

A Course for Middle and
Secondary School

3
Teaching Guide

Guided
English

For Pakistan

Marcia Fisk Ong
Jonathan D. Freedman

OXFORD
UNIVERSITY PRESS

Contents

LESSON	TITLE	PAGE
	INTRODUCTION To the teacher Key sections and teaching suggestions Lesson planning Sample lesson plan – Lesson 10	v vi xi xii
1.	‘The wooden horse’ from Stories from Homer by E.F. Dodd	1
2.	‘Ali the Djinn’ from The Wonderful Lamp by Max Voegeli	6
3.	‘A day with Albert Schweitzer’ from Six Good Samaritans by G.F. Lamb	10
4.	‘The three questions’ from The Empty Drum by Leo Tolstoy	16
5.	‘Pip and the convict’ from Great Expectations by Charles Dickens	20
6.	‘Wings over the Pole’ from Northwards by R.J. Hoare	25
7.	‘Little John’ from The Adventures of Robin Hood by R.G. Green	32
8.	‘The accident’ from A Tale of Two Cities by Charles Dickens	37
9.	‘The return of Marco Polo’ from Six Explorers by John Walton	42
10.	‘An English Christmas’ from A Background to English by P.S. Tregidgo	48
11.	‘Father Damien and the lepers’ from Six Good Samaritans by G.F. Lamb	54
12.	‘The end of the world’ from The Lost Horizon by James Hilton	59
13.	‘How history is made’ from China in World History by G.A. Goodban, Chien Ching-lien, T.R. Batten	66
14.	‘The Kraken arrives’ from The Kraken Wakes by John Wyndham	71
15.	‘The first wireless set’ from Seven Inventors by H. McNicol	76
16.	‘Morning on the mountains’ from Heidi by Johanna Spyri	82
17.	‘The first men on the Moon’	88
18.	‘The shooting match’ from The Way of the Pathans by James W. Spain	94
19.	‘Food’ from How the Body Works by Dr. Taylor Hunt, from Adventure and Discovery, Book 4	100
20.	‘Going for the doctor’ from Black Beauty by Anna Sewell	106

LESSON	TITLE	PAGE
21.	'Cricket in the blue' from A Pattern of Islands by A. Grimble	112
22.	'Pyecraft loses weight' from The Country of the Blind by H.G. Wells	118
23.	'The anaconda' from Three Singles to Adventure by G. Durrell	123
24.	'The naval engagement' from Beau Geste by P.C. Wren	128
25.	'The whirlpool' from High Adventure by Edmund Hillary	135
26.	'The law of the wild' from White Fang by Jack London	141
27.	'Cold' from The Worst Journey in the World by Apsley Cherry-Garrad	148
28.	'Ispahir' from Prince of the Jungle by Rene Guillot	154
29.	'Modern Lighthouses' from The Ways of the World by G.C. Thornley	159
30.	'An operation' from Ways of the World by G.C. Thornley	164

TO THE TEACHER

Aims

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

General approach

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

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

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

KEY SECTIONS AND TEACHING SUGGESTIONS

Reading Texts

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

Teaching suggestions for reading texts:

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

Comprehension and vocabulary

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

Teaching suggestions for vocabulary tasks:

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

Teaching suggestions for comprehension tasks:

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

Language Structure

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

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

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

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

Teaching suggestions for oral grammar practice:

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

Spelling

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

Teaching suggestions for the spelling practice:

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

Punctuation practice

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

Teaching suggestions for oral punctuation practice:

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

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

Composition

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

Teaching suggestions for composition practice:

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

Pronunciation

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

Teaching suggestions for pronunciation practice:

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

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

Dictation

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

Teaching suggestions for dictation practice:

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

Useful language

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

Teaching suggestions for useful language:

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

Answer Keys

The exercises in the Student’s Book often allow for a limitless number of responses. Teachers will have to use their judgment as to whether the students’ answers are acceptable or not. The Teaching

Guide recommends that any reasonable answer be accepted for these sorts of exercises as long as they are grammatically correct.

Role-playing

It is important to note that expecting the students to recite these long role-plays or even memorize them is not effective in the classroom. To make it more interesting and an effective exercise, we suggest the following:

- First, it is important to build an interest in the role-play by discussing with your students about the topic and situation. For example:
 - Have they ever talked to a fortune teller?
 - What did they predict?
 - Did it come true? etc.

Prior to each lesson, make a list of questions and useful language. In class, write them on the board and have the students work in small groups to discuss. Walk around and monitor.

- Next, ask the class to analyze the conversation and identify the conversational functions. For example, *greeting, agreeing, inviting, declining an invitation, disagreeing, making a suggestion, discussing and/or describing a recent event, etc.*
- You can take this a step further by describing each bit, for example:
 - **A** greets **B**;
 - **B** answers greeting and extends the conversation with a question;
 - **A** answers the question and asks about **B**'s family;
 - **B** replies..., etc.
- Also, it would be useful to summarize each of the longer parts. For example, in Lesson 10 Najmi said, *"Do you remember that she said that I would receive a sum of money? Well, yesterday Shaista paid me back the fifty rupees I lent her at school last week. I had forgotten all about it. I suppose that is the sum of money the fortune teller meant – fifty rupees!"* This is quite long and to require the students to memorize it would be counterproductive.
 - Ask the students if they can identify the conversational function. *Discussing and describing a past event.*
 - In pairs, ask them to discuss this part of the dialogue and summarize. *Najmi reminded Amina the fortune tellers said she would get some money and yesterday Shaista repaid her 50 rupees. So the fortune teller was correct.*
- Once this is done for the entire dialogue, ask the students to pull out the phrases that are used for the conversational functions and encourage them to add other phrases (not in the dialogue) that could also be used in this situation.
- If the role-play is long and class time is short, it is suggested that you have different groups work on different parts of the dialogue and when they are finished, pull it all together as a teacher or student led activity. This can be done once they complete this step or after any of the following steps. You can do it differently in each unit.
- Alternatively, you could lead the class by asking them to brainstorm other phrases as a class and encouraging them to write the results on the board.
- Ask the students to make up a new conversation, using some of the functions and selecting language that they had listed in the previous step.
- Now ask them to practice the new role-play in pairs or groups.
- Switch pairs and/or groups and do it again.
- If you would like to get creative so as not to repeat the same activity in every lesson, you could change the characters, or content. For example, instead of two school girls from lesson 10 you

instruct the students to change the characters to two old men drinking tea. Instead of a fortune teller they could change it to a dream or another elder.

- Another alternative would be to ask the students to choose the new characters and topics and encouraging them to prepare a new role-play which they can perform in the next class.
- It is important to encourage creativity.
- It is always a good idea to give final feedback and summary.

LESSON PLANNING

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

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

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

What to do in the middle of the lesson

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

Following up on tasks

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

Sequencing classroom activities

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

In regard to structure practice, once students have gone through a series of exercises and corrections in class, they can complete the corresponding workbook activities for homework. This can be followed up with self or peer-correction of homework and a game or other interactive activity at the start of the next class session. Pronunciation and dictation work can be introduced during one class session

with teacher-conducted practice after which students can be instructed to practice on their own at home. This could then be followed up in a subsequent class session with students reading aloud and quizzing one another, in pairs.

Note that regardless of the order in which the activities appear in the textbook, it is possible to present them in a different order if the time available or the class schedule allows. For instance, a teacher may begin the composition work on the last day of the school week so that students have the weekend to work on their writing, or if there is less class time available, a small exercise such as *Useful Language* would fill it nicely while another aspect of the lesson would not, and so on.

The balance between in-class activities and homework

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

Continuous class-based assessment

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

SAMPLE LESSON PLAN

Lesson 10 has been used as a sample for dividing a typical lesson into six periods. Since schools generally have 6–9 periods per week for compulsory subjects. This also allows extra time for those lessons that may require more explanation for each task. The lesson plan below would be appropriate for a group that completes the work with no specific problem, but teachers should feel free to expand work on any aspect of the lesson that they believe needs additional time.

SAMPLE LESSON PLAN—LESSON 10 AN ENGLISH CHRISTMAS

Class 1:

Opening activity: A Background to English introduction as suggested in the teaching notes. (Interactive work)

Reading: *An English Christmas* reading and discussion, through the 7th main bullet of the reading activity notes. (Individual work interspersed with interactive tasks)

Homework: Briefly introduce the topic in the 8th bullet for students to think about and research before coming to the next class (i.e. ask if they know who Santa Claus is and tell them to find out about the Father Frost figure from Kazakhstan and Kyrgyzstan).

Class 2:

Opening activity: Review students' thoughts about the Santa Claus/Father Frost figure and discuss what they have learned.

- Are these figures religious in nature or secular?

Follow-up Discussion: Conduct a class activity based on the theme of the reading in following the 8th bullet of teaching notes for the reading. Encourage groups to discuss aspects of the festive season of Ramadan and identify which elements are essentially religious and which are essentially secular. Consider asking volunteer groups to report to the whole class the main points of their discussion. (Interactive work)

Comprehension exercise: Ask the students to complete Exercises A and B as suggested and correct in pairs or groups. (Individual/group work)

Ask the students to discuss their answers for Exercise C in groups orally, but tell them not to write their answers out. Do not correct. Make sure to give enough time for discussion, but not so much that the groups can write their answers. Explain to them that if they do try to write answers, they will not have time to discuss all of the questions. (Group work)

Homework: Ask the students to write their answers to Exercise C as homework and come back to class prepared to discuss their answers for the next class. (Individual work)

Class 3:

Opening activity: Ask the students to form groups to go over their answers to Exercise C. Follow up by getting feedback from students regarding difficulties, and asking other students to provide insights as to how they decided on their answers. (Individual work followed by interactive task)

Language Structure practice: Introduce by providing a quick review given in the book on page 59.

- For exercise A, ask the students to add adverbial phrases starting with *by*.
- For exercises B-D, follow the activity as explained in the teaching guide.

Workbook: If time permits, introduce the workbook exercises by doing a few examples as a teacher-led exercise and assign the remaining for homework.

Class 4:

Opening Spelling Activity:

Write the spelling words on the board.

- Elicit volunteers to write the definitions for each on the board including word form. Ensure that all the students understand the definitions.
- Put students into groups of 3-5.
- Ask them to cut a piece of paper into 10 equal pieces and write one word from the list on each.
- Turn them over so that they cannot see the words.
- Starting with student A, instruct them to pick up one piece of paper and read the word. Ask them to start a story using that word in the story.
- Next, ask student B to pick another piece of paper and continue the story.
- Ask them to continue until all the words are used.
- This can be a fun and interesting way to improve fluency and listening skills.

Composition: Put the students into groups of 3-4. Ask them to discuss what is happening in the picture.

- What do they see?
- What do they imagine is happening?

Homework: Explain that the picture and what they discussed in their groups is the basis for paragraph two in the composition for Lesson 10. For homework, working individually, ask the students to write a short outline for paragraphs one and three. This composition is to be organized chronologically where paragraph one says what happens before and paragraph three says what happens after the events in the picture. In addition, ask them to draw a picture that illustrates paragraph one and three just as the picture in the book illustrates paragraph two.

Class 5:

Main activity: Ask the students to form the same groups that discussed paragraph two. Using their short outlines and pictures, them to tell their version of the story by while showing their pictures. Ask them to trade pictures with another in their group and retell the stories once again changing anything that they want as long as it is logical and follows the illustrations.

Homework: Assign the first draft as homework and follow the Composition section in the To the Teacher notes at the beginning of this guide for peer evaluation.

Class 6:

Opening Activity: Put the students into pairs. Explain that one student will read a sentence from Useful Words and Phrases and the other will repeat it but in the negative and then read the next sentence. Repeat until all ten sentences are completed.

Oral: Complete the activity as suggested in To the Teacher notes on Role-playing.

Lesson ONE

STORIES FROM HOMER

Stories from Homer—Intro

- Start out by asking students if they know what computer viruses are and what they do. Elicit experiences if anyone in the class has had an infected computer.
- Then ask if they have ever seen offers of free software that is supposed to protect the computer from viruses. Ask if they have or would install this kind of free software.
 - Why or why not?
 - Did the software work as expected?
- Explain that this kind of free software often does exactly the opposite of what it is supposed to do. Instead of guarding against viruses, it installs a kind of spy software on the computer, making it possible for somebody else to steal information from the computer.
- Write the phrase ‘Trojan Horse’ on the board and explain that this is the term used for this particular kind of software. Tell the class that this name comes from an old Greek war story, and that they will be reading a text about this event shortly.
- Ask the students to read the introduction to the text silently. It is important not to read any part of this text aloud since it contains many foreign names that students have no need to know how to pronounce.
- When students have finished reading, have a short discussion about what students believe is the reason that certain computer programs are termed ‘Trojan Horses.’

‘The Wooden Horse’—Reading

- Before students begin to read the passage, have them look at the illustration on page 2 of the textbook. Ask the students to describe the picture, recalling information they have read in the introduction:
 - *Where is the horse in relation to the city of Troy?*
 - *What will the Greeks do to make the Trojans believe that the war is over?*
 - *How will the Greek soldiers use the horse to get into the city?*
 - *Can enough soldiers get into the city to capture it?*
 - *How will they get the rest of the army to come back to help?* etc.
- Jot down notes of the key points on the board.
- Ask the students to read the first 20 lines of the passage silently, from the title *The Wooden Horse* to the line ... *burned their camp and set sail for the west.*
- When the students have finished reading, go through the key points listed on the board and discuss them in relation to this part of the reading passage.
- Next, ask the students to close their books and try to remember what they have read without looking. Go through the first seven questions of the Vocabulary and Comprehension exercise orally, but do not tell students that they are doing the exercise. Paraphrase the questions as you go through them so that they seem more conversational, i.e. for question 3, you might say, *Can you think of a reason why the horse had to be well-made?* and for question 5, *How did people react when Sinon volunteered to stay behind? Why?*
- Before going on with the reading of the passage, ask the students to predict what will happen. Ask a series of yes/no questions and have the class vote on what they expect to read:
 - *Will the Trojans take the horse into their city?*
 - *Will the Trojans find out that the Greeks are hiding in the horse?*

- Will the Greeks capture Troy?
- Will the people of Troy escape from their attackers?
- Will the Greeks find Helen and rescue her?
- Then ask the students to read the last 23 lines of the text silently, from the line *There was great feasting...* to the end of the passage.
- When they have finished reading, go through the list of yes/no questions and discuss with the class which ones they guessed correctly or incorrectly.
- Once again, ask the students close their books and try to remember what they have read without looking. Go through the last five questions of the Vocabulary and Comprehension exercise orally, but do not tell students that they are doing the exercise. Again, paraphrase the questions as you go through them so that they seem more conversational.
- Wrap up by asking the class whether this battle technique seems like a good idea to them. Remind them that this battle is supposed to have taken place 3000 years ago. Is this a technique that was only used in ancient times? Elicit examples of this idea as it applies to warfare even today.

Comprehension and Vocabulary

(Page 3 - Student's Book)

Exercise

- This exercise asks students to recall and explain events described in the text.
- Students have already discussed these questions in a whole class setting, so they should be prepared to answer the questions by reviewing with one or two classmates.
- Have students work in pairs or groups of three to discuss the questions and collaborate on answers to them. Allow them to refer to the text.
- Then have them compare answers with another group.

Answer Key

1. Because they had been fighting against the Trojans for ten years. They wanted to win and return home.
2. Epeus was the most talented in working with wood.
3. It had to be beautiful since it was supposed to be a gift to the Gods, and it had to be strong because many soldiers would be hiding inside. Also it had to be well-designed, so that the soldiers could get in and out of it easily.
4. Because it would appear that they had decided to leave for good and not return.
5. Because Sinon had not shown physical courage in the past, but for this task, he did not need physical courage.
6. Epeus built the wooden horse, so he was the one who knew best how to close the door after everyone was inside.
7. Three reasons: first, they burned their camps; second, they boarded their ships and sailed away; third, they left a peace offering (the wooden horse) behind.
8. The Trojans celebrated the end of the war with a party and fell asleep exhausted and senseless.
9. Sinon had no trouble moving around without notice because all of the guards were either celebrating or drunk.
10. A part of the walls surrounding the city of Troy was broken to take the huge wooden horse inside. The Greek army simply went through the same break in the wall.
11. They knew the city well, probably from previous visits.
12. First of all, Deiphobus had been asleep, so he was not prepared mentally or physically for an attack, and of course, he was wearing no armor. Also he was outnumbered, fighting against two men.

Language Structure

(Pages 3, 4, and 5 - Student's Book)

Indirect Speech: Statements and Tense Changes

Exercise A

- Review the explanation in the textbook.
- Write a few examples of direct speech on the board and call on volunteers to change to indirect speech. When they seem to understand how to go about it, do the following activity.
- Print out the 20 quotation and cut out each out individually. If you have more than 20 students in your class, print out doubles, etc. to ensure that each student gets one. (Prepare in advance of your lesson.)
- Ask the students to stand up and find a partner.
- Each student should read what is written on their piece of paper and have their partner repeat what was read to them using indirect speech.
- Trade papers, find a new partner and repeat.
- Review answers as a class and help where needed.

Answer Key

1. She claimed that she liked it.
2. They announced that they were going.
3. He stated that she had gone.
4. He confessed that he had done it.
5. He remarked that she would be pleased.
6. He uttered that they all laughed.
7. He claimed that he was driving a car.
8. She said that she had told him once before.
9. He declared that he could do anything that she could do.
10. He muttered that he may not see me again.
11. He asserted that she had sung two songs.
12. She reported that he was feeling unwell.
13. He claimed that he would never forget her.
14. She said that she had gone there.
15. He screamed that he had done it. / He screamed that he did it.
16. He replied that he had not done it. /He replied that he did not it.
17. He stated that he was not captain.
18. He uttered that he had told her before.
19. She said that he might like her.
20. She declared that she would wait.

Will and Shall

Exercise B

- Review the examples on page 4 of the Student's Book. Point out the italicized verbs.
- In each problem ask the students to underline the verb that is to be changed.
- Point out the structure
 - Subject (pronoun) + said/reported/screamed/announced/etc. + that + the original sentence (direct speech) with the verb change. For example:
He said that he would do it.

- Sometimes we need to change the pronoun when changing from direct to indirect speech.
For example: you>him / her / them.
- Spoken English today uses *would* in this context except in the case of a question.
 - For example: *Should I wait for you?* > *She asked if/whether she should wait for him.*
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | |
|--|--|
| 1. He said that he would help me. | 2. He promised that I would hear from him. |
| 3. He said that he would be very grateful. | 4. He asserted that she would tell me. |
| 5. He announced that she would have a prize. | 6. He promised that we would all have a holiday. |
| 7. He assured her that he would return soon. | 8. He declared that they should be made welcome. |

Must / Have

Exercise C

- Once again, review the examples given in the textbook and then ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | |
|--|--|
| 1. He said that I had to stop that. | 2. He claimed that he had read the book. |
| 3. He declared that he had had his breakfast. | 4. He said that they had to do it again. |
| 5. He murmured that he had had a cold for four days. | 6. He said that he had to hurry. |
| 7. He claimed that he had just had his hair cut. | 8. She said that she had had this dress altered. |

WORKBOOK ANSWER KEY

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

DIRECT SPEECH (Page 2)

'Good morning, children,' greeted Miss Ali. 'Please sit down. I am going to tell you a story because you have worked very well all morning. The story is about a ghost.'

'Is it a Pakistani ghost?' asked Shahnaz.

'I don't think so,' replied Miss Ali. 'Everybody in the world knows stories about ghosts. It may be any kind of ghost.'

Shahnaz said, 'I once saw a ghost in an American film.'

'Be quiet, Shahnaz, I want to hear Miss Ali's story,' said Peter. 'If you go on asking questions, the bell for the end of the morning will go before the story is finished.'

'Don't worry, Peter, it is only a short story. In fact, it is the shortest ghost story in the World. This is how the story goes. A man once met a stranger and told him that he did not believe in ghosts. The stranger said that he did, and vanished.'

INDIRECT STATEMENTS (Page 3)

1. He said that he wanted to buy some exercise books.
2. They said that they were waiting to see what would happen next.
3. She said that she had been working hard and had finished all the exercises.

4. He promised that he would help me/her/him as long as I/she/he needed help.
5. He reminded her that she did not do what she had promised to do.
6. She said that they were all writing busily when she arrived.
7. He said that he had had a rest and that he must soon start work again.
8. She said to him that she could see that someone had told him.
9. Her mother promised her that she would have her supper as soon as she returned.
10. He told her that she might be surprised when she heard what he had to say.
11. She promised that she would write soon to tell me/her/him what had happened.
12. He said that he had had time to think about it and had decided what to do.
13. The professor said that the sun is becoming cooler all the time.

Punctuation – The Comma

(Page 5 - Student's Book)

- Ask the students to read through the passage paying attention to all of the punctuation. Give them a few minutes to really focus on all the commas.
- Have them close their books and write one sentence on the board at a time, leaving out all the commas.
- Pick a student to come to the board and attempt to place all necessary commas in the sentence.
- When they are finished, ask the class if the commas have been placed correctly. If not, encourage them to help correct the sentence until it is done properly.
- Continue until all sentences are completed.

Passage for Dictation

(Page 5- Student's Book)

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

Spelling

(Page 5 - Student's Book)

- In pairs, ask the students to go through the wordlist to ensure that they know the meaning of each word. If they do not know a word, encourage them to ask their neighbours for help. If the word is still unknown, they should use a dictionary.
- In the same pairs, they should try to use each word in a sentence. Write them on a sheet of paper.
- Encourage the students to switch partners and share their sentences.
- There is no need to spend class time memorizing the spelling of these words. It is recommended that you tell the student that there will be a dictation quiz in the next class and they should prepare by memorizing how to spell all the words on the list.

Composition

(Page 6 - Student's Book)

- Ask – If you could own a small sellers shop, what would you sell?
- Ask the students what kinds of questions might be asked of a shopkeeper in that type of shop? For example: price, discount, different colours, etc.
- Encourage them to make a list of questions.

- Tell them that they are going to write a short passage describing a scene in their shop. It is a busy time of the day and several customers are browsing and asking question. The questions that the students just listed.
- Read the assignment together.
- Give students time in class to write their outlines and assign the first draft as homework.
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.

Useful Words and Phrases

(Page 6 - Student's Book)

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson TWO

THE WONDERFUL LAMP

The Wonderful Lamp—Intro

- Start out by asking students what they know about the stories of Sinbad the Sailor (البحرى سند باد). When do they think these stories were these first told? (Perhaps 1000 years ago.)
- Elicit certain key terms that come up in the introduction and the reading passage, i.e. Haroun al Rashid, Baghdad, Djaffah. Ask:
 - *Do you remember what city Sinbad came from?* (Baghdad)
 - *What is the name of the river that runs through Baghdad?* (Tigris)
 - *What did Haroun al-Rashid have to do with Baghdad?* (He was a Caliph)
 - *Do you recall the name of Haroun al-Rashid's wazir?* (Djaffah)Encourage the students to elaborate on this information, but make sure they speak in English.
- Then explain that this reading passage comes from a story written only about 60 years ago. The story's main character is a young man whom the author imagined was on a ship during one of Sinbad's voyages. When the young man returns to Baghdad, he gets into some sort of trouble with Djaffah's soldiers and is running away from them.
- Ask the students to read the introduction to the text silently. Tell them to find out where exactly he ends up when he finally gets away from the soldiers.
- When the students have finished reading, have a short discussion about:
 - What sort of a place a walled garden in a palace might be like?
 - Who would go there?
 - Would it be guarded?

'Ali the Djinn'—Reading

- Before students begin to read the passage, ask the class for a short definition of djinn.
 - Where do they come from?
 - Are they good or bad?
 - What do they look like?
 - Where do they live?

- Can you see them?
- Have you ever seen one?
- Would you be afraid if you did see one?
- This reading text is somewhat longer than most in the book, and so it lends itself well to a jigsaw approach.
- Conduct a jigsaw activity based on the story as follows:
 1. Break the story into several sections and copy each section on a separate sheet of paper:
 - a. From the title *Ali the Djinn* to line 24, ...*was not discovered by the guardians of the garden.*
 - b. From line 25, *You are the first...* to line 45, ...*lazily behind his neck.*
 - c. From line 46, *They both remained silent...*, to line 75, ...*too stupid to be glad about anything.*
 - d. From line 76, *What exactly are you doing...* to line 94, ...*only when I find it.*
 - e. From line 95, *The foliage rustled...* to line 109 (the end of the text).
 2. Ask the students to form groups of five, and give each student a separate part of the story.
 3. Re-group the students into 'expert groups' of no more than five students who have the **same** section of the story.
 4. Ask the students to read silently.
 5. Write the two items below on the board as students read, and then have the expert groups work on them after they have read their section of the story:
- Select the best title for your part of the story from this list:
 - *Fatima Keeps her Promise*
 - *Ali Tells Fatima a Story*
 - *The Brown-skinned Girl Tries to Guess Ali's Name*
 - *Ali is Discovered in the Palace Garden*
 - *Fatima Makes a Wish*
- Write a longer description of your part of the story.
 6. Ask the students to go back to their original groups and work together to put the sections of the story in the right order. They will have to summarize the story for their group mates.
 7. Ask the students to read the entire story silently.
- Follow up by having a class discussion of telling a lie like the one Ali told Fatima. Do you think it is okay in some cases to tell lies?

Comprehension and Vocabulary

(Page 10 - Student's Book)

Exercise A

- Tell the students that this exercise requires them to think of nouns or adjectives that are related both in form and meaning to the ones in the lists.
- Note that the answers do not all appear in the text, so students should be encouraged to use a dictionary.

Answer Key

1. betrayal, invisibility, violence, disobedience, wisdom, stupidity.
2. bushy, maidenly, embarrassing/embarrassed, girlish, amusing, attentive, plentiful.

Exercise B

- This exercise requires the students to recall and interpret information given in the text.
- Ask them to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. She thought Ali was a djinn because he had plants in his hair, his skin was covered with sand, and he had managed to enter the Caliph's private gardens without being seen by the guards.
2. Ali began to worry when the girl talked about the guards, so he decided to pretend to be a djinn, hoping she would help him and he could escape afterwards.
3. He felt safe because it was a private garden surrounded by a wall, and men were not allowed inside, so no soldiers could go in.
4. Because she was fascinated by the story of the magic lamp, and she thought the Djinn of the Lamp could fulfil her wish to get the lamp if she helped him.
5. He got out the same way he got in—by swimming through the water-gate between the palace and the river.
6. Fatima is probably very young and sheltered. She probably has not seen the outside of the palace, so she is very curious about it. For this reason, she loves to hear stories that can help her imagine the outside world.

Language Structure

Indirect Speech: Questions and Commands

(Pages 10 and 11 - Student's Book)

Exercise A and B

- Allow the students' time to complete Exercise A individually.
- When they have finished, ask for two students to help you demonstrate the following.
- Ask the students to form groups of three.
- One student A reads the original question directed at student B. Then student C rephrases it as an indirect question. For example:
A asks B '*Are you Clever?*'
B answers A, '*Yes I am.*'
C then says, '*He / She asked if he/ she was clever.*'
- Review answers as a class and help where needed.
- Repeat for exercise B.

Answer Key, Exercise A

- | | |
|--|--|
| 1. He inquired where his brother was. | 2. She asked how he had done it. |
| 3. He wanted to know why I had gone there. | 4. She asked if he was a cricketer. |
| 5. He questioned whether I had seen this film. | 6. She asked who that man was. |
| 7. He asked if I sing. | 8. He asked if I could swim. |
| 9. She asked if I had read the book. | 10. He inquired if I had heard the news. |
| 11. She asked when I had last seen her. | 12. He asked if she had helped me. |

Exercise B

- | | |
|---|---|
| 1. She commanded them to wait. | 2. He ordered them to not be so slow. |
| 3. He asked them to try again. | 4. She told us to put it down there. |
| 5. She ordered us to not speak like that. | 6. She told him to not be afraid. |
| 7. She asked us to do it again. | 8. She reminded us not to forget the money. |
| 9. She asked him to give it to her soon. | 10. She requested him to return the next day. |

WORKBOOK ANSWER KEY

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

INDIRECT SPEECH: MIXED (Page 4 and 5)

1. He asked if his sister ever told him what to do.
2. He said that he did not think there was any need to give him any money.
3. She ordered her to tie her papers together and put them on her desk.
4. She asked if she should do it for him and said she would if he wanted her to.
5. He said that he had not expected to see her and asked her what she wanted.
6. She asked if she could come to tea and said that she had made some cakes.
7. She said that she did not know what had happened and enquired why he had asked.
8. He said that he needed his eraser back to rub out a mistake.
9. He asked if he could go home as he felt rather ill.
10. He asked if she could wait five minutes and said that he wouldn't be long.
11. He congratulated him on passing the examination and asked what he intended to do then.
12. He asked the time of the next bus to the station and stated that he had to get there by that night.
13. He asked if she had finished her homework and then stated that he wanted to go to the cinema.

The man asked the ladies and gentlemen to gather round and look at the little box in which he said there was a very powerful medicine. He claimed that it was made from wonderful ingredients which had been gathered from every corner of the earth. He said that the medicine cost only five rupees a box and he was sure they would all want to buy several boxes. He added that if anyone's back hurt he should rub the medicine in and the pain would go away. Also, a teaspoonful in a glass of water would cure a stomach ache. He said that when a person takes a dose of the medicine, he will never need medicine again. He asked a gentleman if he would buy a box. The gentleman refused, to which the man said that he was missing a great opportunity. He then told a lady that the medicine would make her beautiful if she applies it on her face at night. The lady retorted that he was very rude to say that as she was already beautiful.

Spelling

(Page 11 - Student's Book)

- Ask the students to incorporate these words into the following composition. Not only will they have to spell the words, but they will also have to use them in the correct context. Finally, it might make the activity a bit more fun. You may want to encourage this.

Composition

(Page 11 and 12 - Student's Book)

- Give students time in class to write their outlines and assign the first draft as homework. Ask them how they plan to use the vocabulary words above. This will actually help them to plan out their storyline.
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.

Useful Words and Phrases – All

- Follow the examples in the book and complete the activity as requested.
- Ask the students to share their sentences with their neighbours.
- Point out that they should always help and correct when possible.

- To make this a bit more fun you can suggest that students work in groups. Have one or two students mime a scene and then have another student state the completed sentence. For example:
 - Ask student A to pretend to be reading a book and student B to mime that he is screaming loudly.
 - Student A mimes that they are startled.
 - Student C says, ‘*All at once he heard someone screaming.*’

Answer Key

1. once and for all
2. all over
3. after all
4. at all
5. All at once

Oral

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson THREE

ALBERT SCHWEITZER

Albert Schweitzer—Intro

- Start out by asking students what they know about Dr. Ruth Pfau, ‘the angel of Karachi.’ Elicit any information students may already know, or ask them to do some research outside of class for discussion during the next class session.
- Ask:
 - *When did Dr. Ruth Pfau come to Pakistan?* (1962, came to Karachi. She was a nun and became the member of the society of Daughters of the Heart of Mary)
 - *Why did she decide to remain here?* (She decided that the care of patients would be her life’s calling)
 - *What was the focus of her work?* (Leprosy)
 - *What is the effect, today, of her work in Pakistan?* (Pakistan was declared to have controlled leprosy in 1996 by the World Health Organization)
- Then explain that this kind of medical volunteer work can be traced back to the doctor they will read about in the passage for this lesson, Albert Schweitzer. In fact, Dr. Ruth Pfau was honoured worldwide with the Albert Schweitzer Medal for her work in Pakistan.
- Ask the students to read the introduction to the text silently. Ask them to find out what kind of building Dr. Schweitzer used for a clinic when he began his work in Africa. (A hen house.)
- When students have finished reading, have a short discussion about Dr. Schweitzer’s and Dr. Pfau’s motivations for leaving their countries to help people in other parts of the world. They were both religious—Dr. Schweitzer was a Christian/Protestant preacher and medical missionary, and Dr. Pfau was a Christian/Catholic nun and medical missionary. Do you think it was God’s will that these two people, and others, were inspired to do this work?

‘A Day with Albert Schweitzer’—Reading

- Before students begin to read the passage, tell them that when Dr. Ruth Pfau began work in Karachi, she treated patients from a small hut in the poorest district of the city.
- If possible, provide an image of Dr. Pfau’s first clinic. Ask students to describe the scene.
 - Why are some people standing near the door?
 - How are some people resting?



- Ask the students to read the first 24 lines of the passage silently, from the title *A Day with Albert Schweitzer* to the line ... *he regards it as a kind of charm.*
- When students have finished reading, link three important points given in the passage:
 - Ask them to find two ways that the patients describe their complaints. (‘The worm is in my legs.’ ‘My stomach is troubled by an evil spirit.’) Discuss why the patients blame their illness on spirits or invisible causes.
 - Then discuss how patients often misused their medicines.
 - Finally, discuss the disk patients were given to wear around their necks.
 - Ask: *What relationship did the patients probably think there was between spirits they believed caused their illness, the medicines they were given, and the disks they wore around their necks?*
- Before going on with the reading of the passage, ask the students what they think the conditions for practicing medicine were like in Dr. Pfau’s hut and in Dr. Schweitzer’s hen house. What do they think the difficulties would be? What about clean water? What about electrical power? What about communication with the patients?
- Then ask the students to read the last 20 lines of the text silently, from the line *At 12:30 p.m. ...* to the end of the passage.
- When they have finished reading, discuss their own experiences in seeing a doctor for an illness. Ask whether they make appointments or walk in, how long they have to wait to be seen, and how long the doctor spends with them. Then discuss how many patients a doctor might see in a typical eight-hour day (usually no more than 15), and how that number can change if an interpreter

needs to be present during treatment. How would a doctor feel if he had to stop work and there were still sick people waiting to be seen?

- Wrap up by asking the class what they know about the organization called Doctors without Borders. Ask:
 - *What is the objective of the organization?*
 - *Who are the staff members?*
 - *Why do the medical professionals that volunteer with Doctors without Borders do this sort of work?*
 - *What are some of the projects they are involved in?*
- You can find up-to-date-information about their work in Pakistan at their website Doctors without Borders: <http://www.doctorswithoutborders.org>

Comprehension and Vocabulary

(Page 16 - Student's Book)

Exercise A

- Ask the students to work in pairs or small groups to find the vocabulary words in the text and try to understand their meanings from context.
- Then allow them to double-check their understanding by looking in a dictionary.
- Finally, ask them to write sentences of their own that illustrate the use of each word.

Answer Key (Sample answers)

- Her **ambition** to become a journalist led her to work on the student newspaper as a reporter.
- Modern couples often write their own wedding speeches and in them, they **vow** to love one another forever.
- It is important to teach children what to do in case of an **emergency** situation such as an earthquake.
- The photo shows a little boy as he **squats** on the beach building a sand castle with his pail and shovel.
- Ancient peoples used tools that we consider very **primitive** today, such as stone knives.
- The play opened at the theatre six months ago, so the actors' performances are becoming quite **stale** by now.

Exercise B

- This exercise asks students to recall and interpret information and vocabulary given in the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. It means he did specific training focused on the kinds of diseases that occur in tropical locations as well as the treatments for these diseases.
2. *Let us pass a **routine** day in Lambarene...* or *Let us pass a **normal** day in Lambarene...*
3. A *doctor's surgery* is the office or clinic where a doctor sees patients.
4. A *dialect* is a regional variety of a language.
5. An *interpreter* is someone who performs two-way translations of spoken language between speakers and listeners.
6. Besides the difficulties in communication, the patients often did use the prescribed medicines correctly. Also at the end of the day, there were often patients waiting to be seen, so they needed to wait until the next day for treatment, and eat and sleep in the compound.

7. It was a means of record keeping. The disks were numbered for each patient. They had the same function as a medical identification card we might receive today from a clinic.
8. Because they believed that the discs were lucky charms (amulets with magical effect), the patients were careful not to lose them.
9. Treatment ended at six, as it becomes very dark and it was difficult to work by lamplight alone, and because night-feeding mosquitoes were a problem.
10. Schweitzer felt satisfaction that he could improve the quality of life for his patients. His patients came to him in pain and fear, yet left feeling soothed and hopeful.

Language Structure

Indirect Speech: Other Changes

(Pages 16, 17, and 18 - Student's Book)

Exercise A

- This is the type of English activity that takes practice.
- Ask the students to complete the activity individually by identifying the necessary changes from the list.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.
- In pairs, ask student A to read the original text and student B to then read their answer.
- Encourage the students to switch roles.
- Finally, ask them to try to do the same roles without their written indirect speech answers.

Answer Key

1. He announced that he was there.
2. He ordered her to give him his book.
3. They said that they would return the next day.
4. The men confessed that she had given them their money the day before.
5. The girls said that it was their turn to have a holiday.
6. She asked her uncle if his house would be ready the following year.
7. The teacher instructed the girls to leave their bicycles there.
8. He reminded his sister that he was taking his examinations the following year but she had taken hers the previous year.
9. He told his aunt that he had seen her ten days before.
10. Miss D'Souza asked John to come and see her the next day.

Exclamations, etc.

Exercise B

- Ask the students to individually complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.
- To give further practice, prepare a set of cards for each pair of students. On one side put the direct speech and on the other side put the indirect speech. Alternatively, you could give blank cards and require the students to fill them in.

- Instruct the students to read one side of the card and then have a try at correctly saying what's on the other side. If they do it correctly, they get a point and turn it over. If not, the card goes to the bottom of the pile. T

Answer Key

1. John greeted Betty and asked her what she was doing.
2. Betty wished John good afternoon and asked him how he was.
3. Her mother asked her if she had finished her homework and she replied that she had not.
4. She asked if she was wrong and he replied that she was.
5. He exclaimed in surprise at the huge building.
6. She exclaimed that it was a strange thing to do.

Exercise C

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

Answer Key

'I have been working here for fifteen years,' he informed them. 'The time has come for me to retire.' He added, 'I am getting old and wonder who will take my place. Whoever my successor may be, I hope he will enjoy his work as much as I have. I advise you to work hard as that is the secret of happiness. My thoughts will always be with you.'

WORKBOOK ANSWER KEY

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

INDIRECT SPEECH: MORE PRACTICE (Pages 6 and 7)

1. She said that she was having a wonderful time there.
 2. The clerk said that he/she/I could see the headmaster then.
 3. He said that he had been looking after his/her/my dog since yesterday.
 4. He told her to stay where she was and not to move.
 5. She asked him to bring with him the book the following day which he had borrowed the week before.
 6. She said that she would lend him/her/me hers if he/she/I had lost his/her/mine.
 7. He said that he was sixteen and had lived there for three years.
 8. They said that they arrived there a week ago and were leaving then.
 9. They said that they began the work the day before and had just finished.
 10. She said that she would take her dog to the vet the following week.
 11. The policeman told them that they would never see their bicycles again.
 12. Her mother said that she was sure he would help them if they asked him.
 13. He asked them where they were going and what they were taking with them.
 14. He wanted to know if he was sure that it was the right one.
- 1. The girl pushed her way through the bushes to where Ali was lying and said to him that she had never seen the Djinn before. He told her that he was the Djinn of the lamp but she should not tell anyone that she had seen him there. He stated that in two hours he was going to leave and she had to bring him some dates to take with him.

2. Fatima assured Ali that she would do what she could. She had seen some cloth that would make him a turban and that she had told her maid to bring her something to eat in half an hour. She said that she could bring him that.
3. Ali offered to see her back to the path. He said that he would then lie down on the bank of the stream and would rest his sleepy head, but he would need some food. He asked her to bring him some dates.

Punctuation

(Page 18- Student's Book)

- Ask the students to note the punctuation points in the passage for dictation.
- Review together as a class.

Passage for Dictation

(Page 18 - Student's Book)

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

Spelling

(Page 18 - Student's Book)

- Ask the students to write individual sentences for each of the vocabulary words and write on a new piece of paper.
- Make yourself available to help by walking around the classroom and pointing out mistakes and encouragement.
- Instruct the students to stand up and find a partner.
- Ask them to read sentence one to their partner and vice versa.
- Ask the students to trade papers and find a new partner.
- Continue until all sentences are read aloud.
- Return the papers to the author.

Composition

(Page 18 - Student's Book)

- Give the students time in class to write their outlines and assign the first draft as homework.
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.

Useful Words and Phrases – An Unexpected Meeting

(Page 19 - Student's Book)

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson FOUR

THE EMPTY DRUM

The Empty Drum—Intro

- Start out by asking students who are the wisest people they know. Jot down answers on the board and then try to categorize them. For example, students may say that their parents or grandparents are wise, or they may say their religious leaders are wise, or they may say that they have a friend who gives great advice and is wise ‘beyond their years.’
- Then have a short philosophical discussion of wisdom.
 - How does a person gain wisdom?
 - Are all old people by definition wise?
 - What is the role of experience in gaining wisdom?
 - What is the role of self-reflection?
 - What is the role of study?
- Explain to the students that for this lesson, they will be making up their own questions for which they will look for answers as they read. Lead them through the process beginning with the introduction.
- Explain that the passage for this lesson comes from a book written by Leo Tolstoy, a famous Russian writer. Ask the students to read the title (The Empty Drum) and the subtitle (The Three Questions) silently.
- Then elicit questions from the class. What would they like to find out, based only on these bits of information (the author and the title). Write the questions down on the board as the class suggest them, e.g.
 - *Is the name of the story ‘The Empty Drum’ or ‘The Three Questions’?*
 - *Will the story take place in Russia?*
 - *What are the three questions?*
 - *Who is asking the three questions?*
 - *Who is being asked the three questions?*
 - *What are the answers to the three questions?*
- Ask the students to keep all of these questions in mind as they read, but to understand that perhaps not all of their questions will be answered in the passage!
- Ask them to read the introduction to the passage silently.
- When they have finished reading, ask which of their questions they now have answers to.

‘The Three Questions’—Reading

- Before students begin to read the passage, show them this image from the original story.
- Elicit additional questions about the story itself – based on the image – and add them to the list on the board, e.g.
 - *Who are the three men?*
 - *What has happened to the man on the ground?*
 - *What are the other men doing?*



- *What time of day is it?*
- *What does this scene have to do with the three questions?*
- Ask the students to read the first 25 lines of the passage silently, from the title *The Three Questions* to the line *...and yet others, religious worship.*
- Tell them that as they read, they should see if any of the questions they have listed on the board are answered. Also encourage them to jot down new questions that come to mind as they read.
- When the students have finished reading, discuss which of their questions have been answered in this part of the text and which have not. Add any new questions students have noted down.
- Follow the same procedure for the following three sections of the text:
 - 21 lines, from *The answers were so different...* to *...tell me so and I will return home.*
 - 28 lines, from *Here comes someone running...* to *...give back to the man his property.*
 - 20 lines, from *So, leaving the wounded man...* to the end of the passage.
- Wrap up by asking the class how they interpret the following Pakistani proverb:
Why do you seek more knowledge when you pay no heed to what you already know?

Comprehension and Vocabulary

(Page 22 - Student's Book)

Exercise A

- This exercise asks students to recall and interpret information from the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. He wanted to avoid making mistakes in his decisions when ruling his kingdom.
2. Because he offered a large reward.
3. He did not find any answer he liked because each one of his advisors could only see solutions from his own background, so there was no agreement between them.
4. Because the hermit was famous for being very wise.
5. Because the hermit would only see simple people. If the king went to see him dressed in his royal clothing, riding a beautiful horse, and accompanied by a servant, the hermit would not see him.
6. Because the hermit was old and was breathing hard each time he dug into the ground with the shovel. The king was doing a kindness for the old man.
7. The king was compassionate and helpful when he did the work for the old man and bound the wounds of the stranger. He was also humble, since he was willing to do hard and dirty work, even though he was a king. Finally, he was modest, since he sought out the advice of common people in his kingdom.
8. The bearded man wanted revenge. He was angry because the king had ordered his brothers to be killed and because the king took his land from him.
9. He felt that he now owed the king his life since the king had saved him. He understood that he had misjudged the king.
10. He did not really need the advice of the hermit because his behaviour showed that he knew the correct time to do things, the correct people to pay attention to, and the correct actions to take. All the hermit did was to point this out.

Language Structure

The Summary: First Steps

(Pages 22, 23, and 24 - Student's Book)

Exercise A

- It is important that the students understand what a *précis* is. It is not a title as the book explains, but in actuality it is more of a short summary of the text. There should not be any opinion or interpretation whatsoever. Just a restatement of the facts in an abridged form.
- The book asks for a one sentence *précis*, you can follow those instructions or allow a bit of leeway and let the students write two or three sentences.
- Ask the students to complete the activity.
- Students compare their *précis* with their neighbours.
- Review answers as a class and help where needed.

Answer Key

(Answers will vary)

Lesson Two: Ali pretends to be a Djinn, gets what he wants and saves himself from danger.

Lesson Three: Albert Schweitzer brings cures and relieves the sufferings of the poor, neglected people of Lambarene.

Exercise B

- Review the points in the book on making notes. Ensure that the students understand each point. It might be helpful to give examples for each, for them to work out in pairs, before moving on to the next point.
- Provide a printed copy of the texts required for this activity.
- Using points 1-3 in that we just reviewed, ask the students to cross out everything that is not needed for our notes – i.e. all unnecessary details and words.
- Ask the students to complete the task in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed or hand out a copy of the answer key below.

Answer Key

1. Odysseus and Menelaus familiar with Troy – headed for Deiphobus' house where Helen was – Deiphobus woken rudely – fought bravely but was killed – Helen scared to see Menelaus – screamed – tried to run away – Menelaus intended to kill her but was overpowered by her beauty – forgot her wrongs – forgave her – held her hand and took her away
2. girl asked if King Solomon trapped rebellious spirits in bottles – threw them into sea – Ali offered to tell her a story – girl very eager – Ali claimed his relations to the silly spirits who gossiped – so Solomon decided to trap all into a bottle and throw it into the sea – but when about to do so Queen Sheba came – Solomon got distracted and forgot about the spirits
3. when meal finishes doctor plays piano for almost one hour – this keeps his mind alive – then from 2 to 6 he works in his clinic – cannot continue as insufficient light – remaining patients wait till next day – life very difficult – doctor needs interpreter – place small – not many medicines can be stored – doctor crosses yard to his house to get medicines – weather very hot – but doctor satisfied and happy with smiles of patients he has helped

WORKBOOK ANSWER KEY

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

SUMMARIZING (Pages 8 and 9)

1. He behaved foolishly.
 2. He was a talkative man.
 3. The driver saw what happened.
 4. He moved closer to hear more clearly.
 5. Next, a comedian appeared.
 6. A little later, he went back to the shop.
 7. First you should read the instructions.
 8. Finally the committee made its decision.
 9. His intention was clear.
 10. The desk was too heavy to be lifted.
 11. They were certain of success.
 12. Seeing what had happened, the driver stopped.
 13. You are probably right.
 14. Everyone went home except Abbas.
 15. She was afraid of failure.
- 1. The library contained books on various subjects.
 2. The pupils were between twelve and fourteen years.
 3. In the garage were varieties of old and new cars.
 4. The boys scrambled down the hillside very noisily.
 5. In her wardrobe hung a variety of clothes.
 6. The box contained many tools.
 7. The children were very unruly.
 8. On the wall were different artefacts.
 9. The boys in the class had different hobbies.
 10. The tables were of different shapes and sizes.
 11. The twenty houses were made from various materials.
 12. The four boys crossed the river in different ways.

Spelling

(Page 24 - Student's Book)

- Ensure that the students understand the meaning of each of the words in the list.
- Put students into groups of 3-5.
- Ask them to cut a piece of paper into 10 equal parts and write one word from the list on each.
- Turn them over so that they cannot see the words.
- Starting with student A, instruct them to pick up one piece of paper and read the word. Have them start a story using that word in the story.
- Then ask student B to pick one and continue the story.
- Encourage them to continue until all the words are used.
- This can be a fun and interesting way to improve fluency and listening skills.

Composition

(Page 24 - Student's Book)

- Assign this for homework. There is no need for an outline since the summary is in actuality an outline.
- Ask the students to tape their compositions up on the wall for others to read and compare.

Useful Words and Phrases – All and Every

(Pages 24 and 25 - Student's Book)

- This activity is very repetitive since each sentence in the exercise follows the same exact formula.
- Complete this as a quick drill by reading the sentence in the book and encouraging the students to repeat in chorus the correct changes.

Answer Key

A.

- | | |
|-------------------------------------|--|
| 1. All the windows were closed. | 2. All girls were laughing. |
| 3. All glasses were full. | 4. All the cars had gone. |
| 5. All the lights were out. | 6. All dusters had holes in them. |
| 7. All of the soldiers volunteered. | 8. All the bottles were broken. |
| 9. All books were on the shelf. | 10. All the rooms were full of people. |

B.

- | | |
|---|---|
| 1. Every window was not closed.
Not all windows were closed. | 2. Every girl was not laughing.
Not all girls were laughing. |
| 3. Every glass was not full.
Not all glasses were full. | 4. Every car had not gone.
Not all cars had gone. |
| 5. Every light was not out.
Not all lights were out. | 6. Every duster did not have holes in it.
Not all dusters had holes in them. |
| 7. Every soldier did not volunteer.
Not all soldiers volunteered. | 8. Every bottle was not broken.
Not all bottles were broken. |
| 9. Every book was not on the shelf.
Not all books were on the shelf. | 10. Every room was not full of people.
Not all rooms were full of people. |

Oral

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson FIVE

GREAT EXPECTATIONS

Great Expectations—Intro

- Start out by asking students what they know about the Pakistani writer Umeira Ahmed. How did she begin publishing her stories? (They were serialized in magazines. For more information: <http://bit.ly/o5VrLR>)

- Then ask if they know any of the stories she has written (Meri Zaat Zarra-e-Benishan, Doraha, Amar Bail, Thora sa Asmaan, etc.).
 - What are they about? (Romance and social criticism)
 - What can students remember about the cast of characters in the stories? (Perhaps they have seen dramatization on television and can recall the characters based on those)
- Ask the students to read the introduction to the passage silently.
- When they have finished reading, ask them in what way do they imagine that the novel, *Great Expectations*, is like the writings of Umeira Ahmed. (There are many, many characters.)
- Next, explain that Charles Dickens published most of his novels in the same serialized manner as Umeira Ahmed, as individual chapters in periodical publications. They were very popular with everyday people, and like Umeira, Dickens used this popularity to highlight social issues.

‘Pip and the Convict’—Reading

- Before students begin to read the passage, have them read the title of the passage, *Pip and the Convict*. Elicit the meaning of the word *convict*. Ask the students what they imagine about the convict:
 - *What is his character like?*
 - *How does Pip meet him?*
- Then ask the class to look at the image on page 26 of the textbook and describe it.
- Based on the image, elicit questions that students are curious to learn the answers to, and write them on the board, e.g.
 - *Why are they in a cemetery?*
 - *Is the man the ‘convict’?*
 - *Why is Pip afraid?*
 - *What is the man saying?*
- Ask the students to read the first 21 lines of the passage silently, from the title *Pip and the Convict* to the line *Pip, sir*.
- Tell them that as they read, they should see if any of the questions they have listed on the board are answered. Also encourage them to jot down new questions that come to mind as they read.
- When students have finished reading, discuss which of their questions have been answered in this part of the text and which have not. Add any new questions students may have noted down.
- Before going on with the reading, discuss the methods Dickens uses in his writing:
 - *Who is telling the story?* (The main character)
 - *When in his life is he telling the story?* (He is an adult looking back on his childhood)
 - *What sort of mood does Dickens create by putting this meeting in a cemetery?* (Scary)
 - *What does it tell you about Pip that he went to the cemetery?* (He is lonely and misses his family)
- Ask the students to read the last 22 lines of the passage silently, from the line ‘*Show us where you live,*’ to the end of the text.
- Ask them that as they read, they should see if any of the questions they have listed on the board are answered. Also encourage them to jot down new questions that come to mind as they read.
- When they have finished reading, discuss which of their questions have been answered in this part of the text and which have not. Add any new questions the students may have noted down.
- Then have a discussion about Pip’s reaction, after the conversation with the convict. Ask:
 - *Did Pip still seem frightened?*
 - *What tells you this?* (He was no longer frightened. He knew the convict could not run and was very hungry. He felt sorry for the man.)

- Wrap up by discussing *kindness*.
 - How can the world become a kinder place?
 - What would be the effect if everyone made a special effort at kindness?
- If possible, show students the website of the annual ‘kindness day’—a day which encourages children to consciously make an effort to show kindness. <http://www.greatkindnesschallenge.org/>
 - What variety of kind actions is listed?
 - Can students add to the list?

Comprehension and Vocabulary

(Pages 27 and 28 - Student’s Book)

Exercise A

- Ask the students to work individually to find the synonyms of the words listed, and then check their answers in pairs or small groups.

Answer Key

- | | | | |
|------------|---------------|---------------|---------------|
| 1. infant | 3. marsh | 5. leaden | 7. tombstones |
| 2. infancy | 4. wilderness | 6. undersized | 8. file |

Exercise B

- Ask the students to work in pairs or small groups to find the vocabulary words in the text and try to understand their meanings from context.
- Then allow them to double-check their understanding by looking in a dictionary.
- Finally, encourage them to write sentences of their own which illustrate the use of each word.

Answer Key (Sample answers)

- Zuleika was born in Peshawar but brought up in Islamabad.
- When you take a photo, you have to keep still or the picture will be blurry.
- We tried in vain to get the car started, but the battery was dead, so it was no use.
- My earliest memory is when my baby brother was born—I was 3 years old.
- I felt so cold after I got soaked in the rain that my lips were blue, my teeth chattered, and I shook all over.

Exercise C

- This exercise asks students to recall and interpret information from the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. When he was a small child he could not pronounce the name Philip Pirrip and said ‘Pip’ instead.
2. His parents died when he was a very little boy.
3. An orphan.
4. Pip lived with his sister, and she probably visited the graveyard with him at times.
5. Be quiet.
6. He was wearing a leg iron—a metal cuffs around the ankle with a heavy ball attached to it that prevented him from running.
7. They were chattering because he was feeling cold—it was a damp and windy afternoon.
8. The man easily turned Pip upside down and shook him to empty his pockets.
9. He was thinking that since Pip was well-fed, there must be food at his home.

10. A blacksmith works with tools to shape iron and the convict had an iron device on his leg.
11. He wanted a file to cut the iron off his leg.
12. He wanted to scare Pip to make sure that Pip would do what he asked. Pip knew he could run away from a man who had an iron on his leg, but he could not run away from a strong and healthy older boy.
13. He means that he ran as fast as he could.

Language Structure

The Summary: Final Steps

(Pages 28 and 29 - Student's Book)

Exercise A

- Review the notes on writing summaries on pages 28 and 29 of the textbook.
- Ask the students to compare the notes we made in Lesson 4 on page 23, and the first draft on page 29.
- Ask the students to find examples of each of the five points from page 28.
- Review as a class and help where needed.
- Ask the students to apply what was just reviewed by taking their notes from Lesson 4, Exercise B, page 24 and writing a rough summary for each.
- Once completed, ask them to try to self-edit, if possible.
- Encourage them to trade their papers with a neighbour and instruct them to peer-edit the summaries.
- Once the peer-editing is complete, choose three students to come to the front of the room to read their summaries to the class.

Answer Key

1. Odysseus and Menelaus, who were familiar with Troy, headed for Deiphobus' house where Helen was staying. Deiphobus, woken rudely, fought bravely but was killed. Helen, scared to see Menelaus, screamed and tried to run away as Menelaus intended to kill her with the blood-covered sword he was holding. However, overpowered by her perfect beauty, he forgot her wrongs, forgave her and quietly took her away.
2. When the eager little girl asked Ali if King Solomon had trapped rebellious spirits in bottles and thrown them into sea, he offered to tell her a story. Ali claimed his relations were silly spirits whose habit of gossip made Solomon angry. The king thus decided to trap all of them into a bottle and throw it into the sea. However, when he was about to do so, Queen Sheba came. Solomon got so distracted by this visit that he forgot about the spirits.
3. After lunch Schweitzer plays the piano for almost an hour, this way he keeps his mind alive. Then from 2 o'clock to 6 o'clock he works in his clinic again but cannot continue after 6 due to insufficient light. The remaining patients wait till the next day. Life in the African village is very difficult for Schweitzer. He needs an interpreter to communicate with his patients, his clinic is very small and he cannot store many medicines there, and is forced to go to his house to get medicines. The weather is also very hot. However, the happiness and smiles of the patients he helps satisfies him immensely.

WORKBOOK ANSWER KEY

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

SUMMARY WRITING (Pages 10 and 11)

(Answers will vary)

Title: Cook's unsuccessful expedition

Notes:

- respite at Hawaii
- help extended by locals
- soon after departure in stormy weather damages Resolution
- return to Hawaii
- not treated warmly this time
- locals stole one boat
- Cook killed while negotiating with king
- others escaped but not successful in finding a passage to the Atlantic
-

Title: Development of man through his intellect

Notes:

- man uses animals to plough his land
- results in abundant food
- this gives man more time to improve the quality of his life
- large towns also develop
- leads to specialization

Punctuation

(Page 29 - Student's Book)

Exercise A

- Ask the students to complete this individually.
- Review together as a class.

Answer Key

- | | | | |
|------------|------------|-------------|--------------|
| • have not | • will not | • shall not | • are not |
| • cannot | • it is | • do not | • they are |
| • are not | • he is | • were not | • they would |

Passage for Dictation

(Page 30 - Student's Book)

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

Spelling

(Page 30 - Student's Book)

- Ensure that the students understand the meaning of all the spelling words on this list.
- If necessary, have them look them up in the dictionary.

Composition – Planning

(Page 30- Student’s Book)

- Following the instructions in the book, ask the students to write a composition on planning a journey.
- To make this more interesting, ask them where they want to go the most. Answers will vary and can include places like outer space or another part of the world.
- In class, encourage the students to answer the list of questions in the book.
- Point out that they can, and should, add to this list of questions to assist in the creative process.
- The Q and A will act as their outline.
- Ask them to complete the composition for homework.
- Follow the Composition section in the To the teacher notes for instructions on peer evaluation.

Useful Words and Phrases – Introductions (1)

(Page 31- Student’s Book)

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson SIX

NORTHWARDS

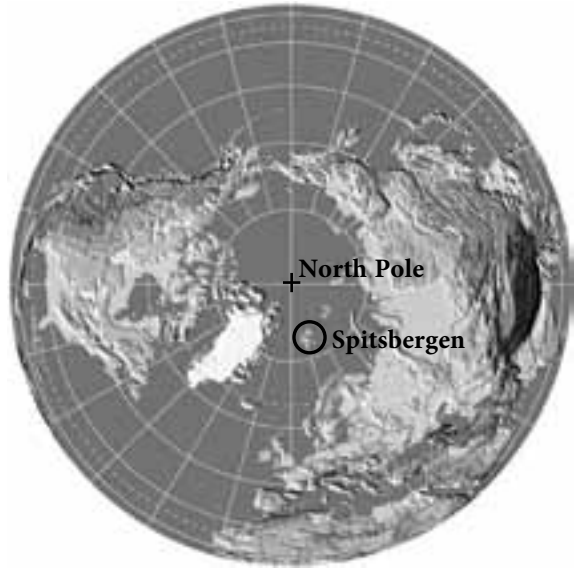
Northwards—Intro

- Start out by asking students if they know what PIA nonstop flights from Pakistan to cities in Canada and the US there are.
 - *What cities do they fly between?* (Islamabad-Toronto-Islamabad; New York-Lahore)
 - *How long is the journey?* (About 14 hours)
 - *What route do the planes follow?* (Polar route over Russia.)
 You can see the routes at these websites: <http://bit.ly/n9dYnK> and <http://bit.ly/rjlf0X>
- Discuss the polar route that these flights follow. What do students think the problems might be in flying such a route? Elicit different ideas through leading questions, if necessary:
 - *What about climate?* (Extreme temperatures and ozone exposure require different flying procedures and equipment.)
 - *What about emergency landings?* (Planes must be large in order to carry enough fuel for a long flight, but airports in the polar region may not have long enough runways to accommodate them in an emergency.)
 - *What about communications?* (Special navigation and high-frequency communications equipment is needed.)
 - *What about crew?* (Because the flights are long—14 hours or more—there must be relief pilots and navigators among the crew.)
- Then encourage the students to imagine the difficulty of flying to, and then, over the North Pole at a time when aeroplanes had to fly lower and slower, could not carry a lot of fuel, and did not have long-range communications or navigation equipment. What would have a crew done if they had a mechanical problem?

- Ask the students to read the introduction to the passage silently.
- When they finish reading, ask them the names of the people who were competing to be the first to fly to the North Pole. (Amundsen and Byrd)

'Wings over the Pole'—Reading

- Before students begin to read the passage, show them a map and point out where Spitzbergen is, such as one of these:



- Then ask the class why they think Commander Byrd decided to make his attempt to reach the North Pole from that place. (It was only 500 miles from Spitzbergen to the Pole.) Explain that at the time of year the flight was made, the area had daylight for 24 hours a day, so there would be no night flying.
- Ask the students to read the first 22 lines of the passage silently, from the title *Wings over the North Pole* to the line *...get back to Spitzbergen*.
- Tell them that as they read, they should keep in mind the distance from Spitzbergen and the Pole as well as the airspeed of the plane.
- When the students have finished reading, discuss the notion of the failure of one engine of an aeroplane. Ask if they know of any reports of planes flying without one of their engines. In fact it happens all the time! If students are interested in this, encourage them to do some research outside of class to find out more.
- Before going on with the reading, ask the students whether they believe that Byrd was successful, and if so, what the reaction of Amundsen was.
- Ask them to read the last 25 lines of the passage silently, from the line, *In another hour...* to the end of the text.
- When students have finished reading, discuss Amundsen's reaction. How would they have reacted in a similar situation?
- Wrap up by discussing the urge to do something no other person has done before. What is left to explore? Elicit ideas, e.g. deep ocean trenches, planets of our solar system, cave systems in various parts of the world, etc. Are there any students in the class who dream of exploration?

Comprehension and Vocabulary

(Page 33 and 34- Student's Book)

Exercise A

- Ask the students to work individually and find words in the text to match the definitions listed, and then check their answers in pairs or small groups.

Answer Key

- | | | |
|--------------|--------------|-----------------|
| 1. landmarks | 3. starboard | 5. congratulate |
| 2. tilt | 4. trickle | 6. desolate |

Exercise B

- This exercise asks students to recall and interpret information from the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. Floyd Bennett's job was simply to fly the plane following the course and directions that Richard Byrd ordered.
2. Navigation was difficult because everything on the ground looked the same, all covered in ice and snow. Also, the wind could easily blow the plane off course, especially at speeds of 100 miles per hour—a small deviation in direction could cause them to miss the North Pole or even to have difficulty returning to their starting point.
3. The weather was perfect.
4. It could overheat and stop working.
5. They were very near their goal, and they didn't want to fail. They wanted to be the first to reach the North Pole by air.
6. It had three engines, so that if one stopped working, they could continue to fly using only the remaining two.
7. Admiral Peary was the first man to reach the North Pole on a sledge over sea ice. Byrd was honouring Perry's achievement with his own achievement.
8. Gallant, gracious, magnanimous, etc.
9. They thought it was a miracle of some kind, and that the voice they heard was the spirit of God speaking to them.
10. Because the Norge was a huge air ship, rather in the shape of a whale.
11. It proved that there was a shorter way to travel from Europe to Asia.
12. Political and technical problems prevented aeroplanes from flying over the huge areas of China and the Soviet Union.

Language Structure

(Page 34 and 35- Student's Book)

Countable and Uncountable Nouns

- Make three columns on the board with the headings **Countable**, **Uncountable**, and **Both**.
- Dictate countable and uncountable nouns and ask the students to tell you which column to add them to. For example: water (uncountable), bottle of water (countable), air (uncountable), apple (countable), money (countable), glass (both), iron (both), etc.

- In pairs, ask the students to make sentences with the words in the three columns, using some, any, much, many, a lot, etc.

Exercise A

- Ask them to identify if the noun is countable or uncountable. If countable then add a/an for singular countable nouns.
- Ask the students to complete the activity individually.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|---------|------------|----------|---------------------|
| 1. A; x | 2. x; x | 3. x; an | 4. x; x; x; x; x; x |
| 5. x; a | 6. x; x; x | 7. x; x | 8. A; x; x |

Exercise B

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

Answer Key

1. Tables are made of wood.
2. Bread is made from flour. / Loaves of bread are made from flour.
3. Bravery is an admirable quality.
4. They like sugar with tea, salt with soup and milk with coffee.
5. They buy meat at the butchers' shops near our houses.
6. Loaves of bread are often eaten with cheeses but not with fruits.
7. They promised them information and advice but would not give them anything else.
8. Shops that sell clothing do not usually sell food as well.

Exercise C

- Explain that some nouns have different meanings or can be used in different contexts. Because of this they may be both countable and uncountable. As in our warm-up activity.
- Give the following examples and explanations.
 - paper – material; academic writing
 - wood – material; another word for forest
 - rubber – material; another word for eraser
- Ask the students to complete the activity individually.
- Students form groups of 3 or 4 and compare answers. Encourage peer editing, if possible.
- Review answers as a class and help where needed.

Answer Key

1. Paper:
A doctor at the conference read out a paper on infectious diseases.
She made a boat out of paper.
2. Wood:
There is a thick wood near my house that is home to many wild animals.
The chair is made of wood from an oak tree.
3. Sleep:
I awoke from a dreamless sleep.
Her sleep was interrupted by the loud hooting of the car horns.

4. Rubber:
There are three rubbers lying on the child's desk.
Rubber from the trees is collected and carted to factories early every morning.
5. Drink:
The drinks lying on the table are for the guests you have invited over.
A drink of water is more refreshing on a hot summer day than anything else.
6. Iron
An iron, when hot, will remove creases from clothes.
Iron is largely used for making tools.
7. Tin
I cannot open the fruit tin with a knife.
A thin tin sheet was used to make the roof of his shop.
8. Adventure
Hamid always looks for an adventure whenever he goes camping with friends.
We were assured that there was no adventure in climbing the mountain range.
9. Stone
He threw a stone at the moving car to stop it.
Many of the pyramids in Egypt are made of stone.
10. Cloth
I use a cloth in the kitchen to wipe spills.
Cloth that is sold in the nearby market is of a poor quality.

Words Introducing Countable and Uncountable Nouns

Exercise D

- Make the following chart on the board and ask the students to suggest which boxes the *expressions of quantity* belong to. (May be more than one)

	Countable	Uncountable
Positive		
Question and Negative		

- Ask the students to complete the activity. One way to make this a bit more fun is to invite them to play a game of noughts and crosses.
- Draw the noughts and crosses grid on the board, and in each of the 9 spaces, put one of the expressions of quantity from the book.
- Play the game in pairs by taking turns, trying to make a sentence using the word on the grid. If the student is able to successfully make the sentence they can put an X or an O in the corresponding space.
- Play until there is a winner or all spaces on the grid have been completed. This game can be played several times for more practice by changing partners.
- Review answers as a class and help where needed.

Answer Key

1.

With countable nouns:

- We went to the theatre with some friends.
- No cows could be seen grazing in the field.
- A lot of children were playing in the park.
- There were enough sandwiches for the entire party.
- Since there were plenty of tea cups, we did not have to share.

With uncountable nouns:

- Some water spilled on the carpet and left a stain.
- Very soon no hair will be left on his scalp because of the various therapies he does.
- There is a lot of tea in the flask if you would like to have a second cup.
- Electricity produced locally is not enough for the entire nation.
- Plenty of rice is needed for this recipe.

Both countable and uncountable nouns:

- Many chairs are missing from the main hall. (countable noun)
- Much food gets wasted at large weddings dinners. (uncountable noun)
- A number of dogs were present at the dog show. (countable noun)
- A good deal of traffic blocked the entire road last night. (uncountable noun)
- We managed to catch a few crabs when we had gone crabbing last week. (countable noun)
- The recipe requires you to sprinkle just a little flour on the baking tray.

A, An, The, and Some

Exercise E

- Ask the students to complete the activity by first identifying if the nouns are countable or uncountable in the context of the sentence and then adding the correct article.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|-------------------------|----------------|----------------|--------------------|
| 1. a; a | 2. some; a | 3. The; x | 4. x; the; x |
| 5. a; the; a | 6. a; the; a | 7. a; the; the | 8. the; a; an; The |
| 9. the; the; x; an; the | 10. a; a; some | | |

WORKBOOK ANSWER KEY

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

SHORT REPLIES (Page 12)

- | | | | |
|----------------------|-----------------------|------------------------|-----------------------|
| 1. I think so. | 2. I hope so. | 3. I'm afraid so. | 4. I believe so. |
| 5. I expect so. | 6. I don't think so. | 7. I don't suppose so. | 8. I don't expect so. |
| 9. I don't think so. | 10. I don't think so. | 11. I hope not. | 12. I'm afraid not. |
| 13. I suppose not. | 14. I hope not. | 15. I'm afraid not. | |
- (Answers will vary)
- | | | | |
|---------------------|---------------------|-----------------------|-----------------------|
| 16. I think so. | 17. I hope so. | 18. I believe so. | 19. I don't think so. |
| 20. I'm afraid not. | 21. I hope not. | 22. I don't think so. | 23. I'm afraid not. |
| 24. I suppose so. | 25. I'm afraid not. | | |

POLITE REQUESTS (Page 13)

1. a) Would you mind waiting here?
b) Would you be kind/good enough to wait here?
c) Would you be so kind/good as to wait here?
2. a) Would you mind turning on the fan?
b) Would you be kind/good enough to turn on the fan?
c) Would you be so kind/good as to turn on the fan?
3. a) Would you mind explaining this point to me?
b) Would you be kind/good enough to explain this point to me?
c) Would you be so kind/good as to explain this point to me?
4. a) Would you mind speaking more slowly?
b) Would you be kind/good enough to speak more slowly?
c) Would you be so kind/good as to speak more slowly?
5. a) Would you mind giving him this message?
b) Would you be kind/good enough to give him this message?
c) Would you be so kind/good as to give him this message?
6. a) Would you mind doing it again?
b) Would you be kind/good enough to do it again?
c) Would you be so kind/good as to do it again?
7. a) Would you mind not doing it again?
b) Would you be kind/good enough not to do it again?
c) Would you be so kind/good as to not do it again?
8. a) Would you mind not speaking so loudly?
b) Would you be kind/good enough not to speak so loudly?
c) Would you be so kind/good as to not speak so loudly?
9. a) Would you mind not parking your bicycle here?
b) Would you be kind/good enough not to park your bicycle here?
c) Would you be so kind/good as to not park your bicycle here?

Spelling

(Page 35 - Student's Book)

- Choose a puzzle at <http://bitly.com/puzzle101> using the words on this list.
- Ask the students to complete the activity in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Composition – Paragraphs

(Page 36- Student's Book)

- Give students time in class to first brainstorm ideas for their composition *The Happiest or Most Unhappy Day of My Life*.
- Once they have completed brainstorming, ask them to plan their composition by grouping the ideas into sections, which will then represent separate paragraphs in their composition.
- Finally, they should develop this plan into an outline.
- Assign the first draft as homework.
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.

Useful Words and Phrases – The Whole

- Follow the examples in the book and complete the activity as requested.
- Ask the students to share their sentences with their neighbours.
- Point out that they should always help and correct when possible.

Answer Key

- | | | | | |
|--------------|------------|------------|------------|---------------|
| 1. The whole | 2. All the | 3. All the | 4. all the | 5. The whole |
| 6. the whole | 7. All the | 8. all the | 9. all the | 10. The whole |

Oral – Amina goes shopping

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson SEVEN

THE ADVENTURES OF ROBIN HOOD

The Adventures of Robin Hood—Intro

- Start out by telling the students the story of Faisal Khan, a Pakistani-Canadian living in Dubai, UAE, and his social enterprise called ‘Take My Junk.’ Ask students to guess how Take My Junk works. Then, if possible, show a video clip of a news story, or ask the students to look up information online to discuss during the next class session: www.takemyjunkuae.com (A video clip is also available on this website.)
- Discuss Faisal’s charity work. Why is what he does ‘good’ for everybody?
- Next, tell students that Faisal has been given the nickname ‘Pakistani Robin Hood.’ Ask the class to talk about what this nickname means and why they think it has been used to describe Faisal. (He takes from the rich and gives to the poor.)
- Then ask what students know about the Robin Hood legend from England. Elicit information such as when he was said to have lived (in the 12th century), and what he did (steal money from rich land owners and give it to poor farmers).
- Ask the students to read the introduction to the passage silently.
- When they have finished reading, ask them what they think a ‘band of outlaws’ is, and why anyone would join one. (An *outlaw* is someone who is wanted for committing crimes. People join gangs of outlaws for many reasons, sometimes simply because they are anti-social people, sometimes because the gang has a political goal, and sometimes because they like the feeling of brotherhood they get from a gang.) Ask the class what they think the reasons for Robin Hood’s gang were. (Social justice)

‘Little John’—Reading

- Before students begin to read the passage, ask them to look at the illustration on page 38 of the textbook. Elicit questions about the story itself based on the image and write them on the board, e.g.
 - Which one is Robin?
 - Which one is John Little?

- *What are they carrying?*
- *Why are they pointing their fingers at one another?*
- *How are they going to pass each other on the bridge? etc.*
- Ask the students to read the first 26 lines of the passage silently, from the title *Little John* to the line *...for your cold bath in the stream.*
- Tell them that as they read, they should see if any of the questions they have listed on the board are answered. Also ask them to jot down new questions that come to mind as they read.
- When students have finished reading, discuss which of their questions have been answered in this part of the text and which have not. Add any new questions students may have noted down.
- Before going on, ask them students what they think is going to happen.
 - *Will the two men fight?*
 - *If so, which one will win?*
 Take a vote to see what the class thinks.
- Follow the same procedure for the following two sections of the text:
 - 30 lines, from *Robin Hood stepped aside...* to *...let there be no more battle between us.*
 - 25 lines, from *With that, Robin picked up his horn...* to the end of the passage.
- Wrap up by comparing the way that Robin Hood and Faisal Khan have each taken from the rich to give to the poor. Which one is better? Why?

Comprehension and Vocabulary

(Page 40 - Student's Book)

Exercise A

- Ask the students to work in pairs or small groups to find the vocabulary words in the text and try to understand their meanings from context.
- Then allow them to double-check their understanding by looking in a dictionary.
- Finally, ask them to write sentences of their own that illustrate the use of each word.

Answer Key (Sample answers)

- The **legend** of Anarkali has been adapted into literature, art, and film.
- When a bunch of children go swimming in a shallow pool, they always playfully pull or push each other underwater and give one another **a ducking**.
- Perhaps he would get along better with his co-workers if he wasn't so **insolent**, making rude and disrespectful comments to the office management.
- My **opponent** performed very well at the badminton tournament and won the trophy.
- I asked the hotel to **acknowledge** the cancellation of my booking by email.

Exercise B

- Ask the students to work in pairs to find the words in the passage and discuss their meanings.
- Then ask them to compare answers with another pair before the group of four checks the dictionary definitions.

Answer Key

staff	long heavy stick
quiver	an arrow case carried on a strap across the back
lopping	chopping off branches from a tree trunk
horn	noise-making device shaped from the horn of an animal
bounded	leaped or jumped while running
bowmen	fighters or hunters whose weapons are a bow and arrows

Exercise C

- This exercise asks students to recall and interpret information from the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. The water was cold and swiftly flowing.
2. Robin hurried so that he could cross the bridge first.
3. At first Robin threatened to shoot an arrow at the stranger.
4. Robin agreed with the stranger that for one of them to use a bow while the other had only a staff would be an unfair fight, so he put the bow down and cut a staff for himself.
5. Because whichever one of them fell into the stream would be the clear loser.
6. Robin pretended to move in one direction but quickly changed it so that his opponent was taken by surprise.
7. Robin was more skilful and John Little was stronger.
8. anxiously (John Little); gaily (Robin Hood)
9. Robin blew his horn to call his friends.
10. You're a fine fellow; let there be no more battle between us; my friend; set your hand in mine; here is my hand and my heart goes with it; will follow you loyally wherever you may lead.

Language Structure

(Page 41 and 42- Student's Book)

Noun Patterns

Exercise A

- Adjective clauses are also referred to as a relative clause and they must meet these three requirements.
 - It must have a subject and a verb
 - It will start with a relative pronoun (who, whom, whose, that, or which) or a relative adverb (when, where, why)
 - It has to act as an adjective
- Infinitive phrases will start with an infinite and may include an object/modifier.
- Ask the students to first identify the verb in the adjective clause because we will use it in the infinitive.
- This is a repetitive activity and may be best as a rapid fire activity.
- Write #1 on the board and then read it aloud and ask:
 - What is the adjective clause? *That is the road **that you should take.*** (Underline)
 - What is the verb in the adjective clause? *take* (Circle)
 - Ask how do we change *take* into an infinitive? (add **to**)
 - Rewrite the sentence below the original. *That is the road to take.*
- Do the same for 2-8 but only orally.

Answer Key

- | | | | |
|-----------------|--------------------|---------------|-------------------------|
| 1. ...to take. | 2. ...to speak to. | 3. ...to ask. | 4. ...to read. |
| 5. ...to start. | 6. ...to do. | 7. ...to do. | 8. ...to take with you. |

Exercise B

- In this activity we are replacing that with for.
- Follow this model to complete the sentences correctly; for + object (you, him, Ahmed, etc) + infinitive. For example: *Here is a hat for you to wear.*
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|----------------------------------|--|---------------------------|
| 1. ...for a young child to read? | 2. ...for you to do. | 3. ...for him to do that. |
| 4. ...for them to begin. | 5. ...for this lesson to come to an end. | |

Exercise C

- Ask the students to complete the activity by completing the sentence with an infinitive (phrase).
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | |
|---|---------------------------------|
| 1. ...to stand. | 2. ...to make Russian salad? |
| 3. ...to start the work. | 4. ...to place the vase. |
| 5. ...to climb the rope. | 6. ...to submit the assignment. |
| 7. ...to paint the tree without staining the trunk. | 8. ...to look for the treasure. |
| 9. ...to put it down. | 10. ...to raise the curtain. |

Gerunds

Exercise D

- Complete as a rapid fire activity.
- Read the sentences pausing at the space and wait for the students to say the gerund before continuing.

Answer Key

- | | | |
|---------------------|-------------------|-------------------------------|
| 1. reading; writing | 2. meeting | 3. building; cutting; leaning |
| 4. writing; reading | 5. coming; seeing | 6. laughing |
| 7. lending; walking | 8. being | 9. smoking; eating |
| 10. seeing | | |

Exercise E

- Complete as a rapid fire activity.
- Read the sentences pausing at the space, and wait for the students to say the gerund before continuing.
- If necessary, write the possessive pronouns on the board prior to dictating these sentences.

Answer Key

- | | | | | | | |
|---------|--------|-------|---------|-------|---------|-------|
| 1. your | 2. him | 3. my | 4. your | 5. my | 6. your | 7. my |
|---------|--------|-------|---------|-------|---------|-------|

WORKBOOK ANSWER KEY

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

GERUNDS (Page 14)

- | | | |
|-------------------------|-----------------------------|-------------------------|
| 1. your being; talking | 2. listening; your singing | 3. cutting; you looking |
| 4. your asking; digging | 5. his refusing | 6. her saying |
| 7. my telling; doing | 8. having; wanting | 9. making; my saying |
| 10. practising; trying | 11. your singing; listening | 12. saying; thinking |
| 13. talking; listening | | |

GERUNDS AND INFINITIVES (Page 15)

- | | | |
|-----------------------------|---------------------|-----------------------|
| 1. eating; to help | 2. go; to hire | 3. to stop doing |
| 4. hearing; to sing | 5. to help; do | 6. to go; doing |
| 7. going; to see | 8. going; coming | 9. climb; of shouting |
| 10. telling; remembering | 11. to try soaking | 12. do; to do |
| 13. swimming; singing | 14. to join; let | 15. saying; to offend |
| 16. to go; go | 17. working; to say | 18. to do; to go |
| 19. to post; taking; to put | 20. coming | |

Punctuation – Capital Letters and Exclamation Marks

(Page 43- Student's Book)

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

Passage for Dictation

(Page 43- Student's Book)

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

Spelling

(Page 43- Student's Book)

- Put the students in groups of 3-4 and ask them to write a short story, using all the vocabulary words.
- Make dictionaries available to ensure their understanding of the vocabulary.
- If time permits, you could have each group present their story. Otherwise, have the students tape their stories on the wall for all to read.

Useful Words and Phrases – Introductions (2)

(Page 43- Student's Book)

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Composition

(Page 44 - Student's Book)

- This is an example of storyboarding and it is a great way to encourage the students to tell stories, both written and oral.

- Ask the students what they see in the first picture. Do not discuss what is happening but just what they see. Ask questions such as:
 - Where are they?
 - What do you see?
 - How many people are there?
- Give students time in class to a paragraph for each picture in class.
- Assign them to revise the paragraphs and write an introduction and conclusion for homework.
- In the next class, ask the students to form groups of 4 or 5 and read their stories to the group.
- It is possible to extend this activity further by having the groups rewrite one story collectively and then reading to the class as a whole.

Lesson EIGHT

A TALE OF TWO CITIES

A Tale of Two Cities—Intro

- Start out by asking students to define *diyat*, or payment of blood money, as a concept. Have a brief discussion about the ability to pay blood money.
 - Is it fair for a person to go free after paying blood money just because he is rich enough?
 - Does a payment of blood money excuse any crime at all, even murder?
 - Do people, who are in a higher position in society, sometimes get away with crimes that should be punished?
- Explain that the passage for this lesson tells a story in which a rich man tries to escape justice by paying blood money. The story takes place before the French Revolution, which was in 1848. The story was published in 1859 in England.
- Ask the students to read the introduction to the passage silently.
- When they have finished reading, ask them:
 - What the name of one of the ‘Two Cities’ is? (Paris.)
 - What do they think the name of the second city would be? (London.)
 - Why Dickens would publish a story about the French Revolution and include London? (It was a cautionary tale for the ruling classes of England so that they could learn from the mistakes France made.)

‘The Accident’—Reading

- Before students begin to read the passage, ask them to look at the illustration on page 45 of their textbook. Write a list of things for them to find in the picture. Ask them to work in pairs or groups to identify these elements:
 - *a gentleman*
 - *a fountain*
 - *horses*
 - *a man comforting another man*
 - *a child being tended*
 - *a carriage*

- Elicit the title of the passage, *The Accident*. Ask the students to guess what happens in this story, based on the title, what they can see in the picture, and what they learned from the introduction.
- Ask the students to read the first 26 lines of the passage silently, from the title to the line *...and staring at him. 'Dead!'*
- When they have finished reading, discuss to what extent their guesses were correct.
- Before going on, ask the students what they think is going to happen next.
 - *Will the father attack the gentleman?*
 - *What will the crowd do?*
 - *What will the gentleman do?*
- Next, ask the students to read the following 24 lines of the passage silently, from the line, *The people closed round...* to the line, *'The horses there; are they right?'*
- When they have finished reading, discuss to what extent their guesses were correct.
- Before going on, ask students what they think is going to happen next.
 - *What will the gentleman do next?*
 - *How will the people react?*
 - *How will the story end?*
- Next, tell the students to read the last 17 lines of the passage silently, from the line, *Without looking at the crowd a second time...* to the end of the text.
- When they have finished reading, discuss their predictions, and also talk about what they think will happen later in the story.
 - *Will the Marquis get away with killing the child?*
 - *Will the people rise up and fight against the oppression they have suffered?*
- Wrap up by discussing remorse.
 - *Why are we so much more willing to impose a very strict punishment on a person who has murdered and shown no remorse, than when the person or murderer is contrite?*
 - *Should remorse be a factor in deciding on a punishment?*

Comprehension and Vocabulary

(Page 47 - Student's Book)

Exercise A

- Ask the students to work in pairs to find the words in the passage and discuss their meanings, matching them with the definitions provided.
- Then ask them to compare answers with another pair.

Answer Key

- consideration = thought for others
- clutching = taking tight hold of
- menacing = threatening
- jolt = jerk, or sudden shake
- grovelling = lying down on one's face in front of someone whom one fears
- exterminate = destroy, wipe out
- cowed = frightened into doing what someone wants
- contemptuous = scornful

Exercise B

- This exercise asks the students to recall and interpret information from the text.
- Ask them to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. The Marquis was inconsiderate of the pedestrians in the road by driving so fast that they had to jump out of the way to avoid injury.
2. dashed, swept, swooping
3. A child had fallen under the wheels of the carriage.
4. Disgusting; making one feel sick; stomach turning; nauseating; horrible; vile.
5. The horses became frightened and the carriage driver got down the carriage to calm them.
6. People in the street were holding onto the horses' bridles to help calm them.
7. The Marquis thought the man running towards him was going to attack him.
8. No, he wasn't afraid of the crowd because they were quiet and intimidated.
9. The Marquis thinks of them as rats (and he calls them dogs once).
10. The Marquis values the wellbeing of his property, in this case his horses, more than he values the lives of the people of the village.
11. He is excusing his crime by paying blood money and feels that as a wealthy man he has compensated the father for his suffering. (Answers may vary.) If I were the father, I would have demanded revenge (*qisas*) instead.
12. (Answers will vary.) Some people might have thought the father was lucky to get any compensation and that children die frequently for all sorts of reasons, but others might have thought that no amount of money could excuse the act of killing a child.
13. Because Defarge reminded the father that a child had been a happy youngster in a loving family, even though he was a poor child, and that he had died so quickly that he hadn't suffered at all in his life. If he had grown up, he would have suffered hardship and unhappiness from poverty, illness, or other misfortune.
14. (Answers may vary.) Defarge threw it back, or Gaspard threw it back, or the dark woman threw it back. The person who threw it back was rejecting the payment of blood money and in a way giving a warning that he would go for revenge.
15. The people were all afraid of the Marquis' power. If he could identify a specific person who disobeyed him, he could punish that person.

Language Structure

Noun Clauses: Revision

(Pages 48, 49, and 50 - Student's Book)

- Ensure that the students know that a clause must have a subject and a verb.
- Explain that noun clauses can be used in a variety of ways.
- Ask the students to look over pages 48 and 49 in their books and elicit the different ways recommended.
- Write the activity sections on the board, leaving space in between to write a few examples for each.
- Choose one or two from each activity and elicit answers from the students.
- Write mistakes, if any, on the board and elicit ways to correct them.
- Ask the students to complete the activity.

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

Answer Key - Object

- | | |
|---|---|
| 1. ...we had cheated in the test. | 2. ...my pet parrot had died. |
| 3. ...I swim like a fish. | 4. ...the newscaster said about the minister? |
| 5. ...she will return. | 6. ...you don't learn how to drive a car. |
| 7. ...the mountaineer reached the summit? | 8. ...he wants a black drink or a white one. |

Answer Key - Subject

- | | | |
|---------------------------|-------------------------------------|---------------------------|
| 9. ...he did... | 10. ...she cried last night... | 11. ...he won't talk... |
| 12. ...she will arrive... | 13. ...they have spent the night... | 14. ...he climbed over... |

Answer Key - Complement

- | | | |
|----------------------------------|------------------------|------------------------------------|
| 15. ...she has been lying to us. | 16. ...he has escaped. | 17. ...she killed her brother. |
| 18. ...the batsman was out. | 19. ...she never lies. | 20. ...he could steal the diamond. |
| 21. ...did he risk his life. | | |

Answer Key - After Certain Nouns

- | | |
|---|--|
| 22. ...he was visiting his family... | 23. ...we were the culprits... |
| 24. ...the sun revolves round the Earth is... | 25. ...he recently inherited a large sum of money. |
| 26. ...she is much older to you? | 27. ...ignorance is bliss... |

Answer Key - After 'It'

- | | |
|--|---|
| 28. ...she had no friends. | 29. ...he has not attended a single party. |
| 30. ...he reached the cottage before us. | 31. ...he gets the highest grades in class. |
| 32. ...she hates him. | 33. ...no one wants to eat this. |

Answer Key - After a Preposition

- | | | |
|-----------------------------------|------------------------------|--------------------------|
| 34. ...the teacher said. | 35. ...he told her. | 36. ...he has given you. |
| 37. ...she had cooked for dinner. | 38. ...you hear from others. | 39. ...he did yesterday. |

Answer Key - After Certain Adjectives

- | | |
|--------------------------------------|-------------------------------------|
| 1. ...she will come tonight. | 2. ...I scored well in the test. |
| 3. ...she could not come with us. | 4. ...he will have to see a doctor. |
| 5. ...she stepped on the cat's tail. | 6. ...she likes you. |

WORKBOOK - ANSWER KEY

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

NOUN PHRASES (Page 16)

(Answers may vary)

- | | | |
|-----------------------------|--------------------------------|-----------------------------------|
| 1. ...doing it. | 2. ...being badly treated. | 3. ...her photograph being taken. |
| 4. ...her son's return. | 5. ...to be early. | 6. ...them waiting. |
| 7. ...for another chance. | 8. ...him a very good teacher. | 9. Her skill was well known. |
| 10. ...for being late. | 11. ...your opinion. | 12. ...to fall. |
| 13. ...of your safe return. | | |

NOUN CLAUSES (Page 17)

1. I am certain he will come.
2. It is quite true I received no reply.
3. I am quite sure you will never see him again.
4. Did you know I just got married?
5. Have you heard the rumour that tomorrow might be a holiday?
6. I am confident that he will win.
7. She told him that she had never been there before.
8. He confessed to his mother that he had broken the window.
9. The result of the game proved that they needed more practice.
10. It is quite certain that he will refuse.
11. I will ask her when she is coming.
12. We all thought that you were quite right.
13. It is doubtful that you may be able to persuade him.
14. Her excuse was that the alarm clock did not go off.

Spelling

(Page 49- Student's Book)

- Give the students a few minutes to look over the vocabulary words. Encourage them to discuss with their partners any words that they are not familiar with.
- Tell them to close their books and ask them how many words are in the spelling list. (10)
- Instruct them to write as many of the words as they can.
- Pick several students to come to the board and together reassemble the list of 10 given words.

Composition

(Pages 49 and 50- Student's Book)

- Give students time in class to write their letter plan and assign the first draft as homework.
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.

Useful Words and Phrases – Also, Too, and As Well

(Page 50 - Student's Book)

- Follow the examples in the book and complete the activity as requested.
- Ask the students to share their sentences with their neighbours.
- Point out that they should always help and correct when possible.

Answer Key

A.

- | | |
|--|--|
| 1. I shall need a new raincoat too. | 2. I have a brother and a sister too. |
| 3. Our school has a gymnasium too. | 4. Tennis is good exercise and swimming is too. |
| 5. She has bought a dictionary too. | 6. If you like you can come too. |
| 7. He asked us to buy a bottle of ink too. | 8. She too has done very well in the examinations. |
| 9. It's my birthday too tomorrow. | 10. May I have one too? |

B.

- | | |
|--|--|
| 1. I shall need a new raincoat as well. | 2. I have a brother and a sister as well. |
| 3. Our school has a gymnasium as well. | 4. Tennis is good exercise and swimming is as well. |
| 5. She has bought a dictionary as well. | 6. If you like you can come as well. |
| 7. He asked us to buy a bottle of ink as well. | 8. She has done very well in the examinations as well. |
| 9. It's my birthday tomorrow as well. | 10. May I have one as well? |

Oral

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson NINE

MARCO POLO

Marco Polo—Intro

- Start out by asking students what they know about the Karakoram Highway (KKH).
 - *Where does it lead?* (Between China and Pakistan)
 - *What route was used as a basis for the location of the highway?* (The Silk Road)
 - *What was the importance of the Silk Road in history?* (It was a network of trade routes between Asia and Europe that was used for many centuries. Some European travellers also visited Asia by way of this route.)
- Explain that the reading passage for this lesson tells about a European traveller called Marco Polo. Marco was only 17 years old when he first went with his father and uncle into Asia following the Silk Road.
- Ask the students to read the introduction to the passage silently.
- When they have finished reading, ask them to scan through the introduction to find out when Marco Polo was in Asia (13th century—more than 700 years ago). Tell students that Marco spent 24 years travelling with his father and uncle.

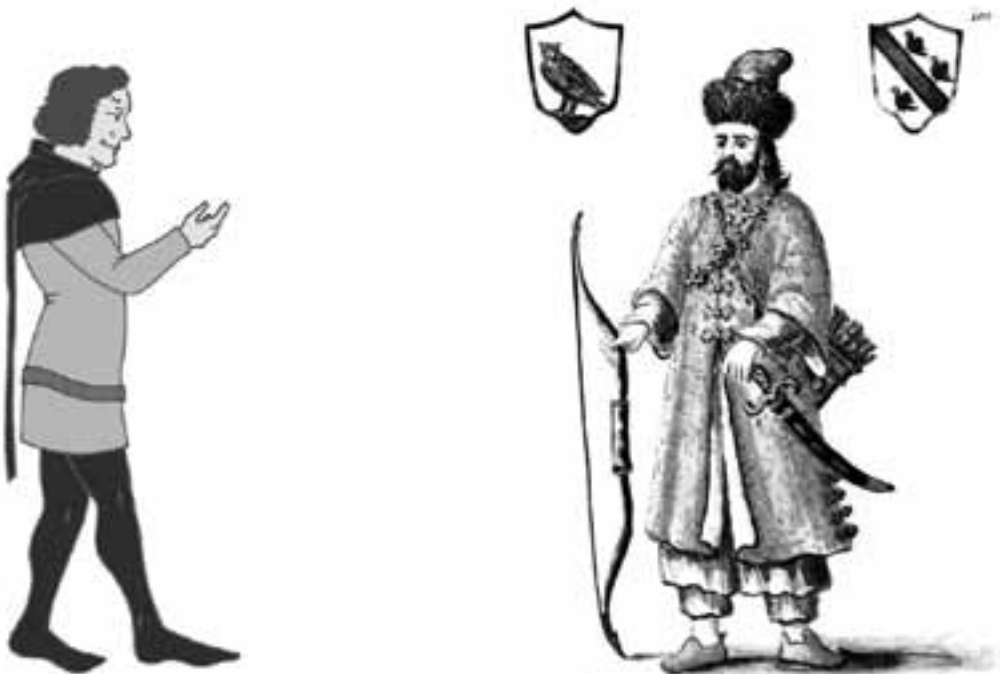
'The Return of Marco Polo'— Reading

- Before the students begin to read the passage, provide them with a handout map of the route which the Polo family took on their travels, so that the students can refer to it as they read.
- Before the students begin reading the passage, ask them to review the first nine



questions of Exercise B in the Vocabulary and Comprehension section. Tell them to keep these questions in mind as they read.

- Ask the students to read the first 26 lines of the passage silently, from the title *The Return of Marco Polo* to the line ...his death made their return impossible.
- When the students have finished reading, encourage them to work in pairs or small groups, to discuss where in the reading passage can they find the answers to the first nine questions in Exercise B. Tell them not to write the answers at this point, but that they may take notes.
- Before going on, show the students an illustration of the clothing that Marco Polo wore on his journey home to Venice.
- Ask them to identify differences between what Marco is wearing in the illustration and what they would expect a young Venetian to be wearing in the 14th century. (This would be the kind of dress a noble Venetian would wear).



- Next, ask the students to read the last 20 lines of the passage silently, from the line, *A legend has it...* to the end of the text.
- When they have finished reading, encourage them to work in pairs or small groups, to discuss where in the reading passage can they find the answers to the last four questions in Exercise B. Tell them not to write the answers at this point, but that they may take notes.
- Wrap up by discussing the following:
 - Do they enjoy watching travel programmes on television or reading travel articles in newspapers and magazines?
 - Where would they like to go, if they could pick anywhere? Why?

Comprehension and Vocabulary

(Page 53- Student's Book)

Exercise A

- Ask the students to work in pairs, to find the words in the passage and discuss their meanings, drafting their own definitions.
- Then ask the pairs to check their answers using a dictionary.

Answer Key

- relays = teams of people who pass something from one to the next, for example, messengers on horses to deliver the post to distant locations
- hammock = a hanging bed made of fabric
- escort = to go along with another person for protection or companionship
- embarking = boarding a boat or a ship

Exercise B

- Ask the students to work in pairs to find the phrases in the passage and discuss their meanings, drafting their own definitions, checking in a dictionary or online if necessary.
- Then ask them to work individually to write sentences of their own.

Answer Key

- held sway over = controlled, dominated
The price of oil held sway over the world economy for another year.
- a postal system = a network for delivering letters and documents
The postal system in Pakistan is a government utility with offices all over the country.
- at regular intervals = at points that are equally distant from one another
There are streetlights at regular intervals along the main road.
- well informed of = having complete and reliable information about
The Network for Consumer Protections aim to make sure that Pakistanis are well informed of their consumer rights.
- refused to hear of = would not even consider
My daughter wanted to quit school and get a job in an office to help with the family finances, but I refused to hear of it, and now she is a well-known journalist.

Exercise C

- This exercise asks students to recall and interpret information from the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. It was a system of courier stations along all of the major routes within the Empire, with riders on horseback relaying messages from one station to the next.
2. The rivers were joined by canals, making transportation of crops and other goods by water easier. Paper money was used in addition to metal coins.
3. The Shandu Palace was a cool retreat where the Khan went in the summer to escape the heat.
4. Marco Polo was an advisor to Kublai Khan and went to different parts of the Empire when the Khan sent him on imperial business.

5. Kublai Khan enjoyed having advisors who brought new knowledge and new ways of doing things to his attention; he wanted the Polos to stay with him and advise him.
6. Kublai Khan allowed the Polos to leave the country in order to travel to Ormuz with the new wife of the Khan of Persia.
7. It means that although he did decide to let the Polos leave, he would have preferred for them to stay.
8. They went by sea because it would be safer for their passenger, the new wife of the Khan of Persia.
9. They could never return to China because Kublai Khan died whilst they were away, and they may not have been welcome any longer under the new ruler.
10. They had probably changed as they aged, but more importantly, they were dressed in such a foreign way, so differently from the local people, that everyone believed that they were strangers.
11. (a) A galley is a ship that moves by the use of sails and oars.
12. (b) Genoa is a seaport in north-western Italy.
Marco Polo was a prisoner of war during the war between Genoa and Venice. In prison, he told the other prisoners stories of his travels. One of them wrote a book based on the stories.
13. There were political troubles in areas where the roads passed. The Turks, who controlled the area, closed the roads.
14. First, his book helped later travellers find their way east across Asia. Also, Christopher Columbus read the book and wanted to get some of the wealth in Asia for his king, but first he had to find a way past the areas controlled by the Turks to the east, so he decided to sail west instead, where he came to the continents of the Americas instead of Asia.

Language Structure

The Present Participle

(Pages 54 and 55 - Student's Book)

Exercise A

- The present participle acts as an adjective modifying the active verb of the sentence.
Write – He listened to the boys *shouting*.
Ask – what did he listen to? (*shouting*)
Write – They watched the children *playing*.
Ask – What did they watch? (*playing*)
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. playing 2. laughing 3. cycling 4. howling 5. rotting 6. beating

Exercise B

- Follow the same pattern as before:
Write – We saw some boys *throwing* stones.
Ask – What did you see? (*throwing*)
Ask – What was thrown? (*stones*)
- Explain that *throwing* is the present participle or verbal adjective as we saw in Exercise A and *stones* are the noun or object of the participle.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|-----------------------|----------------------------|--------------------------|
| 1. ...throwing stones | 2. ...reading a newspaper. | 3. ...climbing a tree. |
| 4. ...riding horses? | 5. ...chopping trees. | 6. ...narrating a story. |

Exercise C

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

Answer Key

Repeat Exercise A with Adverbs/ Adverb Phrases: Repeat Exercise B with Adverbs/ Adverb Phrases:

- | | |
|-------------------------|----------------------|
| 1. ...happily. | 1. ...excitedly. |
| 2. ...merrily. | 2. ...intently. |
| 3. ...vigorously. | 3. ...effortlessly. |
| 4. ...across the field. | 4. ...over there? |
| 5. ...in the forest. | 5. ...loudly. |
| 6. ...loudly. | 6. ...interestingly. |

Exercise D

- Look at the examples together and point out the structure of the independent clause that follows the participle phrase.
subject + simple past + object
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | |
|---|---|
| 1. ...the boy gazed up at the sky. | 2. ...the little girl bumped into a letter-box. |
| 3. ...the logs hit our boat. | 4. ...she walked down the road. |
| 5. ...he swerved his car to the left. | 6. ...they sat around the bonfire. |
| 7. ...she raised her hand. | 8. ...she waved a red handkerchief. |
| 9. ...the little boy screamed for help. | 10. ...he lifted the tree trunk off the road. |

Exercise E

- Another rapid fire activity. Ask the students to first identify the past participle in each sentence. Then explain that we will simply form the sentence by using *having + past participle...*
- Call on random students to say the newly formed sentences.

Answer Key

1. Having heard the news, he told the others.
2. Having seen all that there was to see, the crowd went away.
3. Having read the book, I returned it to the library.
4. Having waited for an hour, the party decided to set out without further delay.
5. Having done all she could, she asked if she might leave the examination room.
6. Having been there before, he was able to guide the rest of the party.
7. Having travelled ten miles, they decided that it was too late to turn back.
8. Having finished his meal, he went to sleep for half an hour.

WORKBOOK ANSWER KEY

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

PRESENT PARTICIPLE PHRASES (Pages 18 and 19)

1. Cycling down the street, he saw a steam-roller.
 2. Seeing smoke coming from a window, she ran towards the house.
 3. Feeling someone touch his shoulder, he turned around.
 4. Knowing he had no money, she offered to lend him some.
 5. Seeing the open door, the policeman became suspicious.
 6. Looking up at the sky, she saw that clouds were gathering.
 7. Finding the safe empty, the clerk raised the alarm.
 8. Feeling ill, she lay down for a while.
 9. Hearing the noise, he opened the door.
 10. Fearing that an accident might occur, the driver slowed down.
 11. After receiving the prize, she went back to her seat.
 12. Thinking he would soon arrive, they waited for a while.
 13. Jumping out of the car, she sprained her ankle.
 14. After finishing one game, they at once began another.
- 1. Knowing the answer he put up his hand.
 2. Everyone looked at the car swaying from side to side.
 3. Jumping up and down the children all shouted at once.
 4. Being an old man he could not move quickly.
 5. Seeing the shop closed she went away.
 6. Finding the door open he went inside.
 7. They had their picnic by a stream running along by the side of the road.
 8. She listened to the wind whistling through the wires.
 9. Whistling quietly to himself, he strolled homewards.
 10. Shutting the door with a bang he hurried away.
 11. Having heard the story before, he did not listen.
 12. Looking for a place to land, the pilot flew low over the jungle.
 13. Stepping carefully from one stone to the next, they crossed the stream.

Punctuation

(Page 55- Student's Book)

- Ask the students to make a note of all commas and proper nouns in the passage for dictation.

Passage for Dictation

(Pages 55 and 56 - Student's Book)

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

Spelling

(Page 56 - Student's Book)

- Recycle one of the activities in a previous lesson.

Composition

(Page 56- Student's Book)

- Give students time in class to write their letter plan and assign the first draft as homework.
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.

Useful Words and Phrases – Introductions (3)

(Page 56- Student's Book)

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson TEN

A BACKGROUND TO ENGLISH

A Background to English—Intro

- Start out by eliciting special aspects of the celebration of Ramadan and Eid in Pakistan. Tell the students to think of traditions that are widespread, not just their family's practices.
- As you elicit ideas, make a chart on the board. Make sure it includes **at least** the categories shown in the chart below, and if they don't come up with any questions of their own, ask leading questions, i.e.
 - *What type of holiday is it—secular (like Independence Day) or religious?*
 - *What about decorations?*

Name of festive season	Ramadan + Eid	
Type of holiday	Religious	
Commercial activity after dark	Shopping + Eating out	
Decorations	Festive; colourful	
Evening celebrations	Family and social gathering	
Special foods	Traditional sweets	
Gift giving	Eidie	
Most exciting time for children	Chand Raat	
Family activities	Prayers; applying mehndi; shopping	

- Explain that the reading passage for this lesson tells about many of these same elements of celebration as they relate to the major family holiday in England. Ask the students to guess what holiday that is. (Christmas) Then write that into the top line of your chart on the board, in the column following *Ramadan + Eid*.
- Ask the students to read the introduction to the passage silently.

- When they have finished reading, brainstorm with the students what information they think fits into each line in the chart as regards Christmas.

‘An English Christmas’—Reading

- Before the students begin to read the passage, ask them if they know what time of year Christmas falls in, in England. (Winter) Elicit the sort of weather that is common in England in the winter. (Cold, snow) Tell students that the traditional colours of Christmas are green, red, and white; then elicit what kind of plants grow in cold climates like England which people can use to decorate their homes with red to bring out the, green, and white colours. Introduce the following vocabulary (with color images if possible) during this discussion:



fir tree (green)



holly (red)



mistletoe (white)

- Ask the students to read the first 30 lines of the passage silently, from the title *An English Christmas* to the line ...*leaves the presents near their beds.*
- When they have finished reading, ask them to work in small groups to talk about what they can fill in of the chart on the board. Circulate and monitor.
- Bring the whole class together for a discussion of the filled-in lines of the chart.
- Next, ask the students to read the last 35 lines of the passage silently, from the line, *Christmas Even comes at last,* to the end of the text.
- When they have finished reading, ask them to work in small groups to talk about what new points they can add to the chart on the board. Circulate and monitor.
- Bring the whole class together for a discussion of the filled-in lines of the chart.
- Wrap up by discussing the concept of Santa Claus. Tell the students that in the mountain countries of Kazakhstan, and Kyrgyzstan, a traditional symbol of winter is called Father Frost who brings gifts to children. These Islamic regions still maintain the tradition of this figure, named *Ayaz Ata*, and include him in New Year's celebrations.
- Ask the students if they think there is anything ‘religious’ about Santa Claus’s figure or whether they think it is simply a very old tradition that has become part of Christmas. What key elements of the Ramadan and Eid celebrations in Pakistan are really non-religious? (If the students have difficulty with this, elicit and discuss the tradition of applying mehndi and wearing bangles on Chand Raat.)

Comprehension and Vocabulary

Exercise A

- Ask the students to work individually to find the words in the passage and match them with their definitions.
- Then ask them to compare answers in pairs.

Answer Key

- decorated = made beautiful
- ornaments = decorations
- relatives = relations
- glimpse = a short and not very clear view
- docile = easily trained or controlled
- visual = perceptible by the eyes

Exercise B

- Ask the students to work in pairs to find the phrases in the passage and discuss their meanings in the context of the passage.
- Then ask them to work individually to write explanations in their own words.

Answer Key

1. Because gift giving is such an enjoyable part of Christmas celebrations, people spend a lot of their free time in shops buying things rather than reflecting on the spiritual lessons of the holiday.
2. The entire family living in the house as well as visitors to the home.
3. They are always on the lookout for gifts that may be hidden somewhere.
4. Father Christmas (Santa Claus) is not a real person.
5. Adults are more patient and calmer.

Exercise C

- This exercise asks students to recall and interpret information from the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. commercialization
2. At Christmas time houses are decorated with greenery and colorful ornaments.
3. Carol singers collect money for themselves and for the poor.
4. Because there is so much excitement at this time of year, children sometimes have trouble controlling themselves. So if mothers tell their children that Santa only brings gifts to good girls and boys, they try extra hard to behave well.
5. A sleigh is a kind of carriage that has skis or runners instead of wheels so that it can slide over the snow. Sleighs are pulled by large animals such as horses or reindeer. Reindeer are very large deer that live in cold snowy regions of the northern hemisphere.
6. Because they want to stay awake to see Santa Claus (Father Christmas).
7. Parents, grandparents, aunts, and uncles usually buy presents for children and tell the children that Santa Claus has left them.

8. Preparing and eating holiday meals with family and friends.
9. People probably mean that all of the traditions of the season are followed: exchanging gifts; visiting the homes of family and friends; sharing special meals; decorating the house with a fir tree, mistletoe, and holly; sending and receiving Christmas cards, singing Christmas carols (religious songs of the season).
10. A pantomime is a play or drama common in England during the Christmas season. It is usually based on a fairy tale, and characters may sing, dance and tell jokes.

Language Structure – The Past Participle

(Page 59, 60, and 61 - Student's Book)

Exercise A

- Ask the students to complete the activity in pairs by adding an appropriate adverbial phase.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | |
|--|--------------------------------------|
| 1. ...by two powerful engines... | 2. ...by the shrill scream... |
| 3. ...by the news of his friend's arrival. | 4. ...by the arsonists... |
| 5. ...by the results of the students... | 6. ...by the relentless downpour.... |
| 7. ...by the siren... | 8. ...by the day's events. |

Exercise B

- Set a lighter mood in class by making the students laugh when you explain that how confusing the sentence can be by using the wrong word order.
Write – Swinging from a branch, my sister saw a little monkey.
Ask – Do any of you have a sister? (Raise your hands)
Ask – Do any of your sisters' swing from branches? (Raise your hands)
After a pause, say – No of course not. People don't normally swing from branches, monkeys do!
Write – Swinging from a branch, a little monkey was watching my sister.
Ask – Is this correct? Is it possible that a little monkey was swinging from a branch? Is it possible that this little monkey was watching my sister? (*Yes to both questions*)
- Explain that word order is very important and that the original sentence needs to be reworded.
My sister saw a little monkey swinging from the branch.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. He saw a column of ants pouring out of a hole in the wall.
2. She thought that the trees looked beautiful swaying in the breeze.
3. They saw smoke rising over the house tops.
4. They noticed a rope suspended from a branch of a tree.
5. Everyone admired the carefully drawn and coloured sketch map.
6. No one noticed the old sack thrown into one corner.

Exercise C

- Explain once again that it is important in this exercise to have those nouns qualified that follow the adjective phrases.
 - Ask the students to read the first one.
 - Ask them who is feeling rather thirsty? (We don't know because it has not been mentioned.)
 - Ask them who they think could be thirsty? (It could be anyone, e.g. a traveller, a football player, a construction worker, etc.)
- Write – Feeling rather thirsty, the construction worker greatly enjoyed a cup of tea.
- Ask the students to complete the activity in pairs by supplying a suitable noun after the participle phrase and rewording the sentence as needed.
 - Students compare answers with their neighbours.
 - Review answers as a class and help where needed.

Answer Key

1. Feeling rather thirsty, the construction worker greatly enjoyed a cup of tea.
2. Going home that evening, the old man thought the setting sun looked beautiful.
3. Running down the garden path, the little boy felt a rose bush scratch his face.
4. Deafened by the noise, we turned off the stereo.
5. Worn out by their labours, the scouts badly needed a rest.

Exercise D

- Review the examples together and ask the students to complete the activity in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. The boat having sprung a leak, the captain asked for help.
2. The cinema being full, we went home.
3. The rain having stopped, we started out once more.
4. The day being hot, the men took off their coats.
5. The concert having finished, everyone left.
6. The river being dried up, no one could go fishing.
7. It being a new school, the equipment was in good condition.
8. Everyone having arrived, the game began.
9. The sea being rough, no fisherman went out.
10. The meal having finished, they began making speeches.

WORKBOOK ANSWER KEY

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

MORE PARTICIPLE PHRASES (Page 20)

- 1 Pleased with his answer, the teacher gave him full marks.
- 2 He saw a snake gliding through the grass.
- 3 The police found the kidnapped boy bound hand and foot.
- 4 The children found an old sea chest washed up on the beach.
- 5 The burglar tripped over a suitcase lying on the floor.
- 6 Everyone admired the painting hanging on the wall.

- 7 Having written the letter, she placed it in an envelope.
- 8 Feeling rather unwell, she decided not to go to school.
- 9 Being a Boy Scout, he knew how to erect a tent.
- 10 Startled by the sudden noise, she jumped up.
- 11 Being a hot day, no one wanted to do any work.
- 12 They could not light the fire as the wood was wet.
- 13 The crew swam to the shore as the boat struck a rock.
- 14 The passengers were badly shaken as the car turned over twice.
- 15 The house was in darkness as the electricity had been cut off.

MORE ADJECTIVE PATTERNS (Page 21)

1. a) ...
b) It is very kind of you to say that.
c) How kind of you to say that!
2. a) You are very generous to make such a large donation.
b) ...
c) How generous of you to make such a large donation!
3. a) You are very kind to offer help.
b) It is very kind of you to offer help.
c) ...
4. a) You were very wise to stay away.
b) ...
c) How wise of you to stay away!
5. a) ...
b) It was very brave of him to do that.
c) How brave of him to do that!
6. a) You are very silly to think that.
b) It is very silly of you to think that.
c) ...
7. a) ...
b) It was very naughty of her to do such a thing.
c) How naughty of her to do such a thing!
8. a) You were very thoughtful to sew on that button for me.
b) ...
c) How thoughtful of you to sew on that button for me!
9. a) ...
b) It was very unwise of you to refuse his offer.
c) How unwise of you to refuse his offer!

Spelling

(Page 61 - Student's Book)

- Recycle one of the activities described under the spelling section in a previous lesson.

Composition

(Page 61- Student's Book)

- Working in pairs, encourage the students to plan the story for their composition in class. Ask them to draw pictures to illustrate what is happening in the first and third paragraphs of their story.

- Assign the first draft as homework.
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.

Useful Words and Phrases

(Pages 61 and 62- Student's Book)

- Review the example and explanation together.
- Ask the students to work individually and change the sentences given in the exercise into the negative using *either*.
- Review as a class.

Answer Key

1. I don't know him or his brother either. / I don't know either him or his brother.
2. He has not been to London or Paris either. / He has not been to either London or Paris.
3. She does not play cricket or hockey either. / She does not play either cricket or hockey.
4. He did not write in pen or pencil either. / He did not write in either pen or pencil.
5. Ducks do not bark and cats do not either. / Either ducks or cats do not bark.
6. This boat is not sinking and that one is not either. / Either this boat or that one is not sinking.
7. He does not speak Sindhi or Urdu either. / He does not speak either Sindhi or Urdu.
8. That goat does not eat screws and nails either. / That goat does not eat either screws or nails.
9. He does not wear glasses and his sister does not either. / Either he or his sister does not wear glasses.
10. His stereo is not playing loudly and not hers either. / Either his stereo or her's is not playing loudly.

Oral

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson ELEVEN

FATHER DAMIEN

Father Damien—Intro

- Start out by asking students what they know about an illness called Hansen's disease. Tell the class that the cure rate is 100% if it is diagnosed early.
- Ask them whether they would be afraid of talking with or sitting on a bus next to a person who had this disease.
- Then ask them what they know about a disease called leprosy. Ask whether they would be afraid to talk with or sit next to someone on a bus who had this disease.
- Explain that Hansen's disease is another name for leprosy.
- Discuss some of the symptoms of leprosy. If students are not familiar with the specific signs and symptoms, ask them to do some research outside of class, or bring into class information such as that available through the organization Leprosy Patient's Welfare Trust, based in Karachi: <http://bit.ly/n7qPLK>

- Ask the students if they know that patients with leprosy were once exiled to far-away colonies for fear that their disease would spread to the general population. Ask them to imagine what the conditions were like for these patients.
- Ask the students to read the introduction to the passage silently.
- When they have finished reading, discuss what happens when people are sent away or shut away so that others can no longer see them or their suffering. What do they think of isolating people, such as lepers or the mentally ill?

‘Father Damien and the Lepers’—Reading

- Before students begin to read the passage, ask them what sort of village facilities they think would be needed to care for a large number of ill people. Make a list on the board, e.g. medical clinic, houses, laundry, fresh water, etc.
- Ask the students to read the first 29 lines of the passage silently, from the title *Father Damien and the Lepers* to the line ...*in order to get them out of the way*.
- When they have finished reading, ask them to discuss whether Father Damien found these facilities at the leper colony when he arrived.
- Then have a discussion on the sort of life the people in the leper colony lived.
 - Would their behaviour seem proper to a religious man?
 - Why or why not?
- Next, tell the students to read the last 23 lines of the passage silently, from the line, *From the start...* to the end of the text.
- When the students have finished reading, ask them to work in small groups to make a list of the different actions Father Damien took to improve the lives of the lepers. Circulate and monitor.
- Bring the whole class together for a discussion of how much of what Father Damien did was directly related to his job as a religious man.
- Wrap up by telling the class that Father Damien was officially declared a Saint by the Pope in 1995 for his work in Hawaii. Discuss what sorts of saintly qualities did Father Damien have?

Comprehension and Vocabulary

(Page 66- Student’s Book)

Exercise A

- Ask the students to work individually to find the words in the passage and match them with their definitions.
- Then ask them to compare answers in pairs.

Answer Key

- disfigured = made ugly
- distorted = make crooked or misshapen
- sores = bruised or inflamed places on the body
- infected = given the germs of the disease
- ulcers = open sores
- exposed = uncovered
- outcasts = persons driven away from their homes by (or and) other people
- hovel = small dirty house
- remedy = cure
- resentment = feeling of indignation
- urgent = needing action at once

Exercise B

- This exercise asks the students to recall and interpret information from the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. He was shocked because they had been so poorly cared for. Their sores were untended, their clothing was dirty, they were drinking, and behaving sinfully.
2. The lepers may not have been healthy enough to do the work, and they may not have had building materials.
3. Doctors didn't understand exactly how the disease was spread, but they did know it was from close contact. Sleeping with people who were sick would have been a needless risk.
4. The hospital probably wasn't well equipped or stocked.
5. When people went there, they died instead of getting better.
6. They felt most unhappy that they had been sent away to die and be forgotten.
7. He went to the island as a religious leader for the patients of his religion, but he found that he had to be more like a mayor of a village and care for all of the residents, no matter what religion they practiced.
8. Because he wanted them to live morally correct lives instead of trying to forget their troubles by drinking and being lazy.
9. Because Fr. Damien was a healthy man, and by touching him with their open sores, there was a big risk of infecting him with the disease.
10. Because they could not stay clean and warm when they were living in rough shelters. By living in houses, they could prevent getting other sicknesses that could kill them.

Language Structure

(Pages 67 and 68- Student's Book)

Defining and Non-defining Clauses

- Review the description of defining and non-defining clauses along with the examples given in the Student's Book.
- Ensure that the class understands the difference between the two clauses.

Exercise A

- Remind the students that non-defining clauses add some information that is not required, but is useful. On the other hand, defining clauses further describe the subject by telling us 'which one' it is—without it the sentence would have a different meaning.
- Ask the students to complete the activity by adding commas where necessary.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. My friend's house, which is in Gulberg, is a new house.
2. He showed me his boat, which he had made himself.
3. The bag that he was carrying seemed heavy.
4. My friend John, whom you have met, will be there tonight.
5. I have forgotten the name of the place where she is living now.
6. The pen that he bought was fine, but the one I bought does not work properly.
7. My father, who works in a factory, starts early in the morning.
8. I am looking for a room that is not being used.

That or Which?

Exercise B

- Write the examples on the board
 - *Defining*
The car that gets there first is the winner.
The book that I wanted had gone.
 If the subject was simply, *The car* or *The book*, the sentence would have a totally different meaning.
 - *Non-defining*
 Our school, *which* is a big one, is just outside the town.
 My pen, *which* I bought last week, writes in two colours.
- If the subject was simply, *Our school* or *My pen*, the sentence would have the same meaning.
- This activity is very simple since the students only have to identify *that* or *which* to complete.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|----------|----------|----------|----------|
| 1. that | 2. which | 3. that | 4. which |
| 5. which | 6. that | 7. which | |

Who or Whom?

Exercise C

- Review the explanation of *who* and *whom* on page 68 of the textbook.
- It should be pointed out that in modern spoken English, it is not common to use *whom* as an object, subject or otherwise.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | |
|--------|---------|---------|---------|
| 1. who | 2. whom | 3. whom | 4. who |
| 5. who | 6. who | 7. whom | 8. whom |

WORKBOOK ANSWER KEY

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

THAT (Page 22)

- | | |
|---|--|
| 1. ...stamped down this sandcastle? | 2. ...refuse to work even after two hours of rest. |
| 3. ...punched in the stomach. | 4. ...suspects ran away with his briefcase. |
| 5. ...lives down the lane? | 6. ...scores the highest in all assessments. |
| 7. ...cleaned the rest-house for us? | 8. ...cooked the delicious meal. |
| 9. ...has been looking for since last year. | 10. ...thinks she knows. |
| 11. ...helped the accident victim. | 12. ...can easily boss around. |

- 1. ...that I have ever met.
 2. ...that I have ever spoken to.
 3. ...that grabbed my attention.
 4. ...that had helped her in her time of need.
 5. ...that stitches clothes?
 6. ...that knows how to swim.
 7. ...that ever walked this path.
 8. ...that have behaved so crudely as you all.
 9. ...that explains patiently every time you ask him.
 10. ...that had missed school the previous week.
 11. ...that the country has ever produced.
 12. ...that disobeys direct orders.
 13. ...that ever taught in this school.
 14. ...that helped him.

DEFINING AND NON-DEFINING CLAUSES (Page 23)

1. The bus, which goes to the ferry, is coming now.
2. Amina, who came on the picnic with us, is Abu's cousin.
3. That is Mr. Jan, whom I saw yesterday.
4. I had to answer some of the most difficult questions.
5. Malaysia, one of the richest countries in Asia, exports rubber and tin.
6. There is the money I put on the table.
7. His eyes, set deep in his old face, gleamed with cunning.
8. Singapore, an important port, has a very good natural harbour.
9. The clown's trousers, which were very baggy, had a large red patch on the seat.
10. I want to buy a boat that is light and strong.
11. Polythene, a non-biodegradable material, is not eco-friendly.
12. He visited the town that is five miles away.

Punctuation

(Page 68- Student's Book)

- Point out the Passage for Dictation on page 69 of the textbook to the students.
- Ask them to focus on all the quotation marks, commas and full-stops as well as capitalization.
- If there are no questions, then ask the students to close their books.
- Pass out this version of the Passage for Dictation. Notice that it includes no punctuation.
- Ask the students to work in pairs and add all punctuation as necessary.
- Review as a class and help where needed.

i cannot bear to tell you he said but what you fear is true you have caught leprosy
it is no shock to me answered the priest cheerfully i have felt sure of it for some time
the following sunday he stood up in his church to preach hitherto he had always addressed his
people as my brethren this sunday he changed his opening words *we lepers...* he began and the
congregation knew that their priest and friend had at last paid the penalty of his constant attention
to them
father damien did not let his disease interfere with his work that came first
i would not be cured he once said if the price of my cure was that I must leave the island and give
up my work

Passage for Dictation

(Page 69 - Student's Book)

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

Spelling

(Page 69- Student's Book)

- Give the students 5 minutes to study the words then take a quick spelling quiz.

Composition

(Page 69- Student's Book)

- On the board make two columns. **Outside / Inside**
- Ask the students to look at the person to their left or right and elicit words they would use to describe what they see. For example, thin, young, straight hair, wide nose, etc.
- Now ask them how they would describe their personality. For example, kind, funny, serious, etc.
- Ask them to write the name of their best friend at the top of their paper and make two columns with the headings **inside** and **outside**.
- Allow 10-15 minutes for them to complete their lists.
- Point out that this will form the basis of their two paragraph composition about their best friend
- Explain that it will be necessary to give examples in the second paragraph to best describe what sort of person s/he is.
- Ask the students to write their first draft as homework.
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.

Useful Words and Phrases – Introductions (4)

(Page 69- Student's Book)

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson TWELVE

LOST HORIZON

Lost Horizon—Intro

- Start out by asking the students what they know about the Hunza Valley in Gilgit:
 - What is it like there?
 - How does one travel in the region?
- Ask the students if they know of any legends from the region. If necessary, elicit legends of longevity and happiness. Discuss the lifestyle of the Hunza people that would contribute to their long, healthy, happy lives, e.g.
 - Lots of exercise in the mountainous area where they live
 - Healthy foods that they grow themselves
 - Inner peace and harmony from being isolated from the chaos of civilization, etc.
- Explain that James Hilton, the author of the book from which the passage for this lesson was taken, visited Hunza Valley and used it as the inspiration for the story. Tell them that this book describes a utopia, a 'heaven on earth' that the characters reach by accident.
- Ask the students to read the introduction to the passage silently.

- When they have finished reading, show a map of the area and discuss the route the plane planned to take. Ask:
 - Where did the flight take off from? (Baskul, Iran—marked with an A)
 - Where was it going? (Peshawar)
 - What would the landscape below the plane look like?
- Discuss other geographical features the students notice, e.g. ask them what the white areas in the east are. Point out the number of towns and cities in the area.
 - Where can they see more towns?
 - Where can they see fewer towns? Why?
 - Discuss the title of the passage in terms of the geography of the area. Where would the ‘end of the world’ be?



‘The End of the World’—Reading

- Before the students begin to read the passage, ask them how they think the passengers in the plane discovered that they were going the wrong way. If necessary, ask leading questions about the angle of the sun, the terrain they could see below the plane, etc.
- Ask the students to read the first 28 lines of the passage silently, from the title *The End of the World* to the line, *The supply of petrol could not last forever.*
- While the students are reading, write the following quotes on the board:
 - ‘*I wouldn’t be surprised if that mountain is Nanga Parbat.*’
 - ‘*Would anyone except a madman fly into this kind of country?*’
- When the students have finished reading, ask them to scan the text to find each quotation and say who spoke it. Ask them—What does the way the characters speak tell us about each of their personalities?
- Before going on to the second half of the passage, elicit a short summary of the story up to this point. Write the key points on the board as the class suggests them, e.g.
 - *Four passengers*
 - *Flying to Peshawar*
 - *Don’t stop at Peshawar—flying towards mountains*
 - *Fly for many hours, into the night*

- Ask the students what they think will happen next.
- Then tell them to read the last 29 lines of the passage silently, from the line, *Miss Brinklow suddenly turned...* to the end of the text.
- As the students are reading, write the following quotes on the board:
 - *'This is my first trip in the air.'*
 - *'If he's lucky.'*
- When the students have finished reading, ask them to scan the text to find each quotation and say who spoke it. Ask—What does the way the characters speak tell us about each of their personalities?
- Elicit a short summary of the continuation of the story. Write the key points on the board as the class suggests them, e.g.
 - *Plane has mechanical trouble*
 - *Crash landing*
 - *Pilot is dead*
- Wrap up by asking the students what they think will happen next. After a couple of minutes of discussion, tell them that the four survivors find their way to Shangri-la. Explain to the students that in the Shangri-la Hilton, a fictional location created for his book, people live to more than 200 years of age simply because they do not worry themselves to death. Discuss with the class what their understanding of Shangri-la is—what worries of the world they live in now and would like to see disappear?

Comprehension and Vocabulary

(Pages 71 and 72- Student's Book)

Exercise A

- Ask the students to work in pairs or small groups to find the vocabulary words in the text and try to understand their meanings from context.
- Then allow them to double-check their understanding by looking in a dictionary.
- Finally, ask them to write sentences of their own that illustrate the use of each word.

Answer Key (Sample answers)

1. Rebel forces **kidnapped** a group of journalists who were travelling in a dangerous part of the country.
2. When the Sun drops below the **horizon** it makes the clouds in the sky glow red and orange in a beautiful sunset.
3. Television and film personalities often wear sunglasses and hats so people on the street won't **recognize** them.
4. All of the arrangements for the wedding were **organized** months ahead of time.
5. I got a case of hiccoughs in the middle of the concert that I was **powerless** to stop, so I got up and went to the lobby.
6. The **discomforts** of sleeping in a strange place can include finding the bed uncomfortable and the room too warm or cold.
7. Life in a refugee camp can be full of **misery** and uncertainty.

Exercise B

- Ask the students to work in pairs to find the phrases in the passage and discuss their meanings.
- Then ask them to compare answers with another pair. Then go over the meanings with the whole class.

Answer Key

- | | |
|------------------------------------|---|
| 1. speechless with amazement | = so astonished that they didn't know what to say |
| 2. there seemed no point | = it was useless |
| 3. discussing possibilities | = talking over ways to alter their situation |
| 4. common sense | = practical view of the situation |
| 5. calm acceptance of the position | = lack of panicked reaction |

Exercise C

- This exercise asks students to recall and interpret information from the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. They shone because the snow covering them reflected the sunshine.
2. The river flowing from the mountains of Tibet to the Arabian Sea near Karachi.
3. He guessed by identifying some of the mountain peaks and ranges.
4. The pilot of the plane.
5. 'Well-organized madness' means that the pilot was following a careful plan, even if the passengers couldn't make sense of what was happening.
6. Because it would just make everyone upset to talk about something they could not change or control.
7. Because they had been flying for a long time and they would not have enough fuel to go much further.
8. Because she stayed relaxed and focused on the pleasant aspects of the experience.
9. He thought they would probably crash instead.
10. Because there were no roads or signs of it being a place where people lived.

Exercise D

- Discuss the meanings of each of the personality characteristics in the list.
- Ask the students to work in small groups to decide which of the four characters each word describes.

Answer Key

Calm: Miss Brinklow; Observant: Conway; Excitable: Mallinson; Knowledgeable: Barnard

Language Structure – Whose

(Pages 72 and 73 - Student's Book)

Exercise A

- *Whose* is a relative pronoun that acts as a subject or object of a verb and joins two clauses together.
- Ask the students to determine whether a defining or non-defining relative clause is needed in each example.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. Mr. Habib, whose house was on fire, was very upset.
2. He wanted to find the man whose hat he had borrowed.
3. The little girl, whose dog he had found, was very grateful.
4. Her cousin, whose bicycle she was riding, waved to her.
5. Mrs. Lobo, whose toy shop I used to visit, has retired.
6. The headmaster was talking to a man whose son had just started school.

Of Which

Exercise B

- Write the example on the board.
He picked up the book. The cover of the book had been torn.
Ask – What is the object of the first sentence? [*the book (underline)*]
- Explain that when we join the two sentences we do not want to repeat *the book*. We replace *the book* with *of which*. Cross out *the book* in sentence two and replace with *of which*. Finally, add the comma as follows.
He picked up the book, the cover *of which* had been torn.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. The two men walked up to the house, the door of which was open.
2. He bought a second-hand fountain pen, the cap of which was missing.
3. He was using a saw, the handle of which was broken.
4. Some people were looking at the car, the windscreen of which was smashed.
5. She was looking at a painting, the frame of which was beautifully carved.
6. The librarian was holding a book, some of the pages of which had been torn out.

Exercise C

- Ask the students to circle the prepositions in the second sentence of each example.
- Point out that we use this preposition following the object of the first sentence + which + remainder of sentence two.
- Use the examples to complete the explanation.
- Point out that the prepositions are italicized. Then ask one student to come to the board to do number one. Help if needed.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. The car, in which he was riding, had a puncture.
2. The music, to which they were listening, was rather loud.
3. The train on which she was travelling was late.
4. The ball by which he was hit was very hard.
5. The paper in which the present was wrapped was torn.
6. The ladder down which the workman was climbing began to sway.

Exercise D

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

Answer Key

(Note: Sentences in parenthesis are more commonly spoken.)

1. At last he found the man for whom he had been searching. (At last he found the man that he was searching for.)
2. The girl, to whom the prize had been presented, looked very pleased.
3. Those are the men on whom I rely.
4. Here is John about whom you were talking.
5. Everyone congratulated the captain without whom the team could not have won.
6. The person with whom she was working has gone. (The person that she was working with has gone.)

WORKBOOK ANSWER KEY

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

ADJECTIVE CLAUSES (Page 24)

1. I enjoyed the film which my uncle took me to see.
2. Could you return the ruler that I lent you?
3. That is Mr. Butt, who owns a bookshop.
4. She was wearing the dress which I had made for her.
5. He needs several assistants who must be capable of thinking for themselves.
6. Out of several applications he found only one whom he could trust.
7. I visited the library that was air-conditioned.
8. This is Miss Shah, whom I think you have met before.
9. He is looking for Muneer whose bicycle he wants to borrow.
10. Suddenly the ground that he was standing on shook.
11. She dropped a tray of glasses of which all were broken.
12. They were listening to a gramophone from which strange noises were coming.
13. He was leaning against the fence which had just been painted.
14. That is the table on which I left the money.
15. The policeman examined the cup from which the unconscious man had been drinking.

MORE ADJECTIVE CLAUSES (Page 25)

- | | |
|---|--|
| 1. ...where Jesus Christ was born. | 2. ...when you are supposed to be studying. |
| 3. ...why she has not come to school? | 4. ...when my brother turns eighteen. |
| 5. ...where I had the accident last year. | 6. ...when it is coolest in Karachi. |
| 7. ...she has stopped talking to me. | 8. ...when dogs and nocturnal insects are most active. |
-
1. He came early to school one day, which was a great surprise to the teacher.
 2. She bought her mother a clock for her birthday, which pleased her very much.
 3. He was riding his bicycle without using his hands, which is a silly thing to do.
 4. She missed the bus, which explains why she was late.
 5. The train was ten minutes late, which is not unusual.
 6. My pen leaks, which is a nuisance.
 7. My neighbour is learning to play the violin, which makes it difficult for me to do my homework.

Spelling

(Page 73 - Student's Book)

- Put the students in groups of 5 and explain that we are going to tell a story using the ten spelling words in the book.
- Explain that first they need to plan their story and decide what order the words will appear.
- Explain that each student in the group of 5 is responsible for two of the words.
- After they have had sufficient time to prepare their stories ask the groups come to the front of the room one at a time and tell their stories.
- When all the groups have finished take a vote on the best story based on organization and storytelling.

Composition

(Page 73- Student's Book)

- Give students time in class to write their outlines and assign the first draft as homework.
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.

Useful Words and Phrases – Still and Yet

(Pages 73 and 74 - Student's Book)

- Follow the examples in the book and complete the activity as requested.
- Ask the students to share their sentences with their neighbours.
- Point out that they should always help and correct when possible.

Answer Key

- | | |
|---|---|
| 1. No, she hasn't arrived yet.
No, she still hasn't arrived. | 2. No, they haven't seen it yet.
No, they still haven't seen it. |
| 3. No, the shop isn't open yet.
No, the shop still isn't open. | 4. No, school hasn't begun yet.
No, school has still not begun. |
| 5. No, we haven't finished the exercise yet.
No, we still haven't finished the exercise. | 6. No, they haven't recorded a goal yet.
No, they have still not recorded a goal. |
| 7. No, I haven't read that book yet.
No, I have still not read that book. | 8. No, I haven't been paid yet.
No, I have still not been paid. |
| 9. No, the workmen have not cut down that tree yet.
No, the workmen have still not cut down that tree. | 10. No, she hasn't replied to my letter yet.
No, she has still not replied to my letter. |

Oral – Long and Short

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson THIRTEEN

HOW HISTORY IS MADE

How History is Made—Intro

- Start out by asking students what happened in Pakistan the day before.
 - Find out how they know this and write it on the board, i.e. published news reports.
 - Then ask how Pakistan gained its independence, and how they know this, writing it on the board, i.e. written history.
 - Next, ask whether they know any events that happened to individuals before independence, and how they learned of these events; add this to the list on the board i.e. listening to older family members tell stories.
 - Finally, ask what they know about times far in the past, before written history, for example, during the time of the Indus Valley Civilization, and how these facts became known; write this on the board, i.e. archaeology.
- Elicit from the students what cities in Pakistan are very, very old and are still living cities today: Peshawar, Lahore, Sialkot, and Taxila.
- Explain that the text for this lesson explores how we know the history of places like these cities.
- Ask the students to read the introduction to the passage silently. As they read, write the following quote on the board:
History is a myth agreed upon.
- When they have finished reading, tell the class that this line was spoken by Napoleon Bonaparte, a famous French military and political leader. Ask them how this statement can be true. Would it be truer for some parts of history than others? Why?

'How History is Made'—Reading

- Ask the students to read the first 10 lines of the passage silently, the section called *Written History*.
- As students are reading, write the following options on the board:
 - *People with no written language have no history.*
 - *Written history is a printed record of events using language.*
 - *A lot of historical knowledge has been lost because of fire or war.*
- When the students have finished reading, ask them whether each statement is true or false. (The first is false; the other two are true.) Then ask them which of the three would make the best summary of this part of the text. (The second one) Discuss the reasons that the first statement is false. Elicit ideas, but do not confirm or deny them.
- Then tell students to read the next 8 lines of the passage silently, called *Remembered History*.
- As the students are reading, write the following options on the board:
 - *A culture's dances and songs are one way to preserve history.*
 - *Oral traditions have been important for passing historical information from one generation to the next.*
 - *Old stories are completely unreliable for learning about history.*
- When the students have finished reading, ask them whether each statement is true or false. (The last is false; the other two are true.) Then ask them which of the three would make the best summary of this part of the text. (The second one) Discuss the reasons that the last statement is false. For example, discuss news interviews.
- Then ask the students to read the next 15 lines of the passage silently, called *Dug-up History*.

- As the students are reading, write the following options on the board:
 - *We can learn about historical events of an ancient culture by digging.*
 - *The history of a culture can be studied by analyzing objects the people have left behind.*
 - *Without written history, we cannot know when a culture actually lived.*
- When the students have finished reading, ask them whether each statement is true or false. (The last is false; the other two are true.) Then ask them which of the three would make the best summary of this part of the text. (The second one.) Discuss the reasons that the last statement is false. For example, discuss the different phases in human civilization over the millennia—hunters, farmers, metal works, temple buildings, etc.
- Ask the students to read the next 26 lines of the text silently, from the title, *The Length of Human History* to the line, ...two hours out of this imaginary year.
- Check comprehension of the notion of 350,000 years as compressed into one year as we know it, by asking students how many years or hours ago different events would have taken place:
 - *Indus Valley Civilization 3000 BCE** (3 days)
 - *Birth of the Prophet Mohammed 500 CE** (1 and a half days)
 - *Rule of Mahmud of Ghazni over area including present-day Pakistan 1000 CE** (24 hours)
 - *Mughal Empire* (12 hours)
 - *British Rule* (3 hours)
 - *Independence* (1 hour)

*Note: BC and AD have now been replaced by Before Common Era (BCE) and Common Era (CE) respectively.

- Ask the students to read the last section, called *Time Charts* on page 77 of the textbook silently.
- Check comprehension by asking them to identify the following:
 - What part of Chart A represents one generation—the life of a person from babyhood to adulthood. (The black bar)
 - Ask what part of Chart B represents written history. (The black bar)
- Wrap up by asking students to do group projects about the histories of the ancient cities in Pakistan using information on written history, remembered history, and dug up history.

Comprehension and Vocabulary

(Pages 77 and 78- Student's Book)

Exercise A

- This exercise asks the students to recall and interpret information from the text.
- Ask them to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. We know less about history the further back we look because most of human history is not written down.
2. A journal.
3. The records may have been destroyed by natural disaster or war, or there may never have been any written records to begin with.
4. Because a writing system was developed in China centuries earlier than in Africa.
5. (a) Past events are remembered through songs, dances, and spoken stories.
(b) Because people are proud of their heritage and use their ancestors' wisdom as guidance for living today.
6. The details of the stories may be lost or changed over time as different storytellers emphasize one part or another.

7. Archaeology is the collection and study of objects left behind by ancient peoples; the phrase used in the passage is 'dug-up history'.
8. We rely on 'dug-up' history for information about very ancient times, as written accounts of these times do not exist.
9. Because simple objects do not tell us about the actions of individual people; they can only indicate general conditions of life at the time.
10. 'Dug-up' history.
11. A 'generation' refers to the time period between the birth of a person and the birth of that person's children. This is usually about twenty-five years.
12. A time chart shows in a graphic way the proportion of time one section of history occupies in comparison to the whole of history.
13. If we think of the history of humanity on earth as a single year with each 'day' of that year equal to 1000 actual years, then Jesus, who was actually born about 2000 years ago, would have been born only two days ago in the imaginary year.
14. (Answers will vary; accept any reasonable response.) We wonder what new technology will appear during our lifetimes.

Language Structure

Adverb Position Revision

(Pages 78, 79, and 80 - Student's Book)

Exercise A

- Review the explanation in the book.
- Elicit examples of verbs of movement and write on the board.
- Ask the students to complete the activity in pairs.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. She sang well at the concert last night.
2. He went back eagerly at six o'clock.
3. She tied the ribbon to a twig on the branch of the biggest tree in the forest.
4. The school reopened at 9 a. m. on Tuesday March 18th.
5. The team played badly in the match yesterday.

Only

Exercise B

- Review the examples in the book.
- Write these three sentences on the board.
 - Only he goes there on Mondays
 - He only goes there on Mondays.
 - He goes there only on Mondays.
- Ask the students which sentence *means not on any other day*. (The third sentence)
- Explain that they should be able to choose the correct placement based on the explanation in brackets. However; if they are unable to do so, they should write all the possible variations and then it will be easier to choose.

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

Answer Key

- | | |
|--|--------------------------------------|
| 1. He goes there only on Mondays. | 2. She spoke to me only once. |
| 3. Only I know the secret. | 4. Only the captain knew what to do. |
| 5. We were allowed to write only in pen. | 6. She borrowed only one book. |
| 7. The ship only arrived yesterday. | 8. He only looks at the newspaper. |

Have to, Used to, Ought to

Exercise C and D

- It is very easy to identify the correct placement of these adverbs. Do this activity following the rapid-fire method explained previously.

Answer Key, Exercise C

- | | |
|---|---|
| 1. He often comes to see me. | 2. I shall never do it again. |
| 3. They sometimes play cricket in the garden. | 4. He usually helps me with my homework. |
| 5. I have just finished. | 6. He has often told me about it. |
| 7. I have never seen such a big elephant. | 8. He always has tried to do his best. |
| 9. She would sometimes read a book in the garden. | 10. Tell me when you have quite finished. |
| 11. We had scarcely sat down before the meal arrived. | 12. He has never been late for school. |
| 13. Have you ever seen such a sight? | 14. She just told me the news. |
| 15. He seldom plays badminton. | |

Exercise D

- | | |
|---|---|
| 1. He usually has to do the work himself. | 2. We often used to visit the library on Mondays. |
| 3. You should always be polite. | 4. She sometimes has to help her mother. |
| 5. You never used to be late. | 6. She always used to sit in that chair. |
| 7. I often have to do his work for him. | 8. You never ought to tell him. |

WORKBOOK ANSWER KEY

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

ADVERB POSITION (Pages 26 and 27)

1. He carefully rode his new bicycle all the way home.
2. The new boy waited timidly outside the Headmaster's study.
3. They patiently waited outside the theatre until ten o'clock.
4. He put the parcel on a shelf in a cupboard in his bedroom.
5. She was born at 3 p.m., on a Sunday in January.
6. He worked hard all day at the office.
7. The film is only for adults.
8. Only he could do it (and no one else).
9. We often go there and usually stay for an hour or two.
10. He never runs but sometimes walks quickly.
11. He is always cheerful and usually polite.

12. He has just arrived and already done a great deal.
 13. He always used to play for the school and often scored a goal.
 14. He always used to be late but is usually early nowadays.
 15. Everyone should always be kind to animals.
-
1. On no account will I give you any more money.
 2. Not only was she impertinent to her mother, but to her teacher as well.
 3. Barely had Amir taken two mouthfuls when he cried out in pain.
 4. Little did he know that the police were already on his track.
 5. So unexpected was the sight, that we stopped in surprise.
 6. Nowhere was the box to be found.
 7. On no occasion whatsoever has Mr. Syed talked to the Prime Minister.
 8. So complete was the destruction of the town that it was never built again.
 9. Never again will she see her children.
 10. Hardly had the keeper slammed the cage door when the lion sprang.
 11. Under no circumstances are students permitted to climb onto the roof.
 12. So impressive was the building when it was finished that everyone passing stopped to look.
 13. Scarcely had the actor opened his mouth when the audience started to applaud.
 14. Not even once did Mr. Shabbir offer to help.

Punctuation – More Practice with the Comma

(Page 80 - Student's Book)

- Ask the students to work in pairs to answer the questions asked.
- Review together as a class.

Passage for Dictation

(Page 80 - Student's Book)

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

Spelling

(Page 81- Student's Book)

- You should have identified which of the previous spelling activities work best with your class. Start recycling these activities or come up with other creative ways to complete the spelling activities. It is a good idea to give the students a variety of activities.

Composition

(Page 81 - Student's Book)

- For homework assign the students to do the necessary research.
- In the next class period, ask the students to collectively write all of the facts that they were able to find on the board.
- Give the students time in class to individually decide which of the facts are important and how they want to organize their compositions. Finally, allow time for them to write their outlines and assign the first draft as homework.
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.

Useful Words and Phrases

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson FOURTEEN

THE KRAKEN WAKES

The Kraken Wakes—Intro

- Start out by asking the students:
 - Have they heard of unidentified flying objects—UFOs—sighted over Pakistani cities?
 - How did the people, who said they saw these, describe them?
 If possible, you might have the class view one of the several videos posted on the web that claim to show UFOs over cities like Lahore and Islamabad. You can search for these videos at: <http://www.youtube.com>
- Ask the class to discuss:
 - Do they think any UFOs have come from outer space?
 - If not where do they think these UFOs came from?
 - If the students think the UFOs have indeed come from outer space then, why do they think creatures from other planets would come here?
- Explain that people have always wondered at bright objects in the sky that they could not identify, but that since World War II there has been a huge increase in interest about the possibility of life in outer space, especially after many governments began research programmes to build and fly spacecrafts. Tell the students that this story was published in 1953, exactly during the beginning of the post-war surge in interest.
- Before they begin to read the passage, ask them to read the two titles—*The Kraken Wakes* and *The Kraken Arrives*. Ask them to guess what is meant by *Kraken*. *Is this a person? An animal? Something else?*
- Then elicit other questions these titles brought up in the students' minds and write them on the board, e.g.
 - *What does it look like?*
 - *Where is it arriving from?*
 - *Where is it going?* etc.
- Ask the students to read the introduction to the passage silently.
- When they have finished reading, discuss which of their questions have been answered by the information in the introduction. Also ask if the introduction brought up any other questions to mind. Elicit these and write them on the board.

'The Kraken Arrives'—Reading

- Before the students begin to read the passage, ask them to look at the image on page 82 of the textbook and describe it.
- Elicit questions that students are curious to learn the answers to, based on the image, and write them on the board, e.g.
 - *Where does the story take place?*
 - *Where are the people standing?*
 - *What are the three circles?*
 - *What time of day is it?*
- Ask the students to read the first 29 lines of the passage silently, from the title *The Kraken Arrives* to the line *Then you will understand something of the effect*.
- Tell them that as they read, they should see if any of the questions they have listed on the board are answered. Also, tell them that they may jot down new questions that come to mind as they read.

- When the students have finished reading, discuss which of their questions have been answered in this part of the text and which have not. Add any new questions they may have noted down.
- Before going on with the reading, discuss:
 - What sort of a person is the narrator? (He is ‘everyman,’ a citizen who simply experiences events rather than influences them.)
 - Why the author chose this sort of person as the narrator of his story? (At that time, people were feeling confused and helpless after World War II, and they worried that the world as they knew had changed dramatically.)
- Ask the students to read the next 28 lines of the passage silently, from the line *Others besides ourselves...* to the line *...aeroplanes of some kind.*
- Tell them that as they read, they should see if any of the questions they have listed on the board are answered. Also, tell them that they may jot down new questions that come to mind as they read.
- When the students have finished reading, discuss which of their questions have been answered in this part of the text and which have not. Add any new questions students may have noted down.
- Then ask the students to read the last 25 lines of the passage silently, from the line ‘*What’s your own private opinion?*’ to the end of the text.
- Tell them that as they read, they should see if any of the questions they have listed on the board are answered. Also, tell them that they may jot down new questions that come to mind as they read.
- When the students have finished reading, discuss which of their questions have been answered in this part of the text and which have not. Add any new questions students may have noted down.
- Then have a discussion about what the class thinks the rest of the book is going to be about. (A war between humans and space invaders)
- Wrap up by discussing the following:
 - Do the students think that we humans of Earth will ever ‘invade’ and colonize another planet?
 - What if there are already creatures living on the planet?
- If possible, screen the following video scripted by Stephen Hawking, a famous scientist of the present day: <http://bit.ly/stephenhawkins>

Comprehension and Vocabulary

(Pages 84 and 85- Student’s Book)

Exercise A

- Ask the students to work in groups and use several different dictionaries to look up the word *myth*.
- As they are searching, write the following incomplete definition on the board:
_____ is _____ or _____ story, usually about _____ or _____ that is supposed to have happened during _____ of _____.
- Also write the phrases to fill in the definition, in alphabetical order:
 - *a culture*
 - *the distant past*
 - *an event*
 - *a hero*
 - *legendary*
 - *a myth*
 - *traditional*

- Then encourage the students to work individually to put the words in the right places and form a logical definition of the word. Ask them to compare answers in pairs.
- Elicit the adjective *form*.

Answer Key

A myth is a **traditional** or **legendary** story, usually about **a hero** or **an event** that is supposed to have happened during **the distant past** of a **culture**.

Adjective = mythical

Exercise B

- Ask the students to work in pairs or small groups and find the vocabulary words in the text; encourage them to try to understand their meanings from context.
- Then allow them to double-check their understanding by looking in a dictionary.
- Finally, ask them to write sentences of their own that illustrate the use of each word.

Answer Key (Sample answers)

- At a wedding, all of the guests are **witnesses** to the marriage vows given.
- The news about the free concert tickets **spread** quickly by way of tweets and text messages.
- Our footsteps **disturbed** the soil, forming small dust clouds behind us as we ran.
- The trick to getting into a cold lake for a swim is not to **hesitate**, but to enter the water quickly.
- Don't tell Ayesha! She has a **reputation** for being no good at keeping secrets.

Exercise C

- This exercise asks the students to recall and interpret information from the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. The facts that cannot be disputed are the time and place where the narrator saw the red lights.
2. There was very little agreement at all among witnesses about exactly what happened.
3. She meant that it seemed strange to her that the star appeared to be getting bigger (she did not mean that it was humorous).
4. The lights were coming nearer and nearer to where they stood, so they seemed to be getting larger.
5. Because the lights were moving quite slowly, so people were able to go inside and bring others back out to look, too.
6. When they entered the water, they produced the clouds and noise typical of steam.
7. The captain thought the objects might have been aeroplanes that crashed; so the ship moved to the area in order to save anyone who might need to be rescued.
8. Because everyone he talked to had a different recollection of the events. He thought the captain would be more objective about the facts.
9. The crew of a passenger ship must be logical and precise; otherwise they would not be trusted to have the good judgment to keep the passengers safe.
10. Because so many people saw the objects, nobody could accuse the captain of being psychologically unstable and imagining things.

Language Structure

(Pages 85 and 86 - Student's Book)

- The following is an activity in forming subordinate adverb clauses.
- They all follow this pattern. **Subordinate conjunction + subject + verb = incomplete thought**

- Subordinate clauses cannot stand alone to form complete sentences. They need to be attached to a main clause to form complete thoughts. If the subordinate clause comes first, a comma is needed. If the main clause comes first, a comma is not needed.

Adverb Clauses: Revision

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

Answer Key

Place

- | | |
|------------------------------------|------------------------------------|
| 1. ...the two valleys met. | 2. ...you go in rural Pakistan. |
| 3. ...you picked the letters from. | 4. ...there are beautiful lakes... |

Time

- | | |
|---|---|
| 5. ...she finishes her work. | 6. ...one of its engines stopped working. |
| 7. ...the question appeared on screen... | 8. ...the guests arrived. |
| 9. ...you have cleaned the windows. | 10. ...the police arrived... |
| 11. ...the clock struck twelve... | 12. ...he had strength in his arms. |
| 13. ...he was climbing down the ladder... | 14. ...last year. |
| 15. ...we arrived... | |

Reason

- | | |
|--|-------------------------------------|
| 16. ...it was raining heavily. | 17. ...you have done a messy job... |
| 18. ...they have claimed responsibility... | 19. ...he is a willing worker... |

Manner

- | | |
|---|--|
| 20. ...you have been instructed. | 21. ...he had just seen a ghost. |
| 22. ...you have never seen food before. | 23. ...he could not get leave from work... |
| 24. ...ever you like... | |

Purpose

- | | |
|--|---|
| 25. ...sunlight could warm the cold room. | 26. ...the passengers stretch their legs. |
| 27. ...they get mixed up with her twin's. | 28. ...she may slip on the icy steps. |
| 29. ...the entire house would wake up and catch her stealing food from the refrigerator. | |
| 30. ...could have been saved had they been given better equipment. | |

Result

31. ...I could not understand what was being said by the speaker.
32. ...she refused to leave her room for the day.
33. ...she crouched in a corner.
34. ...it could not be taken in through the door of the office.
35. ...I could not see without the help of a lantern.
36. ...the mahout looked like a tiny speck on its back.

Comparison

- | | |
|---------------------------------|-------------------------|
| 37. ...the previous one I read. | 38. ...her brother. |
| 39. ...her father. | 40. ...he possibly can. |
| 41. ...you will be done. | 42. ...two days before. |

Condition

- | | |
|---|---|
| 43. ...you promise to use it carefully. | 44. ...they pay the entrance charges... |
| 45. ...I do it regularly and presentably. | 46. ...you annoy it. |
| 47. ...you could complete this for me. | 48. ...I had known the terms of the contract... |

Concession

- | | |
|---|---|
| 49. ...I asked for and was given another explanation. | 50. ...we were present... |
| 51. ...we promised to behave ourselves. | 52. ...he is refusing to let us help... |

WORKBOOK ANSWER KEY

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

COMPARISONS (Page 28)

1. My essay had a much higher mark than Rauf's.
2. He told Rauf a good deal more than me.
3. The Hibiscus flower is much larger than the Lantana.
4. She liked reading adventure stories more than novels.
5. There was more food in the fridge than on the table.
6. My school's playing fields are much larger than your school's fields.
7. Going into town by bus is much quicker than going by foot.
8. The fewer quarrels there are the better.
9. Salim's shirt is not as clean as Zafar's.
10. My brother helped you more than me.
11. He knows more about Geology than his teacher.
12. Mother gave more cake to Shahid than me.

PURPOSE (Page 29)

1. He opened the door for us to go in.
2. The policeman stopped the traffic for us to cross.
3. John has brought some chocolates for us to eat.
4. The singer waited for the crowd to finish applauding.
5. Ten old houses were pulled down for the new road to be made.
6. I did not make this cake for you to eat all of it.
7. She held out her ring for us to admire.
8. The salesman brought out ten pairs of shoes for her to try.
9. Can you bring an orange for Rana to eat?
10. I asked for a basket to carry the eggs in.
11. He threw the ball for me to catch.
12. They sawed the tree into logs for us to use as firewood.
13. She brought an overcoat for me to wear.
14. A beautiful archway was built for the king to go through.

Spelling

(Page 86- Student's Book)

- Follow one of the past spelling activities that worked well with your class.

Composition

(Page 87- Student's Book)

- Elicit from the class how this composition should be organized—step by step.
- Ask how we link steps together in a composition. By using sequencing words. For example, *first, second, next, then, after that, finally*.
- Give the students time in class to decide on the subject or their composition and then encourage them to write their outlines. Assign the first draft as homework.
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.

Useful Words and Phrases – Ever

(Page 87- Student's Book)

- Follow the examples in the book and complete the activity as requested.
- Ask the students to share their sentences with their neighbours.
- Point out that they should always help and correct when possible.

Answer Key

1. Have you ever heard such a story?
2. I shall be surprised if I ever see him again.
3. Nothing ever happens in our village.
4. He said that mine was the best essay he had ever read.
5. If you should ever visit my country, you must stay with us.
6. I don't think I shall ever understand this.
7. It was the first time I had ever seen her angry.
8. Have they ever played as a team before?
9. If you ever need a friend, you can rely on me.
10. Nobody ever tells me what is happening.

Oral – The Two Vases

(Pages 87 and 88 - Student's Book)

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson FIFTEEN

MARCONI

Marconi—Intro

- Start out by writing the word WIRELESS on the board. Ask the students to say the first thing that comes to their minds when they think of this word, e.g. using a 'smart phone' to check email, going into a coffee shop with a laptop to surf the web, etc.
- Ask the class to discuss mobility in terms of communication. Elicit an easy example of using a telephone service: cell phones are mobile, while landline or desk telephones are fixed. Then discuss other pairs: desktop computer with a wired modem/laptop computer with a wireless modem; electric telegraph/radio telegraph.

- Ask the students to discuss what they think life was like before everybody had cell phones. Then ask them to imagine what life was like before radio and television were invented.
 - How did people make plans?
 - How did they get their news?
- Explain that the reading text explores the very first practical method for wireless electronic communication, developed by an engineer named Marconi who was just 20 years old when he did this, in 1894, about 120 years ago.
- Ask the students to read the introduction to the passage silently.
- When they have finished reading, discuss why isolated regions of the world, ships, and aircraft of fifty years ago (about the time the passage was written) would not be able to communicate without wireless telegraph. Today, wireless telegraphs are no longer used—what has replaced them? (Satellite transmission of communications data)

‘The First Wireless Set’—Reading

- Before the students begin to read the passage, ask them to look at the image provided below and describe it. (The website for further information is <http://bit.ly/Marconilitho>)
- Elicit questions that the students are curious to learn the answers to, based on the image, and then write them on the board, e.g.
 - *Who is the man in the foreground of the picture?*
 - *Is there another man in the background? Who is it?*
 - *Where are they?*
 - *What are they doing?*



- Ask the students to read the first 18 lines of the passage silently, from the title *The First Wireless Set* to the line *...his home near Bologna, in Italy.*
- Ask them to read through it once quickly for general comprehension, just to get a sense of the text.
- Then ask them to read the first four questions in the Comprehension exercise on page 91 of the student textbook.
- Without referring to the questions again, ask them to re-read the first 18 lines of the passage, taking notes of the important information that they will need to answer the questions.
- Before the students begin to read the next section, ask them to recall where Guglielmo had his laboratory (at the family home). Then explain that the Marconi family was wealthy and spent holidays away from the city, and therefore, away from the lab.
- Ask the students to read the next 22 lines of the passage silently, from the line *It was very late...* to the line *...an electric bell rang.*
- Ask them to read through it once quickly for general comprehension, just to get a sense of the text.
- Then ask them to read questions 5-8 in the Comprehension exercise on page 91 of their textbooks.
- Without referring to the questions again, ask them to read the same 22 lines of the passage again, taking notes of the important information that they will need to answer the questions.
- Before the students begin to read the next section, ask them to recall what Guglielmo's father said to him (*What is this new toy you have made?*) What was his father's attitude towards Guglielmo's research?
- Then ask the students to read the last 18 lines of the passage silently, from the line *'Well?' his father inquired* to the end of the text.
- Ask them to read through it once quickly for general comprehension, just to get a sense of the text.
- Then ask them to read questions 9-12 in the Comprehension exercise on page 91 of their textbooks.
- Without referring to the questions again, ask them to read the same 18 lines of the passage again, taking notes of the important information that they will need to answer the questions.
- Wrap up by discussing whether students think that communication without any mechanical means will ever be possible, purely by thought signals. If you have time, explore some of the ideas presented in the BBC News programme on the topic, which can be found here: <http://bit.ly/qOFlw1>

Comprehension and Vocabulary

(Page 90- Student's Book)

Exercise A

- This exercise asks the students to recall and interpret information from the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. Hertz found out that if he caused a spark between two bits of metal in one part of his lab, a twin spark appeared between two different bits of metal in another part of his lab.
2. Ether is a concept that is no longer accepted in science, but at the time that Marconi was doing his work, ether was considered the substance that made the transmission of light possible. The theory of relativity has replaced the theory of ether.
3. Marconi believed that ether not only transmitted light waves, but could also transmit the waves produced by a spark.
4. Both travel at the same speed.
5. No he was not. He did his lab work as a hobby, not as a job.
6. His idea was to use the principle Hertz had discovered in order to transmit the waves from a shock at great distances without using wires. He realized that he could send Morse code signals.
7. Alfonso understood that his younger brother was a brilliant thinker, and he was happy to help him do something exciting and special.
8. Because Marconi's father did not take Guglielmo's work seriously—he treated it like a pastime.
9. A Morse key is a device used to make the long and short signals that form the Morse code alphabet.
10. Because he could see that Guglielmo was actually doing important work and needed money in order to continue.
11. He wanted to find out if he could transmit signals for long distances and beyond large obstructions.
12. It was called *wireless* because until then, telegraphic signals were sent from the transmitting device to the receiving device through wires, but with this new method, there were no wires connecting the transmitter and receiver.

Language Structure

(Pages 91 and 92 - Student's Book)

More Practice with Clauses and Phrases

Exercise A

- This is a simple substitution exercise.
- Write—*It was so heavy that he could not carry it.*
- Read the sentence and then cross out *so* and *that he could not carry it*.
- Ask - What is the infinitive of carry? (*to carry*)
- Replace *so* with *too* and replace *that he could not carry it* with *to carry*.
For example: It was ~~so~~ heavy ~~that he could not carry it~~.
It was too heavy to carry.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. It was too dark to see. It was too dark for anyone to see.
2. The tree was too high for me to climb.
3. She was too tired to keep her eyes open.
4. It was too hot to work. It was too hot for anyone to work.
5. He was too short to see over the wall.
6. He was too fat to get through the door.
7. It was too cold to go swimming. It was too cold for anyone to go swimming.

8. He was too excited to keep still.
9. The writing was too bad for his father to read.
10. She was too short-sighted to notice the elephant.

Exercise B

- Follow the same substitution demonstration as above.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|------------------------------|---------------------------------|--|
| 1. ...for being helpful. | 2. ...for trying hard. | 3. ...for saving the little girl's life. |
| 4. ...for being untidy. | 5. ...for being slow. | 6. ...for not doing his homework. |
| 7. ...for being industrious. | 8. ...for finding the lost dog. | |

However, etc.

Exercise C

- Explain that the meaning of *however*, *whenever*, *whoever*, *wherever* or *whatever* is: It does not matter how, when, who, where or what because it does not change the situation.
- Ask the students to complete the activity by looking at the context of the sentence and choosing the correct sentence.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|---------------------------------|-----------------------|---------------------------------|
| 1. wherever | 2. However | 3. whatever; wherever; whatever |
| 4. whatever | 5. whatever | 6. whenever |
| 7. However | 8. whenever | 9. Whoever |
| 10. whatever | 11. Whenever; whoever | 12. whenever |
| 13. Wherever; whatever; whoever | 14. whenever | 15. Whoever |

WORKBOOK ANSWER KEY

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

HOWEVER, WHENEVER, WHOEVER, ETC. (Page 30)

1. However hot it may be, he spends two hours in his garden every afternoon.
2. Whenever I asked him, he refused each time.
3. Whoever wants to see me, tell them that I am not at home.
4. Whichever you buy, you will be very satisfied.
5. Whatever excuses he makes, take no notice.
6. Wherever you may go, I will find you.
7. Wherever he looked, he could see only desert.
8. However poor she may be, she always helps people who are even poorer.
9. Whoever may have told you, it is not me.
10. Whatever happens, stay where you are.
11. Whichever road you take, the journey will still be a long one.
12. Wherever I went, he was always there.

WHEN AND WHERE (Page 31)

1. Do you know when the rainy season begins?
July is the month when the rainy season begins.
Mangoes usually peter out when the rainy season begins.
2. Do you know where the road crosses a river?
Three kilometres away is where the road crosses a river.
Men usually fish where the road crosses a river.
3. Do you know when it happened?
Five in the morning is when it happened.
The alarm did not go off when it happened.
4. Do you know where he had lived all his life?
Scotland is where he had lived all his life.
He had mentioned in his autobiography where he had lived all his life.
5. Do you know when the new teacher first arrived?
August 2nd is when the new teacher first arrived.
The headmaster introduced him to us when the new teacher first arrived.
6. Did you know where she had put it?
The vault behind the painting is where she had put it.
The robbers could not find out where she had put it.
7. Do you know when he had to stop work?
Late at night is when he had to stop work.
He was greatly disturbed when he had to stop work.

Punctuation – The Possessive Apostrophe: Revision

(Page 92- Student's Book)

- Review the explanation in the book.
- Ask the students to determine if the subject is singular or plural.
- Ask them to complete the activity and then review as a class helping where needed.

Answer Key

- | | | |
|--------------------|-----------------------|--------------------------------|
| • the man's hat | • John's book | • my youngest brother's school |
| • the sun's rays | • the men's behaviour | • the women's voices |
| • the ladies' room | • the fly's wings | |

Spelling

(Page 92- Student's Book)

- Follow one of the past spelling activities that worked well with your class.

Composition

(Page 93- Student's Book)

- Give the students time to write a short paragraph telling the story of how they saved a man's life using as few details as possible.
- Put the students in groups of 3 or 4 and in turn encourage each one to tell their story.
- Instruct the other students in the group to then ask questions so as to get as many details as possible.
- Once everyone is finished, ask the students to make a list of all the questions (and answers) that were asked of them.

- For homework, ask the students to decide which questions should be included in their stories and write their first draft.
- At the beginning of the next class, have the students once again form groups of 3-4 but this time with different classmates.
- Follow the same protocol as the first time.
- This actually acts as a peer-evaluation of sorts. The questions should show the students where they need to further explain what happened and perhaps reorganize a bit to make it more understandable.
- Assign the second draft as homework.
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.

Useful Words and Phrases – Leaving

(Page 93- Student's Book)

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson SIXTEEN

HEIDI

Heidi—Intro

- Start out by asking the students to describe goat farming in Pakistan:
 - What parts of the country are most dedicated to goat farming?
 - What is the geography of those parts of the country?
 - How are goats herded?
 - What is the rhythm of the day for a goatherd?
 - What do the goats do during the day? What does the goatherd do?
- Explain that the reading text is a story about some people who farm goats and live in a mountain valley in Europe.
- Ask the students to read the introduction to the passage silently.
- When they have finished reading, ask them:
 - *Who is Heidi?* (The young girl—the name is pronounced HIGH-dee)
 - *What three ways did Heidi's aunt try to make sure the girl was well cared-for?* (She tried to take care of her by herself; she tried to have a governess take care of her; she tried having her grandfather take care of her)
 - *Which of these three ways do you think the book is mostly about?* (The third way, when Heidi lives with her grandfather)

‘Morning on the Mountains’—Reading

- Before the students begin to read the passage, ask them to look at the image provided below and describe it.
- Elicit questions that students are curious to learn the answers to, based on the image, and then write them on the board, e.g.
 - *Who is Heidi with?*
 - *What are they doing?*
 - *Why is the boy sitting on the ground?*
 - *What is in the bag near the boy’s feet?*
- Ask the students to read the first 21 lines of the passage silently, from the title *Morning on the Mountains* to the line ...*see she doesn’t fall down the ravine.*
- Ask them to pay attention, as they read, to the living conditions at the hut Heidi and her grandfather share: Where does Heidi sleep?
- When the students have finished reading, ask which of their questions, based on the illustration, they are now able to answer. Ask them to add any additional questions that their reading may have prompted, e.g. *How far is the pasture from Uncle Alp’s hut?*
- Before the students begin to read the next section, write the following lists on the board and ask the students to match the correct references. Ask them to scan the text to find the references:

Uncle Alp	Peter
Daisy and Dusky	Heidi’s grandfather
General of the Goats	Goats

- Ask the students to read the next 18 lines of the passage silently, from the line *Heidi came running in,* to the line ...*enjoy it to the full.*
- Ask them to again pay attention, as they read, to the living conditions at the hut Heidi and her grandfather share: Where does Heidi bathe?
- When the students have finished reading, ask them which additional questions from their list, based on the illustration, they are now able to answer.
- Before the students begin to read the next section, ask them to scan the text they have just read to find the references to various colours.
 - What colours can they find and what do they describe?
 - What sort of atmosphere does the author ‘paint’ with these colours?
- Then ask the students to read the last 23 lines of the passage silently, from the line ‘*Come on,*’ *called Peter,* to the end of the text.
- Ask them to pay attention, this time, as they read, to the danger that Heidi’s grandfather warned Peter about.
- When they have finished reading, ask them which additional questions from their list, based on the illustration, they are now able to answer.



Exercise D

- This exercise asks students to recall and interpret information from the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. Joyfully
2. Because Ursula was old and in order to keep an eye on Heidi, she would not let Heidi go outdoors to play.
3. She dressed quickly because she was excited about going outdoors.
4. The goats were his soldiers.
5. Peter had to try to keep the goats together in a herd, and he also had to pay attention to where Heidi had wandered off to.
6. Because she had wandered away to a place where he could not see her.
7. Peter took the goats to the highest pasture where there were only a few trees and above that just rock.
8. Because in the high pasture there could be gusts of wind that would blow the bag down the mountain if it weren't stored in a place protected from the wind.

Language Structure – Conditions: Revision

Possible

Exercise A

- Write the example on the board. *If he goes there, he will meet her. (first conditional)*. Ask general understanding questions.
 - *What is the subject? (he)*
 - *Is this the past, present or future? (future)*
 - *What happens first, he goes there or he will meet her? (he goes there)*
- Explain that in this conditional *one* has to happen first for the *second* to be a possibility.
- Point out—The subject *he* is the same in both clauses. Sometimes you will replace the subject with the appropriate pronoun but it is still the same subject.
For example: the car>it, Syed>he, etc.
- Ask the students to complete the activity. The two clauses are separated with a comma. The first clause contains 'if' and the second clause 'will'.
- Write 'If I see him,' and 'If..., you will get a big surprise ' on the board and ask for reasonable answers. Correcting if necessary.
- Ask the students to complete the exercise individually.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | |
|--|---|
| 1. ...I will give him your message. | 2. ...we will go fishing. |
| 3. ...we will get a very large sum of money. | 4. ...you will have to walk to the nearest gas station. |
| 5. ...your letter will surely reach him. | 6. ...you wait patiently... |
| 7. ...there is a landslide... | 8. ...it breaks ... |
| 9. ...the car stops... | 10. ...you wait any longer... |

Unlikely

Exercise B

- The second conditional is used to talk about the future but where the result is unlikely to happen. Point out that the first (if) clause is in the past tense and the second (main) clause contains would or should.
- Do a few of the practice sentences together and ensure understanding.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer key

- | | |
|--|---|
| 1. ...I would create jobs for the young and old. | 2. ...he would slap you. |
| 3. ...I would write it down. | 4. ...I would give a longer winter holiday. |
| 5. ...I should be very grateful. | 6. ...summer had not ended... |
| 7. ...it was not raining... | 8. ...I had stayed too long... |
| 9. ...they stayed longer... | 10. ...he was out in the rain... |

It Did Not Happen

Exercise C

- In the third conditional, (as in the example *If he had gone there, he would have met her.*) the verb in the if clause is in the past perfect tense, the main clause is in the perfect conditional, the time is past and there is no possibility of the conditional happening because the if-clause did not happen.
- Write the example on the board and label each part so the students have a model.

<i>If</i>	<i>he</i>	<i>had gone</i>	<i>there,</i>	<i>he</i>	<i>would</i>	<i>have met</i>	<i>her.</i>
	<u>subject</u>	<u>past perfect</u>		<u>subject</u>	<u>would</u>		<u>present perfect</u>
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | |
|---------------------------------------|--|
| 1. ...I would never have come. | 2. ...nothing would have happened. |
| 3. ...it would have been sorted out. | 4. ...we would have gladly allowed them. |
| 5. ...he would have felt much better. | 6. ...she had been informed... |
| 7. ...warned beforehand... | 8. ...he had it... |
| 9. ...he had not shouted... | 10. ...they had asked... |

General Truths

Exercise D

- This is considered the zero conditional, where a situation is described which in turn describes a general truth.
- Look at the example and ask the students what happens to water when we put it into the freezer? (*It freezes*)
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|--------------------|-----------------------|-----------------|
| 1. ...we perspire. | 2. ...we become weak. | 3. ...it stops. |
| 4. ...it melts. | 5. ...the game stops. | |

WORKBOOK ANSWER KEY

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

UNLIKELY CONDITIONS (Page 32)

- If it should happen again, I would know what to do.
 - Should it happen again, I would know what to do.
 - If it were to happen again, I should know what to do.
- If lightning should strike that tree, it would probably fall down.
 - Should lightning strike that tree, it would probably fall down.
 - If lightning were to strike that tree, it would probably fall down.
- If it should rain for two days, the river would overflow its banks.
 - Should it rain for two days, the river would overflow its banks.
 - If it were to rain for two days, the river would overflow its banks.
- If they should make him captain, things would be different.
 - Should they make him captain, things would be different.
 - If they were to make him captain, things would be different.
- If he should ask me, I would do it.
 - Should he ask me, I would do it.
 - If he were to ask me, I would do it.
- If the boat should overturn, it would not sink.
 - Should the boat overturn, it would not sink.
 - If the boat were to overturn, it would not sink.

'IT DID NOT HAPPEN' CONDITIONS (Page 33)

- If you had waited you would have met him.
- If I had not hurried, I would not have been there on time.
- If you did not have good brakes, you would have been killed.
- If she had not worked hard, she would not have passed the examinations.
- If you had not told me, I would not have known.
- If I had won the prize, I would have shared it with you.
- If he had waited, he would have seen the procession.
- If the train had not been late, he would not have caught it.
- If you had found it, you could keep it.
- If he had not stepped to one side, the ball would have hit him.
- If it had not started raining, we could have gone out.

Spelling

(Page 98 - Student's Book)

- Follow one of the past spelling activities that worked well with your class.

Composition

(Page 98 - Student's Book)

- Ask the students if they know anyone who has played the lottery.
 - Why do they do it? (*For the chance to win a lot of money*)
 - What would you do if you won?
- Make a list on the board of their answers. For example, travel, buy a house, take care of their family, donate to a worthy cause, etc.
- Ask them to make a personal list of what they would do with the money and how they would arrange these ideas into a well-organized essay. Point out that they should try to use the conditionals that they just practiced.
- Give the students time in class to write their outlines and assign the first draft as homework.
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.

Useful Words and Phrases – Afraid Of and Afraid To

(Page 98 - Student's Book)

- Follow the examples in the book and complete the activity as requested.
- Point out that we either use the infinitive *to go* or *of* plus the *verb* plus *ing*, i.e. *of going*.
- Ask the students to share their sentences with their neighbours.
- Point out that they should always help and correct when possible.

Answer Key

- | | | | | |
|-------------|--------------|------------------|----------------|-------------|
| 1. to go | 2. to wake | 3. to say | 4. of slipping | 5. to move |
| 6. of going | 7. of having | 8. of disturbing | 9. of jumping | 10. to move |

Oral

(Pages 98 and 99 - Student's Book)

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson SEVENTEEN

THE FIRST MEN ON THE MOON

The First Men on the Moon—Intro

- Start out by asking the students to explain the main features on the Pakistani flag. Draw out the discussion of the crescent moon. Ask what it symbolizes (progress).
- Explain that the reading text for this lesson describes an event that is an example of progress and that involves the actual physical Moon of our planet.
- Next, do a fun quiz with the students about their knowledge of Earth's Moon.

True or False

- When we cannot see part of the disk of the Moon, it is because the Earth is casting a shadow on the Moon. (True. And an ‘eclipse’ happens when the Moon blocks sunlight from reaching the Earth.)
- The Moon pulls the ocean’s water to make tides. (True. The biggest tides happen when the Sun and the Moon are in a straight line—new moon and full moon phases.)
- The Moon’s surface is muddy. (False. There is little water on the Moon. The surface is dusty and rocky.)
- The dark parts of the Moon that we can see from Earth are seas. (False. They are called ‘seas’ but they are really craters and hot lava flows.)
- Without a spacesuit, an astronaut’s blood would boil. (True. The average temperature on the Moon is about 107°C.)
- The Moon is 3,840,000 kilometres from the Earth. (False. It is about 384,000 km away.)
- A day on the Moon is 28 earth days long. (True. That is the time it takes for sunlight to illuminate all sides of the Moon.)
- From Earth we can see the entire Moon. (False. We can only see one side of it because the same side faces the Earth all of the time.)
- There is no air on the Moon. (True. Because of this, the sky from the Moon always looks dark, and sound cannot be heard on the Moon since there is no air for sound waves to travel in.)
- Footprints left on the Moon by astronauts will remain for at least 10 million years. (True. The Moon has no weather or erosion.)
- There is no gravity on the Moon. (False. The Moon’s gravity is only about 1/6th of the gravity on Earth, but it is not a completely weightless environment.)
- When discussing these Moon facts, encourage the students to think about which of the facts has to be taken into consideration when thinking about sending humans to the Moon. This discussion will help the students read the information given in the text with greater appreciation.

‘The First Men on the Moon’—Reading

- Conduct a jigsaw activity based on the reading text as follows:
 1. Break the text into several sections and copy each section on a separate sheet of paper:
 - a. From the first line after the title to the end of line 11, ...*arose*.
 - b. From line 12, *Which one of the various methods...* to the end of line 25, ...*more reliable space vehicle*.
 - c. From line 26, *Finally, manned flights began*, to the end of line 37, ...*Eagle would fly alone*.
 - d. From line 38, *The world listened...* to the end of line 48, ...*they went to work*.
 - e. From line 59, *Armstrong and Aldrin...* to the end of the text.
 2. Ask the students to form groups of five, and give each student a separate part of the text.
 3. Re-group the students into ‘expert groups’ of no more than five students who have the **same** section of the text.
 4. Tell the students to read silently.
 5. Write the two items below on the board as the students read, and then ask the expert groups to work on them after they have read their section of the story:
 - Select the best title for your part of the text from this list:
 - Challenging questions
 - A President’s promise fulfilled
 - Astronauts at work
 - The first footprint on the moon
 - A team of thousands
 - Write a longer description of your part of the text.

6. Ask the students to go back to their original groups and work together to put the sections of the text in the right order. They will each have to summarize their part of the text for their group mates.
7. Ask the students to read the entire text silently.
- Follow up by conducting a class discussion about Neil Armstrong's first words to the world as he stepped on the moon: *One small step for man; one giant leap for mankind.*

Comprehension and Vocabulary

(Pages 101 and 102 - Student's Book)

Exercise A

- Ask the students to work individually to find the words in the passage and match them with their definitions.
- Then ask them to compare answers in pairs.

Answer Key

- astronaut = a crew member of a space flight
- cautiously = carefully
- lunar = of the moon
- survive = continue to live
- manoeuvre = control the movement
- complex = made up of many parts
- launch = send into space
- mission = the sending out of people to do a particular task
- orbit = path around the moon
- eternity = time without end
- era = period in history
- abandoned = left behind

Exercise B

- Ask the students to work in pairs to find the vocabulary in the passage and write definitions based on the meaning of the context.
- Then ask them to compare answers with another pair. Go over the meanings with the whole class.

Answer Key

- beyond description = so amazing that words cannot explain it
- before this decade is out = before the next year ending in zero begins
- the highest priority = the most important
- the nation's resources = the country's supply of money, creative energy, workers, etc.
- a weightless environment = a place where there is no gravity and objects simply float around

Exercise C

- This exercise asks the students to recall and interpret information from the text.
- Ask them to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. Because the entire world was watching this important event happening.
2. a) Which method of travel to the moon was best?

- b) How could the country's wealth and human resources be best used?
- c) Was it actually possible to land a person on the moon in less than ten years?
- d) How would weightlessness affect human life and survival?
- e) Would the surface of the Moon support the landing of a spacecraft?
3. The Mercury flights proved that it was possible for a person to survive in space, and the Gemini flights proved that human beings could work in space and steer a spacecraft so precisely that it would meet up with another craft.
4. The accidents that caused the death of three astronauts delayed the landing of a person on the Moon by two years, and these also resulted in improving the design of Apollo to make it safer.
5. The command vehicle is used to orbit the Moon; the lunar vehicle is used to land on the surface of the Moon.
6. They wanted to test out their ability to move around easily in their spacesuits in low gravity.
7. It was necessary because there was no launching pad or hard surface on the Moon.
8. Eagle docked with Columbia so that the astronauts could board Columbia and return to Earth.

Language Structure – Sentence Joining

(Pages 102 and 103 - Student's Book)

Exercise A

- There are many ways to join sentences. In the example, (My brother went with me. His name is John) we could combine the two sentences into one sentence. For example, *John, my brother, went with me. My brother John went with me. My brother and I went together.*
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. That is my teacher, Mr. Noorani.
2. She bought a book, *The Count of Monte Cristo*, with her pocket money.
3. The present, a new fountain pen, was just what he wanted.
4. She introduced me to her father, a tall, elderly man with glasses.
5. My uncle, a cheerful, friendly man, met us at the station.

Exercise B

- Write the example on the board.
 - ~~She was~~ *frightened by the noise: She jumped to her feet.*
 - *Frightened by the noise, she jumped to her feet.*
 Cross out *She was* and the full stop and replace with a comma.
- Tell the students to follow this model to complete the exercise.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. Tired by the long walk, he fell asleep at once.
2. Annoyed by his questions, she told him to be quiet.
3. Frightened by the dog, the postman ran away.
4. Stunned by the explosion, the man did not know what he was doing.
5. Alarmed by the message, the general sent more soldiers to the spot.

Exercise C

- Write the example on the board.
 - ~~They waited~~ by the roadside: They heard a bus coming.
 - Waiting by the roadside, they heard a bus coming.
- Cross out *they waited* and the full stop and replace with *waiting* and a comma.
- Tell the students to follow this model to complete the exercise.
 - Students compare answers with their neighbours.
 - Review answers as a class and help where needed.

Answer Key

1. Thinking she was hurt, he hurried to help her.
2. Swimming underwater, he reached the beach without being seen.
3. Thinking that the lorry was going to stop, they stepped onto the road.
4. Not finding him home, they left a message.
5. Seeing there was nothing more that they could do, they went home.

Exercise D

- Ask:
 - What type of word is *with*? (*preposition*)
 - What are some other prepositions? [*from, for* (there are dozens)]
- Explain that we can combine thoughts by using prepositional phrases. Prepositional phrases are formed with a preposition and a noun or noun phrase.
- Ask the students to complete the activity.
 - Students compare answers with their neighbours.
 - Review answers as a class and help where needed.

Answer Key

1. At last she received a letter from her cousin.
2. He went into the shop for a newspaper.
3. She searched everywhere for her pencil case.
4. Sometimes he receives rare stamps from his uncle.
5. She was cutting some flowers with an old pair of scissors.

Exercise E

- Once again, explain the exercise by exemplifying and ensuring understanding prior to assigning the exercise.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. He bought a shirt, which he wore the next day.
2. He told me that he had lost his pen.
3. As the school was closed we went home early.
4. As the stone was very heavy no one could lift it.
5. They met a stranger, who asked them the way to the village.

WORKBOOK ANSWER KEY

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

SENTENCE JOINING (Pages 34 and 35)

1. My old friend Karim Ali, whom I had not seen for years, met me at the bus stop.
2. He wanted to know where everyone had gone.
3. I handed her the cushion on which I had been sitting.
4. My sister, whose dress I am wearing, is just about my height.
5. He searched the library for the book in which he had left a ten-rupee note.
6. The police are trying to help the man whose bicycle was stolen.
7. She dislikes all animals which is very strange.
8. Wherever you go, you will always have friends
9. They began to roll up their sleeves as if they seemed eager to begin.
10. Since there was nothing more we could do, we came away.
11. He stopped the car because he wanted to help.
12. As it was a very stormy night, everyone stayed indoors.
13. The news, that more money was going to be paid, pleased them.
14. The river was so high that the village was flooded.
15. The news that the team had won came as a surprise.

•

(Answers will vary)

1. The large black stallion he was riding looked very powerful.
2. Alarmed by the explosion, she ran to the window.
3. They hurried to the spot fearing that they were too late.
4. He needed only one hand to lift a man weighing fifteen stone.
5. He received a message that his father had been taken ill.
6. Pleased with the school team's victory, they went off to have some tea.
7. Waiting for a bus, they saw two cars collide.
8. She spoke to the Chief Clerk, a friendly helpful man.
9. He picked up a sheet of notepaper which had some curious writing on it.
10. They were very pleased at hearing the news.
11. Feeling ill, she lay down for a few moments.
12. Embarrassed by the applause, he turned pink.
13. I am looking for a thick book with a blue cover.
14. Going home from school, he suddenly had an idea.
15. I should like you to meet my cousin who has just come from Australia.

Punctuation – Second Quotation Marks

(Pages 103 and 104 - Student's Book)

- Review the explanation and examples in the book and ask the students to complete the activity in pairs.
- Review together and help where needed.

Answer Key

1. 'I'm looking for a book,' she said. 'It's called 'Adventure and Discovery.'
2. 'Then,' said John, 'the teacher said, 'What is the cube root of twenty-seven?'
3. 'Everybody shouted, 'Go back!' he explained, 'so I went back.'
4. 'I shall go and see him,' he declared. 'And I shall say to him, 'You have made a mistake, Mr. Robertson.'
5. 'When I showed him the painting,' she told her father, 'all he said was, 'How beautiful!'

Spelling

(Page 104 - Student's Book)

- Follow one of the past spelling activities that worked well with your class.

Composition

(Page 104- Student's Book)

- Ask the students to read the instructions silently.
- Ask them what is the objective of the first letter?
- Work together to write a letter plan.
 - Intro – say why you are writing. Could include who you, the writer, are.
 - Body – details – writing an article, permission to visit his house along with details of address, date, time, etc.
 - Close – Future contact (For example: We look forward to your reply.)
- Give the students time in class to individually write this letter/email.
- Ask them to trade papers with a neighbour and peer edit if possible.
- Explain that they are now Mr. M.A. Isani and that for homework they need to reply to the secretary of the school's Historical Society.

Useful Words and Phrases – Requests

(Page 105 - Student's Book)

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson EIGHTEEN

THE WAY OF THE PATHANS

The Way of the Pathans—Intro

- Start out by asking the students to describe this image.
- Ask the class:
 - Which ethnic group in Pakistan, do you think, the people in this image appear to be from? (Pashtun)
 - What part of Pakistan did these people come from? (Khyber Pakhtunkhwa/Peshawar and nearby areas)
 - What is the landscape like in that area? (Mountainous)



- What are the men in the image holding? (Rifles)
- What are the Pashtun people known for? (Their skill at warfare and hunting)
- Ask the students to look at the title of the lesson. Explain if necessary, that Pashtun and Pathan are the same ethnic group.
- Then ask the students to read the introduction to the story silently.
- When they have finished reading, ask them what they know about Takht-i-Bhai.
 - Where is it?
 - What place of special historical importance is found there? (An ancient Buddhist monastery)
 - What crop is the area famous for growing? (Sugar cane)
- Also ask if they know of the tribal group called the Mohmands. What are they famous for, in particular? (They are known for their tea making)

‘The Shooting Match’—Reading

- Before the students begin to read the story, write the following question on the board:
 - *Did the Swiss man’s bullet hit the target in the end?*
- Ask the students to read the whole text through once quickly without pausing to learn the answer to the question.

- When they have finished reading, ask them to close their books. Then take a vote from the class as to whether the Swiss man’s bullet hit the target. There will probably be some disagreement—discuss students’ reasons for answering, but tell them **not** to refer back to the text. They should discuss this only based on what they remember of the story after one quick reading.
- Next, ask the students to re-read the whole story to confirm their answers as right or wrong. Ask them to read more carefully this time and to make notes of any questions or comments their reading brings up in their minds.
- When they have finished their second reading, discuss the question again, allowing the students to refer to the text for support of their answer. Take another vote to see if the students’ answers have changed.
- Then confirm the answer (*No, the Swiss man’s bullet did not hit the target.*), discussing it further, if needed.
- Encourage the students to share their comments and ask and answer any questions that the reading of the text may have prompted in their minds.
- Once the students understand the main plot of the story, ask them to read all of the questions in Comprehension Exercise B silently.
- Then tell them to find the answers to these questions as they read through the text for a third time.
- Wrap up by discussing *Pashtunwali* (In other words, *The Way of the Pashtuns/Pathans*).
 - What is it?
 - What aspects of the story demonstrate Pashtunwali, for example, *Melmastia*?
 - What was the point of letting the Swiss man think that he had hit the target?

Comprehension and Vocabulary

(Page 107 - Student’s Book)

Exercise A

- Ask the students to work in pairs to find the vocabulary words and phrases in the text and to discuss their meanings as they are used in the context of the story.
- Allow the students to use dictionaries to check their understanding of the meanings.
- Then encourage pairs work together to write sentences that use the vocabulary correctly.

Answer Key (Sample Answers)

1.

- The Pakistani government is giving \$150 per person to Afghan **refugees** to help them return to their home country.
- Takht-i-Bhai means ‘Water Throne.’ The monastery was given this name because it sits on the **crest** of a hill that receives water from a spring.
- When you are invited to someone’s home, it is polite to say nice things about the house, the meal, and the children of the family. These **compliments** will make you a welcome guest!
- He **adjusted** the rearview mirror before he began to drive the car down the street.
- We wanted to make sure Sarah would come home right after work because we had planned a surprise party for her, so her sister called her up and **solemnly** told her that she had a problem she needed to discuss.
- The **process** of getting a job requires several steps beginning with submitting an application, through presenting oneself for interviews, and finally to accepting an offer of employment.
- She **muffled** her laughter by putting her hand over her mouth, but I could still see her shoulders shaking in mirth when she saw how sunburned I had got from falling asleep in a chair in the garden.

- The whole neighbourhood turned out to **congratulate** my aunt on her 80th birthday.
 - He was so happy that his wife had given birth to a healthy daughter after having given him three sons that his **grin** reached from ear to ear.
 - After **trudging** up the hill for 15 minutes, she found herself out of breath.
 - The traditional way to **celebrate** a village wedding is for all the men to shoot off blank bullets into the air.
- 2.
- **In the course of** his acting career, he has starred in many excellent movies.
 - At the dinner table, I was unwilling to **be drawn into** the debate about who to vote for in the presidential election.
 - The batsman walked onto the pitch, and **taking his position** in front of the wicket, waited for the bowler to throw the ball.
 - When the alarm clock rang this morning, I **reached over** and turned it off without even waking up, so I was late for work.
 - The fan was blowing all of my papers off the desk, so I **flicked off** the power switch and suffered with the heat instead.
 - We had finished our meal at the restaurant, so we **gestured at** the waiter with a writing motion so he would bring us our bill.

Exercise B

- This exercise asks the students to recall and interpret information from the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. They wanted to see how well the Swiss man could climb since he had boasted of his expert abilities.
2. They probably knew that the climb would be too difficult for the author and they did not want to embarrass him.
3. Because they did not want him to think that they were trying to show him up.
4. He was reading the wind so that he could aim his shot taking into account bullet drift. By wetting his finger, the side that felt coolest would be the side the wind was blowing from.
5. Because the safety catch was still engaged.
6. There was no bullet in the chamber.
7. Because there was no bullet fired. The cartridge in the gun was only a blank that contained the gunpowder but that did not have the pointed steel bullet at the end of it.
8. Because they wanted to show the Swiss in a pleasant and friendly way that they were as skilled as he was—or perhaps even more skilled than he was—at mountain activities.

Language Structure – Sentence Joining: More Practice

(Pages 107 and 108 - Student's Book)

Exercise A

- A subordinate clause, sometimes called a dependant clause, will begin with a subordinate conjunction or a relative pronoun. It will also contain a subject and a verb. It will not make a complete sentence, but it will add more information to the overall sentence.

- Subordinate clauses need a main clause to make a complete thought and therefore, form a sentence. If the subordinate clause comes first, we need a comma, however if the main clause comes first, we don't.
- Explain and point out that the subordinate conjunctions or relative pronouns are provided.
- Do one and two together and insure understanding before allowing the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. The dress with the white buttons, which I wanted to buy, had already been sold.
2. My father helps me with my homework whenever he has the time.
3. We discovered that the work could not be done in the time given.
4. For his birthday he was given a camera which was small enough to fit in his pocket.
5. They were all waiting for the day when they would be free.
6. He wanted to know when the parcel would be sent.
7. The players began to lose heart towards the end, when they saw that there was no chance of winning.
8. He was trying to discover where the treasure was hidden.
9. For the night, they decided to camp where there was a supply of fresh water.
10. It was a well known school, at which many famous people had been educated.
11. Please wait here until I return.
12. As they had eaten nothing since morning, they were very hungry.
13. In order to examine the floating object, the captain stopped the ship.
14. The music was so loud that we could not hear ourselves speak.
15. A messenger brought the news that the display had been cancelled.
16. This is a good camera but that one is better.

Exercise B

- Review the explanation and examples together and complete the first few together to help with understanding.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

(Answers may vary)

1. There is a rumour that the headmaster is ill, but it is untrue.
2. You may borrow my torch on the condition that you promise to return it tomorrow.
3. I am certain she will not be there as she told me so.
4. My watch was given to me by my mother and although I have never cleaned it, it always keeps good time.
5. As he wanted to see what was crawling through the window, he struck a match.
6. He will win the match as he is more intelligent than his opponent, but he must be patient.
7. My sister, who lives in the next village, spent a week in the hospital as she had broken her arm.
8. My grandfather, who is ninety-two, is older than yours.
9. On hearing the weather forecast, the captain changed course to find shelter.
10. After examining the engine, the mechanic said that he needed a new piston ring.
11. Her teacher pointed out that her handwriting was so bad that no one could read it.
12. The old car, which was very well looked after, was better than many new ones.

WORKBOOK ANSWER KEY

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

SENTENCE JOINING (Pages 36 and 37)

(Answers will vary)

1. At the head of the valley, which is seventeen miles long lies a beautiful lake.
2. I want to sell a boat I have had for many years.
3. Polythene, a recent invention, is an unbreakable plastic./ Polythene, an unbreakable plastic, is a recent invention.
4. Mr. Ali, the oldest inhabitant who has lived here all his life, is going to give a talk on the history of our town.
5. He was dismissed because he spoke very rudely.
6. That speck you see on the horizon is Bintang Island, where fierce two-headed monsters are found.
7. You paid too much for that mango, whereas I paid only fifty paise for mine which was much bigger.
8. In spite of being badly wounded, he went on fighting till he was ordered to retreat.
9. After he locked the door, he ran upstairs as if ghosts were at his heels.
10. When he discovered the boat was leaking he became frightened, as it was too far to swim to the shore.
11. Snowball, a large white cat, won first prize. It had obviously been well cared for as its coat shone like silver.
12. The lamp, which had been flickering for some time, suddenly went out leaving us all in the dark. All the girls shrieked with fright while the boys laughed and teased them, making ghostly noises. Then Raheel remembered he had brought a torch, which he promptly switched on.
13. When he finished reading, the book he returned it to the library at once. He was disappointed when wanting another book by the same author, he arrived at the closed library.
14. On hearing the news that the Town Hall was on fire, the boys rushed to the scene. Although no one had given the alarm, the firemen were already there as they had seen the smoke. Since it was a very big fire, they had to send for another fire-brigade with whose help the fire was at last put out.

Spelling

(Page 108 - Student's Book)

- Follow one of the past spelling activities that worked well with your class.

Composition

(Page 109 - Student's Book)

- Ask the students to think of one of their favourite books or one that they have read recently. Ask the students to form groups of three and give brief descriptions of the books they read. The descriptions can include plot, setting, characters, genre, etc. Encourage as many follow-up questions as possible.
- Once they are finished, ask them to reflect on the descriptions they gave and the questions that were asked. How can they best organize a book review on the book that they just described?
- Give the students time in class to write their outlines and assign the first draft as homework.
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.

Useful Words and Phrases – Or Else

(Page 109 - Student's Book)

- Follow the examples in the book and complete the activity as requested.
- Ask the students to share their sentences with their neighbours.
- Point out that they should always help and correct when possible.

Answer Key

1. We shall have to hurry or else we shall be late.
2. You must come indoors or else you'll get wet.
3. You had better tell him why you are late or else you may be punished.
4. He should drive more carefully or else he will have an accident.
5. Put the glass on the table or else someone will knock it over.
6. Go to bed early or else you will feel tired in the morning.
7. Close the window or else the rain will come in.
8. I hope that its fine tomorrow or else we shall not be able to go.
9. Eat the ice cream quickly or else it will melt.
10. Keep still or else you will fall off.

Oral – Yasmeen Makes an Effort

(Pages 109 and 110 - Student's Book)

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson NINETEEN

ADVENTURE AND DISCOVERY

Adventure and Discovery—Intro

- Start out by asking the students to list everything they ate over the past 24 hours, along with portions. Then elicit examples of the foods the students ate and write them on the board as follows.
 - Mark four columns, one each for Grains, Proteins, Fruits, and Vegetables.
 - Do not label the columns.
 - As the students to offer the names of foods, write them in the appropriate column, until there are enough examples for the students to guess how the foods are grouped.
 - Elicit the food groupings and write the names in the columns above the lists.
- Next, ask the students to work in pairs to estimate what percentage of the quantities of food they ate in the last day belongs to each group.
- Ask each student to make a 'pie-chart' showing what portion of their day's food came from each food group.
- Ask the students if they think that their eating habits are typical of most people in Pakistan, and if they think their food choices are healthy or unhealthy.

- Explain that the reading for this lesson is about nutrition and the body's need for certain foods. Tell students that our understanding of nutrition has changed over the 50 years or so since the text was written, but that some of the basic terms are still the same, and the reading text can be used as a springboard for exploring more updated ideas about nutrition.

'Food'—Reading

- Before the students begin to read the story, give them the graphic that illustrates the most recent thinking about the ideal sources and quantities of food we eat every day.
- Discuss with the class:
 - What proportion of every meal should be Fruits and Vegetables? (Half)
 - What proportion should be grains and carbohydrates? (About a third)
 - How much protein do people need? (Not much—only single, small portions)
- Ask the students to compare the pie-chart graphs they produced for the introduction to the ideal proportions shown in this graphic.
 - How are they alike?
 - How are they different?
- Ask the students to read the whole text through once quickly, paying attention to the terms *carbohydrate*, *protein*, and *vitamins*. Ask them to think about the relationship of these terms to the graphic shown. Which food groups do each of these terms represent?
- When the students have finished reading, discuss the relationship in the terminology used. (**Grains** are in the **carbohydrate** group in the text; **proteins** are the same in the text and in the graphic; **fruits** and **vegetables** in the graphic are referred to as providers of **vitamins** in the text.)
- Once the students understand the main idea of the text, ask them to read all of the questions in Comprehension Exercise C silently.
- Then ask them to find the answers to these questions as they read through the text for a second time.
- Wrap up by asking the students if they think they should change any of their eating habits according to the 'MyPlate' graphic. Additional information, including:
 - lists of foods in the different food groups <http://bit.ly/Foodgroups>
 - nutrition for children <http://bit.ly/Forkids>
 - audio and video podcasts <http://bit.ly/Audiovideo>
 are available here: <http://www.choosemyplate.gov/>



Comprehension and Vocabulary

(Page 111 and 112 - Student's Book)

Exercises A and B

- Ask the students to work in pairs to find the vocabulary words and phrases in the text and to discuss their meanings as they are used in the context of the story.
- Allow the students to use dictionaries to check their understanding of the meanings.
- Then encourage pairs work together to write sentences that use the vocabulary correctly.

Answer Key (Sample Answers)

A

- The **muscles** in his face tightened and made the lines around his mouth deeper.
- Eating a good breakfast gives you some of the **energy** you need throughout the day.
- If you are going out walking in the forest, it is **sensible** to wear hiking boots.
- People with high blood pressure should have a **diet** that is low in salt.
- I spent four hours after lunch doing errands around town and spent the **remainder** of the afternoon taking a nap.

B

- When it comes to relieving stress, laughing **does you good!**
- In the springtime, many people **suffer from** pollen allergies.
- Young mothers of newborns usually have to cope with **lack of** sleep because their babies wake up frequently during the night to be fed.
- It has been raining all week and the reservoirs are filled. We will not **go short of** water during the planting season this year.
- When the power failed, we lit candles. It was fun in a way, but we had **barely enough** light to walk around the house, and not enough at all to read or play cards.

Exercise C

- This exercise asks the students to recall and interpret information from the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. Sugar and starch are carbohydrates. Carbs are a source of energy to the body.
2. Proteins are needed for the body to build new cells and to heal injured tissues and cells.
3. bread = carbohydrate; meat = protein; fish = protein; rice = carbohydrate; milk = protein; potatoes = carbohydrate; sugar = carbohydrate.
4. Children need more protein than adults because their bodies are growing, so new cells and tissues constantly need to be made.
5. Children need plenty of carbohydrates because they are very active, and carbohydrates provide energy to keep them strong.
6. Vitamins help the body absorb nutrients and to prevent it from contracting illnesses.
7. If a child does not get enough Vitamin D his bones will be soft and he will begin to walk at a later age than is usual.
8. A lack of Vitamin D affects bones and teeth.

9. A bruise is an injury in which the skin is not broken but blood vessels are damaged. Vitamin C helps reduce bruising by strengthening blood vessels.
10. Babies' digestive systems cannot tolerate all types of food that adults eat. Therefore, their diet, which consists mainly of milk (which has no vitamins in it), has to be supplemented by vitamins.

Language Structure – Tense Revision: The Present, Simple, and Continuous

(Pages 112, 113, and 114 - Student's Book)

Exercise A–H

- The Language Structure activities are a basic review of the tenses. These activities can be handled by either doing the sentence completion exercises in class (A, C, G, H) and the sentence writing exercises for homework (B, D, E, F) or splitting them in another way that would work for you. However, there is not much need for teaching the tenses.
- Depending on class size, giving individual feedback on exercises B, D, E and F would be desirable.
- Ask the students to complete the activities in class or as homework.
- Give feedback if possible.

Answer Key, Exercise A

- | | | | |
|-------------|-----------|------------------|-------------|
| 1. contains | 2. makes | 3. rises | 4. consists |
| 5. boils | 6. need | 7. hisses; purrs | 8. eat |
| 9. brings | 10. pulls | | |

Exercise B

1. The Sun rises in the east and sets in the west.
2. The Earth is the third planet in the Solar System.
3. Spring comes after winter.
4. Water is made of hydrogen and oxygen.
5. Plants grow well in fertile soil.
6. The topmost storey of a building gets heated by the Sun more than the other floors.
7. A baby cat is called a kitten.
8. Islamabad is the capital city of Pakistan.
9. Water turns to ice at 0 degrees celsius.
10. There are a thousand metres in a kilometre.

Exercise C

- | | | | |
|-----------|------------|------------|----------|
| 1. visits | 2. has | 3. arrives | 4. plays |
| 5. goes | 6. see | 7. reads | 8. come |
| 9. likes | 10. enjoys | | |

Exercise D

1. I visit my grandmother every Friday.
2. Every week I help my father wash our car.
3. I water the plants every evening.
4. Every month I go to the orphanage to play with the children there.
5. My mother and I prepare a meal every afternoon.
6. Every morning my grandfather and I go for a two-mile walk along the beach.
7. I read a few pages of a good novel every night before going to sleep.

8. I bake a cake every Sunday.
9. I polish my shoes before going to bed.
10. Before starting a meal I always wash my hands carefully.

Exercise E

- | | |
|---|---|
| 1. Sara talks with great clarity. | 2. Ali studies very hard. |
| 3. Ammar describes events vividly. | 4. Mehdy swims very gracefully. |
| 5. Daniyal likes to eat dessert. | 6. Maleeha dances with poise. |
| 7. Hasan plays football like an expert. | 8. Moiz exercises every day. |
| 9. Simi skips for twenty minutes without a pause. | 10. Imtiaz plays squash as well as anyone else. |

Exercise F

- | | |
|--|---|
| 1. The generator is making a lot of noise. | 2. My neighbour's dog is barking fiercely at the milkman. |
| 3. The supply of electricity is fluctuating. | 4. Hamid's car is spluttering. |
| 5. The cook is boiling an egg. | 6. Water is running freely from the tap. |
| 7. The cat is purring happily. | 8. The water pump is pumping water to the overhead tank. |
| 9. The gardener is mowing the lawn. | 10. The birds are chirping merrily. |

Exercise G

- | | | |
|------------------------|---------------------------|-------------------------|
| 1. talks; is talking | 2. arrives; is arriving | 3. rains; is raining |
| 4. have; are having | 5. enjoy; am enjoying | 6. speaks; is; speaking |
| 7. looks; is looking | 8. directs; is; directing | 9. is; working; works |
| 10. is writing; writes | | |

Exercise H

- | | | | |
|-----------|--------------|--------|------------|
| 1. hear | 2. thinks | 3. has | 4. prefers |
| 5. see | 6. like | 7. has | 8. sounds |
| 9. tastes | 10. consider | | |

WORKBOOK ANSWER KEY

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

THE SIMPLE PRESENT TENSE (Page 38)

1. This flower grows wherever the gardener plants it.
2. The girl thinks that the boy knows the answer.
3. After the parent goes away, the young bird waits for it to return.
4. Every day the little girl goes to school. She greets her teacher and the lesson begins. She listens carefully to her teacher and always does what she is told. Sometimes she reads to her teacher and sometimes she sits quietly reading by herself. She likes drawing things and she spends a lot of time doing this.
5. My brother wants to become a Boy Scout. He says that a Scout has great fun hiking and camping and that he learns a great many useful things. I think that my brother also likes the uniform, but I tell him that he must wait until he is a little older.
6. The boy who lives next door goes to my school, but he walks to school and I go by bus. He plays tennis in the evenings and he often asks me to join him. He helps me with my homework sometimes when he knows how to do it. He seems very nice and I hope he stays here for a long time.

THE PRESENT TENSE: SIMPLE AND CONTINUOUS (Page 39)

1. think; expect; believe; moves
2. is saying; is explaining; pour; appears
3. are enjoying; enjoy
4. is staying; comes; want; is playing
5. plays; am learning
6. get; have
7. likes; do not think; likes
8. think; smell
9. hear; have; are you taking
10. wonder; owns; looks; is living
11. speak; is listening; know; disturbs
12. is setting; is coming; think; is; sit; watch; comes; plays; prefer; are singing; hear; seem; think; become; is disappearing; is becoming; think
13. are singing; can hear; seem; think; become
14. is disappearing; is becoming; think

Punctuation – More Abbreviations

(Page 114 - Student's Book)

- Ask the students to match A and B in pairs and review as a class.

Answer Key

List A	List B
qr	quarter
BSc	Bachelor of Science
m	metre(s)
hrs	hours
BA	Bachelor of Arts
cm	centimetre(s)
MP	Member of Parliament
MA	Master of Arts
sec	second(s)
BC*	before Christ
cwt	hundredweight(s)
AD*	Anno Domini (in the year of our Lord)
Inc.	Incorporated

**Note: BC and AD have now been replaced by Before Common Era (BCE) and Common Era (CE) respectively.*

Spelling

(Page 114 - Student's Book)

- Follow one of the past spelling activities that worked well with your class.

Composition

(Page 114 - Student's Book)

- Ask the students what time they wake up in the morning? What do they do before they come to school? (*shower, eat breakfast, do homework, help around the house, etc.*)
- Ask them in what order do they do these things? What time do they do these things?

- Put the students in pairs of threes and encourage them to write their daily schedule for a day at school. Which things happen every day? Are there any things that happen periodically and not daily? Maybe weekly or bi-weekly.
- Give the students time in class to complete this activity and assign the first draft or their composition to be done individually as homework.
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.

Useful Words and Phrases – Asking the Way

(Pages 114 and 115 - Student's Book)

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson TWENTY

BLACK BEAUTY

Black Beauty—Intro

- Start out by conducting a class discussion about horses and donkeys in Pakistan.
 - Is it common for people to own donkeys and horses?
 - What kind of work do the animals do?
 - Do the owners know how to care for the animals?
- Tell the students that many horses and donkeys suffered during the flooding in 2010. Ask them to brainstorm the different hardships that the animals have endured, like:
 - being abandoned when people left their homes
 - not having enough food or fresh water during the weeks of flooding
 - being overloaded with people and possessions when residents were fleeing to higher ground
 - lack of medical care for diseases and injuries suffered during the flooding, etc.
- Next, discuss what kind of work horses and donkeys have been forced to do to help with the rebuilding of the flooded area.
- Explain that the reading for this lesson is a story about a working horse in England about 150 years ago. Ask the students to imagine the kind of work that horses did at that time (they were used for transportation—people rode them and they pulled carriages; they were used in farming to tend to the fields; they were used to carry loads).
- Ask the students to read the introductory paragraph silently.
- When the students have finished reading the introduction, ask them if they know the name of the horse in the story. (Black Beauty) Then ask them who is telling the story. (The horse, Black Beauty)

‘Going for the Doctor’—Reading

- Before the students begin to read, show them this illustration that was published together with the chapter of the book from which the reading text was taken.
- Ask the students to describe the drawing and formulate questions about it that they hope the story will answer.

- Write the the following questions on the board:
 - *Who is riding the horse?*
 - *Who is standing in the door of the house?*
 - *What is happening that the rider is going out at night?*
- Ask the students to read the first 29 lines of the text silently, from the title, *Going for the Doctor*, to the line ‘*What do you want?*’
- When they have finished reading, ask them if they know the answers to any of the questions listed on the board.
- Then discuss the personality of John.
 - Does he seem like a kind man?
 - What makes you think this?
- Before asking the students to read the next section of the story, ask them to predict what they think is going to happen next:
 - *Will John and Black Beauty stop at the Inn to rest after the long ride, as Squire Gordon said they should do?*

Take a vote and see how many students predict that they will stop at the Inn and how many predict that they will not.

- Ask the students to read the next 24 lines of the text silently, from the line, ‘*Mrs. Gordon is very ill*’, to line *...like a pot on the fire*.
- When they have finished reading, ask them whether their guess was correct. Discuss the prediction.
 - What actually happened in the story? (They do not rest at the Inn. The doctor rides Black Beauty back to the farm, and John walks back.)
- Discuss the personality of Black Beauty.
 - Does he seem like a horse that is poorly treated?
 - What makes you think this?
- Before asking the students to read the last section of the story, ask them to predict what they think is going to happen next:
 - *Will Black Beauty and the doctor reach the farm safely?*
- Ask the students to read the last 25 lines of the text silently, from the line, *Poor Joe!* to the end of the story.
- When they have finished reading, ask them whether their guess was correct. Discuss the prediction.
 - What actually happened in the story? (The doctor and Black Beauty reach the farm safely, but Black Beauty is hot and tired, and becomes ill after the long run at night.)
- Discuss the personality of Joe.
 - Does he seem like a careless boy?
 - What makes you think this?
- Wrap up by asking the students what a working horse’s life must be like.
 - Does the horse get to choose a kind master over an unkind one?
 - Does the horse get to complain if it is not fed, watered, or treated correctly to keep it healthy?
- Ask the students to do some online research about a group in Pakistan called The Brooke Pakistan: <http://www.thebrooke.org.pk>



- Ask them to find out what this organization does and how they accomplish their mission. (Brooke hospital for animals, especially horses has clinics in all the provinces and they collaborate with partners to provide more services. They also educate and train government and private vets as well as general public to become community animal health workers)

Comprehension and Vocabulary

(Page 118 - Student's Book)

Exercise A

- This exercise asks the students to recall and interpret information from the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. When the stable bell rang, the stable boy knew that his employer was calling him.
2. John had to ride as fast as he could to call the doctor because the lady of the house was deathly ill.
3. A toll gate is a barrier across a road which is opened after a traveller pays a tax to use the road. The tax is called a 'toll.'
4. He did this so that the doctor would not have to stop to pay the toll on the return journey. This would save time and would let him get to the sick lady more quickly.
5. In this case the word 'wanted' means 'needed.' So the sentence means that the rider would not need to use a whip or a spur to make Black Beauty run fast.
6. A racehorse.
7. Because he knew that the horse would be tired and John did not want to injure him.
8. The doctor's own horse was too tired after working the whole day, and his son had taken the other horse the doctor had.
9. Because the doctor was carrying a riding whip and John knew that Black Beauty would do his best to return to the farm quickly without needing to be whipped.
10. The ride back was difficult because the doctor was heavier than John and was not as good a rider as John. Also Black Beauty was already tired after running the whole way from the farm to the doctor's house.
11. He was wet with perspiration.
12. c) Give him a pail of cold water to drink.
13. Joe was very young and new in his job. He had not yet learned how to take care of horses.
14. Beauty was overheated from running. When he drank a lot of cold water and the cool night air chilled his wet skin, he became sick with a bad chest cold.
15. John stayed awake all night long to take care of Beauty, and Beauty's owner also visited the stable to check on Beauty's recovery.
16. Black Beauty saved his mistress's life because he risked his own health to run as fast as he could to bring the doctor to the farm. The doctor said that any delay would have meant the lady's death.

Language Structure – Tense Revision: The Present Perfect

(Pages 118 and 119 - Student's Book)

- We use the present perfect and present perfect continuous to connect a past action to the present. The present perfect suggests a completed action, where the time the action took place in the past is not important. However, when we use the present perfect continuous in the event that the action might not be complete, we want to emphasize the duration of time the action took or that it is simply a continuous act in the past and the *where the time in the past* is not important.

Exercise A

- Use this exercise as a quick review. Elicit from the class the proper form of the present perfect tense and when to use it.
- Read the first sentence in each and ask the students to say aloud the second sentence, using the given verb in the present perfect.

Answer Key

- | | | | |
|------------------|-------------------|---------------|--------------|
| 1. have finished | 2. has fallen | 3. has fallen | 4. have done |
| 5. have seen | 6. have forgotten | 7. have told | 8. has been |

Ever

Exercise B

- The book asks the students to write 10 questions using *ever* and answer them.
- Another alternative would be to ask the students to write just 3 or 4 questions and have them go around the classroom, where they ask the questions to a classmate and get answers for them. Then find another classmate and do the same.
- To make it even more dynamic, you could ask them to play the snowball game where they ask and answer the questions, switch papers and then find a new partner and continue.
- Peer-edit where possible.

Answer Key

1. Have you ever seen the Empire State Building?
No, I've never seen the Empire State Building.
2. Has she ever cooked rice?
Yes, she has.
3. Has the mechanic ever repaired your car satisfactorily?
No, he has never repaired my car satisfactorily.
4. Have the labourers ever been out of this place?
Yes, they have been out of this place.
5. Has the car ever stopped working?
No, it has never stopped working.
6. Have the birds ever pecked at the cherries growing in your garden?
Yes, they have.
7. Has it ever rained in October?
No, it has never rained in October.
8. Has the wheat crop ever been destroyed by locusts?
No, it has never been destroyed by locusts.
9. Has the computer you bought from me ever given you any trouble?
No, it has never given me any trouble.
10. Have the ants ever come into the house?
Yes, they have.

Just

Exercise C

- Ask the students to form groups of 3 or 4 and ask them, one at a time, to say one sentence using the word *just*. Encourage them to continue for several minutes or until they have started to run out of ideas.

Answer Key

1. I have just finished my lunch.
2. They have just stopped writing.
3. Sameena has just put the phone down.
4. Salma and Taha have just returned from London.
5. My slippers have just broken.
6. I have just completed the letter to the principal.
7. The clock has just stopped chiming.
8. The phone has just stopped ringing.
9. The labourers have just finished laying the bricks.
10. Hira and Shamama have just reached the top of the hill.

Already

Exercise D

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

Answer Key

- | | | | |
|-------------------------|----------------------|----------------------|----------------------|
| 1. has already eaten | 2. has already gone. | 3. have already told | 4. has already won |
| 5. have already written | 6. have already had | 7. have already told | 8. have already done |

The Present Perfect Continuous

Exercise E

- Discuss the uses of the present perfect continuous as explained above. Then review the example given.
- Ask the students to complete the activity in pairs.
- Students compare answers with a neighbouring pair.
- Review answers as a class and help where needed.

Answer Key

- | | |
|---|-------------------------------------|
| 1. have been working; have not finished | 2. have been looking; have found |
| 3. have been trying; have not finished | 4. has been playing; has made |
| 5. has been listening | 6. have been looking; have done |
| 7. have been playing; has scored | 8. has been travelling; has visited |

WORKBOOK ANSWER KEY

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

SINCE AND FOR (Page 40)

- | | | |
|-----------------------|-----------------------|-----------------------|
| 1. a) for
b) since | 2. a) since
b) for | 3. a) for
b) since |
| 4. a) for
b) since | 5. a) for
b) since | 6. a) since
b) for |
| 7. a) for
b) since | 8. a) for
b) since | 9. a) for
b) since |

PRESENT TENSES (Page 41)

1. think; are doing
2. like; believe; refuse
3. have lived; have never seen
4. have finished; know; have not been
5. have not seen; has been doing
6. has been sleeping; have tried; wake; turns; goes
7. have; have not had
8. has been looking; has not found
9. has not finished; is reading
10. needs; have not fitted
11. is saying; wishes; has offended
12. is raining; seems; has been raining
13. have never flown; want; see; have never had
14. have not spoken; think; wants; do not wish
15. have been watching; has not moved; think; has injured; looks

Spelling

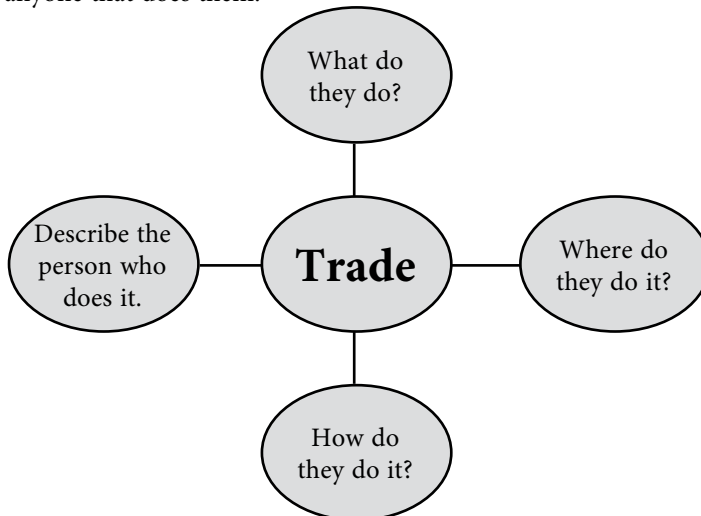
(Page 120 - Student's Book)

- Follow one of the past spelling activities that worked well with your class.

Composition

(Page 120 - Student's Book)

- Ask some questions to elicit what a skill/trade is. Then make a list on the board of student suggestions. For example: carpenter, plumber, blacksmith, mason, etc.
- Ask the students to discuss the different trades. How much do they know about the trades and if they know anyone that does them.



- Make a similar mind-map on the board and ask the students to choose one trade of a family member or neighbour that they know well. Instruct the students to write down anything that they can in their mind-map.
- Walk around the room helping where needed.

- Give the students time in class to complete their mind-map and assign their first draft as homework.
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.

Useful Words and Phrases – Try

(Page 120 - Student's Book)

- Follow the examples in the textbook and complete the activity as requested.
- Ask the students to share their sentences with their neighbours.
- Point out that they should always help and correct when possible.

Answer Key

- | | | | |
|-------------|--------------|------------|---------------|
| 1. to push | 2. cycling | 3. soaking | 4. explaining |
| 5. sleeping | 6. telling | 7. making | 8. to be |
| 9. to carry | 10. to stand | | |

Oral – The Ferry

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson TWENTY-ONE

A PATTERN OF ISLANDS

A Pattern of Islands—Intro

- Start out by asking the class about the history of the game of cricket in Pakistan.
 - Where did the game originate? (England)
 - How was it introduced to South Asia? (Through European/mostly English merchant sailors in the 18th century)
 - When did Pakistan gain its own national cricket team? (1952; first test match against India)
 - In what parts of the world is cricket popular? Why? (England, South Africa, Australia, India, Pakistan, West Indies, Zimbabwe, Bangladesh, New Zealand etc.; it is the most popular game after football in the world; it was considered a gentlemen's game; it requires skill and technique which is interesting to master)
- Tell the students to read the introduction of the text silently.
- When the students have finished reading, ask them to find out the exact location of the Gilbert and Ellice Islands and what has happened to them since the text was written. (They have become independent countries called Kiribati and Tuvalu.)
- Before the students begin to read the story, have a class discussion about learning to play cricket.
 - How many students in the class have played?
- Elicit stories from class members about mistakes or funny events that they know of people when first learning the game. Ask class members if any of them ever put their sports gear on in an incorrect and funny way.
- If possible show a short video clip of funny incidents that have happened in Pakistan cricket, for example, where a ball gets stuck in the batsman Asim Kamal's helmet! You can either Google search or go to <http://www.youtube.com> to watch the videos

'Cricket in the Blue' – Reading

- Reproduce the reading text in two halves on separate sheets of paper: the first one beginning at the sentence, *In one case...*, and ending with the line *left him gasping for medical aid*, and the second one beginning at the line, *Another case...* to the end of the passage. Make enough copies of each for half of the class.
- Divide the class in two. Give all of the students in one half the first part of the text, and all of the students in the other half the second part of the text.
- Read the first sentence of the passage aloud: *Those early teaching days provided some pretty problems of umpiring*. Elicit the meaning of this sentence to set the background for the text. (The author, who was part of the British Colonial Administration, was teaching the local people how to play cricket, and the umpires had some unusual problems in keeping control of the game.)
- Next, ask the students to form groups of about 5 students, all with the same half of the text.
- Tell them to read and discuss their part of the text and to prepare to act it out for the rest of the class. Give groups sufficient time to read, discuss and rehearse. Encourage them to use props (such as cut-out player names to stick to the backs of the shirts for the first incident, or bits of cardboard to simulate the upside-down leg pads from the second incident)
- When you think groups are ready, call on one group to dramatize the incident in their part of the passage, with different students acting out the key roles, and others describing what is happening.
- Encourage several groups to act out each half of the story. For the sake of variety, you can alternate from one incident to the other in quick succession.
- When enough groups have acted out the events described, ask the students to read the part of the text they did not act out.
- Discuss which of the groups were most effective in their acting and what the best, funniest, and strangest parts were. There will be different things to praise for different groups—one will have made better props, another will have been more dramatic with the acting, etc.
- Wrap up by asking the students to brainstorm a collection of 'You're Doing it Wrong' posters. For example, using the story as inspiration, one poster could show a batsman wearing his leg pads upside down. What sorts of 'doing it wrong' ideas can be imagined for other sports?
 - *Trying to ride a horse that is lying down?*
 - *Wearing a snorkel mask upside down?*
 - *Kicking a basketball?*
 - *Throwing a soccer ball as if it were a rugby ball?*
 Encourage students to create the posters by drawing them, making photographs, or designing collages.

Comprehension and Vocabulary

(Pages 122 and 123 - Student's Book)

Exercise A

- Ask the students to work in pairs to find the vocabulary in the passage and write definitions based on the meaning of the context.
- Then ask them to compare answers with another pair. Go over the meanings with the whole class.

Answer Key

- an umpire = a referee who keeps order during a cricket match
- a fugitive = somebody who has run away, often to escape justice
- a stretcher = a portable bed used to carry an injured person

Exercise B

- Ask the students to work in groups to brainstorm possibilities for the noun forms of the words listed. Then ask them to decide on the one they think is the correct one.
- Encourage them to check their answers using a dictionary. Go over any difficulties with the whole class.

Answer Key

giant collision medicine, medic severity resistance

Exercise C

- This exercise asks the students to recall and interpret information from the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. introduced
2. tricky
3. When the player hitting the ball from the line in front of the goal he is defending (the wicket stumps) runs to the opposite end of the pitch and crosses the line in front of the opposite goal, he scores a run.
4. Ari did not look to see if his teammate was running both of the runs that he had decided to take, so they ended up taking a different number of runs.
5. It means that the other team was able to attack Ari's goal (the wicket stumps), knock it over, and end his turn in the game.
6. 'Played' in this case means that he hit the ball with his bat.
7. Because he needed to get the ball from Abakuka in order to use it to knock the wicket down and end his turn in the game.
8. Abakuka wanted to score, so he ran across the field to the boundary line where he could make either four or six runs by crossing the boundary while still carrying the ball.
9. The instep is the top of the foot, between the ankle and the toes. It is also the name for the part of a shoe that covers that area of the foot.
10. Full-pitchers may be deliveries of the cricket ball that cover the whole length of the pitch, bouncing only when they are at or near the batter's front foot.
11. A cricket pad has a flap at the top to protect the knees. The batsman was wearing his cricket pad upside down, with the knee part over his feet to protect his instep from being hit by a cricket ball.
12. Hampered

Language Structure – Tense Revision: The Past

(Pages 123 and 124 - Student's Book)

Exercise A

- As a review, explain that we use the present perfect when referring to something that happened in the past; however, when it happened does not matter. What is important is that it has an effect on the present. For example, I have washed the car. (The car is clean now.)
- When there is a past time reference; such as yesterday, we cannot use the present perfect and instead use a past tense such as the simple past. For example, I washed the car this morning.



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

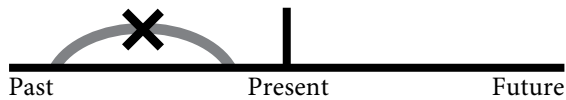
Answer Key

- | | | |
|---------------------------|------------------------------|-----------------------|
| 1. has left; left | 2. have finished; finished | 3. bought; has eaten |
| 4. went; has not returned | 5. started; has not stopped | 6. has helped; helped |
| 7. saw; have not seen | 8. has not yet posted; wrote | |

The Past Continuous

Exercise B and C

- The past continuous is used for an action that happens continuously in the past. It is normally used with the past tense. The past tense event often interrupts the continuous action.
- Illustrate the above explanation with the diagram below. Offer several examples on the board.



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

Answer Key, Exercise B

- | | | |
|--------------------------|-----------------------|-------------------------|
| 1. was standing; arrived | 2. burst; was blowing | 3. was waiting; drew |
| 4. was reading; fell | 5. jumped; was moving | 6. was talking; arrived |
| 7. reached; was falling | 8. was looking; found | |

Exercise C

While I was eating cereal, I heard a loud bang.

1. While I was drinking milk at breakfast this morning, I fed meat to my dog who was sitting beside me.
2. While I was eating the boiled egg this morning, a bee started buzzing around me.
3. While I was having breakfast, I accidentally swallowed my grandfather's pill.
4. During breakfast, when I was feeding my little sister, her porridge spilled all over me.
10. While I was enjoying the warm toast, jam, and cheese, my brother started bawling.

The Past Perfect

Exercise D

- The past perfect expresses the idea that some completed action happened before another action in the past.
- Draw the diagram on the board and give several examples to illustrate.
- For example: By five o'clock he had finished his homework. (5 o'clock is represented by the X and homework is the ●)



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

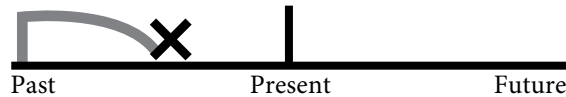
Answer Key

- | | | |
|-------------------------------|------------------------|----------------------|
| 1. went; had finished | 2. arrived; had gone | 3. had scored |
| 4. had inspected; made | 5. had completed; gave | 6. had finished; sat |
| 7. saw; guessed; had happened | 8. had wound; began | |

The Past Perfect Continuous

Exercise E

- The past perfect continuous expresses the idea that something happens in the past up until another event in the past, at which time the continuous action ends.
- Draw the diagram on the board and give several examples to illustrate.



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

Answer Key

- | | | |
|---------------------|---------------------|----------------------|
| 1. had been talking | 2. had been lying | 3. had been training |
| 4. had been raining | 5. had been talking | |

WORKBOOK ANSWER KEY

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

PAST TENSE (PAGES 42 AND 43)

1. He hoped that he had passed the examination.
2. My friend had been going fishing every Saturday, but never caught a fish.
3. They said that they were waiting for better weather and that they had been waiting for some time.
4. The dog was barking because it thought it had caught a burglar.
5. He said that he could do it if you would help him.
6. I could see that you had been enjoying yourself.
7. He often saw his uncle when he was cycling to school.
8. When we walked by the river we sometimes saw a fish.
9. I hoped that everything would be alright.
10. Whenever I called at her house she was never in.
11. He always said good morning and asked me how I was getting on.
12. The room always looked untidy after the children had been playing in it.

SUITABLE TENSES

heard; did not think; could be;

PAST TENSES

rode; said; was able to; rained; was leaving; put; was cycling; ran; knocked; saw; had happened; stopped; jumped; rushed; was lying; arrived; asked; had been; reached; did; spoke; have turned; has not said

SUITABLE TENSES

(Answers may vary)

- | | | |
|---|--------------------|------------------------------|
| 1. finished; have gone | 2. began; hurried | 3. was; worked; do |
| 4. left; fell | 5. finished; began | 6. had drifted |
| 7. warned; went | 8. had never seen | 9. stopped; looked; listened |
| 10. were waiting; had just given; were trying; wanted; pointed; had told; did; suggested; had; did not like | | |

Punctuation – Dashes and Brackets

(Pages 124 and 125 - Student's Book)

- Ask the students to note the various punctuation examples as directed in the textbook.

Passage for Dictation

(Page 125 - Student's Book)

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

Spelling

(Page 125 - Student's Book)

- Follow one of the past spelling activities that worked well with your class.

Composition

(Page 125 - Student's Book)

- Ask the students to think of a story from their past that had a funny or unexpected ending. If they cannot think of anything that really happened, they can simply make one up.
- Tell them to write a title of their story on a piece of paper.
- When all students are ready, ask them to stand up and find a partner. (This activity works well in groups of 20 or less. If you have more than 20 students, break the class up into smaller groups.)
- The students are to tell their story to their partner and then listen to their partner's story. When they are done, they are to switch papers and find a new partner.
- With their new partner, they are to tell the story that was just told them. However, they are to tell the story as if it is their own.
- Continue this activity for 4-6 rounds and then ask them all to sit again.
- As a class or in the smaller groups, one student at a time is to tell the story that is in their hands. This will be quite fun as the stories will have changed quite a bit. Once they are finished telling their story, the student who originally told the story needs to explain how this version is different from their original story.
- Continue until everyone tells the story in their hand as well as the original version.
- As a class discuss some of the more interesting stories based on their surprise endings.
- The students can use this as the basis of their composition. Alternatively, if they are not happy with the story/climax they can come up with another topic.
- If time permits, allow students to write their outline in class and assign the first draft as homework.
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.

Useful Words and Phrases – In a Shop

(Pages 125 and 126 - Student's Book)

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson TWENTY-TWO

THE TRUTH ABOUT PYECRAFT

The Truth about Pyecraft—Intro

- Start out by asking the class the following classic puzzler:
 - *What is heavier, a ton of feathers or a ton of bricks?*
 Do not supply the answer (they are equally heavy as both weigh a ton), but encourage the class to discuss the problem.
- Next, ask the students:
 - *If you could not see the contents of two containers that each weigh one ton, how could you tell which one is filled with bricks and which one is filled with feathers?*
 Again, do not supply the answer (the larger container holds the feathers), but instead encourage students to explore the idea of relative density of objects in relation to their weight.
- Tell the students that the reading passage for this lesson is about the problems a very heavy man has after he loses weight. Ask them what they understand by the expression *lose weight*. Elicit from the class other ways of saying the same thing, e.g. *reduce, slim down, get in shape*, etc.
- Ask the students to read the introduction to the passage silently.
- When they have finished reading, ask them to predict whether the magic recipe worked for Pyecraft or not. Ask them whether they expect Pyecraft to be happy with the results or not. Ask students to explain their guesses.

‘Pyecraft Loses Weight’—Reading

- Before the students begin to read, explain to the class that before this point in the story, Pyecraft and Formalyn had met and spoken many times at the private gentlemen’s club they were both members of.
- Elicit from the class what sorts of activities and services a gentlemen’s club would have offered around the year 1900. You may need to ask leading questions to help them understand the setting of the beginning of the story, for example:
 - *Would there be meals available at the club?*
 - *Would men find others with whom to play a game of cards?*
 - *Would there be a library?*
 For reference, you may wish to consult this Wikipedia page on such a club: <http://bit.ly/Gclub>
- Help the students understand that a gentlemen’s club of the period was a man’s second home in many ways, and it was logical that anyone looking for a man would send a message to his club. One such club in Pakistan is the Sind Club, located in Karachi: <http://www.sindclub.org.pk>.
- Ask the students to read the first 21 lines of the text silently, from the title, *Pyecraft Loses Weight*, to the line *‘And he keeps on swearing. Oh, my!’*
- When they have finished reading, elicit a summary of this part of the story:
 - *What does Pyecraft say in his note to Formalyn to indicate that he is in trouble?*
 - *Do you think Formalyn feels responsible for Pyecraft’s troubles? Why?*
 - *Did the housekeeper’s news make Formalyn stop worrying? Why?*
- Ask the students to read the next 21 lines of the text silently, from the line, *I stared at the door...* to the line, *...several chairs overturned, but Pyecraft—*.

- When they have finished reading, elicit the continuation of the story:
 - *How do you think Pyecraft's behavior was different from normal?*
 - *What sorts of foods was Pyecraft asking the housekeeper to bring him?*
 - *Would he be likely to lose weight eating this sort of food?*
 - *Where do you think Pyecraft was hiding in the room?*
 - *What do you think happened to him?*
- Before asking the students to read the last section of the story, show them this illustration. Encourage them to identify which man is Formalyn and which is Pyecraft.
- Then ask them to describe what they think might be happening in the picture. What do they think the two men are talking about?
- Ask the students to read the last 26 lines of the text silently, from the line, 'It's all right old man', to the end of the passage.
- When they have finished reading, ask them whether their guess was correct.



Discuss the last two sentences of the passage: *What you wanted was a cure for fatness! But you always called it weight.* What is the joke in this play on words?

- Wrap up by leading a discussion about euphemisms. Write the word *euphemism* on the board and encourage the students to look it up. Then brainstorm a list of euphemisms commonly used to talk about things in an indirect way, for example: *large* for *fat*; *mature* for *elderly/old*; *slow* for *stupid*; *pre-owned (e.g. car)* for *used*; *lived in (e.g. a room)* for *messy*; *restroom* for *toilet*; *held back a grade (in school)* for *failed the grade*, etc.
- Finally, ask the class: Why do people use euphemisms rather than speaking plainly?

Comprehension and Vocabulary

(Pages 128 and 129 - Student's Book)

Exercise A

- Ask the students to work in pairs to find the vocabulary items in the passage and discuss their meanings, drafting their own definitions, checking in a dictionary or online if necessary.
- Then ask them to work individually to write sentences of their own.

Answer Key

- acquaintance = someone you know, but whom you do not consider a friend
I ran into an old **acquaintance** at the bus stop and found out that we now live in the same apartment building.
- recipe = instructions for making food, including the ingredients and quantities
The **recipe** for *kheer* is quite simple—even a child can make it.
- ingredients = items in a recipe
There are so many **ingredients** in a typical Pakistani recipe that most cooks now simply buy pre-made masala spices to make their work easier.
- gymnastics = actions demonstrating agility and flexibility
Samira is six years old and enjoys swimming, tennis, and **gymnastics**.
- prescription = a compound created to cure a condition or illness
The doctor wrote a **prescription** for eardrops to treat my swimmers' ear infection.

Exercise B

- This exercise asks students to recall and interpret information from the text.
- Encourage the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. Formalyn went to visit Pyecraft so quickly that he did not even finish smoking his cigar.
2. Because he had not come out of his room for two days.
3. The author meant that she was cautious about letting him in—she wanted to know what his business was before she allowed him to enter.
4. He probably thought that by eating heavy food he would become heavier and remain standing on the floor.
5. Pyecraft was probably trying to hold on to the frame of the door to pull himself down so that he could reach the doorknob.
6. He did not want the housekeeper to see him in the weightless state he was in.
7. Formalyn thought Pyecraft had climbed to the top of the wall purposely.
8. Because the white paint of the ceiling rubbed off onto his clothing when he brushed against it.
9. Pyecraft was being sarcastic. The prescription worked perfectly because it promised weight loss, but what Pyecraft really wanted was to become thinner, not lighter.

Language Structure – Tense Revision: The Future

(Pages 129, 130, and 131 - Student's Book)

Will (Shall) / Going To

Exercise A and B

- Following the examples given, ask the students to complete the activities.
- Please note that in modern English, *shall* is rarely used as in Exercise A. We use *will* or *be going to*. In Exercise A all the answers should be *will*. Therefore, it is suggested that you explain that there is little, if any difference, between using *will* or *be going to*. All practice in A and B can be completed with *will* or *be going to be*. It is suggested that only a few examples of each are completed as these are very repetitive.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key, Exercise A
Answers should all be *will*.

Exercise B

- | | | |
|------------------------|----------------------|----------------------|
| 1. is going to leave | 2. am going to tell | 3. are going to have |
| 4. is going to be | 5. is going to tell | 6. am going to give |
| 7. is going to be | 8. am going to leave | 9. is going to give |
| 10. are going to build | | |

The Future Continuous

Exercise C

- Similar to the past continuous, the future continuous is used to show that a longer, continuous action in the future will be interrupted by a shorter action.
- In modern English, the future perfect is formed by using either *will be + verb + ing* or *be going to be + verb + ing*. For example: I *will be* waiting when you return. I *am going to be* waiting when you return.
- Draw the following diagram on the board and illustrate with several examples.



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

Answer Key

1. At midnight, tonight, I will be landing at the Heathrow Airport, London.
2. At eight o'clock tomorrow morning, I will be attending a meeting in Buckingham Palace.
3. I will be having lunch with the Queen at one p.m. tomorrow after the meeting.
4. In two hours' time, I will be boarding Her Majesty's personal jet which she has sent for me.
5. Soon, I will be driving to the airport.

The Future Perfect

Exercise D

- In modern English, the future perfect is formed by using either *will have done* or *be going to have done*. For example: I *will have* finished by the time you return. I *am going to be* finished by the time you return.
- Draw the following diagram on the board and illustrate with several examples.



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

Answer Key

- | | | |
|-----------------------|---------------------|--------------------|
| 1. will have gone | 2. will have left | 3. will have built |
| 4. will have finished | 5. will have walked | 6. will have done |

WORKBOOK ANSWER KEY

- Once again, *shall* is rarely, if ever, used in modern English as in this exercise.
- Ask the students to complete the exercises individually at home.
- If time permits, review together in class. Alternatively, correct and hand back for review.

SHALL, WILL AND GOING TO (Page 44)

- | | | | |
|---------------------|-----------------|------------------|------------------|
| 1. shall/will | 2. is going to | 3. shall/will | 4. shall/will |
| 5. shall/will | 6. is going to | 7. are going to | 8. will |
| 9. will/is going to | 10. shall/will | 11. are going to | 12. will |
| 13. am going | 14. shall | 15. is going to | 16. will |
| 17. will | 18. shall/will | 19. shall/will | 20. are going to |
| 21. will | 22. am going to | 23. will | 24. is going |
| 25. shall/will | 26. is going | 27. will | 28. shall |

FUTURE TENSE (Page 45)

- | | | |
|--------------------------------|-----------------------|-----------------------|
| 1. will be; will be; will take | 2. asks | 3. hurry; will finish |
| 4. will leave; reach | 5. will inform; hears | 6. ends |
| 7. shall have lived | 8. will be; do | 9. boils; make |
10. will be; arrive; will have sung; Will; keep; will do; Shall; keep
 11. will tour; have not decided; will go; takes; will not hurry; have seen; will go; think; will have
 12. will listen; is broadcasted; will feel; know; would be;
 13. expect; will be; will be; will not be;
 14. are; singing;
 15. will be singing; is going to sing

Spelling

(Page 131 - Student's Book)

- Follow one of the past spelling activities that worked well with your class.

Composition

(Page 131 - Student's Book)

- Brainstorm with the students on how things have changed in Pakistan and the world since their parents were their age. (Technology such as computers, the internet, mobile phones; fashions, etc.)
- Ask if they know what a time capsule is? Elicit the answer. (A container that you bury in the earth and only dig up after a considerable time has elapsed. Inside the container is placed objects that reflect culture at the time it was buried.)
- Brainstorm items that they would like to see if they dug up their parents or even grandparents time capsules. Which of the things would be different from the ones we have today? (Clothes, typewriter, pictures of the city and its architecture, etc.)
- Explain that we are going to make our own time capsule for future generations to dig up. Brainstorm what they think will change in the next 30 or 50 years and to choose items that will exemplify these changes.
- Ask them to work in small groups and come up with 10 items only.

- Have the list of groups on the board the items and discuss as a class.
- Ask why they chose these items? How do they think life will be different in the future?
- Based on these ideas ask the students to think about the general outline of their composition in class.
- Assign the first draft as homework.
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.

Useful Words and Phrases – Would Rather (1)

(Page 131- Student's Book)

- Follow the examples in the book and complete the activity as requested.
- Ask the students to share their sentences with their neighbours.
- Point out that they should always help and correct each others work when possible.

Answer Key

- | | |
|----------------------------------|---|
| 1. I would rather have a pencil. | 2. I would rather stay here. |
| 3. I would rather go tomorrow. | 4. I would rather play cricket. |
| 5. I would rather have it now. | 6. I would rather not do any at all. |
| 7. I would rather walk. | 8. I would rather do it myself. |
| 9. I would rather do it now. | 10. I would rather sit here, thank you. |

Oral – Travelling by Car

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson TWENTY THREE

THREE SINGLES TO ADVENTURE

Three Singles to Adventure—Intro

- Start out by asking students if they enjoy going to zoos. Ask:
 - Do you have any idea where zoo animals have come from? *That is, are the animals mostly captured in the wild or have they come from breeding programmes?* (from the wild and from other zoos or breeders)
 - *How do you imagine that the acquisition of zoo animals has changed over the past century? Why would these changes be needed or wanted?* (More aware of animal welfare)
 - *What policies are in place in Pakistan regarding the capture of wild animals for zoos and breeding programmes?* (There is animal welfare legislation. For more in formation, see: <http://bit.ly/Pakzoos>)
- Tell the students that the reading passage for this lesson is about an experience three men, who are collectors of wild animals for zoos in England, have when they are on an expedition. Tell them that the events took place in 1950.
- Ask the students to read the introduction to the passage silently.
- When they have finished reading, ask them to find the region where the story takes place on a map. The place names are still in use today, although the country has changed its name since it

gained independence and is no longer a British colony. It is now the independent nation of Guyana in South America, and its capital is Georgetown.

'The Anaconda'—Reading

- Before the students begin to read the passage, ask the class about snakes in Pakistan:
 - *What is the largest snake that is native to the region?* (Python)
 - *Where does it live?* (Jungle dweller, but in Pakistan it is found in vegetation near rivers and lakes)
 - *What are its physical characteristics—coloration, size, etc.?* (Sometimes more than 20ft; dark pattern; it can swim and moves in wave-like movements on land)
 - *Is it dangerous? In what way?* (Yes; kills preys by constriction with its body coils swallows head first)
 - *Is it venomous?* (No)
- Next, ask the students to do research to find the same kind of information about the snake called the Anaconda. For more information, see: <http://bit.ly/Anacondasnake>
- Ask the students to read the first 22 lines of the text silently, from the title, *The Anaconda*, to the line *'You'll get blood poisoning,' said Bob*. Tell them to pay attention to each man's reaction as they read.
- While students are reading, write the following quotations on the board:

'I should do the sack up again, if I were you.'

'It seems to be quite a nice specimen.'

'It's a big snake, sir, like a boa, but it lives in water.'
- When students have finished reading, tell them to close their books and to try to remember who said each of the lines. Write the options on the board: *Ivan, Bob, Gerald (the author)*.
- Encourage the class to discuss which name goes with which quotation, and what it shows about each of the men. For example, Ivan (the last quotation) seems to be very knowledgeable, but not especially frightened; Bob (the second quotation) seems to be afraid of the snake, etc.
- Ask the students to keep these personality characteristics in mind as they continue to read.
- Ask them to read the next 25 lines of the text silently, from the line, *But their warnings came too late...* to the line, *You can go in and pin it down*.
- When they have finished reading, ask them to close their books again. Then ask them to recall where each of the men was to be found after the snake escaped into the kitchen. (Bob was outdoors, ready to run away; Ivan was in the house, keeping an eye on the snake, but taking no action; Gerald was returning to the house, but quickly made a plan for recapturing the snake.)
- Ask the students to discuss whether these reactions reflect what they learned about the men's personalities in the first part of the story.
- Ask them to read the last 23 lines of the text silently, from the line, *Finding that I could not persuade...* to the end of the passage. Remind them once again to keep in mind the men's characters as they read.
- When they have finished reading, ask them what happened to each of the men during the attempt to recapture the snake.
 - Were the events in keeping with their various personalities? How? (Bob fell down the stairs, Gerald tried unsuccessfully to catch the snake, and Ivan teased Bob even though he (Ivan) did not do much to help Gerald.)
- Wrap up by leading a discussion about how the snake must have felt during its capture and imprisonment.
 - Why would it have been angry?
 - Why would it have torn a hole in the sack?

- ◉ Why would it have raced out of the house?

Encourage the students to form groups to write a paragraph retelling the story from the snake's point of view. Then ask the groups to share their work by exchanging paragraphs.

Comprehension and Vocabulary

(Page 135 - Student's Book)

Exercise A

- Ask the students to work in pairs to find the vocabulary items in the passage and discuss their meanings
- Then ask the students to work individually to write sentences of their own.

Answer Key (Sample answers)

- We spent the weekend up in the mountains to **escape** the summer heat of the city.
- The deckhands **undid** the ropes tying the boat to the pier so it could depart.
- The children slept soundly, **unaware of** the long train journey they were making.
- After the storm, I found my rubbish bin **overturned** and rubbish all over the street.
- Running out of the house **in a hurry**, she ended up forgetting her cell phone.
- I have tried several times to learn to like aubergine, but so far I have been **unsuccessful**.
- **Never mind** about paying me back for your share of the dinner—it's my treat!

Exercises B and C

- Ask the students to work in pairs to find the vocabulary in the passage and write definitions based on the meaning of the context.
- Then encourage them to compare answers with another pair. Go over the meanings with the whole class.

Answer Key

B.

- approached = came closer
- specimen = representative example
- endeavoured = try hard to do something
- clutching = holding tightly
- indicated = made clear
- vigorously = with a lot of energy
- searched = looked for
- discovered = found out

C.

- coiled = in looping spirals
- unenthusiastically = showing no eagerness or excitement
- paid by the foot = a price calculated according to the length in feet
- regardless = in spite of
- did not appeal = was not pleasing

Exercise D

- This exercise asks students to recall and interpret information from the text.
- Ask the students to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. A snake that lives in water and kills its prey by squeezing it.
2. The author was quite pleased with the snake but Bob did not even want to look at it.
3. To measure how long it was, because the hunters were paid by the length.
4. He knew that anacondas, like the pythons he was accustomed to in Africa, were not venomous, but he did not know that the anacondas were harder to handle than pythons.
5. It was a relatively small anaconda, which typically grows much longer.
6. Because it was a water snake, to stay healthy it needed to be wet.
7. Durrell waved the sack with one hand in order to make the snake look at it while in the other hand he held a forked stick to use to catch the snake.
8. The forked stick was meant to pin down the head of the snake so that it could not strike out and bite.
9. When Bob saw the snake coming towards him he stepped back in a panic without remembering that there were steps behind him.
10. The sack had a small hole in it that the snake tore larger and crawled out of.

Language Structure – Tense Revision: All Tenses

(Pages 135, 136, and 137 - Student's Book)

Exercise A to D

- Ask the students to complete the activity for homework.
- Collect and grade.
- Try to identify common errors and review together as a class.

Answer Key Exercise A

am sitting; refuse; are swarming; appears; is crouching; will get; will see.

wishes; asks; lend; believe; haunts; appears; live; would steer; would be shattering; will not notice; is; will return; will hear; laps; would hear; see; would have; remembers; holds; will understand; does not want; will forget; start; speed.

Exercise B

is; is paying; has been here; has been telling; have ever heard; has agreed; lives; has just returned; intends; take place; is; has told; is; has known; is; has been looking; has stolen; is; were to tell; is; were to keep; let; would be; may have made; is; has been trying; had not slept; has not been able; has been worrying.

Exercise C

will work; will be

will be

will teach; will carry; will lie; learn; will bring; have finished

will not do; will be caned

will (*always*) do; will be; will have explained; will be; will have learned; have learned

have slept; will not work; were lying

Exercise D

were; had almost finished; was; hate; do do; collapses; manage; had told; would be able;

was burning; was boiling; had placed; had (*already*) bought; were; called; had finished; had gone

waved; caught; talked; has promised; have been cooking; have had; have had; have decided; have; wash;

has; talked; is going; will go; will be; is

WORKBOOK ANSWER KEY

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

TENSE REVISION: ALL TENSES (Page 46)

- | | | |
|------------------------------------|---------------------------|-----------------------------|
| 1. comes | 2. is coming. | 3. have |
| 4. had; did not want | 5. will have studied | 6. will sing; will dance |
| 7. was writing | 8. could be caught | 9. had eaten |
| 10. will leave | 11. will pay; owe | 12. was being loaded |
| 13. have not seen | 14. had just taken | 15. wrote; have not |
| 16. had not finished | 17. am cooking; shall; do | 18. was resting; is working |
| 19. will be showing/is being shown | 20. has not been found | 21. had been working |
| 22. have finished | 23. was harvested | |

TENSE REVISION: CONDITIONALS (Page 47)

- | | | | |
|--------------------|------------------------|----------------------|---------------------|
| 1. see | 2. will go | 3. feels | 4. stops |
| 5. should have | 6. would go | 7. came | 8. won |
| 9. would have gone | 10. would have escaped | 11. would have eaten | 12. had not gone |
| 13. will not take | 14. might have | 15. stopped | 16. blooms |
| 17. had not arisen | 18. will look | 19. will not mark | 20. would have been |
| 21. rises | 22. had not shot | | |

Punctuation – Revision: Setting Out Speech

(Page 137- Student's Book)

- Review as a class and identify how *setting out speech* is used in the Passage for Dictation.

Passage for Dictation

(Page 137- Student's Book)

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

Spelling

(Page 137 - Student's Book)

- Follow one of the past spelling activities that worked well with your class.

Composition – Business Letters

(Page 138- Student's Book)

- Read the business letter together. Point out that the first paragraph tells the reader what the letter is about. The second and sometimes third and fourth give all the details and asks or answers questions. The last paragraph, in which the example does not have one, mentions the future or next expected step.
- Put the students in pairs and ask them to write a plan for their letter.
- Encourage pairs to compare and then discuss as a class.
- The most important part of writing business correspondence is the organization. Once the class understands how to organize their letter, you can assign the actual writing to be done for homework.
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.

Useful Words and Phrases – At the Meeting

(Page 138 - Student's Book)

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson TWENTY FOUR

BEAU GESTE

Beau Geste—Intro

- Start out by asking the students what kinds of role-playing games they used to enjoy as young children. Common ones are when kids play ‘teacher and class,’ ‘doctor and patient,’ ‘cops and robbers,’ ‘cowboys and Red Indians,’ ‘shopkeeper and customer,’ etc.
- What are the roles in these games of make-believe? How is it decided who gets to play which role? For example, which children are usually the ones ‘in charge’ such as the teacher, the doctor, or the police officer?
- Tell the students that the reading passage for this lesson is about an incident that happens when three brothers are carrying out their own role-play.
- Ask the students to read the introduction to the passage silently.
- After they have finished reading, show them the following image captured from the classic film based on the book.



- Ask the students what kind of role-play game they think the children are engaged in. Point out the clothing, the hats, and the background.
 - Which boy appears to be oldest?
 - Which one is probably ‘in charge’?

‘The Naval Engagement’—Reading

- Before reading the passage, if possible, show the students the scene from a film version of *Beau Geste*. You can find the film clips at: <http://www.youtube.com>
- Ask the students to read the first **five** questions of Comprehension Exercise C to prepare for reading the passage. Tell them to mark or take note of where the answers to the questions can be found in the text as they read.
- Then ask the students to read the first 19 lines of the text silently, from the title, *The Naval Engagement*, to the line *...sent them to port*.
- When they have finished reading the first section of the passage, ask them to work in groups to discuss the answers to the first five questions in the comprehension exercise, but tell them **not** to write any answers down at this point, though they may want to make notes.
- Ask the students to read questions six through eight (6-8) of Comprehension Exercise C. Remind them to mark or take note of where the answers to the questions can be found in the text as they read.
- Then ask the students to read the next 18 lines of the text silently, from the line, *The next round...* to the line *...hope that I spoke the truth*.
- When they have finished reading the second section of the passage, ask them to work in groups to discuss the answers to the next three questions in the comprehension exercise (6-8), but tell them **not** to write any answers down at this point, though they may want to make notes.
- Finally, ask the students to read questions 9-12 of Comprehension Exercise C. Remind them to mark or take note of where the answers to the questions can be found in the text as they read.
- Ask them to read the last 18 lines of the text silently, from the line, ‘*Sit on his head,*’ to the end of the passage.
- When they have finished reading, ask students to work in groups to discuss the answers to the last four questions in the Comprehension exercise (9-12), but tell them **not** to write any answers down at this point, though they may want to make notes.
- Wrap up by leading a discussion about pet names:
 - Why would the author call the young girl ‘Faithful Hound’?
 - What Pakistani nicknames do students know of, e.g. *Jugnu*, *Gurya*, etc.?
 Find out whether the students have family members with nicknames that they do not like, e.g. *Guddu* or *Motoo*.

Comprehension and Vocabulary

(Pages 140 and 141 - Student’s Book)

Exercise A

- Ask the students to work individually to find the words in the passage and match them with their definitions.
- Then ask them to compare answers in pairs.

Answer Key

- stately = dignified
- simultaneously = at the same time
- uncertainty = doubt
- gloated = looked with delight on another's misfortune
- riddled = filled with holes
- ideal = perfect
- converged = came towards each other
- reversed = turned round
- penetrated = made a way into something
- feeble = weak
- refrain = hold oneself back from doing something
- concussion = violent shock

Exercise B

- Ask the students to work in pairs to find the vocabulary items in the passage and discuss their meanings
- Then ask them to work individually to write definitions.

Answer Key

- a pastime = a leisure activity
- a naval engagement = a battle involving ships
- a rudder = a device used to steer a ship or boat
- launched = sent off into the water
- a broadside = firing of a gun or cannon towards the side of a ship
- a death-grapple = a deadly struggle
- one-sided = uneven in abilities or results
- surgery = medical operation involving cutting
- antiseptic = medicine that controls infection of a wound

Exercise C

- This exercise asks students to recall and interpret information from the text.
- Ask them to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. The captain was Michael Geste and the Lieutenant, his brother, Digby.
2. The fuses fired the cannons.
3. Michael Geste's boat flew the British flag, and Digby's boat flew the French flag.
4. It means that they never knew who would win the battle, and this made the game exciting.
5. Since John was the youngest he was asked to bring the ships in.
6. A nickname is a name used as a substitute for a person's actual name; e.g. Captain, Lieutenant, Faithful Hound, etc.
7. Burn tissue to stop bleeding
8. Hanging would be more suitable; Do it in the pond then; will you be gagged or chew on a bullet? I don't want to be disturbed by your beastly yells.
9. John was in a lot of pain and perhaps feeling light headed, about to faint.

10. Faithful Hound
11. Anaesthetics
12. (Answers may vary. Accept any reasonable answer that students can justify.)
imaginative – Michael; unsympathetic – Claudia; brave – John; skilful – Michael
curious – Digby; soft-hearted – Isobel (Faithful Hound)

Language Structure – Revision: Can, Must, Need, etc.

(Pages 141 and 142 - Student's Book)

Can

Exercise A

- Write the four examples on the board to examine.
 - We use *can* to show ability. Point out that this is used in the present tense.
 - We use *could* to show ability but in the past.
 - *Could have* is followed by the past participle to form the present perfect. It shows the possibility of something happening in the past that never happened.
 - *Shall be able to* has been replaced by *can* in modern English.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | | |
|---------------|---------------|---------------|--------|----------------|
| 1. can | 2. could | 3. could have | 4. can | 5. could |
| 6. could have | 7. could have | 8. could | 9. can | 10. could have |

Must

Exercise B

- Treat this as a rapid fire activity. In this activity, we simply change *must* to *had to* and add the time phrase to the end of the sentence.
- Review the example together and explain that each sentence in the exercise follows the same style.
- Call on a student to do question 1 and another to do question 2, etc.

Answer Key

1. She had to stop five minutes ago.
2. I had to go there last week.
3. We had to read that book last term.
4. She had to stay at home yesterday.
5. He had to repair the broken door last week.
6. He had to wait for the others last time.
7. Everyone had to stand up when he came in.
8. We had to work hard last term.
9. They had to wear black ties last Monday.
10. They had to put their pens down when they had finished answering the question.

Exercise C

- Write the examples on the board and then cross out *need not* and replace with *doesn't* (or did not) *need to*. Explain that is how it is done in modern English.

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

Answer Key

1. She doesn't need to stop.
She did not need to stop five minutes ago.
2. I don't need to go there.
I did not need to go there last week.
3. We don't need to read that book.
We did not need to read that book last term.
4. She doesn't need to stay at home.
She did not need to stay at home yesterday.
5. He doesn't need to repair the broken door.
He did not need to repair the broken door last week.
6. He doesn't need to wait for the others.
He did not need to wait for the others last time.
7. Everyone doesn't need to stand up.
Everyone did not need to stand up when he came in.
8. We don't need to work hard.
We did not need to work hard last term.
9. They don't need to all wear black ties.
They did not need to wear black ties last Monday.
10. They don't need to put their pens down.
They did not need to put their pens down when they had finished answering the question.

Need

Exercise D

- Again write the examples on the board and then cross out *need not have helped* and replace with *didn't have to help*.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|-------------------------------|-----------------------------------|---------------------------------|
| 1. ... didn't have to tell... | 2. ... didn't have to bring ... | 3. ... didn't have to worry ... |
| 4. ... didn't have to buy ... | 5. ... didn't have to ask for ... | 6. ... didn't have to chop ... |

Exercise E

- As in the past exercises, the grammatical treatments have changed since this book was written. The best way to show the changes is to write the examples on the board and cross out the *old way* and write in the *new way* of forming the sentence.
- Cross out *ought to* and replace with *should*. For example: I should have written another page but there wasn't enough time.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|-------------------------------|---------------------------------|-----------------------------|
| 1. ... should have waited ... | 2. ... should have told ... | 3. ... should have come ... |
| 4. ... should have done ... | 5. ... should have not said ... | 6. ... should have told ... |

WORKBOOK ANSWER KEY

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

SHOULD, ETC. (Page 48)

1. You should try to get as much exercise as you can.
2. People should not drive very fast.
3. You should buy one pen and two pencils.
4. You should tell your parents where you are going.
5. Zeba should have thought about the dress before she cut it out.
6. Naim should not have eaten so many cakes.
7. We should always tell the truth.
8. You should not let your little brother go out alone.
9. They should have reported the matter to the police.
10. You should not have gone there.
11. You should not have cut down that tree.
12. Students should read one English book a week.
13. I should have given him the key, but I forgot.
14. Bilal should not have stayed away from school.

MUST, NEED, ETC. (Page 49)

- | | |
|-------------------------------------|-------------------------------------|
| 1. must/ought to | 2. need not |
| 3. must | 4. ought not to/need not |
| 5. had to | 6. had to |
| 7. will need to/must | 8. need not |
| 9. ought not to have | 10. must/have to/ought to/need to |
| 11. ought to/need to/have to/must | 12. ought not |
| 13. must/have to/ought to/need to | 14. ought not to have/need not have |
| 15. must/have to/ought to/need to | 16. have |
| 17. need not have/ought not to have | 18. must not |
| 19. ought to/needs | 20. had to |
| 21. needs to/ought to/must/has to | 22. needs to/ought to/must/has to |
| 23. must/have to/ought to/need to | 24. ought not to have |
| 25. ought not to | 26. must/have to/ought to/need to |
| 27. must/have to/ought to/need to | 28. ought to have |

Spelling

(Page 143- Student's Book)

- Follow one of the past spelling activities that worked well with your class.

Composition – Planning: First Steps

(Pages 143 and 144- Student's Book)

- Give the students time in class to read the example first notes. Ask them what types of things did the writer take notes on?
 - *people*
 - *weather*
 - *settings* such as objects in and around the side street
 - *senses* such as sounds and smells
- Ask the students to choose one of the first two subjects and have them close their eyes.
- Tell them to try and imagine being in the shop or at the concert. Notice all the details about what is around them. What they see, hear, smell, etc. Encourage them to continue to keep their eyes closed and notice even more details, ones that may not be apparent at first.
- When enough time has passed, instruct them to open their eyes and start free writing every detail that they have noted.
- For homework ask the students to review and add or re-organize their notes.
- In the next class, ask the students to form groups of 3 or 4 with others that chose the same subject and compare notes.

Useful Words and Phrases – Would Rather (2)

(Page144 - Student's Book)

- Follow the examples in the book and complete the activity as requested.
- Ask the students to share their sentences with their neighbours.
- Point out that they should always help and correct when possible.

Answer Key

- | | |
|--|---|
| 1. I would rather he called tomorrow. | 2. I would rather she brought something to eat. |
| 3. I would rather they did their homework. | 4. I would rather he read a good book. |
| 5. I would rather it closes tomorrow. | 6. I would rather she didn't. |
| 7. I would rather you didn't. | 8. I would rather you didn't. |
| 9. I would rather you didn't. | 10. I would rather you didn't. |

Oral – On the Hill

(Pages 144 and 145 - Student's Book)

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson TWENTY FIVE

HIGH ADVENTURE

High Adventure—Intro

- Start out by drawing the students' attention to the title of the lesson: *High Adventure*. Elicit adventure activities that people can do in Pakistan, making a list on the board. For example:
 - Trekking in the mountains
 - White water rafting
 - Desert jeep safaris
 - Camel and yak safaris
 - Glacier skiing, etc.
- Discuss the thrills and dangers of each of the activities.
 - Which are most risky? Why?
- Take a poll of the class members and ask which of these activities they would like to try. Rank the options by popularity. Is there any relationship between popularity and risk in the class's rankings?
- Tell the students that the reading passage for this lesson is about an incident that happens when the author is white water rafting.
- Ask the students to read the introduction to the passage silently.
- After they have finished reading, ask students to describe the author's 'raft.'
 - How big would this raft be?
 - How easy or difficult would it be to stay aboard a raft like this in a river?
 - Why?

'The Whirlpool'—Reading

- Before reading the passage, ask the students to look at the illustration on page 146 of the textbook.
 - What does it show?
 - How does moving water take this shape?
- Ask the students to formulate questions that the picture brings to mind and that they hope the reading passage will answer, for example:
 - *Did they have paddles?*
 - *How did they get caught in the whirlpool?*
 - *How did they get out?*
 - *Were they injured?*
 - *Did they lose their raft?*

Write the questions on the board as students offer them.

- Then ask the students to read the first 23 lines of the text silently, from the title, *The Whirlpool*, to the line *...the crest of a wave, at the smooth rock wall*.
- When they have finished reading the first section of the passage, go through the questions they have formulated on the board to see which ones they now have answers to. If new questions have arisen, add them to the list, e.g.
 - *Will Eric Shipton be able to help them?*
- As you discuss the students' questions and whether they have been answered (yet), enrich the discussion by encouraging students to imagine the whirlpool.
 - Why were the rocks smooth?
 - Why was there so much noise?

- Then ask the students to read the next 20 lines of the text silently, from the line, *We were quite helpless...* to the line *Let's try another paddle.*
- When they have finished reading the second section of the passage, go through the questions they have formulated on the board to see which additional ones they now have answers to. If new questions have arisen, add them to the list, for example:
 - *Will they be stuck in the whirlpool for two days?*
- As you discuss the students' questions and whether they have been answered (yet), enrich the discussion by encouraging the students to talk about how the men have time to eat chocolate.
 - *Was the water slower in one part of the whirlpool than another?*
- Finally, ask them to read the last 19 lines of the text silently, from the line, *But round we went again...* to the end of the passage.
- When they have finished reading the last section of the passage, go through the questions they have formulated one more time to see which additional ones they now have answers to.
- As you discuss the students' questions and whether they have been answered (yet), enrich the discussion by asking the students to talk about how water is so easy to move and yet so difficult to resist against.
- Wrap up by encouraging the students to discuss the levels of difficulty in white water river rafting—ask them to find out what it means for a river to be a Grade 3 or a Grade 6, for example:
 - *What grades do the rivers in Pakistan represent?*
 - *Ask them to find images of rafting expeditions on rivers in Pakistan.*
 - *What do the rafts look like?*
 - *What sort of safety equipment do the rafters wear? (For example: helmets, life jackets, dry suits, gloves, etc.)*

For more information, see: <http://bit.ly/Pakrivers> and <http://bit.ly/Pakrafting>

Comprehension and Vocabulary

(Pages 148 and 149 - Student's Book)

Exercise A

- Ask the students to work in pairs to find the vocabulary items in the passage and discuss their meanings
- Then encourage them to work individually to write definitions.

Answer Key

- inflate = to fill with air
- our confidence grew = we became more sure of what we were doing
- made little headway = didn't make much progress; weren't very successful
- periodically = from time to time; at regular intervals
- deafening = very loud
- a vain effort = a useless attempt; a failure
- vertical = straight up and down

Exercise B

- Ask the students to work individually to find the words in the passage, think about their meanings then decide word completes each sentence.
- Then ask them to compare answers in pairs.

Answer Key

- | | | | |
|----------------|--------------|--------------|---------------|
| 1. crest | 2. dangling | 3. Masses | 4. equivalent |
| 5. frantically | 6. Thrusting | 7. Redoubled | |

Exercise C

- This exercise asks students to recall and interpret information from the text.
- Ask them to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. It was early morning, before the sun was high enough to shine brightly on the river.
2. Because they were floating downstream much faster than they could walk along the path above the river.
3. Hillary believed that the river would be smooth for another ten miles.
4. Because the current was pulling them so quickly that they could not go across it back towards shore.
5. There was a cliff jutting out into the river forcing the water to move at a sharp angle to the side, where it then came up against the rocks at the edge of the river. Those rocks at the edge of the river forced the water to move backwards and outwards towards the centre of the river, while at the same time the main current pushed the water forward. The turbulence of all this caused an eddy in the water that became a whirlpool.
6. They were probably worried that they could be sucked down into the vortex as well.
7. Buoyancy is the ability to float. Because the air mattresses were buoyant, they remained floating on top of the water in the whirlpool rather than being pulled down into the centre of it.
8. They thought they might be stuck there for a long while because they did not have any ideas about how to escape from it.
9. A large wave pushed the raft very near the rocks, and Hillary held one rock with his arms while he held the raft between his legs. When the other end of the raft moved closer to the rocks, George also grabbed the rocks.
10. Shipton climbed most of the way down the cliff and threw a rope to the two men. They grabbed the rope and were pulled to safety.

Language Structure – Short Response: Revision

(Pages 149, 150, and 151 - Student's Book)

Exercise A to I

- Put students in groups of 3 or 4 and ask them to form a circle.
- Look at Exercise A together and give a brief review with a few examples.
- Ask one student in the group to read question 1 and the next student to answer. If a mistake is believed to have been made, any student in the group can interrupt and a discussion should ensue.
- It should go as follows.
Student A: 'Have you finished?'
Student B: 'Yes I did.'
Student A or C or D: 'I think that should be, 'Yes I have.' 'What do you think?'
Student A or C or D: 'I think you are right. OK let's move on.'
Student B: 'Can you do it?'
Student C: 'No I can't.'
Student C: 'Is he ready?', etc.
- Ask the students to complete the activity.
- Review some of the trickier answers as a class and help where needed.

Answer Key, Exercise A

1. Have you finished? Yes, I have. No, I haven't.
2. Can you do it? Yes, I can. No, I can't
3. Is he ready? Yes, he is. No, he isn't.
4. Are you sure? Yes, I am. No, I am not.
5. Will you do it? Yes, I will. No, I won't
6. Have you told her? Yes, I have. No, I haven't.
7. Has he gone? Yes, he has. No, he hasn't.
8. Does he come here often? Yes, he does. No, he doesn't.
9. Will he do it? Yes, he will. No, he won't.
10. May I come? Yes, you may. No, you may not.
11. Were you informed? Yes, I was. No, I wasn't.
12. Did she know the answer? Yes, she did. No, she didn't.

Exercise B

1. Who told you the news? He did.
2. Which of you is taller? He is.
3. Who threw that piece of paper? I did
4. Who did your homework? I did
5. Which of you saw the accident? I did.
6. Who fell into the river? I did.
7. Which one was wrapped in paper? This one was
8. Who wants a sweet? I do.
9. Who cleaned the blackboard? She did.
10. Who will help me? I will.
11. How many of you would like a holiday? I would.
12. Who marked the register? I did.

Exercise C

- | | |
|---|---|
| 1. It is hot today. Yes, it is. | 2. The blackboard is cracked. So it is. |
| 3. He has forgotten his hat. Yes, he has. | 4. It's raining. Yes, it is |
| 5. He has done well. Yes, he has. | 6. He told you. Yes, he did. |
| 7. They have disappeared. So they have. | 8. The bus is coming. Yes, it is. |
| 9. You have dropped your handkerchief. So I have. | 10. He caught a fish. So he did. |
| 11. The sun is setting. Yes, it is. | 12. It's going to rain. Yes, it is. |

Exercise D

- | | |
|--|---|
| 1. It's rather heavy. No, it's not | 2. You've dropped something. No, I haven't |
| 3. The shop is closed. No, it isn't. | 4. There is some ink in the bottle. No there isn't. |
| 5. The door is locked. No, it isn't. | 6. He will do it again. No, he won't. |
| 7. She likes chocolate. No, she doesn't. | 8. The film is being shown tomorrow. No, it isn't |
| 9. The car is stopping. No, it isn't | 10. She was wearing a red dress. No she wasn't. |
| 11. This is the end of the exercise. No, it isn't. | 12. You are very angry. No, I am not. |

Exercise E

- | | | |
|------------------------|----------------------|----------------------|
| 1. Oh yes, he did. | 2. Oh yes, I can. | 3. Oh yes, he did. |
| 4. Oh yes, they can. | 5. Oh yes, I did. | 6. Oh yes, she has. |
| 7. Oh yes, I will. | 8. Oh yes, she is. | 9. Oh yes, she is. |
| 10. Oh yes, she could. | 11. Oh yes, he does. | 12. Oh yes, we have. |

Exercise F

1. He is tall and so are you.
2. You are clever and so is he.
3. My socks are wet and so is my shirt.
4. This pen is broken and so is that one.
5. He can sing and so can his sister.
6. You have finished and so have all of us.
7. He went away and so did his father.
8. I like debating and so do my friends.
9. She goes to my school and so does her sister.
10. He sits in the front and so does his friend.
11. He is glad that he is leaving school and so is his teacher.
12. He will help you and so will I.
13. You must come to my party and so should your sister.

Exercise G

1. She doesn't want to go and neither does her sister.
2. He hasn't done his homework and neither have I.
3. He doesn't sleep well and neither do I.
4. He hasn't any ink and neither do I.
5. We didn't enjoy the play and neither did they.
6. She hasn't bought anything and neither have I.
7. He isn't very old and neither are you.
8. They don't like it and neither do we.
9. Your country isn't very big and neither is mine.
10. She doesn't live there anymore and neither does her family.
11. This shop doesn't sell buttons and neither does that one.
12. The dog won't bite you and neither will the cat.

Exercise H

- | | |
|---|--|
| 1. He is tall but you aren't. | 2. You are clever but he isn't. |
| 3. My socks are wet but my shirt isn't. | 4. This pen is broken but that one isn't. |
| 5. He can sing but his sister can't. | 6. You have finished but all of us haven't. |
| 7. He went away but his father didn't. | 8. I like debating but my friends don't. |
| 9. She goes to my school but her sister doesn't. | 10. He sits in the front but his friend doesn't. |
| 11. He is glad that he is leaving school but his teacher isn't. | 12. He will help you but I won't. |
| 13. You must come to my party but your sister shouldn't. | |

Exercise I

1. She doesn't want to go but her sister does.
2. He hasn't done his homework but I have.
3. He doesn't sleep well but I do.
4. He hasn't any ink but I have.
5. We didn't enjoy the play but they did.
6. She hasn't bought anything but I have.
7. He isn't very old but you are.
8. They don't like it but we do.
9. Your country isn't very big but mine is.
10. She doesn't live there anymore but her family does.
11. This shop doesn't sell buttons but that one does.
12. The dog won't bite you but the cat will.

WORKBOOK ANSWER KEY

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

SHORT REPLIES (Pages 50 and 51)

- | | |
|-------------------------------------|--|
| 1. Yes, I am. No, I'm not. | 2. Yes, I have. No, I've not. |
| 3. Yes, I do. No, I don't. | 4. Yes, I have. No, I haven't. |
| 5. Yes, I was. No, I wasn't. | 6. Yes, he has. No, he hasn't. |
| 7. Yes, she does. No, she doesn't. | 8. Yes, I will. No, I won't. |
| 9. Yes, I can. No, I cannot/can't. | 10. Yes, you ought to. No, you ought not to. |
| 11. Yes, I could. No, I couldn't. | 12. Yes, she should. No, she shouldn't. |
| 13. Yes, I would. No, I wouldn't. | 14. Yes, I did. No, I didn't. |
| 15. Yes, I was. No, I wasn't. | 16. Yes, I must. No, I needn't. |
| 17. Yes, you must. No, you needn't. | 18. Yes, she did. No, she didn't. |
| 19. Yes, I must. No, I needn't. | 20. Yes, it must. No, it needn't. |
| 21. Yes, he must. No, he needn't. | 22. Yes, she did. No, she didn't. |
| • | |
| 1. Yes, she does, doesn't she? | 2. No, it wasn't, was it? |
| 3. Yes, he can, can't he? | 4. No, they won't, will they? |
| 5. Yes, they were, weren't they? | 6. No, it doesn't, does it? |
| 7. No, she didn't, did she? | 8. Yes, it is, isn't it? |
| 9. Yes, she did, didn't she? | 10. Yes, he could, couldn't he? |

Punctuation – Revision: The Colon

(Page 151- Student's Book)

- Review the three main uses as explained in the book. Ensure understanding by giving extra examples of each use.
- Ask the students to work individually and then compare with a neighbour.
- Review as a class and help where needed.

Answer Key

1. I enclose the following items: a catalogue, two photographs, an explanatory leaflet, and an order form.
2. Far too many people begin speeches by saying, 'Unaccustomed as I am to public speaking...'
3. His motto was: Look before you leap.
4. At last he realized what had happened: no one had remembered to send out the invitations!
5. The tool had many uses: it could cut wire, undo nuts, and act as a vice.

Spelling

(Page 151 - Student's Book)

- Follow one of the past spelling activities that worked well with your class.

Composition – Arrangement

(Pages 151 and 152 - Student's Book)

- Instruct the students to review their notes from Lesson 24.
- These notes will be the basis for their composition for this unit.
- They need to decide how to organize their notes into several paragraphs. There is no one way to do this so encourage creativity.
- Ask the students to write a brief outline using their notes.
- Move around the class offering help and instruction on a one to one basis.
- Give the students time in class to finish their outlines and assign the first draft as homework.
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.

Useful Words and Phrases – At the Table

(Page 152 - Student's Book)

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson TWENTY SIX**WHITE FANG****White Fang—Intro**

- Start out by showing the image provided to the class on the following page and by asking them to identify the animal in it: The animal is a gray wolf. Ask the students what they know about these animals.
 - Are they native to Pakistan? (Yes; Tibetan and Indian gray wolf)
 - What is their habitat? (Northern mountainous regions)
 - How do they live? (They live in packs)
 - What is their social organization like? (Primarily family groups. Dominant pairs breed)
 For more informations see: <http://bit.ly/Pakwolf> and <http://bit.ly/Graywolf>

If students do not know much about the gray wolf, provide the opportunity for them to research the answers to these questions, preferably using English-language resources in order to facilitate their knowledge of appropriate vocabulary and terminology.



- Point out to the students that the gray wolf is a protected species in Pakistan. Discuss the pressures the animal suffers from in terms of survival in the country.
 - Why does it need protection?
 - What could happen to a gray wolf that became separated from its family group?
- Tell the students that the reading passage for this lesson was written by a young man who spent time in Alaska and observed the behaviour of the animals there.
- Ask the students to read the introduction to the passage silently.
- After they have finished reading, ask them what the story will be about (A wolf cub). Point out the word *cub*, and extend discussion to the names of other young animals. Make sure to include the word *kitten*.
- Then ask what problem the wolves are facing (Hunger). Pre-teach the word *famine*. Tell the students that at this point of the story, only one wolf cub has survived the famine.
- Wrap up by discussing the title of the lesson, *White Fang*.
 - What does this refer to? (The name of the wolf cub)
 - Ask what they would expect the character of an animal with this name to be. (Courageous, brave, shows its teeth/growls, bites, etc.)

'The Law of the Wild'—Reading

- Before reading the passage, ask the students to think about the subtitle for the passage, *The Law of the Wild*.
 - Ask what they think the law of the wild is?
Discussion should ultimately come to the idea of survival and the need for food and self-preservation.
- Help the students create expectations for what they will be reading. Ask questions like the following and write brief notes of the answers on the board:
 - *How is the problem of food going to be solved?*
 - *What kind of food will be found?*
 - *What kinds of animal will the wolf hunt?*
 - *How will an animal that is attacked defend itself in a fight?*
- Then ask the students to read the first 20 lines of the text silently, from the title, *The Law of the Wild*, to the line ...*while the she-wolf used her teeth alone*.
- When they have finished reading the first section of the passage, go through their predictions on the board to see how close they were to the story line.
- Extend the discussion to predictions of how the story will continue, writing brief notes on the board summarizing the answers:
 - *How will the battle end?*
 - *Will White Fang fight?*
 - *How will White Fang change as a result of the experience?*
- Then ask the students to read the last 23 lines of the text silently, from the line, *Once, the cub sprang in...* to the end of the passage.
- When they have finished reading the second section of the passage, go through the predictions they have formulated on the board to see which ones were right.
- Wrap up by asking the students what makes wild animals 'wild' and domestic animals 'tame.'
 - What is the role of environment on the behaviour of animals?
 - Can we see anything similar in relation to humans? That is, are some environments more likely to make people 'wild' rather than 'civilized'?

Comprehension and Vocabulary

(Page 154 - Student's Book)

Exercise A

- Ask the students to work in pairs to find the vocabulary items in the passage that match the definitions.

Answer Key

- | | | | | |
|------------|-----------------|----------|-------------|-------------|
| 1. famine | 2. kittens/cubs | 3. snarl | 4. instinct | 5. intruder |
| 6. screech | 7. valiantly | 8. yelp | 9. caressed | 10. healed |

Exercise B

- This exercise asks students to recall and interpret information from the text.
- Ask them to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. It means that the wolves found food and were no longer starving.
2. She had eaten the baby lynxes.
3. A lynx is a wildcat. They can be found in Baltistan in Pakistan, where they are known as *tsogde*. They weigh about 20 kg, so they are about three times the size of a domestic cat. Lynx have long black fur at the top of their ears, and short tails with black tips. Lynx can kill animals that are 60 to 80 kg by using their very sharp teeth and claws. In Pakistan, lynx hunt animals like young ibex, mountain sheep, deer, marmots, foxes, pikas, and birds that nest on the ground.
4. The mother wolf needed to take food to her cub, so she carried the dead lynx kitten back to the cave where White Fang was waiting. This made it possible for the mother lynx to follow the trail and attack the wolves.
5. Probably not. A lynx is a very dangerous animal that can kill much larger opponents than a wolf. Usually a wolf (or any animal) will not get into a battle with a stronger opponent.
6. White Fang was frightened first by the fact that the lynx had trapped them inside the cave, and second by the noise she made in preparation for her attack.
7. The mother wolf pushed White Fang behind her so that he would not be injured in the fight. She was trying to protect him.
8. The entrance to the cave the wolves were in was low-roofed and not big enough for the lynx to leap in. She had to crawl in.
9. During the fight, White Fang bit the lynx's back leg and held on. In this way, he distracted the lynx and made it more difficult for her to move.
10. White Fang was small but brave; he overcame his fear of danger and helped his mother in defeating the lynx.
11. She was badly injured during the fight, making her very weak, and she was probably already quite weak from the previous lack of food.
12. White Fang had learned that the dangers of the world could be confronted and defeated. This gave him more confidence and maturity.
13. It means hunting for food.
14. Eat or be eaten.

Language Structure – The Passive: Revision

(Pages 155 and 156 - Student's Book)

Exercise A

- We can form the passive in many different verb tenses. It is important to note that in the examples for Exercise A, the active and the passive, have totally different meanings. For example: *I watch* means that *I am watching something* such as TV. On the other hand, *I am watched* means that *some other person is watching me*.
- Normally, we change the active into the passive to take the focus off of whom or what is doing the action to the action itself, not to change the meaning. For example, My father painted the kitchen last week. The kitchen was painted last week.
- Here the idea behind this exercise is to point out how different the meaning of the sentence can become. However, the students need to understand that this is not the way to use the passive voice.
- Ask the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|------------------------------|-----------------------|------------------------|
| 1. I am seen | 2. He is being kicked | 3. You have been told |
| 4. We were helped | 5. She had been asked | 6. I shall be followed |
| 7. You will have been pushed | 8. is being broken | 9. have been torn |

Exercise B

- Write the two active examples on the board.
Someone threw a stone. They are making a new road.
Ask what is the subject in each example? Underline *Someone* and *They*.
Ask what is the object in each example? Circle *a stone* and *a new road*.
Ask what is more important:
 - the person who threw the stone or the action of the stone being thrown
 - the people who are making the new road or the fact that a new road was being made
- The action in both is more important than the unnamed person/people doing the action. That is why we use the passive voice in some situations. To focus the reader or listener's attention on the action because it is more important.
- Under the active examples that you wrote on the board, draw an arrow from the object down to the left, to where you will start a new sentence. Then write the object as the subject of the new sentence and pause for a moment. Then complete the passive sentence. (See below)

<u>Someone</u> threw <u>a stone</u> .	<u>They</u> are making <u>a new road</u> .
←	←
A stone was thrown.	A new road is being made.
- Explain that when we form the passive, we take the object from the active sentence and make it the subject of the passive sentence. Then we add the verb *to be + past participle*.
- Ask the students to underline all the subjects and circle all of the objects in the exercise.
- Ask them to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | |
|---------------------------------|-------------------------------------|
| 1. It was taken away. | 2. Our school is being painted. |
| 3. English is spoken here. | 4. The statue was painted red. |
| 5. The library has been closed. | 6. He was informed. |
| 7. That room must not be used. | 8. It has already been done. |
| 9. She will not be forgotten. | 10. This window must not be opened. |

Exercise C and D

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

Answer Key, Exercise C

- She was given the prize./The prize was given to her.
- He was handed a note./A note was handed to him.
- He was not told the news./The news was not told to him.
- He was given a certificate./A certificate was given to him.
- He was made captain.
- She was offered the job./The job was offered to her.
- She will be given a chair./A chair will be given to her.

8. He was promised employment.
9. He was asked some questions.
10. We were shown the gymnasium./The gymnasium was shown to us.

Exercise D

1. The announcement was made by the headmaster.
2. He was hit by a cricket ball.
3. He was run over by a lorry.
4. The church tower was struck by lightning.
5. The classroom was invaded by a swarm of bees.
6. The playing fields were turned brown by the hot sun.
7. He was wanted by the police.
8. The drowning boy was saved by a fisherman.
9. David Copperfield was written by Charles Dickens.
10. He was helped by all his friends.

WORKBOOK ANSWER KEY

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

THE PASSIVE (Pages 52 and 53)

1. My bicycle has been moved.
 2. He was taken away in an ambulance.
 3. The tree was left where it had fallen.
 4. Plastic glasses are made nowadays.
 5. Accidents are caused by carelessness.
 6. The article in the newspaper was written by an old boy of this school.
 7. That house has not been entered for years.
 8. I have been blamed before.
 9. He was carried off the field by two of the players.
 10. That leaking roof should be repaired.
 11. He was not seen for weeks.
 12. He was surprised and pleased by their answers.
 13. You are going to be paid for your work.
 14. He was given a spade and told to begin digging.
- 1. Someone has taken my book.
 2. They have chopped down all the trees outside the school.
 3. People will soon forget what happened.
 4. No one will ever buy this article.
 5. They are going to construct a new railway line.
 6. The workers are digging up the road outside our house.
 7. He has moved this furniture.
 8. Men used to eat raw food a long time ago.
 9. Somebody ought to tell him not to do it.
 10. No one will ever believe her.
 11. They will have finished the work by the end of the week.
 12. Someone has sawn off the leg of the chair.

Spelling

(Page 156 - Student's Book)

- Follow one of the past spelling activities that worked well with your class.

Composition – General Advice

(Pages 156 and 157 - Student's Book)

- Write on the board—Describe an early morning scene in a side street.
- Ask everyone to close their eyes and ask them to imagine an early morning scene in a side street.
Ask:
 - Where are you?
 - What's happening on the street?
 - Who is there?
 - What do you see?
 - What do you smell and hear? etc.
- Tell the students to open their eyes and to either start a bubble map or free write everything that they just imagined. As they write, more things will hopefully come to mind to fill in and some type of organizational method should start to form.
- After enough time has been given, ask them to start organizing their essay into sub-topics.
- Finally, ask them to write a title for each sub-topic.
- For homework, ask them to arrange the information in an outline and then write a rough draft. Each body paragraph should have a topic sentence and each essay should have an intro and a conclusion.
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.

Useful Words and Phrases – Much and a Great Deal (of)

(Pages 157 and 158 - Student's Book)

- Follow the examples in the book and complete the activity as requested. Point out that *much* is used in questions and negative sentences. *A lot* can also be used in some situations.
- Ask the students to share their sentences with their neighbours.
- Point out that they should always help and correct when possible.

Answer Key

- | | | |
|--------------------|--------------------|---------|
| 1. a great deal of | 2. much | 3. much |
| 4. a great deal of | 5. a great deal of | 6. much |
| 7. a great deal of | 8. much | 9. much |

Oral – Examinations

(Page 158 - Student's Book)

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson TWENTY SEVEN

THE WORST JOURNEY IN THE WORLD

The Worst Journey in the World—Intro

- Start out by displaying a map that shows both Pakistan and the South Polar regions of the world. Ask the students to point out Pakistan on the map, and then ask them to name the landmass at the South Pole (Antarctica).
- Next, ask if the students know of any Pakistani presence on Antarctica. (There is a Pakistani oceanography station there.) Discuss what sort of work such a station might do. (Scientific research of various kinds)
- Brainstorm with the class some of the challenges of maintaining a research presence in that part of the world. (Transportation across the land, supplies of food and medicine, electricity, warm living quarters, etc.) How could they be overcome?
- Explain to the class that the reading passage for this lesson describes the experience of a member of a research team over one hundred years ago. How would meeting the challenges have been different in those days? The task of the men in the passage was to collect samples of eggs of the Emperor Penguin, and to carry out the task, they needed to travel at a particular time of year and go to a specific place.
- Ask the students to read the introduction to the passage silently.
- After they have finished reading, ask them what was the main problem facing the researchers (cold weather, blizzard conditions).
- Continue the discussion briefly by asking the students to describe how people who live in the coldest areas of Pakistan cope with the bitter winter weather in their region.

‘Cold’—Reading

- Before reading the passage, show students this image. Tell the students that this is a picture of the author fully outfitted for sledging. Ask the students to describe the clothing in as much detail as possible.
- Then encourage them to discuss whether they think this clothing can keep a person very warm.
 - What if the person is doing some work, such as pulling a sledge—what would happen in that case?
- Draw the students’ attention to the single-word subtitle, *Cold*. Tell them that a single word like this provides a kind of snapshot impression.
- Tell the class to divide the text into four sections, as follows:
 - A) 12 lines, from the subtitle *Cold* to the line, *...into the required shape*.
 - B) 10 lines, from the line, *The trouble is sweat...*, to the line, *...sheets of armour plate*.
 - C) 15 lines, from the line, *As for our breath...*, to the line, *before being frozen in*.
 - D) 13 lines, from the line, *By now we had realized...*, to the end of the passage.



- Break the class into groups of three to five students, and assign each group one of the sections of the text, A, B, C, or D. (In a large class, you may need to assign the same section to more than one group.)
- Tell the class that for their assigned section of the reading text, they should come up with a single-word that sums up the main impression, just as the word *cold* sums up the impression of the entire passage.
- Give the class ample time to read and discuss their assigned sections of the passage, circulating and providing assistance as needed during the process. When they are ready, extend the task.
- Tell each group to write one comprehension question based on their section of the passage on a sheet of paper. Again, circulate and monitor, providing assistance as needed.
- Next, elicit the single-word descriptions for each section and write them on the board. Also, get one representative for each group to write their comprehension question on the board.
- Tell the class to read the entire passage, keeping in mind the key words and the comprehension questions as they read.
- When the students have finished reading, discuss the answers to the class-produced comprehension questions, and discuss also the insights gained from the key words the groups suggested for each section.
- Wrap up by asking:
 - How the kind of journey the author and his companions made is different from the experiences of alpinists (mountain climbers who specialize in difficult climbs) who come to Pakistan to climb mountains like K2.
 - What is the role of locals, such as Karim Balti, (For reference look up: <http://bit.ly/karimbalti> in these climbing attempts?
 - Would students ever want to undertake such an adventure, either climbing a mountain like K2 or visiting Antarctica as a scientist? Why or why not?

Comprehension and Vocabulary

(Page 161 - Student's Book)

Exercise A

- Ask the students to work individually to find the words in the passage and match them with their definitions.
- Then ask them to compare answers in pairs.

Answer Key

- survivor = one who continues to live
- ordeal = a severe test of character or endurance
- blizzard = a severe snowstorm with violent wind
- lash = fasten tightly with rope or cord
- porous = allowing liquid to pass through
- accumulated = increased in amount
- respiration = breathing
- circulated = movement of the blood around the body
- crippled = unable to walk

Exercise B

- Ask the students to work in pairs to find the vocabulary items in the passage and discuss their meanings
- Then ask them to work individually to write definitions.

Answer Key

- Antarctic = Antarctica, the southernmost continent on Earth, where the South Pole is located.
- starvation = illness and death due to lack of food
- harness = (in this case) straps fitted to a person allowing him to pull a sledge across the ice and snow
- thaw = defrost (the opposite of freeze)
- routine = usual pattern of activity

Exercise C

- This exercise asks the students to recall and interpret information from the text.
- Ask them to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. Two.
2. Their biggest difficulty was that the moisture from their bodies, in the form of sweat and breath, froze inside their clothing and the interiors of their sleeping bags, turning them into cold, hard, inflexible objects.
3. It means find one's direction by looking at a navigational instrument called a *compass*.
4. Because the freezing temperatures meant that their gear was frozen stiff and was difficult to get into.
5. Because it was so cold that their feet froze into their footwear. If they waited too long to stop, they could suffer injury and not be able to continue their journey.
6. They worked very hard pulling the sledge, and this caused them to perspire. Their sweat soaked their clothing and froze.
7. The moisture from their breath froze inside their balaclavas covering the lower parts of their faces with ice and made the balaclavas tight around their heads.
8. Because they did not leave an opening in the bags to allow for fresh air to enter from the outside. As they breathed throughout the night, they used up all of the oxygen in the air inside their bags; so that a match would not burn (a fire will only burn when oxygen is present).
9. The author understood clearly the difficulties when his clothing froze into a position that did not allow him to lower his head while he was pulling the sledge.
10. The biggest danger they faced was not being able to continue walking since they would not have enough food to survive.

Language Structure – Inflexions: Revision

(Pages 161, 162, and 163 - Student's Book)

The Present Simple Tense

Exercise A

- Look at sentence number one in Exercise A together.
- Ask the students to read the paragraph silently and then ask the following questions.
 - What is the subject? (*girls*)
 - Underline the subject. Is the subject mentioned again in the paragraph? (Underline all instances including of course pronouns referring to the *girls*.)
 - How can we change girls to the singular? (*girls* > *girl*)
 - How do we change the pronoun they to the singular? (*they* > *she*)

- If we change *girls* to *girl* and *they* to *she*, is there anything else we need to do to make the sentence grammatically correct? (*Yes of course, the verb needs to agree with the subject*)
- Ask the students to rewrite the paragraph with the necessary changes.
- Ask them to work in pairs to complete sentences 2 and 3.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

1. The young girl says that she enjoys herself at school. She plays games, she sings, she listens to stories, she acts in plays, and takes part in concerts. Sometimes she pays visits to places of interest and once a year she goes on a picnic.
2. The boy who lives nearby helps his mother. He chops firewood, digs the garden, takes the dog for a walk every evening, and even washes the dishes. His friends say that he even finds time to do his homework.
3. Every evening, when the boy returns from school, his dog runs to meet him. He usually carries his lead in his mouth and this means that he wishes to be taken for a walk. He jumps up at the gate and tries to open it. Sometimes his young master does not wish to take him out and the dog's tail stops wagging as he sadly follows the boy into the house, but usually the boy and the dog go off joyfully together.

Agreement with Subject

Exercise B

- Review singular and plural examples.
 - Look at sentence number 1 and ask the class is everyday singular or plural. (*Singular*)
 - Ask them if we should use *brings* or *bring* with the singular noun *every day*. (*brings*)
- Ask the students to complete the activity individually.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | | |
|-----------|--------|-------|---------|--------|
| 1. brings | 2. are | 3. is | 4. are | 5. was |
| 6. are | 7. is | 8. is | 9. were | 10. is |

Pronouns

Exercise C

- Write the following table on the board.

PERSONAL PRONOUNS:

SUBJECT	OBJECT
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

- Ask the students to decide if a subject or an object pronoun is needed. Ask them to complete the activity individually. *(Please note that the book states that the object forms are used after prepositions. This is true for this activity but not in all cases. For example: She likes him.)*
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|---------|----------------|------------------|
| 1. We | 2. me; me; him | 3. her |
| 4. him | 5. me; her | 6. who |
| 7. whom | 8. whom | 9. She; whom; me |

WORKBOOK ANSWER KEY

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

AGREEMENT (Pages 54 and 55)

1. He says that he often sees her and he sometimes stops for a chat.
2. My friend in the other school plays hockey and has PE lessons once a day.
3. She/he went to see all the sights because she/he had not been here before.
4. A girl I know plays hockey and likes playing cricket too.
5. The shop in this street opens early and closes late.
6. My teacher says that a book makes a good companion.
7. My friend eats jam with cheese and says that she enjoys it.
8. A shop that gives good service does good business because a satisfied customer returns.
9. A person who lends or borrows money soon loses friends.
10. A boy in this school tells me that boys work harder than girls but a girl whom I have asked disagrees.
11. My neighbour who owns a stereo sometimes plays it too loudly.
12. Her sister tells me that she reads a book a day.
13. The teacher tests the class once a week and gives us the result in the following week.
14. The monitor gives out the book and collects it at the end of the lesson.
15. The bus stops and waits just outside the school.

- | | | | |
|-------------------|------------|------------|----------------|
| 1. he | 2. his | 3. she | 4. he |
| 5. me; her | 6. her; me | 7. me; him | 8. me |
| 9. she | 10. their | 11. she | 12. themselves |
| 13. him; his hand | 14. his | 15. who | 16. whom |
| 17. who | 18. plays | 19. was | 20. one |
| 21. I | 22. whom | 23. who | 24. were |
| 25. is | 26. knows | 27. is | 28. These |

Punctuation – General Practice

(Page 163 - Student's Book)

- Instruct the students to read the passage silently.
- Ask them to decide in pairs how many paragraphs the passage should be broken into. Then review with the class where the breaks should come.
- One paragraph at a time, encourage the students to attempt to punctuate properly with their partner and then have partners compare and discuss with a neighbouring pair.

- Review as a class and help where needed. Be prepared to explain each comma, full stop and quotation mark.

Answer Key

Mr. Sherlock Holmes was seated at the breakfast table. I stood upon the hearthrug and picked up the stick, which our visitor had left behind him the night before. It was a fine, thick piece of wood. Just under the head was a broad, silver band, on which was engraved: To James Mortimer, MRCS, From his Friends of the C.C.H. 1884.

‘Well, Watson, what do you make of our visitor’s stick?’ said Holmes. ‘Since we have been so unfortunate as to miss him, and have no notion of his errand, this accidental souvenir becomes of importance. Let me hear you reconstruct the man by an examination of it.’

‘I think,’ said I, following so far as I could the methods of my companion, ‘that Dr. Mortimer is a successful, elderly, medical man; well-esteemed, since those who know him give him this mark of their appreciation.’

‘Good,’ said Holmes.

Spelling

(Page 164 - Student’s Book)

- Follow one of the past spelling activities that worked well with your class.

Composition – Discussion

(Pages 164 and 165 - Student’s Book)

- Review the directions in the book and explain that $\frac{1}{4}$ of the class will be writing a composition on each of the four topics given. Ask the students to decide who will be in each group.
- Once the class is divided into four equal groups, ask each group to form two separate groups.
- Assign each group to be *for* or *against* the topic that they choose.
- Ask the students to work individually to come up with four points relevant to their position of for or against. Once they have four points they need to list support for each.
- Ask the students to return to form the eight separate groups and have them discuss their points as a group. They should all be taking notes and formulating their ideas on the points discussed and the best ways to support these ideas.
- Tell them to pair up with one person from the opposition on their topic. For example: one person from pleasures of keeping pets and one from difficulties of keeping pets.
- Encourage them to discuss their positions and decide on which points to include in their composition.
- Ask them to prepare an outline together in class and then for homework ask them to individually write their rough draft. *Every student will write their own composition and while many will be quite similar because of the brainstorming activities outlined above, this is an excellent way to get the students speaking and listening and taking notes. They will come up with more relevant ideas because of the brainstorming. Finally, reporting to their partner is another activity that allows the students to speak and listen as well as ask and answer questions.*
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.
- Once their final drafts are complete have the students post their compositions on the wall of the class for all to look at and compare.

Useful Words and Phrases – In the Train

(Page 165 - Student’s Book)

- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson TWENTY-EIGHT

PRINCE OF THE JUNGLE

Prince of the Jungle—Intro

- Start out by showing the students the image reproduced here and asking them to describe it.
 - What is happening? What reaction do you think the horses are having during this incident? The riders? Why?
- Students may have correctly concluded that the image depicts a polo match. Ask if any of them have ridden a horse.
 - How many have attended a polo match?
 - What does the class know about the background of polo and horsemanship in Pakistan and the region?
 - What areas of Pakistan are known for horse breeding and as the home of horsemanship? For more information, see: <http://bit.ly/Pakpolo>
- Explain to the class that the reading passage for this lesson tells the story of a fictional prince in an imagined mountain region (possibly based on the Swat Valley). The story takes place long ago when warriors trained themselves and their horses through competitions like polo.
- Ask the students to read the introduction to the passage silently.
- After they have finished reading, ask them to state why Prince Iqbal has set off with his horse. (He suspects that the enemy has attacked his father.) Based on this conclusion, encourage the class to discuss what Prince Iqbal should be prepared for as he follows his father's trail. (He should expect an attack.)



'Ispahir'—Reading

- Before reading the passage, continue the discussion by asking the students to predict what may happen during the expected attack. You may need to ask leading questions like these to stimulate discussion:
 - *What natural boundary might separate Prince Iqbal's kingdom from that of the enemies?*
 - *Where will the attack happen?*

- *What weapons will be used during the attack?*
- *How will the attackers catch Prince Iqbal given he is riding a horse?*
- *How many enemies should Prince Iqbal expect?*
- *How can Prince Iqbal escape?*
- Then ask the students to read the first 29 lines of the text silently, from the title, *Ispahir*, to the line *Iqbal did not hear the whistle of the first arrow*.
- When they have finished reading the first section of the passage, go through their predictions on the board to see how close they were to the storyline.
- Extend the discussion to predictions of how the story will continue, writing brief notes on the board summarizing the answers:
 - *What is special about Ispahir?*
 - *How can Ispahir's special strength help Prince Iqbal?*
 - *What tricks can Prince Iqbal's enemies plan to stop him and Ispahir?*
- Next, ask the students to read the following 33 lines of the text silently, from the line, *He was nearly knocked clean off the saddle*, to the line, *If only Ispahir wasn't short of breath!*
- When they have finished reading the second section of the passage, go through their predictions on the board once more to see how close they were to the storyline.
- Extend the discussion to predictions of how the story will end, writing brief notes on the board summarizing the answers:
 - *What will happen when the horseman catches up with Iqbal and Ispahir?*
 - *Can Iqbal win a fight against just one enemy?*
 - *What will happen when the other horsemen arrive?*
 - *How can Iqbal escape in the end?*
- Then ask the students to read the last 33 lines of the text silently, from the line, *The plucky animal made one more last spurt...* to the end of the passage.
- When they have finished reading the second section of the passage, go through the predictions they have formulated on the board to see which ones were right.
- Wrap up by asking them whether the moves Price Iqbal used to defeat his enemy would be allowed in a polo match. Then discuss the annual Shandur Polo Festival. The organizers claim that this competition is one that has no rules! For reference look up: <http://bit.ly/shundurpolo>

Comprehension and Vocabulary

(Pages 168 and 169 - Student's Book)

Exercise A

- Ask the students to work individually to find the words in the passage and match them with their definitions.
- Then ask them to compare answers in pairs.

Answer Key

- trail = marks left by something that has passed by
- plunged = moved into violently
- gully = narrow channel cut by rainwater
- obstacle = something in the way preventing progress
- vainly = unsuccessfully
- savage = fierce and cruel
- prolonged = lasting a long time
- devoured = ate hungrily
- frantic = wild with fear

Exercise B

- Ask the students to work in pairs to find the vocabulary items in the passage and discuss their meanings
- Then ask them to work individually to write definitions.

Answer Key

- fabulous = wonderful, magnificent
- ambushed = attacked unexpectedly by an enemy that hid and waited
- give him his head = let him run as fast as he wanted
- sure-footed = confident and unlikely to stumble or fall
- reared straight up = rose up on his hind legs
- barricaded = put an obstacle across the path
- stirrups = the straps hanging from each side of a saddle where a rider places his feet
- spur = a small, sharp object that a rider kicks into a horse's sides
- mane = the hair on a horse's neck
- drawing level = approaching from behind and coming even with

Exercise C

- Ask the students to work in pairs to find the vocabulary items in the passage and discuss their meanings
- Then ask them to work individually to write sentences of their own.

Answer Key (sample answers)

- 'Yarn bombing' is street art in which objects are **entangled with** colourful yarn.
- If your feet are sore after shopping all day, **soothe** them by soaking them in hot water and then massaging them gently.
- The skateboarder balanced **on the brink** of the ramp, shifted his weight and then raced down one side and up the other.
- Although they were **in sight of** the cabin and could even see a cat sitting in the window, it was on the other side of the river, and there was no way to cross.
- The bottle slipped from my hand and crashed to the floor, and the flying glass **slashed** my ankles.

Exercise D

- This exercise asks students to recall and interpret information from the text.
- Ask them to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. His horse, Ispahir, was thirsty and hot, and Iqbal wanted to let him drink and cool off.
2. The first sign of the attack was when Ispahir jerked on account of being shot by an arrow.
3. Because Ispahir was wounded and was running away in pain and fright.
4. The attackers who were waiting to ambush Iqbal shouted and shot arrows, and this frightened Ispahir enough to make him stop.
5. Iqbal could feel the horse's heart beating fast and hard.
6. Iqbal sharply pulled Ispahir's bit, which made the horse go down on its knees. This prevented the attacker's sword from hitting Iqbal.
7. Iqbal tried to stab his attacker with his dagger but struck the horse instead, which galloped away wildly with the attacker's foot still stuck in the stirrups. The attacker was killed as he was dragged along by his horse.

Language Structure – Sequence of Tenses: Revision

(Pages 169, 170, and 171 - Student's Book)

Exercise A to D

- Explain and encourage the students to complete one activity at a time with a class review after each.
- Ask them to complete the activity in pairs. It is important that they discuss why they believe their answer is correct. For example, in sentence number 1 the answer must be **is** because they mention *now* in the sentence so therefore the tense cannot be past simple.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key, Exercise A

- | | | | | |
|---------|---------|--------|---------|----------|
| 1. is | 2. were | 3. had | 4. have | 5. know |
| 6. were | 7. was | 8. had | 9. have | 10. have |

Exercise B

- | | | | | |
|----------|----------|----------|-----------|-----------|
| 1. will | 2. would | 3. may | 4. could | 5. can |
| 6. might | 7. may | 8. could | 9. should | 10. shall |

Exercise C

- | | | | | |
|------------|----------|---------|------------|---------|
| 1. arrives | 2. gives | 3. have | 4. tells | 5. gets |
| 6. come | 7. see | 8. is | 9. changes | 10. go |

Exercise D

- | | | | |
|-------------|--------------|---------------|---------------|
| 1. want | 2. will give | 3. would tell | 4. would win |
| 5. had done | 6. had known | 7. were | 8. would make |

WORKBOOK ANSWER KEY

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

SEQUENCE OF TENSES (Pages 56 and 57)

1. I knew that he was willing to help.
 2. They said that you were going to leave us.
 3. I thought that I had seen her before.
 4. He thought that he could do it without help.
 5. She hoped that she would be able to return.
 6. I promised that he should have the book when I had finished with it.
 7. I wanted to know whether I could keep it or not.
-
1. We hope that she will not do it again.
 2. I am sure that you have acted very wisely.
 3. They are afraid that he may not like it.
 4. I am sure that I can help him.
 5. I shall be grateful if you will send me one.
 6. No one knows what he has done.
 7. Everyone hopes that it will not rain.

•			
1. was	2. will	3. would	4. said
5. have	6. knew	7. hoped; would	8. knew
9. can	10. ask	11. would; could	12. comes; arrive
13. rains	14. have	15. comes	16. will
•			
1. ...have misunderstood what I have said.	2. ...they would drop us home after dinner.		
3. ...she will come to my party.	4. ...the sea would calm down.		
5. ...we will reward you.	6. ...all the students leave.		
7. ...would you donate it to the zoo?	8. ...I would have introduced you to him.		
9. ...will you let me keep the book?	10. ...I would set up an orphanage.		

Spelling

(Page 171 - Student's Book)

- Ask the students to complete the activity in pairs by finding the words in the dictionary and filling in the missing letters.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Composition

(Page 171 - Student's Book)

- Each of the four choices given is a review of a past assignment. They are all different and unique. Therefore, this activity is best done as homework. However, since it is a review, if possible, use this as an opportunity to work a bit closer with each student and give detailed feedback so that they can better revise their work. Perhaps two or three drafts will be necessary.
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.

Useful Words and Phrases – Fairly and Rather

(Pages 171 and 172 - Student's Book)

- Follow the examples in the book and complete the activity as requested.
- Ask the students to share their sentences with their neighbours.
- Point out that they should always help and correct when possible.

Answer Key

1. rather	2. fairly	3. rather	4. fairly	5. rather
6. fairly	7. rather	8. rather	9. rather	10. fairly

Oral – Impromptu Dialogue

(Page 172 - Student's Book)

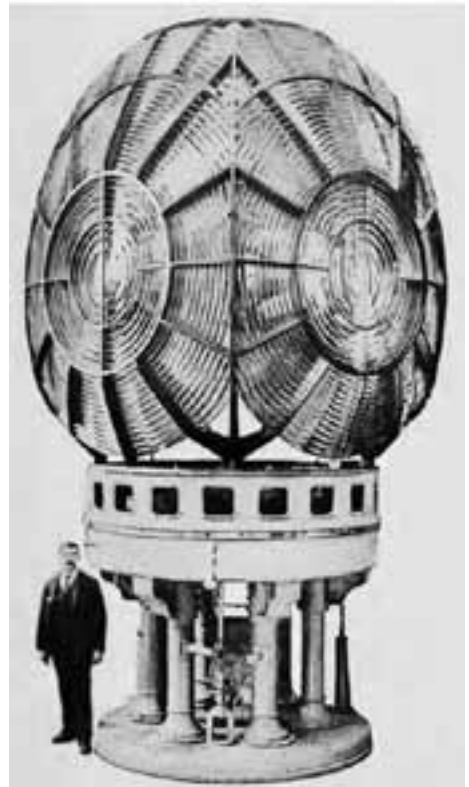
- Put students into groups of eight. Assign half of the group to prepare for #1 and the other half to prepare for #2. It is important to note that this preparation has to be made without any writing. Only discussion and practice. Give them an appropriate amount of time to prepare and when you think they are ready or when necessary, ask them to act out their scenes to the other half of their group. If the class is not too large, you could have all of the groups perform at the front of the room.
- You may also refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Lesson TWENTY NINE

WAYS OF THE WORLD

Ways of the World—Intro

- Start out by showing students the image reproduced here and asking them to describe it. Have them discuss the size of the device and what they think its function might be.
- Students may have correctly concluded that the image depicts a lighthouse beacon lamp. This particular lamp is from the lighthouse at Manora Point in Karachi.
- Ask the students to do some basic research concerning lighthouses in Pakistan to answer the following questions:
 - *How many lighthouses does Pakistan maintain?*
 - *Where are they located?*
 - *When were they built?*
- Explain to the class that by learning where to find this sort of information, students will not only understand the text better, but will be able to add to the information in the text, which was published in 1950 and is very outdated. Also see: <http://bit.ly/Paklighthouses> for more information.
- Ask the students to read the introduction to the passage silently.



‘Modern Lighthouses’—Reading

- Before reading the passage, tell students to take notes as they read. Tell them that their notes should contain points of information about features of lighthouses that may or may not be different now in comparison with the technology of the time that the article was written.
- Go through the first section of the text with the class as a demonstration. Tell them to read the first 13 lines of the passage silently.
- Then go through the first section eliciting notes/research questions, writing them on the board, for example:
 - *What sorts of dangerous or important places are lighthouses found in Pakistan?*
 - *How do the lights flash differently from one Pakistani lighthouse to the next?*
- Tell the class that they will use these questions for their own research. For example, point out the information in the sentence immediately below the illustration on page 173 of the textbook. *One lighthouse will give a single flash....* When they do their research, they will find out that the lighthouse at Ras Muari gives two flashes and a pause, two flashes and a pause, etc.
[Source: <http://bit.ly/paklight>]

- Next ask the students to read the following 16 lines of the text silently, from the line, *In the planning and construction of a lighthouse*, to the line, *...they turn easily at the correct speed*.
- When they have finished reading the second section of the passage, ask them to work in groups of three or four to make notes of the relevant questions they should research. Circulate and provide assistance as needed during discussion. Some points you might want to hint at including:
 - *What shape are lighthouses in Pakistan?*
 - *What is the tallest lighthouse in Pakistan?*
 - *What powers the lamp in Pakistani lighthouses?*
 - *Electricity or some other sort of power?*
 - *Do the lamps in Pakistani lighthouses turn or do they flash in some other way?*
- Then ask the students to read the last 24 lines of the text silently, from the line, *The men of the lighthouse service...* to the end of the passage.
- When they have finished reading the last section of the passage, have them work again in groups of three or four to make notes of the relevant questions they should research. Circulate and provide assistance as needed during discussion. Some points you might want to hint at including:
 - *Do lighthouse keepers still live at lighthouses in Pakistan or are the lighthouses automated?*
 - *Are there unusual types of lighthouses in Pakistan?*
 - *How common are foghorns in Pakistan? Where are they required?*
- Wrap up by discussing the nostalgic and architectural role of lighthouses in our society. Because of advances in technology and electronic navigational instruments, the number of active, operational lighthouses continues to decline. Ask students to continue their research along the lines of lost or decommissioned lighthouses and report back to the class. They may want to find images of the most beautiful lighthouses in the world, or learn about how lighthouses are converted to other uses such as homes or museums, etc.

Comprehension and Vocabulary

(Pages 174 and 175 - Student's Book)

Exercise A

- Ask the students to work in pairs to find the vocabulary items in the passage and discuss their meanings
- Then ask them to work individually to write sentences of their own.

Answer Key (Sample answers)

- Aeroplane pilots **depend** not only on the instruments in their aircraft for navigation, but also on information given by control towers on the ground.
- Surprisingly, the tall building was **erected** in just a few months.
- The organizers provided coffee breaks at regular **intervals** during the workshop sessions.
- The lower **section** of a traditional lighthouse was where the lighthouse keeper lived.
- *Manghu*, or 'wind-catchers' are an architectural feature that used to be **employed** in homes in Hyderabad as a natural form of air-conditioning.

Exercise B

- Ask the students to work in pairs to find the vocabulary items in the passage and discuss their meanings
- Then ask them to work individually to write definitions.

Answer Key

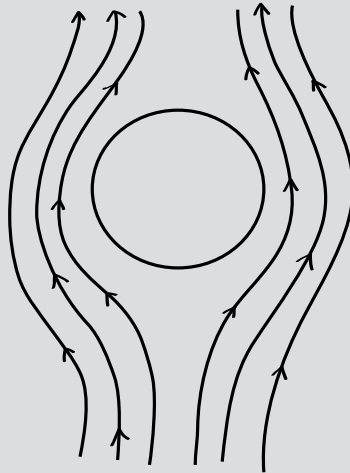
- fiction = stories about imaginary events and people
- navigation = directing the course of a vehicle, such as a ship, a plane, a car, etc.
- a ship's course = the route a ship is taking
- friction = resistance encountered when two objects move against each other

Exercise C

- This exercise asks the students to recall and interpret information from the text.
- Ask them to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. Lighthouses are used to mark dangerous shorelines, submerged rocks and reefs, and safe passages into harbours.
2. So that each individual lighthouse can be easily identified and marked on the chart/map.
3. 'Two continuous lights' means two lights that burn steadily without flashing.
4. The lights will appear one over the other when the ship is on the correct course. If they do not appear aligned, then the ship has to change course in order to enter the harbor safely.



5. Diagram:

6. A lighthouse should be high enough for its light to be seen from a distance but not so high that mist will obscure the beam of light.
7. The lenses in a lighthouse lamp focus the light into a beam. (In modern lighthouses, lenses are no longer used since traditional electric lamps have been replaced by strobe lights.)
8. Traditionally, rotating the lamp made a flashing effect. (However, modern lighthouses flash strobe light beams rather than using rotating lights.)
9. Mercury is a metal that is in liquid form at normal earth temperatures. It was once used in lighthouses to allow lamps to turn freely so that they could flash. [Modern lighthouses use strobe lights rather than rotating lights, so mercury (which is a highly toxic substance) is no longer necessary.]
10. Lightships were used in areas where it was not practical to construct a lighthouse, such as in very deep water. (Lightships have become obsolete and have been replaced by lighthouses as construction techniques have improved, or by large automated buoys with beacons on them.)

11. Lightships must remain in place in order to mark the location of dangerous underwater obstacles that might not otherwise be visible to passing boat traffic.
12. Because lightships and large buoys are often found in areas where the sea conditions are rough, so there is a lot of wear and tear on the chains anchoring them down.

Language Structure – General Revision

(Pages 175 and 176 - Student's Book)

Exercise A and B

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

Answer Key, Exercise A

---; a; a; ---; The; the; the; ---; the; ---; ---; ---; ---; ---; ---; a; the; ---

Exercise B

- | | |
|-----------------------|--|
| 1. some; ---; a; some | 2. a; the; the; a; the; the |
| 3. the; a; ---; the | 4. some; a; the; a; a; a |
| 5. The; ---; the; --- | 6. ---; a; the; the; the; ---; ---; ---; --- |
| 7. an; some; some; a | 8. a; the; the; the; a; ---; Some; the; a; The |

Exercise C and D

- Ask the students to complete these activities for homework.
- At the start of the next class ask them to read their sentences in turn until everyone has read one to the class.

Answer Key, Exercise C

- | | |
|---|---|
| 1. ...I could see the blue sky gradually becoming covered with gray clouds. | 3. ...the baby cried out his mother's name. |
| 2. ...the ship soon lost its bearings. | 5. ...the little girl tripped and <u>fell</u> |
| 4. ...I slipped on the banana peel. | |
| 6. ...the robbers managed to escape. | |

Exercise D

1. ...I could show you how to solve the problem.
2. ...I would definitely tell him.
3. ...they would have sailed over to help the sinking vessel.
4. ...I would have told her everything.
5. ...I would prohibit corporal punishment.
6. ...I will write it down for you.
7. ...I would have walked out of the room.
8. ...you will never succeed.
9. ...you will have to push it to the nearest gas-station.
10. ...I would have never gone to the party.

WORKBOOK ANSWER KEY

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

REVISION (Page 58)

'Please help me, Abdul.'

'What is it, Munir?'

'One of these old trees must be cut down, and it is the biggest tree I have ever seen. I cannot cut it down by myself.'

'I will help you,' said Abdul, 'but we must have a third person, so let us ask Ibraheem.'

'That is a good idea,' said Munir. 'Here he is. I shall ask him. Please could you help us cut down this big tree, Ibraheem?'

'Of course, I could,' said Ibraheem, 'but it is a very old tree; why don't you wait until the wind blows it down?'

'Because,' said Munir, 'my house is right underneath it.'

THE PASSIVE (Page 59)

- | | |
|--|--|
| 1. English is spoken throughout the world. | 2. This will be forgotten very soon. |
| 3. My bicycle has been stolen. | 4. You should have been told what to do. |
| 5. I am never bitten by mosquitoes. | 6. The house will be built by the end of the year. |
| 7. The board should have been cleaned. | |

MAKING WORDS

Nouns:

- | | | | | |
|--------------|----------------|--------------|---------------|--------------|
| • advice | • action | • division | • addition | • behaviour |
| • injury | • argument | • give | • instruction | • applause |
| • arrival | • success | • impatience | • difference | • assistance |
| • nuisance | • intelligence | • appearance | • distance | • ignorance |
| • confidence | | | | |

Opposites:

- | | | | | | |
|-------|--------|-----------|--------------|---------|--------|
| • joy | • loss | • retreat | • impossible | • proud | • love |
|-------|--------|-----------|--------------|---------|--------|

Passage for Dictation

(Page 176 - Student's Book)

- Ask the students to study the passage for dictation.
- Divide the class into pairs. Copy and provide each pair with this passage without the punctuation.

all the jungle was astir nag asked iqbal is it true that when we go into the forest the animals will come and meet us It is true said nag they will come but at first you wont see them but theyll be there expecting you theyll be peeping at you through the branches as you come all of them great and small the elephant the black panther and the speckled one the bear the leopard and the buffalo and the tiger asked iqbal in a low voice it will be the tiger who sends the rest of the jungle tribes to meet you but sharka will not leave his lair in the deepest part of the jungle he will only show himself to the successful one who comes to him no you wont see the animals at once theyll be well hidden in the hollow of the thickets you won't even hear a leaf stir

- Ask the pairs to try to separate the text into paragraphs and correctly punctuate the passage.
- Once they have had sufficient time, ask the pairs to join together into groups of four and compare and discuss. Now ask each of the original pairs to join another pair and compare and discuss once again.
- Finally, review as a class and help where needed.

Composition

(Page 176 - Student's Book)

- Just as in Lesson 28, each of the three choices given is a review of a past assignment. They are all different and unique. Therefore, this activity is best done as homework. However, since it is a review, if possible, use this as an opportunity to work a bit closer with each student and give detailed feedback so that they can better revise their work. Perhaps two or three drafts will be necessary.
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.

Useful Words and Phrases – Wish

(Pages 176 and 177 - Student's Book)

- Follow the examples in the book and complete the activity as requested.
- Ask the students to share their sentences with their neighbours.
- Point out that they should always help and correct when possible.

Answer Key

- | | | | |
|---------|----------------|---------------|----------|
| 1. knew | 2. had gone | 3. would stop | 4. could |
| 5. was | 6. would hurry | 7. was | 8. was |

Lesson THIRTY

WAYS OF THE WORLD

Ways of the World—Intro

- Start out by asking the students whether any of them have family members who are medical professionals—nurses, doctors, dentists, veterinarians, etc. Elicit basic information, particularly learning which of them have experience in surgical procedures.
- Also, find out from the class if any of them have undergone surgery as a patient. Because the events may be traumatic, do not go into detail about the type of surgery or the reasons for it, but simply ask whether they remember much about the whole process.
- Explain to the class that as in any specialized field, medicine in general, and surgery in particular, use jargon and terminology. As you prepare students to read each section of the text, make notes on the board of specialized vocabulary in English. You may need to allow for translation aids during this part of the class. (Note that not all specialized terminology may appear in the text, e.g. instead of the precise term *surgical scrubs*, the text uses a generic description, *sterilized white gown*.)
- Ask the students to read the introduction to the passage silently.

'An Operation'—Reading

- Before reading the passage, elicit a description of as many details of the illustration given on page 178 of the textbook as possible. While this is going on, note specialized vocabulary—whether it appears in the text or not, but do try to include terms found in the text—even if translations are needed.

- Ask specifically about:
 - *The part of the hospital depicted.* (Operating room; operating suite; O.R. Note that the term ‘operating theatre,’ although used in the text, is archaic and today refers only to an operating room in which there is a viewing gallery for student doctors and others to observe the procedures.)
 - *The people in the room, including their job titles.* (Patient, surgeon; anaesthesiologist; scrub nurse; surgical assistant. Note that the term ‘theatre sister’ is archaic and has been replaced by the professional terms for specific nursing specialties.)
 - *The equipment in the room.* (Surgical light; heart-rate and blood pressure monitors; operating table; anaesthesia cart; surgical instruments; instrument table; surgical drapes for covering the patient; surgical scrubs; mask; scrub cap. Note that surgical teams no longer wear white scrubs; these were found to cause eye strain for the surgeon and the surgical team, so since the 1950’s and 60’s colours such as green have become standard for surgical scrubs.)
- Next, ask the students to read the first 18 lines of the text silently, from the title, *An Operation*, to the line, ...*the saving of a patient’s life*.
- After they have finished reading, elicit the steps a surgeon must take in order to keep the OR aseptic (sterile).
- Before asking the students to continue reading the text, ask them which specific person in the illustration given on page 178 of the textbook has not been discussed up to this point. (The patient) Elicit from students what they think happens to the patient in preparation for surgery. Make notes on the board.
- Students will almost certainly mention anaesthesia, so spend some time with the vocabulary for this: *general anaesthesia, local anaesthesia, injected anaesthetics, inhaled anaesthetics*. What would be the effect of each of these?
- Then ask the students to read the last 22 lines of the text silently, from the line, *The patient himself...* to the end of the passage.
- When they have finished reading, ask them which of their ideas regarding the patient’s awareness of the procedure were discussed in the text.
- Wrap up by discussing the surgical profession in Pakistan. Of a typical surgical team, which would the class expect to be men and which would they expect to be women? The text refers repeatedly to doctors and surgeons as men, and to nurses as ‘sisters,’ or women, which perpetuates a gender bias against female surgeons. Encourage the class to discuss what the cost is to society when, as in Pakistan, the majority of graduates of medical schools are women, and yet fewer than 15% of women enter specialty medical programmes like surgery? There are interesting statistics and insights published by research organizations, such as this one: <http://bit.ly/medcinewomen>

Comprehension and Vocabulary

(Pages 179 and 180 - Student’s Book)

Exercise A

- Ask the students to work in pairs to find the vocabulary items in the passage for the definitions given.

Answer Key

- | | | |
|------------------|---------------|----------------|
| 1. contaminating | 2. sterilized | 3. unconscious |
| 4. anaesthetic | 5. injected | |

Exercise B

- This exercise asks students to recall and interpret information from the text.
- Ask them to work in small groups to discuss the answers (without writing), and then work individually to write their own answers.
- Go through the answers with the whole class.

Answer Key

1. The text uses the term *operating theatre*, but this term is outdated and has been replaced with the more accurate terms *operating room* and *operating suite*.
2. Any unclean substance which makes its way into an open wound during surgery can cause infection in the patient and put his or her life at risk.
3. The light from an ordinary electric lamp shines from only one direction allowing the surgeon's hands to cast shadows, making it hard for the doctor to see his or her work area clearly.
4. The nurses keep the surgeons readily supplied with any instruments they need, and they also take used instruments from the surgeons.
5. An experienced nurse knows which instruments will be required by the surgeon and in which order. The nurse can anticipate the surgeon's needs, saving precious time.
6. The type of surgical procedure and the length of the operation determine which anaesthetic is used.
7. Injecting an anaesthetic has the advantage of putting the patient to sleep immediately without the possible anxiety that can come from inhaled anaesthetics delivered through a mask. The disadvantage is that an injected anaesthetic must be delivered directly into a vein.
8. Administering an anaesthetic through an injection makes the patient unconscious, and additional anaesthetic may be delivered in the same way as needed to keep the patient unconscious.
9. A local anaesthetic numbs only a specific part of the body, leaving the patient conscious and aware of what is going on; a general anaesthetic makes a patient completely unconscious.
10. A teaching hospital (or a university hospital) is attached to a medical school. Doctors not only care for patients, but also train medical students.

Language Structure – General Revision

(Pages 180 and 181 - Student's Book)

Exercise A

- Ask the students to complete the activity as homework and in the next class put them into groups of three or four to compare. They should offer peer revision to help with mistakes.
- Once they are finished collect for a graded assignment.

Answer Key

1. ...that even four strong men could not move it an inch.
2. ...inform you of his great achievement in the field of science.
3. ...if you would drop me off.
4. ...that it would rain today.
5. ...if she could go home early.
6. ...I would have to attend the ceremony on Saturday.
7. ...putting your plate in the kitchen sink?
8. ...for his sudden departure.
9. ...to get in through the doorway.
10. ...to convince him.
11. ...he will not be able to do it.

12. ...of my little sister.
13. ...he will paint me a picture or not.
14. ...impolite behaviour.
15. ...I have ever laid eyes on.
16. ...I could become invisible for a day.

Exercise B

- Write *The chairman said...* on the board and review what indirect speech is and how it is formed.
- Together as a class complete the first sentence.
- In pairs, ask the students to complete the last two sentences and then ask them to compare their answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

The chairman said that he was very happy to inform us that this term has been a most successful one. He reminded us that last term we had only two meetings and at one time the Society's future seemed uncertain. He told us that for the next year, an even more ambitious programme has been planned.

Exercise C

- Write *which was made of wood* on the board.
- Ask them how else can this be written? (wooden as in 'The wooden bookcase') Explain that there is always more than one way to say the same thing in English.
- Do another one or two examples together as a class before asking the students to complete the activity.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | |
|------------------------------------|----------------------------------|------------------------|
| 1. ...wooden bookcase | 2. ...for his honesty. | 3. ...too hot to work. |
| 4. After finishing my homework,... | 5. ...of saying the wrong thing. | 6. ...his innocence. |
| 7. On seeing the broken window... | 8. Being hungry... | 9. ...to let us in |
| 10. ...carefully. | | |

Exercise D

- Assign this exercise for homework as it might take some time to complete.
- Students compare answers with their neighbours in the next class period.
- Review answers as a class and help where needed.

ANSWER KEY

(Answers will vary)

1. As the sun began to set we turned the boat towards the shore, which seemed a long way off.
2. Although we looked everywhere we could not find the necklace.
3. Since there was nothing more to do, we decided to go to bed, as we wanted to be up early in the morning.
4. The examinations results showed that they had all worked very hard.
5. Alarmed by the explosion, the villagers ran out into the street to see what had happened.
6. The driver of the car they were riding in was injured when it crashed.

Exercise E

- Explain to the students that the following sentences are missing prepositions and they need to work in pairs or threes to complete the sentences. Complete a few examples on the board to get them started.
- Students compare answers with their neighbours.
- Review answers as a class and help where needed.

Answer Key

- | | | | | |
|-------------------|--------------------|---------------------|------------------|------------|
| 1. at | 2. at | 3. for | 4. in; for; from | 5. on; to |
| 6. in; at; in; on | 7. off | 8. for; looking for | 9. on; out of | 10. on; at |
| 11. of; at | 12. of; from; back | 13. up | 14. at | |

WORKBOOK ANSWER KEY

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

REVISION: VARIOUS STRUCTURES (Pages 60 and 61)

- | | |
|---|--|
| 1. ...water; ...cherries. | 2. ...have completed the task you have set me. |
| 3. ...would have walked straight into the trap. | 4. ...he has a fight with the villagers. |
| 5. ...please bring me a pot of ink. | 6. ...at our team's poor performance. |
| 7. ...of them to let us stay the night. | 8. ...people; ...tourist sites. |
| 9. ...I would submit my assignment. | 10. ...his mother spoke to the doctor. |
| 11. ...they had seen a ghost. | 12. ...her neighbour took it shopping again. |
| 13. ...I can reverse mine? | 14. ...it was three year before. |
| 15. ...the more difficult it will get to climb the slippery slopes. | 16. ...that her brother is running for President. |
| 17. ...I have received from the office. | 18. ...let pride overcome you. |
| 19. ...of his ability to steer us through the rocks. | 20. ...of his achievements at university. |
| 21. ...I have ever caught. | 22. ...than all of his friends. |
| 23. ...her father had hidden her doll. | 24. ...much above the others. |
| 25. ...I would have gone to the concert. | 26. ...when our car comes back from the workshop. |
| 27. ...to face the disappointed crowd. | 28. ...to advice others but difficult to practice what you preach. |
| 29. ...he will miss the bus. | |
| 30. I would have gladly used it ... | |
-
- | | |
|---|---|
| 1. Could you kindly lend me your bicycle pump? | 2. He proved the prisoner's innocence. |
| 3. It is not a good idea to go alone. | 4. Try as hard as you like, you will never do it. |
| 5. In spite of his illness, he continued to work. | 6. I shall not be able to go until I am given a ticket. |
| 7. We are anxiously waiting for him to come back. | 8. We were all surprised at her refusal. |
| 9. No one wants a leaking fountain pen. | 10. He shouted to let us know that he had arrived. |
| 11. He made a decision that was unpopular. | 12. He stepped forward to see inside the room. |
| 13. If he had been there he would have helped. | 14. He was thanked for his generosity. |
| 15. Being the leader he took charge. | |

Punctuation

(Page 181 - Student's Book)

- Explain that each of these passages needs to first be broken into paragraphs. Then commas, colons, full stops, and quotation marks need to be added. Finally, capital letters are needed.
- Ask the students to work in pairs to discuss and complete the activity.
- Choose two pairs to come to the board and write one each. Ask the remainder of the students to help to peer-edit until they feel it is correct. When they are finished correct the remaining errors.

Answer Key

1. 'What are you two talking about?' asked Mahmood, finding his two friends in earnest conversation. 'Well,' replied Najmi, 'it's rather confidential. You see, Mahmood, we don't know what to do about our share in the exhibition. Give us your advice.'
Soon the three were in the middle of a keen discussion, forgetting the time completely.
2. 'Let me carry your books,' said Shaista to the teacher. 'That's very kind of you, Shaista. They are rather heavy.'
They walked in silence towards the school, Shaista's face showing her nervousness. Suddenly, she blurted out, 'Miss Lobo, it was I who was talking in class, not Amina.'

Composition

(Page 181- Student's Book)

- Assign this as an in-class written test to be collected at the end of a specified time. Allow them to use dictionaries if possible.
- Follow the Composition section in the To the Teacher notes for instructions on peer evaluation.

Useful Words and Phrases – Used To

(Page - Student's Book)

- Follow the examples in the book and complete the activity as requested.
- Ask the students to share their sentences with their neighbours.
- Point out that they should always help and correct when possible.

Answer Key

- | | | | |
|---------------|-----------------|----------------------|---------------------|
| 1. used to | 2. used to help | 3. used to like | 4. used to go there |
| 5. used to be | 6. used to come | 7. used to be scared | 8. used to read |
1. I am used to washing dishes every day after meals as we have been taught to do so since childhood.
 2. Cinderella was used to doing all the work around the house as her step-mother and sisters were very lazy and never helped.
 3. As a student, I was used to walking home from school but now I have started driving myself to work.
 4. 'I am not used to being spoken to like that,' bellowed the headmistress to the naughty child.
 5. Sara is so used to being told to hurry up by her mother that it has absolutely no effect on her now.
 6. Although I am used to living here, I feel it might be an adventure to move to a new city.

Oral – More Impromptu Dialogue

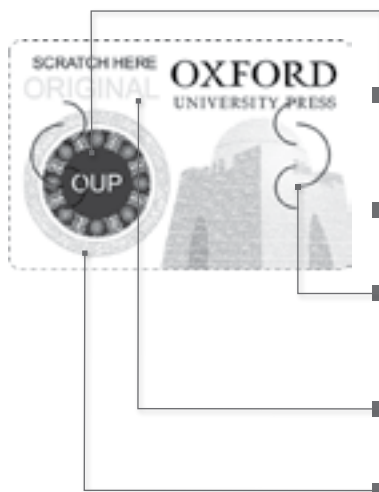
(Page 181 - Student's Book)

- Break the class into groups of five and assign each either #1 or #2.
- Allow enough time to prepare and practice their skits.
- Finally, ask each group to perform their skits in front of the class.
- When every group has finished, take a vote on which was best and have them come to the front of the room for a bow.
- Refer to the To the Teacher pages x and xi for suggestions on role-play activities.

Beware of Piracy

Buy **genuine** Oxford Books

In order to curb piracy and help customers distinguish between original and pirated books, all Oxford Pakistan textbooks will now carry a new security label on the covers of books. The labels with the features shown below are proof of genuine Oxford books:



- An iridescent circle with OUP written on it is featured on the left side of the label. The circle changes colour from orange to green when viewed from different angles.
- The labels are liable to tear easily if peeled from the surface of the book cover.
- The labels have security cut marks on the right and the left side to prevent them from being peeled off and reused.
- The word 'ORIGINAL' appears when the area under 'SCRATCH HERE' is rubbed with a coin.
- The words 'GENUINE' written in very small print become visible when viewed under a magnifying glass.

Look out for the new security label whenever you purchase an Oxford textbook and do not accept the book if the label is missing, has been torn or tampered with, the colour on the security label does not change, or the word 'ORIGINAL' does not appear upon rubbing the area with a coin.

Also, pirated books can be recognized by the production quality which is distinctly inferior because of low-grade paper, poor print quality, and poor binding resulting in variations in texture and colour, blurred text and images, and substandard appearance.

OXFORD
UNIVERSITY PRESS

If you suspect that you are being sold a pirated book without the security label, please contact:

Oxford University Press, No. 38, Sector 15, Korangi Industrial Area,
P.O. Box No. 8214, Karachi-74900, Pakistan.
Tel.: (92-21) 35071580-86; Fax: (92-21) 35055071-72
E-mail: central.marketing.pk@oup.com; Website: www.oup.com/pk