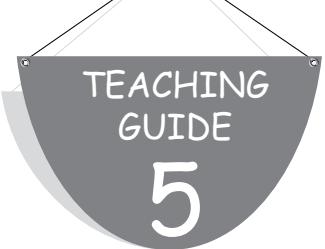


Complimentary Copy—Not For Sale

OXFORD
UNIVERSITY PRESS

3rd Edition

New Oxford Modern English



Nicholas Horsburgh
Claire Horsburgh



CONTENTS

Unit	Page No.
Introduction	
1 The World in a Wall	1
<i>Stopping by Woods on a Snowy Evening</i>	10
2 Does He Remember?	16
<i>This Morning is Our History Test</i>	23
3 Robinson Crusoe	30
<i>Sour grapes</i>	36
4 Collecting Things	41
<i>The Skylark</i>	46
Test 1	50
5 Perseus and the Gorgon	54
<i>A Misspelled Tale</i>	60
6 Bahlol	65

Unit	Page No.
7 Uncle Shams	70
<i>Everyone Sang</i>	75
8 A Flash of Light	80
<i>The Road Not Taken</i>	86
9 Karate Parrot	92
Test 2	97
<i>Loveliest of Trees, the Cherry Now</i>	101
10 The Black Spot	106
<i>Break, Break, Break</i>	111
11 My Side of the Mountain	116
12 The King Keeps His Appointment	122
<i>Grandma Climbs a Tree</i>	128
Test 3	129

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’ method 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/she 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/she writes is called a *pen* or *pencil*, the object he/she throws up in the air is a *ball*, and when he/she is moving forward quickly he/she 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/herself with the words of the language through practical activities and concrete examples. He/she 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 Books. 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 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, internet access, 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 not all pupils 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, with the help of different materials, 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 lesson. 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 (to the 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 as above to play music and songs to the pupils.
8. Use as above 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-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: do not 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: thr scr str spr -ckl- -mpl- 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 hand-eye 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/whiteboard. 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 sections 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 Books and Workbooks 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 ...?

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

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 got 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.

Inform the pupils that there is a dramatic and funny incident in this story and that Durrell's books are full of such stories from his childhood. He was an avid collector of animals from a young age. His family did not always appreciate this habit! You could find out about, and tell the pupils about, other funny incidents from Durrell's childhood. When reading the story, make sure you convey to them that the chaos and pandemonium is meant to be a funny anecdote!

Note that here, and elsewhere in this book, the answers to the comprehension questions are to help you judge what points should be mentioned by the pupils in their answers. They should be allowed to answer the questions in their own words and not rigidly follow the words given in these answers. Be flexible.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- Gerald hunts for animals in an ancient, crumbling wall that surrounds his garden. It is a good place to find animals because many different creatures live in the cracks of the wall and under the bulges of the old plaster.
- Animals that Gerald finds:
 - in the day: hunting wasps, caterpillars, spiders, flies, dragon-flies, wall lizards
 - at night: toads, geckos, crane-flies, moths
- Pupils should be encouraged to search and make notes before sharing them with the class.
 - Larry: Gerald's older brother; he talks a lot; he is an adult; he smokes and thinks the matchbox that Gerald has used is one full of matches; he flings his arm out when he sees the scorpion; he does not share Gerald's love of animals; the shock of the incident makes him scared of matchboxes.
 - Roger: a pet dog; Gerald likes him and feeds him at mealtimes even though he is not supposed to; he barks wildly when the incident happens; Gerald takes him on walks - he is a companion to Gerald.
- Gerald thinks the female scorpion is wearing a pale fawn (brown) fur coat. All her babies are clinging to her back which is what creates the impressions that she is wearing a fur coat.
- Gerald forgets about the scorpions because he gets busy with feeding his dogs lunch.
- Gerald's mother is soaked by water after Margo tries to throw it at the scorpions and misses. Gerald's mother is so shocked that she is left gasping and unable to speak.
- Gerald stays away from the family in the afternoon because he knows they blame him for the incident that happened earlier, at lunch, and wants to keep out of their way.
- The repercussions of the incident are that Gerald develops a phobia of matchboxes and his mother decides to stop Gerald from exploring the animal world by getting him a tutor.

These questions are more difficult. Discuss them first.

- The chapter is called 'The World in a Wall' because Durrell describes a whole 'world' of animal life which lives in it. There are many different creatures co-existing in it.

- j. Encourage the pupils to talk about the second paragraph of the extract and sort the creatures into two lists: prey and predators. The time they spend thinking and discussing is more important than getting the answers in the Venn diagram right!

Prey: crane-flies, moths, beetles, caterpillars, flies

Predators: lizards

Both: spiders, toads, geckos, hunting wasps, dragon flies

While reading: Pupils will say why they find it funny, or why they do not. Encourage them to give reasons for what they think. Durrell's anecdotes are meant to be humorous.

Challenge: Gerald likes scorpions, he knows they can be dangerous but he is fascinated by them and sympathetic towards them. Pupils should pick out any three descriptive phrases about scorpions from the passage. There are lots of phrases to choose from. Encourage pupils to consider what we learn about the scorpion or Gerald's feelings about them from their selected phrases.

2. Answer the following questions with reference to context.

I completely forgot about my exciting new captures.

- Gerald forgot because lunch distracted him.
- He captured the creatures because he was enraptured by them, and because he wanted to see the young scorpions grow up.
- The captured creatures were in a matchbox.
- Larry thinks that the matchbox is full of matches, he opens it while talking, and the scorpion climbs out on to his hand. He gets a big shock and flings the scorpions onto the table which makes everyone panic and things become chaotic.

B WORKING WITH WORDS

1. Use the following words in sentences of your own to show that you understand what they mean. You will find the words in the story.

Encourage pupils to use a dictionary to check the meanings and the usage of the words. They should try to find out what type of word (verb, adjective, adverb, noun) each one is before using them in sentences of their own. Remind them that some of the words can be used in different ways so they need to look at them in context. (Their stomachs bulged. - verb; The wall had a bulge on it. - noun; There was a bulging wall in the garden. - adjective; etc.)

- bulging: swelling outwards; sticking out; (verb)
- reluctantly: with hesitation; unwillingly (adverb)
- enraptured: extremely pleased by (verb)
- surreptitiously: secretly, sneakily (adverb)
- oblivious: unaware (adjective)
- inhabitant: a person or animal that lives in a place (noun)
- dawdling: being slow (verb)
- confetti: small pieces of coloured paper traditionally thrown on birthdays and marriage ceremonies (noun)

Pupils will make their own sentences. Make sure the sentences are interesting and their own. Pupils may certainly find the words in the text and see how they are used, but they should not copy the sentences. Do not accept sentences that are like this: *The bag was bulging. He moved reluctantly. We threw confetti.* etc. These do not tell us much about the words or give us an idea of what is being said (unless there is some other explanation of context). In the first example above, the pupils may just as well have written: *The bag was full. The bag was swollen. The sides of the bag were sticking*

out. ‘Bulged’ in these contexts does not tell us anything about the word. Much better would be: *The children had stuffed so many sweets into the bag that now it was bulging and they began to fear that it would burst open.*

2. There are some common collective nouns. Can you match them correctly, and write them in your notebook?

Note that in the second set, litter refers to puppies, but it can also refer to other mammals. Herd, however, only refers to cows (buffaloes, etc.) and not to puppies. Needless to say, we also use the word ‘herd’ for other cattles: goats, oxen, etc. We can say a deck of cards or a pack of cards. Note also:

a flock of sheep	a litter of puppies
a colony of ants	a school of fish
a heap of stones	a deck of cards
a flock of sheep	a bunch of keys
a herd of cows	a pack of wolves
a pack of hounds	

C LEARNING ABOUT LANGUAGE

Revise the eight parts of speech with examples on the board. Pupils will get a chance to recall the parts of speech when they tackle the written exercises below. However, you may first note how much they remember.

1. Remind yourself about the first seven parts of speech. Try to give an example of each.

Pupils will give their own examples. Discuss what they have suggested, and write their suggestions on the board. Accept suggestions of all kinds; if some are incorrect, so much the better. They can be discussed and slotted in the correct category. (Pupils will remember this much better, than being told by someone else.) Do not give them the examples in the first instance.

Examples:

nouns:	bed, train, sandwich, tree
pronouns:	you, me, him, they
adjectives:	big, attractive, tiny, stiff, fluffy
verbs:	think, sleep, went, showed, plays
adverbs:	quietly, loudly, sweetly, shakily
prepositions:	to, in, on, behind, in front of
conjunctions:	and, but, though, or, because
interjections:	What! Hey! Wow! Yummy!

2. Make lists of nouns, pronouns, and adjectives in the following passage.

Nouns:

day, Merlin, Wizard, valleys, Wales, stoneway, London, man, way, London, bishops, meeting, Abbey Church, Church, Church, stone, stone, anvil, anvil, sword (These may be sub-divided into proper nouns and common nouns, if you like.)

Pronouns:

he, one (person), him, he, he, they, everyone

Adjectives:

one, deep, green, famous, great, great, shining

Review interjections. A whole sentence may be an interjection (or exclamation): these do not have to be one word. E.g. What a load of rubbish he speaks!

3. Find six interesting verbs and six interesting adverbs in the story.

Pupils will find their own examples. Discuss what they have chosen so that they can add to their lists and correct each other if needs be.

4. Underline the interjections in the following.

- a. Whew! b. Alas! c. Ugh! d. Hurrah!

5. Find three interjections in the story.

'Eek!' 'Bah!' 'Oh no!'

6. Make a list of any interjections that you can think of.

You may find some more in the story. Ask the pupils to look out for more examples in their own reading and speech.

D LISTENING AND SPEAKING

1. Work in a pair and take turns to ask each other some of the following questions. Answer each other in detail. Listen to your classmate's answer carefully. You can help your classmate give details by asking them about their response.

Pupils should work in pairs, discussing each question in turn. They need to be prepared to give good reasons for their choices and can help each other to develop their reasons. Although their answers are important, concentrate more on the way in which the pupils present their conclusions and state their case.

E COMPOSITION

Imagine that you were present in the dining room during the scorpion incident. Write a paragraph about what you thought and felt about the incident. Think about: how you felt during the incident; how you feel about Gerald's interest in animals; what should happen to Gerald ...

OR

Pick out the descriptions of the scorpions from the story. Add to that description, and write a paragraph about scorpions. Draw a picture to go with it.

Pupils should choose one of the tasks. The first is a more creative, but with clear guidance about what to include. The second task involves information retrieval and development of that information as well as the opportunity to draw a picture. Discuss both tasks first so that the pupils are aware of the expectations in each case.

PROJECT:

MAKING A PRESENTATION

Do some research about ONE OR TWO of these dangerous animals.

BOX JELLYFISH, GOLDEN POISON DART, FROG FUNNEL, WEB SPIDER, BLACK MAMBA,
HIPPOPOTAMUS, CASSOWARY MOSQUITO

Prepare a presentation covering the points given below:

- What makes it dangerous to humans?
- what it looks like (limbs, horns, tail, claws... colour, size, body covering: skin, fur...)
- whether it has a backbone and skeleton (or something else)
- whether its young are born or hatch from eggs
- what its mouth is like

- what it eats (Is it a carnivore, herbivore, or omnivore?)
- and, anything else you can find out.

If there is time (and you have the resources needed) to dedicate a lesson to the research project, this could be beneficial. Otherwise, this can be set as homework.

Workbook: pages 2–6

A PARTS OF SPEECH

There are revision exercises based on the language component in the Student Book. Pupils should have no difficulty with this, so allow them to work on their own. Use this as a kind of test. If mistakes are made, review parts of speech again, or create some supplementary exercises for those who require practice.

1. Can you remember the eight parts of speech you have learnt about? Write the names here:

Pupils can write these in any order.

- | | | | |
|----------------|----------------|--------------|-----------------|
| a. noun | b. verb | c. adjective | d. adverb |
| e. conjunction | f. preposition | g. pronoun | h. interjection |

2. Tick the correct answer.

- | | | |
|-------|-------|------|
| a. ii | b. ii | c. i |
|-------|-------|------|

3. Make lists of the following:

Pupils will give their own examples.

- Three common nouns: girl, boy, dog, hat, tree, etc. (Pupils can write any.)
- Three proper nouns: Karachi, England, Faizan, Asia, Mount Everest, etc. (Pupils can write any.)
- Four adverbs: quickly, slowly, sweetly, rudely, etc.
- Four adjectives: attractive, ugly, round, ancient, etc.
- Five conjunctions: and, but, who, which, because, etc.
- Five prepositions: at, in, on, by, through, etc.

B PUNCTUATION

1. Name the following punctuation marks:

- | | | | |
|--------------------|---------------|--------------|--------------|
| a. question mark | b. comma | c. semicolon | d. full stop |
| e. inverted commas | f. apostrophe | | |

Also, draw other marks on the board and ask what they are: exclamation mark, colon, dash, hyphen. Help the pupils practise putting in these punctuation marks by writing sentences on the board without punctuation marks.

C BRUSH UP YOUR ENGLISH

1. Can you read the poem without making a mistake?

A completely different sort of poem, and one that may prove difficult to read. The children should have fun trying to sort out the correct pronunciation. They should be reminded to try and read this again from time to time. (For pronunciation see 2. below.)

2. Make lists of all the strange (rhyming) words in the poem.

The rhymes are in the couplets. Pupils can list these because they will then get an idea about the spelling. Do they know what all the words mean? If not, ask them to look in a dictionary. Do not give

them the meanings yourself. Let them do the work. The exercise is mainly about trying to pronounce words in the English language—by no means an easy task.

Pronunciation:

tough	— as in ‘cuff’
bough	— cow
cough	— toff (ee)
dough	— slow
hiccough	— ‘hick-up’
thorough	— ‘thur-e (r)’
lough	— lock (an old word for a loch or lake in Scotland)
through	— ‘throo’
heard	— bird
beard	— feared, reared
bead	— deed, seed
meat	— meet (suite)
great	— grate (straight)
threat	— ‘thret’ (debt)
dose	— close (s not z)
rose	— ‘roze’ (z)
lose	— ‘looz’ (z)
goose	— ‘goos’
choose	— ‘chooz’
cork	— ‘cawk’
work	— ‘wu(r)k’ (The ‘r’ is not pronounced.)
card	— ‘kaa(r)d’
ward	— board
sword	— sawed
thwart	— ‘thwort’, fort

D USING THE DICTIONARY

Some pupils may find this very easy. Set them a problem of this kind, of your own, and time them to see how fast they can put the words in order. They should write all the words, and put their hand up when they have finished. What is the difference in time between the first and the last pupil to complete the exercise? Putting words in order makes the reader concentrate on the spelling, the order of the letters, and sounds. If they can recognize all these quickly, they will also be able to find words in a dictionary quickly and with ease.

1. Putting words in alphabetical order is easy. Try these:

costume, extreme, feeble, probable, success, trouble

2. Now try these:

cartridge, censor, chisel, corporal, crescent, culprit

3. It is more difficult to put these in order. Try them.

decimal, decree, dreamer, drill, drizzle, due, dye, dynasty

4. Put a circle round the word which is NOT in alphabetical order.

- a. basket, carpet, paint (novel), stitch, week.
- b. rock, round, ruin, rum, run, (rubbish).
- c. proceed, (problem), produce, professor, prolong, provide.
- d. lie, light, (live), limit, linger, link.
- e. deduct, dental, (due), dove, drowsy, dry.

Give the pupils additional lists of words, placing one of the words out of alphabetical sequence.

This will help them search more quickly for words in the dictionary. When pupils have doubt about the meaning of a word, ask them to search for it in the dictionary rather than giving them the meaning yourself.

5. Find two meanings for each of these words in your dictionary. Write two sentences for each word.

Examples:

- a. The boy was able to *catch* the ball that I threw.
The fisherman showed me his *catch* of wriggling fish.
- b. Sameer wore a sweater to keep his *chest* warm.
The king's iron *chest* was full of gold pieces.
- c. The *ground* shook when the elephant stamped its foot.
My mother *ground* the spices.

E A HERD OF WORDS?

Pupils have already put together a number of collective nouns with the things they quantify. Here are some more. We never say 'a bunch of wolves'. Bunch goes with flowers, grapes, etc; and wolves move around in packs. This is well known.

1. Here is a list of phrases, but they are not correct. With the correct ones.

- a. a bunch of grapes
- b. a pack of wolves
- c. a clump of trees
- d. a nest of ants
- e. a swarm of bees

2. Here are some more collective nouns. Write the correct phrases.

- a. a litter of kittens
- b. a band of musicians
- c. a troop of monkeys
- d. a regiment of soldiers
- e. a gang of thieves
- f. a set of china
- g. a sheaf of corn
- h. a shoal of fish
- i. a suite of furniture
- j. a group of islands

Also introduce other collective nouns: e.g. a set of cutlery, a bundle of newspapers, a fleet of taxis, etc.

3. Now fill in the blanks. Some of the collections are not on this page. You have read about them before.

- a. a *flock* of sheep
- b. a *bunch* of keys
- c. a *herd* of elephants
- d. a *pack* of cards
- e. a *library* of books
- f. a *clump* of trees
- g. a *pack* of hounds
- h. a *litter* of puppies

Do not forget others: a *pride* of lions, a *bunch* of flowers, etc.

Lesson plans

For detailed suggestions, refer to pages 1–7.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate an interesting tale
- To develop comprehension skills
- To improve vocabulary and sentence structure

Task	Time
1. Reading of the text and explanation of the unfamiliar words	20 min
2. Attempt exercise A, Questions 1 and 2. Exercise 2 can be completed for homework.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To practise using a dictionary
- To expand vocabulary by introducing collective nouns
- To revise different parts of speech
- To introduce interjections

Task	Time
1. Continue with Exercise B, Questions 1 and 2. Question 1, sentence composition can be given for homework.	20 min
2. Attempt Exercise C, Questions 1, 2, 3, 4, 5, and 6.	20 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop thinking, speaking, and listening skills
- To develop writing skills

Task	Time
1. Exercise D should be introduced and attempted.	20 min
2. Exercise E should be discussed and begun. The task can then be given as homework.	20 min

PROJECT: EXTRA LESSON OR SET AS TWO WEEK HOMEWORK PROJECT

LESSON 4

Workbook Time: 40 min

Aims:

- To revise and reinforce the parts of speech
- To revise punctuation
- To practise correct pronunciation of the given words

Task	Time
1. Attempt Exercise A, Questions 1, 2, and 3.	15 min
2. Attempt Exercise B.	5 min
3. Attempt Exercise C, Questions 1 and 2.	15 min
4. Quick recap of the content of the unit	5 min

LESSON 5

Workbook Time: 40 min

Aims:

- To practise using a dictionary
- To revise collective nouns

Task	Time
1. Attempt Exercise D, Questions 1, 2, 3, and 4.	15 min
2. Continue with Exercise D, Question 5	10 min
3. Attempt Exercise E, Questions 1, 2, and 3.	15 min

Stopping by Woods on a Snowy Evening

The content of the poem: There are many questions to ponder, apart from those that are set. On one level this is a beautiful poem about a rider stopping by some woods and looking into them. The snow lies all around. Although he likes stopping to gaze at this scene, the horse shakes its harness bells and reminds him that he has a home to go to. He has an obligation somewhere else (promises to keep) and he has a long way to go before he can rest. Frost himself explains that he was up all night once, writing, and suddenly realized it was dawn. He went outside for some fresh air, and the snow was falling. He beheld a beautiful sight, and it inspired him to write a beautiful poem, although he had other obligations to meet and a lot of work to do.

On another level, some see this as the poet saying that death, signified by the dark woods (unknown, untravelled, yet attractive), seems like a satisfying option; and yet life has to be lived because there are obligations to be met. Pupils need not be aware of this second, underlying, meaning, but it is good to note that poems are not always what they seem. The literary critic might try to see such a message in the poem. For the pupils, it is enough for them to read and enjoy it.

The metre and rhyming scheme of the poem: The pupils have learnt about rhyming, but not a lot about metre. The feet are iambic (a short, unstressed syllable, followed by a long, stressed syllable). The metre in the poem (number of syllables for each line) is perfect. There are eight syllables for each line, and the rhyming scheme is a a b a; the last stanza is a a a a.

For more information about Robert Frost: http://en.wikipedia.org/wiki/Robert_Frost

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- a. The woods belong to a man who lives in the village.
- b. No.
- c. Winter. It is snowy. The ‘darkest evening of the year’ could be a reference to the longest night of the year. (Winter December) solstice in the northern hemisphere is usually the 21/22nd December).
- d. Mysterious, raises questions; thoughtful/quiet, the snow and being alone (apart from the horse and its bells); let pupils think about this question and give their own views, with reasons for them.

These questions are more difficult. Discuss them first.

- e. The rider stopped by the woods to watch them fill up with snow. Pupils may come up with other suggestions.
- f. The horse was puzzled because they had stopped in the woods without a farmhouse near, on the darkest evening of the year.
- g. Pupils will answer this question in their own words. Who knows? The repetition of the line gives the impression that there really is a long way to go before the narrator sleeps. It is similar to saying, ‘it is a very, very, long way.’ (Repetition is used for emphasis.)

2. Refer to the text, and answer the questions.

He gives his harness bells a shake

To ask if there is some mistake.

- a. The horse
- b. The leather straps and belts used to control a horse
- c. The horse was wondering why the man had stopped by the woods. Had he become lost? Had he forgotten to head for home? It was dark (and cold) and the snow was falling all around. The horse wonders whether the rider has made some mistake in all this.

B WORKING WITH WORDS

SUFFIXES

Illustrate on the board how words may be changed in this way. There are many suffixes in English. Pupils will get many exercises in which they have to add suffixes and thereby change the meaning of a word, or change it from one part of speech to another.

Only a few words have been given in each exercise here. You may give the pupils additional words.

Try these (but note the spelling changes): haze, dirt, craze, clay, glue, mouse, pink, yellow, blow, ease, dusk, nose, drowse, dog, stick, sun, snow, weight, thorn. Also, note that some words do not take the suffix.

1. Add the suffix -y to these words, and then use the new words you have made in sentences of your own. Be careful with the spelling!

- a. fluffy
- b. funny
- c. leafy
- d. sugary
- e. bendy

Pupils will use the words they have formed in sentences of their own.

2. Add the suffix -y to the following, where possible. Not all the words can take the suffix -y, so check in a dictionary. And be careful about some spelling changes.

- a. red (ruddy)
- b. runny
- c. shady
- d. close (x)
- e. shout (x)
- f. thorny
- g. weighty
- h. cold (x)
- i. snowy
- j. sunny

3. Abbreviations

Note: The word abbreviation comes from the Latin word ‘brevis’ meaning short. Usually, it consists of a letter or group of letters taken from the word or phrase. Sometimes abbreviations are formed from syllables, for example, did you know that Interpol is an abbreviated form of **International Police**? The punctuation of abbreviations can be problematic. Differences exist between the UK and US systems, and various institutions adopt their own methods. The one point to bear in mind is to be consistent, whichever system one wishes to employ. Full stops are less frequently used these days.

- a. M.Sc (M.Sc.)
- b. HM
- c. MP
- d. MA (M.A.)
- e. SLC
- f. MD
- g. TU
- h. PhD (DPhil.)
- i. SE
- j. BEd (B.Ed.)

4. Write the short form (contractions) for the following.

- a. I'm
- b. haven't
- c. they've
- d. we're
- e. can't
- f. they'll
- g. shan't
- h. it's
- i. they're
- j. won't
- k. I'd
- l. she'll

Pupils should use this form when using direct speech in dialogue. This is closer to what people actually say. In written prose, however, the full form is generally more common.

Also practise other contracted forms. For example: I've, we've, can't, they'll, he'd, they'd, you're, you've...

C LEARNING ABOUT LANGUAGE

NOUNS AND VERBS

Determining the part of speech of a word depends on its function in the sentence. If a word tells us about an action, it is a verb; however, the same word can indicate an object, in which case it is a noun.

Some words that may be used as nouns or verbs.

1. Use the words in sentences of your own—once as a noun and once as a verb.

Pupils will make their own sentences. Ask them to find the words in a dictionary and to read the meaning of each word as a verb and as a noun.

Examples:

- a. *Line* your shelves with paper to protect your books. (v)
The man was standing on the *line* in the middle of the road. (n)
- b. He *surfaced* from his dive near the side of the pool. (v)
The *surface* of the water was cut by the shark's fin. (n)
- c. I *water* the garden every day. (v)
The *water* in the lake is clear and sparkling. (n)
- d. The people could *sense* that the shark was near, but could not see it. (v)
Some people have no *sense*. (n)
- e. A potter can *shape* clay into pots. (v)
The *shape* of a pot is not always the same. (n)
- f. The *taste* of mangoes is delicious. (v)
Afzal *tasted* the lime juice and found it was sour. (n)
- g. 'Let's all go for a *swim*', shouted Aamer. (n)
We like to *swim* in the sea. (v)

2. State whether the underlined words are nouns or verbs.

- a. Time should not be wasted. (n)
- b. We can easily time how long it will take by using a stopwatch. (v)
- c. The flies settled on the piece of bread. (n)
- d. He flies to many different countries each year. (v)
- e. She pays rent for her apartment. (n)
- f. We rent an apartment. (v)

D LISTENING AND SPEAKING

1. Say the following aloud, clearly and slowly.

The pupils should practise saying the lines a number of times so that they can pronounce them clearly and confidently. They are not easy to say and should not be rushed. Ask pupils to practise at home as homework.

E COMPOSITION

Write a paragraph or two about where the rider might have been going. What work did he do? Who was he going to see? Did anything happen to him?

This requires creativity and imagination. Ask the pupils to shut their eyes, then tell them the following: Imagine a wood. It is dark. It is cold. There is a horse and rider in front of the wood. The horse has stopped. In the distance there is a dim light coming from the window of a solitary farmhouse. Smoke is rising from the chimney, so someone must be in. Is the rider heading there? What is the rider thinking? Where is he going? What is he going to do?

Ask the pupils to continue to keep their eyes shut for a minute. Then they can open their eyes, and write.

Workbook: pages 7–10

A NOUNS, VERBS, AND ADJECTIVES

1. Here are some words that can be used as nouns or verbs. Use them in sentences of your own, once as a noun and once as a verb.

Examples only: The pupils will write their own sentences and, hopefully, theirs will be more exciting than the ones below.

The words used as nouns:

- The gas caused the people a lot of *harm*.
- The cow has a black *mark* on its head.
- It is a *shame* to cut down trees that give shade.
- My mother gave me a *present* for my birthday.
- The donkey was carrying a heavy *load*.

The words used as verbs:

- Be careful! Do not *harm* the baby squirrel.
- Do not *mark* your book again; it is scruffy enough already.
- Don't *shame* him into doing his work.
- The headmaster will *present* the prizes.
- Help me to *load* the truck with these sacks of corn.

2. Here are two more words. Use them as nouns, verbs, and adjectives.

Nouns:

- The thief had to pay a *fine*.
- When she saw my work, the teacher had a *fit*!
(This suit is a good *fit*.)

Verbs:

- The thief was *fined* by the court.
- The snake was able to *fit* in the hole.

Adjectives:

- Today, the *fine* weather means we can have a picnic.
- The *fit* man ran faster than the bus.

B STORY WRITING

1. Look at these pictures carefully. Discuss them in class.

Before you discuss the pictures, look briefly at the plan of the story and allow the pupils to describe orally what they see in the pictures. It might be useful to give the characters names right away to avoid having to say ‘this man’ and ‘the other man’, etc. Pupils can rename them when they write their own stories. The plan or ‘key’ on page 9 of the Workbook is only an outline of ideas; the dashes do not stand as blanks to be filled in. The story should be embellished, conversation added, and adjectives and adverbs used freely.

2. Use this page to write some notes to use in your story. Give the characters names; use adjectives and some conversation. What kind of ending can the story have? Give your story a title.

Allow the pupils to do this on their own. They should put down initial words and ideas; add to these on a sheet of paper or in their notebooks if they have lots of ideas. When they have finished, discuss some of the points they have put down.

3. Now write the story in your notebook.

Allow the pupils to write the story on their own. Read aloud, or ask the pupils to read, some of the stories. Display their work.

Lesson Plans

For detailed suggestions, refer to pages 10–14.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate a poem
- To enhance vocabulary by reading
- To develop comprehension skills

Task	Time
1. Read the text and discuss the unfamiliar words.	20 min
2. Attempt Exercise A, Questions 1, 2, and 3.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To add suffixes to nouns to form adjectives
- To practise using a dictionary
- To identify some common abbreviations
- To revise contractions

Task	Time
1. Begin with Exercise B, and attempt questions 1 and 2.	15 min
2. Continue with Exercise B, Questions 3 and 4.	15 min
3. Recap the lessons taught so far.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- Further practice with nouns and verbs
- To develop thinking skills
- To practise pronunciation
- To develop directed writing skills

Task	Time
1. Attempt Exercise C, Questions 1 and 2.	15 min
2. Attempt Exercise D. Set as homework.	5 min
3. Attempt Exercise E. A brief discussion should precede the written work.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- To familiarize the students with words that can be used as nouns or verbs
- To enhance English language and grammatical skills
- To be able to identify words as nouns, verbs, and adjectives

Task	Time
1. Attempt Exercise A, Questions 1 and 2.	20 min
2. Attempt Exercise B, Questions 1 and 2. Question 3—the task can be given as home assignment.	20 min

A story with a moral. Your actions have consequences. Mike learns this lesson late in life.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- a. When Mike arrived at the gate he saw a sign that said ‘Beware of Dogs’. Pupils may also list the other things he sees and the scrawled addition on the sign.
- b. Mike did not climb over the gate because he knew that the sign might be true and because he was too old.
- c. Yes, Mike had been to the house before. We know because it says that he was, ‘thinking about all the occasions he had visited this very house’ and because he remembers Nabil’s dogs as puppies.
- d. Nabil was sitting in a large, dark living room.
- e. Marmaduke reacted angrily to Mike as soon as he smelt him.
- f. Mike left the property by running out and leaping over the gate.

These questions are more difficult. Discuss them first.

- g. There are a number of words and phrases that pupils can pick out. They need to try to explain how their choice(s) tell us that Mike was frightened of Marmaduke. Some suggestions: ‘Mike made sure to keep close to the old man’ we tend to stay close to someone when we are frightened. ‘Mike edged forward’ - his movement is slow which tells us that he is scared rather than confident. ‘aghast, stopping dead in his tracks’ - aghast means to be filled with horror or shock; he is scared stiff.

A few more suggestions:

‘I ... I do,’ stuttered Mike.’

‘No, no!’ whispered Mike.’

‘Stop him! Do something!’ screamed Mike, as he too scrambled behind a large armchair.’

‘shot outside’

‘shakily’

‘trembling hands’

‘wiped the sweat off his brow’

- h. Marmaduke recognized Mike by his smell.

While reading: Pupils will give their own opinions and reasons.

Challenge: Pupils will give their own opinions and reasons. There is no right answer here. It is an opportunity to practise expressing a view.

2. Answer the following questions with reference to context.

- a. 'Can you be sure?' asked Mike.
 - i. Nabil
 - ii. Marmaduke does not remember how Mike used to worry him.
 - iii. No. He asks the question again to double check.
- b. Nabil acted just in time.
 - i. Marmaduke leaped forward in an attempt to attack Mike.
 - ii. He threw himself on top of the dog, pinning it firmly to the floor, slowing it down.
 - iii. Only temporarily. Marmaduke is strong and Mike later sees him at the window, so he must have gotten free from Nabil's hands.

B WORKING WITH WORDS

1. Copy and complete the following. You will find the words in the passage, but try to do it without looking!

a. determinedly b. convinced c. squeaked, screeched d. scrambling

2. Which of the following words are incorrect? Correct the mistakes.

a. collapsed b. obviously c. cacophony d. annoyed
e. apparent f. *illuminated* g. *ferocious* h. scrawled

C LEARNING ABOUT LANGUAGE

PUNCTUATION

1. Without looking at the story, copy the passage below, but put in the correct punctuation marks as you do so. When you have finished, read what you have written to see if it all makes good sense.

'Can you be sure?' asked Mike.

'Sure of what?' asked Nabil. 'That he is asleep? You can hear him snoring, can't you?'

'No, no!' whispered Mike. 'Are you sure that he does not remember me?'

If pupils have done this by looking at the passage, you can easily set another task similar to this one.

2. Make lists of verbs and adverbs in the following passage.

Verbs: came, gazed, found, written, pulls, will, be, tried, to pull, could move

Adverbs: wonderfully, round, beautifully, out, hard, out

3. Find six interesting verbs and six interesting adverbs in the chapter *Does He Remember?*

Pupils will find their own examples. Discuss what they have chosen so that they can add to their lists and correct each other if needs be.

D LISTENING AND SPEAKING

YOU CAN HEAR HIM SNORING, CAN'T YOU?

Question tags

Review the explanation and examples given. Elicit further examples from the pupils.

Explain to the pupils that a common mistake to note (apart from tagging everything with 'No?') is the use of 'isn't it?' at random.

This is her cat, isn't it? This is perfectly correct, because the 'it' refers to the cat. We could say: *Isn't it her cat?* But: *He's her brother, isn't it?* is incorrect, and should be: *He's her brother, isn't he?*

1. Your teacher will read some statements. Write them down and add a question tag at the end. Don't forget the question mark.

2. When you have written all the statements and tags, check that the tags are correct.

Refer to page 141 of the Student Book and read the statements to your students.

Pupils should write them down and supply the correct tags. The correct usage will come through practice, so try the exercise again later.

Note that if a positive is used in the initial statement, it is usual to use a negative in the question tag. If a negative is used in the initial statement, a positive is used in the tag.

Example: He is old (positive), isn't he? (negative)

He is not old (negative), is he? (positive)

Some statements only seek agreement.

Example: Let's run, shall we?

Here are the correct responses:

- a. Let's hide his books, shall we?
- b. There'll be many places to visit, won't there?
- c. You can't ride your bicycle in the park, can you?
- d. Sing an Urdu song for me, won't you? (also: will you?)
- e. You speak French, don't you? (also: do you not?)
- f. Don't cry about it, will you?
- g. Oh, do be quiet, will you? (also: won't you?)
- h. If it rains, we might get wet, mightn't we?
- i. I'm not crying, am I?
- j. I'm a child, aren't I?
- k. There won't be any policemen at the school, will there?
- l. There isn't any milk in the house, is there?
- m. Rafiq was here last week, wasn't he?
- n. Cover those plates for me, would you? (also: will you?)
- o. Sit down and rest for a minute, won't you?
- p. You couldn't lift this trunk for me, could you?
- q. He should have arrived by now, shouldn't he?
- r. She's got a very colourful blouse on, hasn't she?
- s. Lock the door for me, will you?
- t. Let's stop now, shall we?

You might like to try these as well:

- a. Oh, I'm lazy, am I?
- b. Do stay, won't you?
- c. Oh, he's thin, is he?
- d. Painting often relaxes one, doesn't it?
- e. In the end, everything will turn out fine, won't it?
- f. If we must go, we must, mustn't we?

- 3. Work with a classmate. Choose one of the statements and read it to your classmate. He/she should then provide the correct question tag, without looking at the answer. Then, reverse roles.**

Practising in the classroom environment is one thing: following the lessons learnt and employing the correct usage in everyday speech (outside the classroom) is quite another. Repeat this exercise often, and correct mistakes when you hear pupils making them in other contexts.

E COMPOSITION

Draw a picture of Marmaduke at the window. Write a paragraph about him.

Before the pupils begin drawing and writing, talk about Marmaduke. Get the pupils to refer back to the descriptions in the passage. Use the suggestions in your discussion:

What does the dog look like? How is it standing? What expression does it have on its face? Why? Is it strong or weak? What is it after? How does it behave?

Workbook: pages 11–14

A ALMOST TOO EASY!

This is about adverbs, so spend some time discussing them before the pupils begin writing sentences. Show how the adverb may be placed in the sentence. There are various possibilities. However, pupils should be careful to make sure the adverb is actually describing the verb they intend and not some other in the sentence.

Example: Place the adverb ‘immediately’ in the following sentence.

He spoke to me and sat down.

He spoke to me immediately and sat down.

He spoke to me and immediately sat down.

There is a difference!

Give the pupils some adverbs and ask them to use them in oral sentences.

Try: hurriedly, yesterday, loudly, never, always, comfortably, plainly.

Point out that the words in the first exercise may be transposed.

Example: The school head easily settled the argument between the boys.

The school head settled easily into a comfortable chair.

1. Use the following adverbs and verbs in sentences of your own.

The pupils will write their own sentences.

Discuss the different kinds of adverbs mentioned in the text.

See if the pupils can suggest any other adverbs to add to the lists. (You need not introduce the words, manner, time, place here, but since they are easily understood words, you can if you like.)

Time: these tell us how often or when an action is performed; never, seldom, weekly, yesterday, tomorrow, now...

Manner: these tell us how an action is performed; spitefully, pleasantly, wonderfully, mysteriously, colourfully, lovingly...

Place: these tell us where an action takes place (and are usually placed after the main verb); here, nearby, everywhere, back, down, outside, home, away...

2. Use the following in sentences of your own.

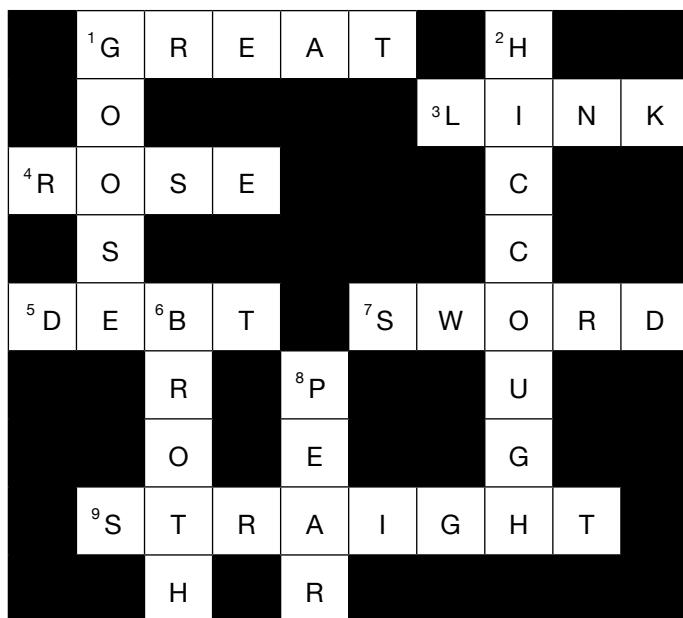
The pupils will write their own sentences.

Do they also know how to use other adverbs of this kind?

Example: ‘occasionally’, ‘rarely’, ‘forever’, ‘often’.

B A CROSSWORD

Point out that crosswords are usually filled in with capital letters. This helps when words cross each other and a letter of one word is used as part of another. It will look odd if a capital appears in the middle of lower case letters to make up the word. So use capitals throughout.



Where can you find all the words for this crossword in your workbook?

The answers can be found in the poem, *Brush Up Your English*, on page 3.

C GENDER

Note that these days many words that were at one time used specifically to describe a male professional or a female professional are being neutralized. One word is used for both genders. For example, instead of writing chairman or chairwoman, we now have a chairperson. Air stewards and stewardesses are now flight attendants. There are some words, however, which always describe either the male or the female. Pupils will certainly come across all these terms in their reading of literature.

Write the feminine gender of the following. Your dictionary will help.

- | | | | | |
|------------|------------|----------------|----------|-----------|
| a. bride | b. rooster | c. heroine | d. mare | e. peahen |
| f. hostess | g. vixen | h. goose | i. witch | j. duck |
| k. niece | l. madam | m. conductress | | |

Lesson Plans

For detailed suggestions, refer to pages 16–20.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand a narrative
- To develop reading and comprehension 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 then can be completed as homework.	5 min

LESSON 2

Textbook Time: 40 min

Aims:

- To scan the text and fill in the blanks
- To identify and use verbs and adverbs
- To practise correct punctuation

Task	Time
1. Attempt Exercise B, Questions 1 and 2.	15 min
2. Attempt Exercise C, Questions 1, 2, and 3.	20 min
3. Recap the lessons taught so far.	5 min

LESSON 3

Textbook Time: 40 min

Aims:

- To practise using questions tags
- To develop directed writing skills

Task	Time
1. Continue with Exercise D, Questions 1, 2, and 3.	20 min
2. Attempt Exercise E; it should be discussed first.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- To further familiarize the students with adverbs and verbs
- To develop vocabulary
- To develop written expression

Task	Time
1. Attempt Exercise A, Question 1.	15 min
2. Attempt Exercise A, Question 2.	15 min
3. Do a recap of the unit with your students. (Revisit SB Ex. D, Qu. 3, if necessary.)	10 min

LESSON 5

Workbook Time: 40 min

Aims:

- To solve a crossword
- To revise and reinforce gender-specific words
- To practise using a dictionary
- To develop thinking skills

Task	Time
1. Continue with Exercise B.	20 min
2. Attempt Exercise C.	20 min

This Morning is Our History Test

A humorous poem written in rhyming couplets. There are lots of words and phrases in the poem that you can talk about. On the surface this poem tells a simple story, but the message - cheats never prosper - is clear.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- The items of clothing the child wrote notes on are: inside his/her coat and, possibly, in his/her socks and (shirt and jacket) sleeves. Talk about all the items of clothing mentioned and the words used with your students.
- Two phrases to show that the child has written the notes in such a way that others will not be able to read them are: 'that only I can understand' and 'in secret code.'
- The child says she/he 'wasn't nervous, wasn't scared' so we can presume that these are the emotions she/he usually feels before a test.
- The child could not read the notes because he/she left his/her glasses at home.
- It is never a good idea to cheat in exams. One should study instead of cheating. Let your students discuss this in detail during the class discussion.

These questions are more difficult. Discuss them first.

- Pupils will answer this in their own words. They can pick out exaggeration - all the winners of every Olympic Games! - and say why they think it is unlikely to be true.
- Pupils will answer this in their own words. The time and effort it would take to write out all the things mentioned would have been better spent on studying the relatively short amount of content needed for a school history test!
- Yes, cheats never prosper. Pupils will answer this question in their own words.

2. About the poem.

- The rhyming scheme is: a a b b c c d d. All the stanzas follow this pattern.

test/vest	notes/quotes	hand/understand	stowed/code
names/games	too/Timbuktu	piece/Greece	plays/mayonnaise
prepared/scared	test/vest*	quotes/notes*	Rome/home

*did they spot that two pairs were repeated?

- Before tackling c., explain a little more about syllables, and ask the pupils to break up some words into their syllabic components. E.g. per-haps (2 syllables), im-a-gine (3 syllables), com-pli-ca-ted (4 syllables).

Time for a competition? Ask the pupils to try and think of a word which has more than four syllables. Who can find a word with the most syllables? Give them a few minutes to write down some words, then discuss them.

This/ morn/ing/ is/ our/ hist/or/y/ test. 9

I've/ pinned/ my/ notes/ in/side/ my/ vest. 8

In/side/ my/ coat/ I/ wrote/ my/ notes,	8
In/clu/ding/ dates/ and/ fam/ous/ quotes.	8
I've/ writ/ten/ more/ up/on/ my/ hand	8
That/ on/ly/ I/ can/ un/der/stand,	8
And/ in/ my/ socks/ and/ sleeves/ I/ stowed	8
My/ scrib/bled/ notes/ in/ se/cret/ code.	8

d. And so it continues, with 8 syllables in every line, except when ‘history test’ is mentioned in stanza 1, line 1 and stanza 3, line 3. It is because the idea of a test creates tension and nervousness.

3. Refer to the text, and answer the questions.

*Inside my coat I wrote my notes,
Including dates and famous quotes.*

- a. Pupils can pick any five topics that the notes were about: dates, famous quotes, names of Olympic winners, buildings, people, places (from Tennessee to Timbuktu), ancient Rome, ancient Greece, everything from Shakespeare’s plays, and the inventor of mayonnaise.
- b. The phrase ‘dates and famous quotes’ is repeated in the final stanza.

B WORKING WITH WORDS

COMPARISONS

Similes: Recall that in the poem many comparisons were made. Comparisons in English, with as... as and like..., are called similes. We can say something is as big/small/hairy/long as something else. We do this to make the picture we are presenting more vivid and striking. If we say that Hamid is like Afzal, we are making a direct or literal comparison. Unless we know both the people, we will not know what the speaker is talking about. If we do know both, we are still left without a comparison that startles us. The two are like each other.

In a simile, we say that the quality of something is like that of another, completely different item. We compare things that share a similar quality, perhaps to a different extent. He entered the room like a typhoon. He is not a typhoon, but now we can imagine him, fuming and blowing, and turning the room inside out... just like a typhoon.

Discuss the well-known comparisons with the pupils. How fierce is a tiger? In what ways is it fierce? If someone behaves like a tiger, what might that person be doing? Growling, showing the teeth, snarling, twitching, prowling, glaring, and looking very menacing indeed!

1. Match the idioms given above with the descriptions given below.

- | | |
|----------------------|---------------------------------|
| a. as firm as rock | b. as cool as a cucumber |
| c. as bold as a lion | d. as dead as a doornail |
| e. as cold as ice | f. as changeable as the weather |

2. Use the comparisons in interesting sentences of your own.

Pupils will make their own sentences. Make sure the sentences are NOT like: *Ali was as cool as a cucumber*. This does not tell us anything. However, if the writer wants to show that Ali is cool under certain circumstances, then we should know what those conditions are. *When the bus crashed, the passengers wailed and panicked, but Ali was as cool as a cucumber*. (The writer will no doubt go on to say how Ali, unperturbed by events, went about his business in a calm and calculated manner.)

C LEARNING ABOUT LANGUAGE

More about parts of speech.

1. Make lists of conjunctions, prepositions, and interjections in the passage below.

Conjunctions	Prepositions	Interjections
so	over	Listen!
and	of	Heavens!
and	from	
but	outside	
and	from	
to		

2. Copy the passage into your notebook, adding articles where necessary.

Sir Ector, **the** father of () Kaye and () Arthur, asked Kaye where he got **the** sword and () Kaye told him.

'Where did you get **the** sword?' Sir Ector asked () Arthur.

Arthur said, 'I got it from **the** stone.'

'Then put it back into **the** anvil', said Sir Ector, 'and take it out() again.'

When Arthur put **the** sword back into **the** anvil no one could take it out again. Arthur drew **the** sword out easily.

Sir Ector knelt before his son and said, 'Now I know that you are **the** King of **the** whole of () England.'

D LISTENING AND SPEAKING

In a small group, take turns to tell each other about a time when you have had to prepare for a test.

Discuss the following:

- your feelings about the test
- what you did to prepare
- what it was like during the test
- how you felt afterwards (and anything you would have done differently)

Using the same headings, prepare a short speech on this subject. You can make notes but you should not write the whole speech.

Present your speech to the class. You can look at the notes briefly but you must not read a written piece.

Set up the classroom for group discussions first. Then, when pupils have talked through the bullet points, they can work on their own to prepare and present a speech. They should not write or read out a written speech.

Pupils will hold discussions in class and present their speeches.

E COMPOSITION

Write a letter to your friend. Tell him/her about what you have found. Say what you plan to do with it, or if you don't know, ask for your friend's advice.

The task is not about thinking of answers to how and why the locket got in one's garden. The task is to wonder about it, and transfer that wonder—with comments and questions—by writing a letter to a friend. The

conventional format must be followed for the letter, so if necessary, make sure the pupils know what these are; date ... address, greeting, signing off, and proper paragraphs for the main body of the letter.

Workbook: pages 15–19

A COMPARING: SIMILES

Talk about the example and use other examples of your own. Talk about the associations the words have and let the students explain their choices.

1. Pick out the best word from the box to complete each of the following.

(There are more words there than you will need!)

- a. bull b. crystal c. whistle d. lamb e. swan f. gold

B CONJUNCTIONS

An easy one to start with.

1. Use conjunctions to complete the following sentences:

- a. and, but b. but c. because d. and, but e. when f. if

2. Complete the following using *when*, *if*, *how*, *that*, and *where*. Use each conjunction once, and any other words that you wish.

And now for something more difficult; almost a mystery! Pupils will have to play around with these sentences till they can find a way of adding one of the conjunctions to each. There are many options, but they should remember that they have to use all the prepositions and each should be used once only. They can do this by elimination. See the suggestions below, in which the most likely words have been included for each sentence segment. Pupils may start with the sentence d. and cross out the word *that* from the list. They are left with four words. They can next use *when* or *if* (both appear as possibilities for two sentences). And so on...

- No one could see *how/ where...*
- When/ If...*, make sure you don't tell anyone.
- I do not know *when/ if/ how/ where...*
- He said *that...*
- We never did find out *if/ how/ when/ where...*

Discuss the sentences that the pupils have written and compare the results.

C INTERJECTIONS

Find the interjections in the following.

- a. Ouch b. Oh c. Hey d. Goodness Gracious

D PICTURE COMPOSITION

1. Look at the pictures and discuss them in class.

2. Now write your story in your notebook. Don't forget to first make your notes.

For notes about this, refer the pupils to page 9 of the Workbook. They should plan their story in the same manner as they did before. Make sure they make notes first, before any story composition is attempted. Remind them to add interesting adjectives and adverbs, and to also use dialogue between the characters in the story.

E LONG WORDS, TALL STORIES

1. Match the following to make new words:

There are plenty of other words in English which are compounds like these. Pupils can find some and make a list. They can report their findings to the class the next day. Give highest marks to the pupils who find the most, and to those who find the most interesting ones.

2. Write the compound words here:

skyscraper	flagpole	threadbare	toothbrush	sunlight
mudguard	headmaster	classroom	woodpecker	

Also introduce others: e.g. broomstick, headache

F PROVERBS

Complete these well-known proverbs.

Discuss the meaning of each proverb, with some examples of when and how the sayings might be used. Pupils might like to think of a story or an incident which aptly relates to each of these proverbs.

- a. All's well that ends well.
- b. Cut your coat according to your cloth.
- c. Don't count your chickens before they hatch.
- d. A stitch in time saves nine.
- e. A bad workman always blames his tools.

G WHICH WITCH IS WHICH?

1. Write two sentences for each of the pairs. Check the meanings in your dictionary. Bring out the meanings of the words.

Pupils will write their own (interesting) sentences.

Meanings for your reference:

piece	— portion	peace	— not war
whole	— complete	hole	— cavity or space
feat	— accomplishment	feet	— parts of body

Find other homophones: e.g. wring (squeeze), ring (circle); right (correct), write (inscribe) etc.

2. Write homophones for the following:

a. yoke	— for plough	yolk	— of egg
b. mail	— post	male	— man
c. steal	— rob	steel	— metal
d. great	— famous/big	grate	— rub on surface
e. wait	— stay	weight	— measure
f. sell	— give in exchange for money	cell	— room
g. been	— participle of go	bean	— vegetable
h. flower	— part of plant	flour	— powdered grain

Note: Some of the words have more than one meaning. The pupils' sentences, therefore, may employ another usage.

H PREPOSITIONS

1. Fill in the blanks with: *on, to, for, by, of, in*. Use each word once only.

- | | |
|---------------------------------|---------------------------------|
| a. accused <i>of</i> some crime | b. insisted <i>on</i> doing it |
| c. succeeded <i>in</i> escaping | d. occurred <i>to</i> me |
| e. sorry <i>for</i> being late | f. upset <i>by</i> the incident |

Lesson Plans

For detailed suggestions, refer to pages 23–28.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate a poem
- To develop comprehension skills
- To develop understanding of rhyme and metre

Task	Time
1. Reading of the text and understanding of the unfamiliar words	15 min
2. Begin with Exercise A, Questions 1, 2, and 3.	25 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop vocabulary by introducing similes
- To teach and practise parts of speech—conjunctions, interjections, prepositions, articles
- To develop observational skills

Task	Time
1. Attempt Exercise B, Questions 1 and 2.	15 min
2. Attempt Exercise C, Questions 1 and 2.	20 min
3. Recap the lessons taught so far.	5 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To work cooperatively in groups
- To prepare and deliver a speech

Task	Time
1. Attempt Exercise D. Hold a group discussion and a preparation session.	20 min
2. Continue with Exercise D. Listen to some speeches.	20 min

LESSON 4

Textbook Time: 40 min

Aims:

- To develop directed writing skills

Task	Time
1. Continue with Exercise D. Listen to some speeches.	10 min
2. Attempt Exercise E.	20 min
3. Give a recap of the unit.	10 min

LESSON 5

Workbook Time: 40 min

Aims:

- To introduce more similes
- To join sentences using conjunctions
- To use *when, if, how, that, and where* correctly
- To describe a visual scene

Task	Time
1. Attempt Exercise A.	5 min
2. Attempt Exercise B, Questions 1 and 2.	15 min
3. Continue with Exercise C.	5 min
4. Attempt Exercise D, Questions 1 and 2. This can be completed for homework.	15 min

LESSON 6

Workbook Time: 40 min

Aims:

- To make compound words
- To discuss the meanings of some common proverbs
- To encourage the students to work independently and to use the dictionary
- To introduce homophones
- More practice with prepositions

Task	Time
1. Attempt Exercise E, Questions 1 and 2.	10 min
2. Attempt Exercise F.	10 min
3. Discuss Exercise G, Question 2 and then give for homework. Question 1 should be attempted.	15 min
4. Discuss Exercise H and give as homework.	5 min

This is only a very short extract from the book *Robinson Crusoe*, by Daniel Defoe. The pupils will find the book in its original form too difficult at this stage. However, to learn about the whole plot of the story go to:

http://en.wikipedia.org/wiki/Robinson_Crusoe

You might like to read them some extracts from the original.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- Daniel Defoe was famous writer, merchant, journalist, and spy, as well as a novelist and poet. He was born in 1660. Defoe worked at a number of trades before starting to write at the age of forty. (Information is contained in the ‘Note’ about the author, but pupils could be asked to conduct an online research or consult books in the library.)
- He clambered into a boat (with three others) and rowed towards the shore. A gigantic wave sank the boat, and he was the only one who managed to swim ashore.
- Robinson Crusoe swam back to the ship to get some things. He took bread, rice, cheese, tools, wood, rope, nails, sails, and clothes; guns and ammunition; and sugar and flour. Pupils will say which items they think would have proved most useful, and why.
- Robinson Crusoe discovered that he was on an island when he walked up a little hill and looked around. From there he could see that he was on an island.
- Some tasks that Robinson Crusoe did on the island were building a house with a strong stockade round it, exploring, making a boat, learning to make pots, growing corn, rice, and wheat, and making bread.
- Some things he found on the island were wild grapes and limes, wild animals and goats, water, and clay. Pupils will give their own opinions about which proved most useful, and say why.

These questions are more difficult. Discuss them first.

- Pupils will say what they think. Perhaps some escaped somehow; others will have drowned.
- Pupils will give their own views.

While reading: Robinson Crusoe did not want the gold coins because he had no use for them on the island.

Challenge: See Exercise B, Question 3, on the next page.

2. Refer to the text, and answer the questions.

- I lay down and slept again. The sun was high in the sky when I woke up.*
 - Robinson Crusoe had slept between the two branches of a tree the night before, after he had been shipwrecked.
 - He went to sleep again beside a river, after he had drunk some water, the following morning.
 - He decided to return to the ship to try and bring back some things which could be useful to him on the island.

- b. *The next morning I walked along the shore and up a little hill.*
- On the previous morning, Robinson Crusoe had collected many things from the wrecked ship, piled them on to a raft, and brought them back to the island.
 - He discovered that he was on the island alone, save for wild animals.
 - He felt lonely (without a friend in the world) and like a prisoner (it was an island and he had no means of getting away).

B WORKING WITH WORDS

1. Complete the following in your own words; each sentence should not be about Robinson Crusoe on the island, but about something quite different.

The pupils will write their own sentences. There are some examples.

- Every day I brought items to take on my journey.
- One day I set out to explore the streets of the old city.
- I collected a quantity of berries from the garden.
- I picked up the strong walking stick that my father had once used.
- I grew a number of crops because the ground was so fertile and there was a good supply of water.
- Suddenly, I saw the ship turn on its side and sink.

2. Use your dictionary to find out the difference in meaning of the following pairs of words.

- hurricane—a storm with a violent wind of 75 kilometres per hour
tornado—a violent storm in a small area with a circular motion which often has a funnel shaped cloud
- stockade—an enclosure or barrier of stakes and timbers
fort—a fortified enclosure, building, or position able to be defended against an enemy
- mast—a vertical spar for supporting sails, rigging, flags above the deck of a vessel
pole—long, slender, usually round piece of wood, metal, or other material
- island—a mass of land that is surrounded by water and is smaller than a continent
islet—a small island
- resolved—determined firmly
solved—found the explanation or solution to a problem
- pistol—a short-barrelled handgun
rifle—a firearm having a long barrel with a spirally-grooved interior, which imparts to the bullet spinning motion and thus greater accuracy over a longer range

3. Challenge: In the first paragraph of the story you will find many words for movement of one kind or another. Some tell us of simple actions, others tell us that there is movement along with sound. Make a list of all these ‘action’ words. Note how they are used.

Discuss the way in which Defoe has employed a number of different ways of saying that things ‘moved’. The use of many different words to describe an action (instead of the same word all the time), makes the writing more interesting.

The following words and phrases from the first paragraph describe some kind of motion, or hint at motion:

started off	a violent tornado came	rose high
the wind howled through the sails	were washed overboard	began to leak
changed our course	drove out	hurricane

terrible storm attacked	the sea was very rough	the rain dashed down
approach	clamber	row
sank	jumped	rowed with all our might
the waves were like mountains	struggled on	a gigantic wave hurled

C LEARNING ABOUT LANGUAGE

ADVERBS - COMPARATIVE AND SUPERLATIVE

The comparative forms of adverbs

Pupils might be given some other adverbs to add to the table, but first you could ask them to suggest some adverbs and then try to form the comparative and superlative orally. Also use them in sentences.

1. See if you can complete the following.

- | | | |
|----------------|------------------|------------------|
| a. quickly | more quickly | most quickly |
| b. fortunately | more fortunately | most fortunately |
| c. hastily | more hastily | most hastily |
| d. pleasantly | more pleasantly | most pleasantly |

2. Now try these.

These are more difficult. Let pupils have a go at them before showing them the correct answers.

- | | | |
|----------|---------|-------------|
| a. hard | harder | hardest |
| b. high | higher | highest |
| c. early | earlier | earliest |
| d. late | later | latest/last |

IRREGULAR ADVERBS

1. Some adverbs are irregular. They do not follow the pattern given on the previous page. Copy these adverbs into your notebook.

Pupils should copy the table into their notebook.

2. Complete the sentences using adverbs.

Pupils will write their own sentences. Make sure appropriate adverbs are used. Some examples are:

- He drove *hastily* to the station because he was already late.
- She made a cake *early* this morning.
- He speaks English *fluently*.
- They *regularly* come to see us at the weekend.
- We *rarely* see them during the week.

D LISTENING AND SPEAKING

- Work with a classmate and make a list of 20 things that you would have taken from a sinking ship. Bear in mind that you would need things to survive on a desert island.
- Now arrange the items in your list in order; the first being the most important or first thing you would choose to take.

- 3. Explain to the others in your class why you have chosen the first four things on your list. You may speak about two of them and your classmate may speak about the other two.**

Pupils should work in pairs, discuss items of importance, make their lists, and then be prepared to give good reasons for their choices. Although the choice of items is important, concentrate more on the way in which the pupils state their case and present their conclusion.

E COMPOSITION

Whose footprint was in the sand? Did Robinson Crusoe meet another man? Who was he? How did he get on the island? Write about what you think happened.

Encourage the pupils to use their own imagination to answer this. If they have already read an abridged version of the book and know the answer, they can still make up their own story.

Workbook: pages 20–23

A DONE EASILY

- 1. Form adverbs from these adjectives.**

- | | | |
|-------------|--------------|-------------|
| a. sensibly | b. humbly | c. luckily |
| d. politely | e. leisurely | f. terribly |

- 2. Now fill in the blanks for these:**

- | | | |
|-----------|-------|--------|
| b. late | later | latest |
| c. little | less | least |
| d. much | more | most |

- 3. Give an adverb which can be used instead of the underlined words.**

- | | | | |
|--------------|-----------|------------|----------------|
| a. carefully | b. softly | c. angrily | d. attentively |
|--------------|-----------|------------|----------------|

B HE SAID HE WOULD

- 1. Change the following; use *would*.**

- He said he would certainly do the work for me.
- Rehan said he would be at the party.
- The girl said she would take the small suitcase with her.
- They said they would not stay long.
- They said they would be in London next (the following) year.

- 2. Complete the following sentences using suitable requests.**

Pupils will write their own sentences. Note that this form is used as a polite request.

Example: Would you care to shut the door?

Would you like to sit over here?

Would they show us their work, I wonder?

Sometimes, such requests are not really requests, but a polite way of saying that the speaker would prefer something is done in the way indicated.

Example: Would you kindly shut the door?

Would you use the side entrance please?

C PHRASAL VERBS

Some discussion can take place about the text and examples.

1. See if you can match the phrasal verbs with their meanings.

- | | | |
|------------------------------|-------------------------------|-----------------------|
| a. to save (money) | b. to interrupt (by speaking) | c. to delay, postpone |
| d. to upset or inconvenience | e. to stay temporarily | f. publish |

2. Use the phrasal verbs above in sentences of your own. Write them in your notebook.

Pupils may be asked to use all the phrases and write sentences in their notebooks.

Lesson Plans

For detailed suggestions, refer to pages 31–33.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate an extract from one of the great classics
- To develop vocabulary
- To improve comprehension skills

Task	Time
1. Reading and discussion of the text	20 min
2. Attempt Exercise A, Questions 1 and 2. If the work cannot be completed in this lesson, it should be given as homework.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To use new vocabulary in sentences
- To practise using a dictionary
- To increase observation and thinking skills

Task	Time
1. Attempt Exercise B, Questions 1 and 2.	15 min
2. Attempt Exercise C, Questions 1 and 2. Discuss Challenge/Question 3 and they can be given as homework.	10 min
3. Attempt Exercise C, Part 2, Questions 1 and 2.	10 min
4. Recap the lessons taught so far.	5 min

LESSON 3

Textbook Time: 40 min

Aims:

- More practice with adverbs
- To develop listening and speaking skills
- To develop directed writing skills

Task	Time
1. Attempt Exercise D.	25 min
2. Attempt Exercise E. A brief discussion can precede written work. If the exercise cannot be completed in this lesson, it should be carried on to the next lesson.	15 min

LESSON 4

Workbook Time: 40 min

Aims:

- More practice with adverbs and adjectives
- To use *would* as the past tense of *shall/will*
- To make polite requests

Task	Time
1. Complete work from the previous lesson.	10 min
2. Attempt Workbook—Exercise A, Questions 1, 2, and 3.	20 min
3. Attempt Exercise B, Questions 1 and 2.	10 min

LESSON 5

Workbook Time: 40 min

Aims:

- To make polite requests
- To enhance critical thinking skills
- To form grammatically correct sentences
- To explain phrasal verbs and use them in sentences

Task	Time
1. Continue with any unfinished work from the previous lesson.	10 min
2. Attempt Exercise C, Questions 1 and 2.	20 min
3. Recap the salient features of the unit.	10 min

Sour Grapes

Pupils might like to hear some other Aesop's fables. Perhaps one of the stories will inspire them to write their own poem.

For more of Aesop's fables: [http://www.pagebypagebooks.com/Aesop/Aesops Fables/](http://www.pagebypagebooks.com/Aesop/Aesops%20Fables/)

While reading the poem, ask the pupils why they think the first two lines of the last stanza are written in that way. See what happens to the metre if the lines were written thus: (count the syllables)

It is thus we often wish through life

When seeking wealth and power...

And then compare the number of syllables in these two lines with the number in the first two lines of the other stanzas.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- Yes, the fox really did want the grapes. He was eager, and he tried to snatch them.
- The grapes were rich, ripe, and purple-red.
- In the first verse: lovely, rich, ripe, and purple-red grapes. In the third verse: mean and common fruit, sour.
- The moral (lesson) the poem teaches us is that people who cannot get what they have been trying for quite often say they did not really want it anyway.

These questions are more difficult. Discuss them first.

- The fox curled his nose because he could not reach the grapes and he now wanted to show that he no longer cared for them.
- Encourage pupils to give their own suggestions.

2. Use your own words and try to write out the last verse in prose. Do not alter the meaning, but use any words you like.

Pupils should try to do this on their own, but may find it difficult. When they have worked on it and produced their own versions, discuss them in class. Example (the notes in brackets are for you, not part of the meaning):

This (the answer just given in the previous verse) is what we say (and desire) in life when we seek wealth and power. And when we fail (to get what we want), like the fox (in the fable), we say, 'We are sure the grapes are sour!'

3. Refer to the text, and answer the questions.

Eager he tried to snatch the fruit...

- The grapes were rich, ripe, and purple-red, so the fox was eager to reach them.
- The bunch of grapes was just above his head, but too high for him to reach.
- When he failed to get them, he said they were mean and common fruit and sure to be sour.

B WORKING WITH WORDS

Discuss the words in the poem which have an apostrophe in them. They are contractions. The apostrophe stands in place of a letter or letters that have been left out.

1. Can you write the following in full?

- a. he will
- b. has not
- c. that will
- d. you will
- e. does not
- f. I would/I had
- g. they are
- h. might not
- i. they have
- j. who would/who had

2. Discuss the meanings of these proverbs. Then try to write your own explanations.

Allow the pupils to try this on their own first. Discuss what they have written, and correct any wrong impressions.

a. A bad workman always blames his tools.

Someone who does a job badly will blame anything rather than himself.

b. Barking dogs seldom bite.

Those who make a lot of noise and fuss will seldom do you real harm.

c. Cross the stream where it is shallowest.

Choose the easiest way to do something rather than the hard way.

d. Don't put all your eggs in one basket.

Spread things around so that if something happens to one part, the others are safe.

C LEARNING ABOUT LANGUAGE

If the pupils cannot remember anything about subject, object, and predicate, give them some examples on the board.

1. Underline the subjects in the following sentences.

- a. The boy climbed the mountain.
- b. The (beautiful) girl sang for half an hour.
- c. The man (in the car) wore a fine cap.
- d. A bird (in a tree nearby) was building a nest.
- e. It was a very cold morning in January. ('It' refers to the morning.)

2. Pick out the objects in the following sentences. (Find the verb, and then ask: verb + what or who?)

- a. The boy kicked the football.
- b. The man saw a ghost.
- c. The girl played cricket.
- d. Fourteen girls sang the national anthem.
- e. Unfortunately, we never saw him in the dark.
- f. We sometimes let the dog out.

3. Pick out the predicates in the following sentences.

- a. The bird sang sweetly in the trees.
- b. The old man sat under the tree.
- c. He listened to the singing of the birds with great joy.
- d. He slowly closed his eyes.
- e. He fell asleep with his head on a stone.

D LISTENING AND SPEAKING

Read the following aloud, clearly and slowly.

Listen to the pupils reading, then read the words yourself. Make sure that the short vowel sounds are short, and not drawn out. Also, ensure that while saying aw (long vowel sound), pupils do not swallow the words and make them guttural (sounded in the throat).

E COMPOSITION

In your own words write the story of the fox and the grapes. You may add any details you wish; you do not have to follow the ideas in the poem.

Pupils should not try to paraphrase the poem. They should add more ideas or any commentary that they like to the poem.

Workbook: pages 24–26

A SUBJECT, OBJECT, AND PREDICATE

Oral: Revision of subject, object, and predicate.

1. The subjects are missing from the sentences below. Use one adjective and one picture clue to complete the sentences.

- a. playful puppy b. famous doctor c. colourful bird d. popular conjuror/magician

Give further clues and ask pupils to make sentences: e.g. colourful/bird: The colourful bird sang a sweet song.

2. Choose suitable verbs for each subject below. Add an object to complete the sentences.

Examples:

- a. The elderly woman scolded the lazy boy.
- b. My sister buttered two slices of bread.
- c. Bilal and Saleem caught a partridge.
- d. The corporation workers drained the tank.

Give many more examples of your own.

3. Underline the predicates in the following.

- a. went hunting
- b. captured a ferocious, black and yellow tiger.
- c. opened the present with care.
- d. smartly saluted his superior officer.
- e. tried sitting on the branch.

B DEAR SIR

Oral: Revise letter writing, and talk about various letters people write—official, formal, informal. Discuss the layout of a letter. These days many letters are composed on a word processor, and there are different conventions used. Addresses in typed letters may be placed in line with the left column of the page. It is still customary, with hand-written letters, to place the sender's address on the right side of the page or in the middle.

Lesson Plans

For detailed suggestions, refer to pages 36–38.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate a poem based on a well-known Aesop's fable
- To paraphrase a given verse of the poem

Task	Time
1. Reading and understanding of the poem and the unfamiliar words	20 min
2. Attempt Exercise A, Questions 1 and 2. Question 3 should be discussed and given as homework.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To provide full forms of common contractions
- To discuss the meanings of some common proverbs
- Further practice with subjects and predicates

Task	Time
1. Attempt Exercise B, Questions 1 and 2.	15 min
2. Attempt Exercise C, Questions 1, 2, and 3.	15 min
3. Recap the lesson taught so far.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To practise correct pronunciation
- To rewrite a poem as a narrative, imaginatively adding details and information

Task	Time
1. Attempt Exercise D, Questions 1 and 2.	10 min
2. Attempt Exercise E.	25 min
3. Recap the lessons taught so far.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- To revise and reinforce the subject and adjectives
- To complete sentences using suitable verbs and by adding an object
- To identify a predicate
- To practise letter writing

Task	Time
1. Begin with the Workbook. Attempt Exercise A, Questions 1, 2, and 3.	15 min
2. Attempt Exercise B, Questions 1 and 2.	25 min

Pupils will be able to discuss hobbies and write about them too, later on, so there is no need to have a great discussion before the text is read. You may, however, ask a few questions about hobbies.

While discussing the unfamiliar words, explain something about archaeology, museums, things from the past, old buildings. Why is it important that some things are studied and preserved? Have the pupils been to a museum? What did they see there?

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- a. People collect anything and everything. Stamps, shells, butterflies, hats, feathers, leaves, stones, matchbox covers, antiques, plates, costumes, cars, and a thousand and one other things are collected by people in every corner of the world.
- b. Stamp collecting was (and still is) so popular because stamps are easily obtained; most people have some friends in distant places or foreign countries who write letters to them.
- c. In order to start a collection of flowers you will need a notebook, an album or scrapbook, two pieces of hardboard (approx. 25 cm x 20 cm), newspaper, and a magnifying glass (...and some flowers).
- d. One should not pick more flowers than needed because some flowers are rare. Flowers make the environment look beautiful, and provide nectar for bees.
- e. A magnifying glass is useful if we want to study the leaves carefully. For most purposes our eyes are good enough.
- f. In our record book, we could write the name of the flower, where and when it was found, its size, colour, and shape, and its scent.
- g. Newspaper is used in the flower press because it can soak up the plant juices (to dry the flowers). It is more absorbent than most other types of paper.

These questions are more difficult. Discuss them first.

- h. Pupils will give their own answers. Make a list on the board. Some suggestions: if everyone collected certain types of shells, for example, they might become rare, it might have an impact on an ecosystem...etc; it would be cruel to kill butterflies or other small creatures for a collection (this is what collectors used to do); collections take up a lot of space - it would not be a good idea for someone with a small amount of space to start collecting large items!

While reading: Pupils will give their own answers.

Challenge: Pupils will give their own answers.

2. Refer to the text, and answer the questions.

Quite often what starts off as a hobby or pastime develops into a more serious study or even a profession.

- a. The hobby of beginning a collection

- b. A child interested in stamps may work with stamps. One interested in collecting old coins may become a historian or archaeologist; one collecting flowers may become a botanist.

B WORKING WITH WORDS

1. Use these words in sentences of your own.

Pupils will write their own sentences. They are all useful words. Pupils should check the meanings in a dictionary.

2. Here is a crossword puzzle. All the words can be found in the second paragraph of the lesson.

1	L	E	A	V	E	S					
2	S	H	E	L	L	S					
3	P	L	A	T	E	S					
4	S	T	A	M	P	S					
5	F	E	A	T	H	E	R	S			
			6	H	A	T	S				
			7	A	N	T	I	Q	U	E	S
			8	S	T	O	N	E	S		

C LEARNING ABOUT LANGUAGE

1. Put adverbs in the sentences below, either after the verb or after the object.

Examples:

- a. He slept soundly/fitfully. (NOT: He happily slept.)
- b. He went back immediately/eventually. (He finally went back.)
- c. She made a new dress instantly/easily. (She hurriedly made a new dress.)

2. Change the following into indirect speech using asked.

- a. My mother asked me if I were going to school today (that day).
- b. She asked me where my books were.
- c. (Then) She asked me if I had had (had eaten) my breakfast.
- d. She asked me if I had tidied my room.

3. Change the following into direct speech. Don't forget the inverted commas.

- a. 'Where are you going?' she asked (me).
- b. 'Are you going to the market?' she asked (me).
- c. 'No, I am not,' I replied. (I told her.)
- d. Then she asked, 'Are you going to the park?'

Review transitive and intransitive verbs using the text and examples of your own.

- Transitive verbs have an object.
- Intransitive verbs do not have an object.
- Many verbs can be both transitive and intransitive.

Ask the pupils to find some verbs in the dictionary. Against each headword entry, they will find vt or vi. These abbreviations tell us whether the verb is transitive (vt) or intransitive (vi), and give us an indication as to how they should be used.

4. Make a list of the transitive verbs in the following.

Ask the question ‘What?’ with the verb, e.g. They saw what? They saw a boy. Object = boy. The verb is, therefore, transitive.

Once there was (vt) a boy. He lived (vi) in a huge forest. His house was (vi) very small and his mother and father lived (vi) there too. One day he walked (vi) down the path. Suddenly he saw (vt) a tiny snail. He picked up (vt) the snail and took (vt) it home. When he reached (vt) home he showed (vt) the snail to his mother.

D LISTENING AND SPEAKING

Do you have a hobby? What is it?

Using imperatives to describe a hobby.

Encourage pupils to first make some useful notes about their hobby, which they may need to consult later on when they begin speaking. They should also read the list and practise making a few statements. Only then should they speak, using the introductory words given in the list. They may not need half the suggestions given in the list, but this should give them an idea of where to begin. Note that most of the statements will be imperatives.

E COMPOSITION

Make a similar list of tips to the one found in the lesson for someone who would like to collect (a) stamps and (b) seashells.

Pupils may write about an entirely different hobby (collecting model cars, posters, picture postcards, or something else), if they wish. The information should be collated and presented in the form of advice to be given to a new collector.

Workbook: pages 27–29

A HOW IT IS SAID

Reporting what is said: Direct to indirect/reported speech.

Oral: Read the text on page 27, and give explanations where necessary. Please be careful of the

1. Change these sentences to indirect speech.

- The boy said he was only twelve years old.
- The girl said that they went swimming every Friday.
- The teacher told Mohsin that he had not done his work properly.
- Rabia asked Sharmeen if she would come the next day.
- The nurse told the doctor to come at once. (The nurse requested the doctor to come immediately.)
- The man asked the shopkeeper if he had that week's *Time* magazine.

2. Change these sentences to direct speech.

- ‘I met Mr Majeed at the cinema,’ said Ahsan.
- ‘I am going on holiday next year, Tasneem,’ said Nida.

- c. ‘Will you please bring your books back, boys?’ asked the librarian.
- d. ‘I have bought a new laptop,’ said Qadir.

You may make additional exercises of this kind if pupils need further practice.

B OBJECTS

Pupils should remember this. If they cannot give you examples, review what was done earlier.

1. Underline the verbs in the following. Say whether the verb is transitive or intransitive.

- a. *read* transitive; object = the paper.
- b. *laughed* intransitive.
- c. *grow* intransitive.
- d. *grows* transitive; object = flowers
- e. *picked up* transitive; object = the telephone.

C PUNCTUATION

Here is a passage. The punctuation marks have been left out. Write the passage again putting in all the punctuation.

‘What is your name?’ asked the old man.

‘If you really must know,’ replied Raheel, ‘my name is Raheel, but I don’t know how this information will benefit you.’

The old man said, ‘I see you are a boy with a quick wit.’

Lesson Plans

For detailed suggestions, refer to pages 41–44.

LESSON 1

Textbook Time: 40 min

Aims:

- To read a factual account
- To develop reading skills

Task	Time
1. Reading and discussion of the text and understanding of the unfamiliar words.	20 min
2. Attempt Exercise A, Question 1.	10 min
3. Continue with Exercise A, Question 2.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- To expand written and spoken expressions
- To develop vocabulary by solving a crossword puzzle
- To add adverbs to the given sentences
- To identify direct and indirect speech and to be able to change sentences from one to the other

Task	Time
1. Attempt Exercise B, Question 1.	10 min
2. Attempt Exercise B, Question 2.	10 min
3. Attempt Exercise C, Questions 1, 2, and 3.	20 min

LESSON 3

Textbook Time: 40 min

Aims:

- To revise transitive verbs
- To develop thinking and speaking skills
- To develop directed writing skills

Task	Time
1. Continue with Exercise C, Question 4.	10 min
2. Attempt Exercise D.	20 min
3. Attempt Exercise E. Incomplete work can be given as homework.	10 min

LESSON 4

Workbook Time: 40 min

Aims:

- More practice with direct and indirect speech
- To reinforce understanding of transitive and intransitive verbs
- More practice of punctuation

Task	Time
1. Attempt Exercise A, Questions 1 and 2.	15 min
2. Begin Exercise B.	10 min
3. Attempt Exercise C.	10 min
4. Do a recap of the unit.	5 min

The Skylark

Find some other poems about birds, and read these to the pupils.

If you want to know more about the poet:

http://en.wikipedia.org/wiki/Christina_Rossetti

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- The skylark was hanging between the earth and the sky, and soaring and singing.
- The poet and, perhaps, the skylark's mate
- The skylark sings when it is flying up and when it is hanging between the earth and sky. It is silent when it flies down (sinks).
- It is early summertime or spring: tender green corn, butterflies danced, the earth was green, the sky was blue, one sunny morn, swift the sunny moments.

These questions are more difficult. Discuss them first.

- Like the poet, the skylark's mate too was somewhere nearby, marvelling at the song and flight of this bird.
- Encourage pupils to give their own answers, and ask them to explain why they like/dislike the poem.

2. Refer to the text, and answer the questions.

A stage below, in gay accord,

White butterflies danced on the wing,

- the blue sky
- In the stage above were fine sun and the shagbark.
- Accord means 'in harmony with'; the skylark's dancing and singing were in harmony with the white butterflies dancing around the cornfield.

B WORKING WITH WORDS

1. Match the idioms (phrasal verbs) in A with the meanings in column B.

Use both terms (idioms/phrasal verbs) when explaining the task.

- | | | | | | | |
|-------|--------|-------|-------|------|------|--------|
| a. iv | b. vii | c. vi | d. ii | e. i | f. v | g. iii |
|-------|--------|-------|-------|------|------|--------|

2. Use the idioms above in sentences of your own.

Pupils should write sentences that bring out the meanings of the expressions. Sentences like '*Riaz is on edge*' do not tell us anything. We need to know a little more about why he is on edge, or what caused him to be on edge.

C LEARNING ABOUT LANGUAGE

1. Say whether the verbs in the sentences below are in the past, present, or future tense.

The words in brackets are additional information for you, specifying the tense.

- a. She *went* to the circus last week. PAST (**simple**)
- b. She usually *goes* to the circus when it comes here. PRESENT (**simple**)
- c. What *is* she *doing* now? PRESENT (**continuous**)
- d. She's *doing* her washing. PRESENT (**continuous**)
- e. *Will* she *come* to the cinema with us? FUTURE (**simple**)
- f. She'll *come* if you *ask* her nicely. FUTURE (**simple**)/ PRESENT (**simple**)
- g. I'll *go and ask* her tomorrow. FUTURE (**simple**)
- h. I'm *doing* my homework now. PRESENT (**continuous**)

2. Write sentences of your own, using the words below and the tense shown in brackets.

Examples:

- a. I go to school every day.
- b. I am going to school now.
- c. I usually give my mother a present on her birthday.
- d. I am writing a letter to my uncle.
- e. I eat a lot of rice on Sundays.
- f. I am wearing a new pair of trousers today.

D LISTENING AND SPEAKING

Learn the poem by heart and recite it aloud.

This is not a difficult poem to learn by heart, so encourage the pupils to do so. Who can remember it the best, and who can recite it with the most expression? Let the class decide.

E COMPOSITION

Write about the most beautiful thing you have ever seen.

How are the pupils going to describe beauty? Which words will they choose to use? What comparisons will they make in order to show how their chosen subject is more beautiful than other ordinary, mundane things?

Workbook: pages 30–32

A DON'T BE TENSE

Oral: Go through the text carefully, giving explanations where necessary.

1. Say whether the verbs in the sentences below are in the simple present (s.p.) or the present continuous (p.c.).

- | | | | |
|---------------------|------------------------|-----------------------|----------------------|
| a. is crying (p.c.) | b. is walking (p.c.) | c. write (s.p.) | d. is waiting (p.c.) |
| e. play (s.p.) | f. are reading (p.c.) | g. am painting (p.c.) | h. practise (s.p.) |
| i. is taking (p.c.) | j. are watching (p.c.) | | |

2. Change these sentences from the simple present to the present continuous.

- | | |
|--|--|
| a. We are working in the garden now. | b. The children are playing games now. |
| c. The Sun is rising in the east at this moment. | d. She is taking her dog for a walk now. |
| e. Our dog is chasing cats now. | |

B BREAK OUT IN SONG! PHRASAL VERBS

Oral: Ask the children to use the phrases in sentences of their own when they have grasped the meaning of each. All the meanings are given on the page.

Use any five phrasal verbs above in sentences of your own.

The students can choose five of the phrasal verbs and use these in sentences of their own. Try to encourage them to write interesting sentences. E.g. ‘*The car broke down.*’ does not really tell us much; whereas, ‘*The car broke down and we all had to push it five miles,*’ is more interesting and helps us to understand more about *broke down*.

Lesson Plans

For detailed suggestions, refer to pages 46–48.

LESSON 1

Textbook Time: 40 min

Aims:

- To read, enjoy, and appreciate a poem about a bird
- To enhance vocabulary
- To improve comprehension skills

Task	Time
1. Reading and understanding the poem	20 min
2. Attempt Exercise A, Questions 1 and 2.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop vocabulary by introducing more phrasal verbs
- To demonstrate correct use of some phrasal verbs in sentences
- More practice of tenses

Task	Time
1. Attempt Exercise B, Questions 1 and 2. Some sentences can be given as homework.	20 min
2. Continue with Exercise C. Discuss and attempt Questions 1 and 2.	15 min
3. Exercise D can be given as homework.	5 min

LESSON 3

Textbook Time: 40 min

Aims:

- To assess recitation, memory, and oral expression skills
- To develop directed writing skills and vocabulary

Task	Time
1. Discuss Exercise D that was given for homework.	15 min
2. Attempt Exercise E.	25 min

LESSON 4

Workbook Time: 40 min

Aims:

- More practice with simple present and present continuous tenses
- To develop vocabulary by introducing more phrasal verbs

Task	Time
1. Begin with Exercise A, Questions 1 and 2.	15 min
2. Attempt Exercise B, Question 1.	20 min
3. Recap the salient features of the unit.	5 min

Test–1

Workbook: pages 33–37

This test covers Student Book and Workbook units 1–4.

Suggestions and answers

A READING

Read the poem aloud to your teacher. When you have finished, your teacher will choose two words from each stanza and read them out to you. Write down the words in your notebook. Can you spell them all correctly?

You may ask the pupils to read a stanza or two. Note that for most lines, the second word (and some others) should be stressed in order to keep the rhythm.

Example:

His **conscience**, of course, was as **black** as a **bat**,

But **he** had a floppety **plume** on his **hat**

Oh, **he** had a **cutlass** that **swung** at his **thigh**

And **he** had a **parrot** called **Pepperkin Pye**,

For spelling, choose from:

- a. wicked, perfectly, gorgeous
- b. conscience, plume, jiggled
- c. cutlass, thigh, parrot
- d. cavern, buccaneer, curious
- e. outnumbered, hundred, pirate

COMPREHENSION

2. Answer the questions about the poem.

- a. The pirate was as wicked as he could be. He had a black conscience, he was a hoarder (he kept a chest covered with mould), and he was a sinner (without scruples).
- b. He was gorgeous to see (handsome) with a zigzaggy scar at the end of his eye. He wore a plume in his hat and a large cutlass that swung on his thigh, and his pockets jingled with gold.
- c. Pupils will give approximate meanings.
 - i. floppety: moving from side to side (the plume was long and bendy)
 - ii. buccaneer: pirate
 - iii. mould: fungus
 - iv. plume: feather
- d. A knife, sword, blade, dagger etc.
- e. Stanzas 1 and 5: a a a a, Stanzas 2, 3, 4: a a a b.
- f. The poet says: ‘But oh, he was perfectly gorgeous to see!’

B TEXTBOOK QUIZ

1. Answer these questions about your textbook.

- a. Robinson Crusoe had no use for gold coins on a desert island.
- b. Writes notes and quotes in order to cheat
- c. They wanted to kill the scorpions.
- d. Some of the things you will need: a notebook, a pencil, an album or scrapbook, two pieces of hardboard (approx. 25 cm x 20 cm), newspaper, and a magnifying glass.
- e. The skylark had a nest unseen, somewhere among the million stalks of the cornfield.

2. Answer the questions about these lines of poetry from your textbook.

He curled his nose and said,

'Dear me! I would not waste an hour...'

- a. Sour grapes
- b. The poet is quoting the fox.
- c. To show he was not interested (anymore) in the grapes
- d. 'Upon such mean and common fruit' He would not waste his time going after the grapes or eating them.
- e. In the end he said, 'I'm sure those grapes are sour!'

C WORKING WITH WORDS

1. What is the collective name used for:

- a. swarm/hive
- b. colony
- c. bunch
- d. gang
- e. litter

2. What is the name given to the female gender of the following?

- a. actress
- b. landlady
- c. tigress
- d. hostess
- e. empress
- f. girl
- g. goose
- h. cow
- i. heroine

3. What do the following mean?

- a. to be alert, well-informed
- b. to be recovering after an illness
- c. to be available for duty
- d. to be nervous

4. Do you remember these proverbs? Can you complete them?

- a. A bad workman blames his tools.
- b. Don't put all your eggs into one basket.
- c. Barking dogs seldom bite.
- d. Cross the stream where it is shallowest.

D LEARNING ABOUT LANGUAGE

1. What is an interjection? Explain and give an example.

An interjection is an exclamation. Words which show emotion are called interjections.

Example: Ouch! He stamped on my toe!

2. Complete the following table. The first two have been done for you.

- | | |
|---------------------|------------------|
| c. earlier | earliest |
| d. more fortunately | most fortunately |

Please note that the terms ‘littler’ and ‘littlest’ are rare. It is more common to use ‘smaller’ and ‘smallest’.

3. Where in a sentence are adverbs usually placed? Explain and give an example.

Adverbs are usually placed after the verb in a sentence, or after the direct object, but not always.

Pupils will give their own examples.

E.g. He walked slowly. She read Urdu beautifully. They seldom sang.

4. What adverbs are formed from these words?

polite/politely **affectionate/affectionately** **lucky/luckily**

5. Underline the verbs. Say whether they are in the past tense (p.t.), simple present tense (s.p.), present continuous tense (p.c.), simple future tense (f.t.).

- a is selling (p.c.) b will come (f.t.) c takes (s.p.) d filmed (p.t.) e am doing (p.c.)

6 Change the following into indirect speech:

- a. Paul remarked to George that it was not there.
 - b. Qasim asked Ali if those were his books.
 - c. Saira ordered Batul not to shout.

7. Change the following: use *would*.

- a. He said he would work for me.
 - b. Maheen said she would be very late for the meeting.

E COMPOSITION

Write a letter to the editor of *The Weekly News* complaining that there are not enough news items about sport in the newspaper. Use a sheet of paper.

Instruct pupils to write a formal letter.

Lesson Plans

For detailed suggestions, refer to pages 50–52.

LESSON 1

Workbook Time: 40 min

Aims:

- To review the previous 8 units
 - To assess comprehension skills
 - To assess the ability to write correct grammatical structures

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

LESSON 2

Workbook Time: 40 min

Aims:

- To recap characters from the previous 8 units
- To assess how well concepts taught in the previous units have been understood

Task	Time
1. Attempt Exercise B, Question 2.	10 min
2. Attempt Exercise C, Questions 1 to 4.	15 min
3. Attempt Exercise D, Questions 1 to 4.	15 min

LESSON 3

Workbook Time: 40 min

Aims:

- To evaluate how well grammatical concepts have been understood
- To assess directed writing skills
- To appraise knowledge and usage of English vocabulary

Task	Time
1. Attempt Exercise D, Questions 5 to 7.	15 min
2. Attempt Exercise E.	25 min

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- In the Northern skies, if you look up on a clear night, you can see a constellation of stars called Perseus.
- Dictys is described as kind. He allows Perseus and Danae to live on his land.
- Dictys was related to King Polydectes.
- King Polydectes asked his guests to bring him a horse. Then he asked Perseus to get him the head of Medusa.
- Perseus felt repulsed when he saw the witches because they were hideous. Pupils might also say that he felt sick or scared.

These questions are more difficult. Discuss them first.

- Perseus stole the witches' eyeball so that he could get them to tell him how to get to the nymphs of Hera.
- Zeus, Hermes, and Athena helped Perseus because Polydectes was being unfair. Perhaps they wished to see the end of Polydectes.
- Perseus helped Andromeda because he admired her bravery and did not want to see her killed.

While reading: Pupils will give their own suggestions and reasons. Get them to use evidence from the passage.

Challenge: (was B, 1): Words in the story which have the same meaning are:

- petrified
- banquet
- tyrant

2. Put the following in their correct order and put said ... or asked ... (add the correct name) after each.

- 'How can I get rid of this irritating man?' thought Polydectes.
- 'Oh Perseus, don't you know our customs?' asked one guest.
- 'Bring me the head of Medusa.' said Polydectes. (asked/demanded)
- 'Go to the Northern shore,' said Athena.
- 'Be cunning as well as brave,' said Athena.
- 'You have it, you fool,' said the second witch. (hissed)

3. Answer the following questions with reference to context.

- 'Use your brain as well as your strength, Perseus.'
 - Athena
 - He notices how important the eye is to the witches and takes it. He used the shield as a mirror so that he does not look directly at Medusa.
 - He chops off Medusa's head with one swift blow. He defeats the sea monster.

- b. 'I will fight the monster and save you,' he promised.
 - i. Perseus to Andromeda
 - ii. When Perseus is on his way home
 - iii. She tells him to be careful and calls him 'Brave one.' Later, she returns to Serifos with Perseus and they get married.

B WORKING WITH WORDS

1. Make questions to get the following answers; use the words in brackets.

Suggestions:

- a. How many young people help Perseus?
- b. Why are the people helpful?
- c. How does Perseus use the shield?
- d. Will Perseus win the battles?
- e. What was the water like (after Perseus killed the serpent)?

C LEARNING ABOUT LANGUAGE

1. See if you can say which of the following verbs are active and which are passive.

- | | | |
|--------------------------|-------------------------|--|
| a. sang (active) | b. was thrown (passive) | c. were taken (passive) |
| d. took (active) | e. was chased (passive) | f. chased (active) |
| g. was knocked (passive) | h. was built (passive) | i. built (active), was knocked (passive) |

2. Change the following into passives.

- | | |
|--|---|
| a. The football was kicked by the boy. | b. The jeep was painted by the girl. |
| c. The jeep was driven by the man. | d. The kite was flown by the boy. |
| e. Some letters were written by my father. | f. The parcels were brought by the postman. |
| g. The money was sent by Brian. | h. The prize was won by Jameel. |
| i. The swing was broken by Shahid. | j. The dress was sewn by Shazia. |

D LISTENING AND SPEAKING

Read the following and study the diagram.

Make sure the pupils have read all the words for relatives and the proper names of the members of the family.

Refer to pages 141 and 142 of the Student Book for the text.

E COMPOSITION

Write your own description of the fight between Perseus and the sea serpent. Say what happened and what sounds were made while they fought.

Pupils should use their own words. They may deviate from the account given in the text, and add their own details if they wish.

Workbook: pages 38–41

A A IS FOR ACTIVE

Explain that all the people mentioned in A are the performers of the actions (indicated in the box). They may

decide who performed which action. The objects of the verbs are in B. All the verbs are in the active voice and they are transitive verbs; they have an object.

1. Make oral sentences.

2. Match A and B and write sentences.

- a. The baby broke the plate.
 - b. The thief stole the necklace.
 - c. Adil wrote the letter.
 - d. Maria drew the picture.
 - e. The potter made the pot.

3. Fill in the table below, using words from your sentences in Exercise A.

Subject: the baby, the thief, Adil, Maria, the potter

Verb: broke stole wrote drew made

Object: the plate, the necklace, the letter, the picture, the pot

B P IS FOR PASSIVE

Oral: Go over the text on the page, explaining where necessary. Use additional examples.

1. Read the sentences and underline the verbs.

- a crushed b read c threw

2. Write the sentences you have made on the previous page in the passive voice.

- a. The pot was made by the potter.
 - b. The plate was broken by the baby.
 - c. The necklace was stolen by the thief.
 - d. The letter was written by Adil.
 - e. The picture was drawn by Maria.

C USING THE DICTIONARY

Oral: Having discussed this page, it is a good idea to ask the students to look in their own dictionaries and compare the information that they find there. Different dictionaries adopt their own systems. However, the abbreviations used for grammatical terms and so on are usually the same.

1. What do the following signs, symbols, or letters mean?

- | | |
|-----|--|
| n | — noun |
| sth | — something |
| esp | — especially |
| ~s | — the word, ~, and 's'. i.e. <i>feats</i> (forming the plural) |

2. What do these mean?

- | | | | |
|-------|--|-------|---------------------|
| vt | — verbum trānsitīvum (transitive verb) | prep | — preposition |
| adj. | — adjective | vi | — intransitive verb |
| abbr. | — abbreviation | pron. | — pronoun |
| e.g. | — exempli gratia (for example) | sb | — somebody |
| i.e. | — id est, (that is, in other words) | pt | — past tense |
| pl. | — plural | pp | — past participle |

D WHICH WORDS? WHAT WORDS?

Use the following words in sentences of your own.

Oral: Revise all the words in the box. Ask the pupils to use them in sentences; then proceed to the writing exercise. Note that when the words are used, they will inevitably produce a clause.

Here are some examples:

- a. He is the gentleman who gave me a lift the other day.
- b. He gave me a new certificate, which I promptly lost again!
- c. We go to see her when we have the time.
- d. I do not know whether they have gone yet.
- e. He did not tell us why he was late.
- f. We have no idea what they are going to do with the kitten.
- g. She cries and howls whenever we go close.

E PREFIX AND SUFFIX

Give examples of your own or ask the pupils to search in their dictionaries for words that they believe begin with a prefix or end with a suffix. Find examples of the prefixes and suffixes given.

re-: release, replace, react, regenerate, etc.

-ly: fully, splendidly, carefully, safely

1. Make new words by using one of the prefixes above.

distrust, depart, discourage, relate, report (export).

2. Make new words by using one of the suffixes above.

peaceful, safely (er), dancer (ed), bigger, shameful (ed), happily (ier).

Note the spelling changes:

big/bigger (double 'g')

happy/happily (drop 'y', add 'i')

Lesson Plans

For detailed suggestions, refer to pages 54–57.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand a story from Greek mythology
- To develop comprehension skills

Task	Time
1. Reading and understanding of the text	20 min
2. Attempt Exercise A, Questions 1, 2, and 3. Unfinished work can be completed as homework.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To enhance vocabulary by finding synonyms
- To develop written and verbal expression; a further study of asking suitable questions
- To practise active and passive voices

Task	Time
1. Attempt Exercise B, Question 1. Attempt the challenge task.	15 min
2. Continue with Exercise C, Question 1. Question 2 should be given as homework after a brief discussion.	20 min
3. Recap the lessons taught so far.	5 min

LESSON 3

Textbook Time: 40 min

Aims:

- To enhance listening and speaking skills
- To improve concentration and memory
- To develop directed writing skills

Task	Time
1. Continue with Exercise D.	15 min
2. Attempt Exercise E. Unfinished work should be given as homework.	25 min

LESSON 4

Workbook Time: 40 min

Aims:

- Further practice of active and passive voices
- To form sentences using correct grammatical structures

Task	Time
1. Attempt Exercise A, Question 1, 2, and 3.	20 min
2. Attempt Exercise B, Questions 1 and 2.	15 min
3. Revise the lesson taught so far.	5 min

LESSON 5

Workbook Time: 40 min

Aims:

- To explain common abbreviations used in the dictionary
- Spelling practice using prefixes and suffixes

Task	Time
1. Continue with Exercise C, Questions 1 and 2.	15 min
2. Exercise D should be discussed and given as homework.	5 min
3. Attempt Exercise E.	15 min
4. Recap the salient features of the unit.	5 min

A Misspelled Tale

A strange poem with words misspelled in a humorous manner. Discuss the unfamiliar words and note all the misspelled words. Note that the poet has tried to use homophones where possible, and in some instances the homophones are related to the American pronunciation of a particular word, not the British pronunciation. (e.g. dew/do; gnu/noo)

Suggestions and answers

A UNDERSTANDING THE POEM

1. Before answering any questions about the poem, try to write out the poem in correct English.

Pupils should try to write out the poem correctly (without the poet's misspelled words).

A little boy said, 'Mother, dear,

May I go out *to* play?

The sun is bright, the air is clear,

O, mother, don't say *nay!*'

'Go forth, my son,' the mother said.

The aunt said, 'Take your sleigh,

Your nice new sled, *all* painted red,

But do not lose your way.'

(The weather changes and it starts to snow.)

Through snowdrifts great, *through* watery pool,

He *flew* with *might* and *main*—

Said he, 'Though I *would* walk by rule,

I am not *right*, 'tis *plain*.

'I'd like to *meet* some kindly soul,

For *here* new dangers *wait*,

And yonder stares a treacherous *hole*—

Too slow has been my gait.

'I'm weak and pale, I've *missed* my road,

But here a *cart* came past,

He and his *sledge* were safely *towed*

Back *to* his home at last.

2. Answer the following questions.

- a. The boy said that the sun was bright, the air was clear, and that is why he wished to go out.
- b. He was warned not to lose his way.
- c. He was keen to go outside and play. He must have been happy when he was given permission to do so.

- d. In the morning the sun was bright; then the weather changed. It started snowing.
- e. He was on his sleigh, going through snowdrifts and watery pools but normally he would have walked. Now he was lost and looking at a ‘treacherous hole’ in the road; his progress had been too slow and he wanted to meet ‘some kindly soul’ because he had lost his way.

These questions are more difficult. Discuss them first.

- f. Pupils may offer a range of effects. For example: it creates confusion; it makes it humorous...
- g. Pupils will give their own views and reasons for them.

3. Refer to the text, and answer the questions.

- a. *The ant said, ‘Take ewer slay...’*
 - i. The aunt said these words to the little boy.
 - ii. He has a nice new sledge, painted red.
- b. *‘Though I wood walk by rule,
I am not rite, ‘tis plane...’*
 - i. The little boy says these words to himself.
 - ii. It means ‘normally, as is (my) usual habit.’
 - iii. He is upset and lost. (He wishes to be back at home.)

B WORKING WITH WORDS

1. Think of homophones (words with the same pronunciation but with a different spelling) for the following words.

- | | | |
|---------------|---------------|--------------------|
| a. feet/feat | b. pain/pane | c. site/sight/cite |
| d. sent/scent | e. sees/seize | f. saw/sore |

2. Write the full forms of these abbreviations.

- | | | |
|-------------------|-------------|----------------------|
| a. exempli gratia | b. kilogram | c. Before Common Era |
| d. Mister | e. Mistress | f. Anno Domini |

C LEARNING ABOUT LANGUAGE

Try to join the pairs of sentences below; use the words *and*, *but*, *so*, or *because*.

- a. He could not swim *because* he had a bad cold.
- b. She was not at home *so* we were not able to meet her.
- c. Mr Shah went to the market *and* he bought some eggs.
- d. She is very tall *but* her sister is quite short.
- e. Atif did not have a pen *so* he could not sign the cheque.
- f. Alia could not read the book *because* she had lost her glasses.
- g. Rahila wrote the letter *but* she did not post it.
- h. Rahim got a headache *because* he had done too much work.

D LISTENING AND SPEAKING

Read the following aloud.

1. 2. 3. Concentrate on the vowel sounds.
4. *qu*
5. 6. c is pronounced like s.
s is sometimes pronounced like z.

E COMPOSITION

Make your own funny limerick.

Read some limericks to the pupils. They should try to make their limerick humorous, perhaps with the use of some misspelled words or the use of homophones.

Workbook: pages 42–45

A JOINING WORDS

Oral: Ask the pupils to use each conjunction in a sentence orally. Also, try with the second list of conjunctions. Please do set additional work of your own.

1. Use the conjunctions above in sentences of your own.

Pupils will write their own sentences. Make sure that in each sentence, the two parts joined by the conjunction relate to each other, and that the conjunction is the appropriate one.

2. Use each conjunction once and fill in the blanks in these sentences.

- | | | | | |
|-------|----------|-------------|-----------|------------|
| a. so | b. while | c. although | d. unless | e. because |
| f. if | g. since | h. after | i. as | j. where |

B ACTIVE AND PASSIVE

Recall work done earlier on active and passive voices.

1. Say whether the following verbs are in the active or passive voice.

- | | |
|-------------------------|---------------------------|
| a. cut; active | b. prepared; active |
| c. was painted; passive | d. ate; active |
| e. was scolded; passive | f. cleaned; active |
| g. were broken; passive | h. were spoiled; passive |
| i. had; active | j. is (not) made; passive |

2. Now change the voice in these sentences; make the active verbs passive and the passive verbs active.

- a. The ball was caught by Sameer.
- b. The man saw the elephant.
- c. The whole class played basketball.
- d. A new machine was invented by Aamir.

C KNOW YOUR ANIMALS

Only some animals are shown here. Please introduce other names too. The animals are not shown to scale. Can the pupils put them in order of size? Alphabetical order? Speed? Number of offspring at one time? Find another name for animals beginning with each initial letter of all the animals shown.

1. Here are some silhouettes. Name them. Can you put them in order of size?

- | | | | |
|---------------|-------------|-----------|-------------|
| a. camel | b. rat | c. lion | d. horse |
| e. rhinoceros | f. elephant | g. rabbit | h. kangaroo |
| i. squirrel | j. monkey | k. goat | l. deer |

Order of size: elephant, camel, horse, kangaroo, rhinoceros, lion, deer, goat, monkey, rabbit, rat/squirrel.

Pupils might like to research this on the Internet, and debate it.

2. Match the sounds with the creatures.

Creatures	Sounds	Creatures	Sounds
wolves	howl	mice	squeak
horses	neigh	owls	hoot
geese	cackle	lambs	bleat
snakes	hiss	donkeys	bray
buffaloes	bellow	dogs	bark
monkeys	chatter	turkeys	gobble
apes	gibber	frogs	croak
crows	caw	sparrows	chirp
hyenas	laugh	oxen	low
elephants	trumpet	hounds	bay
rabbits	squeal	bees	buzz
parrots	screech	lions	roar

Lesson Plans

For detailed suggestions, refer to pages 60–62.

LESSON 1

Textbook Time: 40 min

Aims:

- To enhance reading with correct pronunciation, expression, and style
- To enhance vocabulary
- To improve comprehension skills

Task	Time
1. Reading and discussion of the text and understanding of the unfamiliar words	20 min
2. Exercise A, attempt Question 1.	10 min
3. Attempt Exercise A, Questions 2 and 3. Unfinished work should be carried on to the next lesson.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- Practice of homophones

Task	Time
1. Continue with Exercise A, incomplete work from the previous lesson should be completed.	10 min
2. Attempt Exercise B, Questions 1 and 2.	15 min
3. Continue with Exercise C.	15 min

LESSON 3

Textbook Time: 40 min

Aims:

- To improve oral expression
- To practise correct pronunciation
- To enhance directed writing skills

Task	Time
1. Attempt Exercise D.	20 min
2. Attempt Exercise E.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- To use conjunctions
- To recall the concept of active and passive voice
- To increase general knowledge

Task	Time
1. Begin with Exercise A, Questions 1 and 2.	15 min
2. Attempt Exercise B, Question 1 and 2.	15 min
3. Exercise C, Questions 1 and 2 should be discussed and given as homework.	5 min
4. Revise the salient features of the unit.	5 min

A story with a twist in the tail.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- Bahlol was always calm, he seldom smiled or showed his feelings, and he was a wonderful cook.
- There was no food in the house that day because the next day was market day.
- Bahlol was asked to feed the chickens because if the chickens ate the tin food and did not fall ill, then the food would be safe for the guests to eat.
- Pupils may either answer ‘yes’ or ‘no’. If the students answer ‘no’, then ask them for a possible reason. If they answer ‘yes’, then a possible answer could be: The hostess says, ‘They made no sign of wanting to leave.’
- When she heard the news that the chickens were dead, the lady thought the food in the tin was bad and had poisoned them.
- The chickens were killed and carried off by a fox.

These questions are more difficult. Discuss them first.

- Pupils will give their own answers. Ask them to go through the story and pick out words and phrases that relate to her.

The storyteller was a lady who had lived on a plantation for many years. She has a calm temperament. (Only once did she feel like killing the cook.) She must be a fairly good employer because the cook has been with the family for years; she is also considerate towards her guests and offers them supper, although there is none in the house. She is polite and is concerned about Bahlol as well as the chickens. She is in control of her emotions.

- The strange situation, Bahlol’s calm answers, and the hilarious confusion; pupils may come up with other reasons.

While reading: embarrassed

Challenge: Pupils will give their own answers. Ask them to give reasons.

2. Refer to the text, and answer the questions.

- ‘He’s gone to see if the chickens are still alive,’ I thought to myself.*
 - The speaker (talking to herself) is the lady of the house, and she is referring to the cook, Bahlol.
 - She is wondering whether the chickens have been poisoned or not, and whether she and her guests are likely to suffer.
 - Bahlol comes back with the news that all the chickens are dead.
- ‘I am afraid we have a problem,’ I explained.*
 - The lady of the house is explaining to her guests, the area councillor and his wife.
 - Bahlol had just entered with the news that the chickens had died; the guests knew nothing about the lady’s plan to feed the chickens first to see if they would survive.

iii. She says the food was indeed poisoned and that the guests should go and be sick.

B WORKING WITH WORDS

1. Use the following in sentences of your own. Look in a dictionary if you are not sure of the meanings.

Pupils will make their own sentences. Make sure they do look in a dictionary if they are unsure about any of the words.

2. See if you can match these.

A B

MP	Member of Parliament
St	saint
sec.	second
VIP	very important person
Ltd	limited
Co.	company

3. Here are three well-known proverbs. Try to write in your own words what each one means.

- If we don't waste things, we will not be in need later.
- If we help someone, one day that person may help us.
- If we have a problem, sharing and getting ideas from others will help us solve the problem more easily.

4. Here are some common idioms. See if you can match them with their meanings.

- | | | | |
|-------|--------|---------|--------|
| i. c. | ii. f. | iii. b. | iv. a. |
| v. e. | vi. d. | | |

C LEARNING ABOUT LANGUAGE

Review present participles with further examples.

1. Pick out the gerunds and verbs in the present continuous tense in the following. Write them in your notebooks.

- Drinking water is important when you are climbing mountains. (V)
- Swimming is very pleasant. (G)
- Sleeping in class is boring. (G) (V)
- Nida was wondering if she liked swimming. (V) (G)
- I also like riding. (G)
- Listening to the teacher is very important. (G)

D LISTENING AND SPEAKING

Here are two idioms that might be used while telling the story of Bahlol. Discuss them in small groups. Decide how they might be used in relation to the story. Report your findings to the class.

Pupils may work in small groups for this exercise, but all the members from each group should say something.

Bahlol leads everyone a (merry) dance by not explaining how the chickens had died and thereby causing mayhem in the house. The doctor had to be summoned and everyone had to be sick; they were tired by the end.

Bahlol could also be said to have led someone up the garden path, again by misleading them. He held back information, which caused them to misunderstand.

E COMPOSITION

Write an account of what might have happened.

Pupils will have to imagine what the councillor and his wife said, and how they reacted. They might assume that the guests became very angry; on the other hand, they might feel that they were understanding and considerate, and had a good laugh. Students are free to choose their own scenarios.

Workbook: pages 46–48

A PARTICIPLES

1. Underline the present participles in the following sentences.

- a. sleeping b. Hearing c. laughing d. coming e. ploughing
- f. rotting (*is falling* is the present continuous tense of the verb.)

2. Now fill in the blanks with suitable present participles.

Some examples are:

- | | | | |
|------------|------------|----------------|---------------|
| a. crying | b. rolling | c. interesting | d. Seeing |
| e. singing | f. picking | g. drowning | h. irritating |

B GERUNDS

Oral: Revision of gerunds.

Gerunds as subject and gerunds as object of verb.

1. Use the gerunds below as subjects in your own sentences.

Some examples are:

- a. Typing is a useful skill.
- b. Looking after children is hard work.
- c. Praying for rain sometimes seems to work.
- d. Shooting tigers is not allowed.
- e. Shouting during class will not be tolerated.

2. Use these gerunds (as objects) and these verbs in sentences of your own.

- a. I hate waiting for buses.
- b. I love singing.
- c. I like swimming in the sea.
- d. I tried flying but I couldn't do it.
- e. He attempted escaping from prison, but was caught.

C YOU MUST, YOU SHOULD

Oral: Discuss the keywords and use them in further examples.

1. Write sentences of your own; use *should*.

The pupils will make up their own sentences.

Some examples are:

- a. Policemen should always look smart.
- b. Teachers should always be on time for their classes.
- c. You should take a taxi; it is much quicker.
- d. I think my neighbour should cut that tall tree down.
- e. The villagers should put a fence round the pond.

2. Write sentences of your own; use must.

Some examples are:

- a. The teacher said that we must hand our work in by Monday morning.
- b. Food must be covered at all times.
- c. Animals must not be allowed into the playground.
- d. Visitors to the mosque must remove their shoes.
- e. You must finish your work before going out to play.

Lesson Plans

For detailed suggestions, refer to pages 65–68.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and enjoy an amusing anecdote
- To improve comprehension skills

Task	Time
1. Reading and understanding unfamiliar words	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 with Exercise A, Question 2.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- To form sentences using given words and phrases
- To practise using a dictionary
- To introduce gerunds

Task	Time
1. Exercise B, Question 1 should be given as homework.	5 min
2. Exercise B, Questions 2, 3, and 4 should be attempted.	20 min
3. Continue with Exercise C.	15 min

LESSON 3

Textbook Time: 40 min

Aims:

- To relate an idiom to a particular situation
- To convincingly and orally present ideas
- To develop directed writing skills

Task	Time
1. Attempt Exercise D.	20 min
2. Attempt Exercise E. A brief discussion should precede the written work. Unfinished work should be given as homework.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- More practice of present participles
- To revise and reinforce gerunds

Task	Time
1. Attempt Exercise A, Questions 1 and 2.	15 min
2. Continue with Exercise B, Question 1.	15 min
3. Recap the lessons taught so far.	10 min

LESSON 5

Workbook Time: 40 min

Aims:

- More practice of gerunds
- To expand oral expression and vocabulary
- To use *should* and *must* correctly in sentences

Task	Time
1. Attempt Exercise B, Question 2.	15 min
2. Continue with Exercise C, Questions 1 and 2.	15 min
3. Recap the salient features of the unit.	10 min

You may add more dialogues and characters, and then perform the play in class. Make sure all pupils are involved in performing the play, whether it be acting as one of the characters, directing, set designing, listing and collecting the props, makeup, front of house, advertising and publicity, and so on.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- The workman misinterprets ‘degrees’. He says he does not have a degree. He then misinterprets ‘fine’ and is worried he will be fined.
- Uncle Shams causes havoc by trying to help. The wall cracks, the ladder crashes to the floor, the hammer falls and breaks a tile, he breaks a chair, and when he is on his way out of the room, he knocks over a coffee table and breaks a vase. In no time at all, he has caused a great deal of damage; when he is around, the place becomes a disaster zone.
- The Maliks think that Uncle Shams has eccentric ways; he has come far too early for the wedding; he eats like a horse, and the cost of keeping him will rise; he will undoubtedly break other things and they will have to pay for the damage. It was for these reasons they wanted to get rid of Uncle Shams quickly.
- When Mr Malik calls Uncle Shams for lunch, Mrs Malik sarcastically calls Uncle Shams Mr Voracious and asks him to come and eat all the lunch, and break a few plates, cups, and saucers at the same time.
- i. aggrieved v. hurt

These questions are more difficult. Discuss them first.

- No, Mr and Mrs Malik are not completely frank and honest with Samina. Mrs Malik hides his letter behind her back, and pretends not to know about Uncle Shams. Mr Malik asks her why she brought up his name. At first, they tell Samina the bare minimum about Uncle Shams.
- Encourage pupils to say what they think might have been in the letter. Prompt them to think how Uncle Shams explained that he was there to give all his late wife’s jewellery to Samina for her wedding.
- Mr and Mrs Malik must have felt upset that they had not treated Uncle Shams with more tolerance because he had been so generous.

While reading: Uncle Shams could have felt upset, hurt, angry. Encourage the pupils to explain the reason for their choice.

Challenge: Pupils can use their answers to 1 and the play to make notes before writing.

2. Refer to the text, and answer the questions.

- ‘Saima, don’t confuse him with your talk of degrees and horizontal and fine and whatnot.’*
 - Mr Malik is speaking to Mrs Malik.
 - The workman has been confused by the word degree (misinterpreted), fine (misinterpreted) and horizontal (probably not understood at all).
 - Uncle Shams arrives and offers his help!

- b. 'I know he means well, but the man is a walking disaster zone.'
 - i. Mrs Malik to Mr Malik
 - ii. Uncle Shams
 - iii. a catastrophe waiting to happen. a nightmare.

B WORKING WITH WORDS

The best way to tackle this is to write the keywords on the board, read through the play, and ask the pupils to point out when one of the ideas is encountered. Note that all the words are abstract nouns and relate to feelings, attitudes, or behaviour of one kind or another. These can be gauged by what the characters in the play say and do. You will find some examples below of where these characteristics may be found. (There are others, so look out for them.)

1. In the play, find examples of the following:

- a. **honesty:** Mrs Malik: Well, I think he became quite upset with something we said. He is a nuisance to have around, you know. Mr Malik: And we could not keep our comments to ourselves. He must have overheard us.
- b. **clumsiness:** The workman: (*The workman, who is now up the step-ladder, drops the hammer and gives Uncle Shams a nervous look.*) Uncle Shams: (*A large crack appears, then the ladder wobbles and he comes crashing down.*)
- c. **cheekiness:** Uncle Shams: I've come to grace Samina's wedding with my presence. Mr Malik: You don't have to bring your suitcase to the dining table, Uncle.
- d. **scheming:** Mr Malik: We shall have to devise a plan to get rid of him.
- e. **hesitation:** Mr Malik: No, no. It's fi... it's all right. Mr Malik: And the worst thing is... he was going to leave you a small gift.
- f. **confusion:** Postman: Sorry, sir. Sorting office problem, sir. Motorbike problem, sir. Late starting problem, sir.
- g. **misunderstanding:** Workman: Degrees, madam? I have no degree, madam. And fine? I will get a fine?
- h. **concealment:** Mrs Malik: And for goodness sake, don't ask your Uncle Shams to fix it. I know he means well. Mr Malik: Shhhh! He might hear you. Mrs Malik: (*Aside*) Unless you want to pack some for a snack later? Uncle Shams: I won't be staying for lunch, I'm afraid. I suddenly remembered I have an appointment to keep back at home. Mrs Malik: (*Hiding the letter behind her back.*) Uncle Shams? What about Uncle Shams? Mr Malik: Well, quite a largish gift.

2. Find the opposites of these words in the play.

- | | | | | |
|-------------|---------------|-------------|-------------|---------|
| a. straight | b. horizontal | c. presence | d. careful | e. exit |
| f. worst | g. welcome | h. strange | i. departed | |

3. What are these anagrams?

- | | | |
|------------|------------|-------------|
| a. wedding | b. largish | c. precious |
|------------|------------|-------------|

4. Punctuation

Review all the punctuation marks. Ask the pupils to find the punctuation marks in any piece of text. Remove the punctuation marks from other pieces of text and ask the pupils to punctuate the passage.

Rewrite this passage putting in the correct punctuation.

'Oh dear!' said Alice, 'I do want to talk to the White Rabbit.' She ran down the passage, stopped, started again, and stopped again.

'Here's his coat button!' she cried, 'and his purse, too! It contains four pennies, two half pennies and a key.'

C LEARNING ABOUT LANGUAGE

Do you know the nouns formed from the following verbs?

- a. destruction
- b. choice
- c. imagination
- d. arrival
- e. comparison
- f. rejection
- g. avoidance

D LISTENING AND SPEAKING

1. Speaking with feeling

2. Find some other short speeches and try to work out what the speaker is feeling when each sentence is spoken.

Encourage the pupils to read the lines time and time again. Practise other short expressions too.

3. Act the play in class. Speak the lines as naturally as possible, with expression, just as if a real conversation is taking place.

Make sure all the pupils get a chance to take various parts.

E COMPOSITION

Choose a simple story. With a friend or two, try to write dialogues for a short play. Use language that people normally use.

Ask the pupils to form pairs or small groups. They should first come up with some ideas and discuss them. Then, let them start writing their dialogues. Remind them that their dialogues should be as natural as possible. Ask them to listen carefully when they next hear some people having an ordinary conversation. People generally first listen when a remark is made, then they take up that idea and voice their opinion. Sometimes, the listener might respond with an agreement or a question.

Workbook: pages 49–52

A NOUNS AND VERBS

You can form nouns from verbs by using these suffixes*: -ance -ation -y -ist -er

1. Try to make nouns by using the suffixes above, and fill in the blanks.

- a. The **vibration** of the tracks was caused by the speeding train.
- b. The **discovery** of the missing diamonds was made by the inspector.
- c. A **dentist** helps to keep your teeth healthy.
- d. If you have good **teacher**, you will learn a lot.
- e. His **acceptance** of the post of manager was greeted with much cheering.

Explain that there are other suffixes too, for example: -ure, -ment, -sion. Ask pupils to think of words ending with these suffixes.

B WATCH THAT STOP!

Rewrite the passage below putting in all the punctuation marks which have been left out. Start a new paragraph for each person's speech.

'There is a reward of £4000 for the capture of the robber,' said Mr Ralph. 'They are sure to catch him soon. Where could he go with all that money?'

'The world is a very big place to hide in,' said Mr Stuart.

'It was a big place a few years ago,' said Mr Fogg, speaking for the first time.

'Has the world grown smaller?' laughed Mr Stuart.

Discuss the use of the semicolon, and find examples in other pieces of text.

C DEAR PEN PAL

Oral: Some discussion first. The pupils can note down some points so that paragraphing is orderly. Discuss who a pen pal is, if pupils do not know.

Write a letter to a friend in England telling him about your school.

Pupils may start with a short introductory paragraph of greeting. If they wish, they may write a longer letter in their notebooks.

D DOUBLE NEGATIVES

Fill in the blanks in the following sentences with the correct words from the box.

a. They couldn't find the missing child *anywhere*.

The missing child was *nowhere* to be found.

b. They did not teach the student *anything*.

They taught the student *nothing*.

c. Haven't they *any* apples left?

Have they *no* apples left?

d. Aren't they ever going to stop worrying me?

Are they *never* going to stop worrying me?

e. Isn't *anybody* able to drive this lorry?

Is *nobody* able to drive this lorry?

Lesson Plans

For detailed suggestions, refer to pages 70–73.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and perform the play
- To assess comprehension and analytical skills of the students

Task	Time
1. Reading the text, understanding, and appreciating the events	20 min
2. Attempt Exercise A, Questions 1 and 2. Unfinished work should be carried on in the next lesson.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To analyze the behaviour of the different characters
- To enhance vocabulary using antonyms
- To practise more advanced punctuation

Task	Time
1. Complete work from the previous lesson.	10 min
2. Attempt Exercise B, Questions 1 and 2.	15 min
3. Attempt Exercise B, Question 3.	15 min
4. Exercise C should be given as homework.	

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To enhance vocabulary
- To develop directed writing skills

Task	Time
1. Attempt Exercise D, Questions 1, 2, and 3.	15 min
2. Attempt Exercise E.	25 min

LESSON 4

Workbook Time: 40 min

Aims:

- To form nouns from verbs using suffixes
- To revise and practise punctuation
- To revise and practise letter-writing skills
- To write and speak without using a double negative

Task	Time
1. Attempt Exercise A.	10 min
2. Attempt Exercise B. Exercise C to be given as homework (along with any unfinished work).	15 min
3. Attempt Exercise D.	10 min
4. Recap the salient features of the unit.	5 min

Everyone Sang

War is not a pleasant experience for anybody, especially for soldiers engaged in battle. The soldiers (on both sides) feel tired, and are frightened for their lives. They get hungry and thirsty, and are far from their homes and loved ones. In this poem, although the soldiers are combating their enemy, there is a lull in the exchange of fire. Someone starts singing, and the mood is picked up by everyone, until the massed troops are all singing together. It is an uplifting, though fleeting, moment for the poet and the soldiers.

Imagine the horrors that the soldiers must have been facing during the war, and examine how the poet describes this uplifting and heart-warming experience.

Siegfried Sassoon fought bravely during World War I, and received a medal for doing so; however, he became opposed to the conduct of the war after the death of a very close friend. You can encourage the students to find out more about the poet and his works by visiting the following websites:

<http://www.geocities.com/CapitolHill/8103/>

<http://www.poetryarchive.org/poetryarchive/singlePoet.do?poetId=1561>

<http://www.poemhunter.com/siegfried-sassoon/>

A UNDERSTANDING THE POEM

1. Answer the following questions.

- The people in the poem are in a war zone, probably in a trench.
- In the first stanza, the poet says his feeling of delight in the singing is just the same as imprisoned birds must feel when suddenly being able to fly in the open air.
- Beauty came, like the setting Sun.
- When he heard the singing, the poet felt that his heart ‘was shaken with tears’.
- The feeling of the horror of the war left the poet when he heard the singing.

These questions are more difficult. Discuss them first.

- The words and phrases the poet uses to get across the idea that the birds are actually free are: ‘Winging wildly across the white/ Orchards and dark fields’ and ‘on-on-on and out of sight’.
- Encourage pupils to imagine what it would have been like for the soldiers in the trenches—the constant bombardment, and the lack of cleanliness, sleep, and supplies. Pupils could be shown images or accounts from that time to develop a sense of the horrible conditions the soldiers endured. The resources listed above are a great starting point.

2. Can you find a rhyming pattern in the poem?

a b c b b

3. Refer to the text, and answer the questions.

My heart was shaken with tears; and horror

Drifted away...

- His heart was shaken with tears when he heard the singing and ‘beauty came like the setting Sun’. No, he was not unhappy, but filled with delight.
- The singing

B WORKING WITH WORDS

1. Find words in the poem that are anagrams of the following.
 - a. WORDLESS
 - b. EVERYONE
 - c. DRIFTED
 - d. FREEDOM
 - e. SUDDENLY
 - f. DELIGHT
2. The correct order: WORDLESS DRIFTED SUDDENLY FREEDOM DELIGHT EVERYONE

C LEARNING ABOUT LANGUAGE

Review present and past participles.

1. See if you can complete the following table.

Base form	Simple past	Past participle
smell	smelled	smelt
break	broke	broken
read	read	read
blow	blew	blown
send	sent	sent

2. Make a similar table in your notebook for the following.

a. throw	threw	thrown
b. show	showed	shown
c. buy	bought	bought
d. fight	fought	fought
e. see	saw	seen

D LISTENING AND SPEAKING

1. Say the following words aloud and pick out the odd word in each set.

The odd ones are:

- a. bone b. quay c. geese d. clear

E COMPOSITION

Write two paragraphs on any subject you like. The main idea is the first paragraph must be continued in the second paragraph.

Pupils should continue from the lines given, but they may write about any subject. Why everyone was singing and why their voices were uplifted is up to the pupils to explain. When they have finished writing, ask them to share their work with the others in class. Did they all come up with similar ideas or completely different ones?

Workbook: pages 53–57

A PAST PARTICIPLES

See how many of the blank spaces you can fill in without taking help from anyone.

Present Tense	Past Tense	Past Participle
arise	arose	arisen
awake	awoke	awoken

bear	bore	borne
befall	befell	befallen
blow	blew	blown
catch	caught	caught
choose	chose	chosen
do	did	done
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
forbid	forbade	forbidden
give	gave	given
know	knew	known
mistake	mistook	mistaken
ride	rode	ridden
seek	sought	sought
sew	sewed	sewn
shrink	shrank	shrunk
weave	wove	woven
withdraw	withdrew	withdrawn

B FORMING ADJECTIVES

Oral: Give the pupils some more examples and see if they can make adjectives from nouns and use them in sentences of their own, e.g. beauty (beautiful), mud (muddy), anger (angry), etc. Ask them to find at least one example for each spelling change.

- 1. Below are some sentences with blank spaces. After each sentence, there is a noun. See how many spaces you can fill with suitable adjectives made from nouns.**

- | | | | |
|--------------|----------------|---------------|--------------|
| a. sunny | b. gigantic | c. furious | d. humorous |
| e. dangerous | f. picturesque | g. scientific | h. effective |
| i. skillful | j. dangerous | | |

C WISE WORDS

Oral: Discuss the proverbs on the page, especially the first five. Ask the pupils to try to explain in their own words what each one means.

Choose four of the proverbs and write about a small incident to illustrate each one. You can make up a story or relate something that actually took place. Draw pictures in the spaces provided.

When all the proverbs on the page have been discussed, the pupils may choose four and write about them. Share their work with the class.

Lesson Plans

For detailed suggestions, refer to pages 75–77.

LESSON 1

Textbook Time: 40 min

Aims:

- To read, discuss, and analyze the poem
- To improve vocabulary
- To polish pupils' comprehension skills

Task	Time
1. The poem should be read and discussed.	20 min
2. Attempt Exercise A, Questions 1, 2, and 3. Many of the questions may already have been discussed. If the exercise cannot be completed in this lesson, it should be continued in the next lesson.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To solve anagrams
- To revise the simple past and past participle forms of verbs

Task	Time
1. Complete work from the previous lesson.	15 min
2. Continue with Exercise B, Questions 1 and 2.	10 min
3. Attempt Exercise C, Questions 1 and 2.	15 min

LESSON 3

Textbook Time: 40 min

Aims:

- To hone listening and speaking skills
- To improve concentration and attentiveness
- To enhance directed writing skills

Task	Time
1. Begin with Exercise D.	15 min
2. Attempt Exercise E. Unfinished work should be given as homework.	20 min
3. Revise the key concepts taught so far.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- To reinforce the past tense and past participle
- Further practise the use of adjectives
- To write an incident related to a given proverb
- To develop directed writing skills

Task	Time
1. Exercise A should be discussed and given as homework.	5 min
2. Attempt Exercise B.	10 min
3. Attempt Exercise C. If the task cannot be completed in class, it should be given as homework.	25 min

This piece contains a lot of factual information about Braille and the creator of Braille. Pupils could be encouraged to find out more on the subject and make displays of Braille for the classroom.

For more information about Braille: <http://en.wikipedia.org/wiki/Braille>

For more information about Louis Braille: http://en.wikipedia.org/wiki/Louis_Braille

For some fun Braille activities, where pupils can learn a lot more about the Braille alphabet and engage in some interactive work, visit: <http://www.afb.org/braillebug/>

For more information about Valentin Hauy: http://en.wikipedia.org/wiki/Valentin_Hauy

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- Valentine was in a neighbourhood he was not very familiar with. He was on his way home and was thinking about the warm room and the glowing fire that would greet him on his arrival.
- Valentine met the beggar when he stepped onto the pavement and heard a rustling sound behind him.
- A franc. The beggar called Valentine back again because he thought Valentine had made a mistake by giving him a franc instead of a sou. (He thought Valentine had given him too much money by mistake.)
- The blind beggar knew what the coin was by passing his finger over its raised surface.
- Valentine was able to start a school for the blind with the help of money donated by the public.
- Some of the common words that have a Braille symbol each are, 'and', 'it', 'if', 'for', 'the'.

This question is more difficult. Discuss it first.

- Valentine was a kind, soft-hearted man and had thought a lot about the problems of blind people. He wanted to help.

Challenge: Braille is a system of reading and writing designed especially for the blind. Encourage pupils to find out more about it and discuss with their classmates.

2. Say whether the following statements about the passage are true or false.

- False. Valentine thought a lot about the problems of blind people.
- False. Blind people can distinguish any sign that is raised.
- False. Valentine gave the blind beggar a franc.
- False. A franc was worth more than a sou.

3. Refer to the text, and answer the questions.

This was like a flash of light in Valentine's head.

- The blind beggar's words
- He had given the beggar a franc (instead of a sou), and the beggar had pointed this out to him.

- c. Valentine thought that if the blind could distinguish at the least touch a piece of money, why should they not distinguish a mark, a letter, or a figure? In short, they should be able to distinguish any sign so long as it is raised.

B WORKING WITH WORDS

- 1. Look at the Braille alphabet. Write the following names: use a different colour to show the raised dots.**

a and b: Pupils will write ‘a’ using a different colour to show the raised dots
c. Pupils will write their own name in Braille form.

- 2. Choose words or phrases of your own and use them in place of the italicized words in the sentences below.**

Pupils will use their own words.

Examples:

- a. The blind beggar *muttered an acknowledgement of gratitude* (1), and Valentine *departed/strolled off* (2).
- b. ‘Surely, sir,’ said the *honest/truthful* beggar.
- c. Valentine was *amazed/astounded/taken aback*.
- d. If the blind can *differentiate/discriminate/make out/ with a mere feel* a piece of money, why should they not distinguish a mark, a letter, or a figure?
- e. With the help of *public contributions*, Valentine Haury was able to start a school for the blind.

C LEARNING ABOUT LANGUAGE

Lots of oral practice of sentences.

- 1. Change the following into indirect speech.**

- a. He called me a fool.
- b. He wished me a good afternoon.
- c. She wished me a happy birthday.
- d. He congratulated me on passing my exam.
- e. He wished me a good trip.

- 2. Fill in the blanks with suitable conjunctions from the list below.**

- a. until b. or c. if d. where e. although f. whether g. unless h. after

- 3. Join the sentences below using the conjunctions *as*, *for*, *since*, or *while*.**

- a. The Sun was very hot *for* it was still summer.
- b. She can find the way *since* she is so clever.
- c. He began to get frightened *as* it was getting dark.
- d. *While* the baby slept, Mona read a book.

- 4. Can you find out what the missing nouns are? How will you find out?**

Verbs	Nouns
satisfy	satisfaction
injure	injury
explain	explanation
complain	complaint

- 5. Sentence composition.** Use the words in sentences of your own. Write two sentences for each word.

Pupils will make their own sentences.

D LISTENING AND SPEAKING

Your teacher will now read the message that was left on Thomas's phone. Listen carefully to the message and then answer the questions.

Refer to pages 142 of the Student Book and read the message slowly.

Answers:

1. b 2. c 3. c 4. a 5. c 6. b

E COMPOSITION

Write a letter to the head of a publishing house requesting him/her to publish school textbooks in Braille.

Make sure the pupils give reasons for their request and suggest how the books should be priced and distributed.

Ensure that the conventional letter format is used, and that there is a proper introduction, request for the books, and signing off.

Workbook: pages 58–61

A THOUGH IT IS EASY

Join the following statements in two ways by using conjunctions.

- a. He is very tall, although he is young.
Although he is young, he is very tall.
- b. He found he had no money, after he arrived at the market.
After he arrived at the market, he found he had no money.
- c. We stayed at home, since it was raining.
Since it was raining, we stayed at home.
- d. I spend my free time in the library, as I like books.
As I like books, I spend my free time in the library.

B DIRECT AND INDIRECT SPEECH

Oral: Ask the children to report what you say. Make some statements and exclamations and ask some questions.

1. Try to change the following into indirect speech.

- | | |
|--|--|
| a. He wished me good morning. | b. She exclaimed that it was a lovely dress. |
| c. He congratulated us on getting married. | d. He shouted that I was a real hero. |
| e. She wished me a pleasant day. | f. He exclaimed that I had done well. |
| g. He thanked me repeatedly. | h. He exclaimed that it had been luck/pure chance. |

C MORE HOMOPHONES

Oral: Go through the list using each word in a sentence. Ask the pupils to tell you whether you have used the first spelling or the second.

1. Can you write the meaning of the following? Your dictionary will help.

bawl	— say, speak in a noisy way
hymn	— song of praise to God
haul	— pull, drag forcibly
bough	— tree branch
thyme	— kind of plant (pronounced ‘time’)
fore	— situated in front
rein	— long strap attached to bit used to guide or check a horse
right	— straight, exactly, justly
steal	— take away secretly; move secretly
stair	— one of a set of steps
waste	— desert; lay waste — damage; leftovers
brake	— apparatus for checking wheel’s motion

2. Fill in the blanks with suitable words from the list above.

- The green *bough* was laden with ripe apples.
- The belt did not fit round her *waist*.
- The jockey pulled the horse’s *rein* and it stopped.
- Akbar can never *write* his name in the *right* place.
- The thief tried to *steal* the expensive clock.

D PHRASAL VERBS

Oral: Some explanation and usage

Rewrite the sentences above using the correct phrasal verb from the box. Do not forget to change the tense of the verb if necessary.

- The prisoners *broke out* of their cells after dark.
- The cricket match was *called off* because of the heavy rain.
- I wish Rumana would not *carry on* like that.
- The passengers *checked in* at the ticket office.
- The man asked the boys to take their ball and *clear off*.
- Kashif *came round* two minutes after his fall.
- I hope the children will *come up with* some good ideas for the play.
- We can *count on* Danish; we are sure he will do well.
- The noise *died down* after half an hour.

Lesson Plans

For detailed suggestions, refer to pages 80–83.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand a factual account
- To improve observation skills
- To develop comprehension skills

Task	Time
1. Reading the text and understanding the unfamiliar words	20 min
2. Attempt Exercise A, Question 1. Some of these questions may have been discussed already. Unfinished work should be given as homework.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop vocabulary by replacing given words and phrases
- More practice with indirect speech and conjunctions

Task	Time
1. Attempt Exercise A, Questions 2 and 3.	10 min
2. Attempt Exercise B, Questions 1 and 2.	15 min
3. Attempt Exercise C, Questions 1 and 2.	15 min

LESSON 3

Textbook Time: 40 min

Aims:

- To hone listening and speaking skills
- To enhance concentration skills

Task	Time
1. Attempt Exercise C, Questions 3 and 4. Question 4 can be given as homework.	15 min
2. Attempt Exercise D.	20 min
3. Recap the lessons taught so far.	5 min

LESSON 4

Textbook Time: 40 min

Aims:

- To practise letter writing
- Revision and reinforcement of conjunctions
- To write direct and indirect speech

Task	Time
1. Begin with Exercise E. Unfinished work should be given as homework.	15 min
2. Workbook Attempt Exercise A.	10 min
3. Continue with Exercise B.	15 min

LESSON 5

Workbook Time: 40 min

Aims:

- To practise homophones
- To reinforce and use phrasal verbs

Task	Time
1. Attempt Exercise C, Questions 1 and 2.	15 min
2. Attempt Exercise D.	15 min
3. Recap salient features of the unit.	10 min

The Road Not Taken

For more information about Robert Frost:

http://en.wikipedia.org/wiki/Robert_Frost

To read other poems by Robert Frost:

<http://www.ketzele.com/frost/>

In your discussions about the poem, draw out the deeper meaning. The poet probably means that once a decision has been taken in life, one has to continue with the chosen course. In his case, he made a decision (about his life, his work, his friends; everything) and has had to abide by it. The decision might not have been an easy one, nor the most popular one. The course of one's life is determined by choice.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- He stands for a long time looking down the paths as far as he can while deciding which to go down.
- Both paths looked 'just as fair' as each other, they were 'really about the same' and both were 'equally' covered in untrodden leaves.
- The path taken by the poet had 'the better claim'. It was grassy and wanted wear.
- Oh, I kept the first for another day!
- Yes, the poet was curious about the path he did not take. We know he was curious because he stood for a long time deciding which path to take. Even when after a long time had passed, he still wondered what would have happened had he taken the other path.

These questions are more difficult. Discuss them first.

- The poet doubted he would ever walk on the other path since the path he had taken led him elsewhere. He would probably never come back to that point again.
- Pupils can discuss whether he regrets it or not. He says that he will tell others about the choice he has made 'with a sigh', which suggests that he might always wonder where the other path in life would have led him. However, he also says that his path 'has made all the difference', which could be seen as a positive or negative statement on how things have turned out for him.
- Pupils will give their own responses.

2. Look at the rhyming scheme of the poem.

- a b a a c
- There are nine syllables in each line; however, the second and third lines contain eight and ten syllables respectively.

3. Refer to the text, and answer the questions.

- Then took the other, as just as fair,
And having perhaps the better claim,*

- i. He looked down one (road) as far as he could.
 - ii. Both were just as fair; both were grassy (really about the same); both were covered with leaves.
 - iii. One was grassier and wanted wear (lacked use).
- b. *I shall be telling this with a sigh*
Somewhere ages and ages hence:
- i. He may later regret the decision to have taken one path and not the other.
 - ii. Two roads diverged in a wood, and I, I took the one less travelled by, And that has made all the difference.

B WORKING WITH WORDS

1. Look at the following words and discuss their meanings.

Discuss all the uses with your students.

2. Write two sentences for each word, using the word in a different way each time.

The pupils will choose their own phrases.

3. Match the following synonyms:

Point out that synonyms are not exactly the same in meaning; one word may suit a particular context and a synonym might suit another context.

mad — insane	assist — help
reply — answer	centre - middle
top — summit	Further examples: lucky — fortunate; leave — abandon

4. Can you think of a synonym for each of the words in the list below?

a. inquire	ask
b. cease	end/stop
c. moist	damp
d. intelligent	clever/wise
e. strong	tough/powerful
f. enormous	huge/great/gigantic
g. slim	thin/slight/slender
h. generous	kind

C LEARNING ABOUT LANGUAGE

Briefly remind the pupils about subject and predicate.

1. Write suitable subjects before each of these predicates.

Explain the idiomatic expressions:

catch someone red-handed: catch someone in the act of committing a crime

take the bull by the horns: tackle a difficult situation

Examples:

- a. *The villagers* caught the thief red-handed.
- b. *Cinderella* cleaned the dirty floor.
- c. *The determined man* was willing to take the bull by the horns.
- d. *The builder* had to find another job.

2. Write out the infinitives in the following sentences.

Discuss the text dealing with finite and infinite verbs. Note that the predicate in each of the sentences (in the exercise just completed by the pupils) contains a finite verb. Note also that in the sentences below, there is an infinitive and a finite verb.

- a. to go b. to give c. to swim d. to catch

3. Rewrite these sentences. Use an infinitive instead of the underlined words.

- a. She wants to sleep in the afternoons.
b. The dog was overjoyed to see his master.
c. Naima asked to borrow some sugar.
d. The children laughed to see the tricks of the monkey.
e. Sheila was told to come home early.

D LISTENING AND SPEAKING

Note the sound of 'a' in the following. Say the words slowly and clearly.

(are)	path	bath	father
(act)	maths	happy	jab
(day)	late	lathe	bathe
(hen)	many	any	
(air)	scary		
(awe)	wrath	chalk	
(her)	America		

E COMPOSITION

1. Have you ever had to choose between two things? Did you make the right choice or the wrong one?

Discuss with your students. Use the planning prompts before they start to write.

2. Write a letter to a friend, telling him or her about something you have just done. Also mention what else you might have done instead. Explain how you reached your decision.

The choice for the subject of the letter can be about anything: something chosen in a shop, a task done, an event attended (but each should have an alternative that was not taken up).

Workbook: pages 62–65

A INFINITIVES

Oral: Give some examples of the infinitive used in sentences. Point out that this must not be confused with the preposition, for example: She went *to* Multan.

1. Underline the infinitives in these sentences.

- a. to play b. to know c. to send d. to give e. to play

2. Mark the following sentences (✓) or (✗).

- a. ✗ b. ✓ c. ✓ d. ✗ e. ✓

3. Correct the sentences which are wrong in Exercise A.2. Rewrite them in your notebook.

- a. The man let his daughter run in the park.
- c. They need not wait for me.
- d. We made the dog perform some tricks.

B THE PASSIVE VOICE: REVISION

1. Read the following sentences.

Oral: Some explanation about passive and active

2. Now write sentences about the pictures below. Choose suitable phrases from the ones given in the box above.

Examples:

- a. Tigers are being protected by the government.
- b. Mangoes are being eaten by the children.
- c. English books are being sold in the market.
- d. Vegetables are being grown all over the world.
- e. Old houses are being destroyed to make room for new ones.

C ANAGRAMS

Below are some more anagrams. The pictures give a clue to the kind of words found in each group. Write them in the space provided.

Refer to page 76 of the Workbook for the answers.

D ODD SINES

1. Mark each box (✓) or (✗).

A Richman Steel Factory is the only correct picture. The rest all with have ✗ marks.

2. Write the pairs of homophones here.

- | | |
|--------------------|--------------------------|
| a. aloud/allowed | b. steel/steal |
| c. current/currant | d. beech/beach |
| e. cereal/serial | f. stationary/stationery |

Lesson Plans

For detailed suggestions, refer to pages 86–89.

LESSON 1

Textbook Time: 40 min

Aims:

- To enjoy and discuss a poem
- To improve vocabulary
- To develop comprehension skills

Task	Time
1. Reading and discussion of the poem, and explanation of the unfamiliar word	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 practise using a dictionary
- To develop writing skills
- To revise subject and predicate

Task	Time
1. Attempt Exercise B, Questions 1 and 2. Some of the sentences should be given for homework.	15 min
2. Attempt Exercise B, Questions 3 and 4.	15 min
3. Attempt Exercise C, Question 1.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- Revision of subject and predicate
- To introduce infinitive and finite verbs
- To develop listening and speaking skills
- To practise letter writing

Task	Time
1. Continue with Exercise C, Questions 2 and 3.	15 min
2. Attempt Exercise D.	10 min
3. Start and discuss Exercise E; it can then be completed in the next lesson.	15 min

LESSON 4

Workbook Time: 40 min

Aims:

- More practice of infinitives
- Revision and practice of passive voice

Task	Time
1. Complete work from the previous lesson.	15 min
2. Attempt Exercise A, Questions 1 and 2.	15 min
3. Continue with Exercise B.	10 min

LESSON 5

Workbook Time: 40 min

Aims:

- To solve anagrams
- To develop observation skills

Task	Time
1. Attempt Exercise C.	15 min
2. Continue with Exercise D, Questions 1 and 2.	15 min
3. Recap the salient features of the unit.	10 min

An amusing tale, which should be read and enjoyed as such.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- a. We know that the three friends often met at the café through the statements like: Adil and Babar were sitting in *their usual seats* by the window. Sameer says, ‘especially when I am in here, most of the time, with you two’.
- b. Babar asks him what he has been up to. The waiter looks curiously at his foot.
- c. Sarah wanted a pet to keep her company because she was lonely.
- d. Sarah went to the pet shop on the corner of GT Road and Flowers Street beside the milk depot to purchase a pet.
- e. The assistant demonstrated the parrot’s skill by placing an old chair in the middle of the shop, letting the parrot out of its cage, and saying in a loud voice, ‘Parrot! Karate chair!’
- f. Sarah tested the parrot’s ability by allowing the parrot to practise its skills on her old boxes, crockery, and other useless items.
- g. Babar and Adil remained silent throughout the story because they found it all too incredible.
- h. When Sameer returned home, he asked his wife about the parrot. When he heard it was a ‘karate parrot’ he expressed his disbelief by saying, ‘Parrot! Karate? My foot!’ The parrot immediately attacked his foot.

This question is more difficult. Discuss it first.

- i. Sameer’s wife had to beg him to allow her to keep a dog or a cat as a pet, and Sameer did not get her one. This shows he was not too keen on keeping a pet. He thought a flat was too small for a pet, and it would be unfair to keep one there. (After the ‘accident’ he would probably have been very much against the idea of keeping any kind of animal in the flat.) He calls the parrot ‘vile’. Pupils will say whether or not they agree with his views.

While reading: Pupils will give their own views with reasons.

Challenge: Some pupils can be given this task. A short account of Babar or Adil’s reaction would be sufficient.

2. Explain the following in your own words.

- a. I was amazed. (filled with disbelief)
- b. boasted
- c. a parrot that can do karate
- d. most amazing (far-fetched and unbelievable)
- e. unable to speak from surprise; speechless

3. Refer to the text, and answer the questions.

- a. *I found out later that she ended up in the strange little pet shop.*
 - i. Sameer made the statement to Adil and Babar.
 - ii. He (Sameer) had been into the city, had visited the bank, and done some shopping.
 - iii. She (Sarah) went into the pet shop to get a pet cat or dog, because she was lonely at home.
- b. *He stood there looking very pleased with himself.*
 - i. The parrot
 - ii. He had just smashed a chair to pieces.
 - iii. Sarah is astonished and pleased; she buys the parrot.

B WORKING WITH WORDS

1. Can you complete the following proverbs?

Remind the pupils of the meaning by discussing the proverbs.

- a. Don't cross your bridges before you come to them.
- b. Half a loaf is better than no bread.
- c. Barking dogs seldom bite.
- d. The early bird catches the worm.
- e. A stitch in time saves nine.
- f. Better late than never.
- g. Too many cooks spoils the broth.
- h. Once bitten, twice shy.

2. Write the opposites of these words.

- | | | | |
|-----------|----------|-----------|----------|
| a. seldom | b. quiet | c. friend | d. wide |
| e. forget | f. sink | g. tight | h. few |
| i. idle | j. weak | k. first | l. alive |

3. Here are some adjectives. Find out what they mean and use them in sentences of your own. Do not forget that you should think of a suitable noun which each adjective describes.

Pupils will use the adjectives to describe nouns of their choice in their sentences.

- a. fragrant pleasant or sweet smelling
- b. devoted strongly attachment/loyal
- c. customary in accordance with custom/usual practice
- d. colossal huge, gigantic
- e. deafening very noisy/very loud
- f. affectionate having or displaying tender feelings, loving

4. See if you can match the columns to make proverbs.

A

- | | |
|--------------------|---------------------------|
| All that glitters | is not gold. |
| A bird in the hand | is worth two in the bush. |
| Help a lame dog | over a stile. |
| Many hands | make light work. |
| Beggars cannot | be choosers. |
| It never rains | but it pours. |
| Everything comes | to him who waits. |

B

C LEARNING ABOUT LANGUAGE

Revise gerunds, participles, and infinitives.

Say whether the verbs (in italics) do the work of a noun or an adjective.

1. noun 2. adjective 3. noun 4. noun 5. adjective

D LISTENING AND SPEAKING

At the shop

Pupils should work in pairs and ask questions, give answers, and make comments about the goods. In addition to the items given, you may introduce a whole range of other items, labelled with prices, for the pupils to use as their stimulus.

E COMPOSITION

What do you think happened to the karate parrot after this incident?

Pupils can be creative here. See which student can come up with the best story.

Workbook: pages 66–68

A MORE ABOUT INFINITIVES

Revise what the pupils have already learnt about infinitives.

1. Rewrite the following sentences using an infinitive instead of the word or words which are underlined.

- a. There are many places in Pakistan *to visit*.
- b. Aliya was pleased *to hear* the examination results.
- c. Majid was disappointed *to see* the building in ruins.
- d. Waqar asked *to join* the group.
- e. Ali was told *to leave* the room immediately.
- f. I have some work *to do* before I go out.

B TENSES: REVISION

Introduce other verbs too, and ask the pupils to add them to another table in their notebooks.

1. Can you complete the following tables?

<i>to work</i>	past	present	future
simple tense	He worked.	He works.	He will work.
continuous tense	He was working.	He is working.	He will be working.
perfect tense	He had worked.	He has worked.	He will have worked.

<i>to swim</i>	past	present	future
simple tense	He swam.	He swims.	He will swim.
continuous tense	He was swimming.	He is swimming.	He will be swimming.
perfect tense	He had swum.	He has swum.	He will have swum.

2. Can you say in which tense these sentences are written?

- a. present perfect b. simple present c. past perfect d. future continuous
e. present continuous

C USING THE DICTIONARY 3

1. Use your dictionary and find the missing letters in the words below. For each gap decide whether the missing letter is a vowel or consonant.

petrol	fear	poise	eleven
point	clear	frolic	stone
survive	start	majesty	worry
many	streets	hazard	necessary

2. Stress

The stressed syllables are shown below in capital letters.

DOCTOR	poLICE	atTACK	CINema
ANgle	POLish	conNECT	supPOSE
Tiger	MINute	rePLY	PHYsics
CIRcle	HOUses	paRADE	phySICian

Ask pupils to write some other words like this, for practice.

Lesson Plans

For detailed suggestions, refer to pages 92–95.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate an incredible tale with an amusing ending
- To develop reading and comprehension skills
- To develop observation skills

Task	Time
1. Read the story and explain the unfamiliar words.	20 min
2. Attempt Exercise A, Questions 1, 2, and 3. Some of these questions may have been discussed. Each pupil should be given a chance to participate. Unfinished work can be completed in the next lesson.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop vocabulary
- To enhance general knowledge
- To revise and reinforce gerunds, participles, and infinitives

Task	Time
1. Unfinished work from the previous lesson to be completed	10 min
2. Attempt Exercise B, Questions 1, 2, 3, and 4.	20 min
3. Begin Exercise C. Unfinished work can be given as homework.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To improve listening and speaking skills
- To apply observation and analytical skills
- To imagine and continue narrating the story

Task	Time
1. Attempt Exercise D.	20 min
2. Attempt Exercise E. Unfinished work should be given as homework.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- Further practice of the infinitive
- To revise the past, present, and future tenses

Task	Time
1. Recap the lessons taught so far.	10 min
2. Attempt Exercise A, Question 1.	15 min
3. Continue with Exercise B, Questions 1 and 2.	15 min

LESSON 5

Workbook Time: 40 min

Aims:

- To revise consonants and vowels
- To practise correct pronunciation with emphasis on stress and intonation

Task	Time
1. Attempt Exercise C, Question 1.	15 min
2. Continue with Exercise C, Question 2.	15 min
3. Recap the salient features of the unit.	10 min

Test–2

Workbook: pages 69–73

This test covers Student Book and Workbook Units 1–16.

Suggestion and answers

A COMPREHENSION

Study the advertisement below.

Note that the advertisement for the Reader's Club contains many mistakes. When pupils study this they should note the mistakes, and also try to catch all the double meanings. You may use this later on to discuss all the jokes and spot the mistakes.

Answer the following questions:

- The Junior Reader's Club (Junior Readers' Club)
- It is where members can gather once a month to discuss a book that has been read.
- Lisa Little
- The Matrix Question's (misspelled: questions). R.U.C. Rious (Are you serious); Barnaby on the farm by G. Oatman (Goatman); My time in Mars (should be 'on' Mars). I. B. Leavit (I believe it); Bottle Jam by C. Rushmore (Crush more); Raging Winds by S. T. Orming (Storming)
- They have taken no care at all, and there are many mistakes.

Spelling mistakes: juniour (junior), discus (discuss)

Grammar/Incorrect usage: Think it! (Think about it!) Some books we are read (we have read). Time in Mars (on Mars)

Punctuation: Reader's (implying there is only one member); Question's (Questions)

B TEXTBOOK QUIZ

1. Give short answers to the following. The questions are based on your textbook.

- the poet (Everyone Sang)
- Bahlol, Robinson Crusoe
- Athena (Perseus and the Gorgon)
- Andromeda (Perseus and the Gorgon)
- Valentine Hauy (A flash of light)
- Sarah (Karate Parrot)

2. Give complete answers to the following questions based on your textbook.

- Uncle Shams leaves the Maliks' house because he overhears Mr and Mrs Malik talking about him and saying he is a 'walking disaster zone', 'a catastrophe waiting to happen', and 'a nightmare'. They also say he eats like a horse, and make other nasty comments about him.

- b. Bahlol feeds the chickens with some food from the suspect can. When he reports that the chickens have died, he does not say how they have died, and the lady assumes they have died of food poisoning.
- c. A horse and the head of Medusa
- d. Sameer did not want one. He thought a flat was too small for a pet, and it would be unfair to keep one there.
- e. (Pupils will give any of the observations they remember.) Louis Braille perfected the system; it consists of raised dots on stiff paper; each letter has its own marking; common words have one symbol; books in Braille are thick; etc.

C REFERENCE TO CONTEXT

Answer the questions about these lines of poetry from your textbook.

'I'm week and pail, I've mist my rode,'

But here a carte came past...

1. The lines are from *A misspelled tale* by Elizabeth T. Corbett.
2. The little boy
3. week/weak, pail/pale, mist/missed, rode/road, carte/cart
4. He went out on his sledge and lost his way in the rain and snow.
5. He and his sledge were safely towed back home.

D WORKING WITH WORDS

1. Complete the following proverbs:

- a. An eye for an eye, and a tooth for a tooth.
- b. Actions speak louder than words.
- c. Don't put all your eggs into one basket.

2. Make adjectives from the following:

- a. envious
- b. wondrous, wonderful
- c. muscular
- d. shady

3. What do these abbreviations stand for?

- a. volume
- b. please turn over
- c. United Nations Organization

4. Explain the meanings of these idioms:

- a. to discover a person in the act of committing a crime
- b. to praise one's own good deeds

5. Give synonyms for these words:

- a. trampled, flattened
- b. villain, rogue
- c. evil, shameful, unpleasant

E LEARNING ABOUT LANGUAGE

1. Use present participles to complete the following:

Pupils will use their own words.

- a. The *winning* boy was given a sweet.
- b. A *rolling* stone gathers no moss.
- c. The children heard a very *exciting* story.
- d. The girl was overjoyed, *opening* her presents.

2. Change the voice in the sentences as instructed in the brackets.

- a. The bear was killed by the hunter (NOT, The hunter was killed by the bear!)
- b. The apple was eaten by William.
- c. The young player bowled the batsman out.
- d. The man saw the elephant.

3. Form nouns from these verbs.

- a. destruction b. choice c. imagination d. arrival

F COMPOSITION

Write a letter to Lisa Little asking for information.

Pupils will write their own letters. Make sure all the conventions are followed and that the information is requested for and that the advertisement is commented upon.

Lesson Plans

For detailed suggestions, refer to pages 92–99.

LESSON 1

Workbook Time: 40 min

Aims:

- To assess comprehension
- To assess writing skills

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

LESSON 2

Workbook Time: 40 min

Aims:

- To revise the previous units
- To assess recall ability
- To assess understanding of grammatical structures
- To evaluate punctuation skills

Task	Time
1. Attempt Exercise C.	15 min
2. Attempt Exercise D, Questions 1 to 5.	20 min
3. Reread and check the answers.	5 min

LESSON 3

Workbook Time: 40 min

Aims:

- To assess grammatical accuracy and understanding
- To assess directed writing

Task	Time
1. Continue with Exercise E, Questions 1 to 3.	15 min
2. Attempt Exercise F.	20 min
3. Reread and check the answers.	5 min

Loveliest of Trees, the Cherry Now

You might like to introduce this poem by showing a look at some beautiful images of nature such as some trees in bloom, or in different seasons.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.
 - a. The narrator likes cherry trees and says that they are the ‘loveliest’ of all the trees.
 - b. Spring. The tree is in bloom; this usually happens in spring. The narrator says that it is Eastertide.
 - c. The first and third lines of the second stanza tell us that the narrator expects to live for seventy years: ‘three score years and ten’ and ‘seventy springs’.
 - d. In the last stanza, the poet mentions spring. The poet also mentions snow which is associated with winter. We can presume that the seasons are changing, moving from winter to spring.
 - e. The phrase the poet has used that means the same as: ‘there isn’t much space and time’, is ‘little room’.
2. The rhyme scheme of the poem helps to create a light, positive feeling to match the message of the poem. The poet has used rhyming couplets. Write down the pairs of words that rhyme. Add another word that rhymes to each pair. These should not be from the poem.

Suggestions:

now/bough/cow/row
ride/Eastertide/hide/pride
ten/again/hen/pen
score/more/four/core
bloom/room/tomb
go/snow/row/show

3. Answer the following questions with reference to context.
 - a. *Twenty will not come again,*
 - i. He has lived for twenty years; those years have passed by.
 - b. Read the last stanza again.
 - i. He has decided to spend time in the woods looking at the trees covered in blossom and snow.
 - ii. He thinks that since he only has fifty years left to enjoy such things, he should take every opportunity to do so.

B Working with words

1. Using a dictionary, find the meanings of the word **bloom**. Write down two definitions that apply to the poet’s use of this word.

Noun a flower, especially one cultivated for its beauty
the state or period of flowering
the state or period of greatest beauty, freshness, or vigour

2. Add a word to each of the following to make a new word.

Note that whole words should be added, not any group of letters. Example: *Sunday* is acceptable, but *sunny* is not, because *ny* is not a word.

- | | | | |
|--------------------------------------|------------|-------------------------------|------------|
| a. Sunday | b. dentist | c. fellow/felled | d. bargain |
| e. butter/matter/sitter/letter, etc. | | f. tender/wonder/redder, etc. | g. courage |
| h. ranger/singer/manger, etc. | | | |

C LEARNING ABOUT LANGUAGE

Read quickly through Ex. C2.

More practice with infinitives. Make sure pupils do refer back and revise what they have learnt.

Use suitable infinitives in the spaces below.

Examples:

- a. The man helped *to save* my friend.
- b. They wanted *to put* their books on the shelf.
- c. The policemen helped the boy *to cross* the road.
- d. The child asked *to go* home.
- e. The dog tried *to eat* the bone.
- f. *To tame* tigers is very difficult.
- g. The boys worked hard *to earn* some money.

D LISTENING AND SPEAKING

Allow the pupils to study the plan of the classroom. Discuss the plan. *Where are the desks? How are they arranged? How many rows are there? Where is the door. Are there any windows?* Use: *top, bottom, left, right, middle, next to, in front of, behind*.

Refer to pages 142 and 143 of the Students Book for text and instructions.

All the pupils have been named except for NADIA. So, she is the one who is speaking, and her desk is to the right of Faiza's, and closer to the door.

E COMPOSITION

Look at the two images of cherry trees below. One is of a cherry tree in spring, covered in blossom, and the other is of a cherry tree in winter, covered in snow.

Work with a classmate and come up with a list of words and phrases you could use to describe the tree in spring. Then come up with a list of words and phrases that you could use to describe the tree in winter. Which words and phrases could be used for both?

You could use the work you and your classmates have done to create a wall display of all your descriptive words and phrases.

Pupils could be encouraged to get more ideas by looking at the pictures as well as using their imagination and experiences.

Project: This can be done in an art lesson, in class, or at home.

Workbook: pages 74–76

A EVEN MORE ABOUT INFINITIVES

This is for class discussion. Give more examples on the board, and then ask the pupils to try and give their own examples of each usage.

Infinitive as subject:

To walk into the jungle at night is dangerous.

To eat too many sweets at one time is silly.

To listen to music is a pleasant pastime.

Infinitive as object:

They are longing to see the baby.

She is waiting to talk to you.

They are willing to work at any time.

Infinitive as adverb:

The man hoped to support his parents.

She ran to hide from the tiger.

They came to find their missing cat.

B POEMS AND RHYMES

1. Write the words in rhyming pairs:

goats—boats

goes—blows

far—bazaar

out—about

set—minaret

lie—sky

2. Now here is part of a poem but the last word in each line has been left out. Can you put the words from the pairs on the previous page into the correct blanks?

I should like to rise and **go**

Where the golden apples **grow**;

Where below another **sky**

Parrot islands anchored **lie**,

And watched by cockatoos and **goats**,

Lonely Crusoes building **boats**;

Where in sunshine reaching **out**

Eastern cities, miles **about**,

Are with mosques and **minaret**

Among sandy gardens **set**,

And the rich goods from near and **far**

Hang for sale in the **bazaar**;

Where the great wall round China **goes**,

And on one side the desert **blows**.

Ask the pupils to copy the poem in their notebooks and to illustrate it.

C PHRASAL VERBS

The phrasal verbs below each have two meanings. Discuss them.

Read the text and discuss it with the pupils.

They should then be able to do the following exercise on their own.

D USING PHRASAL VERBS

Read the meanings of the phrasal verbs in exercise C and study the helping words. Write your own sentences for each phrasal verb.

Oral: Go over the phrasal verbs used on the page. Ask the pupils to use the phrases in sentences orally before they attempt to write.

Lesson Plans

For detailed suggestions, refer to pages 101–104.

LESSON 1

Textbook Time: 40 min

Aims:

- To read the poem with the correct rhythm and stress
- To discuss and analyze the poem
- To develop comprehension skills

Task	Time
1. Read the poem; discuss the unfamiliar words and the theme of the poem.	20 min
2. Attempt Exercise A, Questions 1, 2, and 3.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop vocabulary
- To introduce more rules about infinitives
- To give instructions for students to follow

Task	Time
1. Discuss Exercise B and give as homework.	5 min
2. Attempt Exercise C.	15 min
3. Attempt Exercise D.	20 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop directed writing skills
- To use the infinitive verb form as subject, object, or adverb
- To identify words that rhyme

Task	Time
1. Begin with Exercise E. Unfinished tasks should be given as homework. Alternatively, an extra lesson could be taken to complete this and the PROJECT.	15 min
2. Attempt Workbook—Exercise A.	10 min
3. Attempt Exercise B, Questions 1 and 2.	15 min

LESSON 4

Workbook Time: 40 min

Aims:

- Some more practice of phrasal verbs
- To write sentences using phrasal verbs

Task	Time
1. Attempt Exercise C.	15 min
2. Continue with Exercise D.	15 min
3. Recap the salient features of the unit.	10 min

For more information, please visit: https://en.wikipedia.org/wiki/Robert_Louis_Stevenson

Pupils may be familiar with aspects of this story from films or other adaptations. Begin the lesson by asking them to tell you what they associate with the words '*Treasure Island*' and collecting their responses on the board.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- a. Jim Hawkins is telling the story. It happened in the past when he was a boy.
- b. The storyteller lived in the Admiral Benbow Inn on the cliffs above Black Hill Cove.
- c. An old seaman, a captain, came to stay.
- d. Every day, he asked if any seamen had gone along the road.
- e. He was a tall, strong man with a scar across one cheek.
- f. The doctor had white hair and a pleasant way of speaking, and the captain was a dirty, heavy, red-faced seaman.
- g. We know that the captain is scared by the stranger's arrival because it says that the colour went from his face and he looked old and sick.
- h. The unusual thing about the stranger's appearance was that he only had three fingers on his left hand.
- i. Jim's mother was busy caring for Jim's father, who was ill.

This question is more difficult. Discuss it first.

- j. Jim's first impressions of the blind man is that he is harmless and soft-speaking - he calls him, 'my good man.' His opinion changes when the blind man grabs Jim's hand and threatens to break his arm.

While reading: Pupils might suggest practical things, such as clothes and personal belongings, or more fancy things like treasure, maps, etc.

Challenge: Some pupils might have read '*Treasure Island*', if not then read it to them (an abridged or adapted version).

2. Answer the following questions with reference to context.

- a. *Every day, he asked if any seaman had gone along the road.*
 - i. The captain asks Jim (and his parents).
 - ii. Jim thought he wanted friends of his own kind.
 - iii. He was expecting/fearing the arrival of a seaman with one-leg.
- b. *The colour went from his face and he looked old and sick.*
 - i. The captain
 - ii. The arrival of Black Dog/the stranger
 - iii. It means that he was shocked and turned paler.

B WORKING WITH WORDS

- Find words which are anagrams of the following, and enter them in the grid below.

TREASURE, OCEAN, PIRATE, BLACK SPOT, SHIP, BEACH, ISLAND, CAPTAIN

- Find ten adjectives in the story and use them in sentences of your own.

Pupils will compose their own sentences. Encourage them to use a dictionary to look up a word if they are unsure.

- Find out the meanings of the following (use a dictionary) and use the expressions in sentences.

Pupils will compose their own sentences.

C LEARNING ABOUT LANGUAGE

- Write down the present participles in the following sentences. They are all being used as adjectives.

a. amusing b. crying c. walking d. flying e. barking

GERUNDS

- Pick the action words from the following sentences. They are doing the work of nouns. They are called gerunds.

a. *Shouting* in the class is not allowed.

(What is not allowed? Shouting in the class is not allowed.)

b. *Painting* is a good way to relax.

(What is a good way to relax? Painting is a good way to relax.)

c. I don't remember *seeing* you before.

(What do I not remember? Seeing you before.)

d. The room needs *cleaning*.

(What does the room need? The room needs cleaning.)

e. We like to watch good *dancing*.

(What do we like to watch? We like to watch good dancing.)

D LISTENING AND SPEAKING

Study the photograph and think about it for a few minutes.

Pupils should note the details. Allow them to do this before any discussion takes place.

Discuss the photograph in general, before dealing with specific details.

E COMPOSITION

Write a short description of the photograph in Exercise D.

Pupils should be encouraged to be creative and to use their imagination. Ask them to make a word list before they begin. Some pupils might like to use the picture as a stimulus for a story. The story should relate to the picture.

Workbook: pages 77–79

A PRESENT PARTICIPLES

Oral: Revise present participles.

1. Complete the sentences using the present participle as a verb.

Examples:

- a. They watched the elephants *swimming in the river*.
- b. We came to hear you *singing your latest song*.
- c. The men sat round the fire *telling jokes*.
- d. We came across a man *dozing on the bench*.
- e. The children noticed a monkey *climbing a tree*.

2. Complete these sentences using the present participle as an adjective.

Examples:

- | | |
|--|---|
| a. The <i>bouncing</i> ball came to a halt. | b. The <i>crying</i> child was given a biscuit. |
| c. A <i>rolling</i> stone gathers no moss. | d. A <i>drowning</i> man clutches at a straw. |
| e. The <i>speeding</i> car overturned at the corner. | |

3. Make your own sentences with these present participles.

Pupils will make their own sentences.

B ABSTRACT NOUNS

Go through the text and ask the pupils to think of other abstract nouns.

E.g. honest/honesty, present/presence, think/thought, feel/feeling, shame, honour, sense, motion, etc.

1. Write the abstract nouns formed from the following words.

- | | |
|-------------|---------------|
| a. length | b. ignorance |
| c. wisdom | d. depth |
| e. height | f. gentleness |
| g. fullness | h. brightness |
| i. cruelty | j. friendship |

2. What abstract nouns can you think of for the following? The first one has been done for you.

stupid reasons	stupidity	sick people	sickness
proud people	pride	rude hostess	rudeness
free birds	freedom	greedy monkey	greediness

C HOW IT IS SAID

Oral work is not necessary, but make sure that the pupils actually do look in the dictionary and try to work out the correct pronunciation of each word.

1. Use your dictionary to find the spellings of the words.

2. Put in the stress marks to show which syllable is stressed.

The stressed syllables are in capitals.

ALLigator, chamELeon, acCORdion, BUTterfly, paralLElogram

3. Write a definition for each word.

<u>alligator</u>	— a large animal which lives on water and on land
<u>chameleon</u>	— a small animal like a lizard
<u>accordion</u>	— a portable musical instrument having bellows
<u>butterfly</u>	— an insect which grows from a caterpillar and has wings
<u>parallelogram</u>	— a four-sided figure with opposite sides equal and parallel

Note: Different systems are used to denote stress. In the words above, only the main stress has been capitalized.

Lesson Plans

For detailed suggestions, refer to pages 106–108.

LESSON 1

Textbook Time: 40 min

Aims:

- To read an extract from a classic novel
- To interpret the comprehension passage

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 develop vocabulary
- To practise using a dictionary
- More practice of present participles and gerunds

Task	Time
1. Continue with Exercise B, Questions 1, 2, and 3. The pupils should be encouraged to work on their own. Some sentences can be given for homework.	15 min
2. Attempt Exercise C, Questions 1 and 2.	15 min
3. Recap the concepts taught so far.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To apply observation skills
- To use directed writing skills
- To enhance listening and speaking skills

Task	Time
1. Exercise D, Questions 1, 2, and 3 should be attempted.	20 min
2. Exercise E should be attempted. Unfinished tasks should be given as homework.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- More practice of the present participle
- To improve vocabulary
- Recap abstract nouns
- To enhance spelling ability, pronunciation, intonation, and fluency

Task	Time
1. Attempt Exercise A, Questions 1, 2, and 3.	15 min
2. Attempt Exercise B, Questions 1 and 2.	10 min
3. Attempt Exercise C, Questions 1, 2, and 3.	10 min
4. Recap the salient features of the unit.	5 min

Break, Break, Break

This poem is difficult to understand if we do not know who it is that the poet is referring to. Tennyson had a dear friend called A. H. Hallam who died at a young age. After Hallam's death, Tennyson was very sad. He wrote a long poem called '*In Memoriam*' in which he showed how dearly he loved his friend and how much he missed him. Tennyson wrote Break, Break, Break with his friend in mind.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- a. The sea
- b. The poet cannot speak due to the grief he feels.
- c. He wishes for the chance to hear his friend's voice and touch his hand.
- d. The fisherman's son and daughter are having fun; they are playing.

These questions are more difficult. Discuss them first.

- e. Pupils should be encouraged to respond in this manner: *I think the poem is sad because the poet is missing his friend; we can see this in his wishes expressed in stanza three, 'O for the touch of his vanished hand...'. Pupils may offer other explanations. Encourage students to give reasons for their answers.*
- f. This is a difficult question and pupils may take a while to come up with suggestions. They could start by making a list of things about the tides/waves and then comparing it with feelings. The tides of the sea are continuous, so are his feelings of loss; both keep rising up/coming. Waves are strong and overwhelming, as feelings can be, etc.

2. Answer the following questions with reference to context.

And I would that my tongue could utter

The thoughts that arise in me.

- a. 'and I would' means I wish.
- b. The poet wishes he could utter the thoughts (about missing his friend) that come to him.
- c. The poet mentions the children playing after this because their happy feelings contrast with his sad feelings.

B WORKING WITH WORDS

1. Write a meaning for each word in the following pairs.

- a. write — draw or mark symbols, usually letters, on a surface, usually paper
right — correct (the opposite of left)
- b. steal — take something without permission
steel — any of various alloys based on iron, containing carbon and small quantities of other elements

- c. wait — stay in one place, inactive in expectation of something or someone
weight — a measure of the heaviness of an object; what something weighs
- d. hole — an area hollowed out in a solid; an opening in or through something
whole — complete
- e. peace — harmony; absence of war
piece — a small part of a whole
- f. feet — plural of foot
feat — daring action, remarkable skill

2. Write two meanings for each of the following.

- a. break — damage something so it cannot be used; bring to an end
- b. utter — speak; as an adjective an intensifier, an utter fool a complete fool
- c. play — entertainment with actors on a stage; occupied in sport or diversion
- d. bay — a deep howl; wide semicircular indentation of a shoreline
- e. tender — easily broken or crushed, damaged; kind or sympathetic

C LEARNING ABOUT LANGUAGE

Some revision about finite and non-finite verbs may be required. Go through the text with the pupils.

1. Which of the following are phrases and which are clauses?

- | | |
|------------------------------------|--------------------------------------|
| a. a few bananas—phrase | b. as they came into the room—clause |
| c. jumping from the tree—phrase | d. waiting to see—phrase |
| e. the egg which was stolen—clause | f. as he stopped talking—clause |
| g. a rainy day—phrase | h. when she saw her father—clause |
| i. eating ten apples—phrase | j. the letter I received—clause |

D LISTENING AND SPEAKING

There are a number of words given below. Read through the list, then choose one word and circle it with a pencil. Remember the word you have chosen. Your teacher will tell you what you have to do, but first close your book. Don't forget the word you have chosen!

When pupils have chosen their words, form the class into two or more teams. When the teams have been formed, get everybody to stand. Then explain that you will read them a story. They have to listen carefully for the word they have chosen. When they hear their word in the story, they have to sit. The winning team is the one whose members are all sitting down first (or last).

You can check whether any have cheated! They will certainly listen very carefully. Read the stories in any order you choose, but do not read them in the order 1, 2, 3, for obvious reasons!

D COMPOSITION

Write in your own words, and in prose, what the poet is saying in the poem. This is called paraphrasing. You can begin like this:

O Sea, your waves keep breaking over the cold grey stones on the shore.

I wish I were able to say what I was thinking.

It is good the fisherman's son and daughter can shout while they play.

When you talk about the prose versions, ask the pupils if it feels like anything is missing. Is the poet's sadness conveyed clearly?

Workbook: pages 80–82

A GERUNDS AND INFINITIVES

Oral: Go through the explanation on the page, giving further clarification where necessary.

Fill in the blanks with the infinitive or the gerund.

- a. I managed **to pass** the examination.
- b. The girl avoided **seeing** the head teacher.
- c. The man cannot help **drinking** strong tea.
- d. She never meant **to disobey** her father.
- e. Does she mind **moving** out of town?
- f. When you finish **eating**, please wash your hands.
- g. The children missed **seeing** their friends at the park.
- h. The young woman consented **to marry** the man.

B PHRASES AND CLAUSES

1. Underline a clause and circle a phrase in the following sentences.

If pupils need to revise phrases and clauses, ask them to look at page 118 in the textbook. They should be able to complete this on their own.

- a. Leaving behind his luggage, he jumped onto the platform.
- b. The lamp fell to the floor, breaking into tiny pieces.
- c. Because of his bravery, he was given a medal.
- d. After the floods, the villagers rebuilt their houses.

C READING POETRY

Go through the text with the pupils. There are some useful tips here on how to paraphrase or write a summary of a poem. Practise with a few stanzas from other poems.

Pupils should always first find out the meaning of any words they do not understand. Introduce them to a thesaurus.

Lesson Plans

For detailed suggestions, refer to pages 111–113.

LESSON 1

Textbook Time: 40 min

Aims:

- To assess understanding of rhythm and stress patterns when reading a poem
- To enhance vocabulary
- to use inference to aid comprehension

Task	Time
1. Read the poem and explain the unfamiliar words.	20 min
2. Attempt Exercise A, Questions 1 and 2.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To use homonyms
- To identify phrases and clauses correctly

Task	Time
1. Attempt Exercise B, Questions 1 and 2.	15 min
2. Continue with Exercise C.	15 min
3. Start Exercise D and continue it in the next lesson.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To improve listening and speaking skills
- To make an oral presentation
- To develop vocabulary
- To do directed writing

Task	Time
1. Continue Exercise D from the previous lesson.	10 min
2. Attempt Exercise E.	25 min
3. Recap the concepts taught so far.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- To practise gerunds and infinitives
- To enhance vocabulary
- To practise perfect tense forms

Task	Time
1. Begin with Exercise A. After a brief discussion, the task can be given for homework.	5 min
2. Continue with Exercise B.	15 min
3. Attempt Exercise C.	15 min
4. Recap the salient features of the unit.	5 min

This is an exciting story about a boy who lives alone on a mountain. The mix of exciting elements, such as having wild animals as pets, and the practical details about surviving a harsh winter, have made this an enduring favourite. Pupils can borrow the book from a library.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- a. The narrator lives inside a huge, hollowed out, old hemlock tree. Pupils can pick out further details from the first two paragraphs. Explain clearly that the narrator does not live in the branches; he lives inside the tree.
- b. The narrator has lost track of time (kept by marking notches on a tree) due to being busy trying to gather food for the winter ahead.
- c. The narrator has been living in the wild for over eight months. Pupils should be encouraged to find references to the time he has spent in the wild. They will struggle to find an exact answer but they should try to find and discuss the references to the time that has passed.
- d. The narrator is busy with finding and preparing food, improving his home, and tending to his fire. Pupils can list as many activities as they can find.
- e. The narrator gave names to a falcon and a weasel. ‘Frightful’ is a trained falcon, and ‘The Baron’ is a weasel.
- f. The narrator is stuck inside the tree for two days because of the snowstorm.
- g. He pokes his head into the soft snow and stands up; he laughs.
- h. He is frightened.
- i. He is very happy and relieved: he laughs and shouts that he did it because he is so relieved to have survived. He whistles. He is carefree.

This question is more difficult. Discuss it first.

- j. Pupils can list a number of skills such as: he has been preparing since May, learning how to make a fire with flint and steel, finding what plants he can eat, how to trap animals and catch fish.

2. Answer the following questions with reference to context.

- a. *I laughed at my fears.*
 - i. Snowstorms in the winter
 - ii. He has survived his first snowstorm.
- b. *It was good to be whistling and carefree again, because I was sure scared by the coming of that storm.*
 - i. Frightful, his falcon
 - ii. He had been stuck in his home in the tree for two days during a snowstorm was happening.

- c. *Then I realized that the forest was dead quiet.*
 - i. He is busy working, using the fire to smoke fish.
 - ii. All the animals have gone into hiding.
 - iii. A storm is coming.

While reading: The winter in the Catskill mountains is cold! Temperatures drop below freezing and thick snow and storms are common. The days are short. Pupils may need to know this in order to answer the question. The narrator is living in a tree, so it will be difficult for him to survive the winter; he faces the possibility of freezing or starving to death, as well as loneliness and hardship.

Challenge: Pupils should be encouraged to answer this question orally using references to the text and their answers to questions 1. a – d and j.

B WORKING WITH WORDS

1. Change the following verbs to nouns by adding the correct suffix: **or OR er**. Look up any words you do not know.

- | | | | |
|--------------|---------------|----------------|---------------|
| a. creator | b. discoverer | c. inventor | d. investor |
| e. protector | f. detector | g. commentator | h. inheritor |
| i. inspector | j. objector | k. actor | l. contractor |

Pupils can think of other words of this kind. Many verbs can be changed in this way: bake, train, shape, break, compete (careful!), play, photograph, follow, think, sell, keep, etc. Can they think of any ending in ‘or’? Ask them to look in a dictionary.

2. Use the first five words you have made above in sentences of your own.

Pupils will make their own sentences.

C LEARNING ABOUT LANGUAGE

IF CLAUSES

Note that the clauses are clauses because they each have a finite verb.

1. Complete these sentences using the clauses above.

- a. I would buy this house if I had the money.
- b. The rat could go through the hole if the hole was a little bigger.
- c. We could play in the garden if the weather was better.
- d. I would hear you better if the others stopped making such a noise.
- e. We could move into the house if the builders worked faster.

CONJUNCTIONS OR RELATIVE PRONOUNS

2. Join these sentences using suitable conjunctions or relative pronouns.

- a. We wanted to see the film *but* we had no money.
- b. The dog ran into the road *where* it was run over by a lorry.
- c. The girl was crying *because* she had hurt her leg.
- d. Nasir had a broken toe *and* was unable to play in the match, so he stayed at home *and* read a book.
- e. The cat is drinking the milk (*which*) I put in the saucer.
- f. Eating the grapes off the branch was a fox *whose* tail was very bushy.
- g. The man stopped the girl *because* she had dropped a purse.

- h. The elephants ate the bananas *that* were growing in our garden.
- i. The car was driven by a man *who* was very old.
- j. The letter was brought by a boy to *whom* I gave ten rupees.

D LISTENING AND SPEAKING

A LISTENING GAME

1. Study the grid below. Some of the letters in the words are missing, but you should be able to guess what they are. Fill in the missing letters if you like.
2. Note that under each word box there are two smaller boxes. The box on the left is empty; the one on the right has a code letter in it.

There are a number of instructions to follow. If the instructions are not listened to carefully and followed precisely, pupils will not be able to complete the exercise successfully. However, if care has been taken, the exercise will prove easy. It is all about listening carefully and following instructions.

Refer to pages 126–127 of the Student Book for the text.

3. Your teacher will read out some statements (1 to 12). Enter the number of the statement in the small box on the left under the answer you choose. For the moment, ignore the small boxes on the right.

rabbit	enormous		black		slowly	
8	O	12	C	3	R	6 U
Monday		in		Rome		lotus
2	Y	9	V	11	A	5 E
shout		elephant		heart		scamper
4	E	1	L	10	R	7 E

4. Copy the letters in the grid above into the table below to reveal the secret message!

2	8	6
Y	O	U

11	3	7
A	R	E

12	1	5	9	4	10
C	L	E	V	E	R

E COMPOSITION

Write an interview with the boy, asking him about his experiences on the mountain, his home, his pet, how he survived, and any other things that you want to find out. You must also write his answers. Use the details given in the text as well as your imagination to do this!

When you have finished, work in pairs (one of you is the interviewer and the other is the boy) and read the questions and answers you have written.

Pupils should make a list of questions first and then use a few of them to write answers for the interview. But first they should role play and ask each other interview questions to gain some ideas. Share the results with the class.

Workbook: pages 83–87

A JOINING AGAIN

Oral: Revision of conjunctions.

Use the conjunctions in the boxes to join the pairs of sentences.

- a. Amir is **not only** a brilliant student **but also** good at games.
- b. My brother was sleeping **while** I read a book.
- c. The man went to the market, **where** he bought a dozen eggs.
- d. Mr Ahmed spoke kindly to the children **although** he had a headache.
- e. We are not going to the film **because** the seats are too expensive.
- f. We are not going to Multan **because** we have not got the tickets.
- g. The swimming pool cannot be used **as** it is being cleaned.
- h. Farah is going to the market, **so** she can buy some things for you.
- i. The boys went to bed **after** eating their dinner.
- j. We will miss the bus **unless** we go now.
- k. We should leave now **if** we want to catch the bus.
- l. Take some food with you **in case** you feel hungry.
- m. We wrote the examination **before** we went on holiday.
- n. The rain began to fall **as soon as** the match started.

B RELATIVE PRONOUNS

1. Make sensible sentences from the following table.

- a. A jogger is a man who runs regularly.
- b. I have a small dog whose collar is red.
- c. The poor beggar is the man whose bowl was stolen.
- d. Where is the pen that I gave him?
- e. A cobbler is a man who repairs shoes.
- f. This is the thorn which caused the puncture.

2. Now do the same for this table.

- a. She was sitting in the park where there is no traffic.
- b. The doctor told me the reason why I had to have an operation.
- c. I expect her to visit me when she arrives in town.
- d. The traveller found a room where he could spend the night.
- e. My father wanted to know when I was coming home.
- f. People don't like saving money when they can spend it.

C A FUNNY THING HAPPENED

Look at the pictures below and, in your notebook, write the story they tell. Give the story a title and give the characters suitable names. Don't forget to describe what happened after the lady went home with two odd shoes.

Look at the pictures and discuss them in class. Explain to the pupils that the woman tries on so many shoes that the shop assistant muddles them up. Can they convey different emotions and tell a short, perhaps entertaining, story? They should make notes before they write.

For notes about this, refer the pupils to page 9 of the Workbook. They should plan their story in the same manner as they did before. Make sure they make notes first, before any story composition is attempted. Remind them to add interesting adjectives and adverbs, and to also use dialogue between the characters in the story.

Lesson Plans

For detailed suggestions, refer to pages 116–120.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and understand a story
- To 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 use the suffixes 'or' or 'er' correctly
- To write conditional sentences using the *if* clause
- To practise conjunctions and relative pronouns

Task	Time
1. Continue with Exercise B, Questions 1 and 2.	20 min
2. Attempt Exercise C, Questions 1 and 2.	15 min
3. Recap the concepts taught so far.	5 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To write an interview

Task	Time
1. Continue with Exercise D.	15 min
2. Attempt Exercise E. Unfinished tasks can be given as homework.	25 min

LESSON 4

Workbook Time: 40 min

Aims:

- More practice of conjunctions
- To use relative pronouns to write complex sentences

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

LESSON 5

Workbook Time: 40 min

Aims:

- To develop creative composition skills

Task	Time
1. Discuss and plan for Exercise C.	10 min
2. Continue with Exercise C.	25 min
3. Give a recap of the unit.	5 min

This is another extract from a classic story. The hero of the story looks exactly the same as the prince of a foreign land he is visiting. What would you do if you found your exact double? If there are identical twins in the class, have they ever been mistaken for each other?

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- Sir Anthony Hope Hawkins was an English novelist and playwright – he wrote the *Prisoner of Zenda* from which this extract was taken.
- Sapt wakes Rudolf up by throwing a bucket of water over him.
- Five o'clock
- The prince has been given sleeping tablets to make him sleep soundly.
- The men plan to make Rudolf pretend to be the prince. He will attend the coronation so that the prince's wicked brother is not able to steal the throne.
- The prince's brother will take the crown if the prince misses the coronation.
- They will be killed.

These questions are more difficult. Discuss them first.

- Let the pupils be creative with their ideas. Ask different questions to provoke their imagination. What if someone who knows the prince speaks to Rudolf?
- Pupils can give any plausible reasons. Here are a few: The prince is his friend. He is under pressure from Sapt and Frizt. Sapt says it is his fate. To prove he is not afraid. To stop Black Michael from taking the throne. To help the prince because otherwise the prince will be put into prison.

2. Answer the following questions with reference to context.

- 'If we're detected,' ... 'I'll fight Black Michael to the death! Sit in that chair, man.'
 - Sapt.
 - Rudolf.
 - Black Michael is the unpleasant younger brother of the prince; if he finds out that Sapt has tricked him he will be angry. Sapt is loyal to the prince and will do anything to help him become king.
- 'Thank goodness, he shaved his beard!' he exclaimed.
 - Sapt
 - The prince
 - It reveals that the prince had shaved his beard off recently. It is likely that if the prince had kept his beard long, then it would have been harder for Rudolf to pretend to be him.

While reading: Pupils will give their own opinions. Encourage them to give a reason for whether or not they think it is a good idea. Some may say that it is risky and dangerous while others might argue that it is the ‘right’ thing to do to prevent Black Michael from taking over.

Challenge: It is very likely that Rudolf would feel nervous during the coronation but encourage pupils to imagine the situation and how they might feel had they been in it.

B WORKING WITH WORDS

1. Complete the following in your own words; each sentence should not be about Rudolf, but about something quite different.

The pupils will write their own sentences. There are some examples.

- a. Then I suppose we will have to wait and see what happens.
- b. For a moment or two I waited for the man to pause, then I had to interrupt.
- c. It was six o'clock now and they were still talking.
- d. Then I burst out laughing because it was such a funny sight.
- e. He darted from the room when he remembered that he had left the tap on.
- f. I leapt to my feet when the teacher came in.

2. Look at these phrases from the story. Discuss them, and when you are sure what they mean, use them in sentences of your own.

The pupils will write their own sentences once they have looked up the words and worked out what the phrases mean. There are some examples.

- a. a sneering smile – a mocking smile, a hateful smile. The shop assistant gave me a sneering smile; she knew I could not afford to buy anything.
- b. hot in spirit – feeling angry. We were hot in spirit when we took part in the protest because we were tired of not being heard.
- c. awoke with a start – to wake suddenly, usually because of fear or surprise. She awoke with a start when the fireworks began.
- d. burst out laughing – to laugh suddenly and spontaneously. The child burst out laughing when the clown pretended to fall over.
- e. pale as a ghost – to be frightened/to be pale (due to shock, illness, fear). The man in the hospital waiting room was as pale as a ghost.
- f. smelt a rat – to sense that something is bad/wrong; to be suspicious. They told me that they knew nothing about the broken window, but I smelt a rat when I saw the cricket bat under the sofa.

C LEARNING ABOUT LANGUAGE

SIMPLE TENSES

You may go over the text with the pupils and set any exercises you like, based on the pattern of the previous pages in the workbook.

Review the main tenses, and turn sentences from one tense into another.

1. Here are some sentences written in the simple tenses. Say whether they are in the past, present, or future.

- a. Yesterday Moshin *played* football with his friends. (**past**)
- b. Sajid *will return* to England on Tuesday. (**future**)
- c. Moshin *fell* on the grass. (**past**)

- d. Seema *sings* very sweetly. (**present**)
- e. We *like* her but she *does not like* us. (**present / present**)

Continuous tenses

2. Here are some sentences in the continuous tenses. Say whether they are in the past, present, or future.

- a. Salim *is walking* to the market at the moment. **present**
- b. Yesterday the children *were playing* in the rain. **past**
- c. She *will be seeing* the headmaster in a few minutes. **future**
- d. They *were playing* but he *was sleeping*. **past / past**
- e. Rehan *will be flying* to New York in an aeroplane. **future**
- f. The dog *is barking* at the thief. **present**

3. Make your own sentences using the following verbs in the perfect tense.

Pupils will make their own sentences. Check they are correct.

4. Pupils may complete tables like the one below, with any given verbs.

	Past	Present	Future
Simple tense	jumped wrote fought taught drew	jumps writes fights teaches draws	will jump will write will fight will teach will draw
Continuous tense	was jumping was writing was fighting was teaching was drawing	is jumping is writing is fighting is teaching is drawing	will be jumping will be writing will be fighting will be teaching will be drawing
Perfect tense	had jumped had written had fought had taught had drawn	has jumped has written has fought has taught has drawn	will have jumped will have written will have fought will have taught will have drawn

D LISTENING AND SPEAKING

HOLDING A DEBATE

Make sure the debate and the vote (the order in which they occur) are conducted in the correct way and that all the speakers are given a chance to speak, and are listened to by the others.

How much do the pupils know about voting and elections? Discuss how an election is conducted. When the pupils have voted on the issues suggested in the textbook, they can decide which questions are going to be the most keenly fought (a close call, because the numbers for and against are almost the same). The issues that have a nearly equal number of proponents will be the ones that generate the fiercest debate.

E COMPOSITION

What do you think happens at the coronation? Does Rudolf become king or is he found out?

Before writing, talk about: what happens when he meets the king's brother, Black Michael. How does Black Michael feel about seeing the king looking well?

Pupils need only write a few sentences about what they think happened at the palace.

Project: Read the instructions. Pupils can complete their research and prepare their factsheets at home or in a lesson.

Workbook: pages 88–91

A SIMPLE TENSES

1. Say whether these sentences are in the past, present, or future.

- a. present b. past c. future d. past e. future

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

- a. talked b. plays/played c. leapt d. will speak e. walked f. will travel

3. Use these verbs in sentences of your own. Use the simple tense.

Pupils will make their own sentences.

- a. caught, sold b. catch, sell c. will catch, will sell

B CONTINUOUS TENSES

Discuss the examples given, and give further examples.

1. Fill in the blanks in the following sentences with the correct form of the continuous tense.

- a. The child was *sitting* on the branch when he fell.
- b. Tomorrow, the hunters *will be leaving* the forest.
- c. They *were waiting* at the bus stop yesterday.
- d. *I am reading* this page now.
- e. Yesterday, the birds *were spreading* their wings.

PERFECT TENSES

Discuss the table and the examples given below. Give examples of your own where you can.

Read and discuss the examples. Make sure the pupils give their own examples and practise using the perfect tense before attempting the exercises.

1. Use the verbs below to write sentences in the past perfect tense.

Pupils will write their own sentences. Here are some suggestions:

- a. break – The eggs *had broken* when I dropped the box.
- b. show – After they *had shown* me all the carpets in the shop, I made my choice.

2. Use the words below to write sentences in the present perfect tense.

Pupils will write their own sentences.

- a. buy – has bought
- b. throw – has thrown

3. Use the words below to write sentences in the future perfect tense.

Pupils will write their own sentences.

- a. see – will have seen
- b. take – will have taken

Lesson Plans

For detailed suggestions, refer to pages 122–125.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate an extract from one of the great classics
- To develop vocabulary
- To develop comprehension skills

Task	Time
1. Reading and discussion of the text	20 min
2. Attempt Exercise A, Questions 1 and 2. If the work cannot be completed in this lesson, it should be given as homework.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To use new vocabulary in sentences
- To practise using a dictionary
- To practise the simple, continuous, and perfect tenses

Task	Time
1. Attempt Exercise B, Questions 1 and 2.	15 min
2. Attempt Exercise C, Questions 1 and 2.	10 min
3. Attempt Exercise C, Questions 3 and 4. Unfinished work should be completed as homework.	15 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To collect views
- To hold a debate

Task	Time
1. Attempt Exercise D, Q.1. Collecting information, group discussion and preparation	15 min
2. Exercise D, Q. 2. The debate	20 min
3. Exercise D, Q.3. Set Exercise E and the Project as homework.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- Revision and further practice with simple, continuous, and perfect tenses (past, present, and future)

Task	Time
1. Begin with Exercise A, Questions 1, 2, and 3.	15 min
2. Attempt Exercise B, Question 1.	10 min
3. Exercise C, Questions 1, 2, and 3 should be attempted. Unfinished work should be completed at home.	15 min

Grandma Climbs a Tree

This lesson can be used for revision if needs be.

Textbook

Can the pupils read this poem out loud, clearly and with expression? What questions can they ask about it? Read and enjoy the poem. Then discuss it.

Workbook

A THE REBUS

Discuss the examples and then allow pupils to work on Exercise 1 on their own.

1. **Work out these rebuses. They are cities and towns in Pakistan.**
a. Karachi b. Kohat c. Rawalpindi
2. **Underline all the words in this letter that sound as if they have two meanings.**
3. **Underline all the nouns in the letter that can be drawn. Break the big words into little words.**
4. **Write out the letter on page 93. Use pictures, numbers, and words to complete the message. Start like this.**

Explanation:

Read the instructions 2 - 4 and the letter and talk about the first line. Dear sounds like deer and could be replaced with a picture of a deer. Henry can be broken into two sounds the first of which could be drawn because it is the same as the word hen. Look at the second line of the example and talk it through. Encourage pupils to be creative and to work in teams to complete the rest of the letter. Take time to share the results.

LESSON 1

Textbook and workbook Time: 40 min

Aims:

- To read and appreciate a poem
- To encourage creative thinking to solve wordplay puzzles

Task	Time
1. Read and discuss the poem.	15 min
2. Attempt Exercise A, Question 1.	5 min
3. Attempt Exercise A, Questions 2, 3, and 4.	20 min

Test-3

Workbook: pages 95–101

This test covers Student Book and Workbook units 1–20.

Suggestions and answers

A READING

Read the story and answer the questions at the end. Your teacher may ask you to read a paragraph or two aloud.

You may ask the pupils to read a paragraph or two aloud, at any time. Notice their fluency and expression, especially the way in which they change their tone while reading direct speech.

Words they may not have come across before:

hammock: a hanging bed made of canvass or netting and suspended at both ends by ropes tied between two supports (usually trees)

processing plant: a factory in which things are treated or prepared in a series of steps or actions, for example, using chemicals or industrial machinery

B COMPREHENSION

1. Answer the following questions about the story.

- a. Being a businessman, he was used to people working to schedules and long hours, so the banker checked the time. The fisherman had stopped work and it was only midday.
 - b. The banker wanted to tell the fisherman how much more he could be doing with his time and how he could be making more money.
 - c. The fisherman woke up when he liked, fished (comfortably) for a couple of hours, then played with his children, or played his guitar and sang.
 - d. The fisherman had everything he needed in life and plenty of time to do what he liked doing; there was no need for him to make more money or become stressed about trying to become rich.
 - e. The banker had little time for himself or his family; he worked long hours to make his money. He was in no way happier than the fisherman.

2. Answer the following questions about the story.

C TEXTBOOK QUIZ

1. Give short answers to the following questions based on your textbook.

- a. Bahlol
 - b. The horse in the poem ‘Stopping by Woods on a Snowy Evening’
 - c. Robinson Crusoe
 - d. Sapt

2. Give complete answers to the following questions based on your textbook.

- a. Stamps, shells, butterflies, hats, feathers, leaves, stones, matchbox covers, antiques, plates, costumes, cars, and a thousand and one other things
- b. They were killed and taken away by a fox.
- c. She stood with her mouth open. She was lost for words. Never in all her years had she seen such a sight!
- d. Mr and Mrs Malik said some unkind things because Uncle Shams had already begun to wreck the house (trying to put up a picture and knocking over furniture). They also said he ate a great deal and that his stay would increase their food expenditure. They did not want him to stay for a whole month before the wedding, and wanted to get rid of him.
- e. It has white blooms and snow all over it.

D REFERENCE TO CONTEXT

Answer the questions about these lines of poetry from your textbook.

But O for the touch of a vanish'd hand,

And the sound of a voice that is still

- a. Break, break, break
- b. A friend who has died
- c. He is dead.
- d. The waves of the sea; the ships; other people; the poet's thoughts

E WORKING WITH WORDS

1. Write the meaning of the following, then use the expression in a sentence.

- a. to separate (a group); or to close school for the holidays
- b. to be alert, well informed
- c. to stop functioning through mechanical defect

Pupils will write their own sentences.

2. What do these abbreviations stand for?

- | | | |
|--------------|---------------------------------|---------------------|
| a. pronoun | b. transitive verb | c. id est (that is) |
| d. adjective | e. exempli gratia (for example) | f. abbreviation |

3. What noises are made by the following?

- | | | |
|--------------|-------------------|-------------|
| a. bees buzz | b. frogs croak | |
| c. crows caw | d. turkeys gobble | e. cows moo |

5. What are the opposites of the following?

- | | | |
|-----------------|--------------|------------------|
| a. dissatisfied | b. unhappy | c. outside |
| d. up | e. careless | f. rejoice, hope |
| g. unhelpful | h. beautiful | i. bottom |

F LEARNING ABOUT LANGUAGE

1. Underline the gerunds in the following sentences.

- a. Reading is a pleasant pastime.
- b. Rizwan likes running and jumping.

- 2. Join the pairs of sentences using the words below.**
- He won't come to the party because he has to work till seven.
 - The boys climbed the tree although they did not have a ladder.
 - She wrote a poem while her friends played ball.
 - Bilal went to the forest where he saw a tiger.
- 3. Can you say what nouns are formed from these verbs?**
- comparison
 - rejection
 - imagination
 - sight
- 4. Which of the following are phrases (P) and which are clauses (C)?**
- | | |
|----------------------------------|-----------------------------------|
| a. along the sandy beach (P) | b. hoping to get on a bus (P) |
| c. who fed the cow (C) | d. a very pleasant occupation (P) |
| e. while eating strawberries (P) | f. where I met the tiger (C) |
- 5. Tick only the infinitives.**
- to sing
- 6. Change the following into reported speech; use *would*.**
- She said she would help me over the weekend.
 - Maria said she would not be able to attend the meeting.
 - The postman said he would leave it on my desk.
- 7. Change the following into the past continuous tense.**
- She was buying strawberries in the market yesterday.
 - He was taking his father to the hospital last Monday.
 - They were singing loudly and clapping their hands in the evening.
 - I was working hard last month.

G COMPOSITION

Write on a sheet of paper a short story based on this photograph.

Pupils should be as imaginative as possible. Their account should relate to the photograph.

Lesson Plans

For detailed suggestions, refer to pages 129–131.

LESSON 1

Workbook Time: 40 min

Aims:

- To assess oral expression, pronunciation, and fluency when reading
- To assess comprehension skills
- To assess directed writing skills

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

LESSON 2

Workbook Time: 40 min

Aims:

- To assess comprehension of texts studied
- To assess vocabulary and expression

Task	Time
1. Attempt Exercise C, Questions 1 and 2.	20 min
2. Attempt Exercise D.	10 min
3. Attempt Exercise E, Question 1.	10 min

LESSON 3

Workbook Time: 40 min

Aims:

- To assess grammatical understanding and accuracy

Task	Time
1. Attempt Exercise E, Questions 2 to 4.	20 min
2. Attempt Exercise F, Questions 1, 2, and 3.	15 min
3. Rereading and checking of the exercises	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- To assess directed writing skills

Task	Time
1. Attempt Exercise F, Questions 4 to 7.	15 min
2. Attempt Exercise G.	20 min
3. The students should be encouraged to reread and check their work before handing it in.	5 min

NOTES

NOTES