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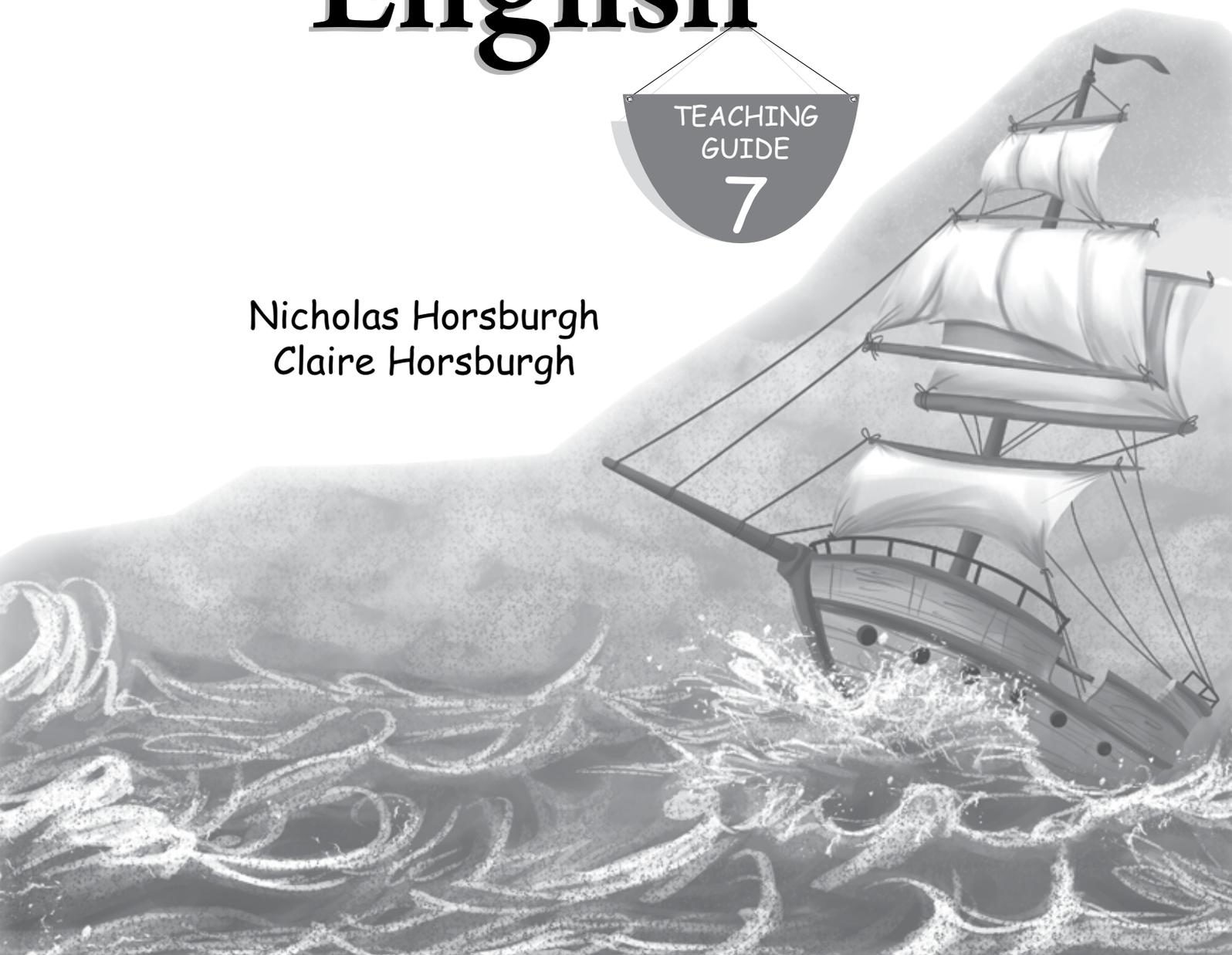
3<sup>rd</sup> Edition

New  
**Oxford**  
**Modern**  
**English**

TEACHING  
GUIDE

7

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# CONTENTS

Unit	Page No.
Introduction	<b>v</b>
<i>Adventures of Isabel</i>	<b>2</b>
1 Light in the Night	<b>7</b>
<i>No!</i>	<b>14</b>
2 Black Beauty	<b>21</b>
<i>Moon Wind</i>	<b>28</b>
3 The Story of an Invitation	<b>35</b>
<i>The Naming of the Cats</i>	<b>41</b>
4 The Carew Murder Case	<b>47</b>
Test—1	<b>54</b>
<i>The Listeners</i>	<b>59</b>
5 Aamer's café	<b>65</b>
<i>London's Summer Morning</i>	<b>72</b>

<b>Unit</b>	<b>Page No.</b>
6 The Machine Stops	<b>78</b>
7 The Story of Keesh	<b>84</b>
<i>Home and Love</i>	<b>89</b>
8 The Lumber Room	<b>96</b>
9 A Voice in the Dark	<b>101</b>
Test—2	<b>106</b>
<i>The Lake Isle of Innisfree</i>	<b>110</b>
10 Export quality	<b>116</b>
<i>The Daffodils</i>	<b>122</b>
11 The Hitch-Hiker	<b>128</b>
<i>The North Ship</i>	<b>134</b>
12 Julius Caesar	<b>140</b>
Test—3	<b>145</b>

# 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 student book 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 student books, 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 student books. 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, student books 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 student book 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 student book 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* student book. 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.

## 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. If you do not take care to write neatly, your pupils cannot be expected to write neatly either!

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

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

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

may discourage the pupil. Correct serious mistakes, but also take note of the other mistakes being made and plan a course of remedial action.

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

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

# Adventures of Isabel

This is a darkly comic poem that plays with ideas from nursery rhymes and fairy stories. Isabel is a girl who knows how to deal with things and can take care of herself!

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- a. Isabel washed her hands and straightened her hair up before she ate the bear.
- b. The witch's face was cross and wrinkled, and she did not have many teeth.
- c. Isabel turned the witch into milk and drank her.
- d. The giant wanted to grind Isabel's bones (into fine powder, like flour) to make his bread.
- e. She was eating zwieback (a type of bread).
- f. The doctor wanted Isabel to swallow some pills.
- g. Isabel 'cured the doctor' - presumably by making him eat his own pills.

**These questions are more difficult. Discuss them first.**

- h. The bear, the witch, and the giant behave in ways that seem familiar from fairy tales. Pupils can discuss whether the doctor's behaviour is as we would expect it to be, or not. Perhaps they can also comment on what this poem suggests about the poet's view of doctors (bearing in mind that the tone is humorous).
- i. Isabel does not panic or ask for help; she deals with the situations herself. Pupils should pick out the lines that describe her self-reliant behaviour.

### B WORKING WITH WORDS

#### 1. Find words in the poem, which have the same or nearly the same meaning as the following.

- |              |           |             |             |             |
|--------------|-----------|-------------|-------------|-------------|
| 1. satchel   | 2. grind  | 3. ravenous | 4. cured    | 5. wrinkled |
| 6. continued | 7. bulged | 8. rage     | 9. zwieback | 10. scream  |

#### Idiomatic language

#### 2. Use 'catch' or 'caught' in sentences of your own to express the following:

*Catch:* Use the expressions in oral sentences and ask the pupils to do so, too. Pupils will write their own sentences. Make sure the idiomatic meanings are understood.

#### 3. We also use the word 'take' in a number of ways. Replace the italicized words with ones of your own. Do not use the word 'take'.

- a. Adnan *looks like/resembles* his father.
- b. She is very proud; someone must *humiliate her*. (Note: She needs taking down a peg or two.)
- c. Don't allow yourself to be *fooled/deceived* by his sales talk.
- d. His writing has *developed/acquired* a peculiar style.
- e. Can you *understand* what the author means?

## C LEARNING ABOUT LANGUAGE

### ADVERBS.

Discuss the text with examples of your own. Note also that adverbs are usually, but not always, placed after the verb, e.g. She *rose quickly* and left the room. He *cautiously opened* the box.

#### 1. Pick out the adverbs.

- a. sweetly (qualifies *sings*)
- b. quickly (*taking*)
- c. much (*tell*)
- d. beside (*slept*)
- e. since (*left*)

#### 2. Look through the first ten lines of the poem and find all the verbs.

Here are all the verbs in the poem: the verbs from the first ten lines are in italics.

*met, didn't care, was, was, was, said, glad, to meet (infinitive), do, will eat, didn't worry, didn't scream, scurry, washed, straightened, ate, met, was, were, crowed, turn, didn't worry, didn't scream, scurry, showed, showed, turned, drank, met, continued, was, was, had, said, grind, to make (inf.), didn't worry, didn't scream, scurry, nibbled, fed, was, cut, met, punched, poked, shocked, was, bulged, said, swallow, will make, didn't worry, didn't scream, scurry, took, cured*

#### 3. Find two adverbs in the first ten lines. What kind of adverbs are they?

*now* - adverb of time; *quickly* - adverb of manner.

Pupils may also pick out the interrogative adverb *how* or the use of *up* in the idiomatic phrases/phrasal verbs: *straighten her hair up* and *eat up*.

#### 4. Is there an adverb in the last line of the poem? What is it? What kind is it?

*calmly* It is an adverb of manner.

## D LISTENING AND SPEAKING

1. Discuss this first, and perhaps give an example of how it should be done. Do not mention the name of the person you are describing; but let the pupils guess at the end. The presentation should start with one of the phrases given in 3. below, but can then proceed in any way the speaker wishes.

2./3. See above.

## E COMPOSITION

Pupils can choose any human subject they wish. Apart from a brief physical description they should also try to reveal something of the character.

## Workbook: pages 2–5

### A TELL US MORE: ADVERBS

Revise adverbs. Also look up some words in a dictionary and show how adverbs are marked: adv. Many adjectives (*short, quick, rigid, plain*, etc.) can be turned into adverbs by adding the suffix *-ly*. The spelling is not always consistent!

#### 1. Sort the adverbs below into four groups of words.

How	Where	When	Why
promptly	there	recently	therefore
gracefully	aside	tomorrow	because

bravely                      forwards                      immediately  
dangerously                home                              now  
roughly                      already

**2. Write down the adverbs formed from the following adjectives. Encourage the pupils to find the words in a dictionary.**

- |               |             |             |             |
|---------------|-------------|-------------|-------------|
| a. happily    | b. bravely  | c. fully    | d. clumsily |
| e. wholly     | f. unkindly | g. steadily | h. readily  |
| i. ironically | j. deeply   | k. usually  | l. cleverly |
| m. agitatedly | n. sensibly |             |             |

## **B TENSES: REVISION**

Revise the simple present tense.

**1. Give some examples of your own.**

Pupils will make up their own sentences. There is room on the page for them to write one sentence for each use indicated, however, in oral work they can be asked to give lots of other examples. You might like to concentrate on one use at a time, e.g. expressing things we do habitually. Ask the pupils to tell you what they do habitually. I eat, I sleep, I brush (my teeth), I comb, I talk, I play, I study. If you elicit answers from the pupils one at a time, and they are asked not to repeat a verb already mentioned, how long can they keep going before one drops out? This may take a while! The game will be shorter if they have to use verbs which begin only with the initials of their name. Don't forget to use verbs in the first, second, and third person.

These are examples:

- She sings. They work. We like biscuits.
- They often come this way. She never helps her older sister. They seldom visit us these days.
- Shadows are dark. Aeroplanes carry passengers. Boats float on water.
- They come here before departing for London on Tuesday. The PM speaks next week. We fly tomorrow.
- I see what you mean. I like chocolate. I hate it when you say such things.

**2. Read and underline all the verbs.**

Salman works in a travel agency. He shares his office with another firm. Every day, he drives to the office in his posh car. He arrives at 9 a.m. and the porter greets him at the door. He says good morning to his staff and then enters his private room. He puts his briefcase on the table, takes his shoes off, orders some coffee, sits down, and reads the morning papers.

**3. Write two paragraphs. Use the simple present tense to show habitual action.**

Pupils will write their own sentences. Make sure the verbs used are in the simple present tense, and that the same verb is not repeated too many times. They may, if they wish, use verbs other than those given in the boxes. Here is an example:

Maheen is an architect. She designs buildings in the city. She works in a large company. At work, she draws the plans for the builders. She plans and measures everything carefully. Once a week, she visits the building sites. On Sundays, she visits her parents by the sea. She cooks extremely well. At the seaside she relaxes, draws, and collects shells. Maheen collects stamps too. She has no brothers or sisters.

Give the pupils an additional exercise that involves using the plural forms. You might suggest, for example, two sisters, two policemen, two mechanics, or two named people.

Rafiq and Akbar are police officers, they report for duty at 6 a.m. They patrol the market, they travel around the city in a bus, they arrest... etc.

### C WORKING WITH WORDS

The two exercises here deal with names for professions. A selection has been included, but do introduce others. Note also that for many professions there is no separate word to indicate whether the person is male or female. Today, some words are used for both, e.g. *author* indicates a person who writes; this could be a male or a female, and we do not now use the term *authoress* too often! However, pupils will come across such terms in their reading.

#### 1. Do you know what the following people are called?

- |               |                |               |                |
|---------------|----------------|---------------|----------------|
| a. pilot      | b. philatelist | c. challenger | d. mountaineer |
| e. astronomer | f. botanist    | g. mechanic   | h. geologist   |
| i. surgeon    | j. apprentice  |               |                |

#### 2. Give the feminine or masculine noun for the following.

- |            |               |           |           |
|------------|---------------|-----------|-----------|
| actor      | —actress      | wizard    | —witch    |
| conductor  | —conductress  | count     | —countess |
| hero       | —heroine      | man       | —woman    |
| lion       | —lioness      | husband   | —wife     |
| bachelor   | —spinster     | fiancé    | —fiancée  |
| duke       | —duchess      | emperor   | —empress  |
| lord       | —lady         | gentleman | —lady     |
| headmaster | —headmistress | widower   | —widow    |

## Lesson Plans

For detailed suggestions, refer to pages 2–5.

### LESSON 1

**Textbook Time: 40 min**

#### Aims:

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

Task	Time
1. Reading of the text and explanation of the difficult words.	20 min
2. Exercise A, Question 1 to be attempted. Move on to B if there is time.	20 min

### LESSON 2

**Textbook Time: 40 min**

#### Aims:

- To develop vocabulary by using synonyms
- To use catch and take as a phrasal verb
- To revise verbs and adverbs

Task	Time
1. Continue with Exercise B, Questions 1, 2, and 3. Question 2 oral work should be attempted in class, the written work can be given for home work.	20 min
2. Attempt Exercise C, Questions 1, 2, 3, and 4.	20 min

### LESSON 3

**Textbook Time: 40 min**

**Aims:**

- To develop oral skills
- To develop directed writing skills

Task	Time
1. Continue with Exercise D, Questions 1, 2, and 3 should be attempted.	25 min
2. Exercise E should be discussed in class, the task can then be given for homework.	10 min
3. Recap the lessons taught so far.	5 min

### LESSON 4

**Workbook Time: 40 min**

**Aims:**

- To learn more about adverbs
- To form adverbs from adjectives
- To revise tenses, verbs

Task	Time
1. Attempt Exercise A, Questions 1 and 2.	15 min
2. Exercise B, Questions 1, 2, and 3 to be attempted. Incomplete work can be continued in the next lesson.	25 min

### LESSON 5

**Workbook Time: 40 min**

**Aims:**

- To learn vocabulary relating to various positions
- To learn masculine and feminine forms of noun
- To revise the unit

Task	Time
1. Continue the work from the previous lesson.	10 min
2. Begin Exercise C, Questions 1 and 2 should be attempted.	15 min
3. Recap the learning points of the unit.	15 min

A factual account about the history of street lighting. There are many interesting historical details in this piece. Pupils could be encouraged, if they can, to compare the details about lighting (and life) with modern life in different areas (rural, modern, developed, undeveloped, affluent, deprived...).

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- a. Before street lamps were introduced, people would take advantage of the moonlight on cloudless nights and go out to socialise. If the moonlight was hidden by clouds or if the moon was not full or nearly full, there would be no light when it was dark because there were no streetlamps.
- b. Before streetlamps were introduced, the dangers that people faced if they went out at night were that they could trip, fall, and injure themselves, or drown, if they fell into water, or be attacked or robbed.
- c. The link boys were young men who would, for a small fee, hold a burning torch or lamp ahead of people so that they could see the way through the dark streets.
- d. At first, in Paris, the work of a lamplighter involved, for payment, putting up a lamp outside the house of their employer and making sure it was lit. Once streetlamps had been introduced, the lamplighters work changed. They would walk the same route twice a day and, as they checked, cleaned, fixed, lit, or put out the lights, they would notice what was going on around them. Many lamplighters helped to make their routes safer. Their job required energy, strength, agility, and reliability. They had to keep the lights clean, make sure the wicks were trimmed to the right length, light tens of lamps in the evening, and put them all out again in the morning.
- e. In London today, there are roughly 1,500 gas lamps.
- f. Five people are employed to light these lamps today.
- g. Some of the unpleasant aspects of the early oil lamps were that the oil in them had an unpleasant odour and they had to be carefully cleaned and maintained so that the glass did not get dirty.
- h. The dangerous thing about the gas lamps that were introduced in the 1800s was that every now and then one would blow up.
- i. Modern streetlamps are powered by electricity.

**These questions are more difficult. Discuss them first.**

- j. The German tourist in London said that the streetlamps made the city seem festive (cheerful and jovially celebratory).
- k. The gas lamps did not require the same amount of work as the oil lamps: they were much quicker to light and that was all that needed to be done (they did not have to be maintained - no oil, no wicks) so the work of lamplighters was greatly reduced and required fewer skills. This had an impact on the status and place in the community of the lamplighters.

**While reading:** Pupils will give their own responses. Also, see note above.

**Challenge:** Pupils will offer their observations, views and opinions about light in the night where they live.

**2. Copy the sentences that are true. Change the ones that are not true so that they are correct and then write them out.**

- a. F: London had streetlamps after Paris.
- b. T: London grew rapidly in the 1700s.
- c. F: Lamplighters work in the mornings and evenings.
- d. F: The oil lamps used to give off an unpleasant smell.
- e. T: Lamplighters used ladders to climb up and light the oil lamps.
- f. F: Charles Dickens was not a lamplighter. (He was an author.)

**3. Answer the following with reference to context.**

- a. *The authorities realized the benefits they brought and took over the installation and maintenance of them.*
  - i. 'the authorities' refers to the people in charge of the country such as the city council, the government, the rulers etc.
  - ii. The streetlamps reassured people and made them feel safer, they allowed people to keep working and entertaining after dark.
- b. *'There's no more going the rounds to trim by daylight, no more dribbling down of the oil on the hats and bonnets of ladies and gentlemen when one feels in spirits. Any low fellow can light a gas-lamp.'*
  - i. A character in Charles Dickens' book, *The Lamplighters*.
  - ii. *going the rounds* - a round refers to the act of visiting a number of people or places (in this case, the locations of the lampposts); each lamplighter would have a number of areas which they were responsible for - their rounds  
*when one feels in spirits* - when one has that mood/inclination; pupils might like to suggest some reasons why a lamplighter would feel like dripping oil onto the people standing below the lamp - was it cheeky high spirits or mean spiritedness or something else?  
*any low fellow* - here low means ranking below other people or things in importance or class, unskilled, less-good.

## B WORKING WITH WORDS

**1. Think of suitable adjectives to use with these nouns. You may choose words from the text or use your own.**

Pupils will think of their own adjectives. Encourage creativity. Some suggestions:

- a. gas/electric/standard/bright lamp
- b. long/colourful ladder
- c. moonlit/dirty/dangerous/festive streets
- d. hard/paid/full-time/part-time work
- e. large/wealthy/overcrowded/beautiful city
- f. blinding/dappled/dim light

**2. With the help of a dictionary, and after reading the words again in the passage, give the meaning of each word given below. Also find a very different meaning for each word.**

Pupils will use a dictionary for this task. Here are a few examples for the first word:

- a. capital - (n.) the city or town that functions as the seat of government of a country or region; (n.) wealth in the form of money or other assets owned by an organisation or person; (adj.) a letter of the alphabet that is large in size and used to begin sentences and proper nouns; etc.

## C LEARNING ABOUT LANGUAGE

### ADVERBS

Remind the pupils about adverbs, and ask them to give you some examples. Adverbs usually, but not always, end in -ly.

Give each pupil a verb and ask him/her to provide a suitable adverb that has not already been used by another pupil.

#### 1. Pick out the adverbs (qualifiers) in the following sentences and say what kind of adverb they are:

Pupils should be able to recognize the verbs and identify the adverbs. Discuss their findings. They can use the helpful labels from the previous unit but some of the examples start to challenge the pupils further, taking them beyond the simple labels.

- a. brightly (adv. of manner/how: qualifies *glows*) b. safely (manner/how: *could*) c. outside (place/where: *put*) d. easily (manner/how: *could get lost*) e. often (this is an adverb of frequency/when (pupils may use the label time - discuss this): *become*) f. *They light them every evening and put them out every morning.* In this sentence pupils may struggle to spot an adverb. The phrasal verb 'put out' meaning extinguish is used. However, pupils may pick the word *out* as the adverb modifying *put*. In a different context, this would be correct. g. carefully (manner/how - *were looked after*)

#### 2. Make three columns and sort the words out into groups.

Nouns	Adverbs (normally)	Adjectives
pulley	early	silly
family	poorly	curly
galley	fairly	hilly
alley	grimly	stately
homily	mainly	friendly
tally	actively	holy
bully	chilly	costly
folly	barely	carefully

Note that some of the nouns may be used as adjectives, e.g. *family*, the *family* doctor, a *family* debate. Some of the adverbs can be used as adjectives, e.g. the *poorly* (sick) child, a *chilly* wind. It does not matter too much if pupils put some words in one column or another; discuss their choices! And by looking in a dictionary they will find how words are used as different parts of speech.

## D LISTENING AND SPEAKING

### Call my bluff

Play the game. The pupils will learn something about new words and will soon devise strategies to win by providing realistic definitions. It is not only fun but also very useful. You may play the game whenever there is an opportunity, at any time.

*tetrad*: a group or series of four things or people

## E COMPOSITION

Collect as much information about lamplighters as you can by going through the passage again and making notes.

Next, copy and complete the timeline below for a typical day in your life.

Then work with a classmate to create a timeline of a lamplighter's typical day. You will need to use your imagination a little.

Talk about what time they get up, when they are at school, when they go to bed, when they eat etc. before they begin.

### PROJECT

New technologies often replace or radically improve older technologies. See examples.

Do some research on one of the topics.

Produce an informative leaflet or poster about the old and new technology. Include images and information about the two technologies such as: what it is, how it works, who uses or used it, the pros and cons of it, and anything else you can find out about it.

Pupils can do this task as homework.

## Workbook: pages 7–11

### A ADVERBIAL PHRASES

Discuss the literal as well as the idiomatic meanings of the phrases, and ask the pupils to give examples of their own.

#### 1. Which of the following words form adverbial phrases?

- |                        |                  |                        |
|------------------------|------------------|------------------------|
| a. round and round     | b. up and up     | c. down and down       |
| d. through and through | f. more and more | g. further and further |
| h. over and over       |                  |                        |

Use all these expressions in oral sentences, over and over again, so that the pupils learn them through and through! Note also that some of these expressions are used employing not the same word that is repeated but a similar word. Some of the meanings are idiomatic, others are literal, e.g. round and about, once or twice, to and fro, over and out, over and under, backwards and forwards, up and down, here and there, now and then.

#### 2. Which of the adverbial phrases could you use in the following?

- Up and up* went the balloon.
- His health has been on the *up and up* since he moved to Lahore.
- She got caught in the rain and she's wet *through*.
- The wheel went *round and round* ...
- They sat in the shade of a tree and *by and by* they fell asleep.

#### 3. Use the adverbial phrases on this page to write sentences of your own in your notebook.

Pupils will make up their own sentences. If you wish, give them the examples above in addition to the ones they have in their workbooks.

### B WORKING WITH WORDS

There are many other questions that you can ask about people and professions. Who are these people? What do we call one who... makes cakes, makes hats, rides a horse in a race, carries urgent messages and packets from sender to receiver, digs coal from the Earth, etc. Pupils may like to think of definitions they could ask the others about. Who can come up with a definition for a profession that nobody can describe?

**1. Do you know the names for the following?**

- |                |                                  |                         |
|----------------|----------------------------------|-------------------------|
| a. accountant  | b. announcer/newscaster          | c. architect            |
| d. astrologist | e. astronaut/spaceman/spacewoman | f. cashier/clerk/teller |
| g. pharmacist  | h. coach/trainer                 | i. goldsmith            |

**2. Fill in the blanks with the missing masculine or feminine names.**

- | <b>Masculine</b> | <b>Feminine</b> |
|------------------|-----------------|
| a. heir          | heiress         |
| b. host          | hostess         |
| c. master        | mistress        |
| d. prince        | princess        |
| e. groom         | bride           |
| f. landlord      | landlady        |
| g. nephew        | niece           |
| h. emperor       | empress         |
| i. mayor         | mayoress        |
| j. waiter        | waitress        |

**3. Here are a few languages. Do you know where they are spoken?**

- |                    |                          |
|--------------------|--------------------------|
| a. Polish: Poland  | b. Spanish: Spain        |
| c. Mandarin: China | d. Urdu: Pakistan, India |
| e. German: Germany | f. Greek: Greece         |

**4. Find the languages in the sentences.**

- This **pan** is hot! We can fry the eggs now! (Spanish)
- The children were sitting on the steps **polishing** their shoes. (Polish)
- I think there's some **curd** under the table, that's why. (Urdu)
- I really don't know how the badger **managed** to escape. (German)
- Is that brave **man daring** to cross the ocean alone? (Mandarin)
- This horrible looking thing **reeks** of garlic! (Greek)

Pupils might like to make up their own sentences with other groups of words (countries, flowers, trees, birds, etc.) hidden amongst the letters.

**5. Fill in the blanks.**

- |  |                           |
|--|---------------------------|
| a. Australians live in Australia.                                | b. Greeks live in Greece. |
| c. Iranians live in Iran.  |                           |
| d. The Vietnamese live in Vietnam and the French live in France. |                           |

Note that only six countries/nationalities have been given here. There are hundreds of others, so encourage the pupils to find out; have a quiz! Uganda, Kenya, Somalia, Sudan, Congo, Cuba, Malaysia, Malawi, Peru, Finland, Malta... What are people from these countries called?

**6. Which is which? Write the correct names under the pictures.**

Anagrams relate to pictures from left to right.

- |                      |                    |               |                          |
|----------------------|--------------------|---------------|--------------------------|
| QUIT MOOS (mosquito) | EEB (bee)          | OH! TM (moth) | NO DRY FLAG (dragon fly) |
| EEL BET (beetle)     | KCT RICE (cricket) | LEAF (flea)   | E SOUL (louse)           |
| TAN (ant)            | CLOUTS (locust)    | SWAP (wasp)   | CACH CROOK (cockroach)   |

## 7. Find out what 'a fly in the ointment' means.

Pupils will write their own accounts. Here is what it means:

A minor irritation that spoils the success of something; a drawback. If a fly was in some ointment (cosmetic or medicinal), it would spoil the ointment because flies carry germs. We had a wonderful holiday but the delay in our journey home was the fly in the ointment. Pupils should try to research this on their own, and write their own descriptions, illustrating the expression with examples (or an anecdote) of their own.

## Lesson Plans

For detailed suggestions, refer to pages 7–12.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read and understand a true account
- To enhance vocabulary
- To practise comprehension skills

Task	Time
1. Read the text and explain the unfamiliar words.	20 min
2. Exercise A, Questions 1 and 2 should be attempted. Question 3—the task should be given for homework.	20 min

### LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To extend vocabulary
- To use a dictionary
- To practise adverbs, nouns, and adjectives

Task	Time
1. Continue with Exercise B, Questions 1 and 2 should be attempted.	15 min
2. Exercise C, Questions 1 and 2 should be attempted.	15 min
3. Recap the lessons taught so far.	10 min

### LESSON 3

Textbook Time: 40 min

**Aims:**

- To develop listening and speaking skills
- To develop directed writing skills
- To find information on given topics and present it effectively

Task	Time
1. Exercise D should be attempted.	20 min
2. Exercise E should be attempted. A brief discussion should precede the written work. The Project should be set as homework.	20 min

### LESSON 4

Workbook Time: 40 min

**Aims:**

- To use given adverbial phrases
- To learn nouns relating to occupations/positions/nationalities
- To explain an idiom

Task	Time
1. Attempt Exercise A, Questions 1 and 2. Question 3—the task can be given as home assignment.	10 min
2. Exercise B, Questions 1, 2, 3, 4, 5, and 6 should be attempted. Question 7—the task can be given as home assignment.	25 min
3. Recap the learning points of the unit.	5 min

A clever poem in which the poet has started every line with the word 'No', including the last one (No-ember)! Remember that the poem was written over 150 years ago, so some of the words have a different connotation in the poem.

For more information about Thomas Hood:

[http://en.wikipedia.org/wiki/Thomas\\_Hood](http://en.wikipedia.org/wiki/Thomas_Hood)

<http://www.lang.nagoya-u.ac.jp/~matsuoka/Hood.html>

Before you read the poem in class you might like to talk about seasons and the particular features of each one. In Europe, the seasons are more distinct than they are in many parts of Pakistan. Autumn is a time when all the leaves fall off the trees, and the colours are brown, red, gold, russet, amber, rather than the various greens of spring and summer. Autumn brings cold, gusty winds; and the summer clothes are put away and people begin to wear much warmer clothes!

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- a. The title is a good one because it is reflected in every line of the poem including the last line, in which the poem is summarized by yet another 'no' word, 'November'. November is in the Autumn season, when Summer has come to an end and nature is preparing for winter. The negative 'no' tells us that everything is coming to an end, as far as plants are concerned.
- b. There is no regular rhyming pattern. Some of the lines are rhyming couplets, but this is not constant. We could break it up like this:
  1. a a b c c b
  2. a a b b c c d d d
  3. a a b b c d c c d
- c. Pupils will find that most words in the poem can be classified as follows:
  - i. times of day: morn, noon, dawn, dusk, proper time, afternoon
  - ii. roads: road, street, 't' other side the way', row, crescents, way, ring
  - iii. motion or interaction: indications, recognitions, courtesies, showing, knowing, travelling, locomotion inkling, notion, go, mail, post, news, cheerfulness, healthful ease, comfortable feel
  - iv. weather conditions or geographical features: sun, moon, sky, earthly view, land, ocean, coast, park, warmth, shade, shine
  - v. living creatures and plants: people, company, nobility, member, butterflies, bees, fruits, flowers, leaves, birds

Pupils should first make their own lists, then find out from the others in class whether they have more items, fewer, the same.

#### These questions are more difficult. Discuss them first.

- d. The poem describes a month, November (in late Autumn), in which there are a lot of negatives indicated by 'no'. The poet describes this season as being one without warmth or cheerfulness. It has none of the other aspects that feature in some other months of the year. However, he does this in a cheerful way, so the poem is not depressing or sad. (Don't forget the poem describes a

typical British or Western season, Autumn or Fall, just before Winter sets in. There are no trees on the leaves and the animals have migrated or gone into hibernation. People do not go out as much, because of the cold.)

- e. Although the poem is full of negative statements, the poet still manages to make it sound fairly cheerful. The rhyming couplets, the use of the same word to start each line, and the pace at which the poem moves, all help to make it cheerful. The last line shows he has humour!

## 2. Answer the following with reference to context

- a. It literally means: the other side of the road (it is being obscured by the bad weather).
- b. 'No go' is in inverted commas because it is what was said by the transport authorities. The other phrases are not quotes, except for 't' other side of the way' which is in inverted commas because it is a quote of a colloquial phrase. Pupils should discuss this question and share their own ideas about what they think - the answer is not obvious.
- c. The Ring is a circular course in Hyde Park (in London), used for riding and driving.
- d. 'Gentility' refers to people who are courteous and well-mannered and who also belong to the upper classes. When out walking, such people would greet each other. This is not evident at this time because it is November, and very cold, so nobody is out walking and greeting, or talking to, each other.

## B WORKING WITH WORDS

### 1. Find words in the poem, which may be described in the following way:

- |              |                |            |                |                |
|--------------|----------------|------------|----------------|----------------|
| a. The Sun   | b. The moon    | c. proper  | d. dawn        | e. indications |
| f. familiar  | g. recognition | h. inkling | i. comfortable | j. member      |
| k. butterfly | l. warmth      |            |                |                |

## C LEARNING ABOUT LANGUAGE

### PRONOUNS

Revise what the pupils have already learnt about pronouns.

The one pronoun hiding in the poem is 'em (*them*).

### 1. Can you arrange the pronouns in the list above into two columns, one for singular and the other for plural pronouns?

Singular: each, everyone, none (not one), one, this, another, no-one, that, nobody

Plural: both, all, those, some, others, these

### 2. Underline the pronouns and say whether they are used as subjects or objects; and whether they are singular or plural.

- a. (They—plural, subject)
- b. (he—singular, subject; them—plural, object)
- c. (us—plural, object)
- d. (she—singular, subject; me—singular, object)
- e. (I—singular, subject)
- f. (you—singular (or plural), subject; him—singular, object)
- g. (I—singular, subject; she—singular, subject)
- h. (It—singular, subject)

## D LISTENING AND SPEAKING

### 1. Read the following words aloud. Be careful to stress the correct syllable in each word.

The stressed syllables in the following words are in capital letters and separated from the other syllables by an apostrophe placed AFTER the stressed or accented syllable.

indiCA'tions	recogNI'tion	faMIL'iar	COUR'tesies
locoMO'tion	NO'tion	CHEER'fulness	afterNOON'
genTIL'ity	noBIL'ity	BUT'terflies	NoVEM'ber

### 2. Take care with these words: read them aloud.

Additional guided pronunciation as described above.

foreign—FOR'eign	('for' has a short vowel sound; not 'faarin')
warmth—WARMTH'	('wawmth', not 'waarmth')
comfortable—COM'fortable	(comftebl, not com-fort-able)
flowers—FLOWERS'	(the w is soft; fla-(w)ers, not flow-wers)
fruits—FRUITS'	('fru' has a long vowel sound, froots, not fruts)

### 3. Now read these pairs of words aloud, and note that the first word, repeated in part of the second word, may not necessarily be pronounced in the same way.

If in doubt, consult a good dictionary.

## E COMPOSITION

Encourage the pupils to choose one of the suggested words for their subject, or to think of another one.

a. To(morrow)      b. Yes(terday)      c. In(visible)      d. For(gotten)

They will have to collect as many words as possible beginning with these letters. A dictionary will be useful. The poems need not be too long. Here is one of mine in Textbook 1:

Be

Be good to your friends, be true to your word;  
Be sure to speak well, because you'll be heard.  
Be loved and show love, be giving and kind;  
Be strong, be gentle, and clear in your mind.  
Begin each day with a smile on your face,  
Believe that you'll surely win any race!

## Workbook: pages 12–17

### A BATS

#### 1. Read this account.

The text is a factual account. Ask the pupils to practise reading this in a neutral, objective tone. Discuss the content.

#### 2. Answer the following questions briefly.

a. Other mammals, such as flying squirrels, can only glide. Bats can flap their 'wings' and fly.

- b. No, bats have long finger-bones with a web of skin stretched across them. (The word 'wings' in the text appears in inverted commas because the webbed feet are not really wings, they just look like wings.)
- c. Echolocation means listening to the echoes of sounds from objects, and being able to tell where one is situated by the time taken for the echo to return.
- d. The author means that the earlet may or may not help in direction-finding; scientists have not yet found the correct answer.
- e. The baby bat is born without a covering of fur.
- f. 'Ultrasonic' means above the range of sound that humans can hear. (Latin, *ultra* = beyond the range, scope, limit; *sonic* = of sound)
- g. finger-bones, night-flying, sound-picture, insect-eating, sound-waves, high-pitched, direction-finding.  
(In some pieces of writing, pupils will come across wing-span, echo-location, sound-waves. Hyphens these days are becoming less popular. However, when used as an adjective, they are useful, e.g. compare sound wave locator and sound-wave locator. See the following question.)
- h. all night-flying: every (bat) that flies at night (these are not bats that fly during the day)  
all-night flying: (bats) that fly throughout the night (not the ones that fly only part of the night)  
Pupils will make their own sentences. Make sure the difference in meaning is understood.

## B LANGUAGE: PRONOUNS

Under each sentence write:

- a. the pronoun
- b. the noun it stands in place of
- c. if it is a subject or object
- d. if it is singular or plural

It does not matter greatly if the pupils leave out the second (or third) pronoun in the sentences below. They should at least include the main pronoun.

- |             |  |                           |             |             |
|-------------|--|---------------------------|-------------|-------------|
| 1. a. they  | b. finger-bones  | c. object                 | d. plural   |             |
| 2. a. they  | b. Pipistrelles  | c. subject                | d. plural   |             |
| 3. a. they  | b. Pipistrelles and all<br>night-flying insect-eating bats | c. subject                | d. plural   |             |
|             | a. we  | b. human beings           | c. subject  | d. plural   |
| 4. a. you   | b. the reader  | c. subject                | d. singular |             |
|             | a. it  | b. the echo               | c. subject  | d. singular |
| 5. a. they  | b. ships' captains   | c. subject                | d. plural   |             |
|             | a. it  | b. siren                  | c. object   | d. singular |
| 6. a. they  | b. the squeaks of the bat                                  | c. subject                | d. plural   |             |
|             | a. them  | b. the squeaks of the bat | c. object   | d. plural   |
| 7. a. which | b. a muscle  | c. subject                | d. singular |             |
|             | a. it  | b. the ear                | c. object   | d. singular |
| 8. a. it    | b. the baby bat  | c. subject                | d. singular |             |
|             | a. she   | b. the mother bat         | c. subject  | d. singular |

## C WORKING WITH WORDS

Use your dictionary!

### 1. Write sentences to show the difference in meaning between:

Discuss each pair, after pupils have had the opportunity to find the words, or the key part(s) of the word, in a dictionary. Doing this will familiarise them with the function of such words, and they will learn what part of speech they are.

The pupils will make up their own sentences. This is the easy part! The important lesson here is that spacing is important: scruffy and careless writing can lead to misinterpretation of what was meant.

- a. **across:** (prep. adv. adj.) on, at, or from the other side of; from one side to the other; being in a crossed position  
**a cross:** (a + n.) an upright post with the transverse piece near the top; (v.) pass from one side to the other
- b. **away:** (adv.) from a particular thing or place, (adj.) absent  
**a way:** (a + n.) a road, a path, a course of conduct, etc.
- c. **again:** (adv.) once more, anew, to a previous place or position  
**a gain:** (a + n.) something gained or acquired, progress

### 2. Make a list of words beginning with 'a'.

- |            |             |             |             |            |
|------------|-------------|-------------|-------------|------------|
| 1. a/maze  | 2. a/side   | 3. a/bridge | 4. a/gate   | 5. a/go    |
| 6. a/ward  | 7. a/light  | 8. a/sign   | 9. a/void   | 10. a/gaze |
| 11. a/tone | 12. a/stir  | 13. a/muse  | 14. a/sleep | 15. a/long |
| 16. a/new  | 17. a/flame | 18. a/part  | 19. a/loud  | 20. a/way  |
| 21. a/rise |             |             |             |            |

### 3. Make at least ten words with the word *light*. (Ask the pupils to consult a dictionary.)

- |               |                  |                |                |
|---------------|------------------|----------------|----------------|
| a. sunlight   | b. lamplight     | c. candlelight | d. torchlight  |
| e. moonlight  | f. headlight     | g. sidelight   | h. streetlight |
| i. lighthouse | j. traffic light | k. twilight    | l. starlight   |

### 4. Use these *flight* words in sentences of your own.

Pupils will make up their own sentences. Discuss each word to see if it can be used in the appropriate context,

e.g. the plane *fluttered* above the clouds. This would *not* be an appropriate use, unless the plane was flapping its wings like a butterfly. Although all the words relate to or give a general impression of flight, they each have a special connotation.

**Examples:** The sweet smell of the freshly-baked bread wafted into the room and made our mouths water. The kite soared high above the stadium and then swooped down to land on the roof. The aeroplane rose majestically into the air like a giant bird. The helicopter hovered for a while above the boat and then swept away across the sea. The take-off was so smooth the passengers did not realise they were now airborne. The swan glided across the river and made an elegant landing on the far bank. The attacking planes swept across the desert at a speed that was awesome to behold. The young chick fluttered into the room with much squawking and chirping.

## Lesson Plans

For detailed suggestions, refer to pages 14–18.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read and understand a poem set in a different time and place
- To identify the rhyming scheme
- To enhance vocabulary

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

### LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To match words with their meanings
- To revise pronouns

Task	Time
1. Exercise B should be attempted.	15 min
2. Exercise C, Questions 1 and 2 should be attempted.	15 min
3. Recap the learning points of the lesson taught so far.	10 min

### LESSON 3

**Textbook Time: 40 min**

**Aims:**

- To develop listening and speaking skills
- To develop thinking skills
- To practise directed writing skills—a poem

Task	Time
1. Exercise D, Questions 1, 2, and 3 to be attempted.	15 min
2. Continue with Exercise E.	20 min
3. Recap the main points of the lesson.	5 min

## LESSON 4

Workbook Time: 40 min

### Aims:

- To read and understand a factual account
- To develop comprehension skills
- To develop vocabulary
- To analyse pronouns

Task	Time
1. Exercise A, Questions 1 and 2 should be attempted.	30 min
2. Continue with Exercise B—if the work cannot be finished in this lesson it should be continued in the next lesson.	10 min

## LESSON 5

Workbook Time: 40 min

### Aims:

- To practise pronouns
- To encourage the use of the dictionary
- To find the difference between the meanings of the given words
- To extend active vocabulary
- To recap the learning points of the unit

Task	Time
1. Continue with Exercise B.	10 min
2. Exercise C, Questions 1 and 2 to be attempted. Questions 3 and 4 can be completed for homework.	20 min
3. Recap the lessons learnt so far.	10 min

# 2

# Black Beauty

A classic story of children's fiction: the only one written by Anna Sewell. The language is a little dated and very correct, but the story has been a favourite for generations. It brought about a great change in people's attitudes towards hunting as a sport. The story was made into a feature film.

More information about Anna Sewell:

[http://en.wikipedia.org/wiki/Anna\\_Sewell](http://en.wikipedia.org/wiki/Anna_Sewell)

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- a. The horse's mother and an old riding horse knew all about the hunt—the way men ride good horses and use dogs to catch wild creatures such as the hare and fox. Perhaps they too had once taken part in such hunts.
- b. The dogs stopped barking and began to run with their noses to the ground because they had lost sight of the hare and were trying to find its scent again.
- c. These lines tell us that some of the horses wanted to join in the hunt: 'The old horses snorted and looked eagerly after them, and we young colts wanted to be galloping with them,'. It seems as if the horse wished to join in with the galloping.
- d. The hare was 'wild with fright' because the dogs were chasing it.
- e. The hare tried to get through the fence; it was too thick, and she turned sharply round to make for the road, but it was too late; the dogs were upon it with their wild cries, and thus it met its end.
- f. The huntsman whipped off the dogs because otherwise they would have torn the hare to pieces.
- g. The young horse (the story teller) was astonished by the sight of these men on fine horses with barking dogs chasing and killing a hare.

**These questions are more difficult. Discuss them first.**

- h. We first realize that a horse (not a human being) is telling the story when we come across the sentence: 'I and the other colts were feeding at the lower part of the field...'
- i. Two horses and a man were injured in the hunt; one man died, and, presumably, the dogs would have been hurt when they were whipped.

**While reading:** The final paragraph gives details of some of the dangers but pupils may think of more examples.

**Challenge:** The old horse thought that hunting was a waste of time. Horses are ruined, men get hurt, the fields are torn up and this is all done to catch a hare, fox, or stag that could be more easily caught in some other way.

#### 2. Reference to context

- a. *'They have lost the scent,' said the old horse; 'perhaps the hare will get off.'*
  - i. The old horse is speaking to Black Beauty, her mother, and the other colts and old horses in the field.

- ii. 'The scent' refers to the trail or scent left by the hare, which the dogs smell and follow.
  - iii. The speaker is asked 'What hare?' by Black Beauty, who has not yet seen the hare, only the horses and dogs.
- b. *'And serves him right, too,' said one of the colts.*
- i. The words are addressed to Black Beauty's mother.
  - ii. 'Serve him right' means he deserves whatever comes to him (in punishment or as a consequence of what he has done).
  - iii. The speaker is referring to one of the riders who had broken his neck when he fell into a brook.

## B WORKING WITH WORDS

### 1. Give the meaning of the words and expressions.

#### Words

- a. meadows: area of grassland; low, well-watered grasslands near a river
- b. whine: a long drawn-out complaining cry as of a dog
- c. horseback: riding on the back of a horse
- d. snorted: made an explosive noise by blowing out of the nose
- e. likely: probably
- f. brook: a small stream
- g. seemed: appeared, gave the impression of
- h. astonished: amazed, surprised

#### Expressions

- a. pricked up his ears: paid attention to, listened carefully
- b. lost the scent: could not find the smell of the trail
- c. wild with fright: frightened to the point of behaving wildly
- d. a great deal: a lot

### 2. Use these expressions in sentences.

Pupils will make up their own sentences.

## C LEARNING ABOUT LANGUAGE

English is full of phrasal verbs like the ones explained here. Only some prepositions are used with specific words. Which ones to use? This question can only be answered by wide reading and familiarity with the language.

### 1. Use the phrasal verbs.

- a. circulated                   —put about
- b. communicated           —put across
- c. saved money               —put away
- d. consumed                   —put away
- e. installed                   —put in
- f. postponed                 —put off
- g. extinguished              —put out
- h. dislocated                 —put out

## 2. Use a literal meaning and an idiomatic meaning for each of the following.

In these examples, the literary use precedes the idiomatic one.

- a. get by: 1. The carriage carrying the President could not *get by* because there were too many people on the road. 2. It is difficult for them to *get by* (*manage*) because they earn very little.
- b. get through: 1. He could not *get through* the window because it was too small and he was too large. 2. We could not *get through to him* (*make him understand*) that we did not want any mangoes.
- c. fall through: 1. Be careful or you will *fall through* the roof, hit the floor, and hurt yourself. 2. It will be very sad if our plans *fall through* (*fail*) because you have not spent time organizing our travel arrangements.
- d. look into: 1. Hold tight and *look into* the well to see if you can see if there is any water down there. 2. The principal promised to *look into* (*check, investigate*) the matter and let us know the outcome next week.
- e. bring up: 1. Please *bring up* the armchair when you come upstairs because the old one is broken. 2. They *bring up* (*raise*) their children in a most strange fashion.
- f. stand in: 1. The teacher asked the boy to *stand in* the corner of the room till he had had some time to consider his behaviour. 2. We must find someone to *stand in* (*replace, take the place of*) for Majid who has broken his finger and cannot bat for the team on Sunday.

## D LISTENING AND SPEAKING

A task requiring a fair bit of creativity. The pupils should be inspired enough to write some interesting dialogue, because they will have to read out the dialogue and perform for the others in class.

## E COMPOSITION

If pupils do not know about hunting, ask them to find out more before attempting to make a decision and write about it.

What do hunters hunt? Why do they hunt? Which animals are in danger of extinction as a result, or are they so plentiful that it does not matter that they are hunted? What is the difference between hunting as a sport and hunting for animals to provide food?

See: <http://en.wikipedia.org/wiki/Hunting>

If pupils are well-informed, they can be asked to debate the issue.

## Workbook: pages 18–23

### A EXPRESSIONS

1. Match the following idiomatic expressions with their meanings, and then use them in sentences of your own. Look in a dictionary!

- a. get ahead - succeed/make progress
- b. get away - escape
- c. get over - manage/come out of
- d. get into - become involved in
- e. get through - pass

## B PARTICIPLES

Read the examples given.

Point out that stories and essays can be written with short sentences or long ones, or a combination of both. The use depends on what effect the writer wishes to make. Sometimes short sentences are appropriate; at other times, it is effective to make longer sentences. Care has to be taken with the use of participles.

Combine other sentences and ask pupils to do the same. Note how important the punctuation (use of commas) is in these sentences.

**Combine the following sentences in the same way.**

- a. The faithful dog barked his agreement and, trotting towards the orchard, (he) joined his master.
- b. The watchman wrapped himself up in his shawl and, sitting by the warm fire, hummed a tune.
- c. The watchman distinctly heard the noise in the field but, realizing that the dog was there, settled down again.
- d. He gathered some stalks from a field and, making a broom out of them, picked up a lighted twig.
- e. The watchman sat up and, bringing both knees tight against his chest, leaned back to look at the sky.

## C WAS AND WERE

Discuss the example given. Note that the use of *were* in many instances is considered formal. In some cases, however, even where there is a singular subject (e.g. 11, 12 below), we must use *were*, not *was*. These are hypothetical or conjectured situations

**1. Use *was* or *were* to fill in the blanks in the following.**

- a. Ahmed *was* listening to his iPod last night.
- b. The children *were* playing in the park.
- c. What *was* it he said about the film?
- d. What *were* you doing on Saturday?
- e. I *was* in Tokyo last year.
- f. If I *were* in Tokyo today, I would be having a wonderful time.
- g. The fathers of the boys *were* all there but Adil's father *was* not.
- h. Neither the man nor his son *was* present at her wedding. (Note that each subject—the man, the son—is treated separately, hence the use of the singular, *was*. Neither *was* present. Similarly, *nobody*, *somebody*, *anyone*, etc. take the singular, not the plural. See below.)
- i. Nobody, (not even my parents) *was* at the wedding.
- j. Where *were* you last night? Where *was* your brother?
- k. He looked as if he *were* going to burst.
- l. If I *were* you, I'd sell that old car.

## D PUNCTUATION

**Rewrite the following putting in the correct punctuation.**

1. She turned round and said, 'But there are only hundred rupees. If you give them to him, where's the blanket going to come from? How are you going to get through those chilly nights in the fields? Tell him we'll pay him after the harvest, not right now.'
2. Ahmed said, 'If you wear a sweater you won't feel the cold so much.'
3. There are alternative ways of punctuating this.

- i. She said, 'They couldn't tell where they were.'  
'We're lost!' she cried. 'We hope they come to rescue us soon.'
  - ii. She said they couldn't tell where they were lost.  
She cried. 'I hope they come to rescue us soon.'
- Give the pupils further passages of this kind. Remove the punctuation first!

## E VOCABULARY

### 1. Write possible synonyms for the following words. Use a dictionary, if you need.

A few suggestions; pupils will be able to find more.

- a. coax: persuade, urge, wheedle, cajole, beguile, charm, manipulate
- b. dialogue: duologue, conversation, discussion, conference, talk, chat, communication
- c. protracted: long, long-drawn-out, interminable, prolonged, everlasting, never-ending
- d. arrears: dues, indebtedness, liabilities, debts
- e. calamity: disaster, destruction, ruin, catastrophe, cataclysm, devastation, mishap
- f. immense: enormous, vast, mammoth, giant, elephantine, huge
- g. scorched: blacken, burn, char
- h. onslaught: assault, attack, offensive, onset
- i. distinctly: clearly, perceptibly, plainly, understandably, vividly, exactly, unmistakably
- j. drowsiness: sleepiness, grogginess, doziness

## F DIALOGUE

Pupils may work on this in pairs, if they wish. They may then read out what they have written, each taking one part. Which is the liveliest dialogue? Time to have a vote, and to decide which was the most impressive and inspired dialogue.

## Lesson Plans

For detailed suggestions, refer to pages 21–25.

### LESSON 1

**Textbook Time: 40 min**

#### Aims:

- To read and understand an excerpt from a classic children's novel
- To identify emotions portrayed in the text
- To develop comprehension skills

Task	Time
1. Reading of the text and understanding of the unfamiliar words.	15 min
2. Begin with Exercise A, Question 1.	15 min
3. Continue with Exercise A, Question 2. Complete unfinished work for homework.	10 min

## LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To develop vocabulary
- More practice of phrasal verbs

Task	Time
1. Attempt Exercise B, Questions 1 and 2.	20 min
2. Exercise C, Questions 1 and 2 to be attempted.	20 min

## LESSON 3

**Textbook Time: 40 min**

**Aims:**

- To develop listening and speaking skills
- To work in groups
- To practise directed writing skills—argue and persuade

Task	Time
1. Exercise D to be attempted.	15 min
2. Exercise E to be attempted. A few minutes can be spent on discussion of the topic.	25 min

## LESSON 4

**Workbook Time: 40 min**

**Aims:**

- To develop vocabulary - using phrasal verbs
- To join sentences using a present participle, a past participle, and a conjunction
- To use was or were correctly
- To practise punctuation

Task	Time
1. Exercise A to be discussed and set as homework.	5 min
2. Exercise B to be attempted.	15 min
3. Exercise C should be attempted.	10 min
4. Exercise D to be attempted. Unfinished work to be completed for homework.	10 min

## LESSON 5

Workbook Time: 40 min

### Aims:

- To develop vocabulary
- To be able to continue a dialogue in the same strain as the story
- To develop directed writing skills

Task	Time
1. Exercise E to be attempted. Complete for homework.	15 min
2. Exercise F to be attempted.	20 min
3. Recap the learning points of the unit.	5 min

# Moon wind

An excellent poem with some vivid and novel phrases describing startling images! Read some of these out, one at a time, on their own, while the pupils shut their eyes so they can imagine the scene. (A squall of hens and cabbages... Knocks you off your feet; A tearing twisting sheet of pond... Clouts you with a frog; A camp of caravans suddenly... Squawks and takes off.)

A phrase with two contrasting elements, is called an oxymoron, e.g. deafening silence, accurate estimate, appear invisible.

In this poem we have: dead-still blast. Ask the pupils if they can think of any opposites like this. For more about oxymorons, see: <http://en.wikipedia.org/wiki/Oxymoron>

Also a chance to talk about life on the moon, space travel, and associated topics about space.

More about Ted Hughes: [http://en.wikipedia.org/wiki/Ted\\_Hughes](http://en.wikipedia.org/wiki/Ted_Hughes)

For interviews and discussions: <http://ann.skea.com/THHome.htm>

More poems by Ted Hughes: <http://www.poemhunter.com/ted-hughes/>

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- a. For the poet, things on the moon get blown about because of the utter stillness of the moon. Everything is weightless on the moon, and it is airless, however, the poem is sheer fantasy so anything can happen.
- b. A squall of hens and cabbages knocks you off your feet.  
A tearing twisting sheet of pond clouts you with a frog.  
A camp of caravans squawks.  
A ferris wheel bounds along the skyline.
- c.
  - i. candle (flame): the candle shivers out. Normally we would say 'flicker', but shiver is just as good a word. Its use is odd in that shiver is not associated with heat but with cold; here, if the candle 'shivers out' we feel the cold even more.
  - ii. giant marquee: booms and flounders like a swan at sea. We have sound (booms) and movement here. The image of a swan (a large bird, like the large marquee) floundering in the sea is apt. The swan is normally serene (on a placid body of water) but ungainly when not in its usual environment.
  - iii. hens and cabbages: a squall... knocks you off your feet. These are then flying haphazardly (squall) and at some speed. An image akin to 'raining cats and dogs'; one would know too well if one is hit by these flying objects.
  - iv. pond: tearing twisting sheet... Clouts you with a frog. To the eye, a pond looks like a sheet of water. If this sheet were to suddenly fly towards you it would indeed be tearing and twisting; and being clouted by a frog would certainly not only be a surprise but painful as well; caravans: suddenly... Squawks and takes off. The caravans, presumably parked in a caravan park, are compared to a flock of birds sitting in a field and then suddenly taking off.

- v. ferris wheel: bounds along the skyline... like a somersaulting giraffe. A ferris wheel is large and stands out against the skyline; so does a giraffe. A spinning giraffe, with its long legs sticking out, would indeed look like a ferris wheel with its hanging swings flying in all directions

**These questions are more difficult. Discuss them first.**

- d. *Dead-still* means absolutely without movement.

*Blast* means a strong gust of wind.

There is a contrast here of opposites. It is rather like saying 'He is a meat-eating vegetarian'. (Can the pupils think of other contrasts that are absurd?)

- e. Own answers. Discuss this, and ask for opinions.

**2. The rhyme scheme of the poem is abcb. Is this true throughout the poem?**

Yes.

**3. Is there one pair that does not quite rhyme?**

Stanza 5: *off/giraffe* is not a perfect rhyme.

**B WORKING WITH WORDS**

**Similes:** In reading (novels, poems, stories) the pupils will come across these well-known expressions. Similes may be used by the pupils in their own writing, but point out that it is far more effective to use a fresh, startling simile than an overused one. Their own similes should not be too obscure or meaningless! Usual similes include the following: as white as snow, as clear as a bell, as fresh as a daisy, as old as the hills, as bright as a button..., but now these are not very startling!

**1. Here are some similes that you are familiar with. Can you complete them?**

Here are some suggestions. Pupils may come up with other plausible responses.

- |                    |                                |                         |
|--------------------|--------------------------------|-------------------------|
| as white as snow   | as bright as a button          | as strong as an ox      |
| as clear as a bell | as soft as silk                | as quick as a flash     |
| as sound as a bell | as sharp as a knife/tack       | as smooth as silk       |
| as dark as night   | as poor as dirt/a church mouse | as straight as an arrow |

Pupils will make up their own endings for the similes using like.

**2. Similes in the poem.**

- a. Like a swan at sea      Like a somersaulting giraffe
- b. The similes are unusual in that a swan at sea would not be used to the waves and would flounder. It is difficult to imagine a giraffe (with such long legs) doing a somersault, but when compared to a ferris wheel flying it becomes imaginable.
- c. The pictures are more vivid with these similes. They are not staid and overworked similes. They are new, and conjure up weird images, so they may well be remembered.

**DEFINITIONS**

**1. Copy these terms into your exercise book, and write a definition for each.**

- |               |   |
|---------------|---|
| astronaut     | a person trained to pilot, navigate, or take part (as a crew member) in a spacecraft  |
| satellite     | an object launched into orbit round the Earth; any orbiting body in space   |
| space shuttle | a reusable spacecraft with wings for controlled ascent in the atmosphere; it is designed to transport astronauts between the Earth and space stations |
| launch pad    | the base or platform from which a rocket or spacecraft is launched  |
| rocket        | a vehicle or device propelled by rocket engines; a projectile   |

2. When you have written your definitions, consult a dictionary. Amend your definitions if necessary.
3. Copy the words given in column A below into your exercise book. Think about the correct meaning. If in doubt, look in a dictionary. Find the correct meaning in column B. Write it alongside the word.

accelerate	speed up
gravity	the force that pulls all objects to the center of the Earth
apogee	the peak altitude a rocket reaches when its farthest from the Earth
igniter	an electrical device that ignites the combustion of the propellant in a model rocket engine
decelerate	slow down
launch	the lift off of a model rocket following the ignition of the engine
propellant	a mixture of fuel and an oxidizer which is the source of motive energy in a rocket
drag	the force that resists the forward motion of an object as it moves through the air
thrust	the force that makes the rocket accelerate upwards as the propellant is burning

## C LEARNING ABOUT LANGUAGE

### PRONOUNS

1. Do you remember reading about pronouns earlier? In each of the following sentences a pronoun has been misused. Underline all the pronouns and then rewrite the sentences, correcting the mistakes.
 

<p>a. The teacher and <u>me</u> cleared the classroom.</p> <p>b. <u>Him</u> and <u>his</u> dog played in the park.</p> <p>c. The fight was between <u>them</u> and <u>we</u>.</p> <p>d. After <u>they</u>, came a number of men on horseback.</p> <p>e. <u>Me</u> and the other boys were playing cricket.</p> <p>f. <u>She</u> and <u>her</u> friends have to be as careful as <u>we</u>.</p> <p>g. <u>It</u> was <u>me</u> <u>who</u> came first.</p> <p>h. All <u>us</u> children are eager to play outside.</p> <p>i. The headmaster gave Babur and <u>I</u> a scolding.</p> <p>j. Let <u>he</u> and <u>I</u> do the work tomorrow.</p>	<p>The teacher and I cleared the classroom.</p> <p>He and his dog played in the park.</p> <p>The fight was between them and us.</p> <p>After them, came a number of men on horseback.</p> <p>I and the other boys were playing cricket.</p> <p>She and her friends have to be as careful as us.</p> <p>It was I who came first.</p> <p>We (children) are eager to play outside.</p> <p>The headmaster gave Babur and me a scolding.</p> <p>Let him and me do the work tomorrow.</p>
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## D LISTENING AND SPEAKING

### GIVING INSTRUCTIONS

Not as easy as it appears. However, since the picture of the rocket can be seen by the pupils before they attempt the exercise, the task may be completed, not by listening to instructions, but from memory! If you yourself cut out the shapes and rearrange them to form some other overall shape (not in the form of the rocket illustrated), then the new shape could be given to pupils to describe. The point of the exercise is to be able to give clear instructions, and to follow instructions given.

If pupils have cut out their own set of shapes, they could use these to make up their own pictures, then describe the overall picture to another pupil who should be asked to draw it. The exercise involves the ability to give clear instructions in an orderly manner, and also to listen carefully and follow instructions. You may use a simple outline drawing of any kind for a similar exercise. One pupil should describe it, and the others should follow instructions and draw. Start with very simple shapes (or shapes joined together) and proceed to more difficult illustrations.

Where will you find this information and how?

In an encyclopaedia or on the Internet. Try: <http://www.space.com/astronaut/>

## **E COMPOSITION**

Pupils may write either a factual account, bearing in mind what conditions on the moon are like, or a fantastical account, like that in the poem.

### **ACTIVITY**

If you have the time and resources, the pupils could spend a lesson doing this task. Otherwise set it as homework.

## **Workbook: pages 24–28**

### **A MORE SIMILES**

Read and discuss the text. Can pupils think of their own similes with *like* and *as*?

#### **Which of the comparisons (in the brackets) would you choose?**

Pupils will choose their own favourites. Discuss the merits of each word/phrase and try to assess its relevance or appropriateness. Can they think of fresh sentences to use with the alternatives given in the brackets?

Possibilities:

1. blood (sinister); honey/syrup (flows more like oil)
2. down (perhaps not appropriate because these are feathers too!) freshly fallen snow
3. demented woman (What is a Siren—with a capital S? Ask the pupils to look up the word in a dictionary.) anything (This does not mean anything. It could refer to a mouse squeaking, or a door slamming—both inappropriate)
4. All three may be used; they all describe great speed
5. burning embers/rosy apples (both red and hot, but apples, in addition are round)
6. a sleepy snail/a drugged patient (my friend! Which one? The one who won the gold medal at the Olympics?)
7. a hurricane/a whirlwind
8. a long slug/a snake smoking a cigar

### **B COMPREHENSION**

#### **1. Read this extract.**

Discuss this factual account. How will it compare with a romantic account of the full moon at night?

#### **2. Answer the following questions; give short answers.**

- a. No, it does not.
- b. Yes, it is. (Ask, by how much, exactly?) 1 mile = 1.609344 km

- c. Yes, it is.
- d. No, they do not.
- e. No, it is not. (No, false.)
- f. The change from new moon to full moon is called waxing.
- g. There are five phases of the moon when it is waning.

**3. Look up the words, write their meanings.**

- a. *contrast*: degree of difference between two objects. (Here, light and colour.)
- b. *elliptical*: oval
- c. *phase*: aspect of moon or planet
- d. *gradually*: slowly progressive
- e. *process* (n): course of action
- f. *sequence*: series (of events) without gaps
- g. *relative*: comparative
- h. *coincide*: occur at the same time

**C WORKING WITH WORDS**

**1. Make sentences with the word 'line'.**

Pupils will write their own sentences. Here are the words, and how they should be used:

- a. fishing: fishing line to catch fish with; We can throw in a line.
- b. drawing: mark on paper (line)
- c. washing/clothes: clothes line
- d. ships: liner, a shipping line
- e. direction: line of march, line of communication
- f. punishment in school: lines, written as punishment
- g. family: connected series of persons or things following one another in time
- h. railways: single track of rails
- i. stand at intervals: row of persons or things
- j. applying a layer (material): apply layer of material to inside of garment, box, vessel, etc. to line, lining

**2. Pupils will make their own words.**

# Lesson Plans

For detailed suggestions, refer to pages 28–32.

## LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read and understand a poem
- To develop comprehension skills
- To identify the rhyming scheme of the poem

Task	Time
1. Reading and explanation of the poem.	15 min
2. Begin with Exercise A, Question 1. Discuss the questions. The task can then be given as homework.	10 min
3. Exercise A, Questions 2 and 3 should be attempted.	15 min

## LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To introduce similes
- To develop vocabulary
- To revise pronouns

Task	Time
1. Begin with Exercise B, Similes, Questions 1 and 2.	15 min
2. Continue with Exercise B, Definitions, Question 1.	10 min
3. Exercise B, Questions 2 and 3 should be given as homework.	
4. Exercise C, Question 1 to be attempted.	15 min

## LESSON 3

**Textbook Time: 40 min**

**Aims:**

- To develop listening and speaking skills
- To follow and give clear instructions
- To practise directed writing skills—a dialogue

Task	Time
1. Exercise D to be attempted.	15 min
2. Exercise E to be attempted.	20 min
3. Recap the learning points of the lessons taught. Set ACTIVITY as homework or complete it in an extra lesson.	5 min

## LESSON 4

Workbook Time: 40 min

### Aims:

- More practice of similes
- To develop comprehension skills
- To extend vocabulary

Task	Time
1. Exercise A to be attempted.	10 min
2. Exercise B, Questions 1 and 2 should be attempted.	20 min
3. Exercise B, Question 3 should be attempted. Unfinished work can be continued in the next lesson.	10 min

## LESSON 5

Workbook Time: 40 min

### Aims:

- To develop vocabulary
- To develop thinking skills
- To form sentences using different meanings of the word line

Task	Time
1. Continue with the unfinished work from the previous lesson.	10 min
2. Exercise C, Questions 1 and 2 should be attempted.	25 min
3. Recap the learning points of the unit.	5 min

# 3

# The Story of an Invitation

This story is about an act of kindness that transforms two people's lives.

## A COMPREHENSION

### 1. Answer the following questions.

- a. Bertha was bright, pretty, and popular; Grace was a grave, quiet girl, dressed in mourning and quite alone in the world, the aunt who had brought her up having recently died.
- b. Bertha celebrated the good news she had received by buying some sweets.
- c. From what Bertha says about her, we learn that the aunt is 'a dear, sweet, jolly' person. She is also kind, generous and understanding. pupils should find evidence to back up their points.
- d. The statement 'Mary and Lou and Lil are girls after your own heart' means that the girls have similar temperaments and interests.
- e. Grace was made wistful by the fact that Bertha has her aunt who loved her and planned for her; Grace has no family to do this for her.
- f. No, Bertha did not think it was a good idea for Grace to work at Clarkman's all summer. She thought Grace needed a rest.
- g. The clues in their letters that indicate that Grace had a good time at Aunt Meg's are: Grace says, 'I've had a lovely time.' and she exclaims 'oh' in her letter - here an expression of joy/wonder. Aunt Meg writes that she 'always wanted a daughter' and that she intends 'to adopt Grace'. She describes Grace as 'the sweetest girl in the world' and says that Grace has grown 'plump and rosy' which suggests that Grace has had a good time.

**These questions are more difficult. Discuss them first.**

- h. Bertha decided that it would be a good idea to send Grace to her aunt's in her place in the middle of the night. She come to this decision after thinking of the idea earlier on but dismissing it as 'nonsense'. She was then unable to forget that she could help her friend and 'wrestled' with the feelings she had - she wanted to go on holiday to her Aunt's house but she knew that Grace needed it more.
- i. Yes. Bertha's sacrifice did not have much impact on her but it permanently changes the lives of Aunt Meg and Grace for the better.

**While reading:** Discuss the fact that while Grace might not have wished to work at Clarkman's all summer, she needed to do so in order to earn money and keep occupied. Revisit this idea when answering 1.i. below.

**Challenge:** Encourage pupils to write about an interesting day! They will need to use their imaginations but they could use some details from the passage to help them or to make some comparisons.

### 2. Answer the following with reference to context:

- a. *I shall have to manage this affair very carefully.*
  - i. Bertha, to herself.
  - ii. Trying to arrange for Grace to go to Aunt Meg's in Bertha's place without making Grace feel uncomfortable.

- iii. Bertha planned to tell Grace that she could not go due to ‘circumstances’ but she would not reveal that the circumstances were Grace’s not Bertha’s.
- b. *You are not strong, and you need a good rest.*
  - i. Bertha to Grace.
  - ii. She has had a bereavement, she has no family, she has been working hard at school all term...
  - iii. She had been planning to work at Clarkman’s bookstore.
- c. *Don’t think me ungrateful.*
  - i. Bertha, in a letter to Aunt Meg
  - ii. because she is turning down the invitation

## B WORKING WITH WORDS

### 1. Use the following words and phrases in sentences of your own.

Pupils will write their own sentences. Make sure they use a dictionary, even if they think they know the meaning of the words.

### 2. Complete the crossword by solving the clues. All the words appear in the story, apart from one. Which one?

- |         |            |            |            |            |
|---------|------------|------------|------------|------------|
| Across: | 1. ended   | 2. truth   | 3. dressed | 5. popular |
|         | 8. climbed | 9. suppose | 10. vague  | 11. plans  |
| Down:   | 1. escape  | 2. their   | 4. shrub   | 6. plump   |
|         | 7. adopts  | 8. close   |            |            |

Shrub does not appear in the story.

## C LEARNING ABOUT LANGUAGE

### 1. Write out each word and state its tense—past, present, or future, and simple perfect or continuous.

Pupils can do this on their own. Discuss the answers. If errors are made, review the relevant tense.

- a. hurried—simple past; climbed—simple past
- b. is—simple present
- c. was —simple past
- d. were having—past continuous
- e. was studying—past continuous
- f. will do it—simple future
- g. has grown—present perfect

## D LISTENING AND SPEAKING

Practise using the question openers in 1. in class before working in pairs to complete 2. They will need to use their imaginations.

### 1. Imagine you are one of the two girls in the story and you are meeting the other girl for the first time. You want to know more about the other girl. Here are some ways to start asking questions:

I wonder if you could tell me.../Could you please tell me.../I’d like/love to know.../Would you mind telling me.../Something I would like to know is.../Something else I’d like to know is

2. **Work with a classmate and practice asking questions like the ones given above. Your classmate should give answers. Then swap roles.**

You could start talking about the following to start a conversation:

- hobbies/• a favourite author/• a favourite film/• the food they like/• places visited/• games played

## **E COMPOSITION**

Using the information you have gathered in the above exercise, write a biographical account of the person to whom you have addressed your questions. Do not list the date of birth, place of birth, and other mundane details, but make your biography interesting by picking the more outstanding events and features of that person's life.

## **Workbook: pages 29–33**

### **A TENSES**

Revise the present continuous tense by going through the text and giving further examples. Remind that the pupils have already done a similar exercise based on the simple present tense.

1. **For each of the following uses of the present continuous tense give some examples of your own.**

- He is playing in the garden. They are eating biscuits. Are they singing?
- She is learning Arabic. They are taking music classes. Are they playing cricket this year?
- We are leaving for Murree in an hour. They are seeing the doctor tomorrow. She is arriving soon.
- They are forever complaining about the weather. He is always telling stories.

2. **Replace the italicized verbs with the present continuous tense.**

Note how the present continuous tense is used to speak about an event that is going to happen (in the future). Compare this with the future tenses: When will you be bringing your wife to see us? When are you going to bring your wife to see us?

- What is she doing on Friday?
- When are you bringing your wife to visit us?
- The express train from Lahore is arriving at 9.30 p.m.
- I am dining with Sameer tomorrow.
- We are buying a new computer next week.
- What is she wearing to the party?

3. **Can you think of any other words to add to the lists above?**

- Verbs of the senses : observe  
Verbs expressing feelings : love, wish  
Verbs of thinking : understand, think  
Verbs of possession : possess, want

4. **Fill in the blanks using the present continuous or the simple present tense.**

- She wants you to know that she remembers your birthday and will write you a letter.
- Samuel knows that he was wrong. He hopes you will forgive him.
- I believe this house is his, but the policeman says that it isn't.
- She hears me calling her but she pretends that she cannot.
- The teacher thinks that we understand now.

The simple present and present continuous tense

Revise the present tenses: Look again at the verbs on page 3 of the workbook.

**5. Add the present simple or continuous tense of the verb given.**

- a. She always *visits* me on Sunday.
- b. I *have* a cold at the moment but I *am not taking* any medicine to cure it.
- c. *Are you enjoying* this book?
- d. Thomas *likes* photography but I *prefer* carpentry.
- e. She quite often *has* fever because she *suffers* from malaria.
- f. During the monsoon the skies *become* very cloudy and it *is becoming* cloudy now.
- g. Every day she *leaves* the house at seven o'clock and *rides* to work on her bicycle.
- h. They *are trying* to finish the work before the minister *arrives*.
- i. Sabrina normally *cleans* the classroom every morning; we *appreciate* her good work.

**6. Which of the following sentences are wrong?**

- a. I am loving his novels. (WRONG) I love his novels.
- b. She is smelling a flower.
- c. The man is having a house. (WRONG) The man has a house.
- d. The man is having a walk.
- e. I agree with everything he says.
- f. He is possessing a new watch. (WRONG) He possesses (or better: *has*) a new watch.

**B EXPLORING VERBS**

Here are some 'exploring' verbs. Do you know what they mean?

Discuss the words.

**1. Fill in the blanks with the words above. Change the tense if necessary. Use each word once only.**

- |                 |                |               |             |
|-----------------|----------------|---------------|-------------|
| a. investigated | b. inquired    | c. discovered | d. probed   |
| e. explored     | f. scrutinized | g. examined   | h. searched |

**C LISTENING AND SPEAKING**

Repeat each line three times—as quickly as you can—without making a mistake!

A knapsack strap      Truly rural      A laurel-crowned crown

Pupils should try to say each phrase a few times – they are not easy!

## Lesson Plans

For detailed suggestions, refer to pages 35–38.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read and understand a short story
- To practise comprehension skills

Task	Time
1. Reading and understanding of the passage and explanation of the unfamiliar words.	20 min
2. Begin with Exercise A, Question 1.	15 min
3. Exercise A, Question 2 should be started and given as homework.	5 min

### LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To make sentences with given words and phrases
- To complete a crossword
- Further practice of tenses

Task	Time
1. Exercise B, Questions 1 and 2 should be attempted. The crossword can be finished for homework.	20 min
2. Exercise C should be attempted.	10 min
3. Recap the lesson taught so far.	10 min

### LESSON 3

**Textbook Time: 40 min**

**Aims:**

- To practise asking polite questions to obtain information
- To practise directed writing skills—a biography

Task	Time
1. Exercise D should be attempted.	20 min
2. Exercise E should be attempted.	20 min

## LESSON 4

Workbook Time: 40 min

### Aims:

- To revise the present continuous tense
- To identify verbs that are not used in the continuous tense

Task	Time
1. Begin with the Workbook and discuss Exercise A.	5 min
2. Exercise A, Questions 1, 2, and 3 to be attempted.	25 min
3. Recap the lesson taught so far.	10 min

## LESSON 5

Workbook Time: 40 min

### Aims:

- To use the present continuous and simple present tenses
- To practise spelling skills

Task	Time
1. Continue with Exercise A Questions 4, 5, and 6.	20 min
2. Exercise B.	10 min
3. Complete Exercise C and recap the learning points of the unit taught.	10 min

# The Naming of the Cats

This poem contains some references that pupils might not be aware of. However, it has a fun, colloquial tone, interesting images, and a rapid pace that make it enjoyable. Pupils should try reading it aloud.

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- a. The poet says that the reader might think that he is crazy when he tells them that a cat must have three different names.
- b. The first type of name a cat should have is the name that the family use every day.
- c. The second type of name that a cat should have is a particular name, that is peculiar and dignified.
- d. The poet does not suggest any female names in the first list. He suggests only two female names (of the first type) in the second list - Electra and Demeter.
- e. The fancier names that the poet suggests are Plato, Admetus, Electra, and Demeter.
- f. A cat will be able to keep his tail perpendicular, spread out his whiskers, and cherish his pride if it has a name of this kind.
- g. The third type of name is one that the cat knows but that no one else will ever know. It is different because humans will never discover what it is.
- h. When a cat is in 'profound meditation' it is thinking about the thought, of the thought, of the thought of his name!

**These questions are more difficult. Discuss them first.**

- i. Pupils can come up with a range of reasons. The names are unique and seem to be invented for a particular cat. Pupils can try to come up with names. One way to do this is to use familiar parts of words to make names that are not existing names or words. You could get them to come up with particular cats first, if that helps. For example: a grey cat that likes reading but can run fast might be called Smobooshwoosh or Greywormrev or Speedireadi!
- j. Pupils will suggest their own ideas. Do cats think? If so, what could they be thinking about?
- k. The pupils can use their knowledge of ordinary names and build on their answers to (i) to come up with two lists. Each pair should then compare their list with of others in the class.

#### 2. Reference to context

- a. *All of them sensible everyday names*
  - i. Pupils can list any of the following: Peter, Augustus, Alonzo, James, Victor, Jonathan, George, Bill Bailey, Plato, Admetus, Electra, or Demeter.
  - ii. Daily
  - iii. A cat can also have a particular name and a singular name. The particular name is unique to each cat and the singular name will only ever be known by the cat it belongs to.
- b. *But above and beyond there's still one name left over.*
  - i. Above and beyond the everyday name and the particular name.

- ii. The singular name.
- iii. By being in profound meditation

## B WORKING WITH WORDS

1. Pupils should look in a dictionary, if they do not know the precise meaning of a word. When the pupils have thought about the words in each list and have checked the meaning of those they do not know, discuss the words. Use them in sentences.

Before they begin, give them these examples. A hedge and a fence serve the same purpose, but are constructed of different materials. One can inter or bury a body, but a dog would bury a bone, not inter it! These are the kinds of differences the pupils should understand, and learn that it is sometimes more appropriate to use one word than another.

## C LEARNING ABOUT LANGUAGE

### SIMILES

Quickly recap similes.

1. Complete the following sentences with colourful similes of your own:

**Discuss and share the similes produced by the pupils. The pupils' similes should not be too obscure or hard to visualise.** Encourage them to move away from clichés and to link the simile to the topic and to think about the impact it makes. For example: The sound of the birds from the trees in the valley can be *as clear as a bell* but it might also be *as clear as a ticking clock in an empty room* or *as clear as a crystal vase smashing on a marble floor*.

**Metaphors:** Discuss the text and examples. Many words in English have a literal as well as metaphorical meaning. Use the opportunity to look at the etymology of some words, and how they have come to mean different things.

1. Pupils should make up their own sentences; both the literal and metaphorical meanings are given below.

- a. root—tree root, the root of a problem
- b. parent—father or mother, the main or major part (e.g. a parent company)
- c. arms—a person's upper limbs, a wing or part of something
- d. bed—a thing to lie on, the lowest part (ocean bed)
- e. cage—a small place of restraint usually made of iron bars, trap (not literally by using a cage)
- f. star—heavenly body, the main person ('star' attraction)
- g. doctor—trained in medicine, to fix something (to doctor something)

2. Give metaphorical uses for the words in italics:

Literal and metaphorical uses:

- a. a thick neck: a neck of land, neck of a bottle, neck of a vase
- b. soft skin: soft heart, soft mind, soft (feelings, emotions), soft options, soft words
- c. back of a chair: see the back of him, break the back of something
- d. the human heart: the heart of the matter, heart of a fruit, heart of a story, his heart was not in it, his heart leaped
- e. oak branch: branch of a bank, school, society, club, branch of science, he branched out into another business, the road branches off here

**3. Below are some metaphors that we often use. Explain the meaning of each and them in sentences of your own.**

- a. getting into a rut
- b. putting the cart before the horse
- c. to smell a rat
- d. on its last legs
- e. to steer clear of something

## **D LISTENING AND SPEAKING**

### **APOLOGIZING**

- 1. When you have discussed the text and studied various situations as a class, then form pairs and practise the phraseology.**
- 2. You may role-play all these situations in class.**

Alternatives are possible, and flexibility and variation is called for. Natural and spontaneous remarks are the best. Also be aware that a sincere apology and an insincere one will differ markedly in tone.

- a. I'm so sorry! I did not mean to do that. (That's all right. It must have slipped. It was an old one anyway, etc.)
- b. I'm sorry. I do beg your pardon. Do excuse me. (That's all right. No harm done.)
- c. I'm so sorry for your loss. (Thank you for your sympathy.)
- d. Excuse me! I do apologise for that! (There's no need to apologise. Just clean up the mess! – This last remark might get a frosty look in return.)
- e. I'm so sorry! Do forgive me. (Not to worry. It will soon dry out.)
- f. I'm sorry. I should have checked that it was open today. (Never mind. I would not have thought to check that either. Let's go to a café instead.)
- g. Please accept my apologies. I completely forgot. (Surely it was not for today! Detention!)
- h. Do forgive me. I did not realise it was the last one. (Not to worry. I was not hungry anyway. Scowling.)
- i. Excuse me! I did not know there was anyone here. (That's ok. Knock, next time!)
- j. I do beg your pardon. I thought you were X. (That's quite all right. There's no need to apologise.)

## **E COMPOSITION**

This should not be a simple description of the picture. The pupils should make notes and imagine what could be happening and why. This picture should illustrate the start of a story or the end of one. Ask the pupils to use their imagination.

### **Workbook: pages 34–37**

## **A SIMILES AND METAPHORS**

Remind the pupils that although they should understand and be familiar with common similes, they should avoid over-using them. They should use new and vivid similes.

Discuss how a simile is different from a metaphor.

**Point out the metaphor, simile, or literal comparison.**

- |                      |                      |                               |
|----------------------|----------------------|-------------------------------|
| 1. tackling—metaphor | 2. shrouded—metaphor | 3. like a grey blanket—simile |
| 4. bathed—metaphor   | 5. heart—metaphor    | 6. like a snail—simile        |

**B EXCLAMATION!**

Discuss exclamatory sentences. Explain that quite often a verb is left out (but implied), e.g. What an extraordinary thing (has occurred)!

**1. Rewrite the following statements as exclamatory sentences.**

Note that pupils may change the words; this is permissible as long as the meaning is not changed.

- What a peculiar child!
- What a stinking bin!
- What funny things children are! (How funny children are!)
- What an incredible story! (His story was incredible! What a story—incredible!)
- The whole house! Burnt to the ground!
- Brilliant child! (What a child! Brilliant!)

**C COLLECTIVE NOUNS**

- |                      |                      |                    |
|----------------------|----------------------|--------------------|
| a bunch of grapes    | a bouquet of flowers | a bundle of sticks |
| a chain of mountains | a clump of trees     | a cluster of stars |
| a flight of stairs   | a gang of labourers  | a group of islands |

**D PARTS OF SPEECH**

Pupils will not need to give such a full description as below. They need only identify the part of speech.

**1. Identify the parts of speech italicized in the following sentences. Use your dictionary for help.**

- daily: adverb telling us more about the verb *used*
- sensible: adjective describing *names*
- pride: abstract noun
- profound: adjective describing *meditation*
- singular: adjective describing *name*
- you: pronoun standing in place of the noun (the reader)
- needs: verb (transitive; object, a name)
- always: adverb qualifying the verb *is*
- and: conjunction joining two related sentences to make a compound sentence
- fancier: comparative adjective showing the particular names are more extravagant
- at: preposition expressing the point when something happens

## Lesson Plans

For detailed suggestions, refer to pages 41–44.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read and understand a poem
- To practise reading skills
- To practise comprehension skills

Task	Time
1. Reading and discussion of the poem and understanding of the unfamiliar words.	15 min
2. Exercise A, Question 1 should be attempted.	15 min
3. Continue with Exercise A, Question 2 should be attempted.	10 min

### LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To develop oral skills
- To examine the difference between synonyms
- To use metaphors (and revise similes)

Task	Time
1. Begin with Exercise B, Question 1 should be discussed, using dictionaries when needed.	10 min
2. Continue with Exercise C, Similes, Question 1.	15 min
3. Exercise C, Metaphors, Questions 1, 2, and 3 should be attempted. The sentences for Question 1 can be given for homework after a brief discussion.	15 min

### LESSON 3

**Textbook Time: 40 min**

**Aims:**

- Oral practise of polite language
- To develop directed writing skills

Task	Time
1. Continue with Exercise D, Questions 1 and 2.	15 min
2. Exercise E should be attempted.	20 min
3. Review the lessons taught so far.	5 min

## LESSON 4

Workbook Time: 40 min

### Aims:

- To revise similes and metaphors
- To convert statements into exclamations
- Practice of collective nouns
- To identify various parts of speech

Task	Time
1. Exercise A should be attempted.	10 min
2. Exercise B should be attempted.	10 min
3. Exercise C should be attempted.	10 min
4. Exercise D should be attempted.	10 min

# 4

## The Carew Murder Case

This extract is taken from the famous novella *The Strange Case of Dr Jekyll and Mr Hyde*. Stevenson's descriptions are detailed and the language, which has been adapted for this audience, is formal so be sure to discuss the events with the pupils to check their understanding. The pupils need to have a good understanding of the characters and events so discuss the comprehension questions while reading or before writing.

For more information about Robert Louis Stevenson: [www.wikipedia.org/wiki/Robert\\_Louis\\_Stevenson](http://www.wikipedia.org/wiki/Robert_Louis_Stevenson) or [www.robert-louis-stevenson.org/](http://www.robert-louis-stevenson.org/)

### Suggestions and answers

#### A COMPREHENSION

##### 1. Answer the following questions.

- a. 'Nearly a year later'
- b. The two men involved in the crime were the victim, Sir Danvers Carew, and the criminal, Mr Hyde. The maid did not like Mr Hyde. The maid admired the old gentleman for his 'very pretty manner of politeness' and his face, which to her 'seemed so innocent and full of kindness'.
- c. An ape.
- d. Mr Utterson is a lawyer.
- e. Mr Utterson 'quailed' when he heard about the crime and saw the weapon. He looks serious and feels gloomy. Pupils will need to look up the word quailed to know that what it means - to feel or show fear or apprehension.
- f. She is described as an older woman who had 'an evil face, smoothed by hypocrisy; but her manners were excellent'. She has a flash of hateful joy on her face when she realises that Mr Hyde might be in trouble. Pupils should talk about the key lines of description and what they reveal about her.
- g. It would be difficult for the Inspector and Mr Utterson to find Mr Hyde because 'few people knew him' and he had no family, had never been photographed, had not been seen often and was described in wildly different ways by those who had seen him.
- h. 'ransacked'

##### **This question is more difficult. Discuss it first.**

- i. Pupils may pick out and comment on any three examples from the details about the witness and state what they reveal about her character. The maid is sensitive but she also seems to be dramatic and to have a vivid imagination. It appears that she may be prone to exaggeration and perhaps, after some time, she views the incident as somewhat exciting. Some suggestions:  
*she was fanciful* - fanciful means over-imaginative and unrealistic  
*(she) fell into a dream of musing* - deep thought! is this likely?  
*with streaming tears, when she narrated that experience* - suggests she exaggerates the impact and enjoys telling this dramatic story but it could be that it had a big impact on her  
*never had she felt more at peace with all men or thought more kindly of the world* - on a normal evening? another example of her being fanciful?

*At the horror of these sights and sounds, the maid fainted.* - she is sensitive to the violence (perhaps)

It was two o'clock when she came to herself and called for the police. - is she practical

**While reading:** Pupils will pick out a few sentences - there are many to choose from and the choices can be discussed.

**Challenge:** Dr Jekyll and Mr Hyde are the same person but the other characters do not know this at this point in the novel. Can you find any details that connect Jekyll and Hyde?

**2. Answer the following with reference to context.**

a. *And then, all of a sudden he broke out in a great flame of anger...*

- i. Mr Hyde
- ii. Sir Danvers Carew
- iii. Not according to the witness
- iv. like that of a madman, with ape-like fury (excessive)

b. *'This will make a deal of noise.'*

- i. Inspector Newcomen of Scotland Yard
- ii. Mr Utterson
- iii. He means that it will cause a sensation and be talked about and written about in the news. This is because the victim is an important man - Sir Danvers Carew.

## **B WORKING WITH WORDS**

**1. Use the following words and expressions in sentences of your own.**

Discuss first. Ask the pupils to try and bring out the meaning of the keyword in the sentences they write. Technically, 'He is an ambitious man' is correct; however, pupils might be more adventurous and try to write something like this: 'The man's eyes lit up when he heard his boss was leaving; now was the time to realise his life's ambition.'

**2. Find a word or an expression in the story that is exactly the same of those in the list below.**

**When you have found the correct words, use them in sentences of your own.**

- a. musing
- b. shattered
- c. solemn
- d. stature
- e. luxury
- f. ember

Pupils should make up their own sentences.

**3. What do you think is meant by each of the following proverbs?**

**4. Proverbs.**

Pupils should try to write their own definitions first. Then find the correct ones in the list in Ex. 4. (The meanings are in brackets and relate to Ex. 4.)

- |  |                               |
|--|-------------------------------|
| a. All work and no play makes Jack a dull boy. | (d. One should... alone)      |
| b. As you make your bed so must you lie in it. | (b. Each one... actions)      |
| c. Honesty is the best policy.                 | (f. In the long run...)       |
| d. Don't make a mountain out of a molehill.    | (e. Don't treat... important) |
| e. Don't put the cart before the horse.        | (a. We should deal...order)   |
| f. Half a loaf is better than no bread.        | (c. We should be thankful...) |

4. Write a brief explanation about what you think each proverb given on previous page means. Then look at the clues below to see if your explanation is correct. (The clues below are not in the correct order.)

See above.

## C LEARNING ABOUT LANGUAGE

### SUFFIXES

#### 1. Add *-ly* to form adverbs

Note that adverbs are related to adjectives and generally have the same meaning. Most of the adverbs formed in this way are adverbs of manner. Not all adverbs ending in *-ly* are adverbs of manner. Some are adverbs of degree, e.g. extremely, slightly, absolutely, perfectly, considerably, enormously. Some adverbs ending in *-ly* are those of time, duration or frequency, e.g. presently, briefly, weekly. And finally, there are adverbs of place, e.g. locally, internationally. (There are others!)

Note also that there are spelling changes when *-ly* is added to form an adverb.

necessarily	naughtily	satisfactorily	merrily
angrily	cosily	voluntarily	cheerily
ordinarily	happily	noisily	temporarily

#### 2. Add *-ous* to make adjectives

luxurious	furious	mysterious	injurious
industrious	melodious	glorious	

#### 3. Think of suitable nouns which the adjectives above could describe.

Pupils will come up with their own nouns.

e.g. luxurious fittings/furniture/accommodation; furious invaders/men/householders; mysterious case/story/circumstances...

Share the findings.

## D LISTENING AND SPEAKING

Look at the lists of words given on the next page. Discuss the meanings of the words. Choose a word from each list that is most similar in meaning to the word in capital letters. Practice using the two words in sentences that explain the meaning of the word. Then choose a word from each list that has the opposite meaning to the word in capital letters. Practice using the two words in sentences that explain the meaning of the word.

Join another pair or group and compare your responses. Take turns to explain what each word means and whether it has the same or opposite meaning capital letters. Speak in full sentences using Standard English.

Pupils should work in pairs but a class discussion and sharing of different sentences can be done at the end of the activity.

Witness - same as bystander; opposite to participant

Solemn - same as serious; opposite to light-hearted

Ferocity - same as barbarity; opposite to tenderness

Accosted - same as approached; opposite to ignored

## E COMPOSITION

Use the details from the story and your imagination to write a newspaper report about the Carew Murder Case.

Discuss the framework first. Pupils should use the framework to plan and make notes before they begin. These newspaper articles could be used for an interesting class display.

### PROJECT

Most scientists are not like the one in this story! Find out about a real scientist and present your information to others. Include a short biography, their key scientific achievement(s) and contribution(s) to science and any other relevant information.

This is a simple independent research project. Give pupils guidance on how you would like the information to be presented – a simple fact-file or poster would be best.

## Workbook: pages 38–43

### A. MORE ABOUT SUFFIXES

1. Try to add *-able* or *-ible* to the following to form adjectives. Check each word in your dictionary.

- |                        |                              |
|------------------------|------------------------------|
| a. remedy—remediable   | b. deduce—deducible          |
| c. express—expressible | d. digest—digestible         |
| e. convert—convertible | f. comprehend—comprehensible |
| g. access—accessible   | h. apply—applicable          |
| i. return—returnable   | j. sense—sensible            |
| k. imagine—imaginable  | l. pass—passable             |
| m. cure—curable        | n. defend—defensible         |
| o. laugh—laughable     | p. manage—manageable         |
| q. import—importable   | r. inflame—inflammable       |

2. Add the suffix *-able*, *-ment*, *-less*, *-ful*, or *-ing* to the following.

- |                              |                            |
|------------------------------|----------------------------|
| a. argument, arguing         | b. agreement, agreeing     |
| c. lovable, loveless, loving | d. comfortable, comforting |
| e. hopeless, hopeful, hoping | f. purposeless, purposeful |
| g. foreseeable, foreseeing   | h. purchasable, purchasing |
| i. determinable, determining | j. handling                |

### B WORDS—WRITE THEM RIGHT

1. Check the correct spellings.

The words that do not need to be corrected have been underlined.

- |             |                   |             |                  |                  |
|-------------|-------------------|-------------|------------------|------------------|
| a. deceive  | b. release        | c. perceive | d. <u>exceed</u> | e. belief        |
| f. reveal   | g. grief          | h. leave    | i. <u>sneeze</u> | j. <u>sleeve</u> |
| k. treat    | l. <u>succeed</u> | m. chief    | n. conceit       | o. seize         |
| p. reprieve | q. <u>fleet</u>   | r. wreath   | s. weasel        | t. achieve       |

2. Can you make the compound words?

somewhat    within    themselves    unknown    instead    everything    aircraft

3. Here are some more compound words but they have been split up. Each of these should be joined with a hyphen (-).

life-saving    see-saw    horse-power    wing-span    far-reaching    long-distance    fifty-nine

4. Look up the following words in a good dictionary.

Overworked words. Discuss the words with the pupils and look up the meanings in a dictionary. Frightful means dreadful, shocking, revolting, ugly. The slang usage has come to mean 'very great'. The word is overworked. Bring home to the pupils that choosing the correct word is important.

5. Rewrite the following using more suitable words or phrases in place of the italicised words.

- Before the party we were (very, so, most, extremely) busy.
- The play was (extremely, most) dull. (Leaving out 'dull' we could use tedious, slow-moving, monotonous, gloomy, boring.)
- She sang (out of tune, hoarsely, incredibly, raucously).
- He painted his car a (flashy, garish, bright, showy, gaudy) red.
- She is a/n (very, extremely, most, exceptionally) attractive girl. (She is a beauty.)

## C PUNCTUATION

1. Punctuate the following. (10 commas are missing)

- The children, of course, had a wonderful time.
- Those children who did well, passing the test, were given sweets.
- At last, however, all was ready.
- For months they studied and argued upon the problem, repeatedly making calculations.
- Then, twenty minutes afterwards, it was Naila's turn again.
- Years later, when Aaquib met the young man who had written it, he was asked what he thought of the story.

Find commas in other pieces of writing. See how they are used.

## D BESIDE AND BESIDES

Oral work with the examples given.

1. Use *beside* or *besides* to complete the following sentences.

- |            |            |                   |           |
|------------|------------|-------------------|-----------|
| a. besides | b. Besides | c. Beside, beside | d. beside |
| e. beside  | f. besides | g. besides        | h. beside |

## E EVEN, BUT NOT ODD

Read and discuss the text.

1. Discuss the following in class.

- Even Saima began to cry when I told her this. (Saima was not expected to cry; but she did, too, just like the others.)
- Saima even began to cry when I told her this. (Saima was so effected by the news that she began to cry, in addition to showing other forms of anguish.)
- Saima began to cry even when I told her this. (Saima cried, regardless of what else I said to her.)
- Saima began to cry when I told her even this. (Saima is a real cry baby; this trivial piece of news, too, made her cry.)

**2. Use the adverbs even, merely and only in sentences of your own.**

Pupils will write their own sentences.

Discuss the sentences; bring out the meaning of each.

They are merely children; how can you expect them to do any more?

They merely came to see us; they wanted nothing more.

She is an only child.

They only say that they like us; they don't really mean it.

They only have some bread at home; there is no other food there.

Only they have some bread at home; the others do not have anything!

## Lesson Plans

For detailed suggestions, refer to pages 47–52.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read and understand an extract from a classic novella
- To develop comprehension skills

Task	Time
1. Reading and understanding the text.	25 min
2. Exercise A, Question 1 and Challenge should be attempted. Question 2 —the task should be given for homework.	15 min

### LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To develop vocabulary by using given words and expressions in sentences
- To understand the meanings of some proverbs
- To form adverbs and adjectives by adding suffixes to given words

Task	Time
1. Begin with Exercise B, Questions 1 and 2 should be attempted.	20 min
2. Continue with Exercise B, Questions 3 and 4 can be briefly discussed and attempted. Unfinished work can then be given for homework.	10 min
3. Exercise C, Questions 1, 2, and 3 should be attempted.	10 min

### LESSON 3

**Textbook Time: 40 min**

**Aims:**

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

Task	Time
1. Exercise D should be attempted.	15 min
2. Exercise E should be attempted.	20 min
3. Recap the lessons taught so far. Set the Project as homework.	5 min

### LESSON 4

**Workbook Time: 40 min**

**Aims:**

- To add suffixes to given words
- To form compound words
- To encourage the use of the dictionary

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

### LESSON 5

**Workbook Time: 40 min**

**Aims:**

- To use the comma correctly
- To differentiate between besides and beside
- To use even, merely, and only in sentences

Task	Time
1. Begin with Exercise C.	10 min
2. Exercise D to be attempted.	10 min
3. Exercise E, Questions 1 and 2 to be attempted.	15 min
4. Recap the learning points of the unit.	5 min

# Test—1

## Workbook: pages 44–52

The test covers student book and workbook units 1–8

### A COMPREHENSION

1. Read this passage about the experiences of Charles Plumb, a US Navy Pilot during the war in Vietnam.

Pay special attention to the way in which the pupils read out the pieces of conversation. Do they make clear who is speaking and what the speaker's feelings are?

2. Answer the following questions.

- a. They did not have any specific topic to discuss. They talked amiably of this and that (meaning they spoke about many things, nothing in particular).
- b. He was reminded by a stranger who recognized him in the restaurant, that he (the stranger) had packed Plumb's parachute.
- c. Plumb's jaw dropped in surprise, and he stared in utter amazement. Feelings of fear and horror welled up in his mind, his throat became dry, and then he was overwhelmed with a feeling of gratitude that this man had packed a parachute that had saved his life during the war.
- d. The man's friendly and relaxed manner put him at ease.
- e. Yes. The words 'overwhelmed with a feeling of sheer gratitude' tell us this.

3. Using one word or a short phrase explain the meaning of the following words as they are used in the passage:

- a. ordinary: usual, regular, normal
- b. amiably: warmly, good-naturedly, pleasantly, cordially
- c. long-forgotten: from the past, deep-rooted
- d. beam: to smile broadly
- e. chute: short (informal) word for parachute

### B TEXTBOOK QUESTIONS (PROSE)

1. Answer the following questions.

- a. Link Boys were boys who would, for a fee, carry a torch in front of people at night to light their way before the introduction of streetlamps in London.
- b. Clarkman was the owner of a bookstore. He agreed to employ Grace during the school vacation in *The Story of an Invitation*.
- c. She fainted.
- d. Black Beauty's mother thought hunting was a foolish sport; she was talking to Black Beauty and the other horses in the field.

## 2. Reference to context

- a. This is an observation made by Inspector Newcomen in *The Carew Murder Case*. He is speaking to Mr Utterson, the lawyer, about Mr Hyde. He is saying this because Mr Hyde's housekeeper seems pleased that Mr Hyde is in trouble with the police, and because he is the suspect in the murder case.
- b. Grace writes these words in a letter to Bertha in *The Story of an Invitation*. She is telling Bertha that Aunt Meg is going to adopt her. She is joyful because she had no relatives and she would have had a hard summer, working at Clarkman's, if Bertha's Aunt had not offered to have her to stay.
- c. This was written by a German tourist who visited London and was amazed by the street lamps that had been introduced there. He wrote it after seeing them for the first time. It is from *Light in the Night*.

## C TEXTBOOK QUESTIONS (POETRY)

### 1. In which poems are the following mentioned?

- |                                    |                      |
|------------------------------------|----------------------|
| a. tail perpendicular              | The Naming of Cats   |
| b. troublesome doctor              | Adventures of Isabel |
| c. recognitions of familiar people | No!                  |
| d. ineffable effable               | The Naming of Cats   |
| e. a somersaulting giraffe         | Moon wind            |

### 2. Reference to context. Answer the questions about these lines of poetry.

- a. From *The Naming of Cats* by T. S. Eliot
- b. woman
- c. Plato, Admetus, Electra and Demeter

## D WORKING WITH WORDS

### 1. What are the feminine forms of the following?

- |                 |                 |                      |
|-----------------|-----------------|----------------------|
| a. heir/heiress | b. host/hostess | c. landlord/landlady |
|-----------------|-----------------|----------------------|

### 2. What are the metaphors and similes in the following?

- a. as brave as a lion. (simile)
- b. bathed us (metaphor)
- c. as thin as rakes (simile)
- d. like the wind (simile)
- e. thundered (metaphor)

### 3. Use idiomatic expressions with put.

- a. The rumour ... was *put about* by his cousin. (*circulated*)
- b. ...he *put across* the sad events. (*communicated*)
- c. ...*put by* a little money every month. (*saved*)
- d. ...*put away* a whole loaf...! (*consumed*)

### 4. Give meanings for the following.

- a. marquee: a large tent
- b. muzzle: nose and mouth of an animal

- c. odious: hateful
- d. ravenous: extremely hungry

**5. Give synonyms for the following.**

- a. illuminated/lit up
- b. coax/persuade
- c. arrears/debts
- d. drowsiness/sleepiness

**E LANGUAGE**

**1. Form adverbs from the following adjectives.**

- a. happily
- b. clumsily
- c. bravely
- d. wholly

**2. Underline the pronouns; say what they stand for.**

- a. he/Mr Malik
- b. it/the tomato
- c. them/the children

**3. Rewrite the following sentences correctly.**

- a. She *believes* that ghosts haunt the house.
- b. *Do* your friends *belong* to the swimming club?
- c. *I see* him coming round the corner right now.
- d. I *have* two houses; one in PECHS and the other in Nazimabad.
- e. She *fears/is frightened of* snakes and scorpions.

**4. Why are the sentences above incorrect?**

Pupils may just write that the verbs are those of the senses—thinking, possession—which do not normally occur in the present continuous tense.

- a. *believe* is a verb of thinking: not normally used in the present continuous tense.
- b. *are* is used with *belonging*, *do* is used with *belong*; *belong* is a verb of possession: not normally used in the present continuous tense.
- c. *see* is a verb of the senses: not normally used in the present continuous tense.
- d. *have* is a verb of possession: not normally used in the present continuous tense.
- e. *fear* is a verb expressing feeling: not normally used in the present continuous tense.

**5. Fill in the blanks with the correct form of the verbs given. Use either the simple present tense or the present continuous tense.**

- a. ...seldom *swims* because she *suffers* from asthma.
- b. ...she *starts* out at seven and *arrives* at work on time.
- c. ...he *is working* at... he *works* every year.

**6. Use the verb and the tense and complete the sentences.**

- a. The weather *was looking* ominous.
- b. The children *are reading* a comic.
- c. He *rode* a tall horse yesterday.
- d. Ramiz and Bilal *have taken* all the books away.
- e. Her mother *will bring* her here tomorrow.

**F LISTENING AND SPEAKING**

**1. Use these words in oral sentences of your own.**

Pupils will compose their own oral sentences.

**2. Make oral sentences beginning with the following.**

Pupils will compose their own oral sentences.

**3. Read the following words aloud. Be careful to stress the correct syllable in each word.**

in - di - ca - tion    re - cog - ni - tion    fa - mil - iar    lo - co - mo - tion    af - ter - noon

**4. Combine two words in A and B to form a compound epithet. Use the epithet to describe a suitable noun in C.**

all-night party

mosquito-infested swamp

tear-filled eyes

blue-throated thrush

cloud-covered sky

sharp-witted boy

**G COMPOSITION**

Write a short story based on the photograph.

Pupils should use the stimuli in the photograph: a boy, looking at a man (obviously not a gardener) watering plants, metal chair, lawn, paved path, pots, hedge with bushes, conservatory, large windows, wicker seats inside... conversation? Pupils should then use the words and ideas presented to be as creative as possible and make up a story.

**Lesson Plans**

For detailed suggestions, refer to pages 54–57.

**LESSON 1**

**Workbook Time: 40 min**

**Aims:**

- To revise the previous eight units
- To assess reading skills
- To assess comprehension skills
- To assess the ability to write answers in correct grammatical structures
- To assess vocabulary

Task	Time
1. Exercise A, Question 1 to be attempted.	20 min
2. Continue with Exercise A. Questions 2 and 3 should be attempted.	20 min

## LESSON 2

Workbook Time: 40 min

### Aims:

- To recall characters from the previous 8 units
- To assess comprehension skills
- To assess vocabulary

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

## LESSON 3

Workbook Time: 40 min

### Aims:

- To assess use of metaphors, similes, idioms
- To assess vocabulary
- To assess use of pronouns, adverbs, adjectives
- To assess grammatical accuracy
- To assess tenses and verbs

Task	Time
1. Exercise D, Questions 2 - 5 should be attempted.	20 min
2. Exercise E should be attempted.	20 min

## LESSON 4

Workbook Time: 40 min

### Aims:

- To assess speaking skills
- To assess directed writing skill

Task	Time
1. Exercise F should be attempted.	20 min
2. Exercise G should be attempted.	20 min

# The Listeners

A mysterious poem written by Walter de la Mare. The reader is left with many questions and a mystery to solve as best they can.

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- The action in the poem take place at night in a forest outside a house. It is obviously not the modern day because the Traveller travels by horse.
- The phrase 'leaf-fringed sill' tells us that the plants around the house have overgrown.
- The word 'turret' in line 5 of the poem suggests that this house is quite big and grand.
- 'An air' is shaken and stirred by the Traveller's shouts.
- The lines that tell us that the Traveller had made a promise that he would come to the house are: 'Tell them I came, and no one answered,/That I kept my word,'
- The word 'silence' is repeated at the beginning and end of the poem. It reinforces the lack of sound due to there being no one there.
- Which words are used to describe the following?
 

i. the door - moonlit	ii. the Traveller's eyes - grey	iii. the turf - dark
iv. the forest floor - ferny	v. the house - lone	vi. the hoofs - plunging
vii. the sill - leaf-fringed	viii. the sky - starred and leafy	

#### These questions are more difficult. Discuss them first.

- Pupils can pick out a range of details that work together to create a creepy atmosphere. Some suggestions: repetition of 'Is there anyboy there?'; the sudden flight of the bird; 'no head from the leaf-fringed sill/Leaned over and looked into his grey eyes' - saying no one looked makes us imaging him being watched; 'a host of phantom listeners' - seems to suggest there are ghosts/imagined listeners; the house is described as 'lone', 'empty', 'shadowy' and 'still' - creepy; 'world of men' - raises the question, are there other worlds?; dark stair; 'felt...their strangeness' - creepy feeling; 'the listeners'/'they' - conveys the impression of a ghostly/imagined, silent observer...
- Some suggestions:

Character(s)	What we know about them	Evidence from the poem
The Traveller	<b><i>A man, travelling by horse. Wants to see the people who lived in the house. Lonely and confused</i></b>	<b><i>'The Traveller', 'his horse' 'he smote upon the door a second time' 'Lonely' 'perplexed'</i></b>

The listeners	<b><i>Are they ghosts or imagined? From a different world? Not like the man</i></b>	<b><i>'Phantom' 'thronging the faint moonbeams on the dark stair/That goes down to the empty hall' They hear 'that voice from the world of men' 'their strangeness'</i></b>
Them (line 27)	<b><i>The Traveller has promised to come to them. They are not there now.</i></b>	<b><i>'Tell them I came..../That I kept my word.'</i></b>

**2. What is the rhyme scheme of the poem?**

36 lines structured by an abcb rhyme scheme. If the pupils check carefully, they might notice that stone and gone do not rhyme - this creates an unsettled/unresolved feeling at the end of the poem that reflects the subject matter.

**3. Which sentence most accurately describes the form and viewpoint of this poem?**

- i. Sentence (i) describes it.

**4. Answer the following with reference to context.**

- a. *But only a host of phantom listeners*

*That dwelt in the lone house then*

*Stood listening in the quiet of the moonlight*

*To that voice from the world of men:*

- i. ghosts or people the Traveller imagines
- ii. The poet makes the listeners seem like real people by describing them using verbs - they 'dwelt' in the house and they 'stood listening' - which makes us imagine their actions.
- iii. The Traveller.

**B WORKING WITH WORDS**

**EPITHETS:**

**1. Use a word from each column and a noun of your choice to create some compound epithets.**

**Example: ice-strewn pavement**

More examples: honey-coloured hair

sugar-coated pill (metaphorically or literally)

jewel-encrusted dress

**2. Use three epithets in sentences of your own.**

Pupils will write their own sentences; share and discuss their work.

**3. Think of suitable compound epithets to describe the following: There are plenty of options: thinly-populated city, free-standing vase, long-neck bottle, beetle-eating monster, newly-born calf, shore-bound sailor.**

## SPELLING

Discuss the text and the examples.

### 1. Add suffixes to the following:

-able: recognizable, excitable, comparable, mistakable, notable, preservable, presumable. (measurable)

-ment: encouragement, inducement, involvement, statement, management, requirement, excitement. (measurement, arrangement)

### 2. Some of the words below can take two of these suffixes:

-ing, -ful, -ous: measuring, comparing, ridiculing, ridiculous, nervous, disgracing, disgraceful, tasting, tasteful, resourceful, arranging, dissolving, spiteful, famous, hoping, hopeful.

### 3. Add the suffix *-ous* or *-able* to the following.

Pupils should use a dictionary, if in doubt, not consult you or a friend!

advantageous	outrageous	famous	spacious	gracious
gorgeous	courageous	nervous		
endurable	traceable	refusable	manageable	movable
excusable	damageable	replaceable	debatable	changeable

## C LEARNING ABOUT LANGUAGE

Give other examples of the future continuous tense.

### 1. Change the following sentences given in the present continuous tense into the future continuous tense. Add a suitable time-phrase to each sentence.

- They *will be making* cakes in the kitchen *this afternoon*.
- She *will be taking* the dog for a walk *in the morning*.
- I *will not be working* in the hospital *next week*.
- I *will be travelling* around the world on a motorcycle *next year*.
- The children *will be singing and dancing* in the rain *now*.

## D LISTENING AND SPEAKING

### 1. With a classmate, read the poem again and come up with a list of ten questions that you could ask about it. Be creative. Write the questions down.

Pupils should work in pairs but before they begin read 1 and 2 and the example.

### 2. Work with another pair and take turns to ask each other the questions and give answers to them. You might have to use your imagination!

Pupils should use the guidelines for questions but can ask about anything. Make sure the questions are being framed correctly. It is not so easy to frame questions, apart from the more obvious ones. The clever questions will take time to answer. Those that involve comparisons, for which the poem has to be double-checked, are the questions required.

## E COMPOSITION

**What is Choose a mysterious setting, or use the one in the poem, and write an atmospheric description of it. Describe the place in detail and choose your words carefully to make your reader feel spooked!**

Read the example and talk about it. Pupils should make a plan before they start to write.

## Workbook: pages 53–58

### A VERBS: SINGULAR OR PLURAL, PAST OR PRESENT?

#### 1. Fill in the blanks with *is*, *are*, *was*, or *were*. Have fun!

- |                 |                 |                 |                     |
|-----------------|-----------------|-----------------|---------------------|
| a. ... are ...  | j. ... were ... | b. ... is ...   | k. ... are/were ... |
| c. ... were ... | l. ... was ...  | d. ... is ...   | m. ... is ...       |
| e. ... were ... | n. ... was ...  | f. ... is ...   | o. ... is ...       |
| g. ... was ...  | p. ... are ...  | h. ... were ... | q. ... is ...       |
| i. ... is ...   |                 |                 |                     |

*Note:* For words such as *committee* and *police* where the sense implied is 'committee members' or 'policemen', then the plural form should be used. Where the words are treated as referring to the group (the police force, the executive committee) as a *whole*, then the singular form should be used. e.g. The Police (force) is understaffed. The Committee is of the opinion that more holidays should be granted.

#### 2. Make up oral sentences.

Pupils will make up their own sentences. Check to see if the verb is being used in the correct form.

#### 3. Which sentence is correct in each case, (i) or (ii)?

Discuss this.

#### 4. Make up two sentences with these collective nouns as subjects.

After pupils have composed their sentences, discuss what they have written. Have they used *is/was*? Have they used *are/were*? Why?

### B VOCABULARY

Discuss the text.

#### 1. Read the following.

Discuss the sentences but do not use the expressions in 2. below. The pupils can work this out for themselves.

#### 2. Rewrite the sentences above using the idiomatic phrases.

- Uncle Smith's visits to the South are *few and far between*.
- Richard and Jessie are a *free and easy* couple.
- I think we should spend the money and buy a new car *for better or for worse*.
- Lady Macbeth wanted to become Queen of Scotland *by fair means or foul*.
- The children looked *high and low* for their small kitten.
- The weaker team was beaten *fair and square*.
- We spent an enjoyable day on the island, but when it was time to go we found the boat missing; we were left *high and dry*!

#### 3. Match the following.

- |                  |                 |
|------------------|-----------------|
| dead and buried  | great and small |
| meek and mild    | null and void   |
| past and present | rich and poor   |
| right and wrong  | safe and sound  |
| spick and span   |                 |

Use the phrases in sentences. Ask the pupils to look up the expression 'spic and span'. It means 'clean; bright; fresh'.

## C SPELLING

### 1. Rewrite the words correctly.

Ask the pupils to check the correct spellings in the dictionary and to write out the words correctly. Check that they remember the spellings, by giving them dictation.

attendant	humourist	ancestor	accompany
immigrant	descendant	allotment	application
assassination	buffalo	mantelpiece	exaggerate

### 2. Add **-ed**, **-ing**, **-y**, or **-er** to the following.

mimic : mimicked, mimicking, mimicry  
 frolic : frolicked, frolicking  
 panic : panicked, panicking, panicky  
 traffic : trafficked, trafficking, trafficker

### 3. Why is the word **Arctic** not governed by the rule above?

*Arctic* does not take any of the suffixes. It is not a verb.

## Lesson Plans

For detailed suggestions, refer to pages 59–63.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read and understand a narrative poem
- To develop comprehension skills

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

### LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To identify the rhyming scheme of the poem
- To add suffixes to verbs to form adjectives
- To complete sentences using similes
- To change sentences from present continuous tense to future continuous tense

Task	Time
1. Continue with Exercise A, Questions 3 and 4 should be attempted.	15 min
2. Exercise B, Epithets, Questions 1, 2, and 3 to be attempted.	15 min
3. Exercise B, Spelling Questions 1, 2, and 3 to be attempted. This should be completed as homework.	10 min

### LESSON 3

**Textbook Time: 40 min**

**Aims:**

- To change sentences from present continuous tense to future continuous tense
- To extend listening and speaking skills
- To carry out research on a given topic

Task	Time
1. Complete Exercise C	10 min
2. Exercise D, Questions 1 and 2 should be attempted.	15 min
3. Attempt Exercise E.	15 min

### LESSON 4

**Workbook Time: 40 min**

**Aims:**

- Further practice with verbs—singular, plural, past, present
- To identify the words as singular or plural
- To make sentences in present continuous and future continuous tenses

Task	Time
1. Recap the lessons taught so far.	10 min
2. Begin with Exercise A, Questions 1, 2, 3, and 4.	30 min

### LESSON 5

**Workbook Time: 40 min**

**Aims:**

- To develop vocabulary; use of idiomatic phrases
- More practice of spellings

Task	Time
1. Continue with Exercise B, Questions 1, 2, and 3 to be attempted.	15 min
2. Exercise C to be attempted.	15 min
3. A brief recap of the learning points of the unit.	10 min

A story about a man's desire to fulfil a life-long ambition, and the tension this brings about in the relationship he has with his wife. His obsession with his 'pipe dream' brings about a fatal result!

Use the opportunity to discuss restaurants in general.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- a. The site had not been developed because everyone had assumed it was part of the adjacent park. It belonged to an old lady who probably had no need for it.
- b. The site had been badly neglected. Where the house once stood, there was only a heap of rubble. Three or four walls still remained; these too were in danger of crumbling. There were large heaps of debris on the ground. Bricks, stone slabs, rotten bits of wood with protruding nails, broken glass, and twisted, rusting metal, along with heaps of smashed tiles, were widely strewn around the area, covered by a thick undergrowth of thorn shrubs and grasses.
- c. Aamer earned his livelihood by dealing in brass. His work involved hard bargaining and selling his wares which he carried on his bicycle.
- d. Maham's reaction was to say 'yes' and offer no other comment. She had heard him voice his plans before, and these had usually come to nothing. She took what he said in good humour, and laughed it off, because she was resigned to this state of affairs.
- e. Aamer had found a place (the vacant plot) to build his café and knew who the owner was; the money was in the bank; the deposit was secure; the owner had assured him that he could pay the rest in his own time.
- f. Aamer felt relieved that he had told his wife about his plans for the café. He had kept this to himself for a long time, and had felt the strain, but he was now comfortable in himself because Maham could now help him achieve his goal.

**This question is more difficult. Discuss it first.**

- g. Aamer was both a dreamer and a practical man. He had had many plans before, and nothing had come of them. On his bicycle that morning he was still dreaming about what the café would become and how people would enjoy visiting it and eating there. On the other hand, he had gone about the business of finding the owner and securing the money to buy the property, so in this respect he had been practical.

**While reading:** Lines like, 'I really mean it this time.' from Aamer suggest that he has had lots of plans like this. This is reinforced by Maham, 'suspecting that he was getting carried away by his fancies.' Pupils can find a few other pieces of evidence in the passage.

**Challenge:** Pupils can make up a happy ending or any other alternative ending. Share their ideas in class.

## 2. Select the best answer.

- a. iv. only the birds ate the mulberries
- b. iii. she made fun of them because they were fanciful and unattainable dreams.

## 3. Reference to context

- a. *Simply a quiet resignation.*
  - i. The statement was made about Maham, Aamer's wife.
  - ii. Maham showed her resignation by not commenting or laughing at Aamer's comments, because she had long given up hope of a change in their circumstances.
  - iii. The sentence is not a complete sentence because it does not have a subject. We do not know what has this resignation from the sentence. We know it is Maham because of the sentence that follows it.
- b. *All the final negotiations and visits to the bank could be undertaken with greater ease and peace of mind.*
  - i. The statement was made about Aamer's dealings to acquire the property.
  - ii. All this might now be possible because all the groundwork (finding out about the property, dealing with the owner and the bank) had already been done, and finally Maham had been informed.
  - iii. The reasons for further negotiations and visits to the bank were for Aamer to finalise the deal and realize his goal of building a café.

## B WORKING WITH WORDS

Find these words in your dictionary and use them in sentences.

Pupils will write their own sentences.

subscribe:	write one's name at the bottom of a document
	make or promise a contribution
	engage to take a newspaper for a certain time
suburb:	outlying district of a city
substitute:	make a person or thing take the place of another
subsequent:	following an event
subdue:	bring into subjection; discipline; conquer
subordinate:	of minor importance (adj), put into lower position (vb)

## C LEARNING ABOUT LANGUAGE

Discuss the text and examples of the comparative and superlative forms for adjectives. Introduce other adjectives, too.

### 1. Write out the three forms.

happy	happier	happiest
talkative	more talkative	most talkative
depressed	more depressed	most depressed
quiet	quieter	quietest
lonely	lonelier	loneliest
few	fewer	fewest
clever	cleverer	cleverest

hopeless      more hopeless      most hopeless  
shabby      shabbier      shabbiest  
rugged      more rugged      most rugged

**2. Explain why the following sentences are incorrect.**

- a. 'Most' is not needed. *Perfect* cannot be bettered.
- b. Cannot have anything 'blacker than black'. Black *is* black.
- c. 'Most' is not need. *Unique* means the only one.
- d. 'Weightless' means without weight.
- e. 'Most' is not needed. *Faultless* means without fault.
- f. 'Most' is not needed. *Illegal* cannot be compared; we cannot have something more illegal or less illegal.

## D LISTENING AND SPEAKING

It is a good idea to bring to class a few menus from local restaurants. Pupils may work in pairs and use these to ask new questions and give answers.

## E COMPOSITION

Pupils may work in pairs or in small groups. They should first discuss an advertising 'campaign'. How best could they make the café known to a great section of society? What media would they use? How would they design the advertising material? What would they include? How would they make it as attractive as possible?

## Workbook: pages 59–66

### A NOUNS AS ADJECTIVES

Discuss the explanation. Show how the meaning changes if the hyphen is put in a different place. Ask pupils to make up their own hyphenated adjectives to describe various nouns.

**1. Use the following in sentences of your own.**

Discuss the expressions. Note that they are used as adjectives to describe something else, e.g. home-made bread, jam, pickle;  
brick-coloured floors, furniture, car;  
moon-shaped face, earrings, eyes;  
mist-covered mountains, valleys, playing fields.

**2. Can you think of nouns used as adjectives?**

Pupils should try to think of their own words.  
water cooler, camel trainer, chip shop, computer screen, etc.

**3. Add nouns (used as adjectives) to the following.**

Examples:

- |                  |                |                 |
|------------------|----------------|-----------------|
| a. flower garden | b. floor tile  | c. plant root   |
| d. animal cage   | e. light house | f. glass window |

**4. Now add nouns to the following adjectives.**

Examples:

- a. garden plant                      b. post box                      c. dress material
- d. fluid gold                          e. mask dance                      f. book jacket

**B COMPARATIVE AND SUPERLATIVE ADJECTIVES**

**1. Write sentences using the following adjectives. Use them in the form suggested in brackets.**

Pupils will write their own sentences.

- a. most                      b. topmost                      c. better                      d. littlest                      e. worse                      f. most beautiful

**C WORD CHAINS**

Encourage the pupils to make their own lists.

Here are some examples:

garden chair, chair cushion, cushion cover, cover photograph, photograph frame, frame wood, wood box, box handle.

glass house, house roof, roof window, window curtain, curtain ring, ring metal, metal tray, tray shelf.

back street, street name, name board, board lettering, lettering ink, ink stain, stain removal, removal van.

master key, key question, question master, master plan, plan office, office manager, manager division, division secretary.

**D THE CAFÉ**

**1. Study the menu.**

Study the menu and ask questions. Is the food expensive? What kind of café or restaurant might this be? Where might it be found?

**2. Now sort out the menu under clear headings; include the prices.**

**Soups**

<u>Item</u>	<u>Price</u>
onion	35.00
tomato	25.00
chicken corn	50.00

**Main Dish (Veg.)**

<u>Item</u>	<u>Price</u>
vegetable rice	90.00
boiled egg	10.00
egg masala	35.00
peas and cheese	40.00
rice (plain)	40.00
egg salad	25.00
vegetable curry	42.00

**Main Dish (Non-Veg.)**

<u>Item</u>	<u>Price</u>
mutton biryani	80.00
chops (mutton)	70.00
tandoori chicken	105.00
mutton curry	65.00
chicken curry	50.00
fish cutlets	140.00
fish curry	160.00
fried prawns	180.00

**Sweets**

<u>Item</u>	<u>Price</u>
fruit salad	45.00
cake	30.00
ice cream	25.00
custard	12.00
halwa	20.00

**Drinks**

<u>Item</u>	<u>Price</u>
tea	10.00
coffee	25.00
lime juice	15.00
lassi	22.00
mango juice	20.00

**Bread**

<u>Item</u>	<u>Price</u>
chapati	4.00
puri	12.00
toast	5.00
bread	3.50
naan	5.00

Can't be put in any of the lists: pickle 3.00

**3. Answer the following questions.**

- fried prawns: Rs 180.00
- pickle. It is not a soup, a main dish, a sweet, a drink, or a bread.
- d. e. Pupils will give their own answers.
- No. They come to more than Rs 110. (Rs 145).

**E QUESTION TAGS**

You may do some oral work for this page and the next by asking questions and asking the pupils to complete them with a question tag.

**1. Which question tags would you use with the following?**

- she isn't—is she?
- they're new—aren't they?
- she didn't—did she?
- you won't—will you?
- we're not—are we?
- they ought to—oughtn't they?
- she wasn't—was she?
- I have—haven't I?
- she shouldn't - should she?

**2. Complete the following sentences using question tags.**

- You didn't know he was ill, did you?
- If you did know, you would have visited him, wouldn't you?
- Rehan has a new car, hasn't he?
- I don't think you've seen it, have you?
- This picnic is fun, isn't it?
- They all came, didn't they?
- You aren't going now, are you?
- The fun has only just started, hasn't it?
- I suppose we could have gone to see a film, couldn't we?
- You shouldn't have said that to him, should you?
- We're all going to the film, aren't we?
- I'm going too, aren't I? (am I not?)

### 3. Rewrite the following correctly.

In each case, the verbs do not agree. Further notes are given in brackets.

- a. You won't come late, will you? (Negative followed by a negative is incorrect.)
- b. He didn't come, did he? (Tag should relate to the subject, he.)
- c. You are angry because it is raining, aren't you? (Tag should relate to the subject, not the object.)
- d. Her parents weren't at the play, were they? (*Parents* is plural: the verb *was* is singular.)
- e. The girl cannot cook, can she? (*cannot* is in the present tense; *could* refers to the past.)
- f. He didn't commit the crime, did he? (Double negatives: didn't/didn't)
- g. You have kept my money safe, haven't you? (Tag does not refer back to the subject *You*.)

## Lesson Plans

For detailed suggestions, refer to pages 65–70.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read and understand a short story
- To develop comprehension skills

Task	Time
1. Reading and discussion of the text and understanding of the unfamiliar words.	30 min
2. Exercise A, attempt Questions 1, 2, and Challenge. Any unfinished work to be given as homework.	10 min

### LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To use the prefix 'sub'
- To identify comparative and superlative forms

Task	Time
1. Continue with Exercise A, Question 3 to be attempted.	10 min
2. Exercise B to be attempted. The sentences should be given for homework.	10 min
3. Continue with Exercise C; Questions 1 and 2 should be attempted.	15 min
4. Recap the learning points of the lesson.	5 min

### LESSON 3

**Textbook Time: 40 min**

**Aims:**

- To develop oral skills
- To develop directed writing skills

Task	Time
1. Attempt Exercise D.	15 min
2. Exercise E should be attempted.	20 min
3. Recap the lessons taught so far.	5 min

### LESSON 4

**Workbook Time: 40 min**

**Aims:**

- To use nouns as adjectives
- To enhance vocabulary; to form word chains

Task	Time
1. Exercise A, Questions 1 to 4 and Exercise B should be attempted.	20 min
2. Exercise C should be attempted.	15 min
3. Exercise D should be discussed and continued in the next lesson.	5 min

### LESSON 5

**Workbook Time: 40 min**

**Aims:**

- To identify grammatical mistakes
- To answer questions based on a restaurant menu
- To practise question tags

Task	Time
1. Complete unfinished tasks from the previous lesson.	15 min
2. Exercise E, Questions 1, 2, and 3 should be attempted.	20 min
3. Revise the learning points of the unit.	5 min

# London's Summer Morning

A remarkable piece of work. Here, the poet is creating a visual picture of a busy city in the early morning. The sights, sounds and smells are conveyed by the poet's well-chosen words and phrases. Note how she has not used rhyme but keeps a steady pace through the regular metre of the poem. Get the pupils to count the beats in the lines. The poet describes the movement and sounds of the different people, mostly workers, in London. The poem was written long ago; pupils could compare the list of people in the poem with a list of who they would hear early in the morning in a busy city in Pakistan.

The poet uses long descriptions, lines which spill over from one to the next, and the mid-line pauses. This structure reflects the busy scene and the overlapping of the actions and sounds as heard and imagined by the poet who has just woken up!

Read the poem aloud a number of times to enjoy it.

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- Pupils will list at least 5. Discuss a range. Make sure you cover the ones in bold as the pupils will need to have an understanding of them for E. **chimney-boy - cleans chimneys, housemaid - domestic work**, dustman - a collector/remover of domestic refuse, ashes, etc., driver - for the horse drawn hackney-carriages, waggons and carts, tinman - a tinsmith (sales and repairs of tin items), trunk-maker - makes trunks, knife-grinder - sharpens knives and tools, cooper - makes wooden barrels, fruit/vegetable vendor - sells fruit/vegetables, shop keeper - sells goods, apprentice - someone who is learning a trade from a skilled employer, neat girl - a maid or servant, **lamp-lighter - lights, and takes care of, the oil lamps**, pot-boy - a youth employed to serve drinks or clear up/wash up in an inn, **old-clothes-man - a person who deals in second-hand clothes**, porter - a door or gatekeeper, poet - writes poems.
- summer, sultry, hot
- Look at lines 27–32. the lamp-lighter. Trimming the lamps - filling them with oil, checking the wicks, cleaning the lamps. The pot-boy is yelling.
- According to the last two lines of the poem, the 'poor poet' 'wakes to paint the summer morning' - wakes up and writes a poem.

**These questions are more difficult. Discuss them first.**

The poet has painted a picture with words, creating a vivid image of a busy city full of sounds and sights.

- Pupils will work with a classmate to collect a list of words and phrases in the poem which help the reader imagine the sounds of the city. Busy sounds, noisy, shrilly bawls his trade, the milk-pail rattles, tinkling bell proclaims, din, noisy (again) squeaking, cries...fill the air, humming insects, yells discordant, cries in tone monotonous.

Alliteration: use of the same sound to begin a number of words that are close together

Onomatopoeia: words that sound like the things they are or that they describe

- f. Pupils should discuss their choices (above) and state which they think are most effective, and which are onomatopoeic.
- g. Pupils will find two examples of alliteration in the poem and write them in their book. They should copy the lines carefully and underline the letter that has been repeated. They should notice the use of S in the first sentence (and less so in the second sentence); V in 'vegetable-vendors...varied'; and other examples. S, T, and P are also used in other lines/sentences/sections of the poem.
- h. bawls, rattles, tinkling, squeaking, humming

## 2. Reference to context

- a. *Now pastry dainties catch the eye minute  
Of humming insects, while the limy snare  
Waits to enthrall them.*
  - i. catch, snare, enthrall
  - ii. they are for sale to anyone who can afford to buy them
  - iii. It is likely that many of them are caught in the 'limy snare' - the insect trap.
- b. *the old-clothes-man cries  
In tone monotonous, while sidelong views  
The area for his traffic, now the bag  
Is slyly opened, and the half-worn suit  
(Sometimes the pilfered treasure of the base  
Domestic spoiler), for one half its worth,  
Sinks in the green abyss.*
  - i. The old-clothes-man is shouting to get the attention of people who might wish to buy the clothes he has for sale.
  - ii. He does not seem to be an honest man!
- c. The image of the suit sinking in a 'green abyss' is an interesting way of showing us that the value of goods goes down once they have been bought. Discuss this passage and work together to come up with an explanation of what the poet is describing in simple English. Here are some helpful sentence openers that you can use if you want to.
  - The second-hand clothes seller...
  - Some of the clothes he sells have been... by...
  - The clothes are sold for ...
  - Once something has been bought, its value ...

*Pupils can write simple endings to the sentence openers. Some pupils may be able to develop their ideas further. If they have worked through b. they should be aware that the poet is describing a different aspect of the busy city – the dishonest business that is also happening (and perhaps she is also commenting on corruption, economics, and capitalism! But pupils need not be too concerned with these aspects.).*

## B WORKING WITH WORDS

### SPELLING

#### 1. Read the list of words below.

Words that are not known should be checked in a dictionary (e.g. decanter, flagon). (a)

The words are all containers or receptacles of one kind or another. (b and c)

Pupils may think of more receptacles/containers: tank, pot...

## 2. Make a table with three columns in your notebook.

They follow the form:

word            word + ful            word + fuls

spoon           spoonful            spoonfuls

Note the difference:

i. There were three spoons full of salt on the table.

ii. There were three spoonfuls of salt on the table.

In i. There were three spoons on the table, and each was filled with salt.

In ii. The amount of salt put onto the table (not now contained in the spoon itself) was three spoonfuls.

## 3. Suffixes

**Add *-ish* or *-y* to the following.**

funny	whitish	biggish	streaky	dopey	blackish
jumpy	runny	greyish	shiny	greenish	waxy
icy	bluish/blueish	yellowish (yellowy)	edgy	pinkish (pinky)	
velvety	reddish (ruddy)	misty			

**Can you add other words to the list above?**

Ask the pupils to add the names of more colours: purple, bronze, orange, tan, vermillion, silver, gold, maroon, mauve...

## C LEARNING ABOUT LANGUAGE

**Fill in the blanks with the appropriate form of the word given.**

- a. cruelty            b. cruel            c. cruelly
- a. honesty            b. honest            c. honestly
- a. ignorance            b. ignorant            c. ignorantly
- a. wit            b. witty            c. wittily
- a. business            b. busy            c. busily
- a. rudeness            b. rude            c. rudely

## D LISTENING AND SPEAKING

### ROLE PLAY

**Work in a pair. One of you is a shopkeeper and one of you is the customer. You have ten minutes to think of and write a short conversation between the two characters. Use the time to practise questions and answers, and to create short, smooth dialogues.**

**Read some of the conversations written by your classmates and show them yours.**

## E COMPOSITION

**1. Choose any two characters from above and make a chart for each of the two on a sheet of paper.**

**2. Write a description of one of the characters and how they spend their day.**

The pupils will need to use their understanding of the poem and their imaginations.

## Workbook: pages 67–71

### A ABSTRACT NOUNS

#### 1. Rewrite the sentences. Abstract nouns.

- The salesman was upset by the housewife's *anger*.
- The king was amazed by the woman's *beauty*.
- The voters were influenced by the politician's *importance*.
- The visitor was impressed by the clerk's *efficiency*.
- The doctor was distressed by the patient's *anxiety*.
- The traveller was worried by the donkey's *stubbornness*.

### B WORD BUILDING: PARTS OF SPEECH

There are many words that each root word can be made into. Make a game of this by seeing who can get the most words in a set time. Share the responses. An example: dramatic, undramatic, dramatically, dramatist, melodrama, docudrama

### C FINE, EXPRESSIVE ADJECTIVES

Put the adjectives in the order that you think sounds the best.

#### 1. Discuss the adjectives. The sequences given below are not necessarily the only ones possible.

- |                                   |   |
|-----------------------------------|---|
| a. young, active, general manager | b. hideous, yellow, broken finger-nails |
| c. large, grey, portable TV set   | d. rich, fat, unemployed son            |
| e. long, bushy, white, whiskers   |   |

### D ADJECTIVES TO ADVERBS

#### 1. Change the following adjectives into adverbs.

- bright : brightly
- gentle : gently
- brilliant : brilliantly
- foolish : foolishly
- perilous : perilously

Pupils will write their own sentences.

### E READING WITH RHYTHM

Try reading the lines clearly and quickly.

Pupils should try a few times.

### F PRONUNCIATION

Can you find rhyming words? Don't invent new words!

- |            |            |          |             |
|------------|------------|----------|-------------|
| a. feather | b. another | c. toast | d. believed |
| weather    | mother     | roast    | relieved    |

- |             |            |            |          |
|-------------|------------|------------|----------|
| leather     | brother    | coast      | deceived |
| e. returned | f. laughed | g. sparrow | h. stony |
| adjourned   | shaft      | marrow     | phoney   |
| spurned     | daft       | narrow     | bony     |
| i. harvest  | j. Sydney  | k. shrunk  | l. rough |
| darkest     | kidney     | drunk      | stuff    |
|             | bad knee   | monk       | tough    |

Pupils will come up with their own words. Discuss whether or not they are all rhyming words.

## Lesson Plans

For detailed suggestions, refer to pages 72–76.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read and understand a poem and analyse it
- To answer questions based on the poem
- To develop comprehension skills

Task	Time
1. Reading and understanding of the 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 Exercise A, Question 2.	10 min

### LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To develop vocabulary
- To use the appropriate form of the given words
- To identify abstract nouns, adjectives and adverbs

Task	Time
1. Continue with Exercise B, Questions 1, 2, and 3.	15 min
2. Exercise C should be attempted.	10 min
3. Continue with Exercise C. If the work cannot be completed in class, the task can be given for homework.	15 min

### LESSON 3

Textbook/Workbook Time: 40 min

**Aims:**

- To develop role-playing skills
- To develop directed writing skills—descriptive writing

Task	Time
1. Begin with Exercise D. ten minutes of planning should precede the written work.	20 min
2. Complete Exercise E.	20 min

### LESSON 4

Workbook Time: 40 min

**Aims:**

- To change adjectives into their abstract noun form
- To use root words to make other words
- To practise adjectives
- To form adverbs from adjectives
- To practise the correct pronunciation of some unusual words

Task	Time
1. Exercise A to be completed.	15 min
2. Continue with Exercise B.	15 min
3. Exercise C should be attempted. This can be finished for homework.	10 min

### LESSON 5

Workbook Time: 40 min

**Aims:**

- To form adverbs from adjectives
- To practise the correct pronunciation of some unusual words

Task	Time
1. Exercise D should be attempted.	10 min
2. Continue with Exercise E.	15 min
3. Continue with Exercise F.	15 min

Pupils should be told that *The Machine Stops* is a science fiction story written in 1909. It was voted one of the best novellas up to 1965 and has remained popular. (It is a novella because it has no chapters or parts, and is slightly longer than a short story.) It is set in a post-apocalyptic world where humanity lives underground and relies on a giant machine to provide their needs. In it, Forster seems to have predicted new technologies such as the Internet and instant messaging. The extract provides an excellent opportunity to talk about the role technology plays in modern life. If you can read the novella before the lesson, you will be able to share other details about this world with the pupils, such as the fact that babies are also brought up by the Machine, away from their mothers in public nurseries.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- Vashti is a woman and Kuno is her son.
- Vashti is due to deliver her lecture on 'Music during the Australian Period' in 5 minutes.
- In a mechanical chair. People do not move about independently in this world.
- Vashti doesn't want to travel in the airship because she dislikes 'seeing the horrible brown earth, and the sea, and the stars in the dark.' She also says she 'gets no ideas in an airship.' She is separate from the real world because the world outside the Machine is contaminated.
- Kuno says that he wants to speak to his mother not through the wearisome Machine. Vashti is shocked that he says something negative about the Machine.
- The rooms are small, hexagonal and lit by 'a soft radiance' which can be turned up or down; they have some kind of ventilation system (not windows); music is played in them; each room contains a chair and a reading desk and lots of buttons and switches with which the occupant can call for food, music, clothing, a hot or cold bath (the bath rises out of the floor) or a bed; there are also speaking tubes and communication buttons so that she can talk to people (or 'isolate' herself).

#### This question is more difficult. Discuss it first.

- Pupils should use evidence from the passage to support what they say. Overall, Vashti is more obedient and unquestioning, and seems to accept life in the Machine without question. Vashti views Kuno's personality as 'odd' because he questions the Machine and wants to do things contrary to the spirit of the Machine, such as going to the surface of the Earth.

**While reading:** Pupils should discuss their thoughts about this. Is it enough to only speak to people we are close to via telephone or video call? Most people would also want to see people they are particularly close to face to face.

**Challenge:** This task involves collecting information from the passage and then making a judgement. Pupils will need to list the details first. The Machine controls all aspects of life. If Vashti is a typical adult, the Machine has not made her very healthy! Vashti does not seem to question the Machine and views it positively. Kuno feels differently. The comprehension questions will prepare the pupils for this challenge question.

## 2. Answer the following with reference to context.

- a. *And in the armchair there sits a swaddled lump of flesh—a woman, about five feet high, with a face as white as a fungus.*
  - i. Vashti
  - ii. She is wrapped up (like a baby); she is not very fit and it seems like she does not move around much.
  - iii. It conveys the impression that she is pale, overweight, unhealthy looking/shapeless, and perhaps somewhat unattractive. A good exercise here would be to get students to look up the key words and talk about the meanings they convey.
- b. *Vashti's next move was to turn off the isolation switch, and all the accumulations of the last three minutes burst upon her. The room was filled with the noise of bells, and speaking-tubes.*
  - i. When Vashti has finished speaking to Kuno.
- c. *She knew several thousand people, in certain directions human communication had advanced enormously.*
  - i. Vashti communicates with the people she knows through speaking tubes and screens (blue plates). People no longer meet up in person. They communicate about 'ideas' - from the examples given, these are not particularly complicated.
  - ii. The author seems to imply that human communication has NOT advanced in other directions by the use of the phrase 'in certain directions'. This suggests that although Vashti is in contact with several thousand people through the use of advanced technology, such as the speaking tubes, there is something missing. The Machine ignores the finer details of communication.
  - iii. Pupils should be encouraged to reflect on what makes effective and rewarding communication. Vashti's world's ways of communication do not include face-to-face interaction and seem to rely on small (not particularly interesting) soundbites of information being shared by many people. Humans are sociable creatures and Vashti's world's Machine seems to have isolated each human away from all others...
- d. *The clumsy system of public gatherings had been long since abandoned; neither Vashti nor her audience stirred from their rooms.*
  - i. What is meant by the following phrases:
    - System of public gatherings - refers to face to face meetings which, in the world of the story, no longer happen
    - Stirred from their rooms - this means 'moved out of their rooms' - in the world of the story, everyone stays in their own room all the time
  - ii. Pupils should attempt this on their own. The old way of meeting face to face was considered awkward and difficult and no longer happened; Vashti, and everyone else, never left their rooms.
- f. *His image in the blue plate faded.*  
*'Kuno!'*  
*He had isolated himself.*
  - i. Kuno isolates himself when his mother tries to dissuade him from visiting the surface of the Earth because she feels that it goes against the Machine.
  - ii. In the story 'isolated himself' means that Kuno has turned on the isolation knob in his room so that no one can speak to him through the speaking tubes or through the 'blue plate'.
  - iii. She feels lonely after this.

## B WORKING WITH WORDS

Discuss the text.

1. **Complete the following; see if you can think of any new comparisons apart from the obvious ones which you have read before.**

Pupils will make up their own comparisons.

## C LEARNING ABOUT LANGUAGE

**Inverted commas**

**Punctuate the following, using inverted commas where necessary.**

Note the use of double inverted commas here, because there are quotes within quotes.

- a. Doctor Livingstone explored 'Darkest Africa'.
- b. "They can't come tomorrow," she said sadly.
- c. "But his comments were not necessary," he pointed out.
- d. "Have you read 'Charlie and the Chocolate Factory'?" he inquired.
- e. 'Exit' is really a Latin word which means 'he goes out'.
- f. "Did you shout, 'Get out!'?" she asked.
- g. 'Parlez vous Francais?' he asked, in a very posh accent.
- h. 'The Mountain Lion' by D. H. Lawrence is a fine poem.
- i. "Whatever it is," he said, "I intend to find out." (or "Whatever it is he said, I intend to find out.")

## D LISTENING AND SPEAKING

**Talking about technology.**

1. **Work with a classmate. Ask five questions, from the list below, to which your classmate can give answers. Then let your classmate ask five questions to which you may give answers.**
2. **For class discussion.**

Are all modern technological developments good? Debate this point with two teams speaking for and against the idea. Pupils will need a little time to draw together their ideas.

## E COMPOSITION

After the pupils have written their own versions, ask them to read the novella to find out what happens.

## Workbook: pages 72–76

### A INVERTED COMMAS

1. **Punctuate the sentence in three different ways.**
  - a. That nasty Majid said, 'He is not here.'
  - b. 'That nasty Majid,' said he, 'is not here!'
  - c. 'That nasty!' Majid said. 'He is not here.'
2. **Rewrite the following inserting the necessary punctuation.**

Pupils should use double and single quotation marks.

The teacher asked Salman for a sentence using the word 'I'.

"I is...", began Salman.

"No, not I is. You should say I am," she said firmly.

"All right," he said, "I am the ninth letter in the alphabet!"

(The teacher was obviously concerned about his grammar, but he was right in the first instance!)

## **B TO RISE OR TO RAISE?**

### **1. Read the following sentences.**

Discuss the meaning of each sentence.

### **2. Look up the words *rise* and *raise* in your dictionary.**

**Write down the first meaning for each word.**

Ask the pupils to look in a dictionary.

Note that *rise* is an intransitive verb (vi); it does not need an object, whereas *raise* is a transitive verb (vt), and must have an object.

We rise in the morning. (v.i. object: none)

Adults raise children. (v.t. object: children)

### **3. Write five sentences of your own.**

Pupils will make up their own sentences, check that these are correct.

## **C SEA FEVER**

### **1. Find the poem *Sea Fever* in an anthology of poems. Read it.**

Read the whole poem if you can.

### **2. Consult your dictionary and find out how many words contain the word *sea*. Write them down here.**

Consult the Concise Oxford Dictionary or another good dictionary for a full list.

### **3. Write definitions for the following. (Your dictionary will help.)**

a. foam: collection of small bubbles formed in liquid by agitation

b. wave: ridge of water between two depressions

c. ripple: small wave

d. roller: long swelling wave

e. breaker: heavy ocean wave breaking on coast

f. swell: heaving of sea with waves that do not break

g. tidal wave: wave following Sun and Moon from east to west and causing tides

## **D IDIOMS OF THE SEA**

### **1. Can you match the expressions in A with the meanings in B?**

a. to be out of one's depth

v. to be engaged in a task that is too difficult

b. to be in deep water

iv. to be in difficulties

c. to be at sea

ii. to be confused

d. to be at the helm

i. to be in command

e. to put to sea

iii. to start on a sea voyage

**2. Use the expressions in column A in sentences of your own.**

Pupils should try to write interesting sentences.

e.g. Asim is out of his depth as far as mathematics is concerned; he finds it all too difficult.

The boys are in deep water again; this is the third time they have been late this week.

Shayma is all at sea; she cannot decide whether or not to return to Pakistan.

The principal has been at the helm for over a decade.

The captain put to sea at dawn, long before the townsfolk had woken.

**REFLEXIVE PRONOUNS**

**1. Look up these words and write the meanings.**

emphasis (n): stress laid on words

emphasize (v): lay stress upon

Some explanation may be required. Give further examples.

**2. Rewrite the sentences correctly so that they make good sense.**

a. She and her brother went to see a film.

b. The man (himself) went to Islamabad to see the prime minister.

c. They themselves spoke about the disaster.

d. She gave the letter to him herself.

e. He doesn't want us to go. (Note the different connotation: He doesn't want us to go *by ourselves*.)

**Lesson Plans**

For detailed suggestions, refer to pages 78–82.

**LESSON 1**

**Textbook Time: 40 min**

**Aims:**

- To read and understand an excerpt from a novella
- To develop comprehension skills

Task	Time
1. Reading of the text and understanding and appreciating the events.	20 min
2. Exercise A, Questions 1 and 2 should be attempted. Unfinished should be given for homework.	20 min

**LESSON 2**

**Textbook Time: 40 min**

**Aims:**

- To develop vocabulary (similes)
- To revise punctuation

Task	Time
1. Check through responses to Exercise A.	10 min
2. Attempt Exercise B, Question 1.	15 min
3. Attempt Exercise C, Question 1. Complete for homework.	15 min

### LESSON 3

**Textbook Time: 40 min**

**Aims:**

- To improve listening and speaking skills
- To develop directed writing skills

Task	Time
1. Exercise D should be attempted.	20 min
2. Attempt Exercise E.	20 min

### LESSON 4

**Workbook Time: 40 min**

**Aims:**

- To revise punctuation
- To develop vocabulary; to encourage the use of the dictionary

Task	Time
1. Exercise A to be attempted.	10 min
2. Exercise B, Questions 1, 2, and 3 to be attempted.	10 min
3. Exercise C, Questions 1, 2, and 3 to be attempted.	15 min
4. Recap the lessons taught so far.	5 min

### LESSON 5

**Workbook Time: 40 min**

**Aims:**

- To enhance vocabulary; to encourage the use of the dictionary
- To use reflexive pronouns correctly

Task	Time
1. Exercise D to be attempted.	20 min
2. Exercise D, Reflexive Pronouns, Questions 1, 2, and 3 to be attempted.	15 min
3. Recap the lessons taught.	5 min

This is a story about life in a remote community. It is also a story about fairness, what makes a good leader, and 'headcraft' - using the brain! The style is interesting and conveys the characters' ways of speaking well.

**While reading:** Pupils should discuss Keesh's skills, fairness and actions and explore why they would make him a good chief. They should also consider any factors that might not make him a good chief.

**Challenge:** The author makes the story sound as if it is being spoken rather than written by using lots of phrases and structures that someone telling a story would use; using repeated phrases and ideas (look at the opening and the ending), and by using lots of dialogue. Get pupils to pick out phrases that sound like they are being spoken by the storyteller.

## A COMPREHENSION

### 1. Answer the following questions.

- a. The story of Keesh is remembered from one generation to the next through storytelling.
- b. The author means that the boy is thirteen years old. His people's way of measuring years is in suns; because they are so far north it is dark for half the year and light for the other half so the sun rises and sets once a year.
- c. Bok was Keesh's father. He was killed by a polar bear while trying to kill it in order to feed his people during a time of famine.
- d. Keesh's complaint at the council was that he was not getting a fair share of the meat; the portion he and his mother received was often tough and old.
- e. The men reacted to Keesh's statements in the council meeting by shouting at him to go to bed because he was only a child. They felt that he should not have been complaining.
- f. Keesh resolved to go out hunting by himself and to share his kill fairly. He wanted to ensure that all were provided for: 'no widow nor weak one shall cry in the night'.
- g. Keesh needed to sleep for twenty hours because he had been out hunting for the first time: he had travelled out along the shoreline and killed a she-bear and two half-grown cubs.
- h. Bim and Bawn were sent to follow Keesh to find out if he was using witchcraft when hunting the bears because the council could not understand how he was so successful at it.
- i. Ugh-Gluk taxed Keesh with the accusation to his face that he was using witchcraft.
- j. Keesh's 'headcraft' was clever thinking, an inventive idea, that allowed him to hunt successfully.

**These questions are more difficult. Discuss them first.**

- k. We get the impression that life was hard because of the reference to a time of famine. It also seems hard because the people depend on hunting to get food; hunting is physically demanding and dangerous. Also, it would be dark for half the year and the lack of light, cold temperatures and bad weather would make life hard.
- l. Keesh's hunting method is described in detail towards the end of the story. Pupils can describe other methods of hunting (on horseback; with bow and arrows; hunting with dogs/guns; trapping...) - most involve striking the animal from afar or using another animal to attack and weaken it. Keesh's method involves weakening the animal from the inside.

## 2. Choose the best answer.

- a. ' ... and the air is filled with flying white ... ' This refers to
  - ii. snow in the wind.
- b. Keesh decided to go hunting in order to
  - iii. feed himself and his mother and ensure all got meat.
- c. The means by which Keesh killed animals was by
  - iii. headcraft.
- d. Keesh sent a reply to the council to say his igloo was large and comfortable in order to
  - i. make them come to him (and thereby show his power).

## B WORKING WITH WORDS

### IDIOMS

#### 1. Match the following idioms with the meanings given below.

- | IDIOMS                        | MEANINGS   |
|-------------------------------|--|
| i. it (all) boils down to ... | e. in short ...  |
| ii. to iron out differences   | c. to smooth over an argument or quarrel                               |
| iii. to leave well alone      | b. not to interfere with something                                     |
| iv. to mind one's Ps and Qs   | f. to be very polite and careful about what one says or does           |
| v. to split hairs             | d. to make distinctions that are too small to be important or of value |
| vi. to rain cats and dogs     | a. to rain heavily   |

## C LEARNING ABOUT LANGUAGE

### ADJECTIVE PHRASES

#### Adjective phrases

#### 1. Which of the following groups of words are phrases?

These are phrases:

c., e., f., g.

The others are all complete sentences.

The others contain a finite verb, so they are clauses.

#### 2. Make up adjective phrases to describe the following; be careful not to include a finite verb.

Examples:

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| a. a sock on the right foot          | b. a table in the kitchen             |
| c. the grasshopper in the garden     | d. a radio made of plastic            |
| e. a friend in need                  | f. the school in front of the college |
| g. the alphabet written on the board | h. the telephone inside the booth     |
| i. an uncle on my father's side      | j. a tiger in the wild                |

### ADJECTIVE PHRASES

#### 3. Rewrite the following by replacing the adjectives (given in italics) by adjective phrases of similar meaning.

- a. The tunnel *under the ground* was full of water.

- b. A well *without a bottom* was found in the garden.
- c. My father was the teacher *of English*.
- d. Abdul worked in a cafe *by the roadside*.
- e. Gerry is an artist *from Canada*.
- f. The gentleman *with a beard* is an acrobat.
- g. The peak *in the distance* is Mt. Everest.
- h. Mr Shah is a man *of some strength*.
- i. A ghost *with no head* haunts that country house.
- j. The *driver of* the lorry parked his vehicle on the street.

## D LISTENING AND SPEAKING

### PRACTISING QUESTIONS IN THE PRESENT PERFECT TENSE

Pupils may work in small groups. Discuss the examples first.

1. **Cut a sheet of paper into about 30 small squares. Copy the words in the list given on the next page on to the pieces of paper. (Write down one word on each piece. You may add any other verbs that you can think of. Use the root form of the verb, not the past tense or some other form.)**

read see brush eat visit clean take write show buy change  
get learn think find give sell start go finish speak teach

Pupils can add more verbs (in the root form).

2. **Place the pieces of paper face down in the middle of the group. Take turns to select one piece of paper each. Read the word. Then make a question in the perfect present tense.**

Use one of the following words in your question and possibly another in the answer:

yet just ever already never recently  
now always seldom forever often

## E COMPOSITION

There was much doubt and discussion. The men could not believe that the boy Keesh, single-handed, had accomplished so great a marvel.

**Use the idea given above to write a dialogue between some of the men and women in Keesh's village.**

Talk about what the villagers might have said about Keesh, his hunting methods, his treatment by the headman and others, his witchcraft, his future in the village, his mother...

Pupils should use the characters in the story, but introduce other names too. Remind them how to write in the form of a play or dialogue, as per the example (but with the characters they choose).

## Workbook: pages 77–81

### A MORE ABOUT ADJECTIVE PHRASES

Discuss the explanation.

1. **Pick out the adjective phrases in the following, and say which nouns they modify. (Follow the examples given above.)**
  - a. The adjective phrase of our neighbour's singing tells us more about the noun sound.

- b. The adjective phrase of rotten tomatoes tells us more about the noun basket.
- c. The adjective phrase bought in the supermarket tells us more about the noun bread.
- d. The adjective phrase at the bus-stop tells us more about the noun man.
- e. The adjective phrase in the playground tells us more about the noun teacher.
- f. The adjective phrase of colourful portraits tells us more about the noun painter.

**B THE PRESENT PERFECT TENSE**

**1. Read this page carefully. Discuss what you have read.**

Go through the text carefully. Use additional examples to illustrate the perfect tense. Pupils can make up their own sentences as shown in the examples at the bottom of the page.

**2. Answer the following questions.**

- a. No, my father has never driven a car at 160 kilometres per hour.
- b. I have already opened this book.
- c. I have already begun Book 7.
- d. I have just written the answer to question d.
- e. No, I haven't answered question g yet.
- f. Yes, I have visited my grandparents recently.
- g. No, I have already read yesterday's newspaper.
- h. No, I don't think I have ever bought a car.
- i. No, we have not completed this exercise yet. We have just completed question i.
- j. I have just read page 65.

**C AESOP'S FABLES**

Pupils will write their own stories. Show them how the story may be made more interesting through the use of conversation, adverbs, adjectives, and adjectival phrases. Discuss the moral of the story.

Can the pupils think of other stories with a moral?

For more about Aesop, see: <http://en.wikipedia.org/wiki/Aesop>

For Aesop's fables, see: <http://www.aesopfables.com>

**Lesson Plans**

For detailed suggestions, refer to pages 84–87.

**LESSON 1**

**Textbook Time: 40 min**

**Aims:**

- To read and understand a story written as if it is being spoken
- To develop comprehension skills

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

## LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To match idioms with their meanings
- To learn about adjective phrases

Task	Time
1. Complete Exercise B.	10 min
2. Complete Exercise C, Questions 1 and 2.	15 min
3. Begin Exercise C, Question 3. Pupils can complete it for homework	15 min

## LESSON 3

**Textbook Time: 40 min**

**Aims:**

- To practise forming questions in the present perfect tense
- To revise adjectival phrases

Task	Time
1. Attempt Exercise D.	15 min
2. Attempt Exercise E.	15 min
3. Begin Workbook Exercise A.	10 min

## LESSON 4

**Workbook Time: 40 min**

**Aims:**

- Further practice of the present perfect tense
- To develop directed writing skills—story writing

Task	Time
1. Exercise B, Questions 1 and 2 should be attempted.	15 min
2. Attempt Exercise C. Unfinished work can be completed as homework.	15 min
3. Recap the concepts taught and learnt.	10 min

# Home and Love

You might like to pose the question: What do you consider the most important things in life? Listen to what the pupils might come up with. Money? Property? Friends? Education? They will have lots of suggestions. Lead on to explaining that the poet here has chosen Home and Love.

For more information about Robert William Service: [http://en.wikipedia.org/wiki/Robert\\_W.\\_Service](http://en.wikipedia.org/wiki/Robert_W._Service)  
<http://www.robertwservice.com/>

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- a. Home and Love
- b. They are small; they have four letters each; there are no words more tenderly complete; angels do not use any sweeter words.
- c. Home without love is bitterness; love without home is often pain; they will not do alone, but have to go together.
- d. 'hand in glove'
- e. The poet says that those who have both, whether they are poor or not, ought to sing the whole day long. The words will make their song divine.
- f. a. angel    b. home    c. poor    d. gain    e. love

#### These questions are more difficult. Discuss them first.

- g. Pupils will give their own views. Collect a range of responses.
- h. Pupils will give their own views. Collect a range of responses.

#### 2. Reference to context

- a. *When angels talk in Heaven above*  
*Whatever they talk about, the poet says that they cannot have any words sweeter than home and love.*
- b. *Somehow they travel hand and glove:*
  - i. They go together as a pair.
  - ii. The words Home and Love.
- c. *And if you've both...*
  - i. Home and Love.
  - ii. You should sing the whole day long, and these words will make your song divine.

### RHYME AND METRE

#### 1. What is the rhyming scheme of the poem?

ababcdcd

**2. Do all the lines have the same number of syllables or beats? How many are there in each line?**

Pupils should count out the syllables in each line.

1. 88888984    2. 88888884    3. 88888984

**ALLITERATION**

Discuss the effectiveness of alliteration and look for examples in the poems the pupils have already read in the student book.

**1. Find uses of alliteration in the following:**

- a. mother made marmalade
- b. Peter Piper posted parcel
- c. drifted dreamily; white water
- d. Sarah Simon slid slowly slope; bouncing boulders
- e. Many men women marched; towards town together

**2. Make up a few sentences.**

Pupils may compose some amusing sentences, hopefully.

**B WORKING WITH WORDS**

**1. Can you complete the following?**

- |                       |                       |                          |
|-----------------------|-----------------------|--------------------------|
| a. bed and breakfast  | b. as green as grass  | c. slow and steady       |
| d. part and parcel    | e. as fit as a fiddle | f. as cool as a cucumber |
| g. as slow as a snail | h. rack and ruin      | i. the more the merrier  |
| j. bag and baggage    | k. as good as gold    | l. head over heels       |
| m. rhyme and reason   | n. safe and sound     |                          |

**2. Complete the following by writing the opposites.**

- |                    |                             |
|--------------------|-----------------------------|
| a. home and away   | b. sweet and sour or bitter |
| c. love and hate   | d. loss and profit (gain)   |
| e. wide and narrow | f. day and night            |
| g. heaven and hell | h. above and below          |

**SPELLING/SPEECH PRACTICE**

**1. Add -ed to the following.**

The stress is on the:

<b>first syllable</b>	<b>second syllable</b>	<b>third syllable</b>
ransomed	accustomed	corresponded
vomited	deferred	
straightened	admitted	
credited	regretted	
offered	rebelled	
dripped	preferred	
	occurred	
	permitted	

Ask the pupils to add other words to each column above. They might also add the words, in 2. below, to the table above.

**2. Add -ed to the following.**

signalled	pedalled	totalled	compelled	modelled
propelled	paralleled	panelled	distilled	excelled
shovelled	dialled	controlled	labelled	rivalled

**C LEARNING ABOUT LANGUAGE**

Discuss how we use the word 'when' in instances where simultaneous actions are taking place. Note that the same tense may be used. (*When I am doing my work, my brother is usually sleeping. When I was working, my brother was sleeping.*)

More often, two tenses are used. (*When I am working, my brother sleeps. When I was working, my brother slept. He was sleeping when I came home.*)

**WHEN**

**1. Complete the following sentences in your own words:**

Pupils will use their own words.

**SIMULTANEOUS ACTION**

**2. Make up sentences using the key words.**

Some alternatives are given in brackets. Discuss the differences in meaning.

1. The dog was leaving the kennel just as we entered the garden.  
(The dog left the kennel just as we were entering the garden.)
2. While the older children were painting pictures, the younger ones slept.
3. The musicians started playing as he walked into the room.  
(The musicians started playing as he was walking into the room.)
4. As they were putting on their shoes, it began to rain.
5. Shazia and Naima studied the menu while the waiter was clearing the next table.  
(Shazia and Naima were studying the menu while the waiter was clearing the next table.)
6. When he was crossing the road, he fell and hurt himself.

**D LISTENING AND SPEAKING**

Home is more important than love.

Holding a debate. Pupils should be given the task of organising and conducting this by themselves.

**E COMPOSITION**

This should be a purely objective piece, followed by a personal view at the end.

**Workbook: pages 82–87**

**A SIMULTANEOUS ACTION**

Revise what was read in the student book.

**1. Use the key words (when, while, as) to make up sentences.**

Pupils will make up their own sentences. Examples may be found below. Note that the first few utilize very few words; the later sentences utilize all the words and many more.

- a. The electricity failed just as the party was beginning.
- b. While the guests were arriving, the musicians disappeared into thin air!
- c. As soon as the moon rose in the sky, sweet songs filled the air.
- d. As the ducks entered the cool water of the lake, the sun came out to warm them up.
- e. While the children hid behind the bushes and in the trees, Faiz cut a large slice of the cake and proceeded to eat it.
- f. When the angry policeman took out his little black notebook and began writing down the names, the boys ran away.
- g. When the train arrived at the platform, the guard appeared and began to blow his whistle and wave a red flag.
- h. While my mother was making some cakes in the kitchen last Wednesday, the oven caught fire and the whole house filled with smoke.

## B PRESENT PARTICIPLES

Discuss the text, and give further examples of the present participle used as an adjective and a verb.

### 1. Underline the present participles. Say whether they are used as verbs (or parts of verbs), or adjectives.

- a. 1. creeping—verb telling us what the boy is doing      2. sleeping—adjective describing ‘snake’
- b. 1. waiting—part of the verb ‘were waiting’ in the past continuous tense
- c. 1. advancing—adjective describing ‘soldiers’      2. waiting—adjective describing ‘villagers’

### 2. Join the following sentences in the way described on page 90.

- a. Slamming the door behind him, the man stalked off angrily.
- b. Meandering through the vast plain, the river eventually reached the coast.
- c. Passing by the shop, the men looked at the display in the window.
- d. Not meaning to stay long, Shakeel left the party at 9 p.m.
- e. Working out that it would take twelve hours to climb the mountain, the climbers left at dawn.

## C ALLITERATION

Read the whole poem to the pupils.

### 1. You can make up some phrases which contain alliteration.

These are only examples; the pupils will make up their own.

- |                  |                    |                               |
|------------------|--------------------|-------------------------------|
| a. twenty twins  | b. portly porters  | c. ugly umbrellas             |
| d. active actors | e. costly costumes | f. tricky tricksters/trousers |

### 2. Now supply suitable adjectives for the following nouns.

- |                      |                     |                          |
|----------------------|---------------------|--------------------------|
| a. big baskets       | b. bouncing babies  | c. dainty dancers        |
| d. elegant elephants | e. filthy factories | f. shell-shocked sheikhs |

### 3. Write three words on this pattern:

adj + n + v (adjective + noun + verb)

- |                              |                          |
|------------------------------|--------------------------|
| a. amazing athletes attended | b. red radishes rotting  |
| c. young yaks yelling        | d. fat fathers following |
| e. twelve twines twisting    | f. morning meal melting  |

**4. Write complete sentences in which all the words begin with the same letter.**

- a. New notes never number ninety-nine.
- b. Few fellows find famous families feuding.
- c. Those thinkers thought themselves thrifty.
- d. Some students seldom save stamps.
- e. Has Hamid had his hand horribly hammered?

**D PHONICS**

**Make two lists according to how the 'th' sound is pronounced.**

*the* sound    *tooth* sound

that	mathematics
those	thirty
their	theory
thee	thrill
together	thought
though	bath
bathe	thanks
weather	fourth
bother	thing

**E 'TH' CROSSWORD**

**Answers Across**

- 1. throat
- 3. tooth
- 5. thirty
- 7. thousand
- 8. thief
- 10. mathematics
- 14. Earth
- 15. theory
- 16. thermometer

**Answers Down**

- 2. thy
- 3. thou
- 4. that
- 6. them
- 7. tether
- 8. thee
- 9. father
- 11. mother
- 12. there
- 13. scythe

## Lesson Plans

For detailed suggestions, refer to pages 89–93.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read, understand, and discuss a poem
- To develop comprehension skills

Task	Time
1. The poem should be read and discussed. During reading several words related to the poem can be explained.	20 min
2. Exercise A, Questions 1 and 2 should be attempted. Many of the questions may already have been discussed. Further Questions 1 and 2 on rhyme and metre. Unfinished tasks can be given as homework.	20 min

### LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To identify alliteration (revision)
- To develop vocabulary
- More rules of spellings—words with stresses on different syllables are spelt differently when suffixes are added to them
- To write sentences describing simultaneous action (homework)

Task	Time
1. Continue with Exercise A—Alliteration, Questions 1 and 2.	10 min
2. Exercise B, Questions 1 and 2.	10 min
3. Exercise B—spelling/oral practice, Questions 1 and 2.	15 min
4. Exercise C should be discussed and the task can then be given for homework.	5 min

### LESSON 3

**Textbook Time: 40 min**

**Aims:**

- To develop listening and speaking skills by encouraging the students to take part in a class debate
- To practise persuasive speaking techniques
- To develop directed writing skills—report writing

Task	Time
1. Continue with Exercise D.	20 min
2. Exercise E should be attempted.	15 min
3. Recap the learning points of the unit so far.	5 min

## LESSON 4

Workbook Time: 40 min

### Aims:

- To practise tenses
- To identify present participles

Task	Time
1. Attempt Exercise A, Questions 1.	15 min
2. Attempt exercise B. complete any unfinished work for homework.	20 min
3. A brief recap of the learning points of the lessons.	5 min

## LESSON 5

Workbook Time: 40 min

### Aims:

- Revision and practice of alliteration
- To practise phonics 'th'
- To develop vocabulary

Task	Time
1. Begin with Exercise C. Questions 1 to 4.	25 min
2. Explain Exercises D and E. Begin D and complete both for homework.	15 min

An interesting piece, and very expertly constructed. The quiet confidence and assurance of the young boy, Nicholas, is brought out superbly.

The pupils may need to read the story through a few times to fully understand the language. In this piece they will have to read between the lines to fully appreciate the humour and irony of some of the statements. Remember that the author was writing over a hundred years ago. He is considered a master of the short story.

For more about the author and a list of titles: <http://en.wikipedia.org/wiki/Saki>

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- a. The aunt decided to send the children to Jagborough to punish Nicholas. Nicholas was not included in the party because he had put a frog in his breakfast bread-and-milk.
- b. When any one of the children fell from grace the aunt was in the habit of organizing a treat for the other children.
- c. When all the children had done something wrong the aunt would tell them of a wonderful circus in the area, to which, of course, she would not be taking them as they had misbehaved.
- d. Nicholas got the better of his aunt when the other children set off on their expedition, by not showing any disappointment. He was cheerful; his girl-cousin was crying and his brother's boots were too tight.
- e. The aunt thought to herself that Nicholas was determined to get into the gooseberry garden because she had told him not to. She expected he would enter the garden.
- f. Nicholas made many trips into the front garden to make his aunt believe he wanted to get into the gooseberry garden. The aunt spent so much time in the garden because she did not want Nicholas to get past her and into the gooseberry garden.
- g. Nicholas spent his time in the lumber room gazing at all the lumber and weaving stories around the tapestry.

#### This question is more difficult. Discuss it first.

- h. Pupils can search through the story and discuss a number of examples. You could assign different groups one of the four headings each and then get them to feedback. There will be some crossover. Here are a few suggestions:
  - i. his intelligence - seeing through his aunt's attempt to make him feel like he is missing out
  - ii. his creativity - coming up with a plan to distract his aunt; creating a story out of the pictures on the tapestry
  - iii. his imagination - putting a frog in his bread-and-milk!; imagining events on the tapestry
  - iv. his dislike of authority - proving the older, wiser, better people wrong; telling his aunt that Bobby had told her twice about his boots...;

**While reading:** No, Nicholas knew his aunt was not really the Evil One.

**Challenge:** Pupils will make their own selections and give reasons for them.

## 2. Reference to context

- a. *The dramatic part of the incident was that there really was a frog in Nicholas' basin of bread-and-milk.*
  - i. That morning, at the breakfast table.
  - ii. Nicholas had refused to eat his bread-and-milk on the seemingly frivolous ground that there was a frog in it. His aunt had told him that he was not to talk nonsense; he continued to describe the colour and markings of the alleged frog.
  - iii. Nicholas' sin was discussed at great length; then his cousins and his brother were taken to Jagborough sands, but he had to stay at home.
  - iv. Only Nicholas believed he was telling the truth. He knew it was true, because he had put the frog in the bowl himself.
- b. *'He told you twice, but you weren't listening.'*
  - i. Nicholas is speaking to his aunt.
  - ii. That Bobby's boots were hurting him because they were too tight.
  - iii. She changed the subject, because she could not admit that she had been wrong. (She had not listened to Bobby and she was now not prepared to listen to Nicholas telling her that she often did not listen to important things.)

## B WORKING WITH WORDS

### 1. Use the following words and expressions in sentences.

Some help may be required. Discuss each word/phrase before the pupils attempt to write the sentences.

### 2. Rewrite the sentences.

Alternative phrases may be used.

- a. His cousin's aunt, who insisted in styling herself his aunt also, had hastily invented the Jagborough expedition in order to impress on Nicholas the delights that he had justly forfeited by his disgraceful conduct at the breakfast table.
- b. Having thoroughly confirmed and fortified her suspicions, Nicholas slipped back into the house and rapidly put into execution a plan of action that had long germinated in his brain.

## C LEARNING ABOUT LANGUAGE

### ABSTRACT NOUNS

Recall what has been learnt about abstract nouns and use the words in sentences.

### 1. Find at least ten abstract nouns in the story.

disgrace, grace, growth, pleasure, expectations, flawlessness, reasoning, elation, depravity, possibilities, silence, circumstance, detention, tightness, etc.

### 2. Substitute an adjective for each noun, rewriting each phrase.

- |                      |                       |                        |
|----------------------|-----------------------|------------------------|
| a. the happy child   | b. the proud king     | c. the patient patient |
| d. the rude customer | e. the patient doctor | f. the holy priest     |
| g. the long story    | h. the high mountain  |                        |

### 3. Rewrite the following.

- a. The injured horse did not run in the race.
- b. The dark-haired boy is my cousin.

- c. They felt pity for the penniless/poor man.
- d. His extraordinary explanation did not help us at all.
- e. The underwater cave was full of beautiful coral.

## D LISTENING AND SPEAKING

Tic Tac Toe and Conditional forms

Play the game as described!

Consult the list at the end of the student book.

## E COMPOSITION

This should not be a simple description of the environment. If in a workshop various tools are seen, what pictures or memories do these conjure up? A saw might lead one to think about a beautiful tree being felled. Ask the pupils to use their imagination.

## Workbook: pages 88–82

### A ABSTRACT NOUNS

1. Which of the following pass this test? (Tick the words which cannot be seen, heard, tasted, smelt, or touched.)

- |            |          |            |               |
|------------|----------|------------|---------------|
| a. bravery | b. shame | e. fear    | i. rudeness   |
| j. peace   | k. trust | l. freedom | m. relaxation |

2. Fill in the blanks with abstract nouns from the list.

- |                        |                               |
|------------------------|-------------------------------|
| a. peace               | b. feelings, friendship       |
| c. compassion, comfort | d. skill, dexterity, artistry |
| e. sadness, anger      |                               |

### B THE PAST IS PERFECT

Read the following paragraph from *The lumber room*.

Explain with additional examples if necessary. The text is simple enough.

1. Study the table.

Discuss and ask pupils to make oral sentences.

2. Combine the ideas below and frame sentences of your own. In each sentence use the past perfect tense and the simple past.

Pupils will make up their own sentences.

Examples:

- a. By the time I reached my cousin's house for the party, the guests had eaten all the food and left.
- b. By the time his aunt received the letter from the Governor, her husband had died.
- c. They had already run away by the time the police arrived.
- d. They had not eaten, but said they were not hungry. (They were hungry although they had not eaten.)
- e. After he had recognized his uncle he said, 'Hello.'
- f. When they had fixed the appointment, they went on holiday.

## C VOCABULARY

Pupils may be asked to make up appropriate sentences (orally) with the relevant key words, e.g. 'Can someone please help me get out of this quicksand!' he gasped, as he sank even further. NOT 'Come here,' he gasped. The second sentence does not help us to understand the word 'gasped'!

### 1. Choose words from the box below and fill in the space given on the next page beside each definition.

example: said in answer: replied

b. said with a stammer: stuttered

d. said with unhappiness or tiredness: sighed

f. said very softly: whispered

h. said in a low, angry voice: growled

j. said in a deep, gruff voice: barked

l. said in a high-pitched voice: shrieked

n. said in a hoarse voice: croaked

a. said with surprise: exclaimed

c. said as if with a mouth full of water: spluttered

e. said as if straining for breath: gasped

g. said very briefly: grunted

i. said angrily and sharply: snapped

k. said in a loud, rumbling voice: thundered

m. said scornfully and sarcastically: sneered

o. said in agreement: agreed

Pupils can make up whole sentences using the words in the list. They should use appropriate ideas in the sentence to match the 'said' word used.

## Lesson Plans

For detailed suggestions, refer to pages 96–99.

### LESSON 1

**Textbook Time: 40 min**

#### Aims:

- To read and appreciate a short story
- To increase vocabulary
- To practise comprehension skills

Task	Time
1. Reading and understanding of the difficult words.	15 min
2. Explain Questions 1 and 2 of Exercise A. Some of these questions may have been discussed already. Exercise should be given for homework.	25 min

## LESSON 2

**Textbook Time: 40 min**

### Aims:

- To develop vocabulary
- To revise abstract nouns and adjectival phrases
- To make sentences using 'as though'

Task	Time
1. Exercise B, Questions 1 and 2 should be attempted. Some sentences can be given for homework.	15 min
2. Continue with Exercise C, Questions 1, 2, and 3 should be attempted.	20 min
3. Exercise D should be attempted. If the work cannot be completed in this lesson, it should be continued in the next lesson.	5 min

## LESSON 3

**Textbook Time: 40 min**

### Aims:

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

Task	Time
1. Complete work from the previous lesson; Question 2 can be given for homework.	10 min
2. Exercise D should be attempted.	15 min
3. Exercise E should be briefly discussed before proceeding with the written work. Unfinished work from this lesson can be continued in the next lesson.	15 min

## LESSON 4

**Textbook/Workbook Time: 40 min**

### Aims:

- To complete the work from the previous lesson
- To revise nouns
- To increase vocabulary

Task	Time
1. Complete work from the previous lesson.	10 min
2. Workbook—Exercise A, Questions 1 and 2 should be attempted.	10 min
3. Continue with Exercise B, Questions 1 and 2 should be attempted.	15 min
4. Exercise C—the task should be given for homework.	
5. Recap the learning points of the unit.	5 min

This story is based on the author's own experiences and so it provides a good basis to discuss autobiographies. It is a first person account full of interesting detail and description that creates a clear picture of the tramp's way of travelling. The extract is from *The Autobiography of a Super-Tramp*.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- Winter (the end of this season). The snow is still deep and the mornings and evenings cold, and there is still much ice and snow on the track.
- It was a steam train - it steamed into the station (also it has a whistle, a fireman and engineer - put together, these things indicate that it was a steam train).
- The small stations the slow train stopped at are described as being 'insignificant'. This means 'unimportant'.
- The author and his companion knew that the train was shortly going to arrive at the station because 'passengers were already pacing the platform, the luggage was placed in readiness, and a number of curious people, having nothing else to do, had assembled here to see the coming and going of the train.'
- Davies allowed his companion to jump on the train first because he had a maimed hand.
- A 'blind baggage car' means that the end nearest to the engine on that car/carriage had no door on it so if the men could climb on it no one would be able to see them or get to them.
- Some details indicate that Davies does blame the man for the accident. Davies says that the man stood 'thoughtlessly irresolute on the step, leaving no room' for him (which suggests the action was not intentional) but then adds that he moved 'very deliberately' which suggests that he believes the man was being slow intentionally.

**This question is more difficult. Discuss it first.**

- We do not know why think the man jumping on the train before the author hesitated. Pupils can suggest reasons. His hesitation is described as 'thoughtlessly irresolute' (perhaps he was unsure/ undecided). If the man had not hesitated, Davies would have boarded the train and left Renfrew. he would not have lost his foot and may never have written this story!

**While reading:** It seems like an unusual thing to do when his foot has just been cut off! Perhaps he was in shock. Newspaper stories often focus on a sensational detail to attract readers.

**Challenge:** Discuss the statement 'For whoever saw Pity make the same speed as Fear' – do we react more quickly when we are frightened or when we feel pity? The author has used capital letters to personify these abstract nouns.

#### 2. Explain what is meant by the groups of words italicized in the following sentences.

- slipped out* (to sneak out of a place unnoticed)
- took possession of* (took ownership of (temporarily, in this case!))
- With this object* (with this as our goal)

- d. *no time to lose* (need to hurry as fast as possible)
- e. *pulled slowly out* (departed)
- f. *to clear the step* (move aside)
- g. *came short of* (did not reach/almost got there)
- h. *looked me over* (inspect/examine quickly)

## B WORKING WITH WORDS

### 1. Use the following words and expressions in sentences.

Some help may be required. Discuss each word/phrase before the pupils attempt to write the sentences.

#### SPELLING

### 2. Add the suffixes *-ed* and *-ment* to the following.

An opportunity to revise suffixes.

measured/measurement

encouraged/encouragement

engaged/engagement

refined/refinement

required/requirement

settled/settlement

## C LEARNING ABOUT LANGUAGE

### ADVERB PHRASES

Read the notes and examples. This is an opportunity to revise and develop understanding of adverbs.

### 1. Find the adverbial phrases in the following.

- a. at a slow speed (whistled how? no answer—pulled out how?)
- b. in an upright position (sitting how?)
- c. at last (think when?)
- d. in the local press (caused where?)
- e. in readiness (placed how?)
- f. with great courage (faced how?)

### 2. Replace the italicized phrases with adverbs of similar meaning.

- a. immediately/now
- b. eventually
- c. courageously
- d. wholeheartedly
- e. everywhere
- f. patiently

## D LISTENING AND SPEAKING

### REPORTING

Pupils will work in pairs. Before they begin, emphasize the need for speed and the need to make the questions relevant and important. They can use details from the story as well as their imaginations. When the pairs read out their interviews, get peers to offer constructive criticism: two things they did well and one thing that could be improved. Take a vote to decide which team had the best questions, which one had the best answers and which report would make the most sensational reading in the next day's newspaper.

## E COMPOSITION

Pupils will need to use the layout conventions for a formal letter, as well as the appropriate language. They should use the instructions to make a brief plan before they begin.

### Workbook: pages 93–95

A Say it colourfully: adverbial phrases

**Expand the following into fuller, more interesting sentences.**

Pupils may write more interesting sentences!

- a. The horses pulled the cart *up the steep slope*.
- b. The women wept *with great bitterness*.
- c. *After the rough games* they played a quieter game.
- d. *With greater speed* the hunter loaded his rifle.
- e. *For this reason* she was sad.
- f. He wrote *with incredible skill*.
- g. *After the summer holidays*, he went away.

## B WORKING WITH WORDS

**1. Write sentences to show the difference between the words.**

Pupils will make up their own sentences. The correct meanings are given below.

1. a. always happening; frequently, without cessation  
b. connected, uninterrupted in time or space
2. a. regular, precise; observing all the rules  
b. of the past or an earlier period
3. a. with certainty; safely  
b. confined, fastened, safe against attack
4. a. accurately, without exception or deviation  
b. harshly, vigorously, violently; making great demands on skill, endurance, etc.

**2. With the help of your dictionary, define the following words. They are all connected with trains and railways.**

- a. locomotive: A powered railway vehicle used for pulling trains.
- b. carriage: Any of the separate sections of a train that carry passengers.
- c. siding: A short track at the side of and opening on to a railway line, used chiefly for shunting or stabling trains.
- d. points: A junction of two railway lines, with a pair of linked tapering rails that can be moved laterally to allow a train to pass from one line to the other.
- e. gauge: The distance between the rails of a line of railway track.
- f. depot: A place where trains, or other vehicles, are housed and maintained and from which they are dispatched for service.
- g. terminus: The end of a railway or other transport route, or a station at such a point; a terminal.
- h. buffer: A pair of shock-absorbing pistons projecting from a cross-beam at the end of a railway track or on the front and rear of a railway vehicle.

**3. Fill in the blanks with words from the box.**

Pupils should use their dictionaries to look up words they do not know the meaning of.

- a. indifferent, interfered
- b. advantage, maimed
- c. relinquished
- d. persuaded
- e. irresolute
- f. assistance, convey
- g. sensation

**C SO, YOU THINK YOU KNOW YOUR LIMBS?**

Pupils should try to label as many parts as they can. Accept plausible alternatives.

thumb, knuckle, index finger, fingernail, middle finger, ring finger, little finger, knuckle

arm, hand/fist

palm, thumb, finger, wrist

bicep, wrist, triceps, elbow, forearm

foot, ball of the foot, arch, heel

ankle, shin, calf, knee, thigh

foot, toenail, toes

heel

**Lesson Plans**

For detailed suggestions, refer to pages 101–104.

**LESSON 1**

**Textbook Time: 40 min**

**Aims:**

- To read and appreciate an extract from an autobiography
- To increase vocabulary
- To practise comprehension skills

<b>Task</b>	<b>Time</b>
1. Reading and understanding of the difficult words.	35 min
2. Explain Questions 1 and 2 of Exercise A. Some of these questions may have been discussed already. Exercise should be given for homework.	5 min

## LESSON 2

**Textbook Time: 40 min**

### Aims:

- To develop vocabulary
- To revise suffixes, using -ed and -ment
- To learn about adverb phrases

Task	Time
1. Exercise B, Questions 1 and 2 should be attempted. Some sentences can be given for homework.	15 min
2. Continue with Exercise C, Questions 1 and 2.	15 min
3. Recap the concept taught and learnt by the students.	10 min

## LESSON 3

**Textbook Time: 40 min**

### Aims:

- To develop listening and speaking skills - reporting
- To develop directed writing skills

Task	Time
1. Exercise D should be attempted.	20 min
2. Exercise E should be briefly discussed before proceeding with the written work.	20 min

## LESSON 4

**Workbook Time: 40 min**

### Aims:

- To use adverbial phrases
- To develop vocabulary
- To make sentences demonstrating the meanings of the words given

Task	Time
1. Exercise A, Question 1 should be attempted.	10 min
2. Continue with Exercise B, Questions 1, 2, and 3 should be attempted. Unfinished work should be completed for homework.	20 min
3. Exercise C—the task should be given for homework.	5 min
4. Recap the learning points of the unit.	5 min

# Test—2

## Workbook: pages 96–103

The test covers student book and workbook units 9–15

### A COMPREHENSION

1. Read this passage about the experiences of the Wright brothers, who were pioneers in the field of aviation. (Your teacher will ask you to read a passage aloud.)

Pupils may be asked to read any paragraph, not the whole piece. Listen for fluency and expression, and whether or not punctuation is observed.

2. Answer the following questions.

- a. The new machine would have a petrol-driven engine and screw propellers.
- b. They thought it would be an easy matter.
- c. They found that general information about propellers was not very extensive, so they had to learn as much as they could and find out much more for themselves.
- d. The weather was becoming cold and wintry and they wanted to be home for Christmas.
- e. ii. wanted to prove that they had taken the machine up in the air.
- f. slightly
- g. iii. desired

### B TEXTBOOK QUESTIONS

1. Answer the following questions.

- a. His aunt had decided to deny him the trip to the seaside because of his disgraceful conduct at the breakfast table that morning. He had put a frog in his basin of bread-and-milk.
- b. Pupils should give some of the following information: The rooms are small, hexagonal and lit by 'a soft radiance' which can be turned up or down; they have some kind of ventilation system (not windows); music is played in them; each room contains a chair and a reading desk and lots of buttons and switches with which the occupant can call for food, music, clothing, a hot or cold bath (the bath rises out of the floor) or a bed; there are also speaking tubes and communication buttons so that she can talk to people (or 'isolate' herself).
- c. He killed a mother bear with its cubs.
- d. Aamar
- e. The men and women of the village built his igloo because he provided them with meat.

2. Who is being described in the following?

- a. Keesh, in 'The Story of Keesh'.
- b. The aunt, in 'The Lumber Room'.
- c. Kuno and Vashti, in 'The Machine Stops'.
- d. Aamer, in 'Aamer's Café'.
- e. Bobby, in 'The Lumber Room'.
- f. The narrator, in 'A Voice in the Dark'.

## C TEXTBOOK QUESTIONS (POETRY)

### 1. Answer the following questions.

- Home without Love is bitterness; Love without Home is often pain. No! each alone will seldom do; Somehow they travel hand and glove.
- The traveller asks the listeners to pass on the following message to them:  
'Tell them I came, and no one answered, /That I kept my word,'
- In the poem, London's Summer Morning, the poet wakes up from 'busy dreams, /To paint the summer morning.' (To write a poem about all the 'busy sounds' that can be heard on a summer's morning.)
- There is no wind; candles shiver out, a giant marquee booms and flounders, a squall of hens and cabbages knocks you off your feet, a sheet of pond clouts you with a frog, a camp of caravans squawks and takes off, a ferris wheel bounds along the skyline.

### 2. Reference to context

- London's Summer Morning by Mary Robinson.
- din, noisy, cries
- There is lots of traffic (horse-drawn) and there are lots of people working at noisy jobs and shouting to sell their goods.
- The poet, in bed.

## D WORKING WITH WORDS

### 1. Give synonyms for the following words.

- |                                      |  |
|--------------------------------------|--|
| a. abyss/chasm (gulf, pit)           | b. alongside/beside (flanking)         |
| c. gently/softly (quietly, smoothly) | d. shaft/pole (handle, rod)            |
| e. glimpse/sight (glance, peek)      | f. spray/spurt (spew, scatter, squirt) |

### 2. Punctuate the following, starting each new speech on a separate line.

'Will there be strawberry jam for tea?' asked Nicholas innocently.

'Certainly there will be,' said the aunt, privately resolving that Nicholas should have none of it.

'Now I know that you are the Evil One and not aunt,' shouted Nicholas gleefully.

### 3. Add the suffixes -ment and -ing to the following, where possible.

- measurement, measuring
- encouragement, encouraging
- replacement, replacing
- hoping
- argument, arguing

## E LEARNING ABOUT LANGUAGE

### 1. For each word in the sentence below say what part of speech it is and what its function is.

It<sup>1</sup> rose<sup>2</sup> quickly<sup>3</sup> for<sup>4</sup> (a few)<sup>5</sup> feet<sup>6</sup>.

- A pronoun standing in place of a noun; it is the subject of the sentence, but we don't know what it is; perhaps a rocket.
- An intransitive verb. The simple past tense of *rise*. It tells us about the action being performed by the subject 'it'.

- c. An adverb of manner, telling us how the subject 'rose'
- d. A preposition indicating how long something lasts or extends
- e. A few is an adjective qualifying 'feet'.
- f. A noun, the plural of foot

**2. Mention two uses for inverted commas. Give an example of each use.**

Here are all the uses:

- a. to show the exact words of a speaker—direct speech
- b. to show the title of a story, book, poem, etc.
- c. to call attention to a particular name or nickname
- d. to indicate single words, phrases, sentences which have been used by someone else
- e. to show foreign words, slang, or made up words.

**3. Change the following from the present continuous tense to the future continuous tense. Add a suitable time-phrase to each sentence.**

- a. I am not going to be (I will not be) sleeping this afternoon!
- b. They will be asking (are going to be asking) the policeman for directions in ten minutes.
- c. Shabir will be brushing (is going to be brushing) his horse's coat this evening.

**4. Give three examples of abstract nouns.**

Pupils will give their own responses.

- a. imagination                      b. width                      c. beauty

**5. Complete the following sentences.**

Pupils will give their own examples.

- a. The bankers persuaded us to invest *in* the company.
- b. Just as we *entered the building*, *birds flew up into the air*.
- c. When they were coming round the *corner*, *they saw the birds*.
- d. Besides Amber, *two others were chosen to take part in the play*.
- e. It continued to shake even *after we let go of it*.

**F LISTENING AND SPEAKING**

**Tick the true statements, after the reading is over.**

The passage is on page 108 at the end of the workbook.

The correct statements are:

- e. The enemy aircraft were bombers.
- g. Butch loved flying and engaging with the enemy.
- 8. The fleet was unprotected and in great danger.
- i. Butch could not attack the second lot of bombers because his guns had jammed.
- k. Butch was awarded the Congressional Medal of Bravery.

**G COMPOSITION**

**Write about an experiment of your own.**

Objective writing, preferably using the passive voice rather than the active.

## Lesson Plans

For detailed suggestions, refer to pages 106–108.

### LESSON 1

**Workbook Time: 40 min**

**Aims:**

- To assess reading and comprehension skills
- To assess written grammatical accuracy

Task	Time
1. Exercise A, Question 1 to be attempted.	20 min
2. Exercise A, Question 2 to be attempted.	15 min
3. To read over and check the answers.	5 min

### LESSON 2

**Workbook Time: 40 min**

**Aims:**

- To revise the previous units
- To recall characters from the previous units
- To assess sentence construction
- To assess punctuation

Task	Time
1. Exercise B to be attempted to assess sentence structure; to assess comprehension and memory.	15 min
2. Exercise C, Questions 1 and 2 to be attempted.	15 min
3. Exercise D, Questions 1 and 2 to be attempted.	10 min

### LESSON 3

**Workbook Time: 40 min**

**Aims:**

- To assess the understanding of grammatical terms
- To assess knowledge of grammatical concepts taught
- To assess directed writing skills

Task	Time
1. Continue with Exercise D, Question 3 to be attempted.	5 min
2. Exercise E, Questions 1 to 4 to be attempted.	15 min
3. Continue with Exercise F.	10 min
4. Continue with the writing activity in Exercise G. This can be completed in the next lesson.	10 min

# The Lake Isle of Innisfree

A well-liked and much-quoted poem with some memorable phrases

For more information about Yeats:

[http://en.wikipedia.org/wiki/William\\_Butler\\_Yeats](http://en.wikipedia.org/wiki/William_Butler_Yeats)

For a picture of Innisfree Isle, on Lough (Lake) Gill in County Sligo in Ireland, see:

<http://www.lookaroundireland.com/scenicinteractive/loughgill.htm>

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- The poet finds the peace and loneliness of Innisfree attractive.
- The peace and tranquillity will come 'dropping slow, dropping from the veils of the morning to where the cricket sings.'
- Midnight is a glimmer, noon is a purple glow; evening is full of the sound of linnets going to roost.
- Alliteration. The poet has used the sound of 'l': lake, lapping, low, which also resembles the sound of water against the stones. He has also used the 's' sound: sounds and shore. The line is easy to read; it rolls off the tongue.
- Apart from the bees in the 'bee-loud glade', and the song of crickets, and the sound of the linnet's wings, the poet looks forward to hearing the lake water lapping with low sounds by the shore.

**These questions are more difficult. Discuss them first.**

- The poet imagines the simple joys of the countryside, growing vegetables and gathering honey. Nine is not important; perhaps he will have twelve bean-rows! Pupils will say what they would have had?
- 'Pavements grey' expresses the drabness of city streets. The poet is obviously not so happy in the city. This contrasts with warm sounds and positive descriptions, such as the 'glow' of noon in Innisfree.
- His soul; his inner being. Pupils may consider this and give their own responses.

#### 2. What is the rhyme scheme of the poem?

ABAB

#### 3. Give examples of alliteration from the poem.

hive for the honey bee; live alone in the bee-loud glade; lake water lapping with low sounds by the shore; glimmer...glow; hear...hear't's core...

#### 4. Reference to context

*And I shall have some peace there, for peace comes dropping slow*

- Innisfree

- ii. The poet will be on his own in nature. He describes the changing light and the natural sounds and sights that bring him a feeling of peace.
- iii. The phrase 'dropping slow' means that peace will come to him gradually. A feeling of peace will come 'dropping from the veils of the morning' - the morning mist. The speaker finds peace from being in nature, living a simple life, alone, in a beautiful place.
- iv. He is looking for peace because he lives in a city, where, 'standing on the roadway, or on the pavements grey' makes him yearn for the peace of the special place described in the poem. The word grey has negative connotations of drabness, and 'roadway' and 'pavement' convey the impression of a hard, harsh, man-made environment. The contrast to his descriptions of the place where he finds peace shows that he clearly prefers being away from the city.

## B WORKING WITH WORDS

### 1. There midnight's all a glimmer

glimmer: i. (v) to emit a faint or intermittent light

That misty evening we could see the lights of the city glimmering in the distance.

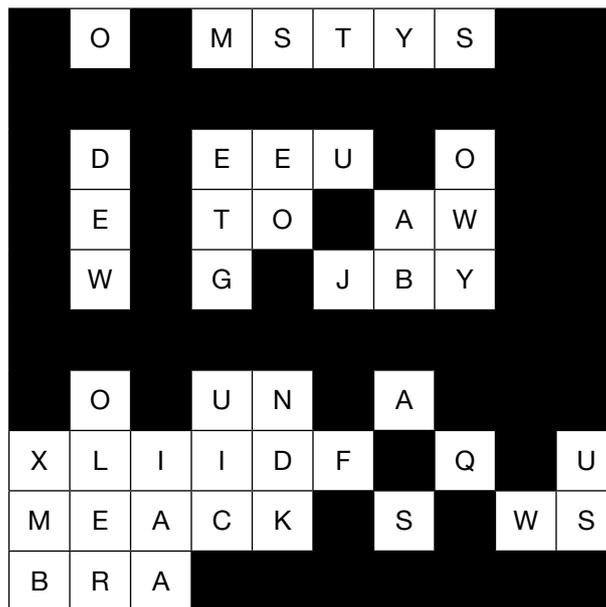
ii. (v) to be present faintly or in only a small amount.

Hope still glimmered in his mind.

Also used as a noun. (The glimmer came from a torch under the blanket. He showed not a glimmer of understanding.)

### 2. Find these words in the word square; then use them in sentences of your own. Note that the letters of the words may be in any direction!

Pupils will make up their own sentences. Make sure they actually look up the words in a dictionary first. There are subtle differences between some of the words.



### 3. What are the following and how are they different?

Again, requiring dictionary work! Pupils should find out, then report their findings by using the words in oral sentences to bring out the differences in meaning.

## C LEARNING ABOUT LANGUAGE

### PREPOSITIONS

Revise what the pupils know about the use of prepositions and their function in a sentence.

1. The prepositions in the sentences above show a relationship between two words. Can you tell, in each case, which words these are?

- a. boy—tree                      b. toys—grass                      c. tractor—tree  
d. we—museum                      e. jug—handle; jug—cupboard

2. How many prepositions can you find in the poem? What are they?

to, of, for, in, for, from, of, to, of, for, with, by, on, on, in

3. Fill in the blanks with the correct prepositions.

- a. along                      b. up, in                      c. out of                      d. on  
e. into/through                      f. from, of                      g. over                      h. in, near  
i. around                      j. through, in/during

4. Complete the following phrases.

- a. by hook or by crook                      b. at any rate                      c. on the whole  
d. on the other hand                      e. to his heart's content                      f. for the most part  
g. under the weather                      h. in black and white                      i. for dear life  
j. out of sight, out of mind                      k. on top of the world                      l. in spite of  
m. between you and me                      n. to all appearances  
o. by no means                      p. by any chance

## D LISTENING AND SPEAKING

*I've never been to Innisfree!*

Practise the present perfect and simple past tense.

The talkative ones will have a lot to say. Make sure the ones who do not talk so much use this opportunity to have their say.

## E COMPOSITION

Think about tranquillity, peace and solitude, and grand views of the countryside. On the other hand, think of the hustle and bustle, noise and fumes, lights and sounds of the city. Weigh up the differences.

## Workbook: pages 104–108

### A PREPOSITIONS

1. Complete the following sentences by adding a preposition.

Allow the pupils to do this on their own, and then check results. Discuss the mistakes made, if any.

- a. at, on                      b. for, at                      c. of                      d. for                      e. with, in, at  
f. in                      g. by                      h. on, on                      i. about, for                      j. of  
k. for, in, to                      l. to, for                      m. with, for                      n. with, for

## B WE'VE NOT BEEN PLAYING

Illustrate the use of the present perfect simple and continuous tenses by giving further examples. The questions, 'What has X done?' and 'What has X been doing?' will elicit the correct responses.

### 1. Compare these sentences.

Discuss.

### 2. Complete the sentences by adding the correct tense of the verb given. And since or for where necessary.

- a. The mechanic *has been mending* cars for twenty years and he *has* just *fixed* my car.
- b. The man *has been talking* for half an hour but *we haven't understood* a word he *has said*.
- c. She *has been living* in Karachi for nine years but she *has decided* to move now.
- d. She *has had* the tortoise *since* January and it *has* always *lived* in the garden.
- e. They *have been playing* the radio for three hours. It *has been driving* me mad. (It has driven me mad!)
- f. The workers *have been painting* the house for two weeks, but they *have not finished* it yet.

## C METAPHORS

### 1. Read the poem, *The Lake Isle of Innisfree*, again.

The lines may be discussed.

### 2. There are three metaphors which you can easily recognize. Write them down here.

- a. peace comes 'dropping'.
- b. the morning has 'veils'.
- c. heart has a 'core' where he 'hears'.

### 3. Pick out the figure of speech and name it.

- a. The soldiers fought like *braves*—bravely: simile
- b. 'wall' of humans: metaphor
- c. like the wind: simile
- d. as quiet as a church mouse: simile
- e. 'crowned' by success: metaphor
- f. 'hammered': metaphor

### 4. Use the following in sentences of your own, i. as a literal expression and ii. as a metaphor.

- i. literal meaning
- ii. metaphorical meaning

Examples only.

- a. i. The barber snipped off all the split hairs, which looked very ragged.  
ii. If they don't split hairs, a lot more work will be done.
- b. i. She took a leap in the dark and fell off the boat.  
ii. He took a leap in the dark, investing all his money in the new company.
- c. i. The flaming torch was carried by the fastest runner.  
ii. He was flaming after the meeting because they had not listened to him.
- d. i. She noticed that the iron had lost its magnetic quality.  
ii. Their performance was magnetic; we could have listened to the music for hours.
- e. i. The corn was roasted on the fire.  
ii. The walkers, roasted and tired, welcomed the arrival of dusk.

## Lesson Plans

For detailed suggestions, refer to pages 110–113.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To complete Exercise G from the previous lesson
- To read and discuss a popular poem
- To develop comprehension skills

Task	Time
1. Complete Exercise G from Workbook—Test 2.	10 min
2. Reading and discussion of the poem, and explanation of the unfamiliar words.	15 min
3. Exercise A, Questions 1, 2, and 3 to be attempted. If the exercise cannot be completed in this lesson, it should be completed as homework.	15 min

### LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To enhance vocabulary using the dictionary to identify shades of meanings
- A detailed study of prepositions

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

### LESSON 3

**Time: 40 min**

**Aims:**

- To develop listening and speaking skills
- Further practice of present perfect and simple past tenses
- To develop directed writing skills

Task	Time
1. Exercise D to be attempted.	20 min
2. In Exercise E, a discussion should precede written work.	20 min

## LESSON 4

Workbook Time: 40 min

### Aims:

- To practise prepositions
- To use the present perfect and present perfect continuous tenses
- To identify metaphors

Task	Time
1. Exercise A should be attempted.	10 min
2. Continue with Exercise B.	15 min
3. Exercise C, Questions 1 and 2 should be attempted.	10 min
4. Recap the lesson taught so far.	5 min

## LESSON 5

Workbook Time: 40 min

### Aims:

- To identify metaphors, similes, and literal comparisons
- To make sentences using given words as metaphors and in their literal sense

Task	Time
1. Exercise C, Question 3 should be attempted.	15 min
2. Continue with Exercise C, Question 4.	15 min
3. Recap the learning points of the unit.	10 min

Discuss shopping expeditions with the pupils. Do they go shopping? Where? What do they buy? What kinds of shops do they like visiting? How do different shops display their goods? What do they think about shopping malls, supermarkets, street stalls, and department stores?

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- a. The comparison makes the lady smile because the Cottage Industries and a department store (or at least a well-organised one) are nothing like each other.
- b. The display in the shop is ostentatious because it is bright and colourful, and contains things old and new, elaborate and ornate. It is very “showy”.
- c. A labyrinth is a maze, and the shop was like one too. It was a place in which the shopper could easily get lost and not be able to find the way out.
- d. While in the aisles, the lady’s mind is full with thoughts, plans, reminiscences, images, colours, sounds, and smells. These thoughts are inspired by the things she can see around her.
- e. The cashier gives the lady some stamps in lieu of change.
- f. The lady describes the system as being ‘an in between system’, one which is neither one kind nor another.
- g. The lady decides not to enter the shoe section because 1. the system (choosing downstairs, paying upstairs, collecting downstairs) is too complicated, and 2. the sunshine, sugarcane juice, and the street outside seem far more attractive.
- h. The lady becomes exasperated in the shoe shop because she wants a pair of shoes that will fit. The shopkeeper, however, keeps trying to persuade her that all the ill-fitting shoes will fit her in time.
- i. The shopkeeper tells the lady that the shoes are ‘y’export quality’ to convince her (delude her into thinking) that they are well made and better than the ones sold locally.

**This question is more difficult. Discuss it first.**

- j. Pupils will give their own opinions. Collect a range of views.

**While reading:** The lady is happy. She places her feet in such a way as to be able to admire her new chappals as she goes along in the rickshaw. She also turns the movement and sound into the rhythm for a ditty she begins to sing.

**Challenge:** The system that operates in the Cottage Industries as a ‘bit of an in-between system’ one which is neither one kind nor another. Pupils should discuss how this is the case. They can make suggestions as to how the system could be improved.

#### 2. Reference to context

- a. *But these are ... What do I do with these?*
  - i. The lady says this to the man at the cash desk upstairs in the shop.

- ii. She is surprised and speaks her thought out loud but realises that the man who has given them to her knows what they are so she does not need to say it to him.
  - iii. He tells her that they are stamps. He doesn't answer her question.
  - iv. She is a bit irritated.
- b. *My heels drag along the ground, and I begin to imagine I'm taking root and almost belong—system or no system.*
- i. She is trying to get the full feel of her comfortable new chappals.
  - ii. to the country; she is not from the city or the country, but her new chappals make her feel she is part of the environment.
  - iii. the system she has just had experience of in the Cottage Industries store.
- c. *I don't know where I'm going but I'm on my way.*
- i. on a card that she sees being sold from a cart.
  - ii. She does, because she has just had an experience that is summed up nicely on the card. She feels it is appropriate and she buys the card.

## B WORKING WITH WORDS

### 1. What is the difference? Use the words in sentences of your own.

Pupils will write their own sentences. They should look up the meanings, if in doubt. Before they start, you might like to dictate the words and ask them to write down the words; after checking that the spelling is correct, they can find definitions before composing their sentences.

### 2. Use the following words in sentences of your own: once as a noun (or adjective) and once as a verb.

Pupils will write their own sentences. Ask them to share their sentences with the others by reading them aloud. Note, when this is being done, that they should pronounce the words properly; the pronunciation changes, e.g. elaborate (adj) eLABoret; elaborate (v) eLABorate'. conduct (n) CON'duct; conduct (v) con'DUCT.

## C LEARNING ABOUT LANGUAGE

### 1. Comment on the language (grammar) in the following.

Note that while reporting speech, the sentences can be ungrammatical if the speaker actually uses those words. However, in strictly grammatical terms, the sentences are incorrect.

- a. There is no proper subject. It would be best to get her... (The sentence requires an impersonal subject 'It is best'.)
- b. Incomplete verb (no auxiliary). Do you want these? Or better still, 'Would you like these?'
- c. No need for 'You'. No use of definite article.  
'Please pay at the cash desk,' she tells me.
- d. No need for 'you'. (It is also in the wrong place.) No need for repetition of 'please': 'Please, do come in' may be used for emphasis.
- e. Incomplete sentences. No verbs. 'These shoes are of export quality.' 'They are of the very best quality.' 'They are very fine.'

Outside send quality = Export quality

## EXPRESSING THE FUTURE

Discuss the explanation and the examples, and work out some other examples with the pupils, before they start the written exercise.

**1. Fill in the blanks in the sentences below.**

- i. closes                                      ii. is going to bake                                      iii. are going
- iv. meets                                      v. shall write/will receive                                      vi. addresses
- vii. is coming                                      viii. is leaving

**2. Make up your own sentences about the future.**

The sentences written by the pupils may be different; the formation of the verb, however, should be as follows.

- i. is ploughing                                      ii. films                                      iii. will settle
- iv. is/are going to answer                                      v. shall/will shock                                      vi. is seeing

**D LISTENING AND SPEAKING**

**1. Practise these questions and answers with a partner.**

Are you going to go soon?	I shall in a little while.
Will it rain tomorrow?	I don't know if it will.
Are they going to iron their shirts later?	They probably will.
Are you watching the film on television tonight?	I definitely will be.
Is the meeting going to be held today?	No. It is taking place tomorrow.
Are you staying at the Sheraton when you go on holiday?	I am hoping we will.
Will we win the lottery this month?	I doubt that we will.

**2. Make up oral sentences with the following.**

Make sure the pupils are using the contracted forms.

**E COMPOSITION**

Ask the pupils to try and write a piece giving details, but also with some humour in it.

**Workbook: pages 109–112**

**A EXPRESSING THE FUTURE**

Discuss the information given.

**1. Use the future continuous to answer the following questions.**

Pupils will give their own answers.

- a. At this time tomorrow I shall be...                                      b. In an hour's time I shall be...
- c. This evening my family will be...                                      d. Next year... will be teaching me English.
- e. On Sunday I will be...

**2. Make up sentences; use the future continuous.**

- a. Mr. Habib will be visiting the dentist at 3 o'clock on 6th October. (Mr Habib will be at the dentist's at 3 p.m. on 6th October.)

- b. Mr. Habib will be meeting the manager on 8 October. (Mr Habib will be having a meeting with the manager at 10 a.m. on Wednesday.)
- c. Mr. Habib will be in Quetta on 12th October.

## B SEE INTO THE FUTURE

### 1. Study the table. Make oral sentences from it. Then read about Mr Usman's house.

Discuss the table, the text, and the building schedule.

Ask questions like those on page 85.

### 2. Use the future perfect tense and write complete answers.

- a. Yes, the contractor will have started work by the 6th.
- b. The contractor will have installed the windows by the 7th.
- c. Yes, the builders will have started the electricity work by the 8th.
- d. Yes, (No,) I think the contractor will (not) have completed the roof by the end of the first week.
- e. No, Mr. Usman will not have visited the site by Thursday the 8th.
- f. No, the electricians will not have finished the wiring by the time of Mr. Usman's visit.
- g. Yes, the plasterers will have begun their work by the 12<sup>th</sup> (because they finish on the 13th.)
- h. No, they will not have plastered all the walls by 3 p.m. on the 13th.
- i. Yes, the painters will have painted the inside of the house by the 16th.
- j. No, Mr. Usman will not have arrived for the opening ceremony by 10 a.m. on the 17th.
- k. Mr. Usman will have moved into his house on or shortly after the 17th.

## C YOU MUST DO THIS!

Use *must*, *mustn't*, or *needn't* in the blank spaces.

- |            |                  |            |            |
|------------|------------------|------------|------------|
| a. needn't | b. must, needn't | c. needn't | d. Must    |
| e. needn't | f. needn't       | g. mustn't | h. mustn't |

## D ROBERT ROWLEY

Pupils should say the lines a few times and try to do so without making a mistake.

## Lesson Plans

For detailed suggestions, refer to pages 116–119.

### LESSON 1

**Textbook Time: 40 min**

#### Aims:

- To read and understand a narrative
- To develop comprehension skills
- To improve reading skills
- To develop observational skills

Task	Time
1. Read the story and explain the difficult words.	20 min
2. Continue with Exercise A, attempt Question 1. Some of these questions may have been discussed. Each pupil should be given a chance to participate. The task can then be given for homework.	10 min
3. Begin with Exercise A, Question 2. Discuss. The task can then be given for homework.	10 min

## LESSON 2

**Textbook Time: 40 min**

### Aims:

- To enhance vocabulary
- To use given words as nouns, adjectives or verbs
- Using the correct grammatical expression for future tense

Task	Time
1. Exercise B, Question 1 should be given as home assignment.	10 min
2. Exercise B, Question 2 to be attempted.	10 min
3. Exercise C, 1 and 2 should be attempted. If the exercise cannot be completed in this lesson it should be continued in the next one.	20 min

## LESSON 3

**Textbook Time: 40 min**

### Aims:

- To develop listening and speaking skills
- To introduce contractions
- To develop directed writing skills

Task	Time
1. Complete work from the previous lesson.	10 min
2. Exercise D, Question 1 to be attempted. Question 2 can be given as home work after a brief discussion.	10 min
3. Exercise E should be attempted.	20 min

## LESSON 4

Workbook Time: 40 min

### Aims:

- Further practice of the future continuous tense
- To write statements in the future perfect tense
- To write sentences using must, mustn't and needn't

Task	Time
1. Attempt Exercise A, Questions 1 and 2.	15 min
2. Continue with Exercise B, Questions 1 and 2 to be attempted.	15 min
3. Exercise C, the task should be given for homework.	
4. Recap the learning points of the unit.	10 min

# The Daffodils

Wordsworth must have been highly impressed with the daffodils that he saw while walking by Ullswater on a spring day. He was so inspired that he wrote a poem of great beauty and charm. It has survived long after the poet's death in 1850. Are your pupils sufficiently inspired (not to say talented) to create a masterpiece of their own? If they are not inspired, perhaps they might like to visit: <http://www.youtube.com/watch?v=IKej4AHnyHO&feature=related> where they can see and hear a rap version of the poem (with altered lyrics). Only if they are not inspired by Wordsworth himself! (At the very least they will get to see some daffodils.)

Also see: <http://www.golakes.co.uk/>

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- 'I wandered lonely as a cloud', is the simile in the first verse.
- He likes to wander on his own. He loves the countryside, and knows about the beauties of nature.
- The poet sees a crowd, a host of golden daffodils, fluttering and dancing in the breeze, continuous as stars, stretching along the bay. There are ten thousand daffodils, tossing their heads. The poet likens the daffodils to a crowd of people.
- 'Continuous as the stars that shine'.
- The sight of all the golden daffodils makes the poet happy.
- The mood is different in the fourth verse. It is thoughtful and quiet. He is describing what he feels.
- His heart is not really dancing. The poet feels it is because he is happy. This is a metaphor.

**These questions are more difficult. Discuss them first.**

- 'Inward eye which is the bliss of solitude' refers to our ability to think of things and picture them in our mind when we are on our own. This power to recollect can bring us great joy.
- Pupils will give their own ideas and opinions. Collect a range.

#### 2. Comparing Daffodils with *The lake isle of Innisfree*.

Both poems are about the effect that nature has on the poet, and more importantly on the soul or inner being of the poet. They both describe nature, and because of the medium (poetry) they contain concentrated and vivid images, which have a lasting effect not only on the poet but on the reader as well. They describe what can be seen and heard, and both imply even more (what can be *sensed* otherwise); the senses (and sensibilities) of the reader are thereby excited.

Pupils could go through one poem at a time and pick out: a. the physical descriptions of nature (the things the poet sees); b. the sounds that are heard; c. the effect these things have on the poet (what they mean to the poet); d. the general impression created.

When they have noted some points under these categories, they can discuss what they have found.

### 3. Personification

Some explanation and discussion is necessary.

**Say which abstract noun or inanimate object is being personified.**

- Justice is being personified. It is being shown as being blind.
- The moon is treated like a person. She is 'stepping out'. The clouds form her 'mantle' and she is 'smiling'.
- The ship is referred to as 'She'.
- The car is referred to as 'She'.
- Necessity is called a mother.
- The Earth is personified as a mother.

## B WORKING WITH WORDS

### 1. Do you know the difference in meaning between the words in each pair?

wandered—went from place to place without purpose

wondered—was full of amazement

vales—valleys

Wales—Country—part of United Kingdom

crowd—a large group of people

crowed—gave a joyful cry

way—road, track

whey—watery part of milk

heart—organ for pumping blood round the body

hart—male red deer

### 2. Use the words above in sentences of your own.

Pupils will write their own sentences.

### 3. Look up these words in your dictionary. How is each one pronounced?

The pupils may find it difficult to follow the pronunciation scheme used in their dictionaries. With practice and constant reference this task should be get easier.

DAF'fodil    MAR'gin    SPRIGHT'ly    JOC'und    PEN'sive    SOL'itude

### 4. Which words in the poem are used to describe the following?

sprightly dance    jocund company    inward eye    golden daffodils    pensive mood

## C LEARNING ABOUT LANGUAGE

Semicolon: Discuss the text and examples given.

### 1. Insert semicolons where required in the following sentences.

- The old man arrived at night; he ate a hearty meal; he lay down to sleep; and he never woke up in the morning.
- The monsoon has now arrived: it will rain every day.
- Mr George, physics teacher; Mrs Adil, chemistry teacher; Mr. Ahmed, mathematics teacher; and four other teachers will attend the conference.
- Abid, I know, was there; his brother Ahad was not.
- You have been late three times; however, I will give you one more chance to come on time.

## D LISTENING AND SPEAKING

### FOOLISH QUESTIONS OR CLEVER ONES?

1. Ask someone these questions. But before you do that, try to work out clever answers to these questions yourself. The questions are based on the many different meanings a word or phrase can have. Remember, they are tricky questions; so don't give the obvious answer!
  - a. A house cannot jump.
  - b. because their horns don't work (don't make a sound)
  - c. because he is alive in Karachi
  - d. you would have the four egg you had taken
  - e. All of them.
  - f. You would get into trouble; you would have to find a big parking space for it!
2. Make some more questions of this kind. Ask your friends the questions and let them try to give good (and funny) answers!

Pupils should try to make up their own foolish/clever questions.

## E COMPOSITION

Pupils might like to first make a list of the words they could possibly use with the subject they have chosen.

## Workbook: pages 113–117

### A FIGURATIVE LANGUAGE

#### 1 and 2. List plant words.

- a. The hunters stalked the wounded tiger for many miles.
- b. The lame man stumped into the branch manager's office and threatened to shoot him.
- c. When the thief heard the dog bark he put the blade away but remained rooted to the spot.
- d. Shazia was blooming after her holiday.
- e. The electrician fell off the chair and broke his limbs! He was changing a bulb at the time.
- f. The boy went up to the elephant and pricked its trunk with a needle. The elephant thought that that was the last straw. (The boy has turned over a new leaf now.)
- g. 'There is not a grain of truth in his statement,' said the judge as he rose from his chair.
- h. The doctor examined the patient, felt his pulse, looked at his palms, and pronounced him fit.

### B PERSONIFICATION

#### 1. Find examples of personification in the lines.

Discuss the lines. Note that various things are spoken of as if they are human or bear human qualities. This is personification. Look also for metaphors and similes, and words used in an idiomatic way.

- a. The poet in a. and b. is speaking about Autumn;  
bosom-friend, maturing sun, conspiring, how to load and bless  
run (idiomatic)
- b. Thee, sitting careless on a granary floor, thou  
Thy hair soft-lifted

- c. Here the poet is speaking of Death. (Note the capital!)  
 Death, be not proud,  
 callèd (the accent is so that the word is pronounced as two syllables, not one, in order to keep the metre).  
 thee  
 Mighty and dreadful  
 thou
- d. Thou (Death)  
 slave to fate, chance, kings and desperate men  
 (You live with) poison, war, and sickness,

**2. Find out how the following are referred to:**

- a. night/she      b. a country/she      c. a ship/she  
 d. a car/she      e. the Mississippi river/he (cf. Old man river)

**3. Try to make up two sentences of your own using personification.**

Pupils will make up their own sentences.

e.g. As the car raced at a great rate down the road, death *stared* the occupants in the face.  
 Sorrow *overshadowed* the whole family after the loss of their dear friend.

**C NOT ALL JOKES**

**1. Can you explain why the following are funny?**

- a. There is a play on the word foul=bad, fowl=bird.  
 b. The play is on the word *turns*. Here the car could a. be turning round the corner to go into a garage or b. physically turning into (becoming) a garage.  
 c. The play is on the word *fast*, meaning a. speed and b. abstaining from food (fasting).  
 d. There are thousands of letters (and parcels, postcards, etc.) in a post-office. The play is on the word *letters*.  
 e. The play is on the word *bowl*, meaning i. a dish ii. throwing a ball at a batsman, as in cricket. In the answer there is a play on the word *box*. i. horsebox = a vehicle or container for transporting/housing a horse, ii. to fight with gloves.

**2. What is so funny?**

The teacher is saying that *s/he* is an idiot, because *s/he* is the one who opens her/his mouth.

The word *rolls* means i. bread rolls, ii. to turn over (used as a verb). If you take the second meaning, the sentence becomes funny.

**3. Say the lines quickly and clearly, then work out which felt is which and write down its part of speech.**

- a. noun      b. verb      c. verb      d. noun      e. verb  
 f. noun      g. verb      h. verb      i. noun      j. verb  
 k. noun

## Lesson Plans

For detailed suggestions, refer to pages 122–125.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read the poem with the correct rhythm and stress
- To practise comprehension skills

Task	Time
1. Read the poem; discuss the unfamiliar words and the main theme of the poem.	20 min
2. Attempt Exercise A, Question 1 should be attempted. If time permits Question 2 can be started and continued in the next lesson.	20 min

### LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To discuss and analyse the poem
- To introduce the concept of personification
- To develop vocabulary—homonyms
- To pronounce words correctly

Task	Time
1. Continue with Exercise A, Question 2.	10 min
2. Exercise A, Question 3 to be attempted.	15 min
3. Exercise B should be explained and discussed during the lesson. Questions 1, 3, and 4 can be worked on in class, Question 2 can be given for homework.	15 min

### LESSON 3

**Textbook Time: 40 min**

**Aims:**

- To learn about semicolons
- To develop thinking, speaking and listening skills
- To develop directed writing skills

Task	Time
1. Continue Exercise C.	15 min
2. Exercise D to be attempted.	10 min
3. Exercise E to be attempted.	15 min

## LESSON 4

Workbook Time: 40 min

### Aims:

- To use figurative speech
- To practise personification
- To identify and understand puns

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

This is a story by Roald Dahl. It has been abridged. The story contains a lot of slang words and expressions that the author has used to convey exactly how the hitch-hiker speaks. It might be useful to read the notes provided at the end of the story before reading the story. As well as writing many books for children, Dahl wrote a number of short stories, for adults and children.

For more information about Roald Dahl and his wonderful books, visit: [www.roalddahl.com](http://www.roalddahl.com)

How does the hitch-hiker try to excuse his profession?

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- a. The words in the first paragraph of the story that tell us that the owner of the car is rich are: 'new car' - we could also the key descriptions of that car which clearly convey that it must have been an expensive purchase: big BMW, genuine soft leather, electrically operated (windows and sunroof).
- b. The driver stops for the hitch-hiker because he 'always stopped for hitch-hikers' because he used to hitch-hike himself and hated it when drivers pretended not to see him.
- c. He was a small ratty-faced man with grey teeth. His eyes were dark and quick and clever, like a rat's eyes, and his ears were slightly pointed at the top. He had a cloth cap on his head and he was wearing a greyish-coloured jacket with enormous pockets.
- d. The driver stops questioning the hitch-hiker because he remembered how irritated he used to get in his hitch-hiking days when drivers kept asking him questions. He used to hate it.
- e. The hitch-hiker's reason for thinking that the driver was a good writer was that he was driving an expensive car, that he would not be able to afford if he was not successful in his work.
- f. The hitch-hiker manages to coax the driver into driving faster by asking what she can 'do flat out' and then encouraging him to prove that it could actually go at 129 mph.
- g. The hitch-hiker was reluctant to reveal his profession in case the writer was a plain clothes police officer.
- h. The policeman decided to question the hitch-hiker too because he was a witness.
- i. The fingersmith first impressed the driver with his skill at rolling a cigarette very quickly.
- j. The hitch-hiker called himself a fingersmith because he felt that the word 'pickpocket' was vulgar. Also, as he was an expert, 'a professional', with his fingers (like goldsmiths and silversmiths are experts at working with gold and silver), he felt that the term fingersmith was more appropriate.
- k. The fingersmith demonstrates his skill to the driver by removing the driver's belt, shoelace and wristwatch, without him noticing.

#### This question is more difficult. Discuss it first.

- l. Pupils should discuss any magic tricks they have seen performed. Then they should talk about whether, when and why they think it is wrong to use such skills to take things from others.

**2. Answer the following questions with reference to context.**

- a. *And you ain't goin' to be 'appy, I don't think, until you've found out exactly what the answer is?*
  - i. The hitch-hiker.
  - ii. The writer asked him what his job was and, when he did not answer, he asked if he was ashamed of his job.
  - iii. Yes. He went about answering the question by demonstrating his skills.
- b. They were so beautifully shaped, so slim and long and elegant ...
  - i. The hitch-hiker's fingers.
  - ii. They did not seem to belong to the rest of him.
  - iii. They were amazing - quicker and cleverer than the fingers of the best piano player in the world.

**B WORKING WITH WORDS**

**1. What are the abbreviations for the following?**

m, mph, km, Dir, Dr, Mr, Ave, Sept, Mon, Asst, cert, kg, Prof, Soc

**2. Rewrite the following words, inserting the missing letter(s) which are indicated by the apostrophe ( ' ).**

(Note: there are some spelling changes.)

governor, I am, writing, must have, her, she will, what have, using, him, he, you have, have, hod carrier, who.

**SIMILES**

Discuss the comparisons in the examples.

**1. By using a comparison in the form of a simile, try to make the following more vivid:**

Pupils will make up their own similes.

**SPELLING**

**3. Add -er, -ed, or -ing to the following words.**

modelled	modelling	signalled	signalling	wheeled	wheeling
shovelled	shovelling, shoveller	labelled	labelling	cooled	cooling, cooler
enamelled	enamelling	dialled	dialling	sailed	sailing
rivalled	rivalling	keeled	keeling	feeling	feeler
cancelled	cancelling	pedalled	pedalling	funnelled	funnelling
controlled	controlling, controller	peeled	peeling, peeler		
compelled	compelling	boiled	boiling, boiler		
propelled	propelling, propeller				

**C LEARNING ABOUT LANGUAGE**

**CORRECTING STATEMENTS**

**1. Here are some statements made by the hitch-hiker. Correct the mistakes and rewrite the sentences. Can you explain why they are wrong?**

Discuss the mistakes so that pupils understand which grammatical mistakes have been made. Some slang words have also been changed in these responses - why?

- a. We were caught. 'were' rather than 'was' because of the plural we; good and proper is used for emphasis to mean completely or thoroughly so we could also write 'We were thoroughly caught'. but the emphasis is not needed - one is either caught or not caught.
- b. They don't put anybody in prison for speeding. double negative
- c. But it doesn't pay to tell everything to a police office. verb agreement
- d. You writers really are nosey. The 'you' is not really needed. verb agreement plural
- e. Nobody's checking up on me. Correct.
- f. That's why I have to be extra careful. verb agreement
- g. I never take anything from a loser. double negative
- h. Or from poor people. Pupils may need to look at the preceding sentence as well to make sense of this one. Use of neither/nor. I never take anything from a loser or from poor people. The sentences are linked so the use of 'never' in the preceding sentence prevents the use of a negative in the second.

## STRUCTURE

### 2. Rewrite the following sentences using 'used to'.

Some oral work necessary.

- a. There was a time when I used to be a good cricketer.
- b. Years ago he used to live in that village.
- c. Didn't she used to be (Usen't she to be) a famous film star before the war?
- d. Rahim used to be an active member of the club in his younger days.

Note that for the negative, the forms 'usedn't' and 'usen't' are now rarely used. When 'not' is put between 'used' and 'to' it is a fairly formal use, e.g. It used not to be taxable.

- e. Usedn't they to live near Multan some years ago? Better: Used they not to live near...? Even better: Didn't they use (d) to live near...?
- f. Usedn't he to be a regular customer at one time? See comments above.
- g. I used to be fond of eating huge meals in school.
- h. Didn't you ever used to visit your cousins when you lived in Lahore?

## D LISTENING AND SPEAKING

I used to believe, but do you?

If pupils want to express a sentence in the negative, they may avoid the 'used not to' and frame the question some other way, e.g. Were you not in the habit of...? Were you not accustomed to...? etc.

## E COMPOSITION

**The hitch-hiker is in a profession that most people would class as being disreputable.**

Write a short account detailing some of the professions you would not like to follow later in life. Say why you would not follow these professions. In the last paragraph say what you would like to do.

## Workbook: pages 118–121

### A FALLING FLAT - IDIOMATIC LANGUAGE

Discuss the examples.

**1. Use the expressions above in the following sentences. Change the tense or add words where necessary.**

- a. The horse fell at the water jump and the jockey fell flat on his back.
- b. I can't get him to reach the high notes; he always sings flat.
- c. The drinks at the party were supposed to be fizzy but they were flat.
- d. Javid has no money left at the end of the month; he borrows from me because he is usually flat broke.
- e. With one blow the man knocked him flat.
- f. The car accident was caused because of a flat tyre.
- g. I'm afraid you'll have to give Mr Thomas a flat refusal. Tell him to apply for a job somewhere else.
- h. His jokes always fall flat because he can never remember the last lines!
- i. Please tell him flat that I don't want to see him here again.
- j. It was a most boring party; the conversation was flat.

**B STOP! PUNCTUATE**

**1. Rewrite the following sentences putting in the correct punctuation.**

- a. 'Me? What've I done wrong?' the rat-faced man asked.
- b. 'I'm an 'od carrier.'
- c. 'Watch out for this man,' my passenger whispered. 'Ee looks mean as the devil.'
- d. 'Perhaps there's a woman in the back having a baby and you're rushing her to hospital? Is that it?'
- e. 'Ave I done somethin' wrong?' my passenger asked.
- f. 'Lovely!' he cried.
- g. 'You write books?' he asked.
- h. 'Yes,' I said. 'Jump in.'

**C VOCABULARY: RUMBLING ALONG**

**1. Choose the best word and fill in the blanks.**

- a. The large lorry shot out of the garage and went *rumbling* down the road at 100 mph.
- b. The driver eased the sleek grey car into top gear; it was soon *gliding/cruising* along at 100 mph.
- c. Leaping into their cars, the policemen went *tearing* down the road at 100 mph.

**2. Ask the pupils to use the other words in the box in colourful sentences of their own.**

**C REFLEXIVE PRONOUNS**

Reflexive pronouns: Discuss the explanation.

**1. Fill in the blanks with the correct reflexive pronoun.**

- |               |                    |              |               |
|---------------|--------------------|--------------|---------------|
| a. themselves | b. himself/herself | c. himself   | d. yourselves |
| e. herself    | f. itself          | g. ourselves | h. yourself   |

**D MORE PEOPLE**

**1. See if you can write a short definition for each of the following.**

- a. a broker: \_\_\_\_\_ is a middleman in business; an agent

- b. a clerk: an officer in charge of records
- c. a contractor: undertaker of contract, especially of building
- d. a craftsman: one who practises a handicraft; a skilled person
- e. a detective: a person who investigate crimes
- f. a fishmonger: a person who sells fish
- g. a grocer: a person who sells groceries, household stores
- h. a greengrocer: a person who sells fruit and vegetables
- i. a hawker: a person who carries goods about for sale
- j. a jockey: a person who rides horses in races

**2. What is the difference between the following?**

- a. employer: one who employs or hires someone for work  
employee: one who is employed, works for someone
- b. immigrant: a person coming *into* a country to reside  
emigrant: a person *leaving* a country to live in another
- c. major: an officer in the army  
miner: a person who works in a mine
- d. major: greater, the elder  
minor: lesser, not yet of full age

## Lesson Plans

For detailed suggestions, refer to pages 128–132.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read and understand a story that contains a lot of slang words and expressions
- To assess comprehension skills

Task	Time
1. Reading of the text and explanation of the unfamiliar words.	25 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. Un-finished work can be given for homework.	15 min

### LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To develop understanding of abbreviations
- To develop spelling skills
- To use similes
- To use correct grammar
- To practise the use of used to

Task	Time
1. Continue with Exercise B, Questions 1 and 2. The pupils should be encouraged to work on their own.	10 min
2. Exercise B, Similes, to be attempted. Spelling can be given for homework.	10 min
3. Exercise C, Questions 1 and 2 should be discussed and attempted. Unfinished work can be completed for homework.	20 min

### LESSON 3

**Textbook Time: 40 min**

**Aims:**

- To practise the use of used to
- To develop listening and speaking skills
- To practise directed writing skills—report writing

Task	Time
1. Recap the previous lessons.	5 min
2. Exercise D should be attempted.	15 min
3. Exercise E should be attempted.	20 min

### LESSON 4

**Workbook Time: 40 min**

**Aims:**

- To use idiomatic language flat
- To use the correct punctuation
- To enhance vocabulary
- To revise reflexive pronouns

Task	Time
1. Attempt Exercise A, Question 1.	20 min
2. Exercise B, Question 1 should be attempted.	10 min
3. Exercise C should be attempted.	10 min

### LESSON 5

**Workbook Time: 40 min**

**Aims:**

- To revise professions
- To enhance vocabulary

Task	Time
1. Exercise D, Question 1 should be attempted	15 min
2. Exercise D, Question 2 should be attempted	15 min
3. Give a recap of the lesson taught so far.	10 min

# The North Ship

The questions for this poem help pupils to 'dig' into the meaning of the poem. This poem does presents us with questions that are not all easily answered. Are the ship's journeys metaphors for the different life paths we might take, which may be filled with ups and downs, some that bring us back home, and others that take us further away into the unknown?

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- Pupils should draw a table in your book like the one below. It is a good idea to draw the column headings and fill in their answers for the first row before moving to the next one. Their answers should be in note form but with enough detail for them to use to answer the you to use them later on.

Some suggestions:

Ship	Where did it go?	What were the conditions at sea?	What happened to the ship?	Do you have any questions?
First	'turned towards the west' 'to a rich country'	Windy: 'the running sea', 'wind' Wild: 'possessed' by the wind	Came back from 'a rich country' 'happily or unhappily'	Which country? Happily?
Second	'turned towards the east'	lots of waves: 'the quaking sea' windy 'the wind hunted it like a beast'	Unable to sail properly? Captured? Did it sink? 'anchored in captivity' Came back - 'happily or unhappily'	was it trapped somewhere or did it sink? Unhappily?
Third	'drove towards the north'	Dark/deep waters - 'darkening sea' Still 'no breath of wind came forth' Cold 'decks shone frostily' Sea was 'unforgiving'	'went far and wide' 'rigged for a long journey'	Did it return? Where was it going?

- Talk about the meaning and use of the word 'carried'. The wind 'hunted' the second ship. The word 'quaking' in the first line of the third stanza sets up a feeling of fear. It seems like the ship is the prey and the wind is a wild animal chasing it.
- The 'north' is described in the fourth and fifth stanzas as having 'high and black' skies over 'the darkening sea'; it is cold 'frostily' and the seas and 'unfruitful' - they have no fish or other produce in them. The impression is of a bleak, dark, cold, empty, still place.

**2. Talk about these questions with a classmate or as a class, then write down your own answers.**

a and b. The pupils will say who they think the narrator is, and where they think the narrator is, but they should use evidence from the poem to back up their opinions. The first stanza begins with 'I' so we might presume that the narrator is an observer on the shore. However, the 'ships go sailing by' - how would that work? How does the narrator know about their journeys? Perhaps the poem is a metaphor.

c. This is a mystery. The poem raises questions. Is this a ghost ship?

**3. Answer the following questions with reference to context.**

a. *Over the sea, the quaking sea,*

*And the wind hunted it like a beast*

i. the third ship

ii. fear

iii. Which of the three statements best explains the presentation of the wind in these lines?  
Explain your choice.

- The wind is presented as frightening and violent.

**This question is more difficult. Discuss your ideas before answering them.**

b. *Into an unforgiving sea*

*Under a fire-spilling star*

i. The sea is relentless and, as described here, is difficult and hostile. This ship does not seem to have an easy journey.

ii. Pupils should give their own ideas. The fire-spilling star here is often thought to be a description of a comet. A spectacular sight. Perhaps, though the journey is hard and long, it is full of wonder.

**4. Understanding the rhyme and repetition.**

a. Yes, abab.

b. Notice that the poet has used the word 'sea' as the last word of the second line of every stanza - this emphasizes its importance. The poet rhymes the following words with 'sea': journey, country, captivity, frostily, and unhappily. Pupils should notice that journey is repeated.

c. Pupils should find examples of repetition and try to say what they think is significant about them. Words and phrases are repeated in the poem: 'rigged for a long journey' - does this mean that the ship was prepared to not return? 'Over the sea,' 'sea' 'the wind'...

## **B WORKING WITH WORDS**

**1. Look at these words from the poem. Discuss whether they are all linked. If so, how are they linked? Are there any that shouldn't be here?**

Pupils should discuss the words and sort them into lists under headings. All the words could be placed under the heading 'sailing' but other headings would not necessarily suit all of the words. Some suggestions: directions, verbs, nouns...etc., weather, parts of a ship... Pupils should come up with these or other links, and reasons why some words should not be in the list.

a. Match the words below to their definitions and write them out in your book. Which of these could you add to the list above?

The ones in italics could be added to the list above.

*lunchbox* a container used to store and carry a meal

*crow's nest* a structure used as a look-out post, usually high up on a mast

screwdriver a tool used for turning screws  
*gangplank a piece of wood used as a walkaway*  
fruitcake a sweet treat made with berries, currants, and raisins  
*compass a tool that shows where magnetic north pole is*  
*spyglass a hand-held telescope*

- b. Label the picture of a ship with the words from Question 1 above. Help the students to draw a picture of a ship and use words from book 1 to label the ship.

## C LEARNING ABOUT LANGUAGE

### ADJECTIVES AND ADVERBS

1. Write down the adjective and adverb formed from each noun. Use the nouns in sentences of your own (you may have to change the form of some of them).

- |               |            |              |
|---------------|------------|--------------|
| a. cowardice  | cowardly   | cowardly     |
| b. danger     | dangerous  | dangerously  |
| c. accident   | accidental | accidentally |
| d. modesty    | modest     | modestly     |
| e. admiration | admirable  | admirably    |
| f. skill      | skilful    | skilfully    |
| g. simplicity | simple     | simply       |
| h. hurry      | hurried    | hurriedly    |

Pupils will use the nouns in sentences of their own.

### PUNCTUATION – THE APOSTROPHE

#### The Apostrophe

Go through the explanation and get the pupils to provide (or search texts in the book for) examples of each use.

1. Correct the mistakes.

- The elephant had a man on its back. (pronoun—its)
- The man sold buttons and hooks. (buttons/hooks—plural)
- This year's students are very clever. (year is singular)
- The letter was signed, 'Yours truly.' (pronoun—yours)
- Ours is the yellow car. (pronoun and it is followed by *is*)
- He's a good boy. (correct use of apostrophe—He is)

2. Add apostrophes to the following:

- |                      |                         |                                      |
|----------------------|-------------------------|--------------------------------------|
| a. men's shoes       | b. a dog's bones        | c. heroes' rewards                   |
| d. the woman's coats | e. Praveen's car        | f. birds' nests                      |
| g. the child's cart  | h. ladies' blouses      | i. mother's garden (only one mother) |
| j. Shaw's plays      | k. policemen's whistles |                                      |
| l. Ameena's nose     | m. bird's nests         |                                      |

## D LISTENING AND SPEAKING

Work with a partner. Choose two characters. They could be a father and son, mother and daughter, two friends, a boy and a shopkeeper, a beggar and a rich man, a taxi driver and a customer ... You choose! Think about a matter over which they disagree, and start an argument. How does the argument begin? How does it proceed? How does it end? Make some brief notes in the form of a plan. Do not use any violent or swear words!

Act out the argument.

## E COMPOSITION

**Write a short passage about the journey of one of the ships.**

Pupils should work on their own. They should plan first. They can be creative and include any events they wish to however, their focus should be on creating effective, vivid descriptions.

## Workbook: pages 122–125

### A ACTING BADLY

1. **Add adverbs to complete the following.**

- A man who acts with a bit of sense is acting *sensibly*.
- A man who behaves like an idiot is behaving *idiotically*.
- A person who acts in a sly, crafty way is acting *slyly/craftily*.
- A person who is acting with intelligence is behaving *intelligently*.
- A person who is acting with friendliness is acting *friendly*.

2. **Use the following in sentences of your own. First look them up in your dictionary.**

Pupils will write their own sentences. Make sure they check the meanings in a dictionary.

### B WRITE IT; SAY IT

1. **Show the correct use of the apostrophe in the following. Rewrite the phrases as in the example.**

- |                        |                             |
|------------------------|-----------------------------|
| a. the two dogs' bowls | b. the two birds' feathers  |
| c. somebody's head     | d. anyone's eyes            |
| e. everybody's money   | f. the five horses' stables |

### C TONGUE TWISTERS

**Can you say the following quickly and clearly?**

Pupils should attempt the tongue twisters a number of times.

### D DESCRIPTIVE WRITING

Write a descriptive paragraph about each one.

Go through the passage carefully. Discuss the pictures one at a time. Perhaps you can write up the points on the board as they are made by the pupils. Apart from the physical appearance of each character, can the pupils see what kind of people are portrayed? The pupils are not going to write a character

assessment of the two people; but looking into that question a bit more deeply will help them to write about the physical attributes and what these may represent or resemble.

Is the man determined, domineering, angry, hard, kind, sociable? How can we tell? Is it the shape of the head, the scowl, that tells us what he might be like? Are his features soft or hard?

Is the woman young, old, shy, demure, melancholy, cheeky, retiring, fun-loving, cross? How can we tell? What does her smile tell us?

When pupils have written their descriptions ask them to read these out, so that others might look again at the faces and see in them something that they have missed.

## D SUFFIXES AND FUNCTIONS

**Who are the following?**

- |                |                                  |
|----------------|----------------------------------|
| 1. cellist     | 6. violinist                     |
| 2. philatelist | 7. receptionist                  |
| 3. dentist     | 8. chemist/pharmacist            |
| 4. soloist     | 9. journalist/reporter/columnist |
| 5. machinist   | 10. typist                       |

## Lesson Plans

For detailed suggestions, refer to pages 134–138.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read and understand a poem
- To practise comprehension skills

Task	Time
1. Reading of the text and understanding of the unfamiliar words. Attempt Exercise A, Question 1 a.	20 min
2. Attempt Exercise A, Questions 1 b and c, 2, and 3.	20 min

### LESSON 2

**Textbook Time: 40 min**

**Aims:**

- To examine rhyme and repetition in the poem
- To expand general vocabulary
- To make adjectives and adverbs from nouns
- To use apostrophes correctly

Task	Time
1. Continue with Exercise A, Questions 4, 5, and 6.	10 min
2. Exercise B, Questions 1 and 2 to be attempted. Question 3 can be set as homework.	10 min

3. Attempt Exercise C, Question 1. Sentences can be set as homework.	10 min
4. Attempt Exercise C, Questions 2 and 3.	10 min

### LESSON 3

**Textbook Time: 40 min**

**Aims:**

- To develop listening and speaking skills
- To practise descriptive writing

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

### LESSON 4

**Workbook Time: 40 min**

**Aims:**

- More practice of adverbs
- To develop use of the apostrophe of possession
- To develop speaking skills

Task	Time
1. Begin with Exercise A, Questions 1 and 2 should be attempted.	15 min
2. Exercise B should be attempted.	10 min
3. Exercise C should be attempted.	10 min
4. Recap key learning points of the unit.	5 min

### LESSON 5

**Workbook Time: 40 min**

**Aims:**

- To develop directed writing skills—descriptive writing
- To develop vocabulary
- To use the suffix -ist to form nouns to name some professionals

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

This is the opening scene from Shakespeare's shortest play, *Julius Caesar*. Pupils have the opportunity here to be introduced to one of the plays they are likely to study in greater depth in the 9<sup>th</sup> and 10<sup>th</sup> standards. The extract will familiarise the pupils with some of the language of Shakespeare, although this piece has been greatly simplified and put into modern English.

Pupils might like to be read extracts from the original, to compare the language. Their appreciation of the language used by Shakespeare will come about when they see that much of it is really poetry.

It is sufficient that the pupils get a flavour of the language. Do not expect them to understand every word and phrase.

**While reading:** Pompey was Caesar's enemy. We learn from Marullus that Pompey (once a great general of Rome) brought to Rome great riches from his conquests.

**Challenge:** They do not want anyone to celebrate Caesar's victory - they do not want him to grow more powerful. The answers to 2. e. will help here.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- a. A carpenter and a cobbler.
- b. They were meant to carry the tools of their trade 'upon a working day'; they were meant to be working.
- c. Marullus misinterprets the cobbler's punning replies; and the cobbler does not answer him directly. This annoys Marullus.
- d. The cobbler tells Flavius that he leads people around the streets to 'wear out their shoes' to get himself more work. Flavius feels that the cobbler (like all other labourers) is good for one thing, and one thing only—work. He should not be walking about the streets. The cobbler realises that Flavius (and Marullus) are people of rank, but can still be made fun of. Hence the puns and the indirect answers.
- e. Marullus calls the citizens 'blocks and stones' because he feels that they are insensitive. He thinks they are fickle. At one time they supported Pompey and showed their love for him by welcoming him home to Rome with great celebration. Now they come to welcome back Caesar who 'comes in triumph over Pompey's defeated sons'.
- f. Flavius and Marullus succeed in making the citizens feel guilty for their fickleness and ingratitude, and the switching of their allegiance to Caesar, while prior to this their support was for Pompey.
- g. It is the day that Caesar is returning home to Rome after his recent triumphs in battle; it is also the feast of Lupercal, the annual feast to honour the Roman god Lupercus.

**This question is more difficult. Discuss it first.**

- h. Pupils will give their own views. Get them to think about what makes this opening effective and engaging.

## 2. Reference to context

- a. *What dost thou with thy best apparel on?*
  - i. Marullus
  - ii. The citizens
  - iii. he wants to know why they are not wearing their work clothes
- b. *'It is a trade, sir, that, I hope, I may use with a safe conscience. I am indeed, sir, a mender of bad soles.'*
  - i. The cobbler
  - ii. Marullus
  - iii. The pun is in the phrases 'a mender of bad/worn soles/souls'.
  - iv. Marullus gets very angry and calls the cobbler an 'insolent villain'.
- c. *'What conquest brings him home?'*
  - i. Marullus says these words to the citizens of Rome.
  - ii. Caesar
  - iii. Caesar has just defeated Pompey's sons and has yet to arrive in the city, but 'he comes in triumph over Pompey's defeated sons'. (Pupils might easily misinterpret this question as being about Pompey.)
  - iv. Rome
- d. *Draw them to Tiber banks, and weep your tears  
Into the channel ...*
  - i. Flavius to his countrymen
  - ii. the river flowing through Rome
  - iii. all the poor men of their sort
  - iv. For their fault (of gathering to celebrate the defeat of Pompey)
- e. *'These growing feathers taken from Caesar's wing  
Will make him fly an ordinary pitch (this means - will keep him firmly on the ground)*
  - i. Flavius to Marullus.
  - ii. 'Growing feathers' refers to the accolades and honours that are being heaped on Caesar. Caesar, like a bird, is growing feathers and becoming more powerful.
  - iii. Flavius does not want Caesar to become too great, but to be brought down to earth and treated in an ordinary way, as any other general. He certainly does not want the people to make him into a hero.
  - iv. Caesar might become too full of himself, if he sees the great support he has from the ordinary people of Rome.

## B WORKING WITH WORDS

### PUNS

Discuss puns, and refer to the ones used in the play as well.

#### 1. What is funny about the following? Explain the play on words.

- a. waist/waste
- b. He got a calendar (which has twelve months on it) and he also got twelve months (was sent to prison for twelve months).
- c. get a taste of means to try something/taste also means flavour

- d. Rub the soap in my face/rub it in means to make someone feel even worse about something.
- e. spokesperson (the person who speaks about something)/mends or deals with spokes (of a wheel).
- f. a sieve is a strainer/and she strained herself.
- g. silk worms were turned into silk and made into a tie/the race ended in a tie.
- h. flies - verb/flies - noun

**2. Try to make up your own funny statements, stories, or jokes:**

Pupils might like to think of other words that have two meanings or could be mistaken for others. The difficulty lies, not in finding such words but, in trying to say something funny involving the words.

**C LEARNING ABOUT LANGUAGE**

**REFERENCE WORK**

Find out what these old-fashioned words mean. Look in a dictionary, and also find the modern equivalent of each (if there is one).

hence art thou thy nay

mean'st wherefore yea about exeunt

**D LISTENING AND SPEAKING**

Act out the scene in class. Ask pupils to learn a few of the speeches, and speak them well.

**E COMPOSITION**

Pupils may work in pairs for this exercise, in order to practise their dialogue.

**PROJECT**

Pupils may work in pairs for this exercise, or it can be completed for homework.

**Workbook: pages 126–129**

**A GET TENSE: REVISION**

**1. Fill in the blanks.**

- a. am not feeling
- b. owes, thinks
- c. want, are waiting
- d. understand, owns
- e. understands, am saying, mean
- f. is ringing, am speaking, happens
- g. agrees, say, disagrees
- h. adores, comes, appreciates

**C A BIG CROSSWORD**

**Across**

- 1. spear
- 4. prize

7. owe

8. dream

11. sweet

14. ogres
15. stage
16. beads
19. creep
22. owl
23. drake
24. bared

**Down**

1. sand
2. edge
3. room
4. pies
5. Isle
6. exit
9. rogue
10. amend
12. water
13. eagle
16. bead
17. asia
18. some
19. club
20. ever
21. pled!

**C FINALLY, HORSING AROUND**

Pupils should discuss these idiomatic phrases and the picture clues to try and work out what they mean.

- a. He means that he heard it from the original source.
- b. She means that they decided suddenly.
- c. He means that it is no use trying to teach him.
- d. He means that they should wait/relax/slow down/be patient.
- e. He means that he is acting as if he is morally superior.
- f. He means that he should keep people under control and closely supervised.

**Lesson Plans**

For detailed suggestions, refer to pages 140–143.

**LESSON 1**

**Textbook Time: 40 min**

**Aims:**

- To read and understand a simplified extract from Shakespeare’s famous play Julius Caesar
- To develop comprehension skills

<b>Task</b>	<b>Time</b>
1. Reading of the text and explanation of the unfamiliar words.	25 min
2. Attempt Exercise A, Questions 1 and 2. Incomplete work can be completed as homework.	15 min

## LESSON 2

Textbook Time: 40 min

### Aims:

- To identify play on words
- To develop listening and speaking skills

Task	Time
1. Exercise B, Questions 1 and 2 to be attempted. Reference work to be done for homework.	15 min
2. Continue with Exercise C.	20 min
3. Recap key points.	5 min

## LESSON 3

Textbook Time: 40 min

### Aims:

- To develop directed writing skills—paraphrasing

Task	Time
1. Exercise D to be attempted, and shared.	20 min
2. Project, Question 1 should be attempted. Question 2 should be done as homework.	20 min

## LESSON 4

Workbook Time: 40 min

### Aims:

- To practise tenses
- To develop vocabulary
- Revision and practice of alliteration

Task	Time
1. Begin with Exercise A. Exercise	20 min
2. Continue with Exercise B.	15 min
3. A brief recap of the learning points of the lessons.	5 min

## LESSON 5

Workbook Time: 40 min

### Aims:

- To complete a crossword - thinking skills
- To develop vocabulary - understanding idiomatic phrases

Task	Time
1. Exercise C	20 min
2. Continue with Exercise D.	15 min
3. A brief recap of the learning points of the lessons.	5 min

# Test—3

## Workbook: pages 130–137

The test covers student book and workbook units 16–20

### A COMPREHENSION

**1. Read the poem below.**

You may ask the pupils to read part of the poem aloud. Discuss any difficult vocabulary. There is a lovely description in the poem; and a nice message.

**2. Answer the following questions.**

- a. Autumn ‘flung down’ the seed.
- b. Spring
- c. The seed takes root by ‘taking hold on the clay’.
- d. uncoiling of leaves; tiny root taking hold; sprouts new leaves
- e. The seed gets its power to grow from the ‘store
- f. ‘to fashion’ means to make
- g. deliciously glad
- h. the bad things (ills) in his life
- i. He asks where he will be when the seed is a tall tree.

### B TEXTBOOK QUESTIONS

**1. Answer these questions from your student book.**

- a. by taking the driver’s belt, shoelace, and watch
- b. He says they are: ‘Y’export quality! Very best quality. Very fine. Export quality! Outside send quality.’
- c. the train
- d. The scene was of a hunter with his dogs on a piece of framed tapestry that Nicholas had found in the lumber-room.
- e. 1,500

**2. Who said the following and to whom?**

- a. Maham to Aamer (Aamer’s Café)
- b. The old horse to Black Beauty (Black Beauty)
- c. Bertha to Grace (The Story of an Invitation)
- d. The Hitch-hiker to the Driver (The Hitch-hiker)
- e. Flavius to the citizens (Julius Caesar)
- f. The owner of the shoe shop to the lady. (Export Quality)
- g. Keesh to the elders (The Story of Keesh)

## C TEXTBOOK POETRY QUESTIONS

### 1. Answer the following questions.

- When the poet is in the city, he constantly hears (in his heart and soul) the lake water lapping by the shore, calling him to return to the lake isle of Innisfree.
- 'a fire-spilling star'
- Just *Home* and *Love*...
- It has a 'ferny floor' covered in grasses, and it is quiet and 'leafy'.

### 2. Reference to context

- Daffodils by William Wordsworth
- A host of golden daffodils dancing by a lake, beneath the trees.
- His soul; his memory
- His heart fills with pleasure and dances with the daffodils.
- The lake isle of Innisfree.

## D WORKING WITH WORDS

### 1. Give the meaning of the following words.

- resentment      feeling hurt, angry, because of an insult or injury
- opulence      riches, wealth
- bide      wait
- pensive      thoughtful
- maimed      crippled

### 2. Explain each of the following with an example.

a. alliteration	similar sounds repeated in a line of poetry or prose e.g. little letters, simply sweet
b. personification	inanimate and abstract things referred to as if they were human beings, e.g. Justice is blind
c. simile	a comparison, e.g. as swift as lightning, run like a hare
d. metaphor	describing something to make a comparison by saying it <i>is</i> something else (not <i>like</i> something else) e.g. iron will, ship of the desert
e. compound epithet	two words which are joined by a hyphen and which describe a noun

### 3. Complete the following proverbs.

- All work and no play makes Jack a dull boy.
- As you make your bed so must you lie in it.
- Honesty is the best policy.

## E LEARNING ABOUT LANGUAGE

### 1. Give an example of each of the following.

- adverbs of time: now, then, yesterday, tomorrow
- adverbs of manner: sweetly, carefully, quietly
- adverbs of place: everywhere, home, around, here

- d. adverbs of cause: because, since, therefore, for
- e. adverbs of degree: much, quite, very, so

**2. What is the name given to:**

- a. prefix    b. suffix

**3. Put the following sentences into the future continuous tense.**

- a. Tania will be editing a book.
- b. She will not be scribbling in her pad.
- c. I will be calculating how long it will take.

**4. Frame sentences using the perfect past and the simple past.**

Pupils will write their own sentences. For the correct form to be used, see page 69 of the workbook.

**F ORAL**

**1. Write down the words.**

Follow the instructions and read any chosen words from the list on page 109 of the workbook. This is as much a test of correct pronunciation as one of listening and spelling.

**2. Your teacher will read out each word below twice.**

Remember to change the order of the words in each pair. Instructions are on page 109 of the workbook.

- a. **object** (n), **object** (v)
- b. **import** (n), **import** (v)
- c. **reject** (n), **reject** (v)
- d. **produce** (n), **produce** (v)
- e. **rebel** (n), **rebel** (v)
- f. **refuse** (n), **refuse** (v)

**G COMPOSITION**

Pupils should quote from the poem where appropriate.

**Lesson Plans**

For detailed suggestions, refer to pages 145–147.

**LESSON 1**

**Workbook Time: 40 min**

**Aims:**

- To assess reading ability—expression, pronunciation, rhythm
- To assess comprehension skills

Task	Time
1. Exercise A, Question 1 to be attempted.	20 min
2. Continue with Exercise A; Question 2 to be attempted.	20 min

## LESSON 2

Workbook Time: 40 min

### Aims:

- To assess comprehension of previous work
- To recall characters from the previous units
- To assess vocabulary and expression

Task	Time
1. Exercise B, Questions 1 and 2 to be attempted.	20 min
2. Exercise C, Questions 1 and 2 to be attempted.	20 min

## LESSON 3

Workbook Time: 40 min

### Aims:

- To assess grammatical understanding
- To assess knowledge of poetic devices

Task	Time
1. Exercise D, Questions 1, 2, and 3 to be attempted.	20 min
2. Exercise E, Questions 1, 2, 3, and 4 to be attempted.	20 min

## LESSON 4

Workbook Time: 40 min

### Aims:

- To assess oral skills
- To assess spelling and aural skills
- To assess writing skills

Task	Time
1. Exercise F to be attempted.	15 min
2. Exercise G should be attempted.	20 min
3. The students should be encouraged to reread and recheck work before handing it in.	5 min