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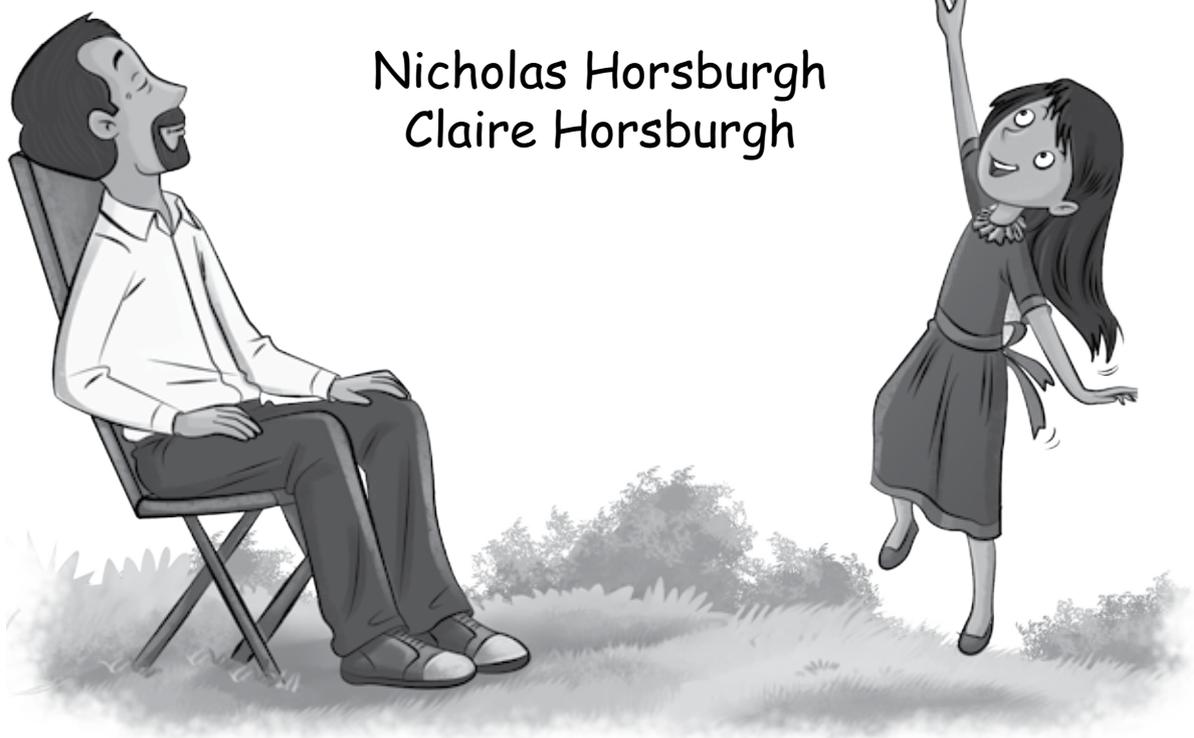
3rd Edition

New
Oxford
Modern
English

TEACHING
GUIDE

3

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Introduction

Introduction

New Oxford Modern English (NOME) is a complete English course and is currently used all over Pakistan, in the Middle East, and in other South Asian countries.

It is hoped that this new edition will satisfy the demands of pupils, teachers, and parents—not an easy task, by any means—and that the teaching and learning of English will become an enjoyable and worthwhile experience for the user.

For pupils, we have produced books and materials to capture the imagination and make lessons a pleasure rather than an imposition. The core materials—the student books and workbooks—are full of lively reading passages, attractive illustrations, and interesting, thought-provoking exercises. The books have been graded and structured in such a way that much self-learning can be done.

For teachers, the core materials will make their task of teaching English much easier. We hope that teachers will take the time to go through this Guide in detail. It will explain why things are done in a particular way and how best to use the core materials. The Teaching Guide contains detailed notes and information about each page of the textbook and workbook, suggestions for various activities in class, lists of structures and vocabulary, and much more.

Parents will appreciate that their children are being given the opportunity to learn English using the best tools available. Learning English, however, should not be confined solely to the classroom. Parents may take an active part in helping their children to learn by providing encouragement, and a peaceful and attractive environment at home. Hopefully, parents will provide their children with good supplementary books and magazines to read, discuss school work, and speak in English whenever possible.

1. Components of the course

The Student Books

The Student Books provide a base or springboard from which to operate. The books are carefully graded and structured. By stages, they introduce the pupil to the letters of the alphabet, simple words, sentences, paragraphs, stories, poems, writing of all kinds (descriptive, dramatic, narrative), and a whole range of ideas.

The Student Books present the pupil with graded material incorporating reading matter followed by exercises. The reading scheme has been especially designed so that a number of different approaches are utilized. The emphasis in the early Student Books is on phonics, although some words, due to the very nature of English, fall into the ‘whole word’ or ‘look-and-say’ category.

Of the various methods of teaching reading, it has been shown that a blend of phonics and the ‘look-and-say’ methods is the most satisfactory. Some words in English lend themselves to the phonic approach and can be broken up into their constituent parts. We can do this by pronouncing the individual phonic sounds that make up the whole word. Such words are usually simple, single-syllabic words, such as *cat*, *hit*, *let*, and *bun*. Many words cannot be broken up into their constituent parts by applying phonic rules. For example, words such as *the*, *is*, *this*, and *of* must be learnt as ‘look-and-say’ words. Trying to break such words up into separate phonic sounds will only lead to confusion.

Many such words are used frequently in English and are important because not many sentences can be constructed without using some of them! The introduction of such words, then, cannot be left till a later stage when the pupil arrives at the appropriate phonic level. They must be introduced earlier on as 'look-and-say' words. An approach that is strictly and exclusively phonic tends to lead to stilted and forced language. In addition, such an exclusive approach may confuse the pupil when he is faced with words that do not conform to a pattern that has been introduced and learnt. For example, if the pupil is taught that the letter *c* produces the sound 'kuh' (*cat*, *cub*), what is he/she then going to make of the words *city* and *ice*? The pupil cannot apply any previously learnt 'rules' in order to decipher these new words or tackle reading material independent of the teacher's assistance. This is why, in the early textbooks, there is a blend of two approaches: phonic and 'look-and-say'.

In Student Book Primer A, considerable emphasis has been placed on oral activities before reading. This is a direct attempt to encourage teachers to spend more time 'using the language actively'. Generally, too much time is devoted to silent (reading and writing) activities in class—meaning and understanding can only come through activity and practical usage, especially in the early years.

In Primer B, the second Student Book, the pupils are introduced to many new words, using both phonics and 'look-and-say'. The pupils are also introduced to whole sentences which incorporate controlled structures.

From Student Book 1 onwards, the books contain language which again is controlled; the structures are graded and the books contain appropriate vocabulary, stories, and poems, followed by varied exercises to develop all the necessary skills.

Speaking and Listening before Reading

Reading is a complicated activity requiring considerable skills. It is essential that before pupils begin to learn how to read, they gain as much facility as possible in the skill of speaking. They must also be given the opportunity to listen to the words of the language being spoken. The pupil must first learn that the object with which he writes is called a *pen* or *pencil*, the object he throws up in the air is a *ball*, and when he is moving forward quickly he is *running*. The pupil may be familiar with these words in the mother tongue, but not in English. First, the learner of English must familiarize himself with the words of the language through practical activities and concrete examples. He must get used to a whole new vocabulary, new structures, and an entirely different way of pronouncing words.

In many schools all over the country, teachers begin the teaching of English by introducing reading and writing (the alphabet) before they have given the pupils a chance to explore and acquire some skill in using the spoken language. Pupils must be given this opportunity if they are to make some sense of what they are doing. By making these exercises a part of the Student Book, it is hoped that teachers will realize how important it is for pupils to practise speaking before learning to read. (For a more detailed account of pre-reading activities, please see the relevant chapter later in this Guide.)

The textual matter and exercises in the Student Books offer much scope for oral work, and it is recommended that pupils be given every opportunity to discuss the text and the pictures, and be encouraged to read aloud to improve their pronunciation.

The Workbooks

The Workbooks are closely related to the Student Books. The oral and reading exercises in the Student Books should be followed immediately afterwards by oral and written exercises in the Workbook. Each page of the Student Book consists of oral work followed by some reading. Similarly, each page of the Workbook entails oral work followed by some kind of written work.

In the Primers, much of the written work consists of writing letters and words. Naturally, this means that pupils also have to read. But remember, writing is an even more complicated activity than reading. It involves eye-and-hand coordination, motor control, and much more. Because pupils find writing a laborious activity, the exercises that are introduced in the Workbook are varied. The pupils are not expected to write letters and words all the time, but have been given ample scope to draw, colour, match, copy, and join lines and boxes. Further writing activities based on the exercises in the Student Book and Workbook will greatly benefit the pupils and help to develop their reading and writing skills. Suggestions for such activities are contained in the detailed notes, but it is up to the teacher to decide whether or not such additional work is necessary.

The Workbooks which correspond to the later Student Books contain exercises which are closely related to the topic(s) covered in the Student Book. In some instances, however, a new topic (concerning the use of special vocabulary or structure or activity) is introduced in order to cover as much ground as possible. Full instructions are given, with examples, so that the teacher or pupil should have little difficulty in understanding what has to be done.

Supplementary Learning Materials

In the early stages, it is essential that the teacher develops, produces, and makes a collection of all kinds of supplementary materials in order to aid learning. The books in the series can only serve as a base from which to work, and it is the teacher's job to reinforce this work with appropriate exercises, materials, ideas, worksheets, games, and above all, efforts to try and create the proper atmosphere and environment in which real progress can be made. Supplementary materials include charts, worksheets, flash cards (words, pictures, sentences), matching cards, games, and various pieces of apparatus involving the manipulation of letters or words in order to help pupils learn how to spell or how to use a structure. All these items will help pupils to revise and reinforce what has been learnt in the textbooks. They offer great scope for the teacher to approach certain lessons from an entirely different angle and will help to occupy the pupils' time constructively. Slow learners as well as those who are quicker can benefit greatly from using these materials.

In the later stages, the use of additional learning materials may not be felt to be so necessary for every pupil in the class. However, there will be instances when you will find that certain pupils need extra help or additional practice in order to understand a particular lesson. It is here that supplementary learning materials can be most useful. Many learning materials and games are already available. It is hoped that some materials may be developed as part of this learning package. Many of the materials can easily be made, quite inexpensively, by teachers themselves. For a list of materials and how to make and use them in class, please see the Teaching Guide for the Primers A and B.

In addition to the above-mentioned supplementary materials, rhymes, poems, and songs are an important part of speech and ear training. The detailed notes for Primers A and B suggest where you might introduce various rhymes during the course of the year. Teachers should ask the pupils to listen to the rhymes and teach them the words so that the rhymes can be learnt and repeated. Obviously, learning these rhymes will take time but this will be time well spent.

2. Teaching English

The Pupils

Before you start using the books and materials of this English course, here are some important points to consider about each of your pupils.

- *What is the background of the pupil?*
- *Is English spoken at home on a regular basis?*
- *Is the pupil a second-generation learner? (Have the parents received some kind of education?)*
- *Does the pupil come from a home where books and magazines are available and where the other members of the family read?*
- *Does the pupil come from a home where there are educational toys, a radio, TV, newspapers?*
- *Does the pupil have any difficulty related to sight, speech, or hearing?*

These are only some of the questions you might ask about your pupils. Your answers will determine where you have to start, what pace to go at, and what work must be done in order to get the best out of your pupils. Here are some constructive steps you can take in order to teach English more effectively at the primary level.

Using the Teaching Guide

This course is a complete learning package and the intention of this Guide is to help you to use the package effectively. There is a Teaching Guide for each level and each will provide many ideas that can be used and developed throughout the course. Please be sure to read the detailed notes and teaching suggestions in the Guide.

Using the Student Books and Workbooks

The books have been especially designed for pupils from a Pakistani background. They try to bridge or, to some extent, narrow the gap between complete beginners, those whose mother tongue is not English and who do not speak any English at home, and those whose home environment involves the use of a considerable amount of English. As all pupils do not learn at the same speed and some topics or structures are more difficult to grasp than others, it may be necessary for the teacher to backtrack, revise, spend a longer time over certain stages, or even skip out or race through certain exercises where necessary. The teacher should feel free to adapt and amend and not stick too closely to all the suggestions made in this guide, if that is going to restrict his/her teaching in any way. For example, if time is limited, the first set of comprehension questions in most exercises may be answered orally—only selected questions may be given for written work.

Using Materials

Use as many materials as possible. If your pupils do not have reading and writing materials at home, you should try to provide them in class. As mentioned above, textbooks are useful tools but they are not the only materials you should use. Supplementary reading materials, charts, wall displays utilizing pupils' written work and drawings, flash cards of various kinds, and games, all support the learning process.

By using and displaying materials, your pupils will have plenty to look at, think about, and talk about. Fast learners will reinforce what they have learnt, and slow learners will have the opportunity to approach the same topic from a different angle.

Do create a small library of supplementary reading materials within the classroom. The textual matter in the Student Book is limited; it is not sufficient to develop the *habit* and *love* of reading.

Planning

With careful planning, you can vary your lessons, allocate sufficient time to every aspect of learning English, and introduce new and interesting ideas and activities which will make your classes lively and interesting. The Teaching Guide will prove an invaluable tool in this process. Sample lesson plans have also been included at the end of each unit in each Guide. It is not necessary to follow them rigidly. Vary them for interest according to your requirements.

Activity

Make sure that your lessons are active. Varied activities will help to generate enthusiasm and enjoyment in the classroom. Boredom will not be an issue if you introduce varied, interesting activities.

Dynamism

Make sure that all your lessons are dynamic. It is only if you are enthusiastic and dynamic that you can inspire your pupils to put in their best efforts, work hard, and learn something. If you are dull and sound bored by the whole process, your lack of enthusiasm will transfer to the pupils. Their lack of enthusiasm will make your task more tedious.

Atmosphere

Try to create an atmosphere in class that is conducive to learning. This may be done on two levels—the physical and the psychological. To improve the physical atmosphere, make sure your classroom is an interesting place in which to be. Desks arranged in rows and nothing but bare walls will not help. Make your classroom exciting and attractive, full of interesting things.

On the psychological level, try to create an atmosphere in which pupils are not fearful or intimidated. If the work is interesting and stimulating and the atmosphere is relaxed and peaceful, much more can be accomplished.

Speaking in English

Make sure you use English at all times in the English class. Do not use the pupils' mother tongue to explain meanings or to give instructions. Understanding will only come through constant and open dialogue in the classroom, between the teacher and the pupils. Use English naturally and whenever possible, and expect the pupils to use it too. You will be surprised how quickly and easily incidental language is picked up by the pupils.

3. Pre-reading

Time spent on pre-reading activities will greatly benefit the potential reader, so do not rush this stage. The exercises and suggestions here should be followed in the first few weeks of school and should be continued with even after work in the textbook has begun.

Listening and Speaking skills

These skills relate directly to the pupil's ability to listen to, decode, and understand words and sentences spoken in English, and the ability to repeat or utter words, phrases, and sentences in a meaningful and clear manner.

Points to consider:

- *Can the pupil hear sounds properly? (Is his/her hearing impaired in any way?)*
- *Can the pupil tell from which source a particular sound is emanating? (Show the pupil pictures—a horn, a bell, a drum—and listen to a recording of these sounds.)*
- *Can the pupil distinguish between one sound and another heard at the same time? (Clapping and instrumental music; baby crying and person singing; a number of musical instruments being played at the same time.)*
- *Can the pupil distinguish between loud and soft sounds?*
- *Can the pupil understand simple instructions?*
- *Can the pupil repeat simple words, phrases, rhymes?*
- *Can the pupil repeat simple stories in his/her own words?*
- *Does the pupil come from a background where English is spoken frequently?*

You can organize activities in class which will greatly help the pupils not only to hear sounds, but to listen to sounds with concentration and understanding. For such exercises, a CD player will prove useful.

Here are some activities to develop listening and speaking skills.

1. Talk about objects and events, naturally and as often as possible.
2. Give the pupils the opportunity to speak English whenever possible. Listen attentively to what they have to say and encourage them to speak by asking questions.
3. Use English all the time; try not to use the mother tongue. If the pupil is from a non English-speaking background, he/she will need to hear English spoken quite often.
4. Give clear instructions at all times; pronounce all your words properly (as best of your ability).
5. Tell stories, recite poems, sing songs, and get the pupils to learn these and repeat them. Encourage the pupils to learn some tongue-twisters. (Very often pupils repeat or recite rhymes and poems at the top of their voice; there is no need for this! Teach them to speak and sing in a natural way.)
6. Play various games which involve the use of listening or speaking skills. ('I-spy', finding rhyming words, making up stories, guessing games, miming and describing actions, etc.)
7. Use a CD player to play music and songs to the pupils.
8. Use a tape recorder to record and play back the pupils' own voices.
9. Provide pictures and books for pupils to look at so that these can act as a stimulus for conversation.

English is spoken all over the world so there are many different accents. It is not essential that English should be spoken in one particular accent. As long as the speaker's utterances are easily understood by anyone listening, the 'accent' is not important. Obviously care must be taken to pronounce words in the correct way, otherwise the meaning may not be clear. For example, there is a considerable difference in the meaning of the words *cheap*, *chip*, and *ship*. The use of *ch* for *sh*, or a long vowel sound for a short one, may cause confusion, unless the context is absolutely clear.

Here are some words and sounds that might cause confusion if they are not pronounced properly:

bag/beg/back	rode/wrote	ear/year
chip/cheap	vary/wary	heard/hard
sheep/ship	vent/went	are/or
boat/both	will/wheel	pot/part
feel/fill	ask/axe	lose/loose
sleep/slip	vet/wet	ee/she
pole/foal	eat/heat/hit	so/show
vain/wane	necks/next	sue/shoe
day/they	shoe/chew	his/is
put/foot	part/pot	heart/hot

There are many other confusing pairs of words. Concentrate on the clear pronunciation of all consonants, consonant blends, and vowel sounds. Distinguish especially between long vowel sounds and short ones. When in doubt about the proper pronunciation of a word, consult a good dictionary. A good dictionary will also tell you where to put the stress or accent in a word.

Visual Skills

This skill relates directly to the pupil's ability to recognize, decode, and understand words and sentences written in English.

Points to consider:

- *Can the pupil see properly? (Is his/her sight impaired in any way?)*
- *Can the pupil distinguish between one colour and another?*
- *Can the pupil already read letters/words in another language?*
- *Can the pupil recognize writing (as opposed to pictures)?*
- *Does the pupil come from a home in which books, magazines, and other reading/picture materials are available?*
- *Can the pupil recognize and understand simple visual symbols? (e.g. an arrow, indicating direction.)*

Prior to reading, it is essential that pupils are given the opportunity to develop certain visual skills which will make the task of 'real reading' much simpler for them later on.

Bare classroom walls will in no way help the pupils to develop visual skills! Make sure your classroom walls are always covered in interesting pictures, words, and sentences. Replace the materials often, in order to maintain the pupils' interest.

Visual skills consist of matching, sorting, orientation, discrimination, sequencing, completion, and recall. Refer to the **Teaching Guide for Primers A and B** for further details.

Motor Skills

These skills relate directly to the pupil's ability to combine sight and muscular control in order to use a pencil or other implement to draw or write words and sentences accurately.

Points to consider:

- *Does the pupil have any physical defect which makes writing difficult?*
- *Does the pupil come from a home where others write, and where writing materials (pens, pencils, colours, paper) are readily available?*
- *Is the pupil more comfortable using the right hand or left hand, when writing (or drawing, or doing other tasks)?*
- *Can the pupil write any words in another language?*

There are many activities that can greatly help hand-and-eye coordination. Some of these include the threading of beads, colouring, drawing, tracing, drawing around shapes (or templates), cutting out shapes or pictures with a pair of scissors, playing games (throwing dice, moving counters, holding cards, rolling marbles, using tiddlywinks, etc.), pasting pictures in a scrapbook, doing jigsaw puzzles, using a needle and thread to make samplers (sewing), copying pictures, painting, completing dot-to-dot pictures, doing mazes, constructing simple structures from a variety of materials (card, paper, cotton reels, sticks, string, matchboxes, etc.), and modelling with clay or play dough.

Remember that before the pupil begins to write letters and words, he/she should have *heard* the word spoken, *said* the word and *used* it in a meaningful way in a sentence, and *read* the word, either on its own or in a sentence. At the pre-reading stage, however, activities may incorporate the use of many skills at one time.

Many of the motor-skill activities are contained in the Workbook, but due to certain constraints (mainly of space available) they have been limited. Teachers should provide the pupils with ample opportunity to develop these skills even after work in the textbook has been started. Use lots of craft activities to develop hand-and-eye coordination. Remember that all the skills described above can be developed across the curriculum: don't confine the use of English to the English period alone!

4. Reading

The early preparation for reading has already been outlined in the chapter entitled Pre-reading.

In order to become a reader, the pupil must be aware of shapes, be able to recall stories and poems, and have a considerably wide vocabulary in English. Above all, the pupil must be sufficiently motivated and must want to read. Forcing someone to read, especially when the person is not ready to read or finds the task difficult, may only put off the potential reader.

The potential reader must be given opportunities to develop pre-reading skills and must be encouraged to read. Encouragement may be given in a number of ways. First, provide the pupil with books to read. These may be picture books with very few or no words in them. If you provide the pupils with books and read stories to them, you will show them that books are useful and interesting, and that they are worth reading.

Build up a collection of books in the classroom. Some books may disappear or be spoilt, but if they do not exist in the first place, the pupils will never learn how to use them or handle them with care. Remember that reading with fluency, accuracy, enjoyment, and understanding cannot be achieved by reading *one* textbook. The skill of reading and an interest in reading can only be developed properly by allowing the reader to read and enjoy a number of books.

Checklist

The vocabulary and structures used in the Student Books are carefully controlled and graded. If the Student Books are used in conjunction with supplementary readers and other reading books provided by the teacher, the pupils should have no difficulty in learning to read. With the phonic skills learnt in Primers A and B, the pupils should be able to tackle new material with ease. However, some pupils may experience certain difficulties in reading.

The reading checklist contains items that cover the first few years of reading.

Reading checklist—table

1.	Initial single consonants	b c d f g h j k l m n p q r s t v w x y z
2.	Short vowels	a e i o u
3.	Sound blending	hat wet pin job mud van leg sit fox gun
4.	Left to right sequencing	saw/was on/no ten/net for/from
5.	Letter shape recognition	b/h h/n c/e g/q t/f u/a g/y
6.	Recognition of orientation	b/d p/q n/u m/w
7.	Naming letters a) Sequence b) Random c) Caps/Small	A B C D E F G H I J B G M R P T F U W Mm Tt Ss Ff Gg Ll Rr Qq
8.	Long/short Vowels	hat/hate bit/bite not/note tub/tube
9.	Association rhyme/sort	cat/bat/mat big/dig/jig pot/hot/cot t—ten/tap/tin a—bag/cap/mat
10.	Variations in sounds	g (go, giant); s (has, sit, sugar); c (cat, city); y (yes, sky, very)
11.	Vowel digraphs	ai ay ar ea ew ee oo oi oy oa ou
12.	Consonant digraphs and silent letters	th (think, then); sh (shop); ph (phone); ch (chip, chord); wh (when, who); wr (write); kn (know); gh (high); mb (climb); gn (gnat)
13.	Double consonants	bb dd ff gg ll mm nn pp rr ss tt zz (cc—accord, accept)
14.	Consonant blends: initial	bl br cl cr dr fl fr gl gr pl pr sc sk sl sm sn sp st sw tr tw
15.	Consonant blends: end and medial	-nk -ng (Also triple blends: <i>thr scr str spr -ckl- -mpl-</i> etc.) -ck -ct -ft -lb -ld -lk -lm -lp -lt -mp -nd
16.	Prefixes	ab- ad- be- com- con- dis- ex- inter- pre- pro- re- sub- un-
17.	Suffixes	-al -ance -ence -ent -ness -ful -less -able -ion -sion -tion -tive -ary -ery -ible
18.	Other endings	-s -ing -er -ed -es -ish -ly -y
19.	Contractions	can't don't we'll won't we've you're
20.	Syllabication (Word attack)	in/ter/est gar/den cab/in ru/ler but/ton

21.	Anticipation of words, tenses, phrases, outcomes	Plurals (was/were) Pairs (Hot and) Tenses (has/had)
22.	Reading aloud	Reads smoothly with expression, inflexions, and stress. Awareness of punctuation. Varies speed.
23.	Referencing skills	Uses a dictionary, index, contents page, glossary.
24.	Reading strategies and comprehension	Silent reading. Skims for outline. Scans to locate specific information. Studies factual information critically. Integrates information from different sources. Understands literal content. Uses inference to extend understanding. Integrates information and personal knowledge for further understanding.

In order to keep a record of your pupils' progress, you might like to tabulate the information and keep a record sheet for each pupil.

Here is an example:

Alphabet Recognition		
Name:	Class:	
Date:	Taught:	Known:

Letter sound	Letter name	Initial position	Middle position	End position	Capital (ABC)
a					
b					
c					
d					
e					
f					
g					
h					

Blends					
bl	br	cl	cr	dr	dw
fl	fr	gl	gr	pl	pr

The column headings of the table can be altered as the level increases.

5. Writing

Writing is a laborious activity for the pupil; it is not a natural activity. Writing involves many skills: the pupil must first be able to recognize that certain shapes form letters, and that these letters represent particular sounds; when the letters are put together they form words, pronounced in a particular way; these words have meaning.

Only when the pupil has made some headway in oral work and in reading should he/she be encouraged to write. 'Writing', prior to this stage, should involve the use of implements to draw, colour, scribble, make shapes, and copy in order to develop fine motor skills and eye-hand coordination.

Writing requires strong motivation and a great deal of practice on the part of the pupil. So, do not expect too much at first. The teacher should try to make the activity as exciting and attractive as possible, and offer lots of encouragement. The writing of endless lists of words will not help to enthuse the pupils or make them want to write more than is absolutely necessary. Varied activities and tasks, which include drawing as well as writing, should help to motivate the pupils.

Remember to write clearly yourself and do not join letters when writing on the blackboard. If you do not take care to write neatly, your pupils cannot be expected to write neatly either!

The Workbooks are designed to give pupils the opportunity to develop their writing skills. But, due to limitations of space, further writing tasks should be set by the teacher. The section entitled Supplementary Learning Materials and suggestions and answers contain suggestions for further writing activities.

It is a good idea to supply each pupil with a copywriting (handwriting) book as well as a notebook for writing practice. There are a number of good copywriting books available. Make sure that the one you use is compatible with the Student Book and Workbook of this series. For example, it is no use supplying the pupils with a copywriting book that introduces capital letters before lower-case letters!

Make sure that writing is always neat and that each letter is formed in the correct way from the start. Undoing a bad habit can take a long time so make sure from the very start that the letters are written properly. Later, the pupils should take care to produce work that is not only legible, but grammatically and structurally correct. Where necessary, point out mistakes made in spelling and punctuation, but do this with care. If a pupil produces work that is full of mistakes, covering the page with corrections in red ink may discourage the pupil. Correct serious mistakes, but also take note of the other mistakes being made and plan a course of remedial action.

Give pupils the opportunity and encouragement to try and write creatively. Quite often, exercises based on work in the Student Books do not allow much scope for creativity or imagination. In many instances, however, this is possible if you use your own judgement and good sense to alter, adapt or improve on exercises that have been set. Creative writing does not mean that pupils should abandon the rules of writing correct English. Creativity can come from the use of original ideas put in a novel way, but which also observe all the prescribed rules of good grammar and syntax.

Remember that pupils like to have their work appreciated and admired. Ensure that the work of each pupil, at some stage during the year, is displayed for all to see. If a pupil produces a particularly good piece of writing, correct it, get the pupil to rewrite it neatly and perhaps illustrate it. You can then mount it and display it on a board in the classroom. Change the works on displays regularly so that the display board becomes a constant source of attraction and inspiration.

6. Structures

Lists of structures are given in the Contents' list for each book. Structures are presented in a graded manner throughout the series. These are introduced at an appropriate level and then revised at a later stage, in the same book or perhaps in the next.

Teachers should be aware of the structures being introduced, but it is not imperative that these are drilled, unless it is obvious that the pupils do need the practice. Do not spend too long on one structure; pupils soon learn the correct formula and can get all the answers right. These are better learnt over a long period of time with constant usage in a meaningful context—for example, in general conversation in class, or through a game.

Take note of recurring errors when the pupils speak amongst themselves or to you. There is no need to correct these errors every time they are made in general conversation, but if you are aware of the mistakes that are being made, you can put these right by ensuring that the pupils making the mistakes practise the correct drills at an appropriate time later on.

Here is a basic list of structures for use in the early stages of learning English. They are not in any particular order of introduction. Many additional structures will be used in oral work.

This is a/an + common noun.

This is + proper noun.

This is my/your + common noun.

These/Those are ...

This is my right ...

That is my left ...

It is a/an ... It's a/an ...

It's my/your ...

They are ...

They're my/your ...

What is this/that? (What's)

What are these/those?

Is this/that/it a/my/your ...?

Yes, it's a/my/your ...

Yes, it is. No, it isn't.

No, it isn't a .../my/your ...

Are these/those/they .../my/your ...?

Yes, they're .../my/your ...

No, they aren't .../my/your ...

Yes, they are. No, they aren't.

Is this/that a/my/your ...? or

Are these/those .../my/your ...? or

My/Your/His/Her name is ...

What is my/your/his/her name?

What is this/that boy's/girl's/man's/woman's name?

His/Her name is ...

He/She is/is not a

This/That/It is ...'s ...

This/That/It is his/her ...

These/Those/They are ...'s ...

These/Those/They are his/her ...

You are/are not a/my boy/friend/pupil.

I am/am not a/your teacher/dog.

This/That/It is the ...

This/That ... is on the/my/your/his/her/John's ...

It is on the/my/your/his/her/John's ...

These/Those ... are near the ...

They are near the ...

This/That/It is a ... (adj) ... (n)

These/Those/They are ... (adj) ... (n.pl)

The ... (adj) ... (n) is/are on the/my ...

Where is/are the?

the: Is the boy cold? No, he is not. He is hot.

The ceiling is white.

Is the boy happy? No, he is not.

Prepositions: in, on, under, behind, beside, in front of, near

Adjectives: small, big, young, old, tall, short, thin, fat, etc.

Adjectives: The cat is small. It is a small cat.

Adjectives: + prepositions. The green ball is on the table.

Imperatives: stand, sit, open, close, look at, say, pick up, hold up, draw, write.

of the: Touch the top of the desk.

The girl is at the top of the stairs.

Plural forms of nouns:

Numbers 1 to 10 and 10 to 20.

There are on the plate.

There is in the room.

Is there a ... on the table?

No, there is not. There is not a ... on the ...

How many are there? There are

They: *What are these? They are*

We/You. *We are Yes, you are*

We/You/They. *Are you girls? No, we are not.*

Present Continuous tense: *He is walking. She is jumping. What is he doing? He ising.*

Yes/No questions: *Is he shouting? Yes, he is. He is*

Are they ...? No, they are not.

Direct object: *What is he pulling? He is pulling a car. She is writing a letter.*

The man is catching mice.

Adverbials: *What is Moiz doing?*

He is coming out/on/for/in/along/to/with/over.

have: *I have a book. Have you a book? Yes, I have. (+ not)*

has: *Danish has a kite. Has he got a book? No, he has not.*

Who: *Who has a pencil? Shaima has.*

Who: *Who are sitting down?*

What: *What time is it?*

Uncountable nouns: *sugar, grass, salt, tea, bread, rice; piece of, plate of, glass of, bottle of*

Please consult the Guides for the levels below and above this one. They may contain ideas and suggestions that could be adapted and used in preparation of lesson plans for the Units at this level. For example, the Guide for the Primers contains a number of ideas about supplementary materials that can be made and used in class, and the words of over 70 songs, rhymes, and short poems.

A meeting between two kind characters (and one of the character's dog). One of them is unusual! Both of them want something and decide to travel together. Another character is mentioned but not introduced to us yet. Pupils might like to create some more dialogue and enact the story. Discuss the unfamiliar words in the 'words to know' section.

Please note that for the comprehension questions, pupils will give their own answers. Where answers are given in this Teaching Guide, they should be seen as examples only. Pupils should be allowed, and encouraged, to use their own words, so long as the question has been answered correctly. In some instances in this book, only notes are given, not full answers.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- The road is made of yellow bricks.
- Dorothy's pet is called Toto. He is a dog.
- The Scarecrow has been put in the field by the farmer in order to scare away crows so that they do not eat the crops.
- Dorothy helps the Scarecrow to get down from the pole that he is stuck on. She also encourages him to go to the Emerald City to ask the Great Oz for a brain.
- The Scarecrow helps Dorothy by carrying her basket.
- The Scarecrow wants to ask the Great Oz for a brain.

These questions are more difficult. Discuss them first.

- We know the Scarecrow is kind and polite because: he carries Dorothy's basket; he greets Dorothy when he sees her; he uses polite language such as 'thank you'...
- The Scarecrow is afraid of a lighted match because he is made of straw and straw burns easily. A lighted match could kill him.
- It is not possible! Stories often contain impossible or incredible things - such as a Scarecrow that can talk!

While Reading: Pupils will give their own answers.

Challenge: Pupils will have their own ideas.

2. Answer the questions about these lines from the story.

'I understand how you feel,' said the little girl, who was truly sorry for him.

- Dorothy
- To the Scarecrow.
- Because he wants something that he does not have (a brain) and she also wants something (to go home).
- Dorothy offers to help the Scarecrow; she says that if he comes with her, she will ask the Great Oz to help him. They set off on the yellow brick road together.

3. Which of these sentences are true (T) or false (F)?

- a. true b. false c. false d. false e. true

B WORKING WITH WORDS

1. Can you find these words in the story? The letters are not in the correct order.

- a. stuffed b. scarecrow c. emerald d. the Great Oz e. corn field f. gratefully

Pupils might like to try other anagrams or make up anagrams from words in the story for their classmates to work out.

2. Which word in each list is not spelt correctly?

Pupils should refer to a dictionary if they are not sure about any of the spellings.

- a. fryed (fried) b. escuse (excuse) c. desided (decided) d. quitely (quietly)

Pupils can put these words into alphabetical order.

3. Try to find these words in the story.

Pupils will use their own words; the answers should be regarded as correct if the meanings are the same as those given below.

- a. fence b. hat c. pin d. basket e. mice f. brain

C LEARNING ABOUT LANGUAGE

Review what the pupils know about nouns; briefly touch on adjectives and verbs, but these will be reviewed in depth later.

- Give examples in sentences. Write some sentences on the board and ask the pupils to pick out the nouns.
- Read out a random list of words and pause after each. If the word is a noun, the pupils should shout out 'noun'.
- Do the same, after you have formed two teams. Give each team one word at a time. If they get it right (Yes, it is a noun. No, it is not a noun.), then award a point.

1. Write these sentences in your notebook in the correct order.

2. Now underline all the nouns in the sentences that you just wrote down.

d. He was sitting on a bench, waiting for a bus.

f. The bus did not come.

c. A taxi arrived and the man got in.

e. The driver asked him for some money.

a. The man took a note from his pocket and gave it to him.

b. The taxi went off down the road.

g. The taxi arrived at the house.

- Ask the pupils what they think all this was about. Who was the man? Where was he going? Why did he take the taxi? What happened to the bus?

D LISTENING AND SPEAKING

Read the rhetorical question. *You didn't just speak, did you?*

Point out that a statement is made, and at the end, the speaker asks a question seeking agreement. The listener would probably give an answer in agreement, even if the words he uses are negatives: 'No, it's not.'

1. Work in pairs and complete the following by matching the statements with the correct question tags.

First read the statements in the first column.

It's not yours. *What's not yours? This pen. This pen is not yours.*

The pupils will understand that the 'it' in the statement refers to the pen. You are making a statement about it. Then you are asking a question, because you are not sure. You want the listener to tell you. So you ask: *It's not yours, is it?* The second 'it' also refers to the pen. The listener will say, 'Yes, it is.' or 'No, it's not.'

Note that the verb in the question tag must agree with the verb in the statement. The pronoun must also agree.

We cannot say: *They have worked, isn't it?* (No agreement between verb or pronoun)

We should say: *They have worked, haven't they?*

The correct responses are given below:

Incomplete statements

Question tags

- | | |
|--|---------------|
| a. They have met you before, | haven't they? |
| b. Let us see whether he is in, | shall we? |
| c. You are in the team, | aren't you? |
| d. They are very bright, | aren't they? |
| e. It has been stolen, | hasn't it? |
| f. Don't tell anyone, | will you? |
| g. I think this is a good idea, (seek agreement) | don't you? |

When the pupils have matched all the question tags to the incomplete statements, get them to read out the completed statements. They can then practise the statements with a partner.

2. You teacher will read some statements. Listen carefully, then add a question tag.

Please see page 131 of the textbook for this exercise. Remember to correct the pupils if you hear them saying:

'It's a fine day, no?' (It's a fine day, isn't it?)

'He's late, no?' (He's late, isn't he?)

E COMPOSITION

What do Dorothy and the Scarecrow say to the Great Oz when they meet him?

Talk about how they could ask politely for what they want. Discuss polite language: please, thank you, excuse me, may I, could you...

Write up on the board any difficult words that they come up with.

Workbook: pages 2–5

A NOUNS

Revise what the pupils already know about nouns. They should know that a noun is the name of a thing. There are common nouns (things in general: toy, banana, book, lamp, etc.) and proper nouns (names for people, places: Aamer, Sara, Multan).

1. Put the six nouns in each list in alphabetical order and also write the group name. First find the verb and cross it out.

Explain what is to be done. There are a number of tasks to perform. When you have explained, allow the pupils to work on their own. Some of the words in the lists will be new words for the pupils. They should get into the habit of referring to a dictionary when they don't know the meaning of a word. Only as a last resort should they ask you. The easy way is for you to give them all the meanings; but they will learn little with this approach.

The nouns in the lists all belong to a particular group or family.

Pupils should first read the words. They should find the odd word in each list, and cross out this word. All the odd words are verbs. The nouns can then be arranged in alphabetical order. Finally, the group names may be written in the blanks.

The illustration shows individual items that can be played with: the group is 'toys'. The odd words below are shown in brackets.

- a. jasmine, lily, lotus, poppy, rose, violet: flowers (jump)
- b. carp, cod, kipper, perch, mahseer, trout: fishes/fish (trot)
- c. chisel, drill, file, hammer, plane, saw: tools (went)
- d. coat, shirt, shorts, socks, tie, trousers: clothes (roll)
- e. chair, cupboard, desk, sofa, stool, table: furniture (drop)
- f. envelope, pad, paper, punch, rubber, ruler: stationery (hit)

Discuss the pupils' selections and the words in each list. Check that they know what the words mean.

- Note that some of the words in the lists have two or more meanings. Some of these words, on their own, might be seen as verbs (tie, punch, file, drill, perch). We can only tell whether a verb is a noun or a verb by the work it does in a sentence. In the exercise just completed, however, we know that six words are all from a particular group, so we have been looking for nouns to go in that group.

B ARTICLES

Revision of definite/indefinite articles.

Explain the use of **the**. E.g.: She dropped a pencil. (Any pencil, not a specific one.) *The* pencil broke. (It was the same pencil that she had dropped.) We use the definite article (*the*) when the thing (the noun) about which we are speaking is already known to us.

Also explain that certain things, of which there is only one, are always preceded by **the**, for e.g.: **the** Pacific Ocean, **the** capital (of the country), **the** Sun.

1. Give examples of your own for the articles a, an, and the.

Pupils will give their own examples.

2. Write a or an before these nouns.

- a. a man b. an orange c. an axe d. a tree e. the world f. a large ear (but, an ear)

3. Write a, an, or the where they are necessary in the following.

- a. In **the** Atlantic Ocean there are many __ fish.
- b. One day **an** ostrich ran into our garden. It stayed in **the** garden for **a** week.
- c. Hira is **a** good dancer. She is **the** best dancer in **the** school.
- d. Mount Everest is **a** very high mountain. It is **the** highest mountain in **the** world.
- e. Last week I went to see **the** doctor. (Assuming that the doctor is one usually seen by the speaker.)
- f. Please pass **the** sugar, Raheel.

C CAT AND MICE

The pupils might not remember what the word *singular* means. You can explain briefly about *singular* and *plural*.

1. Write the sentences given on the next page in the singular form.

- | | |
|--|--|
| a. A finger has a nail. | b. A tiger is a fierce animal. |
| c. A shirt is made of cloth. | d. A pencil is made of wood. |
| e. A fish swims in water. | f. A carpenter uses a hammer and a chisel. |
| g. A house can be made of stone. | |
| h. A small boy can make a huge castle from sand and water. | |

Lesson Plans

For detailed suggestions, refer to pages 1–5.

LESSON 1

Textbook Time: 40 min

Aims:

- To increase vocabulary
- To develop reading skills
- To develop comprehension skills
- To answer in complete sentences

Task	Time
1. Read the text—the children should be encouraged to read aloud in turns.	10 min
2. Discuss the unfamiliar words and ask questions orally.	10 min
3. Attempt Exercise A, Question 1.	15 min
4. Revise the main points of the text.	5 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop comprehension skills
- To introduce reference to context
- To develop thinking skills
- To reinforce correct spelling

Task	Time
1. Continue with Exercise A, Question 2—an oral exercise.	10 min
2. Attempt Exercise A, Question 3.	10 min
3. Attempt Exercise B, Questions 1 and 2. If the children finish their work early, they can begin Question 3. It should be completed as homework.	20 min

LESSON 3

Textbook Time: 40 min

Aims:

- To revise and reinforce nouns
- To be able to sequence events
- To increase vocabulary
- To develop listening and speaking skills

Task	Time
1. Exercise C—the sentences should be read carefully and clearly before written work is attempted.	30 min
2. Exercise D, Question 1 can be started.	10 min

LESSON 4

Textbook Time: 40 min

Aims:

- To increase vocabulary
- To understand question tags
- To develop creative writing skills

Task	Time
1. Recap question tags started in the previous lesson.	5 min
2. Continue with Exercise D, Question 2.	15 min
3. Attempt Exercise E. Any unfinished work can be given as homework.	20 min

LESSON 5

Workbook Time: 40 min

Aims:

- To revise the use of proper nouns and common nouns
- To encourage students to follow a number of instructions for an exercise
- To practise using a dictionary
- To identify verbs
- To introduce the articles *a*, *an*, and *the*

Task	Time
1. Revise nouns, verbs, alphabetical order, and group names.	10 min
2. Exercise A, Questions 1 and 2 should be attempted.	20 min
3. Exercise B should be introduced and Question 1 attempted.	10 min

LESSON 6

Workbook Time: 40 min

Aims:

- To introduce and practise the use of articles
- To revise the use of nouns
- To practise converting sentences with plural nouns into ones with singular nouns

Task	Time
1. Complete Exercise B, Questions 1, 2, and 3.	20 min
2. A brief explanation and discussion of Exercise C. The exercise can be given for homework.	10 min
3. Revise the contents of the unit—reference to context, sequencing, question tags, nouns, articles, and singular and plural.	10 min

Robin

Which birds sing sweetly? Which birds are colourful? Can the pupils name and identify ten birds? Ask them to try. Do birds live in one place all year long? What does migration mean? When do birds lay their eggs? Are all eggs the same?

Discuss the unfamiliar words and ask the pupils to use them in sentences. Learn to spell the words.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- Spring, summer, autumn, and winter.
- In the summer.
- Robin says that in autumn there are fruits for everyone. We should give praise at this time.
- We can still hear Robin's song in the cold and wintry weather.
- In the spring, Robin says that he told us that winter would go away.

These questions are more difficult. Discuss them first.

- Since Robin sings throughout the year, with a note of hope, he must be happy.
- The Robin is iii. hopeful. He sings and is happy; he knows that spring will return even when the winter might seem cold and long.

2. Say which of the following is true (T) or false (F) about the poem.

Only statement a. is true. In b. Robin sings, but we are not told whether it is with 'all his might'.

3. Answer the questions about these two lines taken from the poem.

In the cold and wintry weather,

Still hear his song:

- Robin
- Robin has been singing all along, through spring, summer, and autumn and now in the winter too, he is still singing.
- 'Somebody must sing, or winter will seem long.'

B WORKING WITH WORDS

1. Write opposites for these words. You will find a few of them in the poem.

- | | | | |
|----------------|-------------|-----------|---------------------|
| a. always | b. everyone | c. slowly | d. hated (disliked) |
| e. foe (enemy) | f. came | g. go | h. clever |

- Ask the children which opposites in B1 can be found in the poem.

2. Match the following and use them in sentences of your own.

- | | |
|----------------------|--------------------------------|
| a. as dark as night | b. as good as gold |
| c. as sweet as honey | d. as hard-working as a donkey |

Pupils should make up interesting sentences; these can be clarified by the addition of another sentence. E.g.: The eclipse took place during the break. The classroom was as dark as night.

C LEARNING ABOUT LANGUAGE

The exercise introduces clauses with 'when'. Point out how the sentences are constructed. They are made up of parts. (See the parts italicized below.) The part of the sentence with 'when' in it does not make full sense because the sentence is incomplete. Note that the other parts (not italicized), make full sense on their own. There is no need to use the word 'clause' at this juncture!

1. Complete the following sentences in your own words.

Pupils will make up their own sentences with appropriate 'when' clauses.

- a. Robin sang sweetly *when the days were bright*.
- b. *When autumn comes*, let us all give praise.
- c. I shall go *when spring arrives*.
- d. *When he returns*, tell him to see me.

D LISTENING AND SPEAKING

1. Find rhyming words in the poem for the following.

neatly/sweetly banks/thanks light/might haze/days roots/fruits rolled/cold
dream/seem few/through leather/weather bore/for leap/keep fair/there

Point out that the spelling of the words in some of the pairs is quite different; however, the words are pronounced in the same way.

- Can the pupils find other words to rhyme with those given? Write their suggestions on the board. Note the different spellings.
- Ask the students to work in pairs, and with the help of a dictionary, to find other rhyming words for the ones in the list.

Pupils might find:

neatly: sweetly, fleetly

banks: thanks, ranks, tanks, pranks

light: bite, fight, height, kite, flight, might, night, sight, write, tight, white

haze: maze, laze, raise, pays, rays, stays

roots: boots, hoots, shoots, loots, suits

rolled: bold, sold, scold, cold, hold, mould, told

dream: seem, cream, steam, team, beam, scream

few: due, blue, grew, queue, true

leather: weather, feather

bore: shore, core, more, door, floor, tore, snore

leap: deep, jeep, keep, peep, reap, seep, steep, sleep, sheep

fair: bare, bear, rare, dare, care, lair, share, fair, stair, stare

2. Find a word and say it aloud to a classmate. Your classmate must find rhyming words for your word in ten seconds. Award five points for each correct word found. Then swap roles. After choosing five words each, add up your scores. You will find that it is easier to find rhyming words for some words and not for others.

Listen to how the pupils are getting on and make sure they are keeping the score.

E COMPOSITION

Which season do you like the best? Write about it and draw a picture.

Encourage the pupils to find pictures of the seasons. These will show graphically what the land looks like at different times of the year. They should try and say why they like one particular season in preference to another.

Workbook: pages 6–8

A AS COOL AS

Similes are useful and their meaning should be known; but they should not be overused in written work. It is better for the pupils to develop their own way of describing and comparing things. Provide them with one or two starters: *as frightened as...*, *as quick as*, *as short as*, and ask them to provide their own comparisons. However, remember that the comparison should be about something that everyone is familiar with. We could say: *as quick as a gazelle/hare/greyhound/sprinter/blink*, etc. But if we said ‘*as quick as Riaz*’ (and Riaz happens to be the fastest boy in the school), our comparison is then not a simile. Not everyone would know Riaz (he might be the slowest boy in school, and the speaker was being sarcastic). This kind of comparison becomes a direct one, and is not a simile.

1. Read the following sentence and talk about the meaning.

Discuss the picture. Does the boy look scared? No. He is not in the least worried that there is a tiger following him; he is cool. In fact, he is ‘as cool as a cucumber’.

Ask the pupils to make up sentences of their own, using the phrases in column B of Ex. 2.

2. Match A and B by drawing lines.

See below.

3. Make sentences by using A and B on page 6. The first has been done for you.

- The lake has no water in it. It is as dry as a bone. (B.c)
- Mona is always kind and polite. She is as good as gold. (B.a)
- Shahid’s hair is not grey. It is as white as snow. (B.d)
- The box was lifted by five strong men. It is as heavy as lead. (B.e)
- Bilal’s grandfather is very old. He is as old as the hills. (B.b)

B WHEN

Oral: Use ‘when’ in a few sentences of your own. Make an exaggerated pause before completing the sentence. E.g.: I get up in the morning, (pause) when my alarm clock goes off. When I go downstairs, (pause) I have my breakfast and then I leave the house. I wait for the school bus. When it arrives, (pause) I get inside and travel to school. When the bus arrives at the school gates, (pause) I get up from my seat, (pause) when the bus stops. etc.

Ask pupils to make oral sentences with ‘when’ in them.

1. Make sentences from the following. Use ‘when’ in each sentence.

Pupils will make up sentences of their own, and they should do this on their own! Check that the sentences make sense.

‘Sabir takes Anwar to see a film when he hears the birds singing,’ is technically correct, but does the first part have any connection with the second? All the sentences should be paired as suggested below. Pupils should connect the pairs with the word ‘when’.

E.g.: Aliya wakes up when she hears the birds singing.

2. Write the sentences here.

- a. Aliya wakes up when she hears the birds singing. (c.)
- b. Mumtaz takes Omair to see a film when there is nothing to see on television. (e.)
- c. Ambreen likes mangoes when they are ripe. (g.)
- d. Uzma replies to letters when her friends write to her. (f.)
- e. Seema cries when her friends worry her. (a.)
- f. Parveen listens carefully when her friends give her advice. (d.)
- g. Nida visits her grandfather when it is his birthday. (b.)

Lesson Plans

For detailed suggestions, refer to pages 8–11.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate a poem
- To increase vocabulary
- To identify the characteristics of the different seasons
- To introduce the topic on birds
- To develop comprehension skills

Task	Time
1. Reading of the text and explanation of the unfamiliar words.	20 min
2. Attempt Exercise A, Question 1.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To introduce reference to context
- To increase vocabulary
- To revise the use of similes

Task	Time
1. Continue with Exercise A, Questions 2 and 3.	20 min
2. Attempt Exercise B, Question 1.	10 min
3. Exercise B, Question 2 should be given as homework—an oral discussion in class should precede the written work.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To introduce clauses with *when*
- To develop listening and speaking skills
- To reinforce correct spelling
- To develop creative writing skills and expression of thoughts through drawings

Task	Time
1. Attempt Exercise C.	10 min
2. Attempt Exercise D, Questions 1 and 2.	15 min
3. Exercise E should be attempted—a discussion can precede written work. The exercise can then be completed as homework.	15 min

LESSON 4

Workbook Time: 40 min

Aims:

- To develop written expression
- To introduce more similes
- To be able to use similes in sentences

Task	Time
1. Attempt Exercise A, Questions 1, 2, and 3 in the workbook—revision of similes.	20 min
2. Attempt Exercise B. Any unfinished work can be given as homework.	15 min
3. Revise the main points of the unit—opposites, similes, clauses using <i>when</i> .	5 min

2

The Wooden Bowl

This is an adaptation of an old story. The story of the grandfather and the wooden bowl is at least a couple of centuries old. In Chinese folk literature, the bowl is porcelain; in Asian literature, it is a basket (into which the parents want to put the grandfather and send him off down a river). There are a number of angles from which this story can be viewed. It is about the elderly and how we treat them; it is about doing to others what they might do to us; it is about young children seeing things from a wise point of view and making profound statements; it is also perhaps a story which tells us that we should value humans and human relationships more than we value material things such as a bowl.

Discuss all the unfamiliar words and ask the pupils to use them in oral sentences.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- The family lived in a small town in Germany.
- Manfred was a carpenter; he made furniture and did some carving. He sold these things to the people in the town.
- Thekla was Manfred's wife, Wilhelm's mother and Kurt's daughter-in-law.
- Kurt's hands used to shake because he was old.
- Wilhelm was making a wooden bowl to give to his parents when they grow old.

These questions are more difficult. Discuss them first.

- Thekla and Manfred got angry with the old man. They punished him by making him sit in a corner and eat from a wooden bowl.
- The parents' (Thekla's and Manfred's) eyes filled with tears. They realized how unkind they had been to the old man.

While reading: Pupils will give their own answers, however, they should be taught to treat older people kindly.

Challenge: See introduction, above. Accept plausible explanations.

2. Answer the questions about these lines from the story.

They looked in his room, but he was not there.

'Where could that boy be?'

- The boy's parents, Thekla and Manfred looked in the room.
- Thekla asked the question.
- They were looking for Wilhelm. They wanted him to come and eat his evening meal.
- He (Wilhelm) was in the workshop.

B WORKING WITH WORDS

1. Match the following.

- In the evenings, they sat down to dinner.
- They bought him a cheap wooden bowl.
- They all lived in a little old house.
- The son earned a good living.
- The old man didn't complain.
- The little boy was making a bowl.

2. Find words in the story for the following.

- a. carpenter b. carve c. grandfather d. workshop e. daughter-in-law

C LEARNING ABOUT LANGUAGE

Verbs

Review what the pupils know about verbs. Give further examples.

1. Underline the verbs in the following:

sat, read, waited, came, hit, fell, went, landed, catch, said, smiled, rubbed

2. Choose a verb from the box to complete the following. Use the correct form of the verb, and use each verb only once.

- a. rested b. are playing c. drank d. watches e. caught

D LISTENING AND SPEAKING

1. Read this list of words aloud. Be careful how you say the words.

Note that the sounds are very similar, but they are NOT the same. The words can only be pronounced properly if the mouth is opened wide and the words are spoken clearly. Allow the pupils to practise saying the words aloud a number of times.

2. Choose a word and say it aloud to your friend. Can he/she spell the word correctly?

Allow them to actually do this in a controlled test in class.

3. Do you have grandparents? Where do they live? What did they do to earn their living? Do they still work? Think about your grandparents for a few minutes. Then tell the others in your class a few interesting things about them.

Some pupils may try to get out of this one by saying they never knew their grandparents. Ask them to speak about an uncle or aunt, and if none of those exist, then they can speak about their parents. But they must speak.

E COMPOSITION

Have you ever made anything?

What did you make? How did you make it? Why did you make it? Who did you make it for?

Draw a picture and write about it.

Discuss this first. Help with words and vocabulary, if necessary.

Workbook: pages 9–11

A VERBS

1. Here are four passages from the story. Some of the verbs are missing. Can you put them in the correct places? You will have to change the form of the verb first.

Explain to the pupils that each verb must be used once only. They should go through the whole paragraph first and work out mentally which verb will go where; otherwise there will be a lot of rubbing out to do. Perhaps they can first lightly pencil in the words they intend using.

The verbs, in order, are:

- a. dropped, smashed, fell
- b. became, looked, was, saw, went
- c. stepped, found, sitting, was cutting, working
- d. come, said, put, went, asked, sit

B NOMAN AND ZEESHAN

Using more than, less than, and fewer than.

1. Talk about the picture. Name some of the things in the shops. Compare them.

Oral: Discuss some examples of your own. Note that we use 'less than' for uncountable nouns and 'fewer than' for countable nouns.

E.g.: We have fewer girls than boys in class. There are fewer flowers in his garden than in mine. We have less time during the week. They have less tea than we have.

If you conduct this exercise with real objects, it will be easily grasped. But you will have to have small quantities of a number of uncountable things: sugar, tea, coffee, sand, water, powder, etc., as well as countable things: marbles, sticks, leaves, flowers, petals, and anything else you can lay your hands on. You may think all this is unnecessary, and that the expressions can be learnt quite easily without any supplementary materials of this kind, but this is exactly the sort of input that will make your lessons far more interesting and enjoyable. Pupils will remember such lessons for a long time to come.

2. Fill in the blanks.

Oral: Discuss the pictures first.

- a. Noman has more money than Zeeshan.
- b. Zeeshan has less money than Noman.
- c. Noman has fewer coins than Zeeshan.
- d. Zeeshan has more coins than Noman.

3. Write sentences about Noman and Zeeshan.

Pupils will use the words in the box, however, they may write additional sentences about the other objects in the pictures.

- a. Noman has more bottles than Zeeshan.
- b. Noman has less hair than Zeeshan.
- c. Noman has more boxes than Zeeshan.
- d. Zeeshan has fewer bottles than Noman.
- e. Zeeshan has more sacks than Noman. etc.

Lesson Plans

For detailed suggestions, refer to pages 13–15.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate a story with a moral
- To develop reading skills
- To increase vocabulary

Task	Time
1. Reading of the text and explanation of the unfamiliar words.	20 min
2. Begin with Exercise A, Question 1.	15 min
3. Continue with Exercise A, Question 2; this can be discussed and completed as homework.	5 min

LESSON 2

Textbook Time: 40 min

Aims:

- To be able to produce grammatically correct sentences
- To increase vocabulary
- To revise and reinforce the function of verbs

Task	Time
1. Exercise B, Question 1 should be attempted.	10 min
2. Exercise B, Question 2 should be attempted.	10 min
3. Exercise C—revision of verbs.	5 min
4. Continue with Exercise C, Questions 1 and 2—unfinished work should be given as homework.	15 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening skills
- To develop conversation skills
- To develop thinking skills

Task	Time
1. Attempt Exercise D, Question 1 and 2.	10 min
2. Continue with Exercise D, Question 3.	10 min
3. Begin with Exercise E. The task can be given as homework.	15 min
4. A recap of the previous lessons of Unit 3—reference to context, verbs, correct pronunciation of words, moral of the story.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- To reinforce the function of verbs
- To describe a visual scene
- To increase vocabulary
- To develop writing skills

Task	Time
1. Exercise A should be attempted.	15 min
2. Continue with Exercise A.	10 min
3. Exercise B, Question 1 should be attempted.	15 min

LESSON 5

Workbook Time: 40 min

Aims:

- To increase vocabulary
- To be able to compare pictures and discuss them
- To understand the use of comparatives 'more than', 'less than' (uncountable nouns), and 'fewer than' (countable nouns)

Task	Time
1. Continue with Exercise B, Question 1 from the previous lesson.	10 min
2. Attempt Exercise B, Questions 2 and 3.	15 min
3. Continue with Exercise B, Question 3.	10 min
4. Revise the contents of the unit.	5 min

Playtime

Spend a little time discussing the unfamiliar words and using them in sentences, after the poem has been read through a number of times. On the first and second readings, do not try to explain all the difficult words. As the general picture is understood, so too are the words and phrases. These will be picked up incidentally, and even if the precise meaning of a particular word is not understood, its meaning will be sensed.

Note the rhythm of the lines. They have ten syllables.

Discuss playing. Do the pupils play games using their imaginations, pretending to be someone or something? Do they have a garden? Or visit a park or playground? Do they prefer playing games indoors or outside? Who do they like to play with? There is lots to talk about.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- a. They are imagining that they are spies on a mission.
- b. Getting some gold/apples.
- c. Their father.
- d. The bushes are compared to twisted wire; the wall is compared to a warm fire.
- e. The area next to the garden shed.
- f. The old garden chair.
- g. They eat the apples they have got.

These questions are more difficult. Discuss them first.

- h. Either of the girls or their father could have said this. You could act out the poem and put this to test!
- i. Two accounts:
 - One spy guards the base while the other tries to sneak past the beast to get to the gold. Just after the spy has got the gold, she is caught by the beast but the two spies fight off the beast and escape back to their base. The beast goes back to its lair.
 - Two sisters are playing a game while their father is relaxing in the garden. One sister tries to sneak past her father to pick apples. Their father joins in the game by pretending to be asleep, catching one of them and play-fighting with them. The girls eat apples from the tree and their father goes back to relaxing in the garden chair.

2. Answer the questions about these lines from the poem.

I did not notice the beast's beady eye

Opening slowly (my dad could be sly).

- a. The girl by the apple tree.
- b. Her father.
- c. Brackets.
- d. The father joins in the game and 'captures' the girl.

B WORKING WITH WORDS

1. Find rhyming words in the poem for the following.

(Not all of the words are at the end of the line.)

- a. old/gold/hold b. head/shed c. grew/flew d. east/beast
e. pie/eye/l/sly f. call/wall/all g. losing/snoozing h. dreamed/screamed

2. Match the words that have similar meanings.

grabbed captured snoozed dozed pretend act
defeated beaten battle fight

3. Match the following.

- a. as green as grass b. as white as snow c. as proud as a peacock
d. as sharp as a needle e. as old as the hills f. as fresh as a daisy

C LEARNING ABOUT LANGUAGE

1. Find at least ten verbs in the poem. Use them in sentences of your own.

Possible answers:

were, was, had, guarded, woke, crept, did, opening, reached, captured, took, grabbed, made, looked, screamed, flew, started, fought, fell, could, liked, escaped, hung, returned, munched

Pupils may use some or all of the ten verbs they find in sentences.

Adjectives

Do you remember what you learnt about adjectives?

Adjectives tell us something about a noun.

Example: The golden apple hung from the branch. 'golden' tells us about the apple. It is an adjective.

2. Underline the adjectives in these lines from the poem.

- a. The mad beast was asleep.
b. I crept past the twisted bushes.
c. Happily, we munched on the big, tasty apples

3. Add suitable adjectives to the following, using the letters given.

Pupils will use their own words. Examples:

- a. an *enormous/edible* mango b. a *cuddly/cute/cunning* kitten
c. an *aging/amazing/astounding* actress d. a *broken/black* ladder
e. a *tiresome/terrible/toiling* salesman f. an *ugly/unfortunate* duckling

D LISTENING AND SPEAKING

1. Listen to these sentences being read aloud. Underline the correct word from the pair given.

Read out the sentences on page 131 of the textbook.

You may create a new set of sentences to read by choosing a different set of words from the pairs given.

E COMPOSITION

Talk about the games that you like to play.

Discuss games and what makes them enjoyable. Try to cover a range of games and different kinds of play! Display their work.

Workbook: pages 12–14

A FIERCE WORDS: ADJECTIVES

Revise nouns and verbs, and adjectives in particular. Use some examples of your own.

1. Read the passage. Pay careful attention to the underlined words.

2. Write *noun*, *verb*, or *adjective* for each word marked in the passage.

- | | | | |
|--------------|---------|--------------|--------------|
| a. adjective | b. verb | c. adjective | d. noun |
| e. verb | f. noun | g. verb | h. adjective |

3. Write a sentence for each picture on page 13. Use an adjective, a noun, and a verb as shown in the example.

The pupils need not use a noun, verb, and adjective in the same sentence. They can underline one in each sentence they have written and identify it. Discuss their sentences after the exercise has been completed.

- The big vase fell on the floor.
- The fierce dog bit/is biting the boy.
- The old lady sat/is sitting/resting/sleeping in the armchair.

(The pupils may make different sentences.)

B ASKING QUESTIONS

Oral: Give some oral practice with your own examples. Give the pupils some simple statements to be changed into questions.

Questions are made by changing the order of the words in a statement, and adding a question mark. The verbs change too.

1. Change these sentences into questions.

- Will Hasan come here tomorrow?
- Am I going to Murree on Friday?
- Is he a good carpenter?
- Are they playing football?
- Shall we eat now?
- Should I take this basket to the market?
- May we go out to play now?
- Could we do it on Saturday?
- Must he finish his work now?
- Will the Sun shine tomorrow?

Note all the different ways of asking a question. Pupils can make up their own questions beginning with: *Will, Shall, Am, Is, Are, Should, May, Could, Must*? (There are other ways of starting a question: *Can, Would, Might, etc.*)

2. Make questions of your own in your notebook. Start with the words below.

Pupils will make up their own sentences.

- Would you be able to help me tomorrow?
- Shall I put them over there?
- May I come in, please?

- d. Why do birds lay eggs?
- e. Should we leave now?
- f. Whose bag is this?

Lesson Plans

For detailed suggestions, refer to pages 18–21.

LESSON 1

Textbook Time: 40 min

Aims:

- To increase vocabulary
- To read a poem with expression

Task	Time
1. Reading of the poem and understanding of the unfamiliar words.	15 min
2. Begin with Exercise A, Question 1.	15 min
3. Continue with Exercise A, more difficult questions.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- To increase vocabulary
- To reinforce correct spelling
- To develop observation skills

Task	Time
1. Attempt Exercise A, Question 2 and recap poem.	15 min
2. Attempt Exercise B, Question 1.	15 min
3. Continue with Exercise B, Questions 2 and 3. If the exercise cannot be completed in class, it can be given as homework.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To revise the function of verbs and adjectives
- To develop listening and speaking skills
- To develop creative writing skills

Task	Time
1. Attempt Exercise C.	10 min
2. Attempt Exercise D.	10 min
3. Attempt Exercise E. A few minutes can be spent on oral discussion of the topic.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- To reinforce the use of nouns, verbs, and adjectives
- To practise the use of questions
- To be able to produce grammatically correct sentences

Task	Time
1. Attempt Exercise A, Questions 1 and 2.	10 min
2. Attempt Exercise A, Question 3.	10 min
3. Exercise B, Question 1 should be attempted.	10 min
4. Discuss Exercise B, Question 2 and give the task for homework.	5min
5. Revise the contents of the unit.	5 min

This story is written from the viewpoint of a horse. Try to convey the horse's curious nature and his feelings. The chapter is from *Black Beauty* and some of the more able readers might wish to read or be read the rest of the novel at home. What do animals think about? Discuss what certain animals might think or feel. What are their early memories?

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- He lived on his mother's milk before he could eat grass.
- As soon as Black Beauty was old enough to eat grass, his mother used to go out to work in the daytime.
- Black Beauty's mother's advice was to grow up gentle and good, and never learn bad ways. There is more they can add here.
- The master lives in the countryside, keeps horses, and goes to market; he is the owner of the farm.
- Black Beauty's grandfather won the cup at the Newmarket races (twice) and his grandmother had a very sweet temper.
- The master called Black Beauty Darkie because he was a dull black colour.
- Old Daniel was the man who looked after horses.

These questions are more difficult. Discuss them first.

- The boy was mean/bored and liked to have what he called fun by making the horses gallop.
- The boy worked on the farm as a ploughboy. He gets caught by the master who hits him, shouts at him, and dismisses him from his job.

While reading: Pupils will give their own answers.

Challenge: Students may pick out any of the following details that show that Black Beauty was happy during this time: he describes his early home as pleasant; he describes being close to his mother; he describes running with the older colts as great fun; he describes the master as a good, kind man who provided him with good food and lodging, and kind words; Old Daniel is described as gentle and Black Beauty says that they were well off.

2. Who might have said the following?

- Black Beauty
- the master
- the master
- the master

3. Here is a line from the story. Think about it carefully, then answer the questions.

When he had eaten all he wanted he would have what he called fun with the colts.

- Dick
- blackberries
- ploughboy
- He throws sticks and stones at the horses, to make them gallop.
- Sometimes the stones hit them and hurt them.

B WORKING WITH WORDS

1. Add not to the following sentences. You will have to change some of the verbs.

- a. Black Beauty did not eat grass.
- b. The master did not go to market.
- c. The colts did not like rough play.
- d. The master did not move slowly.
- e. Dick did not hear a sound in the bushes.
- f. Dick did not speak kindly to the horses.

C LEARNING ABOUT LANGUAGE

Pronouns

Review what the pupils know about pronouns.

1. Pick out all the pronouns in the sentences given below.

- a. I (Black Beauty), my (possessive: Black Beauty's)
- b. He (Mr Jones/the farmer)
- c. He (Mr Jones/the farmer), us (the horses in the field)
- d. We (the farmer and his family/workers or the horses), our (possessive: the horses')
- e. I (Dick/the farmer/an observer), them (the horses)

Using the infinitive (to)

Find other examples in any piece of writing.

2. Complete these sentences using to + a verb.

Pupils will use their own words. Examples:

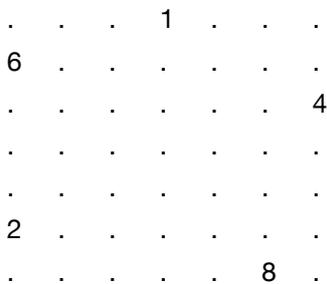
- a. The boys were allowed *to explore the fort.*
- b. Nobody is permitted *to enter the fort.*
- c. Rahim likes *to visit his grandparents on Sunday.*
- d. The builders wanted *to finish their work.*
- e. We have always tried *to help the poor.*
- f. I long *to play outside.*

D LISTENING AND SPEAKING

Listen carefully to your teacher. Mark the dots and draw the lines, when told to do so.

When you complete the drawing, you will find out what you are!

The numbers here relate to the statements in the Textbook. When the points are joined, the shape revealed is a star.



Remember, this is a listening exercise; pupils should listen carefully and follow the instructions, otherwise the task cannot be completed. You may set other listening tasks like this to encourage the pupils to really listen.

E COMPOSITION

Pick an animal that you know about. What does that animal do? What does it like to eat? Where does it live?

Write a short passage describing the animal's life.

Or, if you can, write as if you are the animal using 'I'.

The pupils can discuss various animals. Try to cover pets and working animals. They should write individual pieces.

Workbook: pages 15-18

A HE IS A BOY: PRONOUNS

Only a few pronouns are used on this page. You can do additional work with other pronouns: I, you, he, she, it, we, they, (me, us, him, her, them, you, it); possessive pronouns—mine, ours, yours, his, hers, theirs, its.

1. Read these sentences. Note the pronouns.

This is for oral work, so discuss the sentences. Point out how the person's name is not repeated; Sohail becomes 'he'. 'His' stands for 'Sohail's'.

Ask the pupils to make up two sentences of their own, following the example given. E.g.: This is Latif. **He** is my friend. His pencil is on the desk. It is green.

Other pupils can then point out which pronouns were used and also say what these pronouns stand for.

2. Put a line under all the pronouns.

- a. He b. His c. He, his d. they e. Their, them

3. Write these sentences again. Use pronouns in place of the names.

- She** gave **her** brother a present.
- They** played with **their** toys.
- He** spoke to his father.
- It** ate **its** food. **It** likes biscuits.
- He** lost **his** cricket ball (**it**). **He** bought a new one.

B CAN YOU OR CAN YOU NOT?

Oral: Explain the difference between can't and won't, with examples on the board. E.g.: 'I can't draw a cat.' and 'I won't draw a cat.' are clearly different. The first statement indicates that the speaker is not capable of drawing a cat; the second shows that the speaker is not willing to draw a cat (although he/she may be capable of doing so). Similarly, explain *couldn't* and *wouldn't*.

'Can you draw a giraffe on a bicycle, Arif?', — 'No, I can't. —' 'Can you try?' (Let the child make an attempt. Depending on the result) — 'He couldn't draw a giraffe' — 'He has drawn a giraffe' — 'Arif, you can draw a giraffe,' etc. Similarly, 'He wouldn't stand on his head because he couldn't,' etc.

1. Fill in the blanks with *can't*, *couldn't*, *won't*, and *wouldn't*.

No, I can't.

Yesterday the boy couldn't lift the box.

No, I won't.

Yesterday the girl wouldn't post the letter.

2. Talk about the children and what they are saying.

Ask why the speakers have made the comments.

Danish can't go out to play because he has a broken/fractured arm.

Amina won't go out to play because she is busy reading an interesting book.

Basit can't go to school because of his broken/fractured leg. He can't go because he is in a hospital.

Nabeel won't give back the ball because he is naughty.

Umair and Ali won't go to sleep because they are busy playing with their toys.

3. Answer these questions about the sentences given in Exercise 2.

- No, he couldn't. Danish couldn't go out to play.
- No, she wouldn't. Amina wouldn't go out to play.
- No, he couldn't. Basit couldn't go to school.
- No, he wouldn't. Nabeel wouldn't sweep the floor.
- No, they wouldn't. Umair and Ali wouldn't go to sleep.

4. Write these in full. The first one is done for you.

Point out that we usually use the abbreviated forms in speech, but in writing we use the full form unless it is within speech marks (inverted commas).

- | | | | | |
|-------------|-------------|--------------|-------------|---------------------|
| a. I am | b. it is | c. I have | d. we have | e. I will (I shall) |
| f. you will | g. will not | h. it will | i. do not | j. they are |
| k. cannot | l. is not | m. could not | n. must not | o. should not |

Lesson Plans

For detailed suggestions, refer to pages 23–26.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate a story
- To increase vocabulary
- To develop comprehension skills

Task	Time
1. Reading and discussion of the text.	20 min
2. Begin with Exercise A, Question 1. Discuss the questions. The task can be given as homework.	10 min
3. Exercise A, Question 2 should be discussed in class and then be given for homework.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- To increase vocabulary
- To produce grammatically correct sentences
- To practise the use of pronouns

- To practise using the correct form of the verb
- To introduce the use of the infinitive *to*

Task	Time
1. Begin with Exercise A, Question 3.	5 min
2. Attempt Exercise B, Question 1. The task can be given as homework.	10 min
3. Attempt Exercise C, Questions 1 and 2.	25 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To develop creative writing skills

Task	Time
1. Attempt Exercise D.	20 min
2. Discuss and attempt Exercise E.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- To revise and reinforce the use of pronouns
- To introduce groups
- To practise the use of *can't*, *couldn't*, *won't*, and *wouldn't*

Task	Time
1. Exercise A, Question 1 should be attempted.	5 min
2. Continue with Exercise A, Questions 2 and 3.	15 min
3. Exercise B, Question 1 should be attempted.	10 min
4. Begin 2. Recap.	10 min

LESSON 5

Workbook Time: 40 min

Aims:

- To revise and reinforce the use of *can't*, *couldn't*, *won't*, and *wouldn't*
- To introduce the use of abbreviated forms in speech

Task	Time
1. Continue with Exercise B, Question 2.	10 min
2. Exercise B, Questions 3 and 4 should be attempted.	20 min
3. Recap of the salient features of the unit with emphasis on pronouns, abbreviated speech, etc.	10 min

While explaining the elf-man, you may relate the story of the Elves and the Shoe-maker here. Discuss the unfamiliar words.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- It was stuck in the road and needed to have a tire changed.
- The traffic jam occurred on August 1st.
- Nine.
- The pothole is described as big, like a gaping mouth waiting for its next victim.
- Faiza collected a basket, soil, compost, small, flowering shrubs, a watering can full of water, three long lengths of wood, some board-pins, and three large sheets of card.
- Faiza placed one sign at each end of the road, then she placed the third sign in the pothole garden.

These questions are more difficult. Discuss them first.

- She was worried about the safety of the children in the kindergarten next door; she had seen a lot of accidents; she had written a letter to ask for help and had not received any reply or help.
- There are a range of accidents: vehicles get stuck, there are crashes and swerves that lead to crashes, damage to vehicles, a cart loses its load... *Auto stuck!—Cyclist falls into gutter.—Man gets injured.—Baskets fall into road.—Lorry has puncture.*

While reading: Pupils will give their own answers.

Challenge: There are a range of things that the Mayor and the Chief of Police might have said. Discuss these. Here are some ideas: It is likely that they would thank Faiza but they might also express their guilt and give their apologies. They might also mention that they would take action to fill the pothole and preserve the garden.

2. Here is a sentence from the story. Think about it and then answer the questions.

I'm not waiting a moment longer!

- Faiza, after she had been keeping a log for over three weeks.
- They could answer with i, iii, or v though 'determined' is probably the best description.
- After this, Faiza collects the materials she needs so that she is ready to build her pothole garden the next morning.
- Yes, it attracted the attention of lots of people, including the media and the town officials; the pothole is fixed properly as a result.

B WORKING WITH WORDS

1. Find words for the following in the passage.

- a. gutter
- b. kindergarten
- c. compost
- d. shrub
- e. surface
- f. accident

2. Who might have said the following?

Discuss each statement to decide who made it, when it was made, and where.

- a. The woman or one of the two children who were sheltering from the sun at the side of the road when the wheel of their car was being fixed.
- b. Faiza.
- c. A parent or teacher at the kindergarten.
- d. Faiza in her letter. Someone from the crowd to the Mayor or the Chief of Police when they visit Faiza's pothole garden.
- e. The photographer from the newspaper.

3. Add capital letters and full stops to the following.

Maliah and Maira both went to Saint Mary's School. They were in Class Three. Their teacher was called Miss Shama. She was a very good teacher. She wore salwar kameez. She carried a black handbag. Her father worked in the commercial bank on Zaibunnisa Street.

C LEARNING ABOUT LANGUAGE

Prepositions

A preposition shows the position between one noun and another.

Example: She began making notes on a sheet of paper.

'on' and 'of' are prepositions.

1. Underline the prepositions in the following. Then write new sentences of your own using the prepositions.

- a. The carpet under the table was old.
- b. The river under the bridge is flowing very swiftly.
- c. The fence round the house fell down.
- d. The cat fell into the puddle.
- e. Flying the aeroplane past the town was not easy.

2. Fill in the blanks with the correct form of the verb.

- a. Faiza went back to her room.
- b. The children of the kindergarten were delighted.
- c. She pushed the piece of wood into the soil.
- d. Faiza mixed it all together.
- e. Cars drove carefully round the garden.

D LISTENING AND SPEAKING

Faiza wrote a letter. To whom do you think she wrote it? What might she have said in it?

Discuss what Faiza's letter might have contained.

Ask questions about the possible content and take responses and ideas from a group of students each time. Ask about the way she would have started and ended the letter as well as the possible content.

E COMPOSITION

Pretend that you were the photographer who took photographs of Faiza's pothole garden. Draw a picture and write a short report about it for the newspaper.

Talk about what the photographer would have wanted to include in the photograph. Talk about what the report could contain and collect some ideas on the board before the pupils write their reports and draw their pictures. You may want to do the two parts of this task separately.

Workbook: pages 19-21

A ROUND AND ABOUT: PREPOSITIONS

1. Use these prepositions in oral sentences of your own.
2. Write sentences about the pictures given on page 19, using six words given in the box on the previous page.

Pupils may come up with other possible sentences. Each picture could inspire a number of oral sentences. Here are some examples:

- a. The boat is sailing across the river. The boat is near the mountains.
- b. The man got out of the car.
- c. The tiger is walking through the trees.
- d. The boy jumped over the fence.
- e. The girl has her hand into the jar.
- f. The cat is sitting on top of the blocks.

3. Write sentences in your notebook, using the other prepositions.

Pupils will write sentences using the other prepositions.

B WORDS INTO WORDS

1. Change one word into another, by changing only one letter at a time.

Note: Each new line must have a real word.

Example: Turn boy into man.

boy

↓

bay

↓

may

↓

man

cat	bat	bit	big	
bun	bud	mud	mad	
dog	cog	cot	cat	
gate	late	lame	lamp	lump
tin	pin	pen	peg	
send	bend	band	bald	ball

2. Make some more puzzles like this. Ask your friends to solve them.

Pupils should try to do their own and try them out on classmates. Get them to use three or four-letter words and limit the number of steps to 2, 3 or 4.

Lesson Plans

For detailed suggestions, refer to pages 28–31.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate a story
- To develop comprehension skills
- To increase vocabulary

Task	Time
1. Reading and discussion of the story and the unfamiliar words.	20 min
2. Begin with Exercise A, Question 1. After a while, discuss the questions. The task can be given as homework.	10 min
3. Question 2 should be discussed and given as homework.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- To increase vocabulary
- To develop thinking skills
- To practise the use of capital letters and full stops
- To understand the use of prepositions

Task	Time
1. Recap of the previous lesson.	5 min
2. Begin with Exercise B, Question 1.	5 min
3. Exercise B, Questions 2 and 3 should be attempted. Discuss Question 2 before they begin.	20 min
4. Exercise C, Question 1: Discuss prepositions first. Pupils will complete the task for homework.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To be able to use the correct form of verbs
- To develop listening and speaking skills
- To develop creative writing skills

Task	Time
1. Attempt Exercise C, Question 2.	10 min
2. Exercise D, discussion - elicit responses from as many students as possible.	15 min
3. Exercise E should be attempted. Discuss what the picture and report might contain first. The task can be finished as homework.	15 min

LESSON 4

Workbook Time: 40 min

Aims:

- To be able to produce grammatically correct sentences
- To understand the use of prepositions

Task	Time
1. Begin with Exercise A, Question 1.	10 min
2. Continue with Exercise A, Question 2.	10 min
3. Continue with Exercise A, Question 3. Complete for homework.	10 min
4. Attempt Exercise B, question 1. They can compose their own for homework.	5 min
5. Revise the contents of the unit.	5 min

The Moon

In this poem the moon is made to seem like it is alive and watching all the things that happen at night. Discuss what the moon 'sees'.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- A clock face.
- Thieves, streets, fields, harbour quays, birds sleeping in trees, and animals (cat, dog, mouse, bat).
- The cat, the mouse, the dog, and the bat.
- They cuddle to sleep; they nestle together or in a comfortable place and go to sleep.

These questions are more difficult. Discuss them first.

- Discuss the animals and what they are doing. The moon shines at night on the birdies asleep in the forks of trees, the squalling cat, the squeaking mouse, the howling dog, and the bat.
- They might say themselves or name people in their homes/families. Babies and animals like to cuddle up too.

2. Which words at the end of lines rhyme? Write down the rhyming pairs.

hall/wall quays/trees mouse/house noon/moon day/way eyes/rise

3. How is the word 'quays' pronounced?

The answer will have come up in Question 2. Get the pupils to practise saying the word!

4. Answer the questions about these lines from the poem.

But all the things that belong to the day

Cuddle to sleep to be out of her way;

- People, animals, and plants that are 'awake' in the daytime. They may name specific things like children and flowers. They want to stay out of the way of the moon.
- Children and flowers.
- Hug, to nestle together, or hold somebody or something close for comfort and warmth.
- They may name any of the living things mentioned in Question 1. b. or any other nocturnal creatures.

B WORKING WITH WORDS

Here are some English proverbs (sayings).

1. Read these expressions and talk about them. When do we use them?

Discuss the proverbs. (They are matched with the meanings in 2. below.)

2. Here are some meanings. Match the proverbs above with the meanings below.

- a. b. e. c. c. d. a e. d.

C LEARNING ABOUT LANGUAGE

Conjunctions

Discuss what the pupils know about conjunctions. Can they use conjunctions in sentences? Some conjunctions that pupils should be able to use with ease: and, but, or, yet, for, nor, so. Subordinating conjunctions, which pupils might have a difficulty with: after, although, as, as if, as long as, because, before, if, so that, than, until, while...etc.

1. Put suitable conjunctions in the following blanks, and write the complete sentences in your notebook.

- a. and b. but c. or/and (depending on what is meant)
d. or e. and f. but

2. Complete the following sentences in your own words. Pay attention to the conjunction used.

- a. He is tall and thin but *cannot squeeze under the car to get our ball.*
b. We visited them last Sunday and *we shall do so again this Sunday.*
c. We visited them last Sunday but *cannot go next Sunday.*
d. We shall buy it in the market or *in the shop in town.*
e. We shall buy it in the market and *sell it for a profit.*
f. We can buy it in the market but *it will be expensive.*

D LISTENING AND SPEAKING

1. Listen carefully and read the following aloud.

The pupils can practice these in pairs and some can attempt to read them to the class. Can anyone learn one?

E COMPOSITION

Write a paragraph about the things you might see and hear at night.

Pupils should write about things they might see and hear at night. It may be a description of one thing or of a number of things.

Workbook: pages 22–26

A BECAUSE IT IS EASY

Oral: More about conjunctions. The difference between *and/or*.

Show the difference between 'I want a pen or a pencil.' and 'I want a pen and a pencil'. Show how two statements (or words) are joined by a conjunction. Use all the words in examples. Contrast *but* and *because*.

We went to the cinema, but Haroon did not come.

We went to the cinema because Haroon did not come.

1. Use the conjunctions given in the box to fill in the blanks. You can use some words more than once.

- a. but b. because c. but
d. or e. because f. and

2. Now write your own sentences. Use each word in the box given on page 22.

Pupils will write their own sentences. Ensure that the sentences have the correct structure and make sense.

B PROVERBS

Match the proverbs with their meanings. Write the correct letters in the brackets.

1. c. 2. e. 3. a. 4. b. 5. d.

C THE BOYS SAVE THE TRAIN

1. Talk about the pictures. Tell the story.

Discuss the pictures. Pupils should say what is happening. They can give the characters names. Write key words that they use on the board, so you won't have to give them the spellings later.

2. Write a paragraph for each picture.

If pupils wish to write more, let them. Can they use the idea to make up a dialogue? Let them act out the story in class.

Lesson Plans

For detailed suggestions, refer to pages 33–35.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate a poem
- To develop comprehension skills
- To increase vocabulary

Task	Time
1. Reading and understanding of the poem and the unfamiliar words.	10 min
2. Begin with Exercise A.	15 min
3. Continue Exercise A, Question 2.	5 min
4. Continue Exercise A, Question 3 - discuss. Go on to Question 4 - this can be finished for homework.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- To increase vocabulary
- To understand the meaning of common proverbs
- To develop thinking skills
- To learn to use conjunctions

Task	Time
1. Recap of the previous lesson.	5 min
2. Exercise B, Questions 1 and 2 - discuss and attempt.	15 min
3. Exercise C, Questions 1 and 2 should be attempted. Complete for homework.	15 min
4. Exercise D should be attempted.	5 min

LESSON 3

Workbook Time: 40 min

Aims:

- To develop pronunciation skills
- To develop creative writing skills
- To reinforce the use of conjunctions

Task	Time
1. Exercise E should be attempted. The task can be completed as homework.	20 min
2. Begin with the Workbook and discuss and attempt Exercise A, Question 1.	10 min
3. Exercise A, Question 2 to be attempted. The task can be given as homework.	10 min

LESSON 4

Workbook Time: 40 min

Aims:

- To increase vocabulary
- To revise the use of proverbs
- To develop oral expression
- To develop creative writing skills

Task	Time
1. Begin with Exercise B.	10 min
2. Continue with Exercise C.	20 min
3. Revise the contents of the unit.	10 min

A story about new discoveries and how they lead to new friendships and learning experiences. It would be good to look at a map to show the pupils where New Zealand is and where Pakistan's coastline lies. The story introduces pen-pals so you could also set up a link with another class or school and write them letters!

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- In a small fishing village in the south of Pakistan.
- Their fathers were both fishermen.
- They built sand castles, chased crabs, swam in the sea, and climbed coconut palms. They played.
- There was no school in their village.
- They took off the cap and found a piece of paper.
- They took it to Old Babu because he could read and they could not read.
- He read them the letter and then he started to teach them how to read and write.

These questions are more difficult. Discuss them first.

- They were very lucky! It is a long way from New Zealand to Pakistan; the bottle could have been smashed or floated somewhere else.
- Pupils will give their own answers after discussion in class.

While reading: Pupils will give their own answers.

Challenge: Pupils will give their own answers after discussion in class.

2. Say which of the following is true about the story.

- a. F b. F c. F d. T e. F f. T

3. Answer the questions about these lines from the story.

'There is some writing on it, but we can't read!'

- Hassan
- To Afia
- The message in the bottle.
- It was taken to Old Babu because he could read it.

B WORKING WITH WORDS

1. Put inverted commas in the following.

- 'What does it say?' cried Afia, excitedly.
- 'You are not foolish at all!' said Old Babu.
- 'I don't know,' replied Hassan.

- d. 'Why are you looking so sad?' asked Old Babu.
- e. 'Here is the boy's address,' he said.

2. Now add inverted commas, full stops, question marks, and commas.

- a. 'We cannot read or write, can we?' replied Afia quietly.
- b. 'Look Babo!' cried the children, excitedly.
- c. 'There is no school here,' said Hassan. 'How can we learn?'

3. Complete these sentences in your notebook.

- a. Foolish means not clever, not bright.
- b. Wondered means thought about, with curiosity and doubt.
- c. Scampered means ran quickly and lightly.
- d. Address means the details of the place where someone lives or where a business is situated.
- e. Deep means far into or below the surface of something.
- f. Nearly means almost or very close to.

C LEARNING ABOUT LANGUAGE

1. All the following sentences have grammatical mistakes. Try to find the mistakes, and rewrite the sentences correctly. Can you explain why the sentences are incorrect?

Pupils may try to explain the mistakes. Do not expect them to give a complete grammatical breakdown. The notes in the brackets are for your information. Should you wish to give other examples and use those in the brackets to illustrate the mistakes, please do so. Use the board.

- a. The children did not went (go) to school. (Wrong tense of the verb 'go'. We say '*did not go, did not do, did not see,*' etc. not '*did not went, did not did, did not saw.*')
- b. Old Babu helped the children to reading (read) the letter. (The infinitive - *to read* - not the present participle is used after a first verb. *Helped to find, liked to walk...*)
- c. Hassan haven't (hasn't) seen the letter before. (The verb does not agree with the subject. First person: *I have, we have*; Second person: *you have*; Third person: *he has, she has, it has, they have.*)
- d. 'Where you were (were you)?' asked Afia. (Words transposed.)
- e. 'It was friendly, isn't it (wasn't it)?' (The question tag, seeking agreement, must relate to the words used in the question. *It was dirty, wasn't it? It was big, wasn't it? They were late, weren't they? She has seen him, hasn't she?*)
- f. 'New Zealand is beautiful, no (isn't it)?' (Wrong question tag. 'No' is never used. *The lake is empty, isn't it? She is ill, isn't she?*)
- g. He didn't found (find) the letter in a bag. (Wrong form of the verb 'find'. *Did not find, did not go, did not tell, etc.*)

D LISTENING AND SPEAKING

In small groups, act out the story. You can add more dialogues (or even one or two more children) if you need to.

After practising for a while, show your performance to other students in the class.

After watching each group's performance, your teacher will ask others to comment on what the group did well and what they could improve next time.

Give some guidance on performance: speaking clearly; acting with body and voice; not turning their backs to the audience; staying in character (even if it isn't their turn to speak or if something goes wrong!); enjoying the performance, and being a good audience! Keep the feedback positive – two positives and one improvement. Ask three different pupils for one bit of feedback each.

E COMPOSITION

Using the words and phrases given below, write a short story (of one or two paragraphs) of your own. You may use them in any order.

Pupils should try to come up with their own compositions. They can then read out to the others what they have written.

Workbook: pages 27–28

A EVERY AND ONLY

Oral: Discuss the statement. Use other examples, and use the words 'every' and 'only'.

Examples: There is only one door in the classroom. There are many windows. Every window has glass in it. Only one window is closed. I am thinking of some names. Every name begins with A, but only one name has the letter S in it. What is the name? (Anwar, Arif, Ali, Anees, Aamer... or whatever.)

1. Look at the pictures below. Talk about the rooms.

You may start the ball rolling by asking a few questions, then get the pupils to ask and answer questions. Help by prompting a keyword to be used.

E.g.: television: Does *every* room have a television? Yes, it does. Every room has a television.

calendar: Does *every* room have a calendar? No, it does not. Only Andan's room has a calendar.

Note that every room has: a television, a sofa, a table, a vase with flowers, 2 paintings, 6 books on a shelf, a photo frame with photo, a magazine on table, a window, curtains

Only Andan's room has a rug under the table and a calendar on the wall.

Only Irfan's room has a bowl of fruit and a lamp.

Only Maheen's room has a clock and printed curtains.

2. Answer these questions.

- a. Only Andan's room has a rug.
- b. Only Irfan's room has a bowl of fruits on the table.
- c. Only Maheen's room has printed curtains.

3. Answer these questions. Use *every* or *only* in your answers.

- a. No, not every room has a rug. Only Andan's room has a rug.
- b. Yes, every room has a television.
- c. Yes, every room has a sofa.
- d. Yes, every room has a picture.
- e. Yes, every room has two paintings.

4. Write questions of your own with: '*Does every...?*'

Tell the pupils to use words (for the things in the pictures) that they have not used before.

Does every room have books on a shelf? Does every room have a photo frame? Does every room have a magazine on a table? etc.

Lesson Plans

For detailed suggestions, refer to pages 37–39.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate narrative writing
- To develop reading skills
- To increase vocabulary
- To develop comprehension skills

Task	Time
1. Reading and discussion of the text and understanding of the unfamiliar words.	15 min
2. Attempt Exercise A, Question 1.	20 min
3. Continue with Exercise A, Question 2.	5 min

LESSON 2

Textbook Time: 40 min

Aims:

- To practise reference to context
- To increase vocabulary
- To introduce ‘inverted commas’
- To learn to write grammatically correct sentences

Task	Time
1. Continue with Exercise A, Question 3.	10 min
2. Attempt Exercise B, Questions 1, 2, and 3.	20 min
3. Exercise C should be attempted. Unfinished work can be given as homework.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To act out the story
- To give feedback on performances
- To compose a paragraph using the words and phrases provided

Task	Time
1. Exercise D should be attempted. You may wish to take more time or one more lesson if all groups are keen to perform and give feedback.	25 min
2. Exercise E should be attempted. This can be completed for homework.	10 min
3. Recap the previous lessons.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- To use *every* and *only* correctly in sentences
- To be able to produce questions beginning with *Does every...?*
- To develop listening and speaking skills
- To increase vocabulary

Task	Time
1. Begin with the Workbook. Exercise A, Questions 1 and 2 should be attempted.	20 min
2. Continue with Exercise A, Questions 3 and 4.	15 min
3. Revise the contents of the unit.	5 min

Test-1

Workbook: pages 29–34

The test covers textbook and workbook units 1–5.

A UNSEEN COMPREHENSION

1. Read the passage aloud to your teacher.

Listen for fluency and the ability to read new words. Pupils may have difficulty with some of the words. Listen out for this, prompt only where and when it is necessary. The unfamiliar words have been included in the passage so you may find out whether the pupils can work out how to read them, even if the meaning is not clear.

Some difficult words (reading and meaning):

coughed, attention, problem, warned, growled, company, serious, subject, information, internet, decide, thoughtfully.

2. Answer the following questions about the reading passage.

- To attract his parents' attention because they were busy reading and watching television.
- His problem was he did not know which pet to keep.
- Yes, probably. He may have had a baby brother or sister or a grown up one who had left home. He says he was lonely, so he probably did not have a brother or sister.
- On the Internet.
- He thought the flat would be too small for a dog or a cat; so, a bird would be the best.

3. Here is the table that Umar made. He wrote a few things down, but it is not complete. Complete it for him.

What do you think he might have written in the spaces?

Pupils will fill in information they think is important. Additional suggestions are included in the table, in italics. These are not definitive items. Pupils will add comments depending on their general knowledge about pets and the care of pets.

	Dog	Cat
Size	large	small
Is it friendly?	yes; playful; may bite, or growl	will sleep a lot; could scratch
Food	will have to buy bones, meat, and other food; to be fed daily	can find own food
Costs	more; food, vet's bills, collar, ball, chain, kennel	less, perhaps some food, milk
Care	bath, vet, claws to be cut, teeth checked, brushing, de-worming, fleas	can look after itself, vets, fleas
Housing	kennel, basket, mat	no housing; perhaps a basket?

Space required	garden to run	none: keep doors locked
Age/years	15	13?
Will it destroy things?	YES! chews shoes, paper, digs up earth	scratches furniture
Health	fleas, ticks, itches, teeth and gums? worms	fleas; otherwise clean
Uses	guard the house, bark when anyone comes near; company; good for exercise	??? company, soft, and cuddly
Handling/ training	needs training to obey commands	no training except to use litter tray

B TEXTBOOK QUIZ

1. Give short answers to these questions.

- Duchess or Pet (My Early Home, from Black Beauty)
- Manfred and Thekla's (The Wooden Bowl)
- Hassan (Message in a Bottle)
- To the Emerald City to see the Great Oz (Dorothy Meets the Scarecrow)
- Robin (Robin)

2. Give complete answers to these questions.

- In bed.
- Run/gallop round and round the field.
- Spies on a mission.

C WORKING WITH WORDS

1. Complete the following similes:

Pupils may use their own words (especially for d.).

- as good as *gold*
- as dry as *a bone*
- as heavy as *lead*
- as dark as *night/jet*

2. Write the opposites of the following:

- always
- slowly
- disliked, hated
- came

D LEARNING ABOUT LANGUAGE

1. Add articles (where necessary) to the following sentences:

- Last week (the) children of Class III went to see (a) film in (the) city.
- (The) film was (an) adventure (-) story set in the Arctic.
- There were some (-) lovely scenes set in (the) snow.
- (The) hero was (a) man called (-) Sam.
- (The) acting was of (a) very high (-) standard.

2. Find the following in the sentence below:

- fox, forest
- jumped, ran
- quick, hungry

3. Change these sentences into questions.

- a. Will they leave for the station soon?
- b. Can we see our friends tomorrow?
- c. Shall I give it to the teacher later?

E COMPOSITION

Write a paragraph about what you are going to do tomorrow. (You can be imaginative!)

Give credit for imagination. Some pupils will write about routine, others will be creative and use their imagination. They have been asked to do so.

Lesson Plans

For detailed suggestions, refer to pages 42–44.

LESSON 1

Workbook Time: 40 min

Aims:

- To revise the previous 5 units
- To assess reading and verbal expression
- To assess comprehension skills
- To assess the ability to write grammatically correct answers

Task	Time
1. Complete Exercise A, Questions 1, 2, and 3. Some time will be given at the start of the next lesson to complete Question 3.	40 min

LESSON 2

Workbook Time: 40 min

Aims:

- To assess comprehension of completed units

Task	Time
1. Continue with Exercise A, Question 3 from the previous lesson.	10 min
2. Exercise B should be attempted.	20 min
3. Exercise C should be attempted.	10 min

LESSON 3

Workbook Time: 40 min

Aims:

- To assess whether grammatical concepts have been understood
- To assess creative writing skills

Task	Time
1. Exercise D should be attempted.	15 min
2. Exercise E should be attempted.	25 min

My Playmate

A poem about a reflection. Pupils might enjoy some fun with a mirror. Which is left and which is right in a mirror image? Can they write their names as they would look in a mirror? Which words (or letters) are difficult to read in a mirror? Try d, p, q, s try them all.

Discuss the unfamiliar words.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer these questions.

- The playmate comes to play on a rainy day when there are puddles on the ground.
- No, the playmate only comes on a rainy day.
- The playmate is upside-down at all times.
- The boy feels sad when he has to tread upon his playmate's feet.

This question is more difficult. Discuss it first.

- The boy thinks the playmate lives in another land because he never hears him speaking.

2. Answer the questions about this line taken from the poem.

I really wish he'd talk to me...

- The poet is talking about the playmate (the reflection).
- Because the playmate looks 'so very kind' and smiles back.

B WORKING WITH WORDS

1. What do you think the following are?

- | | |
|------------|------------------------------------|
| a. a tree | b. shoes, sandals, boots, slippers |
| c. an iron | d. a pair of glasses, spectacles |

2. What's the difference?

- wonder: surprise, to be amazed or in admiration
wander: to move from place to place, without purpose, or known destination
- sight: the ability to see
site: place, an area or location
- puddles: shallow pools of water
paddles: short oars

3. These are common words for collections in English. Try to use them in sentences of your own.

Pupils will use the expressions in sentences. However, discourage sentences which read: *A regiment of soldiers is here! A swarm of bees came. There is a chain of hills there.* These sentences do not tell us anything or give us a clue as to what the expressions might mean. It is better to encourage the

writing of sentences such as: *The regiment of soldiers camped in the field outside the town before the battle. A swarm of bees left the hive every day in search of nectar.* etc.

C LEARNING ABOUT LANGUAGE

Discuss articles with the children.

1. Fill the following blanks with *a*, *an*, or *the*.

- a. an b. a c. a d. an, the e. the, the f. a

D ACTIVITY

What are these words? You may need to hold the page up to a mirror to find out.

The words are in mirror writing, back to front. They are: feet, puddles, stand.

Can you write some words of your own in mirror writing? Work with a classmate and create a large display for the classroom wall. How about some upside-down writing? And what about upside-down AND back-to-front?

Ask the pupils to try writing some words in mirror writing.

E COMPOSITION

Do you have a friend? Who is it?

Fill in the chart below about your friend and draw/stick his/her picture in the middle. Then write the information in the form of a paragraph.

Now the pupils will have to write completely different pieces of prose, unless, of course, they all choose the same friend to write about.

Workbook: pages 35–37

A ARTICLES

Pupils have already learnt about articles, so use this page to review what they know. Go through the rules with them asking them to insert their own examples. Some notes have been included below.

1. Read these rules about articles. Under each rule, give more examples of your own.

- a. We use *a* in front of words beginning with a consonant.

Note that we use 'a' before nouns and adjectives. If the noun begins with a vowel but is preceded by an adjective that begins with a consonant, the indefinite article (*a*) is used. Hence: a beautiful flower, a nice idea

- b. We use *an* before words beginning with a vowel.

Note: an exciting story, an old man

- c. We use *the* for rivers, oceans, seas, and mountains.

- d. We use *the* before nouns, when we know there is only one of a particular thing.

Also: the government, the president, the police, the armed forces, the press, the opposition, the Moon, the Sun, the North Pole.

2. Put articles in the blanks.

A boy and a girl live in **the** north of Pakistan. **The** city that they live in is **the** capital of **the** country. **The** boy's name is Arshad. **The** girl's name is Asma. Arshad is **the** brother of Asma. The children have **a** pet cat.

B OPPOSITES

Point out that opposites may be formed, in many cases, by the addition of a prefix.

E.g.: un- (unkind, unwell, unsteady, unjust)

in- (inconsiderate, inability, inaccurate, inactive, incapable)

im- (immature, immobile, immortal, immovable, impractical)

1. Can you think of words which are the opposite of these?

- | | | |
|-----------------------|--------------------|----------------|
| a. happy/sad, unhappy | b. poor/rich | c. bad/good |
| d. forget/remember | e. fast/slow | f. lost/found |
| g. out/in | h. go/come | i. above/below |
| j. thick/thin | k. hard/easy, soft | l. tight/loose |
| m. tall/short | n. strong/weak | o. fat/thin |
| p. begin/end | q. wide/narrow | r. clean/dirty |

2. Now write words which have the same meaning.

- | | | |
|--------------------------|-----------------------|------------------------|
| a. difficult/hard, tough | b. little/small, tiny | c. noise/sound, racket |
| d. shout/scream, yell | e. weep/cry | f. simple/plain, easy |
| g. crazy/mad | h. shut/close | |

Lesson Plans

For detailed suggestions, refer to pages 45–47.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate a poem
- To increase vocabulary
- To develop comprehension skills

Task	Time
1. Reading and understanding the poem.	15 min
2. Exercise A, Questions 1 and 2 should be attempted.	25 min

LESSON 2

Textbook Time: 40 min

Aims:

- To increase vocabulary
- To develop thinking skills
- To understand and be able to use collective nouns in sentences
- To understand the use of the articles, *a*, *an*, and *the*

Task	Time
1. Begin with Exercise B, Questions 1 and 2.	15 min
2. Continue with Exercise B, Question 3.	15 min
3. Exercise C should be attempted.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To reinforce correct spelling
- To encourage expression of thought through writing and drawing
- To revise and reinforce the correct use of the articles *a*, *an*, and *the*

Task	Time
1. Exercise D should be attempted.	10 min
2. Exercise E should be attempted.	20 min
3. Share some extracts from pupils' work.	10 min

LESSON 4

Workbook Time: 40 min

Aims:

- To revise articles
- To introduce opposites and synonyms
- To develop vocabulary and listening skills
- To develop thinking skills

Task	Time
1. Workbook—Exercise A, Question 1 should be attempted.	10 min
2. Attempt Question 2.	10 min
3. Attempt Exercise B, Questions 1 and 2.	10 min
4. Revise the contents of the unit.	10 min

6

The Flying Machine (I)

A two-part story, but each is a complete story in itself. Nothing is left hanging, except perhaps Uncle Salim.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- a. Sami was drawing a flying machine.
- b. Uncle Salim was old and heavy and had a long moustache and a shiny bald head.
- c. The loops were for the feet.
- d. Sami used some bamboo, string, a newspaper, a knife, a screwdriver, and blue paint.
- e. The glider took two months to build.
- f. The pilot could control the plane by using the loops and the bar. The loops of string were for the feet; the bar was moved with the hands. The pilot moved the bar to make the plane go up or down. To go right, the right foot had to be pushed down. To go left, the left foot had to be pushed down.

These questions are more difficult. Discuss them first.

- g. Uncle Salim thought Sami's machine would not fly because it was too small and had no engine.
- h. Uncle Salim was not frightened because he thought the glider would never leave the ground.
- i. Pupils will give their own responses.

While reading: Yes, he was. Pupils will give their own answers.

Challenge: Pupils will give their own answers.

2. Say whether the following are true (T) or false (F) about the story.

- a. F b. T c. F d. F e. T

3. Answer the questions about this line taken from the story.

At that moment, he heard a knock at the front door and ran to see who it was.

- a. Sami
- b. Uncle Salim
- c. Sami's design for the flying machine.
- d. Sami took Uncle Salim inside and showed him the drawings of his flying machine. Uncle Salim studied the drawings and said the machine would not fly.

B WORKING WITH WORDS

1. Find general names for the following.

- a. vegetables b. flowers c. animals d. birds e. countries

Pupils can be asked to think of some other general names for things. They should be able to remember, having named groups before.

Workbook: pages 38–41

A MERRILY AND SWIFTLY: ADVERBS

Oral: Use adverbs in a few examples, such as, I am waving my hands *quickly*. Now, I am waving them *slowly*. I am talking *loudly*; now I am talking *softly*, etc. Explain that adverbs add to or tell us something more about how the action of a verb is performed.

1. Choose an adverb from the box to describe each action.

- | | |
|-----------------------|---------------------|
| a. running quickly | b. singing sweetly |
| c. barking loudly | d. marching smartly |
| e. dancing gracefully | f. crawling slowly |

2. Write one sentence about each picture.

Pupils will make up their own sentences using the words and pictures. They can, of course, add other words too. E.g.: a. The boys are running quickly because they are late for their English class.

B NOT NICE!

Nice is a 'nice' word but overworked. The day was nice. We had a nice picnic. My friends are nice. The dog is nice. One can learn to use other, more suitable, adjectives, so watch out for repetition of this word.

1. Read this aloud.

Nice and uninteresting, and does not really tell us much.

2. Write the paragraph again. Use the adjectives below instead of 'nice'. First unscramble the words. (You may use your own words if you wish.)

Pupils should unscramble the words. These are:

huge strong cool clear sunny bumpy beautiful thick small

Pupils may use the words in the list or ones of their own, when they rewrite the paragraph.

Yesterday was a sunny/bright/fresh day. We went for a picnic. We packed a huge/tasty/enormous lunch and walked down a bumpy/winding/narrow path. Soon we came to a beautiful/extensive/thick forest. The trees were tall and thick/shady. We saw lots of colourful/small birds and some small/large/interesting animals. The path ended at a clear/cool/fast-flowing stream. We jumped into the cool/crystal-clear/blue/inviting water. Then we ate our lunch.

(And what kind of lunch was it? A nice lunch!)

C SHORT AND SWEET

Oral: Some explanation is necessary, as some of the words may be difficult, especially the Latin terms.

1. Do you know what these stand for?

- | | | |
|-------------|-----------|---------------|
| a. February | b. August | c. September. |
|-------------|-----------|---------------|

2. Now try these:

- | | | | |
|---|--|--------------|-------------|
| a. North | b. East | c. South | d. West |
| e. Monday | f. Tuesday | g. Wednesday | h. Thursday |
| i. Friday | j. Saturday | k. Sunday | |
| l. before noon (Latin: <i>ante meridiem</i>) | m. after noon (Latin: <i>post meridiem</i>) | | |

3. In the abbreviations below, the letters stand for the first letter(s) of the word.

- a. kilometre b. kilogram c. care of d. Please turn over

Lesson Plans

For detailed suggestions, refer to pages 49–52.

LESSON 1

Textbook Time: 40 min

Aims:

- To develop reading skills
- To increase vocabulary
- To develop comprehension skills

Task	Time
1. Reading and understanding of the text.	20 min
2. Exercise A, Questions 1 and 2 should be attempted.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To increase vocabulary
- To arrange a list in alphabetical order
- To reinforce the concept of verbs and introduce adverbs

Task	Time
1. Continue with Exercise A, Question 3.	10 min
2. Attempt Exercise B, Questions 1 and 2.	15 min
3. Attempt Exercise C, Questions 1, 2, 3, and 4. Complete for homework.	15 min

LESSON 3

Textbook Time: 40 min

Aims:

- To reinforce the use of verbs and adverbs
- To understand and use the rhyming scheme and rhythm of limericks

Task	Time
1. Exercise D should be attempted.	10 min
2. Exercise E should be attempted.	20 min
3. Begin with the Workbook. Exercise A, Questions 1 and 2 to be attempted. Finish for homework.	10 min

LESSON 4

Workbook Time: 40 min

Aims:

- To develop thinking skills
- To practise the use of adjectives and adverbs
- To reinforce correct spellings
- To introduce the short forms of some words commonly used in English

Task	Time
1. Begin with Exercise B, Questions 1 and 2.	15 min
2. Attempt Exercise C, Questions 1, 2, and 3.	15 min
3. Revise the contents of the unit—group names, verbs, adverbs, adjectives.	10 min

Recall what has taken place already.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- Sami and the other boys pushed the glider off the rock.
- The glider tilted over on its side because Uncle Salim leant over and tried to catch the end of the broken string.
- When Uncle Salim caught hold of the bamboo stick, the glider started to go round and round in circles, getting lower and lower.
- He was not happy. He did not enjoy his flight, and said that he never wanted to go in another flying machine.
- Pupils will mention any they can think of: cloth, plastic, aluminium, etc.

This question is more difficult. Discuss it first.

- Uncle Salim shrieked when the glider was pushed off the rock and it started to fall towards the ground. He shrieked because he was frightened and surprised.

While reading: Pupils will give their own answers.

Challenge: Uncle Salim's face was white with fear. Pupils will come up with their own examples of when people get paler/darker: illness, anger, exposure to the sun...

2. Answer the questions about this line from the story.

'Oh, my goodness!' he said to himself, 'Now what shall I do?'

- Uncle Salim
- He was up in the air in Sami's flying machine.
- Uncle Salim had just pushed his foot down again to turn the glider, but nothing happened because the string was broken. He suddenly became frightened.
- He tried to catch the end of the string, but suddenly the whole glider tilted over on its side. He fell off his seat and just managed to catch on to it with one hand. Finally, he shrieked aloud, 'Help! Help!'

B WORKING WITH WORDS

1. What are these? Guess. Some may have two correct answers.

- | | | |
|-------------------------|-----------------------|-------------|
| a. blanket, fire | b. mirror, clear lake | c. teaspoon |
| d. knife, axe, scissors | e. hat, cap, wig | f. plate |

C LEARNING ABOUT LANGUAGE

1. Add *not* to the following sentences. You will have to change the verbs in some of them.

- Sami's father did not inform the police.
- Uncle Salim did not keep quiet.
- Uncle Salim did not land on a tree.
- Uncle Salim was not very happy.

2. Use conjunctions to fill in the blanks below.

Revise conjunctions with the pupils before beginning the exercise.

- The man was young *and* smart.
- He was old *but* he was strong.
- She was shouting *because* she was angry.
- He was hungry *for* he had eaten nothing.
- You knew *that* I was coming.

3. Fill in the blanks using the words below.

Comparing things. Give some of your own examples and ask pupils to suggest some.

- She is taller/prettier than I am.
- He is brighter/taller than his son.
- This torch is brighter/cheaper than yours.
- His house is smaller/cheaper than mine.
- A bag is smaller/cheaper than a suitcase.

D LISTENING AND SPEAKING

Contractions

Explain the use of contractions to pupils.

Use these expressions in full sentences of your own, and practise saying them aloud. Work with a classmate.

I'm (I am)	What's (What is)	They're (They are)	He's (He is/He has)	She's (She is)
We're (We are)	Can't (cannot)	That's (That is)	It's (It is)	You've (You have)

E COMPOSITION

Would you like to go up in a flying machine? Write a paragraph explaining your answers.

Pupils write their own answers. Share some of these.

Encourage the pupils to draw illustrations and write up a plan of their own. They can look at pictures of aircraft, but they should try and invent their own 'flying machine' and say how it works. They should try to be as adventurous as Sami.

A COMPARING THINGS

1. Which is faster? Which is bigger? Which is more expensive?

Talk about the following. Find suitable words in the box to pair with the words in A. Write the word in the blanks under B.

Talk about the items in column A one at a time. Ask questions about the items. What do we know about aeroplanes? How fast does an aeroplane go? Is it the fastest way to travel?

When pupils have talked about aeroplanes and flight, ask them to find something in column B which could be compared to an aeroplane. Since the clue has already been given, they will come up with 'helicopter'.

Which is faster—a helicopter or an aeroplane? Which is slower? Which flies higher? Which carries more passengers?

The answers to all these questions will contain a comparison, if full (not one-word) answers are given.

Pupils may then find all the pairs. When they have done so, and you have checked that they are correct, the pupils can proceed with Exercise A.2.

A	B
a. an aeroplane	a <i>helicopter</i>
b. a boy of six	a man of 35
c. a car	a motorbike
d. 395/56 - 39%	3+4
e. a peacock	a crow
f. an old bicycle	a new bicycle
g. Mt Everest	Big Hill
h. a banana	a tomato
i. a hut	a mansion

2. When you have written all the words under B, make up oral sentences about the pairs.

Pupils may use adjectives from the list given, or ones they can think of themselves. Note: more expensive, more beautiful, more difficult; the rest are compared by adding *-er*.

For c. The first sum is more difficult than the second one. The second sum is easier than the first.

Pupils may use antonyms. E.g.: A hut is smaller than a mansion. A mansion is larger than a hut. A hut is cheaper than a mansion. A mansion is more expensive than a hut, etc.

B TOO EASY, OR TOO DIFFICULT?

Oral: Give examples with *too*. E.g.: The blackboard is too high and Riaz is too short, that is why he can't write on it. Can an old man of ninety run a hundred miles? No—the man is too old (weak) and a hundred miles is too far, etc.

In oral practice, make sure the pairs (*small, big*, etc.) are sensible. They do not have to be opposites. E.g.: 'I am too tired' and 'He is too lazy.'

1. Write questions and answers.

- a. Can the boy catch the dog?

No, he can't.

The boy is too slow and the dog is too fast.

- b. Can the woman move the box?
No, she can't.
The box is too heavy and she is too weak.
- c. Can the man sit on the chair?
No, he can't.
The chair is too small and the man is too fat.
- d. Can the girl reach the shelf?
No, she can't.
The shelf is too high and the girl is too short.

Lesson Plans

For detailed suggestions, refer to pages 54–57.

LESSON 1

Textbook Time: 40 min

Aims:

- To develop reading skills
- To increase vocabulary
- To develop comprehension skills

Task	Time
1. Reading of the text and understanding of the unfamiliar words.	15 min
2. Attempt Exercise A, Question 1.	15 min
3. Continue with Exercise A, Question 2.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- To increase vocabulary
- To develop thinking skills
- To form grammatically correct negative sentences.
- To practise the use of conjunctions

Task	Time
1. Attempt Exercise B, Question 1.	20 min
2. Attempt Exercise C, Question 1.	10 min
3. Continue with Exercise C, Question 2.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To use comparatives in a sentence
- To practise contractions
- To develop creative writing skills

Task	Time
1. Attempt Exercise C, Question 3.	10 min
2. Exercise D should be attempted.	15 min
3. Exercise E should be attempted. Unfinished work can be given as homework.	15 min

LESSON 4

Workbook Time: 40 min

Aims

- To practise comparatives
- To produce sentences using comparatives and adjectives
- To develop oral fluency

Task	Time
1. Share a few extracts/designs from the responses to E that pupils have finished at home.	20 min
2. Attempt Exercise A, Questions 1 and 2.	15 min
3. Revise everything learnt so far.	5 min

LESSON 5

Workbook Time: 40 min

Aims:

- To be able to write simple questions to given answers
- To use adjectives and verbs in sentences

Task	Time
1. Complete unfinished tasks from the previous lesson.	10 min
2. Exercise B should be attempted.	20 min
3. Revise all concepts covered in the unit.	10 min

The White Window

Talk about the Moon, stars and the Sun. How much do the pupils know about the Moon? There is factual information to learn, and pupils should also know that the Moon features in many poems! The Moon is seen as being very friendly (and romantic) because it lights up the night on Earth with its reflected light. The Moon is often referred to as a person: 'She shines at night. She smiles on us.' in this poem, the Moon 'peeps' through the window, just like a real person would. She also 'stands and stares', and then goes 'on tippy-toes' to the house next door.

Discuss the difficult words.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- a. The Moon comes every night.
- b. The Moon comes to peep.
- c. The person in the room pretends to sleep.
- d. The Moon makes no sound at all.
- e. The Moon then goes to the house next door.
- f. The Moon steals by on tippy-toes to the next house.
- g. The Moon goes next door to peep at the folk asleep there.

These questions are more difficult. Discuss them first.

h. and i. Pupils will give a range of their own reasons and ideas.

2. Answer the questions about this line from the poem.

She stands and stares! And then she goes

- a. The Moon does.
- b. In bed, in his/her room.
- c. She goes to the house next door.
- d. She peeps at the folk asleep, and she never makes a sound.

B WORKING WITH WORDS

1. Use the following in sentences of your own. The meanings should be the same as those used in the poem.

Pupils will make up their own sentences, but they should look in a dictionary first if they have any doubts about the meaning of a word, e.g.: steal (as used in the poem) means, 'to move in a stealthy way', to move quietly, to creep along.

E.g.: stealing/stole: The children stole into the room without waking their sleeping grandmother.

2. Change one letter of each of the following to make a new word.

Remember that letters other than the first one may also be changed to form new words. Some examples:

eat (cat, bat, mat, ear)

tent (bent, sent, went, dent, tend, tint)

bat (cat, mat, sat, rat, bet, but, bit, bad, ban, bag)

lamp (camp, damp, ramp, lame, lamb, limp, lump)

book (look, cook, took, boon)

catch (match, batch, latch)

talk (walk, tank, task, tale, tall)

read (bead, dead, road, rend, reap, ream)

house (mouse, douse, louse, rouse)

door (poor, moor)

wall (call, ball, tall, well, will, walk)

pull (bull, dull, full, pill)

rent (bent, sent, dent, went, rant, rend)

pick (tick, sick, lick, nick, pack, peck)

jump (bump, lump, dump)

must (bust, rust, mast, mist, muse)

3. Use these phrases in sentences of your own. Make your own comparisons.

There are well-known similes for these. In this instance, however, pupils should try to think up comparisons of their own. Do not expect the pupils to come up with brilliant comparisons! If the comparisons are literal, that's fine. The point is for the pupils to think about things that could be compared. Some examples:

- a. The stone Sid threw up into the air went up as swiftly as a rocket.
- b. When the policeman growled, the children were as frightened as little kittens.
- c. His moustache is as thick as the jungle!
- d. Her face was as bright as the Pole star.
- e. His harsh words were as painful as a blow to my head.
- f. I hate being with him; his ideas are as dull as a cloudy day.

C LEARNING ABOUT LANGUAGE

1. Read the poem below. Some of the words are missing. and

2. Copy the poem into your notebook. But first read the clues below to find the missing words.

You may explain some of the difficult words, but do not help with the clues to the missing words!

Miller: a person who works a mill; a grinder of corn and other grains

Dee: a river that forms part of the border between England and Wales

blithe: carefree and light-hearted

burden: something that is carried, a weight

There was a jolly Miller once

Lived by the **river** Dee

He worked and sang from morning to **night**,

No lark more blithe than **he**.

And this the burden of his **song**

For ever used to be:

'I care for nobody, no not I,

If **nobody** cares for **me**.'

Get the pupils to use their best handwriting, and also to draw a picture.

D LISTENING AND SPEAKING

1. Find words in the poem which rhyme.

Perhaps you can turn this into a competition. Who can find the most rhyming words without looking in a dictionary? (Minus two points for each word that is not a real word!)

peep/asleep - keep, deep, weep, heap, leap

lie/by - die, cry, sty, shy, by, my

goes/toes - throws, shows, mows, those, flows

to me/maybe - tree, see, sea, bee, be, fee, free

2. Now find words which rhyme with the following.

a. pain/drain/stain/lane

b. jug/mug/bug/rug

c. green/scene/lean/clean/bean

d. slip/grip/hip/sip/clip

e. smack/whack/track/back/shack

f. slow/glow/blow/show

g. jump/lump/pump/dump/thump

h. deep/sleep/sheep/keep/weep

i. foot/put/soot

j. wind (noun)/thinned/sinned/pinned (also - wind(verb)/find/hind/rind/mined/signed)

E COMPOSITION

Write a short poem about the Sun.

Pupils will have been, hopefully, inspired by the poem about the Moon. They should try to use some descriptive words. Perhaps they can start by making a list of all the connected words they may want to use with this subject. Alternatively, they could let the words flow!

Some connected words: sun, heat, light, shine, warm, bright, sparkle, glow, moving across the sky, blinding, huge, round, burning, fire, ball, ...and related words to do with how the Sun affects various things such as the water (reflecting), birds and animals (waking), flowers and plants (life-giving, blossoming), etc.

Workbook: pages 45-47

A RHYME TIME

Oral: One way of doing a warm up exercise for this page is to form two teams. Say a word and ask team A to give you a rhyming word. One point for the first rhyming word; then team B can give another rhyming word for your word—two points. Then back to team A, giving an extra mark for each additional (correctly spelt) rhyming word. Proceed like this till no new rhyming words can be given by either team. Mark the scores on the board.

Note that spellings need not be the same, as in pear/bare/fair.

1. Find two or more rhyming words for each of the following.

- | | | | | |
|---------|----------|-----------|---------|---------|
| a. rail | b. far | c. dream | d. pull | e. germ |
| bail | are | stream | full | term |
| mail | car | cream | wool | firm |
| sale | star | beam | bull | perm |
| gale | bar | deem | | |
| a. tram | b. hunk | c. train | d. fair | |
| cram | bunk | brain | pair | |
| pram | junk | cane | pear | |
| jam | skunk | stain | tear | |
| dam | trunk | lane | care | |
| a. girl | b. stuff | c. cooler | d. stew | |
| curl | gruff | ruler | queue | |
| pearl | scruff | jeweller | cue | |
| furl | muff | | you | |
| whirl | | | do | |

2. Finish these lines with rhyming words.

The lines must make sense! Pupils cannot write for a. Up and down the head/Went the two brown bed. This is nonsensical.

Suggestions: a. stairs/bears: roads/toads: ladders/adders: trees/bees b. two/do

B LOST AT SEA

1. Talk about the pictures. Tell the story.

2. Write a paragraph for each picture. You may use the words given in the box.

Picture composition. Do oral work first. Discuss the pictures. Don't forget to ask the pupils to suggest names for the characters. If the children run out of space, allow them to continue their compositions in their notebook.

Lesson Plans

For detailed suggestions, refer to pages 59–62.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate a poem
- To develop comprehension skills

Task	Time
1. Reading and understanding of the unfamiliar words. Discussion about the Moon. What do they know? In the poem, how is it made to seem like a person?	10 min
2. Attempt Exercise A, Question 1. The questions may already have been discussed during the explanation.	15 min
3. Continue Exercise A, Question 2.	10 min
4. Exercise B, Question 1 should be attempted. Complete any unfinished work for homework.	5 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop vocabulary
- To develop thinking skills
- To compose comparisons
- To practise handwriting skills

Task	Time
1. Attempt Exercise B, Question 2.	10 min
2. Attempt Exercise B, Question 3.	15 min
3. Exercise C, Questions 1 and 2 should be attempted. Complete for homework.	15 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop vocabulary
- To identify rhyming words
- To develop thinking skills

Task	Time
1. Attempt Exercise D, Questions 1 and 2.	20 min
2. Discuss and collect descriptive vocabulary for Exercise E. Complete for homework.	10 min
3. Begin Workbook with Exercise A, Questions 1 and 2. Complete for homework.	10 min

LESSON 4

Workbook Time: 40 min

Aims:

- To increase vocabulary
- To develop oral expression
- To develop creative writing skills

Task	Time
1. Continue with Exercise B, Question 1	10 min
2. Continue with Exercise B, Question 2. Complete for homework.	20 min
3. Revise the contents of the unit.	10 min

Note how the story has been written to illustrate a saying: 'Knives and axes flash like day, harsh words, however, always stay.' Pupils might remember this when they are told to write something that is based on an idea, a picture, or a proverb. The idea will be an old one, but their writing and their illustration of the point will be their own.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- The man earned his money by selling wood.
- The man heard a loud growl, which frightened him.
- He said some nice things, but then he said the tiger was very smelly.
- The tiger asked the man to cut him with the axe.
- The wound was two fingers deep.

These questions are more difficult. Discuss them first.

- The wound healed, but the hurt caused by the harsh words did not heal.
- Pupils will give their own responses.

While reading: Because he saw the old man was working hard.

Challenge: Pupils will give their own answers.

2. Answer the questions about this line taken from the story.

He put down his axe and stood very still.

- the man
- in the forest
- The growl of the tiger.
- A large tiger came out of the bushes and told the man not to be frightened. The tiger offered to work while the man rested.

3. Who might have said the following?

- The man (to the tiger).
- The man's wife (to the man).
- The man (to the tiger, after he cut the tiger with the axe).
- The tiger (to the man).

B WORKING WITH WORDS

1. The words in the following sentences are in the wrong order. Write the sentences so that the meaning is clear.

- He picked up the axe.
- The tiger immediately stopped purring.

- c. I will always remember what you said about my stinking skin.
- d. The man stroked the tiger's head.

2. What are these words? They all end with -ess.

If pupils find some of these difficult, give some hints, but do not give them the actual word. They already have a hint, that the words all end in -ess. A further hint could be given such as (for c. below): When you leave your room in an untidy state, what does your mother say about this? Clean up this...

- a. tigress
- b. guess
- c. mess
- d. address
- e. princess

3. Use the underlined phrases in sentences of your own.

Pupils will make up their own sentences. Make sure they try to write sentences which are quite different from the ones given.

E.g: a. After she cooks anything, my mother always puts away all the pots and pans.

The point of this exercise is to see how certain verbs are followed by particular prepositions and adverbial particles. Many such expressions are idiomatic; many are literal.

E.g: add up (literal): add together, sum up

Add up the figures in column two.

add up (idiomatic): make sense, amount to, signify

His behaviour at the meeting did not add up.

The examples given in the exercise do not have an idiomatic meaning. Note that the meaning changes with the preposition or adverbial particle.

E.g.: put away, put down, put up, put under, put in, put by, put out, put off, all have a completely different meaning. We would not say, 'Put up your books now' when what we mean is for them to be put back where they belong.

C LEARNING ABOUT LANGUAGE

Adverbs and adjectives

Discuss the explanation and give further examples.

1. Change these adjectives into adverbs, then use them in sentences of your own.

heavily proudly neatly sadly hungrily busily fiercely happily

Conditional sentences

Note that the part of the sentence given is not a whole thought. The sense is incomplete. This is because each group of words begins with a conjunction. Conjunctions have to join one part of a sentence to another. Here, one of the parts to be joined is missing. The missing part must relate to the part that is there already.

1. Make sentences using the following.

Some examples:

- a. I could go to the cinema, if I had some money.
- b. She did not come to the party, because she was ill.
- c. If they come tomorrow, we will be very happy.
- d. Her parents will be so proud, if she wins the cup.

D LISTENING AND SPEAKING

Your teacher will read a description of three tools. Listen carefully. As you listen, fill in the table with useful notes. Lastly, read your notes, draw the tool in your notebook and name it, if you can.

Explain to the pupils that they will hear some instructions. They should make notes (not write long sentences, only keywords) in the table on page 75. Make sure they have read all the headings in the table, before they start listening to the description.

Now you can read the text on page 132 of the textbook slowly.

The three tools are: axe, saw, and sickle.

E COMPOSITION

You were out on a camping trip with your friends. Something happened that frightened you very much. Write a letter to your mother telling her about it.

A number of scary things can happen when one is away from home, especially on a camping trip. Ask the pupils to imagine what a camping trip would be like. Camping is difficult; there is no electricity, no running water, no proper protection from the elements, and wild life. What might happen? Pupils may discuss this first, or alternatively, write their ideas and then read out to the others what they have written. The written piece must be in the form of a conventional letter.

Workbook: pages 48–50

A HAPPILY HAPPY!

Discuss the picture and the sentences. Show how, by the addition of a suffix, an adjective (happy, careful, grumpy, excited, quick, immediate, colourful, etc.) that describes a noun, can be turned into an adverb (happily, carefully, grumpily, excitedly, quickly, immediately, colourfully, etc.) that describes a verb.

1. Make adverbs from these adjectives.

- | | | | | |
|------------|------------|------------|--------------|------------|
| a. quietly | b. smartly | c. slowly | d. lazily | e. quickly |
| f. shyly | g. loudly | h. grandly | i. carefully | j. kindly |

2. Write sentences of your own. Use the adverbs you have made.

Pupils will write their own sentences. Make sure the adverbs are used with appropriate verbs. And also make sure the adverbs are placed correctly in the sentence. Adverbs do not always have to be placed immediately after the verb they qualify; they can be placed before the verb too. E.g.: She *carefully* examined the watch. The watch was *examined carefully*.

Some examples:

- spoke/studied/read/walked quietly
- moved/jogged/travelled/worked slowly
- ate/finished homework/ran quickly
- shouted/growled/yelled/rumbled loudly
- picked/chose/looked/examined carefully
- marched/arrived/displayed smartly
- yawned/slouched/ambled lazily
- smiled/spoke/hid shyly
- announced/entered/waved grandly
- acted/behaved/gave/donated kindly

B A NAME FOR A THING

Oral: A guessing game, rather like 'I spy', can be played. Each pupil thinks of an object. Taking turns, the pupils announce what their object is used for. The other pupils can take turns to guess what it is, and a point is awarded to the pupil who gets the answer right. If the word is not guessed, the pupil who has asked the question gets five points. (Make up your own rules.)

E.g.: I have thought of something. It is used for digging the ground. What is it? (Answers: A spade? A shovel? A trowel? A crowbar? A stick? A hoe? A weeder? A cultivator? A fork?)

Pupils will get better at this, the more they play the game. They will start thinking of things which the others cannot guess too easily.

1. Write the names of these things. Write more than one word for each.

- | | |
|-----------------------------|--------------------------------|
| a. cup/glass/mug | b. money box/purse/wallet/bank |
| c. paintbrush/palette/paint | d. clock/watch/sundial |
| e. ladder/rope/steps/stairs | f. toothbrush/paste |
| g. binoculars/telescope | h. ruler/tape measure |

2. Make sentences. One has been done for you. Use the same pattern but other words for things.

Examples:

- b. If I had a dog, I would take it for a walk every day.
- c. If I had a crore of rupees, I would give a lot to the poor.
- d. If I had a garden, I would grow some mango trees.

C DESCRIBING

Oral: Take any everyday object to class and display it. Ask one pupil to describe it in a few sentences. (The questions on the page in the workbook will help.) Do the same for several other objects.

The exercise is not so easy as it first seems. Try describing a marble, a torch, a penknife, a pair of scissors, a watch.

1. Talk about the two pictures.

Pupils should try to provide more information about the two items, not merely answer the questions on the page.

2. Write five sentences about each picture given above.

These are possible descriptions—the pupils will make up their own. Note that a description can take a few sentences or a few pages.

- a. This object is called a box of matches. When it is empty, we call it a matchbox. The matchbox is made of cardboard or stiff card. It is in the shape of a stiff rectangular sleeve. Inside this sleeve is a tray. The tray can be pushed out. It holds matches. People use matches to light fires. Most people have boxes of matches at home. A box of matches costs two to three rupees.
- b. This is called a telephone. A telephone is used by people who are far away from each other, but who want to talk to each other. A telephone is made of plastic and metal, and is usually in two parts. The parts are connected to each other by a cable. The larger part is called the base. It is shaped like a rectangle. On it there are small buttons or keys. Each key has a number (0–9). The keys are pressed to make a connection to another telephone. The second part of the telephone is called the receiver. It is lifted and held to the ear and the mouth of the person making a telephone call (the caller). When the numbers are pressed, a connection is made to another telephone, and the second telephone rings. When the receiver is lifted at the other end of the telephone line, the caller can then speak into the receiver and also hear what the person on the other end of the telephone is saying. The telephone is very useful for keeping in touch with others. Many people have a telephone at home. Telephones come in all shapes and sizes. Some are very cheap. Some are very expensive.

Lesson Plans

For detailed suggestions, refer to pages 64–68.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate a story with a moral
- To develop reading skills

Task	Time
1. Reading and understanding of the unfamiliar words. A study of a story based on a proverb.	15 min
2. Attempt Exercise A, Question 1. The questions may already have been discussed during the explanation. You can add more questions if required.	15 min
3. Continue Exercise A, Question 2.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- To be able to structure a sentence correctly
- To increase vocabulary

Task	Time
1. Continue with Exercise A, Question 3.	10 min
2. Exercise B, Question 1 should be attempted.	10 min
3. Continue with Exercise B, Question 2.	10 min
4. Exercise B, Question 3 should be attempted. This question can be discussed and then completed as homework.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To reinforce and revise the use of adjectives and adverbs
- To be able to write sentences using adjectives
- To understand conditional clause

Task	Time
1. Revise concepts from the previous two lessons.	10 min
2. Begin with Exercise C, Question 1.	15 min
3. Exercise C, Question 2 should be attempted.	15 min

LESSON 4

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To increase spelling
- To introduce letter writing

Task	Time
1. Exercise D should be attempted.	20 min
2. Continue with Exercise E. The task can be completed as homework.	15 min
3. Revise all concepts learnt so far.	5 min

LESSON 5

Workbook Time: 40 min

Aims:

- To practise forming adverbs from adjectives
- To be able to use adverbs in sentences
- To develop listening skills
- To develop skills of oral description and associated vocabulary

Task	Time
1. Attempt Exercise A, Questions 1 and 2.	20 min
2. Continue with Exercise B, Question 1.	20 min

LESSON 6

Workbook Time: 40 min

Aims:

- To practise oral skills
- To be able to compare and describe objects orally
- To develop descriptive writing skills

Task	Time
1. Attempt Exercise B, Question 2.	10 min
2. Continue with Exercise C, Question 1.	10 min
3. Exercise C, Question 2 should be attempted. The task can be completed as homework.	15 min
4. Revise the contents of the unit.	5 min

Puppy and I

This poem uses repetition and an a, a, b, c, b, c, b rhyming scheme. It is about friendship - the poet and the puppy join up because they are suited to one another. The poem is subtle because we learn about the poet and Puppy through the conversations. What do they both like to do? What does the poet not want to do?

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- Five: man, horse, woman, rabbits (we do not know how many rabbits!) and the puppy.
- Down to the village.
- A nice fine day.
- Down to the village to get some barley.
- The poet says: 'No, not I.'
- The poet says: 'I'll come with you, Puppy.'

These questions are more difficult. Discuss them first.

- The others are working; going to the village to get food for themselves or their animals. The puppy is going away from the village, up to hills to roll and play.
- The poet is someone who likes to play in the countryside; the poet does not want to join the workers. Perhaps the poet is a carefree person.

2. Answer the questions about this line from the poem.

'Down to the village, to get some bread.'

- The man to the poet.
- They are all going to the village to get food/supplies.
- 'Will you come with me?'
- 'No, not I.'

B WORKING WITH WORDS

1. How do they do it? See if you can match the following.

A dog leaps over the fence.

A horse gallops along the road.

A yak carries a heavy burden.

A tiger prowls in the jungle.

A robin hops onto the branches.

2. Try to put these in order of size from small to large.

Pupils may discuss this. Some cottages are indeed bigger than houses. So the listing is open to interpretation and context.

- a. cottage, house, castle, palace (the last two can be interchanged)
- b. baby, boy, man, giant
- c. mosquito, beetle, frog, mouse
- d. robin, owl, eagle, ostrich

3. Add an apostrophe to words in the following, only where one is needed!

- a. I can see the owl's looking at me. (One owl is looking at me. If the apostrophe is left out, it becomes a statement indicating that the speaker can see a number of owls looking at him/her.)
- b. Let's see if he lets us in. (Let us see...)
- c. He's signed the letter, Yours truly. (He has signed ... 'Yours' is a pronoun used to indicate the one or ones belonging to you. It is never written with an apostrophe.)
- d. It's not standing up; it's on its side! (It is not standing... it is on its side. The last 'its' is the possessive form of 'it'. It is never written with an apostrophe.)
- e. That hat's not hers, it's yours. (hat's = hat is. The other possessive pronouns are never written with an apostrophe.)

C LEARNING ABOUT LANGUAGE

1. Change the adjectives (given in brackets) to adverbs and fill in the blanks.

- a. She opened the door and smiled **brightly** at me. (bright)
- b. I went in **swiftly** and sat down. (swift)
- c. She **cautiously** opened the cupboard. (cautious)
- d. She spoke to me **sweetly**. (sweet)
- e. Then she **generously** gave me a bowl of rice. (generous)

2. Change the following sentences into questions.

- a. Will you come with me?
- b. Are you going early?
- c. Can horses also talk?

3. Use the words in column B in sentences of your own.

Discuss the words first. The pupils have already studied the comparative and superlative forms of adjectives. The ones given here represent irregular formations.

Note that in some instances a completely new word is used.

E.g.: good/better/(best), little/less/(least), much/more/(most)

In some instances, the spelling changes (even when only *-er* is added to make the comparative form).

E.g.: pretty/prettier, happy/happier, dry/drier, holy/holier

In some cases, (usually for words with a number of syllables) we use more (and most).

E.g.: more courageous, more adorable, more complicated

Pupils will make up their own sentences. Note that the expressions are to be used with 'than' because they are comparing something with something else. Pupils should not merely write: *It is better. They cost less. He takes more.* They should compare: *My house is better than his.* etc.

There is no need to use the superlative forms at this point.

D LISTENING AND SPEAKING

1. Find rhyming words in the poem for the following.

- a. walking/talking
- b. said/bread
- c. hay/today
- d. oats/coats
- e. play/day

2. Can you think of words that rhyme with the following? Who can find more rhyming words?

do, shoe, blue, grew, true, sue
snow, grow, throw, blow, doe, dough,
long, song, gong, wrong
stitch, rich, pitch, which, witch
flock, clock, block, smock, rock
mate, late, gate, rate, date
sick, lick, trick, click, chick
yak, back, lack, black, track

night, flight, sight, site, bite
round, sound, bound, mound
fat, hat, bat, mat, that,
brick, trick, kick, stick,
key, bee, sea, me, fee
lop, hop, crop, chop
soap, rope, cope

3. Read aloud the words in your list.

Pupils should pronounce each word clearly, not read them out hurriedly and incomprehensibly.

E COMPOSITION

Imagine you are the person in the poem. Write a short letter to a friend, saying how you spent the morning with the puppy. Where did you go? What did you do? When did you return? Did you enjoy yourself?

Ask the pupils to imagine they are the poet. How did they spend the morning with the puppy? Where did they go? What did they do? When did they return? Did they enjoy themselves? Discuss this first and then get them to use the letter format to compose a short letter to a friend.

Workbook: pages 51–54

A MEN AND WOMEN; CATS AND DOGS; APPLES AND PEARS

Oral: Point out that noun pairs in English usually occur in a particular order, through usage for a long time. E.g.: We usually say: cup and saucer, not saucer and cup; bread and butter, not butter and bread; good and bad, not bad and good.

1. Complete these well-known pairs. Use the picture clues and words.

- | | |
|---------------------|-------------------------|
| a. cup and saucer | b. bow and arrow |
| c. bread and butter | d. hands and feet |
| e. heart and soul | f. king and queen |
| g. horse and cart | h. pins and needles |
| i. knife and fork | j. ladies and gentlemen |
| k. land and sea | l. pen and ink |
| m. skin and bone | n. heaven and earth |

B WORDS FOR GROUPS

1. Fill in the blanks with suitable words from those given in the box.

Point out that some of the words in the box refer to groups not given in the exercise. These are used in other contexts. E.g.: *bunch* may also be used for bananas, flowers, etc. Similarly, we may have a shelf of books, a library of books, a collection of books, etc.

- | | |
|-----------------------|-----------------------|
| a. A bunch of grapes | b. A shelf of books |
| c. A swarm of bees | d. A clump of trees |
| e. A pack of wolves | f. A nest of ants |
| g. A flight of stairs | h. A bundle of sticks |

Other examples:

A school of dolphins, a sack of potatoes, a garland of flowers (marigolds, jasmine), a herd of buffaloes.

C CROSSWORDS

1. Solve the puzzle. Read the clues and look at the pictures on page 54.

Across

1. ring
3. here
5. one
7. car
8. bag
9. ears
11. out
12. spin
14. yaks

Down

1. rockets
2. go
3. he
4. engines
6. nut
10. son

2. A Small Crossword

Possible clues

Across

1. Peg – a small piece of wood or metal used to fasten things or to hang things on
3. Tin – a metal can or box used to store things in

Down

1. Pot – a round container, often made of metal or clay, used in cooking
2. Gun – a device used for shooting

Lesson Plans

For detailed suggestions, refer to pages 70–73.

LESSON 1

Textbook Time: 40 min

Aims:

- To increase vocabulary
- To read and discuss a poem with a message
- To develop comprehension skills

Task	Time
1. The poem should be read and discussed. During reading, several questions should be asked to ensure that the pupils have understood the significance of the message and the terminology.	15 min
2. Exercise A, Questions 1 and 2 should be attempted. Many of the questions may already have been discussed. Each pupil should be given a chance to participate.	20 min
3. Revise the main theme of the poem.	5 min

LESSON 2

Textbook Time: 40 min

Aims:

- To be able to sequence things according to size
- To be able to use the apostrophe correctly
- To revise and reinforce the use of comparative and the superlative
- To be able to change a statement into a question

Task	Time
1. Attempt Exercise B, Questions 1, 2, and 3.	20 min
2. Attempt Exercise C, Question 1. Continue with Questions 2 and 3 of the exercise. If the task cannot be completed in this lesson, it can be continued in the next lesson or completed as homework.	20 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To increase vocabulary
- To identify rhyming words
- To be able to write about a personal experience

Task	Time
1. Complete unfinished work from previous lesson, if any, otherwise check if the task has been done correctly as homework.	10 min
2. Attempt Exercise D, Questions 1, 2, and 3.	15 min
3. Continue with Exercise E. The task should be completed as homework.	15 min

LESSON 4

Workbook Time: 40 min

Aims:

- To familiarize the children with the use of 'pairs' of words that occur in the English language
- To introduce more collective nouns
- To be able to solve a crossword puzzle
- To increase vocabulary

Task	Time
1. Attempt Exercises A and B.	20 min
2. Attempt Exercise C.	15 min
3. Recap what has been covered in this unit.	5 min

LESSON 5

Workbook Time: 40 min

Aims:

- To be able to give clues for a crossword puzzle
- To increase vocabulary

Task	Time
1. Attempt Exercise C, Question 2.	15 min
2. Attempt Exercise D.	20 min
3. Revise all concepts covered in the unit.	5 min

This story is about some clever women. It is a story (not necessarily true!) about how silk weaving developed and spread. The silk route was an early and important trade route. Trade routes have always contributed to the spread of ideas as well as goods, as this story shows.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- a. In China
- b. She worked from dawn to night, surrounded by friends and family who exchanged news and gossip as they worked.
- c. She missed her busy life and the company of her family and friends. Pupils might need some help and discussion to answer this question.
- d. He bought her grand clothes, jewels, and artefacts, threw elaborate parties, hired the best musicians of the land to amuse her.
- e. In her garden sipping hot water from a cup.
- f. To use the threads from many silk cocoons to weave soft, strong cloth from them.

These questions are more difficult. Discuss them first.

- g. We are not told how she knew how to weave but we can presume that she had been involved in making clothes from yarn because that would have been common for a peasant girl long ago.
- h. Before: she spent a lot of time in open countryside, she was very busy and had a lot of close family and friends around her all the time. After she was married: she was confined to the palace, she did not have anything to do, and she was surrounded by servants who would only speak to her if she spoke to them. We can presume that she was sad due to homesickness and/or loneliness.

While reading: Silk was the finest cloth so it could be sold at a high price to other countries. If they made their own, China would not be able to earn as much money from the sale of silk.

Challenge: It is soft, strong, and bright - the best form of cloth.

2. Answer the questions about this line from the story.

But then she took a closer look, and saw some threads peeping out from the cocoon.

- a. The empress.
- b. In the cup of hot water she had been drinking.
- c. Sad.
- d. She pulled the thread and had a great idea: to take the thread from many cocoons and weave soft, strong cloth from it.
- e. This is the moment that silk was discovered.

3. Fill in the blanks.

- a. slowly
- b. gathered
- c. great
- d. elaborate
- e. wide, countryside

B WORKING WITH WORDS

1. All these words are in the story. Unscramble them!

- a. peeping b. elaborate c. bearing
- d. weaver e. cocoon f. princess

2. How many words can you make from the letters in each grid above? You must use the middle letter in all the words you make.

Here are some of the words that can be made:

a. YRST(E)DEYA

yes, yet, year, yeast, rate, red, read, rest, reed, ready, set, seat, seed, seer, seedy, sedate, tread, tea, tear, tease, ease, east, ear, easy, dear, deer, deter, desert, dare, date, ate, are

b. RTST(P)EETI

respite, ripe, tip, trip, tripe, sip, step, spire, sprite, spite, spit, prise, pet, pest, pester, peer, pier

c. EEAS(W)YNDD

ewe, awe, awed, sway, swan, way, wand, wade, was, wad, wane, weed, wend, wean, yawn, yew, new, dew, dawn

3. Given below are the meanings of some words. Can you guess them?

- a. In the past: yesterday b. Most lovely: prettiest c. In the week: Wednesday

C LEARNING ABOUT LANGUAGE

Subject and predicate

Discuss the examples and give further examples on the board.

1. Divide the following sentences into their subjects and predicates.

Subject	Predicate
a. Birds	fly in the air.
b. Carpenters	make furniture.
c. The boys	ran down the road.
d. The girls	sang sweetly.
e. My mother	went to Hyderabad.
f. Both my brothers	made a box.

2. See if you can complete the following. Use the word in brackets but change it.

- a. Yesterday we *swam* in the river. (swim)
- b. Last night a thief *stole* my bicycle. (steal)
- c. Last week my mother *bought* some new clothes. (buy)
- d. Yesterday I *sent* him a letter. (send)
- e. My brother *brought* his friend home. (bring)

D LISTENING AND SPEAKING

Your teacher will read a short passage. In it, a new teacher introduces herself. Read the questions first, then listen and tick the correct answer for the questions below.

Read out the passage given on page 133 of the Textbook slowly.

- | | | |
|------------------------------|-----------------------------|----------------------|
| 1. c. Mrs Zeb | 2. b. Sialkot | 3. b. Cathedral High |
| 4. c. reading and travelling | 5. b. cricket and old films | 6. c. spicy food |
| 7. b. blue and green | | |

E COMPOSITION

What would you do to cheer up someone who is feeling sad? What could you say, do or arrange to make someone feel happy?

In pairs, role play a few different ideas.

Write about how you would cheer up somebody who is feeling sad.

In pairs, role play a few different ideas.

Write about how you would cheer up somebody who is feeling sad.

You may discuss this first. Pupils should role play a few ideas and discuss what seems to work. Then they should write a short explanation of how they would cheer up somebody who is feeling sad.

Workbook: pages 55–58

A SUBJECT AND PREDICATE

Study the table and the notes that follow it, and discuss the details. Divide the board into two sections and give some further examples.

1. Divide the following sentences into subject and predicate, and write them in the table given on the next page.

Subject	Predicate
a. I	am sleepy.
b. It	is not working very well.
c. The big man	looked very angry.
d. The poor woman	sobbed and sobbed.
e. I	When he went, cried.

B TO AND FOR

Oral: Give other examples first. Write similar pairs of sentences on the board and ask pupils to turn them into single sentences.

Note how *to* or *for* are used in these sentences.

Discuss the text.

1. Use either *to* or *for* and join these sentences.

- She switched on the radio to listen to the cricket commentary.
- Here is a bun for you to eat.
- Here are some coins for your friends to spend.
- Maha went to the city to watch a film.

- e. Akbar asked for a broom to sweep the room.
- f. Here is a ball for Faraz to play with.
- g. She walked across the road to see the park.
- h. They went to the mosque to pray.

C PAPER LYING

Point out that the *-ing* verbs in the sentences are not the main verbs. The main verbs are saw, watched, could feel, heard, felt, etc.

The *-ing* verbs in these sentences tell us something more about the nouns that come immediately before them.

E.g. We watched *them dancing*.

They were dancing and not us (we). We watched. We watched them. We watched them (those who were dancing at the time).

1. Join these sentences in the same way.

- a. We watched them dancing.
- b. She could feel the rain falling on her face.
- c. Adil heard the tiger growling loudly.
- d. The fishermen felt the sun burning their backs.
- e. The children saw the elephant lifting a log.
- f. Can you hear the bells ringing in the church?
- g. Can you see the birds flying over the hills?

Lesson Plans

For detailed suggestions, refer to pages 76–79.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and discuss the story
- To increase vocabulary
- To develop comprehension skills

Task	Time
1. The story should be read and discussed. During reading, several words related to the story can be added.	20 min
2. Exercise A, Questions 1, 2, and 3 should be attempted. Many of the questions may already have been discussed. Unfinished tasks can be given as homework.	20 min

LESSON 2

Textbook Time: 40 min

Time: 40 min

Aims:

- To reinforce correct spelling
- To increase vocabulary
- To introduce subject and predicate

Task	Time
1. Attempt Exercise B, Question 1.	10 min
2. Continue with Exercise B, Questions 2 and 3.	15 min
3. Exercise C, Question 1 should be attempted.	15 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To increase vocabulary
- To be able to use the correct form of verbs

Task	Time
1. Continue with Exercise C, Question 2 should be attempted.	10 min
2. Exercise D should be attempted.	15 min
3. Exercise E should be attempted.	15 min

LESSON 4

Workbook Time: 40 min

Aims:

- To reinforce the concept of subject and predicate
- Use of *to* and *for*
- To be able to join two sentences

Task	Time
1. Attempt Exercise A.	10 min
2. Attempt Exercises B and C.	25 min
3. Revise the contents of the unit.	5 min

Sunning

A delightful and most observant poem about how an old dog behaves while sunning himself on a porch.

Have the pupils ever noticed how animals behave? They can only know about something if they observe it properly. Ask questions about how cats, crows, sparrows, cows, and other animals behave—really behave.

A cow is standing in the street. What exactly is it doing? How is it standing? How does it move forward? How does it move its legs? Which legs does it use at one time—all four, the front two, alternate ones? How does it move its head? Does it move its ears and tail? In what ways? Is it eating something? What? How is it chewing? Does it chomp its food as we do, or does it move its jaws in some other way?

One does not need to be a scientist to answer all these questions. An observant person can answer them just as well.

Discuss the unfamiliar words. Ensure that the pupils understand the difference between 'scratch' and 'itch'.

I have an itch, so I shall scratch it.

I have a scratch; it was made by the cat.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- The dog flapped its ears to get rid of a fly.
- The dog scratched itself on a spot that was itching.
- The dog dreamt about chasing a rabbit.

These questions are more difficult. Discuss them first.

- To rest, to keep warm, or because it was pleasant.
- iii. dreamy
- One is old and the other is young; the old one wants to lie down whereas the puppy was active.

2. Answer the questions about this line taken from the poem.

He whimpered a bit

- The old dog whimpered. Whimper means to cry softly.
- No, there was not. The old dog whimpered from force of habit.
- This took place on a summer day when the dog lay dreaming on a porch.

3. Find all the rhyming words in the poem. Do they form a pattern?

Ask the pupils to find all the rhyming words in the poem. The answers are given below.

sun/run, fly/eye, spot/hot, habit/rabbit, sun/run

Ask the pupils if the words form a pattern.

Explain that the first two lines and the last two rhyme. There are three other rhyming couplets in the poem.

B WORKING WITH WORDS

1. With the help of a dictionary find the meanings of the following.

Pupils should look up the words, and then use them in oral sentences. All the words are connected with noises or actions made in complaint or dissatisfaction about something. However, they are each used in particular contexts, and have distinct meanings. Make sure the pupils write interesting sentences in which the keyword is used appropriately and helps bring out the meaning.

- a. whine: to cry, moan, or plead with a long, plaintive, high-pitched sound
- b. whimper: to make repeated weak, plaintive crying, or whining sounds of pain, distress, fear
- c. snivel: to sniff and whine tearfully, in a self-pitying way
- d. sob: to draw in breath while crying, making gasping sounds
- e. whine: to complain annoyingly or continuously about something (usually something seen as unimportant)
- f. groan: to make a long, low cry expressing pain or misery
- g. moan: to make a long, low sound that expresses pain or misery; to complain about something, especially unreasonably or needlessly
- h. grumble: to complain or mutter in a discontented way

2. Use the following in sentences of your own.

The similes should be used with appropriate examples. What could be so smooth that it is described as being like butter? Is it a surface or something in motion? Is it something being spread like butter? How does something move when it is as quick as lightning? A person walking across a room as quick as lightning does not sound right. A person shooting across the room as quick as lightning is better because he is not walking but shooting across.

3. Look again at the similes above.

Can you think of other ways to say the same thing?

Pupils will make up their own comparisons. Discuss what they come up with, and see which words or phrases are more appropriate or startling than others.

Which word gives the best mental picture of speed?

—as quick as—a bird, a fox, a wink, a bullet, a meteor, the wind, a deer, a tornado, a greyhound, a rabbit, a racing car, an old man walking down the road

C LEARNING ABOUT LANGUAGE

Discuss the text and give further examples of each type.

1. Say what kind of sentences these are.

- | | | | |
|----------------|--------------|----------------|-------------|
| a. Exclamation | b. Statement | c. Question | d. Command |
| e. Command | f. Statement | g. Exclamation | h. Question |

2. Write two new sentences of each pattern in your notebook.

Pupils can write the headings: Statements, Questions, Commands, Exclamations, and write their own examples under each. Pick out any interesting examples to share with the whole class.

D LISTENING AND SPEAKING

Can you learn parts of some of the poems or all the poems completely?

Make sure all the words are pronounced properly, and that the poem is read with some expression. Get them to discuss how to read the poem aloud. Where should they pause? Where should they change their tone?

Encourage them to read a few lines of the poem out loud and take note of the advice: Make sure your voice is clear and that you pay attention to the punctuation and the mood of the poem. The other person should listen and give advice if needed. Take it in turns to read and listen.

E COMPOSITION

1. Do you do anything from 'force of habit'?

There are many things pupils will do from force of habit: from waving a sleepy 'hello' to parents in the morning, to saying 'good night' before going to bed. Greetings are often made 'from force of habit'. When we wish someone a good night, quite often we do not think about the expression and do not really consider whether the person really will have a good night. Nibbling foods such as chips, nuts, and *mixture*, while watching television, is often done from force of habit. Putting on one's clothes (especially a uniform) in the morning is done from force of habit. We yawn from force of habit. We have other eccentricities. Pupils will, no doubt, have some more interesting and strange habits to talk about.

Workbook: pages 59-60

A KINDS OF SENTENCES

Oral: Make a statement or ask a question, and ask pupils to tell you what kind of sentence it is. You could turn this into a game with two teams guessing whether you have made a statement, exclamation, question, or command. Pupils should answer in turn, so that all get a chance to take part.

1. Talk about the kinds of sentences.

Review the examples with the pupils.

2. Talk about the pictures below.

Discuss the pictures and the lines below each picture. You need not restrict your discussion to what is being said by the characters. What do the speakers look like? What kind of people are they? Whom might they be addressing their comments to? Why? In what circumstances would such comments be made?

3. Look at the pictures and sentences on page 59. Say what kind of sentence each one is.

- | | | | | |
|--------------|--------------|----------------|----------------|------------|
| a. Command | b. Question | c. Exclamation | d. Exclamation | e. Command |
| f. Statement | g. Statement | h. Question | i. Command | |

4. Write your own sentences here.

The pupils will write their own sentences. Examples:

- Statements: I am very angry. My name is Mr Basit. My hair is falling out.
- Questions: What is your name? Where do you live? How old are you?
- Commands: Go away from here. Keep your goats out of my field. Don't shout like that.
- Exclamations: Oh, what a lovely dog that is! Help, my house is on fire! Quick, call the police!

Lesson Plans

For detailed suggestions, refer to pages 81–83.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate a poem
- To develop observational skills
- To increase vocabulary

Task	Time
1. Reading and understanding of the unfamiliar words.	15 min
2. Attempt Questions 1, 2, and 3 of Exercise A. Some of these questions may have been discussed already.	25 min

LESSON 2

Textbook Time: 40 min

Aims:

- To increase vocabulary
- To be able to write sentences using similes
- To be able to differentiate between sentences, questions, commands, and exclamations

Task	Time
1. Exercise B, Question 1 should help the pupils with their spelling as well as learning new words.	15 min
2. Continue with Exercise B, Questions 2 and 3.	15 min
3. Exercise C should be attempted. If the work cannot be completed, it should be completed in the next lesson.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To identify different types of sentences
- To develop listening and speaking skills
- To encourage creativity and observation

Task	Time
1. Work from the previous lesson to be completed.	10 min
2. Attempt Exercise D.	20 min
3. Attempt Exercise E. Unfinished work can be given as homework.	10 min

LESSON 4

Workbook Time: 40 min

Aims:

- To be able to identify the different types of sentences
- To be able to write different types of sentences

Task	Time
1. Attempt Exercise A, Question 1.	10 min
2. Continue with Exercise A, Questions 2 and 3.	10 min
3. Exercise A, Question 4 should be attempted.	15 min
4. Revise the contents of the unit.	5 min

Test-2

Workbook: pages 61–64

The test covers textbook and workbook units 6–9.

A UNSEEN COMPREHENSION

1. Read the letter aloud to your teacher.

Pupils should also read the address. Note how they read out numbers and the date.

2. Answer the following questions about the letter.

- a. He travelled a week before 24 November 2017.
- b. The conductor was rude to Mr Rizwan after Mr Rizwan complained that someone was sitting in his seat. The conductor told Mr Rizwan to sit at the back of the bus or to get off.
- c. Mr Rizwan got wet in the bus shelter while waiting for the bus. The roof had holes in it.
- d.
 - i. The bus broke down.
 - ii. The video was faulty.
 - iii. The bus service was not even 'Third Class'.
- e. The company's name was the 'Friendly Bus Company' and Mr Rizwan felt that it was far from friendly.

3. Mr Rizwan complains about many things in his letter. Make a list of at least six of his complaints.

- a. The bus left 40 minutes late.
- b. No reason was given for the delay.
- c. Passengers had to wait in the rain because the bus shelter had holes in the roof.
- d. The conductor was wrong to give someone Mr Rizwan's seat.
- e. The conductor was very rude.
- f. The bus broke down.

(Other complaints: Mr Rizwan was not given an explanation; the video was too loud and the speaker failed; the video stopped working.)

B TEXTBOOK QUIZ

1. Give short answers to these questions.

- a. A princess took some cocoons out of China by hiding them in her elaborate hair style. (The Story of Silk)
- b. It lay in the sun, flapped an ear, winked, scratched itself, dozed, whimpered. (Sunning)
- c. A little boy, just like himself. (My Playmate)
- d.
 - i. bamboo
 - ii. string
 - iii. newspaper (The Flying Machine (I))
- e. Peeps

2. Give complete answers to these questions.

- a. He helped them by reading them the letter and then by teaching them to read and write.
- b. The woodcutter upset the tiger by telling him that his skin stank.
- c. She was lonely and homesick.

C WORKING WITH WORDS

1. Write opposites of the following:

- a. light b. smooth c. wet d. cheap

2. Add apostrophes where necessary.

- a. She's my sister's friend.
- b. Let's see if he lets us go early.
- c. They've written their addresses wrong.
- d. It's not yours; it's hers!

3. Write two rhyming words for each of the following.

Pupils will use their own words. Examples:

- a. strong wrong/song/gong/long
- b. taking baking/making/waking/raking
- c. training raining/staining/caning
- d. mellow fellow/yellow/bellow

4. Write any proverb that you know.

Pupils will choose their own. (A stitch in time saves nine. Too many cooks spoil the broth. etc.)

D LEARNING ABOUT LANGUAGE

1. In your own words, say what a conjunction is. Give two examples.

A conjunction is a word that joins other words or sentences.

Examples: and, but, yet, so, though, or, till, etc.

2. Use the correct form of the verb given in brackets, and complete the following.

- a. are taking b. brought c. carried d. left (has left) e. swam, swims

3. Correct the mistakes and re-write the sentences.

- a. He *has written* a letter to me every day this week.
- b. Mr Mouse *has eaten* up all the cake.

E COMPOSITION

Write two paragraphs about any of the poems you have read in your textbook. Describe briefly what it is about, then say why you like it.

Pupils may write about: Robin, Playtime, The Moon, My Playmate, The White Window, Puppy and I, or Sunning. A descriptive paragraph followed by a personal viewpoint.

Lesson Plans

For detailed suggestions, refer to pages 86–87.

LESSON 1

Workbook Time: 40 min

Aims:

- To assess reading and comprehension skills
- To assess reading with expression
- To test writing skills
- To check if sentence construction is grammatically correct

Task	Time
1. Attempt Exercise A.	40 min

LESSON 2

Workbook Time: 40 min

Aims:

- To revise the previous units
- To check how well concepts have been understood
- To assess sentence construction
- To assess spelling and vocabulary

Task	Time
1. Attempt Exercise B to assess sentence structure; to assess comprehension and memory.	20 min
2. Attempt Exercise C, Questions 1, 2, 3, and 4.	20 min

LESSON 3

Workbook Time: 40 min

Aims:

- To assess the understanding of grammatical terms
- To assess understanding of the past tense
- To assess the ability to detect a grammatically incorrect sentence
- To assess creative writing skills

Task	Time
1. Attempt Exercise D, Questions 1, 2, and 3.	15 min
2. Continue with the writing activity in Exercise E.	25 min

Another adventure about two friends and a dog who make a railway journey at night. Ask the pupils if they remember any other adventures that they have read about. Ask the pupils to speak about journeys they may have made themselves by air, sea, train, car, or any other mode of transport. Were their journeys as exciting as this one? Did anything extraordinary happen? Can they make up their own adventure about a journey?

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- Saher and Razi were travelling to Lahore to stay with their friend Moiz.
- The boys spread their sheets on the bunks, ate their food while enjoying the cool night air blowing through the open window, watched the lights of the cars in the distance, and then settled down for the night.
- When the train stopped at the station, a man put his hand through the window and stole Razi's wallet.
- Razi and Timmy chased the thief on to the platform. Razi told the stationmaster and some other men what happened, and just then they heard a cry from the railway yard. They climbed over the railings into the yard, and found that Timmy had trapped the thief.

This question is more difficult. Discuss it first.

- Saher pulled the (emergency) chain to stop the train. Pupils will give their own responses and reasons for the other two questions.

While reading: Pupils will give their own answers.

Challenge: Pupils will have their own responses.

2. Who said the following?

- | | | |
|------------------|-------------------|----------------------|
| a. Saher | b. One of the men | c. The stationmaster |
| d. Razi's father | e. Razi | f. Razi (everyone) |

3. Answer the questions about these lines taken from the story.

The guard blew his whistle. Slowly, the train began to move. Everyone waved.

- Razi's father and mother and Saher's young sister were on the platform. Razi, Saher, and Timmy were in the train.
- To Lahore City Station.
- Razi's father told Razi to be careful and not to do anything foolish. Razi's mother told him not to stand near the door or to put his hands out of the windows. Saher's sister told the boys to look after their money.
- They spread their sheets on their bunks.

B WORKING WITH WORDS

1. Use the underlined words in sentences of your own.

Pupils will make up their own sentences. Make sure the verbs and the adverbial particles or prepositions are used in the correct sense.

C LEARNING ABOUT LANGUAGE

1. Read pages 85 and 86 again. Then divide the following sentences into their subjects and predicates.

Pupils should first read the information and examples given in Exercise C. on page 86 of the textbook.

Subject	Predicate
a. The boy	fell off his bicycle.
b. The bicycle	was lying on the ground.
c. The boy	was on the ground too!
d. He	had hurt his arm.
e. A man	took the boy to hospital.

2. Join the sentences with the word *who*.

Give further examples.

- Find me a man who is rich and brave.
- This is the teacher who taught my grandfather.
- This is the carpenter who made your chairs.
- This is the girl who came by bus.

D LISTENING AND SPEAKING

Your teacher will read a poem aloud. Listen carefully. When you hear the name of a colour, mark it with a tick.

Read the poem on page 133 of the Textbook aloud. When you have finished, ask the pupils to tell you how many words they have ticked on their lists. If the numbers don't tally, read the poem again.

The following colours are mentioned in the poem:

red, brown, orange, pink, blue, grey, purple, black, yellow, cyan

Do you know what all these colours look like? Do some research and find out.

If possible, get a colour chart to show the pupils what the colours look like.

Which word in the list above is not a colour?

shade

E COMPOSITION

What did the boys tell Moiz when they arrived in Lahore? Write the story they told and draw a picture. You may write it as a dialogue (conversation) if you like.

Pupils should write in the first person, that is, they should speak as Razi or Saher and tell their friend Moiz the story of their journey.

You might ask them to start with something like this: *Do you know what happened on our way here? Last night, we got on the train and...*

Workbook: pages 65-70

A WHO DID WHAT?

In this exercise, the passive voice has been used in sentences in the simple past tense. The verbs are past participles.

The pupils should do plenty of oral work before they attempt the written exercise.

1. Look at the picture. Read the sentences.

Draw attention to the fact that the same idea can be expressed in two ways.

Sarim painted the picture. The picture was painted by Sarim.

2. Here are some verbs and two sets of pictures (a and b). Use the two sets of pictures and the words in the box to make oral sentences of your own.

Pupils should make up oral sentences. Ask questions about:

The verbs—can they be used in sentences?

Make a sentence with the verb 'made'. (She made a noise in the class yesterday. My father made me a table. This watch was made in Switzerland.) Write some of the pupils' sentences on the board. Highlight the verb used.

- a. The first set of pictures—ask any questions about the things shown in the first three pictures. The idea is to elicit answers that use the words (made, shot, lost) in the box.

What is this? Yes, it's a table. Who makes tables? A carpenter does.

What does a tiger do? It growls. It lives in the jungle. Do people hunt tigers? Who hunts tigers?

What do hunters do to tigers?

What can you see in the third picture? A ring! It has a stone in it? Have you seen a ring like that before? Does your mother have a ring like that? Has she still got it? She hasn't lost it, has she?

- b. The second set of pictures—*Who is this person? What is he doing? What do you think he does for a living? What is he making?*

Explain that the pupils are expected to relate the verb in the box to the common noun illustrated in the first set of pictures. E.g.: The table was made. The tiger was shot. The ring was lost.

The second set of pictures provides clues as to who has performed the action. Point out that there are two ways of saying the same thing. E.g. The table was made by Mr Shah. Mr Shah made the table.

Now pupils can complete the written exercise on their own.

3. Match and write two sentences about pictures i., ii., iii., and iv. The first one has been done for you.

- i. Mr Shah made the table.

The table was made by Mr Shah.

- ii. Mr Hunt shot the tiger.

The tiger was shot by Mr Hunt.

- iii. Mr Mouse ate the cheese.

The cheese was eaten by Mr Mouse.

- iv. *Mr Abdul caught the robber.*

The robber was caught by Mr Abdul.

The other sentences that could be written in the pupils' notebooks are:

- v. Mr Baker baked the cake.

The cake was baked by Mr Baker.

- vi. Mrs Ayub lost the ring.
The ring was lost by Mrs Ayub.
- vii. Mr Ben wrote the book.
The book was written by Mr Ben.
- viii. Rolly drove the car.
The car was driven by Rolly.

4. Match and write a sentence for each picture. Follow the example:

- a. This is Mr Shah who made the table.
- b. This is Mr Hunt who shot the tiger.
- c. This is Mrs Ayub who lost the ring.
- d. This is Mr Baker who baked the cake.
- e. This is Mr Ben who wrote the book.
- f. This is Mr Mouse who ate the cheese.
- g. This is Mr Abdul who caught the robber.
- h. This is Rolly who drove the car.

B HAS HE FINISHED?

In oral work you can introduce 'I have just...' by performing an action and then asking, 'What have I just done?' To get on to the matter on the page, ask a pupil to perform an action. 'What has he/she just done?' 'He/she has just closed the door?' Point out that 'just' implies that an action has been completed in the immediate past.

1. Write one sentence about each picture. Say what each character has just done. and

2. Choose your verbs from the box given below. (Some of the words are not verbs!)

- 1. Reema has just written a letter.
- 2. Hamid has just left the house.
- 3. Salim has just broken the glass.
- 4. Najma has just bought an ice cream.
- 5. Faraz has just picked a flower.
- 6. George has just found his friend.

C EACH

1. Read the examples, then ask your own questions about the pictures.

Oral: Questions beginning with, *Has*

The use of *each*. Note that *got* may be used or left out.

Has each house got a roof, a chimney, windows, a door?

Has each cat (got) a long tail, a nose, paws?

2. Write questions and answers about these pictures.

- a. Has each boy a kite?
Yes, he has.
Each boy has a kite.
- b. Has each man a hat?
No, he hasn't.
Each man hasn't a hat.

- c. Has each girl a bag?
Yes, she has.
Each girl has a bag.
- d. Has each bottle a top?
No, it hasn't.
Each bottle hasn't a top.

Lesson Plans

For detailed suggestions, refer to pages 89–92.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and discuss a narrative story
- To increase vocabulary
- To develop comprehension skills

Task	Time
1. Reading and discussion of the story, and explanation of the unfamiliar words.	20 min
2. Attempt Exercise A, Questions 1, 2, and 3. If the exercise cannot be completed in this lesson, it should be completed as homework.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To be able to make sentences using given phrases
- To revise sentence construction reinforcing the concept of subject and predicate
- To be able to join two sentences using the word *who*

Task	Time
1. Continue with Exercise B. The task can be completed as homework.	15 min
2. Attempt Exercise C, Questions 1 and 2.	20 min
3. Revise all concepts covered so far.	5 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To learn the names of colours
- To be able to report an incident or an event in the first person
- To be able to express an idea pictorially

Task	Time
1. Attempt Exercise D.	20 min
2. In Exercise E, a discussion should precede written work.	20 min

LESSON 4

Textbook Time: 40 min

Aims:

- To develop oral fluency
- To produce grammatically correct sentences using the simple past tense
- To be able to use the correct form of the verb
- To join two sentences using *who*

Task	Time
1. Exercise A, Questions 1 and 2 should be attempted.	20 min
2. Continue with Exercise A, Questions 3 and 4.	20 min

LESSON 5

Textbook Time: 40 min

Aims:

- To develop oral fluency
- To be able to identify and express an activity 'just' performed
- To be able to ask and answer questions

Task	Time
1. Exercise B should be attempted.	15 min
2. Exercise C, Questions 1 and 2 should be attempted.	15 min
3. Revise the contents of the unit.	10 min

Heidi is the story of a little girl who goes to live with her Grandfather - she has never met him before. He lives a simple life in the mountains of Switzerland. Slowly, Heidi and her Grandfather grow close and we can see this begin in this extract.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- Heidi is five years old.
- An empty goat house and some tall trees.
- Inside, the ground floor is one big room. The grandfather's bed is in one corner. A large fireplace is in the middle of the back wall of the house. Next to it, there is a large cupboard with some shelves.
- Hay and old cloths.
- She could see right down the valley.
- A chair.

This question is more difficult. Discuss it first.

- He notices what Heidi needs, he makes her food, he gives her his chair as a table, he gathers more hay to make her bed more comfortable.

While reading: Pupils will give their own answers.

Challenge: Grandfather seems poor because he has so few possessions, simple things, and a small house.

2. Answer the questions about this line from the story.

'It is the best I've ever had'

- Heidi.
- Her grandfather.
- Milk.
- She was thirsty after her long hot journey.

B WORKING WITH WORDS

1. What are these words? They are all from the story.

- cheese
- grandfather
- cupboard
- breakfast

2. Find words in the story that have an opposite meaning to the words given below.

- hard
- remembered
- old
- found
- low
- clever
- up

C LEARNING ABOUT LANGUAGE

1. Add conjunctions given in the box below to the following sentences.

- The boy was late **but** his sister was on time.
- We went **because** we were told to go.
- We have seen the film **but** we have not read the book.
- They heard **that** he was made a minister.
- They jumped **when** he shouted.
- She was let in **although** she was ten minutes late.

2. Match A with B to make complete sentences.

Discuss the exercise with the children first.

- | | |
|-----------------------------|-------------------------------|
| You will have to work hard | if you want to learn English. |
| We shall all get very wet | if it rains. |
| We shall have to walk home | if the bus doesn't come. |
| You may hurt yourself badly | if you fall off your bicycle. |

D LISTENING AND SPEAKING

1. Read and listen to the pronunciation of the words below. Note the sound of ow. Be careful!

Read out the list of words. First ask the pupils to make two columns in their notebooks and write down the headings 'ow for cow' and 'ow for low'. They can write the words in the appropriate boxes as they hear the words.

2. In your notebook, try to sort the words into two lists.

Note that some of the words may go into both lists. (These have been italicized below.)

Cow: *bow*, how, *row*, now, sow, gown, crown, clown, drown, fowl, brown, frown, shower, trowel, brow, growl

Low: *bow*, *row*, tow, show, snow, stow, bowl, shown, throw

3. Use these expressions in sentences of your own and practise saying them aloud. Work with a classmate.

Discuss the examples of contractions. Pupils will compose their own sentences. Check that they make sense.

E COMPOSITION

Write a letter to your friend. Describe a visit to someone's house. Tell your friend about the house and why you visited it.

Pupils should use the regular format of a letter, but the letter is to a friend, so it can be informal.

Workbook: pages 71-73

A IF YOU CAN

Oral: If X happens, then Y will happen. Use some practical examples, before the pupils write sentences.

If I drop this glass what will happen? If you drop the glass it will break.

If the glass breaks what will happen. The water will go on the floor.

1. Make suitable sentences.

Pupils may write the joined sentences in their notebooks.

- a. If you are tired, go to bed.
- b. If you are thirsty, drink some water.
- c. If he breaks his leg he will go to hospital..
- d. If they don't eat, they will starve.
- e. If she drops the plate, it will break.
- f. If it rains, you will get wet.
- g. If we look for it, we will find it

2. Use a picture and words given below to make sentences. Begin each sentence with *If*.

The form for the picture + phrase is:

'If I borrow/take/use an umbrella,...' etc.

Variations are possible.

- a. If my father buys me a bicycle, I can ride to school on it.
- b. If I borrow an umbrella, I won't get wet.
- c. If I had a pen, I could write a letter.
- d. If I buy a radio, I can hear the news.

B DRAMA

1. Look at the pictures. Give the characters names. Tell the story.

Talk about the pictures and discuss what the people could be saying to each other. Pupils will come up with different wording and ideas.

2. Look at the pictures on page 72.

Write what you think the people are saying to each other.

Pupils will write their own responses.

Lesson Plans

For detailed suggestions, refer to pages 95–97.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and discuss a story
- To develop comprehension skills
- To develop reading skills

Task	Time
1. Read the story and explain the unfamiliar words.	20 min
2. Continue with Exercise A, attempt Questions 1 and 2. Some of these questions may have been discussed. Each pupil should be given a chance to participate.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To increase vocabulary
- To reinforce correct spelling
- To reinforce the use of conjunctions
- To be able to produce grammatically correct sentences

Task	Time
1. Attempt Exercise B.	10 min
2. Attempt Exercise C, Questions 1 and 2.	25 min
3. Recap the concepts learnt so far.	5 min

LESSON 3

Textbook Time: 40 min

Aims:

- To be able to pronounce words containing *ow* correctly
- To practise letter writing

Task	Time
1. Attempt Exercise D, Questions 1, 2, and 3.	20 min
2. Attempt Exercise E.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- To increase vocabulary
- To develop sentence construction
- To write conditional sentences
- To be able to give a description or write a composition of a visual scene

Task	Time
1. Attempt Exercise A, Question 1.	10 min
2. Continue with Exercise A, Question 2.	10 min
3. Exercise B, Questions 1 and 2 should be attempted. Unfinished work should be completed at home.	20 min

Outside My Window

Discuss the behaviour of the two animals and what makes them similar and different. Talk about the message of the poem, as expressed in the final stanza of the poem. Note the rhyming scheme and rhythm of the poem: a, b,c,b,d,e,f,e and five beats per line. Who is the narrator? Discuss any unfamiliar vocabulary.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- a. No.
- b. A person watching the animals from inside their house.
- c. They are collecting food. Magpie: berries; Squirrel: nuts. Both collect bugs.
- d. Little bugs.
- e. 'Ha, it's my garden!'
- f. 'Hey, don't take my snack.'
- g. Fight, arguing, squabbling, bicker.

These questions are more difficult. Discuss them first.

- h. The person wonders why the animals' bicker.
- i. The two animals are different because Magpie loves berries and flies while Squirrel loves nuts and runs.
- j. They both like bugs, collect food and fight with each other.

2. Answer the questions about this line from the poem.

I watch and I wonder:

Why must they bicker?

- a. Squirrel and Magpie
- b. To argue over minor problems.
- c. Making noises.

B WORKING WITH WORDS

1. Match the words in A with the abbreviations in B.

Mister/Mr, Street/St, Doctor/Dr, Saint/St, Road/Rd

2. Write these names using short forms.

- a. G. B. Shaw
- b. C. Dickens
- c. W. M. Thackeray
- d. (Pupils will write their own name.)

3. Use the following in sentences of your own. Be careful; the meaning changes when the words are split!

Discuss the difference in meaning between the pairs of words.

E.g.: When we went to the principal's office, nobody was there.

There was no body in the room, although the man said he had seen one on the floor.

Somebody left a package for you outside the front door. It is a large package: do you think it is some body? Ugh!

Anyone can do these sums, because they are very easy. If I show you any one, you will solve it in a second.

Pupils will write their own sentences.

C LEARNING ABOUT LANGUAGE

Discuss this with further examples. Use verbs transitively: played cricket, shot targets, helped the poor, sent parcels, posted letters, ran races, made chairs, built cities, painted pictures, threw pebbles...

1. Find the objects of the verbs in the following sentences.

- a. The squirrel *eats* nuts.
- b. The old man *built* a new house.
- c. My father *killed* a very large cockroach.
- d. My uncle *lost* an extremely valuable watch.
- e. The farmer *caught* the chicken.
- f. *Eat* your vegetables!
- g. She *shouted* at the Maggie in the garden.

The verbs are in italics, while the objects are underlined.

For your information:

Note that some verbs do not take an object. They are intransitive.

E.g.: *sleep, come, laugh*

We do not sleep something or come something or laugh something.

Other verbs can be transitive as well as intransitive:

E.g.: *run, dance, play*

The boys *ran*. They *run* a club in the evening.

The girls *danced*. They *danced* a tango.

Children *play* in the park. They *play* football.

Some verbs are transitive; they can only be used with an object.

E.g.: *have, blame, name*

They *have* a house. She *blames* me for everything. He *named* the day.

You may discuss in general terms how verbs operate, but there is no need to use the grammatical terms just yet.

D LISTENING AND SPEAKING

1. All these words contain the letter z. What are they?

- a. buzzing b. zebra c. zoo d. lazy e. razor

2. Note the sound of s in the following. Say the words aloud, and listen carefully to the sound.

Dictate the words. Ensure that the words are pronounced correctly.

Like z: cosy, daisies, sizes, roses, pose, please, rise

Like s: toast, misses (final s is like z), mouse, sausage, sample, mass, safe, rust

Silent: island

Like zhe: television, measure, leisure

Like sh: sugar

3. Work with a classmate. First sort the words into groups, one for each sound. (How many groups can you make?) Then try to add words to the groups. Say the words aloud a number of times to make sure you have put the words in the correct groups.

See above.

E COMPOSITION

Write about a time when you showed determination.

Let them write about it, then listen to what they have written.

Workbook: pages 74-77

A SUBJECT, VERB, AND OBJECT

Recall work done on subject and predicate in 'The Story of Silk'. Briefly go over the exercises done there.

1. Divide the following sentences into subject and predicate, and write them in the table given below.

	Subject	Predicate
a.	Nobody	came to see me yesterday.
b.	Everybody	was having a tough time during the storm.
c.	Our neighbours	are building a new garage.
d.	His name	was printed on the front of the book.
e.	Their nephews and nieces	will be at the wedding.

Discuss the explanation and examples given.

2. Underline the verbs in the following sentences. Remember that a verb can be more than one word, for example, *is dancing*.

Explain that the smaller words, which form part of the main words, are helping the main verb. (These are called auxiliary verbs, but you do not have to mention this now.)

- The children danced and sang.
- His parents are coming here tomorrow.
- The carpenter is making a table.

3. Find the verbs in the following, then divide the sentences into subject, verb, and object, and write them in the table.

	Subject	Verb	Object
a.	The examiner	failed	the pupil.
b.	His friends	visited	the city.
c.	The artist	painting	a picture.
d.	Javed	stayed	with his cousin.
e.	A pigeon	flew	into the classroom.

B ASK AND TELL

Oral: Some practice with the use of 'ask' and 'tell'. Changing direct speech to indirect or reported speech. Note how the tense changes: 'is' becomes 'was'. Note also how the pronouns change: 'your' becomes 'his' or 'her'.

1. Read the sentences and talk about the pictures.

Ask questions:

- What has happened? Did the girl have a fall? Who is coming towards her? Why? What does the girl say to the man? Do we know her exact words?
- How did the man hurt his hand? Do you think he was involved in the accident?

2. Fill in the blanks.

- The man asked the girl to (kindly) get some water.
- The girl told the man his hand was better.

3. Change the sentences below.

- I asked him (politely) to give me a pencil.
- I asked him to tell me a story.
- He asked me to write to him.
- She asked me to drink it quickly.
- I told Sajid (that) his face was turning red.
- I told Irfan (that) his beard was growing long.
- I told John (that) his car was in the garage.
- I told Nida (that) her cat was in my garden.

Lesson Plans

For detailed suggestions, refer to pages 99–102.

LESSON 1

Textbook Time: 40 min

Aims:

- To read the poem with the correct rhythm and stress
- To discuss the poem
- To increase vocabulary

- To develop listening and speaking skills
- To develop comprehension skills

Task	Time
1. Read the poem, discuss the unfamiliar words and the main theme of the poem.	20 min
2. Attempt Exercise A, Questions 1 and 2. All the pupils should be encouraged to take part in the discussion.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To introduce some commonly used abbreviations
- To increase vocabulary
- To develop writing skills
- To be able to identify subject, verb, and object in a sentence

Task	Time
1. Attempt Exercise B, Questions 1 and 2.	10 min
2. Attempt Exercise B, Question 3. Pupils can write the sentences at home.	10 min
3. Exercise C should be explained and discussed in class. Perhaps some sentences can be worked on if time permits, the rest can be given for homework.	20 min

LESSON 3

Textbook Time: 40 min

Aims:

- To increase vocabulary
- To be able to pronounce words correctly
- To develop creative writing skills

Task	Time
1. Attempt Exercise D, Question 1.	10 min
2. Continue with Exercise D, Questions 2 and 3.	15 min
3. Attempt Exercise E.	15 min

LESSON 4

Workbook Time: 40 min

Aims:

- To identify subject, verb, and object in a sentence
- To increase vocabulary
- To develop listening skills

Task	Time
1. Attempt Exercise A, Questions 1 and 2.	15 min
2. Continue with Exercise A, Question 3.	15 min
3. Revise the lessons learnt so far.	10 min

LESSON 5

Workbook Time: 40 min

Aims:

- To increase vocabulary
- To develop listening skills
- To introduce direct and indirect speech

Task	Time
1. Attempt Exercise B, Questions 1 and 2.	15 min
2. Continue with Exercise B, Question 3.	15 min
3. Revise the contents of the unit.	10 min

A play in two parts. The dialogue is limited, because space is limited. Ask the pupils to start thinking about what else the characters might say. After reading the second part they will be asked to introduce some fresh characters and more dialogue, so it is a good idea to get them thinking on those lines now.

All the pupils should get a chance to read some of the dialogue, so change the players frequently or read the play through a number of times with a different set of readers. Ask the pupils to try and be the characters, and think and speak like them, not just read the words.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- The Nawab entered the small house because it had been raining and he was wet.
- The three sons did not write letters because they could not write and their parents could not read.
- A regiment is a unit of soldiers in the army.
- Rain.
- The couple grew some wheat and onions on their land.

This question is more difficult. Discuss it first.

- The farmer and his wife were kind enough to invite the traveller into their home, make him comfortable by their fire, and give him food, although they had very little.

While reading: He was. The couple thought he was 'great and good'.

Challenge: The Nawab was proud of his cavalry because the riders and horses were the best that could be found in his kingdom.

2. Answer the questions about these line from the story.

How can I tell whether those people who are poor are also happy?

- The Nawab asks this question.
- The Wazir is asked this question.
- 'You cannot, sire.'
- The Nawab dresses himself in the robes of a traveller, with a worn cloak over his shoulders and a bundle on his back, and walks through his kingdom for many months.

3. Match the following.

The Nawab of Salimabad	was a very great man.
He travelled	for many months.
He wore a cloak	over his shoulders.
Cover yourself	with this blanket.

B WORKING WITH WORDS

1. Choose the correct words from the box to complete the sentences.

All the missing words begin with *wa*; see if you can find them in a dictionary.

- a. walking b. war c. wasted d. waiter e. wail

2. Write the opposites of the following words. You will find the words in the play.

- a. warm b. well c. proud d. well

3. Write words with the same meaning as the following. You will find the words in the play.

- a. angry b. terrible c. finally d. comfortable e. manage f. enjoyment

C LEARNING ABOUT LANGUAGE

A revision exercise of comparatives. Please do suggest other words and get the pupils to use them in sentences with 'than'.

1. Fill in the blanks in the following by changing the words in brackets, and sometimes by adding a word too.

- a. Gold is **heavier** than paper.
b. This book is **more interesting** than that one.
c. Is eating **better** than sleeping?
d. Is stealing **worse** than hurting people?
e. Is a poem **more beautiful** than a picture?

2. Add articles in the blanks below. (Not all the blanks need to be filled!)

Once upon **a** time there lived **an** ugly miser. He was **a** very rich man and he grew (-) oranges and (-) apples. He sold them in **the** market. One day I asked him for **an** apple. He said, 'I can't give you **an** apple, but I'll sell you (-) one.' 'Then give me **an** orange,' I said. I put **the** fruit in my bag and walked off down **the** road.

3. Complete the chart using the correct form of the verbs.

The table shows, of course, the simple present tense, the simple past tense, and the past participle. If pupils have to ask what to do, then they have not grasped this yet, so give them other verbs to put into a similar table! Pupils should also get additional practice in using the words in the third column (the past participles). E.g.: The food was eaten, the fight was begun, the horses were ridden, etc.

- | | | |
|----------|--------|--------|
| a. catch | caught | caught |
| b. begin | began | begun |
| c. fall | fell | fallen |
| d. ride | rode | ridden |
| e. send | sent | sent |
| f. give | gave | given |

D LISTENING AND SPEAKING

Read the words aloud. Note the sound of the letters *au*.

Pupils can practise saying the words aloud.

More *au* words:

applaud, applause, aquanaut, assault, astronaut, auction, audience, August, auto, author, autograph, caught, cause, caution, daughter, default, dinosaur, exhaust, fault, fauna, fraud, gaudy, haughty, haul,

haunt, jaundice, jaunty, launch, laundry, maul, naught, naughty, nausea, paunch, pauper, pause, sauce, saucer, taught, vault

Watch out for the pronunciation of these: they are all different. Check in a dictionary for the pronunciation. aunt (draught, laugh), authority, because, gauge, mauve

E COMPOSITION

Who did the Nawab meet on his travels around his kingdom?

Write about some of the people he might have met.

Thinking about this and writing about characters the Nawab may have met on his travels will give the pupils some ideas of characters to introduce in the play (in the next lesson).

Workbook: pages 78–79

A MORE VERBS

Irregular verbs.

Oral: Use some verbs which are not used on the page for oral examples. Use the verbs in sentences. If the children have a problem with the table, give them a sentence such as: The boy_____ in his book yesterday (draw). The picture was_____ by Lubna (draw). Pupils will write *drew* and *drawn* respectively.

Some additional irregular verbs:

arise (arose, arisen), awake (awoke, awakened/awoken), bear (bore, borne), begin (began, begun), bite (bit, bitten), blow (blew, blown), break (broke, broken), drive (drove, driven), grow (grew, grown), mean (meant, meant), ring (rang, rung), and many more.

1. Can you fill in the missing verbs?

draw	drew	drawn	throw	threw	thrown
get	got	got	mistake	mistook	mistaken
hold	held	held	think	thought	thought
win	won	won	wear	wore	worn
know	knew	known	fly	flew	flown
bring	brought	brought	drive	drove	driven

2. Choose two set of words from the table above. Make sentences like this.

Pupils may be asked to write more sentences in their notebooks.

B VERBS, OBJECTS: REVISION

Ask questions after the children have identified the verb, e.g. Daniyal did what? The second part on spelling and syllables will need a lot of oral work. Emphasize the syllables in words with two or three syllables, e.g., ta-king, get-ting.

1. Write the verbs on the right. Write the object (if there is one) in brackets.

- | | | |
|----------------------|-------------------------|--------------------|
| a. caught (the ball) | b. chased (the deer) | c. danced (-) |
| d. was walking (-) | e. are playing (-) | f. ate (the straw) |
| g. saw (a film) | h. forgot (the address) | i. makes (knives) |

C SPELLING

Practise breaking up some longer words in syllables.

1. Split the words and write the number of syllables.

- | | | | |
|-------------------|-----------------------|-------------------------|-------------------|
| a. hit (1) | b. pat (1) | c. go/ing (2) | d. run/ner (2) |
| e. for/e/ver (3) | f. dig/ging (2) | g. al/ways (2) | h. to/ge/ther (3) |
| i. ter/rib/ly (3) | j. in/de/pen/dent (4) | k. sa/tis/fac/to/ry (5) | |

Lesson Plans

For detailed suggestions, refer to pages 105–108.

LESSON 1

Textbook Time: 40 min

Aims:

- To develop reading skills
- To develop listening and speaking skills
- To understand and practise a dialogue
- To read a play with expression

Task	Time
1. Reading of the text and explanation of the unfamiliar words.	20 min
2. Attempt Exercise A, Questions 1 and 2. Some of these questions may already have been discussed during the reading. They can be asked again to reinforce comprehension.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To make sensible sentences
- To increase vocabulary
- To introduce some more opposites and synonyms

Task	Time
1. Continue with Exercise A, Question 3. The pupils should be encouraged to work on their own.	10 min
2. Exercise B, Questions 1, 2, and 3 should be attempted.	20 min
3. Exercise C, attempt Questions 1 and 2.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To practise the simple present tense, the simple past tense, and the past participle
- To develop writing skills
- To develop listening and speaking skills

Task	Time
1. Exercise C, Question 3 should be attempted.	10 min
2. Exercise D should be attempted.	15 min
3. Exercise E should be attempted. Unfinished work can be completed at the start of the next lesson.	15 min

LESSON 4

Workbook Time: 40 min

Aims:

- To increase vocabulary
- To develop listening skills
- To be able to complete sentences using the correct form of the words
- To revise the use of verbs and objects

Task	Time
1. Complete Exercise E. Check through work.	10 min
2. Attempt Exercise A, Questions 1 and 2.	20 min
3. Attempt Exercise B.	10 min

LESSON 5

Workbook Time: 40 min

Aims:

- To reinforce correct spelling

Task	Time
1. Attempt Exercise C.	20 min
2. A brief revision of all the concepts covered in the unit.	20 min

Recall the scenes, characters, and action of the first part of the play.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- The Commander of the cavalry was ordered to bring the three sons to see the Nawab.
- The three sons felt proud to serve the Nawab.
- The farmer's wife gave a basket of onions to the Nawab. She wanted to thank the Nawab.
- The old lady received a box full of gold coins as a present.
- The moneylender did not get a valuable present; he got a box of onions.

These questions are more difficult. Discuss them first.

- The Nawab sent the boys home to look after their parents.
- A great man and a good ruler.

While reading: He was a greedy man.

Challenge: The moneylender gave the Nawab a horse because he thought the Nawab would be pleased with the gift and would give him a better present.

2. Complete the following sentences in your own words.

Pupils will complete the sentences in their own words. Make sure the sentences are interesting. NOT

- 'Your onions are good,' said the Nawab. BUT, better, 'Your onions are the best I have ever tasted,' said the Nawab.

3. Answer the questions about these lines taken from the story.

A businessman, sire. Yes, a businessman. I have brought you a gift.

- The moneylender
- To the Nawab
- The moneylender nearly tells the Nawab that he is a moneylender, then when the word is half out, he stops. He realizes that the Nawab will think if he is a moneylender, he has plenty of money. So he changes the word to businessman and repeats it to make sure the Nawab has heard properly.
- He has brought a horse because he thinks the Nawab will then give him an even more valuable present in return.

B WORKING WITH WORDS

1. Fill in the blanks with one of the words given in the box.

- hum
- howl
- neigh
- hiss
- roar
- trumpet

C LEARNING ABOUT LANGUAGE

1. Add *not* to the following sentences. You may have to make some other changes too.

- The Wazir did not talk to the woman.
- I have not brought him a present.
- The moneylender did not travel home.
- The old woman does not wish to see you.
- You did not say they were good onions. (You said they were not good onions.)

2. Complete the chart using the correct form of the verbs.

- | | | |
|----------|-------|--------|
| a. get | got | got |
| b. see | saw | seen |
| c. find | found | found |
| d. come | came | come |
| e. shake | shook | shaken |

3. Use suitable adverbs in place of the underlined words.

- a. badly b. easily c. bravely d. quickly e. hurriedly.

D COMPOSITION

Group work

Give the three boys (or any other characters in the play) some more lines to say and write the dialogues.

Pupils should discuss their ideas in groups and then write their dialogues.

E LISTENING AND SPEAKING

1. Share your work with the other groups in the class by reading aloud what you have written (In Exercise D Composition).

2. Which group added the most interesting lines?

Pupils to enlist the help of others if there are more parts than members in the group, and read out their dialogue. Ideas from all the groups can be incorporated into longer and more detailed scenes which the class can act out at a later stage.

Take a vote as to who wrote the best initial dialogue, and write the results on the blackboard.

Workbook: pages 80–82

A IMPORTANT ADVERBS: EITHER AND NEITHER

Before pupils begin work on this page, draw a box on the board. Ask questions similar to those in the exercise:

'Is that a box?' 'Is that a trunk?' 'It is *either* a box *or* a trunk.' (Emphasize the *either/or*.)

Then draw another box on the board. Ask the same questions:

'Is that a box?' 'Is that a trunk?' 'It is *either* a box *or* a trunk.'

Now add a roof and a door and say:

'It is neither a box nor a trunk. It is a house!'

You can do another drawing—two long parallel lines which look like a road. It is either a road or a river. It is neither. Turn one end into a tail and the other into a head. It is neither a road nor a river, it is a snake.

What are the boys saying?

Discuss the picture and read what the children are saying. Having read the first part of the exercise, explain that *either* is used when two alternatives are possible.

1. **Fill in the blanks. Use *either...or* or *neither...nor*.**
 - a. That snake is ***either*** sleeping ***or*** it's dead. I don't know which.
 - b. This dog is ***neither*** Sami's ***nor*** is it Raheel's. I think it is Ali's.
 - c. ***Neither*** Thomas ***nor*** Naveed came to school yesterday.
 - d. The test is ***either*** going to be easy ***or*** difficult. I don't know which.
 - e. This desk is ***either*** Khalid's ***or*** Adil's. I don't know whose.

B DIRECTIONS

Oral work first. It would help, at some stage, if the pupils copy the map, or a large one is made for the display board. More features can be added to the map, and the pupils can then have more practice in giving directions.

1. Look carefully at the map and the symbols below. Can you find all the symbols on the map?

Ask the pupils to study the map and the symbols. Then ask where things are on the map. Before the pupils begin to do any written work, ask them to give directions on how to get from the bus stand to Zehra's house. A number of routes can be taken to her house (some a long way round). The directions should be short and simple. After they have practised this orally, they can go on to the written work.

2. Answer these questions.

- a. Fahim lives north of the river.
- b. Ali lives west of the bus stand. (So does Nadia.)
- c. Nadia lives north of the hospital.
- d. Zehra lives south of the mosque. (So does Ali.)

3. Look carefully at the map on page 81. Read the text below.

Ask pupils to trace the route with a finger while the directions are being read out.

4. What directions will you give?

Pupils will write their own versions, and probably much shorter ones than the examples given below.

- a. From the bus stand to Nadia's house.

There are two ways of getting from the bus stand to Nadia's house.

1. Come out of the bus stand on to the main road. Turn right and go to the crossroads. Turn right at the crossroads, going past the bank on your right. Take the first road to the right. Go past all the houses on the right side of the road; pass a road on the left and another on the right. When you get to the crossroads, turn left. Nadia's house is the second building on the right.
2. Come out of the bus stand and turn left. Follow the road, passing two roads on your right. When you reach the main junction, with the bridge on your right, turn left. Nadia's house is on this road. It is the second house on the right, after you pass the crossroads.

- b. From the bus stand to Fahim's house.

Leave the bus stand and turn left. Walk down the road and take the second road to the left. Walk to the roundabout (circle) and take the first road to the right. Cross the bridge over the river. Fahim's house is the first house on the left, after you cross the bridge.

Lesson Plans

For detailed suggestions, refer to pages 110–112.

LESSON 1

Textbook Time: 40 min

Aims:

- To read, understand, and appreciate a play
- To practise answering questions
- To increase vocabulary

Task	Time
1. Reading of the text and understanding of the unfamiliar words.	20 min
2. Attempt Exercise A, Questions 1 and 2.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To complete incomplete sentences
- To match animal sounds with the correct animals
- To form negative sentences

Task	Time
1. Continue with Exercise A, Question 3.	10 min
2. Attempt Exercise B.	20 min
3. Attempt Exercise C, Question 1.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To revise and practise the correct form of the verbs
- To revise and practise the use of adverbs
- To work productively in groups
- To develop creative writing skills

Task	Time
1. Continue with Exercise C, Questions 2 and 3.	15 min
2. Attempt Exercise D.	15 min
3. Attempt Exercise E. This exercise can be completed in the next lesson.	10 min

LESSON 4

Workbook Time: 40 min

Aims:

- To encourage class participation
- To develop listening and speaking skills
- To introduce the use of *either* and *neither*

Task	Time
1. Continue with Exercise E from the previous lesson.	15 min
2. Begin with the Workbook. Attempt Exercise A.	15 min
3. Revise the concepts learnt so far.	10 min

LESSON 5

Workbook Time: 40 min

Aims:

- To be able to identify symbols on a map
- To improve listening and speaking skills
- To learn how to give and follow directions
- To develop concentration and observation skills

Task	Time
1. Attempt Exercise B, Questions 1 and 2.	10 min
2. Exercise B, Questions 3 and 4.	20 min
3. Revise the contents of the unit.	10 min

Nuruddin Uncle

Do the pupils listen to stories? What kind of stories have the pupils heard from their elders? What kind of stories do they like? Do they hear stories from their parents, uncles, aunts, grandparents? Do the pupils have a similar character as Nuruddin Uncle in their family?

Discuss the unfamiliar words in the poem.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- Nuruddin Uncle wears a pair of spectacles, a kurta, a waistcoat, and shoes.
- The boy is not frightened of the stories because he is sitting next to Nuruddin Uncle.
- When the last story has been told, Nuruddin Uncle smiles and says goodbye. Then he waves his stick and laughs.

This question is more difficult. Discuss it first.

- He is interesting, kind, creative, and cheerful.

2. Answer the questions about this line taken from the poem.

They ring in my head the whole night long.

- The stories Nuruddin Uncle tells.
- The stories are compared to music (and drums or bells).
- They keep repeating themselves, and are remembered, just like when a bell rings and the sound continues for a long time afterwards.

B WORKING WITH WORDS

1. Here are some useful verbs. They have special uses. Read them aloud and make your own sentences.

Pupils should try to make up sentences with these. Go through the text with them, and ask them to use the expressions in sentences after the meaning has been explained and discussed.

2. Write sentences of your own, using the verbs above.

Pupils will write their own sentences.

C LEARNING ABOUT LANGUAGE

Give further examples on the board. The 'which' clause modifies or describes the noun in the sentence. E.g.: The pen is described as being the one 'which I sold to you last week.'

Join the following sentences using *which*.

- This is the pen which I sold to you last week.
- This is the letter which I sent to my mother.
- This is the rice which I bought yesterday.

D LISTENING AND SPEAKING

1. Find two rhyming words in the poem for each of the following.

- lunch, munch (hunch, bunch)
 - goes, nose (pose, throws, toes)
 - tall, all (ball, call, hall)
- Here are some more words: crew, blue, too (grew, you, shoe); mould, old, gold (bold, sold, rolled); flies, wise, eyes (dies, lies)

2. Add at least one rhyming word (not in the poem) to each set above. Read the sets of words aloud.

See above.

E COMPOSITION

Use the following in sentences of your own.

Write a paragraph using one of the phrases given above. Can you use two or more that are linked?

Make sure that the pupils use the similes in the correct context.

This must lead up to, or start from, the idea contained in the simile.

Workbook: pages 83–84

A WHICH AND WHO

Oral: Some examples to bring out the difference between who/which.

Who is used for persons; that is used for things and persons; which is used for things.

Variations are possible.

1. Look at these pictures and make sentences.

- This is the man who sold me ice creams today.
- This is the cat that is good at catching rats.
- This is the woman who waters the plants.
- This is the man who is mending the chair.
- This is the boy who rings the bell.
- This is the girl who reads the book.
- This is the house which/that the boy lives in.
- This is the building which burnt down yesterday.

B PUZZLES TO MAKE YOU CROSS

1. Write the clues for this crossword.

The pupils will give their own clues.

The clues must be accurate. If the pupil writes 'Things in the sky' for stars, the answer might refer to rockets, aeroplanes, or any number of other things.

Examples:

Across:

1. Dry grass/Animals eat this and lie on it.
3. A small animal/It barks.
5. A knife, a fork and a

Down:

1. Twinkle, twinkle little (plural)
2. Listen to the news on this.
4. We shoot with this.

2. Word building

In this exercise, it is possible to make well over 40 words. To make this more difficult, the pupils may be asked to use the middle letter (e) in all the words. The pupils can write their list of words in their notebooks.

Who can make the most words?

Pupils should make their lists according to the initial letter, then checking and comparing and adding more words later will all be easier to do.

Nine-letter words: *mastering/streaming*.

- age, aim, air, anger, ant, are, arm, art, as, ate,
ear, earn, east, eat, emit,
gain, game, gate, gear, gem, germ, get, gram, grant, great, grime, grin,
in, irate, ire, is, it,
main, man, mane, mast, mat, me, mean, meant, meat, met, mine, mist,
nag, name, near, neat, nest, net,
rag, rage, rain, ram, ran, rat, rate, ream, rent, rest, ring, rise,
sag, same, sane, sang, sat, seam, set, sing, sit, star, steam, stream,
tag, tame, tan, tar, team, tear, ten

Lesson Plans

For detailed suggestions, refer to pages 115–117.

LESSON 1

Textbook Time: 40 min

Aims:

- To read the poem with the correct stress and rhythm
- To understand and appreciate a poem
- To increase vocabulary and develop comprehension skills

Task	Time
1. Reading of the text and explanation of the unfamiliar words.	20 min
2. Attempt Exercise A, Questions 1 and 2.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To learn how the verbs 'draw', 'break', and 'make' can be used in various contexts
- To be able to join two sentences using *which*
- To identify rhyming words

Task	Time
1. Attempt Exercise B, Questions 1 and 2.	15 min
2. Continue with Exercise C.	10 min
3. Attempt Exercise D, Questions 1 and 2.	15 min

LESSON 3

Workbook Time: 40 min

Aims:

- To revise and reinforce the use of similes
- To increase vocabulary
- To develop creative writing skills

Task	Time
1. Attempt Exercise E. Unfinished work can be given as homework.	25 min
2. Begin with the Workbook. Attempt Exercise A. The exercise should be continued in the next lesson.	15 min

LESSON 4

Workbook Time: 40 min

Aims:

- To practise the use of *which* and *who*
- To be able to give clues for a crossword puzzle
- To increase vocabulary

Task	Time
1. Continue with Exercise A from the previous lesson.	5 min
2. Attempt Exercise B, Question 1.	10 min
3. Attempt Exercise B, Question 2.	15 min
4. Revise everything learnt in the unit.	10 min

Test-3

Workbook: pages 85–89

The test covers textbook and workbook units 10–13.

A UNSEEN COMPREHENSION

1. Read the poem aloud to your teacher.

Make sure all the words are pronounced properly, and that the poem is read with some expression.

2. Give short answers to these questions about the poem.

- It flies from somewhere, as fast as it can.
- No.
- For a day and a night.
- To the people the speaker had asked before the question: Where does the wind come from?

2. Give complete answers to these questions about the poem.

- Where does the wind come from?
Where does the wind blow?
- Nobody knows where the wind comes from.
- The speaker would know where the wind goes by flying a kite and then letting it go.
- When the speaker found his kite, he would know that the wind had been there too, however, he would not know where it had come from.
- The rhyming pairs of words:
knows/blows can/ran kite/night blew/too goes/knows

B TEXTBOOK QUIZ

1. Give short answers to these questions.

- Nuruddin Uncle
- Magpie and Squirrel
- In the hayloft
- The moneylender
- Timmy

2. Give complete answers to these questions.

- Hit him with an axe. To show him that wounds made by sharp things can heal but harsh words always stay.
- Uncle Salim went up in Sami's flying machine, which later crashed. But Uncle Salim was not hurt.

3. Answer the questions about these lines taken from a poem in your textbook.

- The lines are from: the White Window
- The moon
- Asleep in their beds in the house next door. At the window.

C WORKING WITH WORDS

1. Write meanings for the following words, then use them in sentences.

- a. gust a sudden rush of wind
- b. hurled thrown with great force
- c. deserted empty (of people)
- d. snarling growling
- e. simply plainly

Pupils will write their own sentences.

2. Write words with the opposite meaning to the following:

- a. forgot
- b. forward
- c. found
- d. closed

D LEARNING ABOUT LANGUAGE

1. Make adverbs from these adjectives.

- a. slyly b. terribly c. colourfully d. speedily
- e. carelessly f. smartly g. unkindly h. gracefully
- i. lovingly j. funnily

2. Use three adverbs you have made above, in sentences of your own.

Pupils will choose and write sentences of their own.

3. Complete this verb table.

- | | | |
|----------|--------|---------|
| a. walk | walked | walked |
| b. speak | spoke | spoken |
| c. sing | sang | sung |
| d. hide | hid | hidden |
| e. tear | tore | torn |
| f. write | wrote | written |

4. Use the conjunctions (once each) in the blanks below.

- a. She was very tall **but** her brother was rather short.
- b. We stayed **although** we were told to go.
- c. I have been to Lahore **but** not to Multan.
- d. They saw **that** he was on time.
- e. I dropped the plate **when** I heard a scream.
- f. She was not allowed out **because** she had been naughty.

E COMPOSITION

Write a letter to your teacher thanking him/her for teaching you during the year. Say what you have enjoyed the most (and the least) in the class. End your letter by saying what you hope to do during the holidays.

The letter should be set out in the conventional manner.

Lesson Plans

For detailed suggestions, refer to pages 119–120.

LESSON 1

Workbook Time: 40 min

Aims:

- To assess reading skills
- To assess comprehension skills
- To assess writing skills

Task	Time
1. Attempt Exercise A.	40 min

LESSON 2

Workbook Time: 40 min

Aims:

- To assess comprehension of units studied
- To assess concentration and recall ability
- To assess reference to context

Task	Time
1. Attempt Exercise B, Questions 1, 2, and 3.	20 min
2. Attempt Exercise C, Questions 1 and 2.	20 min

LESSON 3

Workbook Time: 40 min

Aims:

- To assess understanding of the grammatical concepts introduced
- To test sentence structure
- To assess creative writing skills
- To assess letter writing skills

Task	Time
1. Attempt Exercise D, Questions 1, 2, 3, and 4.	20 min
2. Attempt Exercise E.	20 min

