. Have students form groups of five, and give each student a separate part of the story.
 3. Re-group the students into 'expert groups' of no more than five students who have the **same** section of the story.
 4. Ask them to read silently.
 5. Write the two items below on the board as students read, and then have the expert groups work on them after they have read their section of the story:
 - Select the best title for your part of the story from this list:
Ajmil describes his encounter with Princess Ariana
The children worry about Ajmil's absence
Adja understands that Ajmil has a special talent
Itao goes outside to investigate a noise
Ajmil tells how he got to town and back
 - Write a longer description of your part of the story.
 6. Have students go back to their original groups and work together to put the sections of the story in the right order. They will each have to summarize their part story for their group members.
 7. Ask students to read the entire story silently.
- Follow up by having a class discussion about the special destiny that some people seem to be meant for. In the story, Ajmil seems to be destined for some greatness even though he is a runaway slave.
 - Ask the class if they know the story of the Pakistani bonded carpet weaver, Iqbal Masih, who escaped his servitude in 2003 and went on to tell the world about children like himself. Discuss Iqbal's destiny with the class. Can a person have a big impact on the world even if he is young and poor? What was the effect of Iqbal's death in 2005? (You can get more information about Iqbal Masih at www.wikipedia.org)

Comprehension and Vocabulary

(Page 156—Student's Book)

Exercise A

- Ask the students to answer as many of the questions as they can without looking back at the text.
- Then have them work in groups of three to share the answers each one remembers.
- Finally have groups check their answers against the passage.
- When going over the answers in class, encourage students to explain why the false sentences are untrue.

Answer Key

- | | | | | |
|----------|---------|----------|----------|----------|
| 1. true | 2. true | 3. false | 4. false | 5. false |
| 6. false | 7. true | 8. false | 9. false | 10. true |

Exercise B

- The questions in this section ask students to recall details from the story and explain the events in their own words.

Answer Key

1. Everyone was frightened of the Ghosts' Mountain because they thought evil spirits haunted it.
2. Itao built the house and the camp on the mountain.
3. He worried that if Ajmil were to get caught, he would have to tell where he had been living, and then the others would be caught as well.
4. He thought he heard a herd of elephants on the move.
5. He rode an elephant.
6. He rode a horse.

Exercise C

- Ask the students to find the words and phrases from column A in the text and understand the meanings; then have them match these with words and phrases from Column B that have similar meanings.

Answer Key

spirits / ghosts

season / part of a year

various / different

forbidden / ordered (someone) not (to do something)

anxious / worried

precious / very valuable

scents / smells

Language Structure

(Page 157—Student's Book)

Comparisons

- On the board, write the following and ask the students to copy it in their notebooks for reference throughout units 27 and 28.
- Explain that they will be adding to these rules later.
- Review the rules given in the table and elicit more examples from the students.

One syllable adjectives			
Form the comparative and superlative of the adjective by:	Adjective	Comparative + than	the + Superlative
adding <i>[-e]r</i> for the comparative and <i>[-e]st</i> for the superlative.	fast large	faster than larger than	the fastest the largest
doubling the final consonant if it follows a single vowel and adding <i>-er</i> for the comparative and <i>-est</i> for the superlative.	big	bigger than	the biggest
Two syllable adjectives ending in <i>-y</i> , <i>-le</i> or <i>-ow</i>			
dropping the <i>y</i> and adding <i>-ier</i> for the comparative and <i>-iest</i> for the superlative. (only when the <i>-y</i> follows a consonant)	easy	easier than	the easiest

adding -er for the comparative and -est for the superlative.	gentle narrow	gentler than narrower than	the gentlest the narrowest
Two or more syllable adjectives			
adding more for the comparative and most for the superlative.	careful important	more careful than more important than	the most careful the most important

- Point out that there are several exceptions and there are a few listed on page 157 of the textbook.

Exercise A

- Have students complete the activities individually.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|--------------------------------|----------------------|------------------------------------|
| 1. lower | 2. kindest | 3. sweeter, sweetest |
| 4. finer | 5. sillier, silliest | 6. truest |
| 7. fatter | 8. thinnest | 9. simpler |
| 10. lovelier | 11. narrower | 12. more wonderful, most wonderful |
| 13. more amazing, most amazing | 14. worse, worst | 15. good, better, best |
| 16. little, less, least | 17. nearer | 18. more |
| 19. more | 20. farther | |

Exercise B

- Point out that in addition to the above table we can also compare things that are equal by using as + adjective + as. For example, as big as.
- In this activity the students are asked to form sentences.
- Review the example given.
- Have students complete the activities in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- Your pencil is as long as your friend's pencil.
Your pencil is longer than your friend's pencil.
- Your school is as big as your friend's school.
Your school is bigger than your friend's school.
- A motor car is as fast as a train.
A motor car is faster than a train.
- This tree is as tall as that tree.
This tree is taller than that tree.
- This picture is as beautiful as that picture.
This picture is more beautiful than that picture.
- This problem is as difficult as the last one.
This problem is more difficult than the last one.

7. This book is as interesting as the other book.
This book is more interesting than the other book.
8. The story we read today is as exciting as the story we read yesterday.
The story we read today is more exciting than the story we read yesterday.
9. The house on the corner is as old as the house at the end of the street.
The house on the corner is older than the house at the end of the street.
10. The new furniture is as comfortable as the old one.
The new furniture is more comfortable than the old one.

Exercise C

- Point out that if we use a pronoun in the comparison that it is best to end the sentence with a verb. E.G. He is taller than we *are*. He has more money than I *have*. I work harder than he does.
- Have students complete the activities individually.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | |
|---|---|
| 1. My brother is as old as I am.
My brother is older than I am. | 2. Her sister is as young as she is.
Her sister is younger than she is. |
| 3. His friend is as wise as he is.
His friend is wiser than he. | 4. Their friends are as careful as they are.
Their friends are more careful than they are. |
| 5. Your teacher is as sensible as we are.
Your teacher is more sensible than we are. | |

WORKBOOK

Answer Key

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

COMPARISONS (Pages 55 and 56)

1. This street is as long as that street / This street is as long as that.
2. Your pen was more expensive than mine.
3. A racing car is more powerful than a saloon car.
4. These shoes were as cheap as yours.
5. 'Extraordinary' is a longer word than 'usual'.
6. This chair is as comfortable as that.
7. My father's field is as big as your father's.
8. Peter's shirt is cleaner than John's.
9. Our school is newer than yours.
10. This part of the river is wider than that part.
11. The light in this room is as bright as the light in the other room.
12. She is prettier than her sister.
13. The weather today is just as cold as yesterday.
14. Your rope is stronger than mine.

1. b) I would rather own a bicycle than borrow one.
c) It is better to own a bicycle than to borrow one.
2. a) Cycling is better than travelling by bus.
b) I would rather cycle than travel by bus.
3. b) I would rather make a dress than buy one.
c) It is better to make a dress than buy one.
4. b) I would rather play football than work.
c) It is more fun to play football than to work.
5. a) Having half a bowl of soup is better than having none at all.
c) It is better to have half a bowl of soup than none at all.
6. a) Walking downhill is easier than walking up.
b) I would rather walk downhill than walk up.
7. a) Reading adventure stories is better than reading comics.
c) It is better to read adventure stories than comics.
8. b) I would rather tell the truth than lie.
c) It is better to tell the truth than to lie.
9. a) Eating fruits is better than eating sweets.
b) I would rather eat fruits than eat sweets.

Spelling—Comparison of Adjectives

(Page 158—Student’s Book)

- Have students practice the spelling rules in the table above.

Answer Key

- | | |
|------------|-----------|
| • prettier | prettiest |
| • thinner | thinnest |
| • larger | largest |
| • newer | newest |
| • finer | finest |
| • thicker | thicker |
| • merrier | merriest |
| • whiter | whitest |
| • drier | driest |
| • sadder | saddest |
| • brighter | brightest |
| • stronger | strongest |
| • taller | tallest |
| • redder | reddest |
| • duller | dullest |
| • abler | ablest |

Composition

(Page 159—Student’s Book)

- Give students time in class to write their assignment or assign the task as homework.

Useful Words and Phrases—Little and Few

(Page 159—Student's Book)

- Review the explanation on page 159 about little and few.
- Have students complete the activities in pairs.
- Review answers as a class and help where needed.

Answer Key

- | | | | | |
|----------|-------------|-------------|-------------|-----------|
| 1. a few | 2. few | 3. little | 4. a little | 5. few |
| 6. a few | 7. a little | 8. a little | 9. little | 10. A few |

Pronunciation and Reading Practice—Revision of Long and Short Sounds

(Page 160—Student's Book)

- Have students repeat the word lists after you.
- Clearly demonstrate the difference in sounds.
- Read the paragraph aloud to the students.
- Have students practice reading aloud in pairs.

Lesson TWENTY-EIGHT

THE MURDER OF ROGER ACKROYD

The Murder of Roger Ackroyd—Intro

- Start out by showing students an image of a prototypical English village of the Victorian period, when the story takes place:



- Ask the students to describe what life is like in a village like this one:
 - *Is the population large?*
 - *Describe the typical residents, e.g. wealthy people, servants and working class people, doctor, constable, gossips, retirees, etc. (List these on the board.)*
 - *Is it easy to keep secrets? Why / Why not?*
- Then discuss the kind of psychological hold a person has over another person when he / she knows a secret.
- Tell the class, at the end of this discussion that secrets are the key to the story the passage is from.
- Have students read the introduction silently, up to the title, ‘Dr. Sheppard at the Breakfast Table.’ Take a poll about how many students have heard of Agatha Christie, how many have read one of her stories, and how many have seen television or film versions of one of her books.

‘Dr. Sheppard at the Breakfast Table’

- Before students begin to read, tell them that this part of the story reveals only two of the characters of the book—James Sheppard and Caroline Sheppard.
- Ask them to decide, as they read the first part of the story, which type of resident (from among the ones listed on the board) each of these characters represents.
- Then have them read the first 27 lines silently, from the title, ‘Dr. Sheppard at the Breakfast Table’ to the line, “You’ve only got to look at her....”
- After students have finished reading, ask questions to get them to summarize the story thus far:
 - *What is James Sheppard and Caroline Sheppard’s relationship?*
 - *Who died?*
 - *What is Caroline’s opinion regarding the death of Mr. Ferrars?*
- Discuss the type of resident each of the two characters represents (Dr. Sheppard is the village physician; Caroline Sheppard is the village busy-body / gossip.)
- Before going on to the next part of the story, remind students that secrets are the key to this story. Tell them to decide, as they read, who has secrets to keep—James or Caroline.
- Have students read the next 26 lines silently, from the line, ‘As I stood hesitating...’ to the line, ‘She sits at home and it comes to her....’
- After students have finished reading, ask questions to get them to summarize this part of the story:
 - *How does Caroline get most of her information?*
 - *Why was Caroline so anxious to talk to James?*
 - *Why was James so annoyed at Caroline?*
- Discuss with the class which of the two characters they think is hiding something. Why do they think this?
- Have students read the last 25 lines silently, from the line, “What did she die of?” to the end.
- After students have finished reading, ask questions to get them to summarize this part of the story:
 - *What is Caroline’s opinion regarding the death of Mrs. Ferrars?*
 - *What does James secretly believe regarding the death of Mrs. Ferrars?*
 - *Why does he call Caroline ‘foolish’ considering that he agrees with her?*
- Follow up by having a class discussion about whether James will order an inquest or try to cover up the real reason for Mrs. Ferrars’ death. Encourage students to read the book to find out!

Comprehension and Vocabulary

(Page 163—Student's Book)

Exercise A

- Have students look at the list of words and phrases and scan the text to find and mark them.
- Tell them to substitute words of their own for the contexts they find in the passage. For example, in the sentence, *Mrs. Ferrars died on the night of the 16th...*, a new sentence might be, *Devotees gather on the night of the full moon to offer Fateha at the tomb of Pir Channan.*

Answer Key

1. Devotees gather **on the night of** the full moon to offer Fateha at the tomb of Channan Pir.
2. I **purposely** left for class ten minutes early, walking slowly to enjoy the beautiful morning.
3. They **delayed** their departure in order to spend the weekend with their granddaughter.
4. It took me **a few moments**, but I finally managed to untie the knot in my shoelace.
5. I **suspect** that the leak is from a broken tile on the roof.
6. He's a growing boy—it's **not his fault** that he's hungry all of the time.
7. Pakistan will not suspend any cricket players for match fixing without **proof** of wrongdoing.
8. The young man broke up with his girlfriend in an email **confessing** that he was in love with someone else.

Exercise B

- The items in this exercise ask students to rephrase language from the text in their own words.

Answer Key

1. firmly believed that...
2. something that everyone knows
3. bases her accusation on intuition or 'gut feeling'
4. Caroline did not react or get upset
5. held an opinion without telling anyone

Exercise C

- The questions in this section ask students to recall details from the story and explain the events in their own words.

Answer Key

1. Because he is the village doctor and he must write a death certificate.
2. He wanted time to think about what he should say to his sister so that she wouldn't guess his secrets.
3. Caroline knew all of the local gossip and could see the strain in Mrs. Ferrars' life, so she put two and two together to conclude that Mrs. Ferrars had poisoned her husband.
4. She got her information from servants and local tradesmen such as the milkman.
5. Caroline believes that Mrs. Ferrars committed suicide by taking an overdose of sleeping medicine.
6. Because Dr. Sheppard did not want his sister to learn the truth and find out his secrets.

Language Structure

(Page 163—Student's Book)

More Comparisons

- In unit 28 we will continue with comparatives and superlatives.
- Ask the students to review the tables provided from unit 27.
- Write the following on the board.

Toyota Rs. 1,500,000

BMW Rs. 6,500,000

- This BMW is more expensive than that Toyota.

- That Toyota is less expensive than this BMW.
- That Toyota is not as expensive as this BMW.
- That Toyota is cheaper than this BMW.
- Point out that all four sentences can be used to compare the two cars.
- Point out that sentence 3 has the exact same meaning as sentence 4. Underline *as + expensive + as*
- Finally, refer to the example in the book on page 163 of their books, *His book is not so expensive as mine.*, uses *so + adjective + as*. This is also correct however it is not commonly used today.
- Point out that we can also use *as + adj + as* to compare two similar things, e.g. The BMW is the same color as the Toyota.
- Ask the students to make similar descriptions based on this information.

	Toyota	BMW
Engine	1,800cc	3,000cc
Power	130hp	190hp
Weight	1400kg	1800kg

Exercise A and B

- Have students complete the activities in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Language structure, Exercise A

1. The film was not as exciting as the book.
2. The walk was not as exhausting as the climb.
3. Cats are not as intelligent as dogs.
4. Boys are not as hard working as girls.
5. Running is not as tiring as swimming.

Exercise B

1. Cycling is less dangerous than climbing mountains.
2. He was less grateful than his sister.
3. She was less courageous than her brother.
4. Snow is less likely than rain.
5. The problems were less difficult than we expected.

Exercise C—Superlatives

- Have students look at the table provided in Unit 27. Review the use of superlatives.
- Have students complete the activity in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. best / worst
2. the
3. cheapest
4. the best / the worst
5. easiest
6. bravest
7. the most exciting / the most thrilling / etc.
8. a most
9. a
10. the best / the cheapest

WORKBOOK**Answer Key**

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

MORE COMPARISONS (Page 58)

1. He is not as obedient as his brother.
His brother is more obedient than him / He is more disobedient than his brother.
2. She is not as careless as the others.
She is more careful than the others.
3. He is not as clever as he thinks.
He thinks himself to be cleverer than he is.
4. He is not as sensible as Charles.
Charles is more sensible than him.
5. Some people are not as honest as others.
Some people are more dishonest than others.
6. The prisoner is not as innocent as you think.
The prisoner is guiltier than you think.
7. The new car is not as noisy as the old one.
The new car is quieter than the old one.
8. Tickets for the school play are not as expensive as they were last year.
Tickets for the school play are cheaper than they were last year.
9. He is not as hard-working as his brother.
His brother is more hard-working than him.

ADVERBS (Page 59)

- | | | | |
|---------------|-------------|--------------|--------------|
| 1. quickly | 2. slower | 3. fast | 4. well |
| 5. hard | 6. higher | 7. cleverly | 8. badly |
| 9. worse | 10. worst | 11. later | 12. better |
| 13. early | 14. earlier | 15. low | 16. quicker |
| 17. skilfully | 18. noisily | 19. straight | 20. wrongly |
| 21. less | 22. least | 23. farther | 24. farthest |

Punctuation—Setting Any Conversation

(Page 165—Student’s Book)

- Ask the students to look at the passage for dictation and point out that we start a new line each time there is a different speaker.

Dictation

(Page 165—Student’s Book)

- Read through the passage once at normal speed. Students should listen and not write.
- Next break the passage up into segments of 5 to 9 words and read it aloud a second time at a normal pace giving the students ample time in between segments to complete the activity.

Composition

(Page 165—Student’s Book)

- Give students time to write their assignment in class or assign the task as homework.

Useful Words and Phrases—Much and Many

(Page 166—Student’s Book)

- Review the examples given on page 166 of the Student’s Book regarding much and many.
- Give a few more examples for the students to practice.
- Have students complete the activity in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. There is not much left, I am afraid.
2. I haven’t met many men like him.
3. There aren’t many buildings taller than that one.
4. I don’t have much to do today.
5. There isn’t much grass left in that field.
6. He couldn’t tell us much about what happened.
7. Not many people left their houses on that stormy night.
8. There weren’t many books that he had not read.

Lesson TWENTY-NINE

WHAT TO LOOK FOR IN A ZOO

What to Look for in a Zoo—Intro

- Start out by telling students that the passage, while taken from a book with this title, has almost nothing to do with zoos. Rather, it suggests that there is more to the beauty of many animals than one might imagine, and that the animals in a zoo would provide clear examples of this.
- Show students selected photographs of Pakistani animals in their natural habitats. Some of them may be difficult to spot (such as a herd of ibexes on a mountainside or a snow leopard resting on a snowy ledge), while others may be obvious (such as a ladybug on a blade of grass). Here are two examples, though colour images would give a better idea of the concepts covered in the text.



- Have students describe what they know about the colouration of these animals, and elicit from them the reasons they think the animals are these colors.
- Write the following on the board at the top of three columns:

HIDE WARN CONFUSE

- Introduce the term ‘protective colouration’ and tell students that the three terms on the board describe the effects of protective coloration in animals.
 - Animals HIDE in the open when their color is similar to that of the surroundings
 - Bright colors WARN that the colourful animal is dangerous or poisonous
 - Complex patterns on animals CONFUSE predators by breaking up the outline of their bodies
- Ask students to write the names of the animals that show each of these effects as they find them in the reading text.

‘What to Look for in a Zoo’

- On the board, write the names of the following nine animals mentioned in the passage: *zebra, giraffe, angelfish, plaice, chameleon, skunk, tree frog, python, boa constrictor.*
- Ask students to scan the entire text for the names of these animals and mark them. Explain that ‘scanning’ a text means they do not read for meaning, but only to find particular information, in this case, the names of the animals. Students must slide their eyes over the text until the words they are looking for jump out at them.
- Then have them read the text about each animal carefully and assign the animal to one of the columns HIDE / WARN / CONFUSE. Allow students to collaborate on the task.
- Elicit answers from the whole class.
- Next have students read through the entire passage silently for general meaning, in the usual manner.
- Follow up by having students do a little research about the following sea animals: *Blue-ring octopus, lionfish, nudibranch, banded sea krait, clown anemone fish.* Have them form groups to find information and illustrations, and then present their findings to the class.
- One interesting website about protective coloration among marine animals, with examples is <http://www.reefimages.com> / Look up camouflage)

Comprehension and Vocabulary

(Page 168—Student’s Book)

Exercise A

- Have students look at the list of words and scan the text to find and mark them.
- Ask them to substitute words of their own for the contexts they find in the passage. For Example, in the sentence, *...the habits of many animals change with the seasons*, a new sentence might be, *The habits of animals active in the daytime are different from those of animals active at night.*

Answer Key

1. The **habits** of animals active in the daytime are different from those of animals active at night.
2. The **behaviour** changes of birds and animals after they have been captured from the wild indicate that they become unhealthy when kept in zoos.
3. Even dangerous animals become **timid** and try to hide or run when they sense the presence of humans.
4. Scientists **patiently** try to breed endangered species at some zoos.
5. Octopus can change their skin to **match** the color and texture of their surroundings.
6. Pipefish look so much like plants and corals that they live among that they seem to **disappear** in them.

Exercise B

- Ask students to find the words and phrases from column A in the text and understand the meanings; then have them match these with words and phrases from Column B that have similar meanings.

Answer Key

observations / things seen and noticed

startling / very noticeable; making one jump with surprise

invisible / unable to be seen

various / of many different kinds

merge / become part of something bigger

filtering / passing slowly through small openings

transparent / able to be seen through

Exercise C

- The questions in this section ask students to recall details from the story and explain the events in their own words.

Answer Key

1. *At close quarters* means *from a position that is very near* to the animals. *In the wild* means *in their natural habitat*, such as jungles, plains, mountains and highlands, etc.
2. Some animals are so rare or live in places of such difficult access that if they were not kept in zoos, most people would never be able to see them outside of photographs and nature documentaries.
3. The behaviour and coloration of some animals may vary from season to season.
4. The zoo is not an especially good place to see the full range of protective colouration since the animals are in an artificial environment rather than their natural habitat.
5. Chameleons can change color in just a few seconds. [*Special note to teacher: The text provides outdated information. Current research shows that chameleons change color according to their mood (angry, frightened, calm, etc.) or according to light or temperature changes so that they will be more comfortable. Sometimes they change color to communicate with other chameleons.*]
6. Firstly, protective colouring can help animals to blend into their surroundings and escape detection by a predator, e.g. lions are confused by the zebra's stripes and cannot 'see' it. Secondly, colouring is used to hide the animal from its victims, e.g. the coloration of a snake can make it invisible in grass or trees. Thirdly, colouring also helps to warn off intending predators, e.g. a skunk's distinctive coloration reminds other animals that it can protect itself by spraying bad-smelling musk on its attackers.

Language Structure

(Page 169—Student's Book)

Simple Conjunctions

- A conjunction is a single word that joins words, phrases, and clauses of equal grammatical structure, e.g. cat and dog (nouns); listen and learn (verbs); down the street and around the corner (prepositional phrases); He is working hard but he is not very efficient.

Exercise A and B

- Do the first few of each activity as a class to ensure their understanding.
- Have students complete the activities in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key, Exercise A

- | | | | | |
|--------|--------|-------|--------------|---------|
| 1. and | 2. but | 3. or | 4. and | 5. but |
| 6. or | 7. and | 8. or | 9. but / and | 10. and |

Exercise B

1. He went up to the stranger and asked him what the time was.
2. He tried to lift the box but it was too heavy.
3. The doctor did his best but could not save the patient.
4. We knocked at the door and a tall man opened it.
5. Cars are useful but can be very dangerous.
6. We asked everyone but no one knew the answer.
7. She fell down the steps but did not hurt herself.
8. He read his work through but could not find any mistakes.
9. Do your best and leave the rest to God.
10. They stopped at a hotel and had a good meal.

Conjunctions

- On the board write—He was rich and famous. Leave room under this sentence to add more sentences to follow.
- Point out that we can add the word also as in the example on page 169 to focus on the second adjective.
- On the board write—He was rich and **also** famous.
- Point out the three other ways of doing this are listed on page 169 and write them on the board.

Exercise C, D, and E

- Have students complete the activities in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key, Exercise C

1. She was both clever and hardworking.
2. The bicycle was both old and rusty.
3. The book was both exciting and well written.
4. The river was both deep and fast flowing.
5. The melon was both large and juicy.

Exercise D

1. The dog was not only brave but also intelligent.
2. The path was not only winding but also very narrow.
3. The flower was not only beautiful but also sweet smelling.
4. The jungle was not only silent but also gloomy.
5. Her handwriting was not only clear but also attractive in appearance.

Exercise E

She was clever as well as hardworking.

2. The bicycle was old as well as rusty.
3. The book was exciting as well as well written.
4. The river was deep as well as fast flowing.
5. The melon was large as well as juicy.
6. The dog was brave as well as intelligent.

7. The path was winding as well as very narrow.
8. The flower was beautiful as well as sweet smelling.
9. The jungle was silent as well as gloomy.
10. Her handwriting was clear as well as attractive in appearance.

- On the board write under the other sentences—Not only was he rich; he was also famous.
- Point out that if we do not use the conjunction *but*, we need to separate the two clauses with a semicolon.

Exercise F

- Have students complete the activities in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key, Exercise F

1. Not only was she clever, she was also hard-working.
2. Not only was the bicycle old, it was also rusty.
3. Not only was the book exciting, it was also well written.
4. Not only was the river deep, it was also fast flowing.
5. Not only was the melon large, it was also juicy.
6. Not only was the dog brave, it was also intelligent.
7. Not only was the path winding, it was also very narrow.
8. Not only was the flower beautiful, it was also sweet-smelling.
9. Not only was the jungle silent, it was also gloomy.
10. Not only was her handwriting clear, it was also attractive in appearance.

Exercise G

- Review the use of '*however*' and '*nevertheless*' on page 170 of the textbook.
- Have students complete the activities in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. He was old. However, he was very attractive.
He was old. Nevertheless, he was very attractive.
2. It was winter time. However, it was not cold.
It was winter time. Nevertheless, it was not cold.
3. He was tired. However, he went on working.
He was tired. Nevertheless, he went on working.
4. The exercise was difficult. However, they all did it.
The exercise was difficult. Nevertheless, they all did it.
5. It was expensive. However, it was good value for money.
It was expensive. Nevertheless, it was good value for money.

WORKBOOK

Answer Key

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

CONJUNCTIONS (Page 59)

1. The meal was both cold and badly cooked.
The meal was not only cold but it was also badly cooked.
Not only was the meal cold, it was also badly cooked.
2. The coat was both ragged and dirty.
The coat was not only ragged but also dirty.
Not only was the coat ragged, it was also dirty.
3. The photograph was both large and very clear.
The photograph was not only large but also very clear.
Not only was the photograph large, it was also very clear.
4. The building was both old and in need of repair.
The building was not only old but was also in need of repair.
Not only was the building old, it was also in need of repair.
5. The cliff was both high and steep.
The cliff was not only high but also steep.
Not only was the cliff high, it was also steep.
6. The box was both heavy and difficult to carry.
The box was not only heavy it was also difficult to carry.
Not only was the box heavy, it was also difficult to carry.
7. The umbrella was both broken and full of holes.
The umbrella was not only broken it was also full of holes.
Not only was the umbrella broken, it was also full of holes.
8. The car was both old and in need of repair.
The car was not only old but was also in need of repair.
Not only was the car old, it was also in need of repair.

HOWEVER, ETC. (Page 60)

1. The parcel was large. *However / Nevertheless*, it was not very heavy.
Despite / In spite of the parcel's large size, it was not very heavy.
2. The weather was bad. *However / Nevertheless*, they started the journey.
Despite / In spite of the bad weather, they started the journey.
3. He was injured. *However / Nevertheless*, he went on playing.
Despite / In spite of his injury, he went on playing.
4. She was unhappy. *However / Nevertheless*, she managed to look cheerful.
Despite / In spite of her unhappiness, she looked cheerful.
5. They were tired. *However / Nevertheless*, they went on working.
Despite / In spite of their tiredness, they went on working.
6. They had been given a warning. *However / Nevertheless*, they still swam in the river.
Despite / In spite of the warning, they still swam in the river.
7. The sea was rough. *However / Nevertheless*, the ship did not turn back.
Despite / In spite of the rough sea, the ship did not turn back.

8. It was cold. *However / Nevertheless*, they managed to keep warm.
Despite / In spite of the cold, they managed to keep warm.
9. The tiger growled. *However / Nevertheless*, the hunter stepped inside the cage.
Despite / In spite of tiger's growls, the hunter stepped inside the cage.

Punctuation

(Page 170—Student's Book)

- Review all the rules given regarding *and*, *but*, and *commas* on page 170 and 171.

Dictation

(Page 171—Student's Book)

- Have students read the passage silently and circle all the *ands*, *buts* and *commas*.
- Review together to ensure that they understand all.
- Point out the rules in the punctuation section that pertain to the uses in the dictation.
- Read through the passage once at normal speed. Students should listen and not write.
- Next break the passage up into segments of 5 to 9 words and read it aloud a second time at a normal pace giving the students ample time in between segments to complete the activity.

Composition

(Page 171—Student's Book)

- Give students time to write their short story in class or assign the task as homework.

Useful Words and Phrases—A Lot of

(Page 171—Student's Book)

- Review the explanation of the use of *a lot of*.
- Point out that a lot is not spelled alot as this is a common mistake.
- Have students complete the activities individually.
- Review answers as a class and help where needed.

Answer Key

- | | |
|---|---|
| 1. He has given us a lot of information. | 2. I know a lot of people in this town. |
| 3. There are a lot of pupils in this class. | 4. There is a lot of work to do this evening. |
| 5. There is a lot of milk left in the jug. | 6. He has a lot of brothers and sisters. |

Pronunciation and Reading Practice—General Revision

(Page 172—Student's Book)

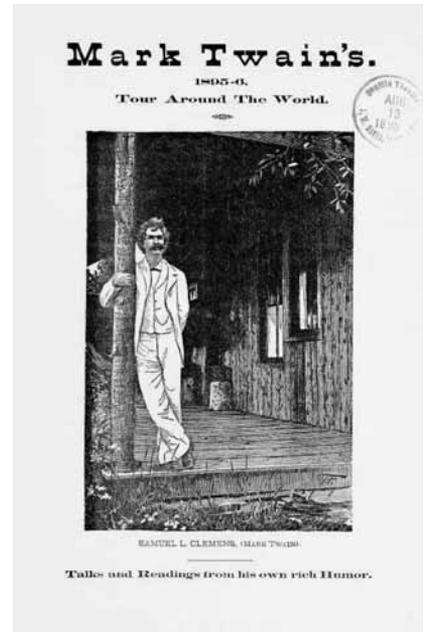
- Read the passage aloud several times stressing the pauses at each comma and full stop.
- Have students practice reading aloud in pairs.

Lesson THIRTY

THE ADVENTURES OF TOM SAWYER

The Adventures of Tom Sawyer—Intro

- Start out by telling the students that Mark Twain, who wrote the story in this lesson, was an extremely famous American writer and humourist while he was alive.
- Show an image of a brochure advertising Mark Twain's world speaking tour. Have the class find the years of the tour, and inform them that Twain visited both Lahore and Rawalpindi in 1896.
- Explain that Mark Twain is especially famous for his clever observations of human nature. Write the following quotation on the board:
'Let us be thankful for the fools. But for them the rest of us could not succeed.'
- Ask the students what they think Twain meant by this? (Success depends on cleverly getting other people to do what you want them to.) Have a short discussion about whether they think this is true.
- Have students read the introductory paragraph silently. When they have finished reading, have them look at the picture, and then ask:
 - *What are the boys doing?*
 - *Why is one boy painting the fence?*
 - *Which one is Tom? What idea do you think Tom has to not do the work and at the same time have fun?*



'Tom Whitewashes a Fence'

- Before students begin to read, tell them that the passage ends with another of Mark Twain's famous sayings:
In order to make a man or a boy desire something, it is only necessary to make the thing difficult to obtain.
Tell students to keep this saying in mind as they read and try to understand its meaning.
- Then have them read the first 20 lines silently, from the title, 'Tom Whitewashes a Fence' to the line, "A boy does not get a chance every day to whitewash a fence."
- After the students have finished reading, ask questions to get them to summarize the story so far:
 - *What can you say about Tom's personality?*
 - *Why was Ben teasing Tom?*
 - *Why did Tom pretend to enjoy the work?*
- Before going on to the next part of the story, ask students what they think will happen next, between Tom and Ben.
- Have students read the next 19 lines silently, from the line, 'Ben had never thought of this before,' to the line, 'I'll give you all of it.'

- After the students have finished reading, ask questions to get them to summarize this part of the story:
 - *Why did Tom tell Ben that Aunt Polly wanted the work to be done perfectly?*
 - *What ‘payment’ did Ben offer for the chance to paint the fence?*
 - *What kind of negotiation took place before Tom agreed?*
- Before going on to the next part of the story, ask students whether they think Tom’s idea worked with Ben only because he wasn’t clever, or whether it would work with other boys, too.
- Have students read the last 17 lines silently, from the line, ‘Tom gave up the brush...’ to the end.
- After they have finished reading, ask questions to get them to summarize this part of the story:
 - *What kind of riches did Tom end up with?*
 - *Do you think Tom had fun with the whitewashing job? What makes you think that?*
 - *Do you think the other boys had fun whitewashing the fence? Why do you think that?*
- Wrap up by having a short class discussion about the role of persuasion in modern life, e.g. in product endorsements by famous people, e.g. cricketer Shahid Afridi endorses or promotes a famous brand of shampoo and cola. Similarly film actor Shan endorses a mobile company’s services through advertisements. You can find all these ads on: www.youtube.com

Comprehension and Vocabulary

(Page 175—Student’s Book)

Exercise A

- Ask the students to find the words and phrases from column A in the text and understand the meanings; then have them match these with words and phrases from Column B that have similar meanings.

Answer Key

calmly / peacefully

mockery / scorn

dreading / fearing very much

regarded / looked at

inspected / looked carefully at

effect / result

criticized / judged the good and bad points

considered / thought about something

Exercise B

- Have students look at the list of phrases and scan the text to find and mark them.
- Ask them to substitute words of their own for the contexts they find in the passage. For example in the sentence, *He took the brush and went calmly to work*, a new sentence might be, *As soon as they got back from school, the children went right to work doing their homework.*

Answer Key

1. As soon as they got back from school, the children **went right to work** doing their homework.

2. When the whales **came in sight**, we all stood at the boat railing and watched them leap out of the water.

3. **In his hand** he held a bright flashlight.

4. I went on reading and **paid no attention** to the ringing of my sister’s phone.

5. When she came home with a torn skirt, her aunt said, ‘You’re **in trouble** now, aren’t you!’

6. When she went abroad to study, she bought a used bicycle **in good repair**.

7. The efforts to reach the earthquake victims continued through the night, **hour after hour**.

8. If we had not **run short of** time, we would have gone sea kayaking on our holiday to the coast.

Exercise C

- The questions in this section ask students to recall details from the story and explain the events in their own words.

Answer Key

- Because he wanted Ben to think he was completely involved and enjoying the work.
- Tom wanted to eat the apple Ben was holding but he concentrated on the painting so that Ben would see how much fun it was.
- Tom wanted Ben to feel that only people with special talent could do the job correctly.
- Because he wanted Ben to really believe that it was worth trading his apple for.
- Tom pretended to be hesitant to give Ben his brush but actually he was thrilled that Ben was whitewashing the fence.
- (Answers may vary)
I agree. If something seems difficult to obtain, it makes the thing seem more valuable.
I disagree. For some people if a thing is difficult to obtain, they won't even try to get it.

Language Structure

(Page 175—Student's Book)

More Conjunctions

- Review the explanation in the book on page 175 and 176 of the textbook as it is a good explanation. There is no need for further explanation.

Exercise A and B

- Have students complete the activities in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key, Exercise A

- The bottle either contains soda water or lemonade.
- He is either captain or vice-captain.
- She is either writing an essay or a short story.
- He had gone there either last Friday or last Saturday.
- I will go either to the High School or to St. George's.

Exercise B

- The car was neither in the garage nor outside the house.
- It was neither big nor clumsy.
- We heard neither the music nor the singing.
- The shirt was neither made of cotton nor of nylon.
- He is neither silly nor lazy.

Exercise C

- Introduce the example using *or else*.
- Write the two examples on the board.
 - You must either be quiet or go outside.
 - You must be quiet or else go outside.
- Explain that in example #1 you have a choice. However, in example #2 there is a consequence. If you are not quiet you will have to go outside.
- Have students complete the activities in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. You must sit here or else stand up.
2. They should speak clearly or else be silent.
3. You must wait here or else go home.
4. You must write clearly or else use block letters.
5. You must write a letter or else call and see her.

WORKBOOK

Answer Key

- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

SO, NEITHER, AND NOR (Page 61 and 62)

1. You did it and so did I.
 2. They went home and so did we.
 3. My sister has one and so do I.
 4. Many people are going and so are we.
 5. His brother thinks that he is wrong and so do I.
 6. This is the weather that the cuckoo likes and so do I.
 7. The paper is not here and neither the ink.
 8. You have not finished and neither have I.
 9. He is not afraid and neither is his dog.
 10. The basket has not been left behind and neither has the fishing line.
 11. The radio has not been repaired and neither has the bicycle.
 12. He has never flown in an aeroplane, nor does he want to.
 13. They did not stay long, nor did he want them to.
 14. The soldiers could not advance, nor could they retreat.
 15. He could not lift his arm, nor could he bend it.
 16. There was no food available, nor was there a chance of getting any before morning.
- 1. Hussain went to the market yesterday and so did I.
 2. My mother was very annoyed at me and so was my brother.
 3. I will give some money to the earthquake victims and so will he.
 4. We did not reach the party on time because of the rains and neither did anyone else.
 5. The gravy is not salty and neither is the rice.
 6. The principal cannot detain him and neither can the teacher.
 7. She had not cleaned the house, nor had she cooked a meal.
 8. On her own she could not go anywhere except school, nor could I go anywhere else.
 9. She was so angry that she would not look at me, nor would she speak to me.
 10. There was no sugar in the pot, nor was there any in the cupboard.

Spelling

(Page 176—Student's Book)

- Review *spelling rule 12 on page 181 of the textbook as a class.*
- Have students individually complete the activity.
- Students compare answers with their neighbour.
- Review answers as a class and help where needed.

Composition

(Page 176—Student’s Book)

- Give students time in class to write their account or assign the task as homework.

Useful Words and Phrases—Phrasal Verbs

(Page 177—Student’s Book)

- Point out that the phrasal verbs at the bottom of the activity are to replace the verbs in italics in the activity.
- Review the example with the class.
- Ask which phrasal verb means the same as postponed in #1. *Put-off*
- Have students complete the activity in pairs.
- Explain that sometimes it is necessary to use a dictionary if they do not know the answer. But first try to do the ones that they know and perhaps they can make good educated guesses based on the remaining phrasal verbs and the context of the sentences.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

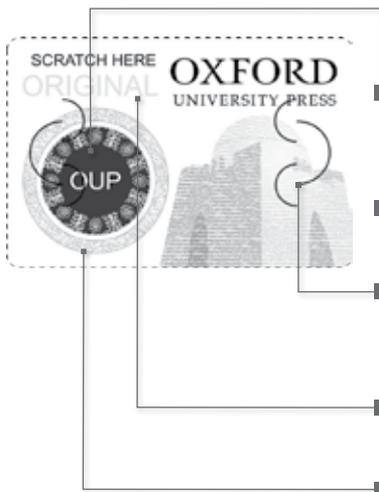
Answer Key

- | | | |
|-----------------------|-----------------|----------------------|
| 1. put off | 2. brought up | 3. carried out |
| 4. go off | 5. look up | 6. make out |
| 7. let down / take in | 8. gone up | 9. put on / taken in |
| 10. take after | 11. put forward | 12. put up with |

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