

Broadway

A Multi-Skill Course in English

Teaching Guide 7

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1. Introduction

The **Broadway** series recognizes learners' concerns. The activities promote a clear sense of self-worth in learners; the tasks direct learners to the goal of personalization; the textual content reflects the learners' context.

In essence, the series emphasizes the three important notions of course design: *textual content* (such as the inclusion of a large number of engaging narratives, several with a literary flavour), *editorial exploitation* (such as a sharper sensitivity to the need for both simple and challenging tasks), and *physical presentation* (such as the use of attractive colours and illustrations, the provision of ample white space, and the inclusion of authentic photographs).

Materials package

Comprising coursebooks, workbooks literature readers, teaching aids, and teaching guide, the **Broadway** series is based on a specially developed syllabus that takes the themes and the linguistic and communicative needs of learners, into account. The comprehensive syllabus includes the specific objectives for the teaching of listening, speaking, reading, writing, study skills, communication skills, and literary appreciation skills; and linguistic content specified in terms of both grammatical structures and their functional exponents for teaching English as a second language.

The Coursebook (CB)

Objectives

A primary objective of the course is to develop the learners' reading skills and to provide them with a rich reading experience. The **Coursebooks** consist of stories, folktales, plays, poems, interviews, biographical and autobiographical writing, and expository texts that have a distinct local flavour. Importantly, the contents of the reading texts are based on the themes prescribed by the latest curriculum reforms by the Government of Pakistan (such as the importance of national identity, participatory citizenship and protection of the environment).

Editorial treatment

A distinctive feature of the **Broadway** Coursebooks 6–8 is the thematic patterning of units. Each unit is prefaced with an interactive **Starter**, intended to make learners conscious of the theme concerned. The **Starter** is followed by three major sections, each with a specific design. The first two sections have prose texts while the third section contains a poem; the three texts portray three different facets of the theme.

The editorial work in the first two sections of a unit is generally divided into eight major segments: reading comprehension, vocabulary, spelling/pronunciation, grammar, writing, study skills, speaking, and listening.

In Section 1, the reading text is followed by **Learn to read–1**, **Learn words**, **Learn spelling/Learn pronunciation**, and **Learn grammar**. The first segment, **Learn to read–1**, primarily deals with *factual* comprehension (i.e. the ability to understand information explicitly stated in the text) and *inferential* comprehension (i.e. the ability to draw conclusions not explicitly stated in the text but implied by the facts provided). **Learn words** generally has two tasks: to help learners explore the deeper, and sometimes, the wider significance of words in context. The assortment of task types deals with major areas of word building like synonymy, antonymy, affixes, word families, and collocation. In the **Learn spelling** segment, the learner's attention is drawn to the spelling of thematically relevant or high-frequency words through exercises that require, for example, the use of semantic clues to identify words. A range of accuracy-specific exercises on areas like pronunciation and word stress appear in the **Learn pronunciation** segment. **Learn grammar** is a meaty segment that focuses on all structural items traditionally regarded as essential, as well as their functional realization. As a rule, the grammatical item in question is explained with reference to its use in the reading text. The explanation leads to meaningful practice through a range of tasks that always emphasize *language in use*.

In Section 2, the reading text is followed by **Learn to read–2**, **Learn to write**, **Learn to study**, **Learn to speak**, and **Learn to listen**. The segment **Learn to read–2** encourages learners to *evaluate* character, make a personalized assessment of events, and *extrapolate* from the ideas in the text. **Learn to write** aims to involve learners in the process of writing by encouraging them to do meaningful composition tasks, guidance for which invariably emerges from the content or theme of the reading text. The tasks, therefore, help them to integrate their understanding of the text with their need to make a purposeful, personalized, and often, an imaginative written response. **Learn to use the dictionary/Learn to study** is a key segment: by working through the different tasks, learners will not only realize the immense value of the dictionary as a resource book but will also learn the rudiments of useful self-study strategies like summarizing, note-making, and information transfer. **Learn to speak** offers high-interest classroom material that encourages learners to do oral tasks which highlight the use of English in dynamic and functional contexts. The last segment, **Learn to listen**, takes a constructive approach to the teaching of listening, by incorporating notions like *listening for meaning* (where, for instance, learners are trained to identify the main point of the speaker's message) and *listening for a purpose* (where, for example, learners are trained to carry out a set of instructions).

In Section 3, the poem has two functions: to reinforce the theme of the unit and to offer a distinct literary perspective. The editorial treatment of

the poem sensitizes learners to the interpretative value of poetry through the segment **Learn to appreciate the poem**, and enhances their sense of literary appreciation through a thematically relevant **Activity**.

Support Materials

Companion materials in the form of workbooks, literature readers, and teaching guide give the **Broadway** package balance and roundedness.

The Workbook (WB)

The Workbook is a vital resource for **Broadway** users. It plays three significant roles: a curricular complement to the Coursebook, a language practice book, and an examination aid. By dovetailing it with the Coursebook, it provides an explicit pedagogic link; every unit in the Coursebook has a corresponding worksheet in the Workbook.

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Each worksheet has at least four sections. The first section focuses on reading skills. The pivot is a short reading text, often thematically similar to the corresponding text in the Coursebook. Learners interact with the text to obtain additional training in the different kinds of reading comprehension introduced in the Coursebook, in particular *factual* and *inferential* comprehension. **Learn to read** uses a variety of task types to achieve its objective: open-ended responses, binary and multiple choice questions, true-false items, and chronological ordering of events.

The second section, **Learn words**, reinforces learners' vocabulary as well as offering them opportunities for vocabulary expansion. The tasks cover a wide range of lexical areas, like synonymy, antonymy, word families, compound words, and collocation.

Learn grammar is an important section that provides an overt grammatical link between the Workbook and the corresponding Coursebook. The chief objective of the grammar tasks is to help learners internalize the grammatical items through mind-engaging activity. The tasks include reformulating and transforming sentences, combining sentences for a grammatical purpose, and choosing contextually appropriate grammatical items.

The concluding section, **Learn to write**, is extremely important for learners: it provides them with the guidance and prompts to produce a range of functional and imaginative written texts. The tasks usually emerge from the theme of the unit's reading text so that there is a natural integration of reading and writing.

What makes the Workbook genuinely user-friendly is the inclusion of two sample **oral tests**, two sample **written tests**, and a sample **examination paper**. These test papers have a dual purpose: to act as points of reference for revision, and to provide models of formal assessment.

The Literature Reader (LR)

The Literature Readers are an intrinsic component of the *Broadway* package. They are designed to sharpen learners' interpretative skills, and to provide them with a valuable literary experience through a range of literary genres such as fiction, poetry, drama, and autobiography. Selected for their interest, relevance, spread, pluralism, and impact, the reading texts embody universal themes ensuring that their appeal is wide enough for learners to read them with relish and motivation.

While the Literature Readers for classes 1 and 2 offer only the rudiments of literary appreciation, the Literature Readers for classes 3 to 8 provide a gently graded initiation into the many facets of literary discourse.

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The **warm-up** note that precedes the reading text in the Literature Reader is a necessary resource. It is designed to put learners directly into the situation they will encounter in the text, and to illuminate possible ways of responding to the text. The questions that follow the text, in the **Read for appreciation** section, are intended to guide learners towards a level of comprehension so that they will begin to perceive the uniqueness of literary texts. They are also aimed at encouraging learners to express their personal opinions on matters of plot, character, and style.

The **Activity** section that appears at the end of the unit is meant to enhance learners' involvement with the reading text by encouraging them to branch out into a parallel context, solve a crossword puzzle, attempt a creative task such as illustrating the theme or writing a poem, or explore the nuances of literary expression such as figurative and idiomatic usage.

The Teaching Guide

No course is complete without a Teaching Guide. The *Broadway* Teaching Guide gives the course a justifiable sense of completeness. Designed to provide the teacher with a reliable and practical tool in the classroom, it has two parts. Part I contains a detailed introduction to the course, an introduction to Communicative Language Teaching, methodological notes on the teaching of reading, writing, listening, speaking, grammar, vocabulary, reference and study skills, a note on teaching poetry, a detailed list of higher-order thinking skills and life skills, and a detailed lesson plan each to teach a prose unit and poetry. The obvious intent of this Part is to familiarize the teacher with the pedagogical techniques and procedures required for able handling of the course. Part II contains an exhaustive answer key to the exercises and tasks in the Coursebook and the Literature Reader. The Teaching Guide also has an exciting bonus for the teacher: lesson plans.

We hope that the *Broadway* series will encourage students to become more successful language learners by becoming better thinkers, and that

they will use English as an essential means to understanding our multicultural and pluralistic society.

2. Communicative Language Teaching

The *Broadway* series is a communicative course. It has been fashioned from the fundamental principles of Communicative Language Teaching (CLT). What are these principles?

1. CLT believes in identifying, as clearly as possible, the needs of learners and using them to design teaching materials. *Learner-centredness* is the guiding principle of the Communicative Approach to the teaching of English. As Roger Bowers (1980) remarked: 'If we accept that a student will learn best what he wants to learn, less well what he only needs to learn, less well still what he neither wants nor needs to learn, it is clearly important to leave room in a learning programme for the learner's own wishes regarding both goals and processes.'
2. The emphasis in CLT is on the *content* of the language activity/task, rather than on overt language learning. In other words, CLT concentrates on *what* is said or written rather than on how it is said or written.
3. CLT focuses on the *meaning or communicative function* of what is said or written rather than on its grammatical form. That is, it is concerned with the purpose for which a grammatical form or structure is used. (For example, the imperative 'Do it now' can be a command, an instruction, an appeal, a piece of advice, or a warning *depending on who is saying it to who, when, and where*. In other words, several functions can be realized through one form. On the other hand, several forms can be used to perform one function. For example, the different grammatical forms—'I'm not quite sure I agree,' 'I don't think it's right,' 'You could be right, but I think ...', and 'Nonsense!'—are all ways of showing disagreement.
4. CLT does not encourage learners merely to produce grammatically correct sentences. It encourages them to use the sentences they know *appropriately*, in order to achieve a communicative purpose. That is, it would expect learners to be contextually appropriate.
5. Unlike a structural course, a communicative course uses materials that are *authentic* (that is, not originally intended for language teaching at all) or which simulate authenticity.
6. A 'communicative' classroom has a *supportive environment*. It promotes guilt-free participation by the learners in all classroom activities. This means that the language teacher's role should be that of a sympathetic facilitator rather than that of a stern judge.

7. The ‘communicative’ classroom also promotes techniques *that encourage student participation in natural environments*. It is, therefore, not a teacher-dominated classroom but one in which there is a great deal of group work, pair work, role play, and simulation.
8. In a ‘communicative’ classroom, the teacher cannot really predict what language is to be used by the learners because they will be engaged in ‘natural’ language activity—whether reading, listening, conversing, or writing.
9. *Errors are tolerated as a natural part of the process of language acquisition*. This is the cardinal principle of CLT. Fluency, rather than mere grammatical accuracy, would be the main concern of a communicatively-oriented teacher. Such a teacher realizes that learners cannot help but make grammatical mistakes when engaged in a fluency activity like a group discussion. The teacher will therefore resist the temptation to correct a student’s grammar or pronunciation when they are in the thick of a conversation with their classmates, as interrupting learners to correct their grammar will only make them unwilling to communicate. Remember what Jespersen said in 1904: ‘Whoever wants to speak well must murder the language.’

3. Teaching Reading

What are the aims of teaching reading?

‘To enable students to read without help unfamiliar authentic texts, at appropriate speed, silently and with adequate understanding,’ says Christine Nuttall (1982). A primary aim of the **Broadway** series is to develop learners’ reading skills and to provide them with a rich reading experience.

Why is reading important?

- *Proficiency in reading is important because it contributes the most to self-dependence in learning.*
- *A good reader is more likely to become an efficient user of the language rather than one who is deficient in reading.*

Who is an efficient reader?

The aim of a comprehensive language course like **Broadway** is to train learners to become efficient readers. The important characteristics of efficient readers are:

- They have the ability to read with maximum comprehension in the minimum possible time.
- They read silently and rapidly.

- They are able to adapt their reading speed to suit their purpose and the difficulty of the reading material. They know, for example, that maximum comprehension is required when reading a manual on how to operate a scientific instrument but that a lesser degree of comprehension is usually adequate when reading a story for pleasure.
- They have learnt to use standard aids to reading, such as a glossary and a dictionary.
- They have learnt to employ a variety of reading strategies. For example, they know how to *skim*: to read through a text rapidly in order to get its main idea or gist. They know how to *scan*: to read a text quickly in order to look for a particular piece of information that they believe is in it.
- They have developed the right ‘physical’ habits for reading: no head movement, no lip movement, no murmuring, no going back and forth on the line, and no running a pencil or finger on the line. In addition, they have learnt to read words in sense groups and not merely one word at a time.

How can reading comprehension and higher-order thinking skills be developed?

1. *By using comprehension questions that challenge the mind in different ways*
 - *Factual or literal questions*: These involve the ability to extract explicitly stated largely factual information from a text. *See CB 7, Learn to read–1 question 4, Unit 1.*
 - *Inferential or interpretative questions*: These require the learners to read between the lines, i.e. they require the ability to draw conclusions not explicitly stated in the text but implied by the facts provided. *See CB 7, Learn to read–1, question 6 in Unit 1.*
 - *Critical or evaluative questions*: These demand an understanding of what is stated and implied in a text as well as the ability to judge the ideas the light of the learners’ own experiences. *See CB 7, Learn to read–2, questions 8, 9, 10 in Unit 1.*
 - *Extrapolative questions*: These involve using the information in a reading text to go beyond the text to express original and creative ideas. *See CB 7, Learn to read–2, question 2, in Unit 3.*
2. *By using comprehension questions that demand two opposing levels of comprehension*
 - *Global* questions that necessitate an overall understanding of the text. *See CB 7, Learn to read–1 question 1 in Unit 3.*
 - *Local* questions that necessitate an understanding of some specific details of the text. *See CB 7, Learn to read–1 question 1 in Unit 2.*

3. *By using a variety of question types*
True/False, Yes/No, Wh-type, multiple choice, completion, fill in the blanks, matching, and rearrange-in-the-right-sequence questions are required to make the teaching of reading interesting and meaningful.
4. *By making the reading process meaningful*
Trained readers recognize that the reading text will extend their knowledge or skill in some way, provide fresh perspectives on prior knowledge, offer new information, or aid intellectual, emotional or spiritual development.
5. *By showing learners that reading is an interactive process*
When learners read they agree, disagree, question, or respond. Their reaction to a text is therefore determined by their previous knowledge of the content or theme of the text, their attitude to the content, who the author is, the genre, and the degree of interest they have in the subject matter.
6. *By linking reading to the development of writing skills and study skills*
Reading can be profitably integrated with the teaching of writing and study skills such as note-making and referencing.

The reading tasks in the *Broadway* books are based on this checklist of subskills:

1. Using reading as a tool for learning
2. Giving evidence of having mastered desirable habits of silent reading
3. Understanding explicitly stated information in a text
4. Understanding information not explicitly stated in a text, through making inferences
5. Deducing the meaning of unfamiliar lexical items through an understanding of word formation (stem/roots, affixation, derivation, compounding) and contextual clues
6. Understanding texts that are linguistically straightforward and have a very clear underlying structure e.g., chronological ordering
7. Recognizing conceptual meaning, especially quantity and amount, location and direction, and comparison and degree
8. Identifying the main idea, or important information, and significant details in a text that is not linguistically complex
9. Understanding relations between parts of a text through basic lexical cohesion devices such as anaphoric reference and comparison
10. Understanding relations between parts of a text through basic grammatical cohesion devices such as anaphoric reference and comparison
11. Skimming to obtain a general impression of a text
12. Scanning to locate specifically required information in a text
13. Evaluating characters in a narrative text
14. Reading extracts from simplified classics for pleasure

General guidelines for teaching reading

- Ask learners to read the passage concerned *silently* and on their own.
- Do not always read a passage aloud and explain or paraphrase it. Remember that our main aim is to help learners become independent readers. However, where necessary, you can explain or paraphrase a text *after* learners have read it. Read out a text only when the focus of the lesson is on showing learners how a text should be read aloud with correct pronunciation, word stress, sentence stress, intonation, and pauses.
- Always set a reasonable *time limit* for your learners to read a passage silently. It is useful to ask them to read the passage once in order to get its global idea. A more detailed reading of the passage should follow when learners can attend to the local content of the passage.
- Tell learners that while they are reading a text they should look up the *glossary* provided.
- After learners have finished reading the text in question, start probing their comprehension of it. A good way of beginning this phase of the lesson is by asking a few students to attempt an *oral summary* of the text (especially in the case of stories).
- Almost as a rule, the comprehension tasks should be worked *orally* before learners are asked to write down their responses to some of the questions.
- Remember not to turn the reading comprehension sessions into memory tests. Our focus here is not on recall but on *comprehension*. Encourage learners to refer to the text as they work through the comprehension questions.
- Do not turn reading comprehension sessions into mere question-answer sessions. It is important to encourage learners to not only come up with responses but also to *justify* them.
- Always remember to give learners *feedback* on their responses. Explain whether a particular response is acceptable or not and why it is so. In the case of evaluative comprehension questions, where reader responses might vary, *avoid* insisting on one correct answer. What is crucial is the justification offered by individual learners in support of their responses.
- On occasions, it might be necessary for you to *add* to the questions in the reading section so as to make it more accessible and meaningful.
- In the final part of the reading comprehension session, attempt a *recapitulation* of the reading text.

4. Teaching Words

Words constitute an important part of language learning. Therefore, it is necessary to pay attention to enlarging the learner's store of words.

The **Broadway** course ensures that a learner adds to his or her word-store. Each unit contains a section, **Learn words**, that builds on vocabulary related to the topic/theme of the unit and/or extends it in ways that enable them to be used in a variety of communicative situations. The sections **Learn pronunciation** and **Learn spelling** provide additional support so that 'knowledge' of a word is translated into the ability to use it in speech and in writing.

What aspects of vocabulary should we teach?

The exercises in the **Broadway** series are carefully planned and developed so that the different aspects of 'word knowledge' are covered. The exercises cover the following aspects:

1. *Recognition of spoken and written forms*: The words covered in the section **Learn words** should become part of the learner's repertoire. To this end, it is necessary to make sure that learners recognize words when they occur as part of connected speech. During the course of an exercise, ensure that they have the opportunity to hear the words. Where possible, they should hear it used in a variety of contexts or example sentences.
2. *Use in speech (pronunciation) and writing (spelling)*: The next step in coming to grips with a word is to know how to pronounce it correctly in speech and to spell it correctly in writing. The sections **Learn pronunciation** and **Learn spelling** focus on this aspect of word use. The exercises provide practice in the use of words, and rules that help the learner understand basic spelling patterns. It is important to ensure that correct pronunciation habits are established. The earlier books in the **Broadway** course focus on this element in the **Learn pronunciation** section. If there is any doubt about the pronunciation of a word in the text, use a dictionary that gives the pronunciation of words using phonetic symbols.
3. *Grammatical forms*: Knowing a word means knowing the various grammatical forms of the word. For instance, it is important for the learner to know that *talked* and *talking* are different forms of the verb *talk*, while *smaller* and *smallest* are forms of *small*. A word may also have different functions; it may function as a noun and a verb, or as a noun and an adjective, e.g. *kick* (n., v.), *invalid* (n., adj.). See *CB 7, Learn words, Unit 7*.

4. *Other meanings*: Many words have more than one meaning. Throughout a reading text, learners are likely to encounter only one meaning of a word. Exercises in **Learn to use the dictionary** take the learner further by introducing other meanings of the words. This is particularly useful as many of the earliest and commonest words learners come into contact with are those that have several meanings, e.g. *fair* can mean—quite good, just, light complexion, fine weather. See *CB 7, Unit 5*.
5. *Synonyms and antonyms*: One of the most useful ways of understanding words is by comparing them with others with a similar meaning—synonyms. See *CB 7, Unit 4*. They also serve to provide the learner with words that can express different shades of meaning: a *big* house, a *large* house, a *huge* house. While teaching synonyms it is important to stress that a word does not mean exactly the same as its synonym but is similar in meaning to it. Therefore, we can talk about a *big* house and a *large* house but not a *gigantic* house or an *immense* house. This aspect of synonyms is best conveyed by teaching words in context, as in the examples above. A word can sometimes also be understood by contrasting it with a word with the opposite meaning—antonyms. For example, *light* is easily understood when contrasted with *heavy*. See *CB 7, Units 1 and 4*.
6. *Prefixes, suffixes, and compound words*: The ability to increase your word-store is multiplied several times once you learn how to recognize and use prefixes and suffixes. Knowledge of the most common prefixes and suffixes enables learners to develop their vocabulary without always depending on the teacher. This is also true of compound words. See *CB 7, Unit 2 and 3*.
7. *Collocations*: A very important aspect of using words correctly in speech and writing is knowing how words relate to others—collocations. For example, one can say a prayer but not tell a prayer. Collocations in English are ‘fixed’, and not knowing how they operate can make one’s English sound ‘strange’ and ‘peculiar’. This is an aspect that needs attention because words collocate differently across languages. While in some languages it is correct to ‘drink a cigarette’ (Urdu) or ‘eat a cigarette’ (Bengali), in English neither ‘drink’ nor ‘eat’ is acceptable as ‘cigarette’ collocates only with ‘smoke’. See *CB 7, Unit 7*.
8. *Connotations*: In the early stages, learners are likely to come across words used in their main or actual meaning—denotational meaning. However, as learners progress to higher levels, knowledge of the connotations of words helps them understand that words can be used to convey attitudes and feelings in addition to the actual meaning. For example, ‘white’ represents a ‘colour’ but it can also stand for ‘peace’, ‘purity’, ‘goodness’ or even ‘surrender’ (‘a white flag’).
9. *Idiomatic use—phrasal verbs, similes*: The ability to use words correctly is an important aspect of learning a language. However,

effective and ‘natural’ communication is dependent in large measure on the ability to use language idiomatically. Idioms, like collocations, are ‘fixed’ and cannot always be explained by the strict rules of grammar. One of the most common is the class of phrasal verbs (or multi-word verbs). These usually have one-word equivalents but the phrasal verb often gives a more idiomatic and ‘natural’ flavour to speech whereas its one-word equivalent would be more formal and therefore more suited to writing.

10. *Word families*: The **Learn words** sections also carry a variety of exercises that show learners how words are classified. This is particularly useful at the earlier levels because it helps learners to increase their vocabulary by relating words to those they already know.

5. Teaching Grammar

The main purpose of the Grammar section in the *Broadway* series is to provide a comprehensive coverage of grammatical structures and to enable the learners to internalize them.

What is grammar?

Grammar can be defined as the way words are put together to make correct sentences in a language. It can also be defined as the rules of a language that govern the different ways in which words are strung together to produce meaningful sentences. A sentence is grammatical if it follows the rules of grammar, and ungrammatical if it doesn't. For example, ‘She is happy’ is grammatical but ‘She are happy’ is not. ‘She’ is singular and so takes the verb ‘is’, unlike ‘are’ which is used with plural subjects.

Why does a teacher need to have a sound knowledge of grammar?

A language teacher usually has no trouble identifying an ungrammatical sentence. She may, however, have a problem explaining why the sentence is ungrammatical. It is important, therefore, for her to have both implicit and explicit knowledge of grammar so that not only does she use grammatically acceptable sentences herself but is also able to explain the rules of the language to her students. Such knowledge will also help her select appropriate techniques when presenting grammar items, analyzing learners’ errors, and providing feedback and correction.

What features of classroom activities support the learning of grammar?

- *Activities should be meaningful.*

They should relate to the learners’ own needs and therefore engage them as people. *See CB 7, Learn grammar in Unit 4.*

- *Activities should be purposeful.*
They should involve the learners and hold their interest. Learners appear to learn better when personal involvement is required. *See CB 7, Learn grammar, Unit 2.*
- *Activities should have a social function.*
They should persuade learners to interact with one another, and with others so that they get a sense of the usefulness of the language they are learning. *See CB 7, Learn grammar in Unit 3.*
- *Activities should provide plenty of practice.*
They should encourage the recycling of structural items so that learners have an opportunity to use them in different contexts and also have increased exposure to them. *See CB 7, Learn grammar, Units 5 and 7.*
- *Activities should provide variety.*
Children at the primary level have short attention spans and therefore the teacher needs to use a spread of activities to keep them attentive. For example, a variety of activities can be used in the teaching of the imperative.
Game: Simon says (Shake your head, touch your nose, etc.)
Rhyme: One, two, buckle my shoe, etc.
Song and mime: If you're happy and you know it, clap your hands, etc.
Physical activity: Stand up, sit down, stretch your hands, etc.
Information gap: Learners work in pairs to draw a picture, etc. by giving and receiving instructions
- *Activities should encourage active participation.*
Children enjoy doing things, so the teacher needs to think of activities that will encourage them to interact with one another in a threat-free environment. One example of such an activity is 'Find someone who...'
Prepare a task sheet for each of the learners in class. Tell the learners to move around and ask each other questions to complete the task sheet.

Find someone who...

1. can speak three languages
2. can ride a bicycle
3. can stand on his head
4. can make an omelette
5. can play chess

What are the stages in the teaching of grammar?

The *Broadway* course has the following stages built into its grammar sections across the Coursebooks: *Selection* (of the grammar items), *Gradation*, *Presentation*, *Practice*, *Production*, *Revision*, *Testing*, and *Remediation*—in that sequence. We will offer a few helpful comments about only three of the stages: Presentation, Practice, and Production.

Presentation

Presentation is the stage in a grammar lesson when a new grammatical structure is introduced to the class. This includes letting learners listen to the form and see it in writing, and helping them understand how it is used and what it means. Presentation also means introducing the form in an appropriate context. The **Broadway** Coursebooks almost always introduce a new grammatical structure in the context of the main reading text in which it appears. An important point for the teacher to bear in mind at the presentation stage is whether the underlying rule should be brought to the learners' attention. She also needs to decide whether to elicit it from the learners on the basis of examples (*the inductive method*), or to give it herself and invite them to produce examples (*the deductive method*).

Practice

Practice is the stage in a grammar lesson when learners focus attention on the new structural item, so that they can gain fluency in it and learn the correct word and pronunciation of the item. At this stage, the teacher's job is to help learners memorize/internalize the item through intensive, controlled practice. This stage also enables her to provide feedback, and correction if required. The **Broadway** Coursebooks and Workbooks help with this stage by including a variety of practice activities.

Production

Production, which sometimes overlaps with the Practice stage, is clearly a crucial stage in the teaching and learning of grammar. The teacher's job at this stage is to nudge learners away from form-focussed accuracy to a fluent but acceptable production of the grammatical item. This means that she should reduce control and encourage learners to explore the item they have learned, and to help them use it to express their own content. When this happens, learners will realize the usefulness of the item/form they have learned. The production stage in the **Broadway** Coursebooks and Workbooks is manifested in several ways including information gap, problem solving, and 'personal experience' tasks.

What are the qualities of good grammar tasks and activities?

The **Broadway** series assumes that the learning of grammar is most effective when learners enjoy what they are doing, and when the teaching is relevant to their needs. The course, therefore, sees the qualities of good grammar tasks as those that:

- guide learners towards meaningful and purposeful use of the language
- avoid mindless manipulation
- frequently focus on the communicative functions that grammatical structures perform (*See CB 7, Learn grammar*)
- teach grammar through a combination of sentence-based work and discourse (or sentences in combination) (*See CB 7, Learn grammar*)

- present grammar in contexts that the learners can relate to.

What are the main principles of teaching grammar?

The teacher should bear in mind that

- grammar is talking about the language and not language itself
- grammar can strongly support the language experience but cannot replace it
- only the most essential labels, definitions, and rules should be used
- in tests and examinations, the ability to apply rules of grammar should be tested, not the ability to reproduce them.

6. Teaching Dictionary and Study Skills

‘A teacher is indeed wise who does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind,’ said Khalil Gibran (1926). It is now universally accepted that the primary aim of education is to enable learners *to learn how to learn*. In an era of information explosion and narrow specializations, teachers cannot any longer aspire to be omniscient gurus. Their primary role is to help learners locate suitable sources of information, access relevant information from the identified sources, and record the gathered information in an easily retrievable format. In the context of language teaching, the teacher of English is required to help learners develop a crucial set of study skills that will eventually enable them to become autonomous and self-dependent: reading and making notes, listening and taking notes, summarizing useful information, transferring information from a verbal mode to a non-verbal mode and vice-versa, and accessing different sources of reference (e.g. a dictionary).

The main objective of the Study Skills section in the *Broadway* Coursebooks is to familiarize learners with the use of a dictionary. The exercises in **Learn to use the dictionary** are based on the following checklist of dictionary skills:

1. Locating words in alphabetical order
2. Using guidewords to locate headwords
3. Finding the pronunciation of words using the system of phonetic symbols employed in a dictionary
4. Dividing words into syllables
5. Interpreting word stress (*See CB, Learn grammar*)
6. Finding the spelling of a word, and variations in spelling if any
7. Finding the meanings of words
8. Interpreting typical dictionary definitions
9. Selecting the one meaning appropriate to the context from the different meanings provided (*See CB, Learn grammar*)

10. Understanding the collocation of words. *See CB 7, Unit 7.*
11. Recognizing word families and derivatives
12. Finding synonyms and antonyms. *See CB 7, Units 1 and 4.*
13. Distinguishing between homonyms, homophones, and homographs
14. Understanding the usage of a word and its grammatical context. *See CB 7, Unit 1.*
15. Using cross-references to obtain more information about words
16. Finding the meanings of idiomatic expressions
17. Finding the meanings of phrasal verbs
18. Using the notes provided to avoid common errors.

7. Teaching Writing

It is worth recalling what Harold Rosen (1981) said about the nature of writing: *'The writer is a lonely figure cut off from the stimulus and corrective of listeners... He is condemned to monologue; there is no one to help out, to fill in silences, put words in his mouth, or make encouraging noises.'* Not surprisingly, writing poses a problem for learners of English: the need to organize ideas and arguments, to be linguistically accurate, to use a variety of words and grammatical structures, and to be stylistically appropriate.

What aspects of writing should we emphasize?

- *Writing as a channel for learning English.* Writing, along with listening, speaking, and reading are tools in the process of learning significant elements of English and developing a command over the language.
- *Writing as a goal of learning English.* The development of writing skills is necessary to fulfil purposes such as writing letters, reports and messages, making notes, and preparing summaries.
- *Writing with coherence and cohesion.* Employing various rhetorical and linguistic means by which the parts of a written text are made to relate to one another and to constitute a continuous, organized whole.

What are the developmental stages in learning to write?

1. Writing as a mechanical activity
The focus, at this stage, is on writing as an end in itself. Learners spend considerable time on pre-communicative activities through which they learn the mechanics and conventions of writing (handwriting, spelling, and punctuation) which are necessary for written communication.
2. Writing as a linguistic activity
At this stage, the aim is to provide learners with practice in writing error-free sentences or paragraphs on given topics. The exercises are

usually completely or partially controlled and are a means for getting learners to practice a specific language point. This kind of writing is characterized by maximal teacher, and minimal learner, input.

3. Writing as communication

This stage represents real written communication, which is characterized by a sense of purpose, a sense of audience, and a sense of direction. The abilities a learner requires to produce a competent piece of continuous writing include:

- getting the grammar right
- having a range of vocabulary
- punctuating meaningfully
- using the conventions of layout correctly, e.g. in letters
- spelling accurately
- using a range of sentence structures
- linking ideas and information across sentences to develop a topic
- developing and organizing the content clearly and convincingly
- employing a style suitable for the purpose, reader, and occasion.

What are the steps in writing a composition?

1. Studying the topic announced by the teacher or decided on collectively by the class
2. Generating ideas through pair, small group, or class discussion or individual listing of ideas
3. Selecting and organizing the generated ideas, and producing a plan or outline
4. Writing the first draft based on the prepared plan
5. Getting feedback on the draft from the teacher/classmates on points of content and meaning
6. Revising/rewriting the draft by incorporating the suggested changes
7. Proofreading the second draft
8. Getting the second draft edited by the teacher
9. Producing the final version
10. Getting the composition ‘published’ in the class newspaper or displayed on the bulletin board

The writing tasks in the *Broadway* series are based on this checklist of subskills:

1. Showing evidence of having learnt to write fairly neatly and legibly, but rather slowly
2. Using spacing, capitalization, and basic marks of punctuation, e.g. the *full stop*, *question mark*, and *comma*
3. Spelling familiar, frequently-used words correctly
4. Giving evidence of control over basic grammatical features, e.g. word order, inflection, and concord

5. Giving evidence of control over basic grammatical structures and the syntax of basic coordination and subordination
6. Expressing relations between parts of a text through basic lexical cohesion devices such as repetition and synonymy
7. Expressing relations between parts of a text through basic grammatical cohesion devices such as pronominal substitution and comparison
8. Attempting conscious organization of a text using paragraphing and a few basic discourse markers (*See CB 7, Unit 1*)
9. Showing some awareness of style vis-à-vis the purpose of writing and the intended audience
10. Supplying personal information on simple forms, and writing short messages, narratives, and descriptions (*See CB 7, Unit 1*)
11. Revising their written work and correcting the more obvious errors of spelling and punctuation

8. Teaching Speaking

Why is speaking often regarded as the most important of the four language skills? Perhaps because, as Penny Ur (1996) says, '*People who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.*'

What is the main objective of teaching speaking?

The single most important reason for teaching speaking is to develop *oral fluency*, that is, the ability to express oneself intelligibly, reasonably accurately, and without undue hesitation. Donn Byrne (1976) argues that to meet this objective, learners will have to be brought from the stage where they merely imitate a model or respond to cues to the point where they can use the language to express their own ideas and feelings, processes that must to a large extent be in simultaneous operation.

For oral fluency to be attained, learners will need two complementary levels of training. **Broadway** Coursebooks offer an introduction to these two levels: practice in the *manipulation of the fixed elements* of English (or accuracy-based elements such as pronunciation) and practice in the *expression of personal meaning* (or fluency).

Why do learners need oral fluency in English?

Learners of English will want to use speech principally for two reasons:

- *To give and receive information, that is, for transactional or message-oriented purposes*
- *To maintain good social relationships, that is, for interactional purposes focused on sharing personal experiences and opinions.*

What are the principles of teaching speaking?

1. *Take account of the student as a person*
 - be sensitive, sympathetic, and encouraging
 - select material that is motivating and within their ability
2. *Reduce anxiety by moving from easy to less easy*
 - help students take short turns
 - provide a familiar, private environment
 - use information-gap activities
 - try the activity yourself first!
3. *Maintain a careful balance between accuracy and fluency*
 - provide practice in pronunciation, word stress, sentence stress, intonation, and pause
 - provide opportunities for fluent use of speech
4. *Provide a good model for students to imitate*
 - learn to speak English acceptably yourself!
 - repeatedly use target speech patterns
 - consciously teach correct pronunciation, etc
5. *Provide appropriate stimuli for eliciting speech*
 - pictures, stories, songs, conversations, etc
 - books, radio, TV, cinema, audio and video cassettes, etc
6. *Vary classroom interaction modes*
 - individual to whole class
 - pair work
 - group work
7. *Give clear instructions*
 - speak loudly, slowly, and clearly
 - demonstrate the proposed task
8. *Monitor student activity continuously*
 - encourage those who find the activity difficult
 - note down common and recurring errors
 - praise students who perform well or try hard
9. *Prepare well for class*
 - make a checklist of things to obtain
 - make a checklist of things to do
10. *Handle errors sensitively and effectively*
 - ignore performance errors
 - ignore errors that are repeated
 - correct errors in language areas that you taught recently
 - correct errors that might shock listeners (e.g. 'childrens')
 - correct errors in structures that need to be used frequently by the student (e.g. 'What means this?' instead of 'What does this mean?')
 - correct errors through *modelling*
(S: *M's mother was died.*)

T: *M's mother was dead.*)

- correct errors through *flooding* to 'wash them out'!
- correct errors through *explanation*

11. *Remember correction depends on*

- the *phase* of the lesson (*Is it the accuracy phase?*)
- the *self-confidence* of the student

(*'Whoever wants to speak well must first murder the language'*—Jespersen 1904)

The speaking tasks in the *Broadway* series are based on this checklist of subskills:

- Articulating English sounds in words and connected speech with a fair degree of accuracy (*See CB 7, Unit 1*)
- Articulating basic stress patterns within common words fairly accurately
- Manipulating variations in stress in connected speech to produce intended meaning with a fair degree of success
- Producing basic intonation patterns in connected speech to produce intended meaning with a fair degree of success
- Using basic courtesy formulas, conventional greetings, and formulaic expressions (*See CB 7, Unit 1*)
- Conveying a simple message in person or by telephone (*See CB 7, Unit 1*)
- Framing simple questions to elicit the desired response, and providing appropriate responses to simple questions.
- Presenting information in sequence in simple narratives and descriptions, using a few discourse markers and cohesive devices (*See CB 7, Unit 1*)
- Participating in simple discussions on familiar topics (*See CB 7, Unit 1*)
- Expressing ideas, opinions, and feelings in simple English (*See CB 7, Unit 1*)
- Reading familiar textual material aloud, with reasonable fluency and accuracy
- Reciting rhymes and simple poems, and singing popular songs with reasonable fluency and accuracy (*See CB 7, Unit 1*)

9. Teaching Listening

It is worth recalling a famous quotation: '*Listening is not merely not talking... it means taking a vigorous human interest in what is being told us. You can listen like a blank wall or like a splendid auditorium where every sound comes back fuller and richer.*' (Alice Duer Miller)

The *Broadway* series is one of the rare school courses in the language curriculum, that emphasizes the importance of listening and the need for learners' active participation in the listening process.

The section **Learn to listen** incorporates the two fundamental processes of listening comprehension: *top-down* and *bottom-up* processing. Top-down processing requires learners to use background knowledge and other clues to achieve comprehension, while bottom-up processing requires them to make sense of elements, like words and sentences in a listening text, to arrive at meaning.

Why should we overtly teach listening in the English classroom?

1. Listening is a necessary part of our routine. As Wilga Rivers (1981) remarked: 'We listen twice as much as we speak, four times as much as we read, and five times as much as we write.'
2. Listening effectively involves a unique set of skills that are quite different from those of the other language skills.
3. Listening is as important as speaking. We cannot communicate face-to-face unless the two are developed in tandem.
4. Since listening and speaking are, in many contexts, reciprocal skills, learning to speak well depends crucially on learning to listen well.

How can we help learners develop their listening skills?

- *By helping them listen for a purpose.* If they have a clear purpose, they will be able to employ an appropriate listening strategy, such as listening for key words or listening for information.
- *By helping them listen for meaning.* If they are trained to locate the main point or gist of the listening text, they will learn that the aim is not to recall the specific words or phrases the speaker used but to understand the main idea.
- *By helping them listen in realistic contexts.* If they learn to listen to a range of texts including *interactional* (or social) talk and *transactional* (or informative) talk, they will easily build a bridge between the classroom and the real world.
- *By helping them listen flexibly.* If they are encouraged to listen to the same input several times, each for a different purpose, they will develop their own goals for listening, like 'skimming' for gist and 'scanning' for specific information.
- *By helping them recognize the organization of a listening text.* If they are trained to recognize *advance organizers* (like 'I will first talk about...') they will learn to cope more easily with academic texts across the curriculum.

What are the general guidelines for teaching listening in the *Broadway series*?

- Do a short ‘warm up’ or ‘pre-listening’ activity based on the theme or topic of the listening text.
- Set one or two overview or gist questions for learners to answer when they listen to the text.
- Read the listening texts once (given at the end of the Coursebook), and ask learners to answer the gist questions.
- Discuss the answers.
- Direct learners to the task in the Coursebook, and ask them to study it.
- Read the listening texts.
- Give learners a few minutes to complete the task (or check their answers if they did the task while listening to the text).
- Discuss the answers, and confirm them by reading the relevant portions of the text if necessary.
- Use the topic, or the language of the listening text, as a stimulus for an extension activity involving discussion or writing.

The listening tasks in *Broadway* are based on this checklist of subskills:

- Discriminating between the basic sounds and phonological features of English including vowels, consonants, diphthongs, and consonant clusters
- Discriminating between the basic patterns of word stress, sentence stress, and intonation (*See CB 7, Learn pronunciation in Unit 2*)
- Recognizing basic discourse features in short spoken texts
- Responding to simple oral instructions, requests, and directions, conveyed in person or by telephone (*See CB 7, Learn to speak in Unit 1*)
- Understanding and responding appropriately to simple questions, statements, and courtesy formulas (*See CB 7, Learn to Listen in Units 1 and 5*)
- Understanding the main ideas, and some significant details, of simple spoken narratives and descriptive texts (*See CB 7, Learn to listen in Units 1, 2, and 4*)
- Listening for a specific purpose, e.g. news broadcasts and telecasts, commentaries, and railway station announcements (*See CB 7, Learn to listen in Unit 4*)
- Understanding the most frequently occurring contracted forms, e.g. *I’m, it’s, don’t, can’t, isn’t*
- Listening to and appreciating popular rhymes, poems, and songs (*See CB 7, Learn to listen in Unit 6*)

10. Teaching Poetry

Here is a set of procedures that could be employed in teaching a poem:

1. Introduce the theme of the poem by using individualized work, pair work, group work, or a class discussion.
2. Read the poem aloud after instructing learners to keep their books shut. Now ask a (global) question or two to help them recall words, phrases, and even whole lines from the poem.
3. Read the poem aloud again. (Remember, learners' books are still shut.) Again, help your class rebuild the poem from memory.
4. Read the poem aloud yet again, but this time ask the learners to follow it in their books. This step will help the class combine their auditory and visual experiences as you read.
5. Now ask the class to study the poem silently. Encourage them to consult the glossary/notes as they read. Supplement the glossary with additional explanations, if necessary.
6. After the learners have read the poem on their own, discuss the content, structure, and style of the poem using comprehension questions provided in the section **Learn to enjoy the poem**. Ask supplementary questions if necessary. During this phase, do not attempt to paraphrase the poem but do ensure that all or most learners participate in the discussion.
7. After you have discussed the poem, read it out again or have it read aloud by one or more learners or use the taped version. This is a splendid method of reconstituting the poem after its 'dissection' in the previous phase.
8. Read out a thematically similar poem, if you can find a suitable one.

11. Multiple Intelligences and Higher-order Thinking Skills

Howard Gardner, who proposed the existence of multiple intelligences, said in 1987: *'It is of the utmost importance that we recognize and nurture all of the varied human intelligences, and all of the combinations of intelligences. We are all so different largely because we all have different combinations of intelligences. If we recognize this, I think we will have at least a better chance of dealing appropriately with the many problems that we face in the world.'* **Broadway** endorses Gardner's basic argument that we should respect the many differences between people, and the varied

tasks and activities in the Course reflect the essentials of these eight intelligences:

1. *Logical-mathematical*: Skills related to mathematical manipulation and the discerning and solving of logical problems (related careers: scientist, mathematician)
2. *Linguistic*: Sensitivity to the meanings, sounds, and rhythms of words, as well as to the function of language as a whole (related careers: poet, journalist, author)
3. *Bodily-kinaesthetic*: Ability to excel physically and to handle objects skilfully (related careers: athlete, dancer, surgeon)
4. *Musical*: Ability to produce pitch and rhythm as well as to appreciate various forms of musical expression (related careers: musician, composer)
5. *Spatial*: Ability to form a mental model of the spatial world and to manoeuvre and operate using that model (related careers: sculptor, navigator, engineer, painter)
6. *Interpersonal*: Ability to analyze and respond to the motivations, moods, and desires of other people (related careers: counsellor, political leader)
7. *Intrapersonal*: Knowledge of one's feelings, needs, strengths, and weaknesses; ability to use this knowledge to guide behaviour (related benefit: accurate self-awareness)
8. *Naturalist*: (Gardner's most recently defined intelligence) Ability to discriminate among living things, to classify plants, animals, and minerals; a sensitivity to the natural world (related careers: botanist, environmentalist, chef, other science- and even consumer-related careers)

From: *Frames of Mind: The Theory of Multiple Intelligences*, 1983

Higher-order Thinking Skills and Life Skills in CB 7

Unit	Section	Skill
1. <i>Children</i>	Starter	Reflection Evaluation
	Learn to read-1 (qn. 1, 2, 6)	Deduction
		Reflection
	Learn to read-2 (qn. 7, 9, 10) Poem (qn. 6, 7)	Interpretation
Justification		
Analysis		
		Evaluation
		Expressing opinion

<p>2. <i>The Natural World</i></p>	<p>Starter Learn to read–1 (qn. 2, 4, 5) Learn to read–2 (qn.1, 4, 5, 6) Learn to write Learn to speak Poem (qn. 6, 7, 8)</p>	<p>Comparison Expressing opinion Reflection Interpretation Evaluation Evaluation Interpretation Expressing opinion Extrapolation Justification Reflection Analysis</p>
<p>3. <i>Special People</i></p>	<p>Starter Learn to read–1 (qn. 4, 5, 6, 8) Learn to read–2 (qn.1, 3, 5) Learn to speak Poem</p>	<p>Reflection Deduction Reflection Justification Evaluation Deduction Interpretation Reflection Expressing opinion Interpretation Reflection</p>
<p>4. <i>Detectives</i></p>	<p>Starter Learn to read–1 (qn. 2, 3) Learn to read–2 (qn. 6, 8, 9) Poem</p>	<p>Deduction Deduction Analysis Deduction Interpretation Justification Interpretation Evaluation Reflection</p>

<p>5. <i>Mothers</i></p>	<p>Starter</p> <p>Learn to read–1 (qn. 6, 7, 8)</p> <p>Learn to read–2 (qn. 1, 4, 5, 6, 7)</p> <p>Learn to write Learn to speak Poem (qn. 8)</p>	<p>Reflection Analysis Deduction Comparison Analysis Expressing opinion Analysis Interpretation Reflection Justification Revision Sympathy Expressing opinion</p>
<p>6. <i>Living Together</i></p>	<p>Starter</p> <p>Learn to read–1 (qn. 2, a, e, g, h)</p> <p>Learn to read–2 (qn. 1, 3, 4, 5, 6)</p> <p>Learn to write</p> <p>Poem</p>	<p>Reflection Expressing opinion Deduction Justification Interpretation Interpretation Deduction Comparison Reflection Extrapolation Reflection Justification Evaluation Reflection</p>
<p>7. <i>How Science Affects Us</i></p>	<p>Starter</p> <p>Learn to read–1 (qn. 5, 8, 10) Learn to read–2 (qn. 5, 6)</p> <p>Learn to write</p> <p>Poem</p>	<p>Reflection Comparison Justification Deduction Analysis Analysis Expressing opinion Expressing opinion Reflection Comparison Analysis Deconstruction</p>

12. Lesson Plan for Teaching a Poem

Vocation

Warm-up

1. Start by asking the students what they see on their way to school everyday. Do they see people? What kind of people do they come across at that time of the day? Do those people hold their attention? Let students discuss this for a few minutes in pairs or groups. Encourage them to share their ideas/views with the rest of the class.

Listening and active recall

2. Read the poem aloud while the students listen with their books shut.
Ask: Is the poem about a person like them? Is this person's experience similar to them? (The students will see a similarity.) Then ask them What is the poem about? (Students respond.)
Can you recall any words or phrases from the poem that describe the kind of person/s the poem is talking about? Get as many responses as possible.
3. Read the poem aloud once more while the students listen with their books shut. Attempt to recreate the poem with help from the students.

Combining the auditory and visual experience

4. Ask the students to open their books. Read the poem aloud yet again. This time the students will follow it in their books.

Analysing the poem

5. Ask the students to read the poem silently. Draw their attention to the glossary of unfamiliar words. Add additional explanations to these, if necessary. If you decide that there are other words/phrases that might create problems for students, provide meanings/explanations of these.
6. After students read the poem:
 - encourage a discussion of it using the questions under **Learn to appreciate the poem**. Add questions of your own to ensure fuller coverage of the poem, and to make sure that students understand it. (Make questions your teaching tool rather than 'explanations'. Explanations and paraphrasing prevent learners from making the effort to understand the poem on their own. Keep the questions short and simple. Do not demand complete sentences as answers.)
 - draw attention to the use of *language* (e.g. lines like 'There is nothing to hurry him on...')
 - draw attention to each stanza of the poem. It stresses the theme of the poem. What does the speaker actually want to be? Let students understand that the speaker finds a sense of freedom in each of the vocations that he does not have as a student.

- discuss the use of words such as ‘soils’, ‘task’
- draw attention to the use of rhyme and other poetic devices
- make them do the exercise under **Activity**

Recreating the experience

7. Encourage students to read the poem aloud. When teaching poetry initially, this reading can be done by the class (with the teacher leading) or by small groups taking turns with a stanza each. At a later stage, individual students can take turns to read the poem aloud.
8. (*Optional*) A good follow-up activity would be to encourage students to write a short description of what they would like to do—follow the much-used path or try out new avenues.
9. If you can find a thematically similar poem, read it out to the class.

13. Lesson Plan for Teaching a Prose Unit

Children

PREPARING TO READ

Starter

1. Ask the students to get into pairs. They then list the things they want in the house to make them happy. Let them decide which things in their list is a necessity.
2. The next is an individual task. The two activities highlight two qualities in us, the feelings of contentment and adjustment, as part of life. You cannot always have all you want, and also you cannot do only what you want to do.
3. This section introduces students to vocabulary used to describe human nature—both positive and negative.
4. Encourage a variety of responses. Put up student responses on the blackboard and leave them there.

READING

Section—1

STAGE ONE

1. Ask the students to silently read the introduction and the text upto ‘... things each wished to do in the future.’ on page 17.
2. Direct their attention to the meanings of difficult words.
3. When they have finished reading, direct their attention to the blackboard. Ask them if the passage, so far, has given them any of the information they were expecting. Students should be able to identify some of these.

As they call them out, erase these from the board leaving the others intact.

4. Turn to Learn to read–1, and ask the students the first four questions. Allow students to refer back to the text when answering.
 - Ask a question, and allow several students to answer before affirming the correct answer. Ask a student who answered correctly to go back to the text and tell you where the information is. The student should read out the portion of the text that contains the answer. Ask others if they agree.
 - Read the relevant portion aloud yourself, so that the whole class can hear it. If any student gave you a wrong answer initially, check briefly if he/she now understands why his/her answer was wrong. Ask the student to state the correct answer or read the relevant portion from the text.
 - Do not attempt to correct grammar or pronunciation at this point. Concentrate on allowing students to express their understanding of what they have read.

STAGE TWO

5. Ask students to read to the end of the passage.
6. After they finish, turn to the blackboard and repeat step 3 above.
7. Turn to Learn to read–1, and ask students questions 5, 6, 7, 8, and 9. Repeat step 4 above for each question.
8. Homework: Questions 1–9 can be set for homework. Ask the students to write out the answers on their own.

VOCABULARY

Learn words

1. Learn words exercise 1: Let the students first understand the task. They have to find the word that is opposite in meaning to the one given in the exercise. They can work in pairs and try to locate the word in the paragraph mentioned. In the plenary session, let the class call out the answer, and you can write them on the blackboard. Cross check from one or two before writing on the blackboard.
2. Learn words exercise 2:
 - Ask the students to attempt the exercise. Let them follow the example.
 - Discuss the answers.
 - Explain the meanings of some of the words if they have difficulty.

GRAMMAR

Learn grammar

A. *Infinitives* (to express wishes, likes, and dislikes)

1. Put up, on the blackboard, a few sentences that express the above-mentioned feelings using infinitives.
2. Draw attention to the form: verb (not) + to + verb.
3. Explain the uses of this type of infinitive. Draw their attention to the form.
4. Ask them to then attempt the given exercise.
5. Let them make some sentences using the words from the columns.
6. Discuss the answers.

B. *Bare infinitives*

1. Tell them that the infinitive here is without 'to'.
2. They are usually used with certain verbs and modal verbs.
3. Put a few examples up on the blackboard.
4. Ask the students to do the given exercise.
5. Discuss the answers. The sentences are fixed.

C. *Phrases, Clauses, and Sentences*

1. Phrase: basketball tomorrow afternoon
Clause: I will play.
2. Phrase: Shangrila Resort next morning
Clause: The bus leaves
3. Phrase: conference in an hour
Clause: I will be leaving.
4. Phrase: is delicious
Clause: That lasagna you made.
5. Phrase: next week's presentation
Clause: I need to prepare.

D. *Types of Sentences*

1. Interrogative
2. Imperative
3. Exclamatory
4. Declarative
5. Imperative

Section—2

READING

STAGE 1

1. Draw their attention, once again, to the Starter where they talk about what they want and what they have.

2. Ask them to read the introduction.
3. Ask:
 - What do you know about the festival of Eid?
 - What is the usual practice on this day?
 - Talk about the festival.

STAGE 2

1. Ask them to read the first five paragraphs of the passage silently.
2. Ask a few questions to make sure they have understood the passage. (*Keep the questions short and simple.*)
 - Allow the students to refer back to the text when answering.
 - Ask a question and allow several students to answer before affirming the correct answer. Ask a student who got the answer right to go back to the text and tell you where the information from. The student should read out the portion of the text that contains the answer. Ask others if they agree.
 - Read five paragraphs aloud yourself so that the whole class can hear. Ask a few questions. If any student gave you an incorrect answer initially, check briefly if she/he now understands why her/his answer was wrong. Ask the student to state the correct answer or read the relevant portion from the text.
 - Do not attempt to correct grammar or pronunciation at this point. Concentrate on allowing students to express their understanding of what they have read.
3. Then direct them to read till the end of the passage.
4. Ask them to turn to **Learn to read-2**.
5. The questions in this section, **Learn to read-2**, do not always have one and only one correct answer. Responses may differ from student to student. Encourage as many responses as you can. Make sure there is a lot of discussion and participation in the class. Spend at least five minutes on each question. Answers to some of the questions may be written down after discussion. Other questions can be used for discussion only.
6. Question 10: Ask the students to work in small groups. This question will generate a lot of discussion. Several possibilities may be mentioned. Accept only those that are practical.

WRITING

Learn to write

1. Ask the students to turn to page 30 and read the information.
2. Discuss the writing task. Make sure they understand what they have to write and how.
3. Draw their attention to the points mentioned in the task.

4. Ask the students to do the task in their notebooks.
5. Ask some of them to read out what they have written.
6. They can be asked to copy their notice on a chart paper, and display it on the class display board.

Learn to study

- Ask the students to get into pairs.
- Ask them to look at the data in the table.
- They can then be asked to read through the sentences silently and individually.
- Now, in pairs, they can look for the specific information asked for in the table and complete it.
- With the help of the responses from the students, the sentences can be copied and completed on the blackboard.

Learn pronunciation

- You can read aloud a word with the correct stress which the students can repeat after you.
- Practice saying the words at least a couple of times.

SPEAKING

Learn to speak

1. Ask the students to work in pairs. This can be done as role-play.
2. First ask two students to read aloud the conversation given in the exercise. If more pairs volunteer, allow some time for more pairs to read.
3. Then take up one or more situation/s from the list and demonstrate, with the help of the responses, how information is sought over the phone.
4. Now, the pairs can practice dialogues for the situations in the book.
5. Go around the class and listen to what the students are saying. Offer help where necessary.
6. Then ask each pair to role-play, before the class, any one of the situations from the given list.

LISTENING



Learn to listen

(If you want to read the telephone conversation aloud, ask one of the students to come forward and read it with you.)

1. Ask the students to read the questions in the book. Look closely at the information that they need to complete the table.
2. Check if they understand the words used.

3. After they have done so, ask them to close their books. Tell them that they are going to listen to a telephone conversation between Raheel and Saad.
4. The first time, they will listen with their books closed.
5. Ask a few general questions like: *Where are they going? Who missed the briefing?* Discuss the answers briefly.
6. Tell the students you will read the transcript of the interview again. Ask them to keep their books open and fill in the correct details as they listen to the conversation.
7. Read the transcript of the conversation once more from the relevant listening passage at the end of the coursebook..
8. Check answers. If they are incorrect, do not give them the correct answer yourself. Instead, repeat the transcript of the interview, stop at the appropriate point, and let the students check for themselves. Before you go on to the next question, announce the correct answer so that there is no doubt about what is correct. Repeat this process with the other questions.
9. (Optional) Ask two of the students to come forward and role-play the telephone conversation in class.

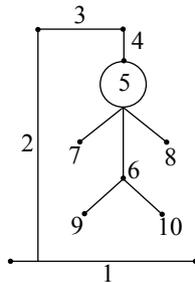
Instructions for playing ‘Hangman’

Hangman

Group: Whole class

Use: Guessing/spelling

Teacher thinks of a five-letter word, for example, and draws the same number of dashes on the board. Students call out letters of the alphabet: ‘Is there an E in it?’ ‘Is there a K in it?’ If the letter is contained in the word, the teacher fills in the appropriate blank. If a letter is not in the word, the teacher draws one part of the ‘hanged man’.



Ten mistakes ‘hang’ the players. The numbers refer to the order in which the lines are added to complete the drawing.

14. Key to the Coursebook

Children

Starter (page 14)

1. *Answers will vary.*
2. *Answers will vary.*

3.

<i>positive</i>	<i>negative</i>
loving	violent
calm	angry
kind	dishonest
ambitious	jealous
concerned	bad-tempered, unfair
practical	hateful
caring	rude
simple	mean
peace-loving	
happy	
friendly	

Section I Dreams of the Future

Learn to read–1 (page 19)

1. Laurie knew the sisters well. We know because he says that he had expected the sisters to have asked him to join them.
2. Laurie did not go away because he was lonely. He was spotted by Beth and he joined the girls.
3. (c)
4. Meg hid her face because she wanted to hide her blushing face as she was embarrassed talking about marriage and a husband.
5. Meg was the oldest and Amy the youngest. We can tell because Meg says that she would be twenty-seven ten years later and Amy would be twenty-two while the others would be older than Amy but younger than Meg.
6. The mood of the text was happy and joyful. The following words describe the mood: pretty, fun, enjoy, favourite, lovely, nice, smile, wonderful, etc. Answers will vary, accept suitable responses.
7. Examples: Each wore a large hat, each had a bag over her shoulder, and each carried a long stick in her hand. Meg had something to sit on, Jo a book, Beth a basket, and Amy her drawing things.'
'But they went out of the garden, down the road, and began to climb a hill leading to the woods at the top.'

'Meg was mending, Beth was playing with her doll, Amy was drawing, and Jo was making some socks as she read aloud.'

Answers will vary, accept suitable responses.

8. *Many other traits can be added to those given in the coursebook. In fact, individual answers should be encouraged. These are some of the suggested answers:*

<i>Name</i>	<i>dreams/wishes</i>	<i>character traits</i>
Meg	have a lovely house, full of beautiful things, nice food, pretty clothes, pleasant people with plenty of money and servants, never have to work, do good and make everybody love her	homely, loving
Jo	have horses, a room full of books, write books and become famous and rich	creative, ambitious, adventurous
Beth	to stay at home with parents and take care of family	loving, responsible, simple, thoughtful, caring, practical
Amy	to paint pictures, go to Rome, be the best artist in the world	creative, ambitious, fun-loving, artistic, carefree
Laurie	to travel and see the world, be a famous musician, be rich	adventurous, carefree, artistic, creative, fun-loving

9. *Answers will vary depending on the predictions given by the students prior to the lesson. Ask students to reflect on their predictions and share their feedback.*

Learn words (page 20)

1. Opposite words:

- | | |
|-------------------------------|-----------------------------|
| (i) small—large | (ii) silent—aloud |
| (iii) happy in company—lonely | (iv) in the past—future |
| (v) not well known—famous | (vi) plain—beautiful |
| (vii) foolish—wise | (viii) remembered—forgotten |
| (ix) poor—rich | (x) dead—alive |
| (xi) not prepared—ready | |

2. (a) cold—quite cold—not cold—not hot—quite hot—hot
 (b) cold—cool—lukewarm—warm—hot

Learn grammar (page 21)

- A. *There are several possible answers. Some of them are:*

1. He decided to learn Spanish.
2. Seema refuses to take music lessons.

3. The children have promised to help the earthquake victims.
 4. The school have offered to help the sick and the needy.
 5. Raja loves to ride a motor-cycle.
- B.
1. I saw her eat her lunch.
 2. Raheel heard Haniya sing.
 3. She makes us run errands all the time.
 4. We watched the plane land.
 5. We all felt the earth shake.
 6. They found the shop closed.
- C.
1. Clause: I will play. Phrase: basketball tomorrow afternoon.
 2. Clause: The bus leaves. Phrase: For Shangrila Resort next moning.
 3. Clause: I will be leaving. Phrase: for the conference in an hour
 4. Clause: That lasagna you made. Phrase: is delicious
 5. Clause: I need to prepare. Phrase: for next weel's presentation
- D.
1. Interrogative
 2. Imperative
 3. Exclamation
 4. Declarative
 5. Imperative

Learn punctuation (page 23)

- A. non-smoker thirty-nine self-satisfied ex-minister pre-teen
 daughter-in-law under-fives hard-hearted sign-in sub-zero
- B.
1. Who's the party's lead for Prime Minister next year?
 2. No apostrophe
 3. Haven't you heard she got promoted?
 4. I didn't go to office today because of fever.
 5. Rida's office is closed on account of Defense Day.

Section II The Festival of Eid

Learn to read–2 (page 29)

1. The writer says this because everyone prays together whether rich or poor. The writer is talking about Eidgah, the place where worshippers come to pray on the festival of Eid.
2. Hamid says this. He was referring to the toys made of clay. He says this because, even though he was tempted by them, they were too expensive for him.
3. Hamid stopped at the hardware shop because he saw a pair of tongs that he wanted to buy for his grandmother. He felt it would prevent her fingers from getting burnt when she made bread.
4. The realization comes about when Hamid explains how the tongs will last much longer than their clay toys. He also shows them how the tongs could act as a gun or a pair of cymbals.

5. Mohsin's water carrier is broken by his sister. Noorey's lawyer falls and breaks into pieces. Mehmood's soldier survives but has broken legs.
6. Ameena scolds Hamid because he had remained hungry and thirsty in order to be able to buy a pair of tongs.
7. Ameena started crying because she was deeply touched by the selfless love of her grandson. So she is called a child.
8. *Individual answers—Some answers could be:*
Hamid was thoughtful, loving, and caring as he was concerned about his grandmother's hands getting burnt.
He was selfless and generous as he did not buy anything for himself but bought a pair of tongs for his grandmother.
He was mature because, though he was young, he did not get tempted to buy anything for himself while his friends bought toys for themselves.
9. No, Hamid bought the tongs because he was genuinely worried about his grandmother's hands and he wanted to help her.
10. Yes. *Individual answers will vary.*

Learn to write (page 30)

ABC SCHOOL ADVENTURE CLUB
Trip to Nathiagali

This is to notify the students of classes X-XII that the Adventure Club is organizing a trip to Nathiagali for a week from the 22–28 March, 2024. The trip costs Rs. 2000. The last date for registration is 10 Feb, 2024. For further information, please contact the undersigned.

XYZ
(Secretary)

Learn to study (page 31)

1. school bus
2. foot
3. city bus
4. bicycles
5. double

Learn pronunciation (page 31)

The teacher should guide the students with pronouncing the words correctly.

Learn to speak (page 32)

Follow the instructions.



Learn to listen (page 33)

Read out the passage from the end of the coursebook clearly and carefully. Read it out twice, after the 1st reading allow the students to go through the questions and then give a second reading.

Answers:

1. The train: name—Blue Mountain
leaving—7.45 p.m.
leaving from—Abbotabad
2. backpack
3. clothes—jeans and T-shirts, socks, hankies
personal use—slippers, toothpaste, toothbrush, soap
bedding—air pillow, sleeping bag
food—biscuits and dry snacks

Section III Vocation

Learn to appreciate the poem (page 35)

1. The speaker is a young child. We can tell because he mentions that he is going to school when he sees the bangle-seller going by.
2. The speaker wants to be a bangle-seller so that he could walk around without having to hurry, with no fixed time for going anywhere or for coming back home.
3. The speaker is attracted to the gardener's job because no one can stop him from digging, or scold him for dirtying or wetting his clothes.
4. The speaker wants to be a watchman so that he can walk up and down in the lane at night with a lantern, chasing shadows, without having to go to bed.
5. (a) bangle-seller—does not have to go to school or any other place at a fixed time; can wander aimlessly in the lanes; does not have to take a particular road everyday
(b) gardener—can stay in the sun; can get wet; can remain outdoors all day long; can dig without any one stopping him
(c) watchman—does not have to sleep; can chase shadows with his lantern
6. Baked in the sun means to be out in the sun for so long that the heat is causing a feeling of being baked in an oven.
7. The street lamp is said to appear like a giant with a red eye in its head. Since it appears tall and has a single red-light glaring down.
8. *Individual answers, accept suitable responses.* It creates a lyrical effect, gives rhythm to the poem. It can also give an emotive feeling.
9. Any three—come home at any time; wander on the streets aimlessly; play in the sun all day long; get wet; dig in the mud; dirty their clothes and themselves; wander in the lonely streets at night; carry a lantern
10. *Individual answers.*
11. A sample answer: 'When it is 10 o' clock in the morning, I walk to school which is located by our lane. Every day I come across a hawker who sells crystal bangles.'

Activity (page 36)

The teacher can help children select a subject and compose an adjective-noun poem.

2. The Natural World

Starter (page 37)

- (a) Neem (b) Banyan (c) Fir (d) Mango
- The three basic needs of humans are: food, clothing, shelter.

Answers will vary—Trees provide paper, gum, furniture, cloth, etc.

Section I Saving the Mangroves

Learn to read–1 (page 41)

- (c), (e), (b), (a), (d), (f)
- Most of the people of Keti Bunder earn their living by agriculture and fishing.
- The number of mangrove forest decreased in the area because of seawater intrusion, lack of fresh water in the delta, pollution, and excessive cutting of trees for fuel and grazing by camels.
- In July 2009, Pakistan set a world record for planting the most trees in a single day. Nearly 400 workers planted 541,176 mangrove saplings in Keti Bunder.
- Individual responses may vary. Some of the reasons may be: The mangroves provide a breeding ground for shrimps, prawns, and fish. The trees provide wood for fuel, fodder for cattle, and grazing grounds for camels. Some important chemicals are obtained from them. The mangroves also protect the area from storms and tsunamis.

Learn words (page 41)

- | | | |
|---------------|------------------|---------------|
| A. (a) DEER | (b) FROG | (c) CAT |
| (d) BISON | (e) EMU | (f) FOX |
| (g) BEAR | (h) GOAT | (i) HORSE |
| (j) GIRAFFE | (k) GAZELLE | (l) KOALA |
| (m) ANTELOPE | (n) GORILLA | (o) SHEEP |
| B. 1. prefix | 2. prefix | 3. suffix |
| 4. suffix | 5. prefix | 6. prefix |
| C. 1. teacher | 2. supervisor | 3. biological |
| 4. scientific | 5. historical | 6. ruler |
| 7. invention | 8. revolutionary | 9. conduction |

Learn pronunciation (page 42)

The teacher will help children say the sentences.

Learn grammar (page 43)

- A. 2. The car that was missing has been found by Danish.
3. The theft of the car took place at midnight.
4. The new servant did not inform about the theft of the car to Mr Danish.
5. Mr Danish's son registered a case of car theft with the police.
- B. 2. subjective
3. objective
4. possessive
5. reflexive
6. demonstrative
7. interrogative
- C. 1. When Rida and Sarah finally graduated, they travelled to Dubai.
2. When they reached Dubai, the airline said they lost their luggage.
3. Sadia met her friends after a long time.
4. Although Nadia and Rida ate broccoli, they don't like eating it.

Section II Johnny Appleseed

Learn to read–2 (page 48)

1. (a) This incident gave Johnny a purpose in life. He got the idea of planting apple trees all over the countryside.
(b) Yes, it was, because Johnny spent the rest of his life planting apple trees all around the country.
2. John Chapman came to be known as Johnny Appleseed because he planted apple seeds wherever he went, and gave little bags of apple seeds to everyone he met.
3. Johnny loved to be outdoors. He went on nature rambles, walking in the forests, observing and admiring the animals, plants, and wild flowers. He also slept on the forest floors, near streams or under the open sky.
4. It shows us that Johnny was deeply attached to his apple trees.
5. Yes, lessons in conservation began with Johnny. He showed everyone how to live in harmony with nature, not harming either the plants or the animals.
6. (a) far-sighted, nature-lover
(b) adventurous, simple
(c) peace-loving, friendly
(d) brave, simple, nature-lover, gentle, courageous
(e) animal-lover, friendly, nature-lover
(f) helpful, friendly, kind

Learn to write (page 50)

Individual responses

Learn to speak (page 50)

Set up the task as stated in the coursebook. An activity using role-cards is given.

Encourage the learners to play different roles, using the role-cards to represent different points of view.

Learn to use the dictionary (page 52)

1. cut down
2. cut out
3. cut off
4. cut-out
5. cut up



Learn to listen (page 52)

Read the transcription of the text of the passage from the coursebook clearly and loudly. Read it twice, after the first reading ask the students to read and understand the question and mark on the map while listening to the second reading.

Section III Rainforest Song

Learn to appreciate the poem (page 54)

1. The forest is referred to as ‘mother’ and ‘father’ because it provides everything that parents provide—shelter, sustenance, security, and stability.
2. ‘...Forest, my father, trace me my roots...’ suggests that forests are our forefathers and have been there from the beginning of life.
3. *Answers will vary.*
4. ‘...You glide like a snake...’ suggests that paths in the forest are not straight.
5. ‘...Forest the ground where I place my tread/Where I breathe my being and pillow my head...’ suggests the speaker likes to spend his waking and sleeping time in the forest.
6. ‘Forest, my mother, feel me your fruit ... spread me your shade’ suggests forests provide physical and emotional comfort.
7. The speaker is saying that people and forests are interdependent. Without forests, which give us food, shelter and protection, human beings would be helpless and deprived. I agree with the speaker.
8. *Answers will vary.*
9. ‘You glide like a snake...’

Activity (page 54)

1. *The teacher should guide the students to potential sources of information.*
2. *The poem does not need to rhyme, but it should be grammatically and syntactically accurate.*

3. Special People

Starter (page 56)

- (a) It means Helen enjoyed and participated in all activities that most people do. She did not miss out on anything in life because of her handicap.
(b) Though Helen was blind, she read more books than many people with sight. Helen was unable to speak as a little girl, but when she grew up she gave lectures in almost all the states of the USA. She wrote, and even acted in, a movie made on her life.
- Answers would vary. Do this as a group activity and ask for group response.*
- Courage, determination, patience, perseverance, conviction, will, etc.

Section I Three Days to See

Learn to read–1 (page 60)

- The writer says this as it would make them appreciate what they otherwise take for granted.
- The writer discovers many things through touch. She feels the shape and size of leaves, the smooth skin of a birch or the rough and rugged trunk of pine, the soft and tender buds. She also experiences the vibrations of the sounds the birds make.
- touch; sight
- Day 1 See people who have helped her and made her life worth living.
Day 2 See the beautiful sunrise, and the world as it was in the past and is in the present.
Day 3 See the workaday world, the city with its people going about their work.
- The writer divides the days in their order of influence on her life. First, with the people closest to her, next Nature, and finally, the place where she lives which also plays a part in her life.
The answers to the second part will vary. She may enjoy her day with Nature as she feels very close to Nature, and is very keen to see what she has so far only experienced through her other senses.
- (a) Eyes have been called ‘window of the soul’ because they reveal the qualities that make a person. They express the inner feelings—good or bad.
(b) Nature has abundant surprises in store. Each day, a new aspect is revealed, each beautiful in its own way.
(c) Blindness is like the darkness of night that has no morning.
- The writer asks us to experience the five senses (sight, hearing, smell, touch, and tasting), that allow us to experience all the joys around us, as if there were no tomorrow; one doesn’t know when one of them might be taken from us.

8. I agree as the sense of sight enables us to see beauty, become educated, go places, see good and bad things, make judgements, etc.
9. The writer calls eyes the window of the soul because eyes are considered to reflect how a person truly feels. It is often considered that the eyes of a person do not lie. Whatever they are feeling or hiding is revealed in their eyes. Hence, it gives a glimpse of the soul of a person, how they truly are as a person.

Learn words (page 61)

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. <i>Those that describe nature</i>
 symmetry
 smooth skin
 rough, shaggy bark
 magnificent panorama
 thrilling miracle
 gigantic | <i>Those that are used for humans</i>
kindness
companionship
laughter, sorrow
smiles, serious determination
suffering, compassionate |
|--|---|
2. (a) taste (b) feel (c) hear (d) see (e) smell

Learn spelling (page 61)

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. carcasses 2. panorama 3. symmetry 4. transformed | <ol style="list-style-type: none"> 5. relish 6. tactile 7. haunt |
|--|---|

Learn pronunciation (page 62)

The teacher should guide the students in the enunciation of the words. The dictionary can also be referred to for the correct pronunciation of the words.

Learn grammar (page 62)

- A. 1. *Several possibilities*

Examples:

That is the dog which barks all night.

This may be the bus that goes to your locality.

He is the man who repaired our TV.

She is not the woman who stole my dog.

That is the house whose owner has left town.

- B. 1. nor 2. and 3. or 4. since 5. so 6. as

C. *Individual answers will be given.* Some examples are as follows:

1. He was so dependent that he had to be pushed around.
2. Later on he became so independent that he learnt to manoeuvre his wheelchair himself.
3. He became so skilled in basketball that he grew self-reliant and confident.
4. He was so dependent that the doctor asked him to be more independent.

5. Later on he became so independent that he became an expert wheelchair basketball player.
6. He became so skilled in basketball that he became fitter and stronger.

Section II Wheelchair Basketball

Learn to read–2 (page 68)

1. No. In the first instance, it means to have more drive or will to work hard. In the second instance, it means to move the wheelchair around by hand.
2. (a) Daniel means that he would not be in the basketball team.
(b) He called a basketball coach or a club. The call changed his life as he was now more independent and confident than he was before the call.
(c) He may not have achieved what he has now if he had not made.
3. Daniel has to push himself around in the game and so he prefers to do it himself even when he is not playing. Yes/no, both possible. If yes, they admire him more than before. If no, they continue to want to push him and help him.
4. Daniel is under 14. His ability and size have helped him play with the older basketball players.
5. There is very little difference between wheelchair basketball and regular basketball. In the regular game, two paces are allowed before a bounce or a pass. It is the same in the wheelchair game where two pushes are allowed. The only difference is the time allowed for the offensive. It is 30 seconds as against 20 seconds in the regular game. The baskets are at the same height. Answers to the second part of the question will vary.
6. Sports wheelchairs are customised, that is, each chair is made to fit the person who will use it. They are very light, and have no brakes. The foot rest is exactly 11cm from the floor, and is specially designed so that the toes or ankles do not get caught in it. Most sports chairs have camber bars on them, which make the wheels spread out at an angle. The wheels are placed far back, which can cause the chair to tip backwards and the person to fall out and injure himself.
7. Playing basketball has had a positive impact on Daniel's life. He is fitter and stronger. He is more confident and self-reliant. He has made many friends. This has changed his outlook on life. Before, he didn't know what he wanted to do but now he wants to play in the paralympic team. These changes have been good for him.
8. tough—He is fit and stronger.
determined—He wants to play in the paralympics and is training for them.
independent—He does not require anyone to push him around anymore.
hard-working—He trains longer hours and more days than most other players.
confident—He knows he will make it to the paralympic games.

Learn to write (page 69)

2. Sample answer

Friday, 6 June

I got up very early today because I had very little time and there was so much I wanted to see, hear, and feel in this beautiful world. I spent the better part of the morning organizing meetings with my friends. I met my friend, guide, teacher, and the person who taught me to love life first. Ann Sullivan Macy arrived for breakfast and both of us talked about our old times together. I had lunch with all the others who had, in some way, contributed to my success in life. I owe all that I have been able to achieve to them. They were, so far, only shapes and textures. Today, I was able to gauge the depth of their characters. I was able to see their feelings and participate in them. I reserved the evening for my family. We had a quiet dinner. I realised that time had flown and it was soon going to be the next day. I recall and relive the day's happenings through all my senses. I am ready for bed.

3. Answers will vary. Accept all appropriate answers.

Learn to use the dictionary (page 69)

The answers are on page 76 of the coursebook.

Learn to speak (page 70)

Sample answer

- A I think we should help the handicapped be more independent.
B I think it's very important that they move around like any of us and enjoy life as we do.
C First of all, we must provide ramps in public places, like cinema halls and markets.
A I agree.
B I think so, too.



Learn to listen (page 71)

Read out the transcription of the text of the passage from the coursebook clearly and carefully. Ask the students to go through the questions before you begin reading and then as you read they can select their answers.

1. (a) 2. (a) 3. (b) 4. (a) 5. (b) 6. (b)

Section III My Wheelchair Had Wings

Learn to appreciate the poem (page 74)

1. *Individual responses*—The message could be as follows:
The main message is of eternal optimism, not giving up even in the face of great odds.
The lines could be 'Well, I told them all, nothing would keep me down.'

2. The girl wished she could fly with the aeroplane in the blue skies. Her wish came true because her wheelchair took flight.
3. The girl pinched herself to make sure that she was not dreaming.
4. The girl says that because she had not expected her chair to sprout wings and fly up into the sky.
5. The vision was a group of birds.
6. (a) 'He' refers to a bird who alighted on the girl's leg.
(b) He thanked her for giving him a breather.
(c) He looked at her wings because she was flying in the air, and he had never seen a chair with wings before.
7. *Individual answers*—some of the answers could be:
(a) adventurous, wishful, a dreamer
(b) practical, makes the most of the circumstances she finds herself in
(c) optimist, determined to be happy and enjoy herself
(d) helpful, friendly, caring, feels for others
8. (a) 'they' refers to the people who know her.
(b) They would be astounded because they would never expect a girl like her, with a disability to be flying in the air in her wheelchair.
9. *Individual answers*—the answer could be:
Yes, the girl thinks she was lucky because she says that she 'pinched herself to make sure' that she was not dreaming.
She also says 'nothing would keep me down'.
10. The girl took advantage of the wings by visiting all the places that her heart desired.
11. Towards the end, the girl feels satisfied with the way she is and thinks that even if she can't travel in her wheelchair again she can still reach out to people.
12. No, the girl does not feel restricted because she says that 'I can still reach out to others, in my own way.'

Activity (page 75)

1. *Answers will vary.* They may include:
(a) skies—eyes—lies
(b) too—blue—flew
(c) flight—night—sight
(d) sure—door—more
(e) rose—chose—nose
2. *The teacher should guide the students in writing a poem.*

4. Detectives

Section I Young Sherlock Holmes

Learn to read–1 (page 80)

- (a) He had read the name tag, 'J. Watson' on his mattress, and selected the most common name starting with the alphabet 'J'.
(b) The style of the boy's shoes were only seen in the North of England so, from this, he guessed that the boy had come from the North of England.
(c) The boy was carrying 'The Hunter Encyclopedia of Disease', a handbook available only to physicians. So Holmes deduced that as he was too young to have attended medical school himself, it must have been given to him by an adult who was close to him, who must have been his father who was obviously a doctor.
(d) The middle finger of the boy's left hand had a callus, which was a sign of a writer. So, he deduced that the boy spent his leisure time in writing.
(e) The stain of yellow custard on the boy's collar and his round appearance both led Holmes to conclude that the boy was fond of eating custard tarts.
- He made a mistake in calling him James instead of John. No, he was not terribly wrong in his guess.
- rude—because he called him fat
observant—because he could tell so much just from the observations that he had made
clever and intelligent—because he was so accurate in his deductions
impatient—he was throwing away his violin because he had not been able to learn to play it after only three days

Learn words (page 80)

- (a) valuable—precious (b) intelligent—brainy
(c) impatient—restless (d) particular—specific
(e) available—obtainable
- (a) precious (b) obtainable (c) brainy
(d) restless (e) specific

Learn grammar (page 81)

- (a) We met Mrs Khan just as she was nearing the school.
(b) Vania had a puncture while she was going to the market.
(c) Paul fell off the ladder while he was painting the ceiling.
(d) The doorbell rang while I was making lunch.
(e) While Mr David was watching television, he fell asleep.
(f) When we entered the stadium, Afridi was batting.
- At 9.20, Madiha was cleaning her room while Saad was having breakfast.
At 10.15, Madiha played while Saad did his homework.

At 11.30, Madiha was reading a novel while Saad was doing some gardening with his father.

At 12.10, Madiha had lunch while Saad wrote a letter.

At 12.45, Madiha was working on the computer while Saad was having lunch.

At 1 o'clock, Madiha rang up her friend while Saad rang for a cab.

- C. (a) Since it was a holiday yesterday, I woke up late.
(b) Since you were out, I left a message.
(c) She may need some help as she is new.
(d) I did it since you told me to.
(e) Since it was cold, Samia put on a sweater.
- D. 1. next to the
2. according to her,
3. as of
4. along with
5. in case of

Section II The Case of the Fifth Word

Learn to read–2 (page 89)

1. Everyone thought he must be the smartest police chief in the world because he was very quick in solving his cases
2. Leroy's father didn't tell anyone because it would be difficult for anyone to believe that such a young boy was capable of solving such difficult mysteries. Leroy did not want his friends to think that he was any different from them.
3. Leroy was nicknamed Encyclopedia because his head was full of facts, from the large number of books he read. He would share his knowledge with his friends whenever they asked him to. It was a suitable name for him.
4. Nolan and Davenport became friends because both were criminals who met inside a prison and shared common interests.
5. She refused to testify as she was not sure whether the person she had seen was in fact Nolan.
6. He was suspicious because it was addressed to Davenport and had something written on it in code words.
7. False
8. Yes, he was correct as he was able to read the message hidden in the code words. He realized that the four words stood for the four days of the week, and the unwritten fifth word, 'fir', indicated the place where the jewellery had been hidden by him.
9. *Individual answers*—Suggested answers:
brainy, voracious reader, modest, unassuming, very young, some kind of a genius

10. This meant that Leroy was being told the facts so that he can weigh in on the case and share his opinion. This was done for the advancement of the story.

Learn to write (page 90)

Individual responses from the students.

Learn to study (page 90)

<i>Phases in Allama Iqbal's life</i>	<i>Major achievements and activities</i>
During his initial education	Studied languages, writing, history, poetry, and religion
At Government College, Lahore	Studied philosophy, English literature, and Arabic Obtained a BA degree, won a gold medal for topping his examination in philosophy Met Sir Thomas Arnold, a scholar of Islam and modern philosophy; was exposed to Western culture and ideas
During studies and travels in Europe	Obtained a BA degree from Trinity College, Cambridge, while simultaneously studying law at Lincoln's Inn Started writing poetry in Persian
After completing his education	Established a law practice Wrote poetry, and scholarly works on politics, economics, history, philosophy, and religion
Latter part of his life	Was actively involved in political activities Elected to the executive committee of the All-India Muslim League's British chapter; became one of the most prominent leaders in the Pakistan movement First political figure to state that Muslims are a separate nation Served as president of the Punjab Muslim League, delivered speeches and published articles to unite Muslims as a single political group Travelled across Europe and West Asia to get political and financial support for the Muslim League

Learn to speak (page 92)

Sample dialogues

1. Sorry, I've got to leave now. I have to attend a wedding with my family. I'll make sure we meet again soon. Bye!
2. It's been great meeting you but I have to leave now as I have a patient waiting at the clinic for me. Why don't we meet up for lunch another day?



Learn to listen (page 93)

Read out the listening passage to the students from the end of the coursebook and ask them to listen carefully. Read out the listening passage carefully and clearly.

1. False
2. True
3. False
4. True
5. True

Section III Macavity: The Mystery Cat

Learn to appreciate the poem (page 95)

1. Macavity is called the Hidden Paw because it is very difficult for the police to catch him. Yes, it is an appropriate name.
2. They have given up hope of catching him because when they reach the scene of the crime, he is not there.
3. He appears to be respectable and there is no record of his footprints in the police records. But he has been accused of having looted the larder, rifled the jewel-case, broken the greenhouse glass and the trellis. He is full of deceit and cunning.
4. It is funny that he has committed so many crimes but has not left any proof, so it is not possible to catch him.
5. No, because he has an alibi ready at all times.
6. He looks like a gentleman so is not easily suspected of the crimes he commits.
7. He is called the 'Napoleon of Crime' because he is the greatest criminal of all times, just as Napoleon was one of the greatest generals of all times.
8. *Individual answers*—suggested answers: cunning, shrewd, calculating, criminal, dangerous, deceptive

Activity (page 96)

1. (a) ate (b) wait (c) write (d) sum (e) week
2. (a) tiny (b) void (c) a gift

5. Mothers

Starter (page 97)

1. *Answers will vary.*
2. *Answers will vary.* Some example are: cooks, cleans, takes care of the house, helps with homework, takes you out...

Section I Charlie's Mother

Learn to read-1 (page 101)

1. Yes, she lived for, and did everything for her sons. She sang on the stage despite her fear. She danced and sang for her sons, took them to the beach, treated them to cakes and ice cream, and narrated stories to them.
2. The unruly crowd made her afraid. One evening, when her voice cracked the crowd made catcalls and began to laugh.
3. It was the stage manager's idea to make Charlie take her place. Charlie realised his talent and passion for entertaining people on this night. His mother never performed on stage again.
4. Charlie sang, danced, and did several imitations including that of his mother. There was laughter and cheers and applause during his performance.
5. She sang, danced, and told wonderful stories. She was a gifted and imaginative person, inclined towards the arts. She loved her sons immensely.
6. We know they lived in poverty because there wasn't enough money even for basic needs. Hannah was forced to sing in the music halls of London, despite her fears, to earn some money. She sewed clothes for people. The children sometimes had to go to the workhouse.
7. Charlie was heartbroken because he loved her a lot, and she meant so much to him.
8. He inherited her singing talent, her acting skills, and her ability to bring magic into other people's world.
9. (a) Hannah, Charlie, and Sidney (b) Charlie
(c) stage manager (d) Hannah

Learn words (page 102)

- A. (a) impression (b) pronunciation
(c) explosion (d) confusion
(e) satisfaction (f) imagination
- B. 1. 2. *Answers will vary.* Accept suitable responses.

Learn spelling (page 103)

1. (a) terrified (e) career
(b) unruly (f) entertainer
(c) shabby (g) costumes
(d) narrate (h) institution
2. Cross out:
Its; who's; Its; it's; whose; its

Learn grammar (page 104)

1. had finished; had closed; had already left

2. (a) Sidra got dressed after she had washed up.
- (b) Mr Riaz shaved after he had brushed his teeth.
- (c) They had breakfast after they were dressed.
- (d) When they had said goodbye to Sidra, they read the paper.
- (e) They locked the house before they left for work.

Section II Mother's Day

Learn to read–2 (page 121)

1. Mrs Pearson's family is thoughtless and selfish, treating her more like a servant in the house, and taking her for granted without appreciating what she does for them. Yes, sharing the problem was right as it led to solution and an improvement in the situation.
2. Doris expects her tea made and dress ironed. Cyril thinks his eight hours of work are significant, unlike the work his mother does at home. George is rude to his wife's friend and neighbour.
3. Mrs Pearson now becomes bold, firm, and spirited. Yes, these changes help her achieve her objective.
4. She would like them to be at home more often, give her a hand with supper, play a game of rummy, and appreciate what she does. Yes, her demands are reasonable.
5. Yes. Give a suitable reasons for the answer.
6. *Answers will vary. Some examples are:* refuse to do any work, go away for a week, get a dog and focus only on its needs.
7. *Answers will vary. Some examples are:* The purpose or message can be to not take people's efforts for granted and appreciate them. Develop a habit to do things on your own.
8. Mrs Fitzgerald—intelligent, confident, firm, persuasive, enterprising
Mrs Pearson—pleasant, timid, meek, selfless, diffident, caring, nervous
Mr Pearson—arrogant, rude, pompous
Doris—pretty, selfish
Cyril—indifferent, spoilt, selfish
9. They were grateful and mended their ways. They understood that they cannot order people around to do simple tasks of their own.

Learn to write (page 122)

Use this as a group activity. Students can decide on a movie jointly. You could hold a class discussion. Jot down the points for the instructions for writing a review. Each group can take up either the same or a different movie to review.

Learn to use the dictionary (page 123)

- | | | | | | | | | | |
|----|-------------------|---|-----|-----|--------------------|-----|-----|------|------|
| A. | 2–5 | 3 | 4–1 | 5–7 | 6–2 | 7–5 | 8–6 | 9–10 | 10–4 |
| B. | detective-neutral | | | | politician-neutral | | | | |
| | sister-feminine | | | | classmate-neutral | | | | |

father-masculine
children-neutral
roommate-neutral
chief-neutral
son-masculine
boy-masculine
police-neutral

artist-neutral
mother-feminine
clerk-neutral
teacher-neutral
brother-masculine
philosopher-neutral
entertainer-neutral

Learn to speak (page 124)

A. There may be more than one response to each of the suggested situations. Some responses are:

I'm sorry to hear that. *or* How upsetting! *or* How terrible!

Oh no! I'm sorry to hear that.

How upsetting! *or* How terrible! *or* I'm sorry to hear that.

That's terrible! *or* Oh dear! I'm sorry to hear that.

How upsetting! *or* I'm sorry to hear that.

B. *Answers will vary.* Accept suitable responses.



Learn to listen (page 125)

Read out the listening passage twice. Ask the students to read through the questions after the first reading and then respond to them as they listen to the second reading.

- | | | |
|----------|----------|----------|
| 1. True | 5. True | 8. True |
| 2. False | 6. True | 9. False |
| 3. True | 7. False | 10. True |
| 4. False | | |

Section III A Mother's Love

Learn to appreciate the poem (page 128)

1. True
2. (a) 'Our' refers to all children and adults.
(b) True
(c) ii
3. (a) No, he doesn't because he uses the word 'something' and not the word 'everything'.
(b) One feels very happy.
(c) Our mothers understand this state of mind.
4. Our mother's faith in our abilities helps us on life's way.
5. One needs confidence because it helps us to deal with the challenges and disappointments that are a part of our day-to-day life.
6. (a) our fears and our disappointments
(b) to have confidence in our abilities
(c) joys and achievements

7. (a) True (b) True (c) True (d) False
 (e) False (f) True (g) True (h) True
 (i) False (j) True
8. *Answers will vary.* Yes, because the poem praises a mother and her love towards her children. It also makes one realize how a mother makes life special.

Activity (page 129)

Individual answers

6. Living Together

Starter (page 130)

- Answers will vary.* By creating awareness, sensitivity, and tolerance towards others.
- We can learn simple living, environmental consciousness, and traditional crafts and values from the villagers.

Section I Neighbour

Learn to read–1 (page 135)

- Answers will vary.* Accept suitable answers. The central idea of the story is how neighbours help each other even if they themselves are in danger. Other ideas can be, defending and protecting the innocent and weak even if the enemy is stronger.
- Order: l, c, d, e, f, j, k, b, i, a, h, g
- Yes, he was hoping to find them because he wanted to save them.
 - His attempt was 'in vain' because he did not succeed and Tutu found him.
 - She stared because she could not believe that the intruder was a neighbour who she thought was a friend.
 - He pretended to be frustrated at not finding anyone by kicking and banging furniture. He sent the other men to the upper floor.
 - She was reluctant to escape because she didn't want to leave her grandfather behind.
 - fear and anxiety
 - The sounds reflect the mood and actions of the people.
 - He includes Tutu as he thinks of Tutu as family now.
 - The main idea of the paragraph was the grandfather being caught. Sentences like, 'The young man heard him. He spun around and focused the beam on the old man's face.' etc.
 - (put in table)

Answers will vary.

The girl's opinions

- The girl prayed that her father would not have another coughing fit

- she was worried about her Grandfather and wondered what will happen to him.
(in second column)

Facts

- Grandfather was brought to Tutu's house safely
- Grandfather could not hold his cough and was discovered.

Learn words (page 136)

1. Movement: kicked, crept, zigzagged, glided, advanced, spun, shrinking, jumped, hurled, run, rocked
2. (a) beamed (f) spinning
(b) sprang (g) hammered
(c) released (h) shields
(d) landed (i) shrunk
(e) pressed (j) advanced

Learn grammar (page 137)

- A. 1. (a) Laila said that they had gone to the cinema the previous night.
(b) Sarah said that it was a film called 'Die Hard'.
(c) Nargis said that though the film had plenty of action, she had not liked it much.
(d) Rabia said that the audience got very noisy, especially the boys.
(e) She confessed that she had been quite afraid at times.
(f) Nazreen admitted that she had gone only because her brother had insisted.
2. (a) Jonathan's father advised him to get some sleep.
(b) His mother urged him not to stay up late.
(c) His father ordered him to get up early.
(d) His mother asked Jonathan to fill up his pen.
(e) His father reminded Jonathan to sharpen his pencil.
(f) Jonathan's mother warned him not to miss the school bus the next day.
(g) Jonathan's father instructed him to not go into the exam hall late.
(h) His mother told him to answer every question.
(i) Jonathan asked his parents to repeat their advice as he hadn't been listening carefully.
- B. (a) The food must be very good here.
(b) He must be very hungry.
(c) It must be a very hot day.
(d) He must be very upset.
(e) It must be a holiday.

Section II The Quaid-i-Azam's Vision

Learn to read–2 (page 142)

1. This speech was delivered to the Constituent Assembly on 11 August 1947.
2. The Quaid-i-Azam is thanking the Constituent Assembly for electing him as the first President.
3. The first duty of a government is to maintain law and order, so that the life, property, and religious beliefs of its subjects are protected.
4. To make Pakistan a happy and prosperous country, we should concentrate on the well-being of the people, especially of the masses and the poor.
5. The Quaid-i-Azam is referring to the lack of unity between majority and minority communities.
6. *Answers will vary.*

Learn to write (Page 143)

1. *Answers will vary.*
2. *Example:* My grandfather immediately pulled me inside the house and we hid behind a cupboard. There was darkness everywhere. The men entered the house and started looking for us. One man entered the room we were in. He shone his torch and, in the beam of light, I clearly recognized the person. He was our neighbour, Tutu. I could not believe my eyes. I was filled with anger and I sprang out of my hiding place and charged at him. Tutu at once put his arms around me and closed my mouth. He made a lot of noise. Two other men appeared and asked him if he had found someone. He asked them to go upstairs to look for us. He then dragged me to the back door and told me to go to his house. I did not want to leave Grandpa behind. He said he would take care of him. His mother was waiting for me. I cried for a while. Tutu's mother assured me that my Grandpa would be safe and Tutu would definitely bring him home. After all the noise subsided, we heard footsteps and then both Grandpa and Tutu entered the house. I was very relieved and cried a second time.

Learn to study (page 143)

Example:

1. 3.59% of the Pakistani population is made up of Balochi speakers. About 6,000,000 Pakistanis speak Balochi. There are fewer Balochi speakers than Sindhi speakers.
2. 10.42% of the Pakistani population is made up of Seraiki speakers. About 25,000,000 Pakistanis speak Seraiki. There are more Seraiki speakers than Urdu speakers.

Learn to speak (page 145)

Allow free discussion. Let them work in small groups. As follow-up, ask each group to present their views.



Learn to listen (page 146)

feet	planned	healed
destiny	door	despair
see	bars	see

Section III A Dream

Learn to appreciate the poem (page 148)

1. The poet is dreaming of peace among all the people, when hatred would flow away and justice would rule. The poet has this dream as the present-day world is full of hatred and violence.
2. Yes. Also, a new beginning, hope.
3. Justice should take the place of hatred in our hearts.
4. Justice is compared with a stone standing straight and firm. Yes, it is because it signifies permanence.
5. If hatred flows away like a stream and justice is set in hearts like a stone the world would be a happy place.
6. Yes.
7. Symbols: plate of peace; tree in the garden of justice
8. The poet intends to give a message of peace and unity amongst all people no matter who or from where they belong.
9. Peace, the central idea revolves around peace and unity amongst people of the world. The message of peace and unity is always a positive message to spread.

Activity (page 148)

Encourage a class discussion before setting up the group. There may be differing opinions.

Some points are:

Peace and happiness will prevail. People are tired of violence and have understood the ills of wars. There is a lot of talk about peace education and peace missions.

7. How Science Affects Us

Starter (page 149)

1. Look at the key on page 161 in the coursebook.
2. One answer could be: Radio, as it is easily affordable and connects people, keeping them informed.

Individual answers will vary.

Section I Footprints Without Feet

Learn to read-1 (page 154)

1. They were surprised and fascinated because there were fresh mud prints but they could not see any man making them.
2. (c)
3. He did not wake up in time and was found by the shop assistants who arrived the next morning. He had to remove all his clothes before he could slip out of the store unseen.
4. In the theatrical company shop he found some clothes to wear along with dark glasses, a false nose, big bushy side whiskers, and a large hat and bandages to wrap around his forehead. To escape unnoticed, he attacked the shopkeeper and robbed him of all the money he could find.
5. Mrs Hall was convinced Griffin was 'an eccentric scientist' because he kept to himself and did not want to be disturbed in his work and had bandages on his face which he said were due to an accident that had affected his face.
6. When someone broke into the clergyman's house, they could hear the chink of money being taken but they could not see anyone in the room.
7. Three extraordinary things happened in the scientist's room: the hat which was placed on the bedpost came flying at Mrs Hall, the bedroom chair charged straight at her legs, and the door slammed shut by itself.
8. The news of the burglary at the house of the clergyman, and the fact that the scientist suddenly produced money made her suspicious of the scientist.
9. In anger, he suddenly threw off his bandages, whiskers, spectacles, and even his nose. Because he threw off all his clothes, and since he was invisible again, it became very difficult for the people to catch him.
10. (b); (f); (g); (h); (i)
11. The story is written from a 3rd person's point of view. The writer is narrating the events of the story to the reader.
12. The moral of the story is that the law and rules are for everyone to follow no matter if you are a very intelligent person as well.
It can also be that recklessness and disobedience of law and order would only get you in trouble.

Learn words (page 156)

- | | | | |
|-----------------|-------------|---------------------|------------------|
| A. 2. a disease | 3. a cold | 4. a record | |
| 5. software | 6. a remedy | 7. a super computer | |
| 8. a point | 9. speed | 10. books | |
| B. <i>Root</i> | <i>Verb</i> | <i>Noun</i> | <i>Adjective</i> |
| attack | attack | attack, attacker | |
| discover | discover | discover, discovery | discovered |
| appear | appear | appearance | apparent |

irritate	irritate	irritation, irritant	irritated, irate, irritating
excite	excite	excitement	excited
suspect	suspect	suspect, suspicion	suspicious, suspect
investigate	investigate	investigator, investigation	investigative
amaze	amaze	amazement	amazed, amazing

- C. 1. auxiliary
2. modal
3. feeling
4. possession
5. main
6. linking

Learn grammar (page 157)

- A. 2. Gohar hurried home to fetch a bag.
3. Maria has gone to Spain to learn Spanish.
4. Nida asked for a knife to cut the cake.
5. Salim bought the cheaper bicycle to save money.
6. My family have left for Sahiwal to attend a wedding.
7. The audience booed the actors to show their displeasure.
8. I set out to buy a dictionary.
- B. It had been more than a year; It was about half-past twelve; It was a warm day; it was a holiday; It did not matter

Learn punctuation (page 159)

- Parents expect just one thing from their children: they should do well in life.
- Maham told me why she was not joining the trekking expedition: she was unwell and needed to rest.
- All my close friends were present at the party: Neha, Raza, John, Maryam, and Tania.
- There is an overused proverb in English: *All that glitters is not gold.*
- You have two options: you can pay the full amount now or in ten easy instalments.
- English grammar has traditionally been made up of eight parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections.

Learn pronunciation (page 160)

Children should follow the instructions given and repeat the words after the teacher.

Section II The PC Revolution

Learn to read–2 (page 164)

1. Yes, life is unimaginable without a PC today. Increasing affordability, user-friendly, easy and instantaneous communication, access to information, and self-maintenance make the PC indispensable.
2. Improvements: colour screen, increased storage, easier to set up and maintain, faster programs, multipurpose, easier to use. The biggest improvement is that today's PC can maintain itself by finding and fixing problems even before they come to the user's notice.
3. Different means of communication are post, telephone, etc. Computer is the most effective because it is reliable, instantaneous, cheap, user-friendly, etc.
4. Yes, PCs have become easier to use. A growing number of users, and increasingly user-friendly software and appliances indicate this.
5. Likely innovations are increased storage, faster speed, higher quality, smaller in size, etc.
6. (a) Less weight to carry, no paper or textbooks, etc.
(b) Time saving, shopping from home, planning holidays, etc.

Learn to write (page 165)

A. *Sample answer*

It was a typically dull and boring day at school. The only interesting part of the day was the practical class when we all boarded the Mars shuttle and spoke to the people on board about the qualifications required to become part of the shuttle crew.

The captain was really funny. He asked Vandana to go to the stellar map and find the Only Under-Pressure Galaxy. Of course, she pointed it out. He then asked us who found the OUP Galaxy. We answered Sitanara, as she was the one who discovered the Galaxy, way back in the year 2003. He looked puzzled for a moment, then turned to Vandana with this innocent grin and said, 'But I thought your name was Vandana!'

The rest of the day wasn't as much fun. We were back in class, passing virtual notes to each other on our netbooks. In history, we learnt of an invention called paper. I can't imagine how students once had to manage with paper notebooks! It must have been really strange using only two (or was it three) fingers to hold a pen and write, instead of all ten fingers.

I called Amma at the end of the day, on the phone, while I was in the playground. She was already home and I could see that she was making my favourite dinner—parathas with paneer. I told her that I'd be home in a couple of minutes. I logged out of school and was teleported home to some wonderful food.

- B. Follow the conventions of writing a formal letter. Make sure to add sender's and recipient's addresses, the date, the subject line, signing off, the language and tone should be formal. Use formal salutations and greetings.

Sample answer of the body of the letter:

Rural children will be able to operate the computer if it allows the use of their own language. It will simplify access and prove really useful in communicating information. Its utility will be higher as people will be able to communicate in their own mother tongues. Pakistani languages are vibrant and, to stay so, they must be a part of the emerging lifestyle and a part of the computer revolution.

Learn to study (page 165)

	<i>Neil Armstrong</i>	<i>Edwin Aldrin</i>	<i>Michael Collins</i>
<i>Date of birth</i>	5 August 1930	20 January 1930	30 October 1930
<i>Place of birth</i>	Wapakoneta, Ohio	Montclair, New Jersey	Rome, Italy
<i>Role played on the flight</i>	Commander and 1st man to walk on moon	Lunar Module pilot and 2nd person to walk on moon	Command Module pilot and navigator
<i>Present occupation</i>	aerospace consultant, writer	analyst of space programmes	aerospace consultant, writer

Learn to speak (page 167)

The coursebook gives a step-by-step procedure to organize a debate in the class. You can help students make a few sentences using the suggested expressions.

Begin:

Good morning/evening respected judges, teachers, and friends. Today, I am going to speak for/against the topic, 'Science has made our lives pleasant and comfortable.'

For

First of all, can you think of a life without electricity? We would be in darkness, without lights, sweating without fans, and would not be able to watch TV or listen to the radio.

Against

First of all, let me draw your attention to the environment around us. We blame it on human actions. Why has this change come about? What has caused this change? I would say Science is responsible. The several inventions that man created for his comfort have brought this curse of pollution on him...



Learn to listen (page 168)

Read out the passage from the end of the coursebook to the students twice carefully and clearly. Ask the students to go through the questions carefully after the first reading and then ask them to answer the questions as they listen to the passage for the second time.

1. (b)
2. (a)
3. (a)
4. (b)
5. (b)
6. (a)
7. (a)

Section III The Crazy World of Computers

Learn to appreciate the poem (page 172)

1. (a) ...a computer was a futuristic device that was seen on TV science programmes.
(b) ...a job application.
(c) ...people have become so dependent on computers that if anything goes wrong with their computers they become totally helpless.
2. The young are acquainted with the world of computers and its jargon. This isn't confusing for them as it can be for people over thirty.
3. The person is over thirty and not very tech-savvy.

Activity (page 172)

1. 'Ram' is a male sheep. In computer language it means random access memory.
'Application' means a letter we write for some specific reason like for a job, leave etc. It means a programme in computer language.
'Curser' means one who uses bad language. In computer language, 'cursor' means the pointer on the monitor.
Keyboard means a musical instrument, while in computer language it is an input device.
'Memory', 'log on', 'cut', 'paste', 'virus', 'bytes' are a few other such words.
2. Individual responses will vary. Encourage the students to brainstorm their ideas before writing.

15. Key to the Workbook

1. A Rupee Goes a Long Way

Learn to read (page 9)

1. Rehan decided that his tummy should be given the first choice and so he headed for the sweet shop.
2. ...the coin was not good
3. ...they both wanted what the other had.

4. The exchange refers to the boy taking the flute from Rehan in exchange for the necklace of stones.
5. He looked carefully because the first time Rehan had a bad coin and he wanted to make sure that the coin was good this time.
6. He exchanged his flute for a necklace, and then exchanged the necklace for a rupee.

Learn words (page 10)

- | | | |
|------------------|--------------------------------------|---------------|
| 1. walkout | leave a meeting in protest | |
| crackdown | severe action against somebody | |
| shake-up | changes to improve an organization | |
| break-up | the ending of a relationship | |
| cutbacks | reductions | |
| breakthrough | an important development | |
| drawback | a disadvantage or problem | |
| outbreak | sudden start of something unpleasant | |
| 2. (a) shake-up | (e) outbreak | |
| (b) crackdown | (f) drawback | |
| (c) break-up | (g) walkout | |
| (d) breakthrough | (h) cutbacks | |
| 3. homework | house plant | house-trained |
| homesick | housewife | house husband |
| homeland | housebreaking | home-made |
| home town | housekeeping | house-proud |
| homecoming | house-warming | housework |

Learn grammar (page 11)

- A. 1. *Students' individual responses should be accepted.*
2. (b) To turn over a new leaf means to lead a new and better life.
 (c) To let the cat out of the bag means to disclose a secret.
 (d) To show the white flag means to accept defeat.
 (e) To smell a rat means to become suspicious.
 (f) To hit the nail on the head means to be exactly right.
 (g) To be behind the times means to be old-fashioned.
- B. 1. The flight was able to take off only after getting clearance from the control room.
2. One day people will be able to travel to the moon in a spaceship.
3. Meethu was able to talk when she was only sixteen months old.
4. Nasreen has a high fever. She will not be able to attend the party.
5. I can't see you on Saturday but I will be able to meet you on Sunday.
6. The fire in the office spread quickly but we were able to get everyone to safety.
7. My parents left me alone at home so I was able to watch all my favourite TV programmes.
8. When you have completed the course, you will be able to get a good job.

Learn to write (page 13)

Sample Poster

**A GOLDEN OPPORTUNITY FOR A TREK
ALL YOU REQUIRE AFTER A LIFE FULL OF STRESS!!!**

THE SCHOOL ADVENTURE CLUB

invites you to

a trek in the hills of Murree

From: 10th–20th May, 2011

Cost: Rs 200 per person

Last day for Registration: 12th April, 2011

For further information contact:

Mr Baig

{Incharge, School Adventure Club}

2. A Home for the Homeless

Learn to read (Page 16)

1. False
2. When Sister Gertrude saw the state of the mentally and physically handicapped people, she decided to stay in Karachi and help them.
3. Sister Gertrude opened a home called Dar-ul-Sukun, for the special children.
4. Dar-ul-Sukun aims to provide care and shelter for special children.
5. Sister Gertrude and her staff provided the homeless children with a home. They worked with love and devotion and looked after these children as their own.
6. Dar-ul-Sukun is responsible for the care, education, training, and treatment of the children.
7. The staff, nuns, and volunteers work at Dar-ul-Sukun.
8. The love and care given to the special children at Darul-Sukun ensures their emotional, social, physical, mental, and spiritual growth.

Learn words (page 17)

1. (a) A: It's good to be quiet in the library. B: Quite right!
(b) My little brother's tooth is so loose that he'll soon lose it.
(c) The tragedy has had a strong effect on everybody. It will surely affect her too.
(d) Nobody knows whether the weather will be good today.
(e) The family's principal concern was over a matter of principle.
2. (a) The increased occurrence of theft in the classrooms has been referred to the Principal.
(b) It is believed that the couple received several gifts.

- (c) Foreign goods were easily available during his reign.
 - (d) We are hoping for an exciting finish tomorrow.
 - (e) The sudden appearance of the film star caused a disturbance.
3. paranormal; parapsychology; paramedic; paramilitary; paralegal

Learn grammar (page 19)

- A. 1. (b) The singer who lives in Flat 2 hasn't got much money.
(c) The two women who live in Flat 3 work as computer programmers.
(d) The man who lives in Flat 4 spends most of his time at home.
(e) The doctor who lives in Flat 5 has his own clinic in the next block.
(f) The three students who live in Flat 6 play loud music all night.
2. (b) Nepal is the country whose capital is Kathmandu.
(c) A thesaurus is a book which contains words with similar meanings.
(d) Alexander Fleming is the scientist who discovered penicillin.
(e) Saudi Arabia is a country which produces a lot of oil.
(f) A prosthesis is something which/that serves as an artificial substitute for a missing part of the body.
(g) George Eastman is the person who made the first Kodak camera.
(h) Imran Khan is the cricketer whose captaincy won Pakistan the cricket World Cup in 1992.
- B. (b) The rooms in the hotel were so small that we were stepping on each other all the time.
(c) Everything was so expensive that we did not buy anything at all.
(d) The Kashmiri rice dish was so tasty that we had only that for dinner.
(e) The lake was so still that we could see our reflections in the water.
(f) The day we spent in the Neelum Valley was so enjoyable that we wanted to stay on indefinitely.
(g) Our stay was so memorable that we want to go back there next year.

Learn to write (page 21)

Ms Lubna Ahsan
Editor
Junior Post
Lahore 600020

24 March, 2011

Sub: Nominating Naima Ali for the Award of 'Unsung Heroes'.

Dear Madam,

I would like to commend your paper for giving recognition to the unsung heroes who have achieved success and often made life better for others in

spite of their disabilities. I would like to nominate my friend Naima Ali for this award as I feel she deserves this recognition.

Though blind, fourteen-year-old Naima is a district-level swimmer. She gets up at 5 a.m. every day for training, and also finds the time to help the local disabled swimmers. Thus, not only has she made the best of her situation but she also helps others to develop their skills as well.

She is a very brave and courageous girl. Just last week, when a thief snatched a lady's purse in the local market, Naima tackled him and held him tight till the police arrived.

Such people definitely need to be encouraged and their achievements recognized.

I do hope you will consider Naima for this award.

Yours sincerely,

xyz

Test—1

Unseen comprehension (page 24)

1. (b) 2. True 3. (a) 4. (a) 5. (b)

Coursebook comprehension (page 25)

1. Laurie realized that the girls were totally engrossed in their activities and his going there may have been a disturbance for them.

OR

He wants to be treated as normally as possible without getting any special privileges. He is independent and proud.

2. She says this as it would make them appreciate what they otherwise take for granted.

OR

Hamid buys a pair of tongs for his grandmother because she often burns her fingers when making rotis.

3. (a) So that he can then play in the mud and soil his clothes.
(b) His mother or other adults in the family would stop him.

OR

(a) 'They' refers to people with physical disabilities.
(b) No, she has realized that she does not need a wheelchair with wings. She can help others in her own way.

4. (a) In July 2009, Pakistan set a new world record of planting the highest number of trees in a single day.
(b) Nearly 400 trained workers planted 541,176 mangrove plants in Keti Bander.

OR

- (a) ‘...trace me my roots...’
(b) The forest takes care of us, by feeding and sheltering us, just as our parents do.
5. Johnny Appleseed travelled a lot and he was so simple that he never carried any luggage. All that he carried with him was a bag of seeds and a pan on his head. He never carried any weapons, such as a gun or a knife, because he feared none.

OR

Ashall has learnt to be independent and to take care of his own needs.

Vocabulary (page 26)

1. (a) hire (b) knead (c) aisle
2. well known; father-in-law; twenty-five; non-swimmer

Grammar (page 26)

1. The man who lives next door bought a new car yesterday. He bought it from the showroom whose fame rests on its excellent after-sales service, and whose prices are most attractive. His older brother, John, is a person who I admire a lot. John is a pilot in the Pakistan Air Force. Strangely, he does not like the car that his brother has bought. He also does not like the showroom that his brother has bought it from.
2. (a) The train was so slow that I reached home two hours late.
(b) The kidnapping took place so swiftly that I could not see the face of the kidnapper.
(c) The audience was so large that they could not all be accommodated in the auditorium.
3. (b) Rita loves to read J.K. Rowling’s novels.
(c) Azmat wants to learn classical dance.
4. (b) The room was cleaned by my brother.
(c) The music was composed by Nusrat Fateh Ali Khan.

Writing (page 28)

Individual responses of the students should be accepted.

Sample answer:

Sidra is a new student who has joined our school recently. It took us a few days to get used to her because she walks with the help of crutches. Her legs were afflicted by polio when she was very young. What makes her really special is the fact that she has a beautiful smile on her face all the time.

Watching her struggle to walk makes me realize how lucky I am to be able to run and play. Though Sidra cannot join us in playing games, she sits and watches us without any trace of regret or self-pity.

Talking to her is very inspiring because she always looks at the brighter side of things. She always expresses her gratitude to God for giving her caring parents and friends. No one has ever heard her complaining about or discussing her disabilities. On the other hand, she participates

enthusiastically in all class activities, and goes out of her way to help others in whichever way she can. No wonder she has become popular with both the staff and the students.

Literature Reader comprehension (page 29)

1. Granny wanted him to remove a patch of nettles while clearing the wasteland.
2. They stand in the rain and yet never complain. They accept their fate.
3. At first, the villagers shut themselves up in their little huts. But soon they decided to cut down the tree.
4. The tiger is in a cage in the zoo. The poet says that he stalks the few steps of his cage.
5. It was decided that Mr Pickwick should make notes about everyone he met, everything he saw, everything that happened, and everything he thought, and that he should post the notes to the members of the club. No, it was not, as the cab driver thought he was a spy.

Oral Test—1 (page 30)

1. 'questioning o'pponent re'freshment engi'neer
'quality de'lighted suc'cessful chimpan'zee
2. *The students will pronounce the words.*
3. *The students will read the poem aloud.*
4. *Transcript of listening text*

Have you ever heard about an animal called the lemming? You'd never see a lemming in Pakistan because they only live in the very cold parts of the world. You would find lemmings in places like northern Europe—for example, in countries like Norway and Denmark.

The lemming is not a very handsome animal to look at. It is small and looks rather like a rat. But the lemming of Norway has one strange habit that makes it very different from a rat, or from any other animal.

Once in every few years, the lemmings of Norway leave their homes in the mountains and start travelling. They cross fields and woods, and they swim across streams and rivers, until they reach the sea after a few months of travelling. The sea doesn't make them stop. They jump in and start swimming, and they keep on and on until, at last, they are so tired that they have to stop swimming. And then, of course, they drown. Hundreds and thousands of lemmings drown in this fashion; some people say they commit suicide. But is that true?

Scientists believe that the lemmings start moving when their population increases so much that there isn't enough food for all of them. They move in search of new places to live in, where they can find food. When they reach the sea, they jump in and start swimming because they think it is just another river to cross! And then, of course, they find that this 'river' is much bigger than any of the others they have crossed before. They get tired and stop swimming and drown.

The poor lemmings!

- (a) (ii) (b) (ii) (c) (ii) (d) (ii) (e) (i)

3. The Detectives

Learn to read (page 34)

1. The first brother said that the camel was large because its foot prints were big.
2. The second brother knew that the camel was one eyed because it had grazed on only one side of the road.
3. The merchant thought the brothers had kidnapped his wife and child because because they said a camel, blind in one eye, carrying a woman and child must have passed by.
4. The king wanted to test if they were really as clever as they claimed to be.
5. (a) he heard something rolling inside the box when the servant brought it.
(b) he saw the servant come from the pomegranate orchard.
(c) it was not the season for pomegranates so it must be an unripe pomegranate.
6. Yes they were good detectives. They were very observant and had sound logic and reasoning skills.
7. (a) logic (b) panting (c) panic (d) orchard (e) convinced

Learn words (page 35)

1. (b) shell (c) vase (d) maternal (e) paste (f) exterior
(g) drought (h) fleet (i) Vice-President (j) feline
2. (b) sink—All others are utensils.
(c) music—All others are musical instruments.
(d) cake—The others are all fluids.
(e) potatoes—The others are all fruits.
(f) arms—The others are part of the face.
(g) bear—The others are part of the cat family.
(h) water—The others are all fuels.
(i) e-mail—The others are all on paper.
(j) student—The others all impart knowledge.
3. (b) atmosphere (c) atom (d) athlete (e) astronomer
(f) alien (g) accident (h) advice

Learn grammar (page 37)

- A. (b) Mohsin was watching TV when the thief entered his house.
(c) Anita was studying when Rehana arrived.
(d) Rukhsana was ready to leave when the telephone rang.
(e) Rana was watering the plants when a bee stung him.
(f) Father returned when the boy was playing with his toys. *or* While the boy was playing, his father returned.

- (g) Mr Pervez was driving when the accident happened.
 - (h) The mike failed while Mrs Anthony was still talking.
- B. (a) ...as it was a holiday
- (b) The man had to wait outside since ...
 - (c) As I was tired, ...
 - (d) ...since it was Saturday
 - (e) ...since it was Christmas Eve
 - (f) ...since they did not want to cook

Learn to write (page 39)

1. If a group of tourists decided to visit Pakistan, they would probably choose Lahore as their first stop. They are likely to begin with a city tour. They will start by visiting Minar-e-Pakistan, the city's most famous historical monument. They will then want to visit the Mughal fort, the Shahi Qila. If they are interested in shopping and buying souvenirs, they will go to Anarkali Bazaar. They will stop for lunch at the Food Street and then drive on to another historical site, the Badshahi Mosque. They will also visit the famous Mughal garden, the Shalimar Gardens.
2. *For paragraph on the student's town or city, individual responses of the students will vary.*

4. Understanding Mother

Learn to read (page 44)

1. Firstly, she taught Edison to think rather than simply memorize facts. Secondly, she gave him a love for reading, and thirdly, she neither punished him nor stopped him from his experiments even though he destroyed things in the house while performing his experiments.
2. (a)
3. (b)
4. True
5. (a)
6. False
7. (a), (b), and (e)
8. patient, encouraging, understanding, wise, loving, and insightful

Learn words (page 45)

- | | |
|-------------------|-------------------|
| 1. back and forth | odds and ends |
| here and there | hustle and bustle |
| pins and needles | kith and kin |
| high and low | thick and fast |
| trial and error | skin and bones |
| give and take | |
2. (a) The old man was all skin and bones after his illness.

- (b) Children learn to use computer programs by trial and error.
 - (c) The students threw themselves heart and soul into the English project.
 - (d) My grandmother hates the hustle and bustle of the city. She loves the peace and quiet of the village.
 - (e) I can't find my spectacles. I have looked high and low for them.
 - (f) My mother loves collecting odds and ends.
3. *Various answers. Some of the words could be as follows:*
- (b) literate: illiterate, literacy
 - (c) sense: insensible, insensitive, sensible, sensitive, senseless
 - (d) thought: thoughtful, thoughtless, thoughtlessness
 - (e) understand: misunderstand, understandable, understanding, misunderstanding
 - (f) use: misuse, unusable, usable, useful, useless, uselessness, usefulness, disuse
 - (g) polite: impolite; politeness; impoliteness
 - (h) popular: popularity; unpopular; unpopularity
 - (i) kind: unkind; kindness; unkindness
 - (j) help: unhelpful; helpful; helpless; helplessness
4. *Some of the possible words could be:*
- cashier; cash; hag; ranch; crash; geisha; scare; share; shag; hair; raise; gash; shearing; searching, etc.

Learn grammar (page 47)

- A. 1. (a) The teacher had entered the lab before the students completed the experiments.
- (b) Saad had reached the bookstore before his friend left.
 - (c) The chef had started cooking when the lights went out.
 - (d) The march past had begun when Raja arrived.
 - (e) Ayesha had taken the photos before she developed the film.
 - (f) Saif had washed his hands before he sat down to eat.
 - (g) The ball had hit the back of the net before the goalkeeper moved.
 - (h) Mrs Ali had reached the market before she looked for her purse.
2. (b) He joined a film unit after he had worked at a coffee shop.
- (c) He acted in his first film after he had joined a film unit.
 - (d) He became popular after he had played the hero in his second film.
 - (e) He brought his parents to Lahore after he had bought a bungalow and a Rolls Royce.
3. (a) Grandma could not read the letter because she had forgotten her glasses.
- (b) Jane fell ill because she had eaten at an unhygienic restaurant.
 - (c) We did not have to walk to the cinema because we had hired a taxi.

- (d) Raza was able to produce a good essay because he had done a lot of research.
- (e) Rabia baked a cake because she had invited her friends.

Learn to write (page 50)

Individual responses of the students should be accepted.

Sample answer

I am called... I live in a huge bungalow with a host of uncles, aunts, and cousins. I study in class seven at St Paul's Senior Secondary School, Peshawar. I love my school and teachers. My favourite period is, of course, the PT period when my friends and I have a great time playing a basketball match or *kho-kho*. I love my school so much that the thought of leaving it someday depresses me no end. However, I still have a lot of years to reach that stage and, till then, I am determined to make the most of the time I have at school.

I am friendly with all my classmates, but my special friends are... and ... We spend a lot of time hanging out together in the playground or in the school library. We share our snack and the latest gossip during the free periods and lunch break. A day spent without meeting them is always dull and depressing. That is why I detest holidays.

I am quite an animal lover and have befriended a number of dogs on my way to school. They greet me everyday and I carry some bread and biscuits from home for them.

At home, I am kept busy completing homework or painting. I am really passionate about painting and would like to make a career out of it. I cherish my memories of the day when I was able to spend some time with the famous artist, Jimmy Engineer.

I am a die-hard optimist and hate being unhappy.

5. The Khattak Dance

Learn to read (page 53)

1.
 - (a) ...fourteenth century in the Khattak tribe of Pakhtoons in Pakistan.
 - (b) ...a group of men of all ages, traditionally as a warm-up exercise before battle.
 - (c) ...shalwar and frock-like kameez, and red embroidered waistcoats with large decorative scarves around the waist or neck.
 - (d) ...a display of swordsmanship and precision.
 - (e) ...thunderous drumbeats and sweet tunes of *surnai*.
2.
 1. First step: Bhangrah
 2. Second step: Derabi
 3. Third step: Laila
 4. Braghoni
 5. Last step: Bulbullah
 6. Performed individually and in groups

3. (a) False (b) True (c) False (d) True
 (e) True (f) False (g) False

Learn words (page 54)

1. (a) combine (b) compass (c) combustible
 (d) commentary (e) Commonwealth
2. Across: Down:
- | | |
|-----------|--------------|
| 3 RYE | 1 BREAK |
| 5 READ | 2 SOME |
| 8 THYME | 3 RODE |
| 10 SEE | 4 MEAN |
| 15 LOOSE | 6 ALTOGETHER |
| 16 HIGHER | 9 YOU'LL |
| 17 ACCEPT | 11 EIGHT |
| 19 SLOE | 13 HIGH |
| 20 WOULD | 14 COARSE |
| 21 ROLE | 18 COUNCIL |
| 22 SIGHT | 20 WET |

Learn grammar (page 55)

- A. 1. (b) she had obviously been ill for several days.
 (c) that she had not looked after herself properly.
 (d) go to work for at least five days.
 (e) He told her to stay in bed for three days.
 (f) He said that she needed to be on a special diet for a few days.
 (g) He told her that she'd feel better in a few days.
 (h) He told her that she could phone him if she felt worse.
2. (b) could stay at his house when I visited Islamabad.
 (c) his father wasn't very well.
 (d) He told me that he was seeing a doctor at PIMS.
 (e) He said that his sister Sara had joined a new school.
 (f) He said that she had made many new friends.
 (g) He told me that he had bought a new cycle.
 (h) He said that he would tell Taha that he met me.
 (i) He promised that he would call me when he returned.
 (j) He asked me to keep in touch.
- B. 1. (a) It must be Karachi.
 (b) It must be a library.
 (c) It must be a fountain pen.
2. (b) must be cooking.
 (c) must be someone at the door.
 (d) must be snowing.
 (e) must have been crying.

Learn to write (page 58)

1. MRS WAQAS That's great! By the way, how old are you?
MOIN I am fifteen.
MRS WAQAS When will you complete class 12?
MOIN I'll complete class 12 in 2011.
MRS WAQAS Have you decided on a career?
MOIN No, Ma'am, I haven't decided on that yet.
MRS WAQAS Well I have something lined up for you! Would you like to work in my call centre?
MOIN What kind of work will I be required to do at a call centre?
MRS WAQAS Well, you will start as a trainee and learn the work, and if you stay on and work hard you will be given a more responsible job.
MOIN Why, Mrs Waqas, that's really nice of you! I would love to work for you. Thank you so much!
MRS WAQAS That's all right. You are welcome. Keep in touch!
2. *Individual responses of the students should be encouraged, based on the example of the dialogue between the doctor and patient given here.*

7. Aesop the Wonder Robot

Learn to read (page 61)

- ...helping doctors fix a hole in her heart.
- False
- False
- (a)
- True
- (a) precise
(b) errors due to shaky hands
(c) infection
(d) mutilation of the patient's body
(e) reduced
- (b)
- ...it is very expensive.
- Aesop has been designed to think intelligently and carry out a complete surgical process.
- Earlier milestones include the classic coronary artery bypass graft surgery in 1969–70, and the heart transplant operation.

Learn words (page 63)

- | | | | | | |
|----------|-------|---------|-------|-------|-------|
| 1. Verbs | sight | hearing | taste | touch | smell |
| bitter | | | ✓ | | |
| clasped | | | | ✓ | |
| fragrant | | | | | ✓ |

stroked			✓
pressed			✓
thundered		✓	
stared	✓		
observed	✓		
spicy			✓

2. (b) stared (g) bitter
 (c) clasped (h) spicy
 (d) pressed (i) fragrant
 (e) patted (j) thundered
 (f) observed
3. (a) Are you okay?
 (b) I ate before you.
 (c) You are great.
 (d) You are excellent.
 (e) Why are you being cagey?
4. Example CUL8R: See you later.

Learn grammar (page 65)

- A. 1. (b) Shama visited the library to borrow a book.
 (c) Mother went out to post a letter.
 (d) The doctor gave her an injection to reduce the pain.
 (e) Jen went to the hospital to meet her sick friend.
 (f) Sheba met her teacher to find out her English grade.
 (g) Shamim asked for an eraser to rub out the mistake.
 (h) Mohsin hired a taxi to go to the station.
 (i) Shirin studied hard to get into medical college.
 (j) Saba bought a big car to accommodate her big family.
2. (b) look up a railway timetable to find out when the next train to Multan leaves.
 (c) look up an atlas to find the location of the Caspian Sea.
 (d) look up the school register to find out whether Maham was at school yesterday.
 (e) look up a book on astronomy to get some facts about the Milky Way.
 (f) look up a calendar to check which day Christmas falls on.
 (g) look up a thesaurus to find the synonyms of a word.
 (h) read the newspaper to find out what happened around the world yesterday.
3. (a) To learn how to read in the dark!
 (b) To save time!
 (c) To make sure that the sleeping pills didn't wake up!
 (d) To check her bad pupils!
- B. (a) It is your father who called just now.
 (b) It is so easy for Shahid to open the innings.

- (c) It was snowing heavily last Christmas.
- (d) It is the little boy next door who is making all that noise.
- (e) It is hard to believe it is 2011 already.
- (f) It was late in the night when the phone rang.
- (g) It is History that we have in the first period.
- (h) It is healthy to go for a walk every day.

Learn to write (page 68)

1. A camera is a device used to take photographs. It consists of a closed box with a lens at one end and a shutter to open and close the lens at different speeds. A roll of light-sensitive film is placed at the other end. There is also a device to change the size of the lens opening. This is how it works: When the shutter is opened, the camera is focused on the object to be photographed. At first, the object is placed facing the sun, and the distance is measured by looking through the lens and adjusting the lens. If the photograph is taken in the night or in darkness, the flash is switched on. Now the photograph is clicked by pressing the knob, generally placed on the top right-hand corner of the camera.
2. *Answers will vary.*
3. *Answers will vary.*

Test—2

Unseen comprehension (page 72)

1. (b)
2. True
3. celebratory and commemorative reasons.
4. False
5. (c)

Coursebook comprehension (page 72)

1. He was better known as Encyclopedia Brown because he read a lot of books and never forgot a fact.

OR

- (a) The middle finger of his left hand had a callus.
 - (b) A stain of yellow custard on his collar made young Sherlock arrive at his conclusion.
2. She was not keen to perform at music halls because of the unruly crowds that would often chase artists from the stage.

OR

- He became invisible when he took a rare drug.
3. Because of the various activities it is able to perform. In the coming years, it is expected to become less expensive and even more essential, which will help people to work, play, and stay in touch with one other.

Or

They decided to go to the movies some other day.

Writing (page 75)

Individual responses of the students.

Sample answer:

XYZ Street
Karachi

10th March, 2011

Dear Sameer,

Hope this letter of mine finds you well. It has been a long time since we met. How have you been?

You will be glad to know that I am very busy reading books these days. It was you who started me on this wonderful hobby. I have been reading a number of books of short stories and poems. The other day, I read a beautiful poem called 'A Mother's Love'. You must read it too. It is written by Michael O. Adesanya.

The poem really opened my eyes and helped me realize all the wonderful things mothers do for their families. It is not just taking care of our everyday needs, but also giving us the much-needed emotional and psychological support and stability. The poem rightly says that it is only a mother who understands the fears, frustrations, and tears of her offspring. She is there in both our joys and sorrows. She is happy when we are happy and a pillar of strength when we are sad, consoling and comforting us.

How are your studies going on? Why don't you come and spend some time with me? I will show you my latest collection of books and read out the poem to you. Please do come.

Your friend always,

QRS

Literature Reader comprehension (page 76)

1. 'It' refers to the pigtail. The sage is being referred to. He is sad because he is unable to get the pigtail to the front of his face.
2. She called it a real book because it was made of paper and it had words printed on the pages. She used a telebook.
3. They were coming from Station Z, to find out what kind of life existed on earth.
4. No, he did not. First, he made Lila get water and grass for the cow, and then he drank some tea.

5. This refers to the shoes invented by the leatherman's chief. No, he had not thought of this.

Oral Test—2 (page 77)

1. Each student will pronounce the words aloud with the correct stress marks:

'finally	'instrument	a'ttending	disa'ppoint
'measurement	im'portance	in'vention	disa'ppear

2. *Each student will read words aloud in turn.*
3. *Each student will read out the poem aloud with the proper stress and pauses.*
4. *Transcript of listening text*

Hello, listeners! I'm going to talk to you about a person who has changed our world quite dramatically: Bill Gates. When you think of computers, you think of Bill Gates! Who is Bill Gates?

Bill Gates was born in October 1955, in Washington, to William Henry Jr. and Mary Gates. He was the second child in the family. His father was a very tall man—about 6 feet 6 inches tall—and a very successful lawyer. His mother was a friendly, outgoing person who did a lot of charity work.

Bill, however, was very different from his parents. He was a lonely, shy, and awkward child. But, even as a child, he seemed to have a natural taste for mathematics.

Bill went to Lakeside School, and later joined Harvard University. But he did not stay long enough to complete his studies at the university. He dropped out to start the computer company, Microsoft—and he was still in his junior year! He started Microsoft because he strongly believed that the personal computer would one day be part of every office and home.

Although Bill is the richest and most successful professional in the world today, he continues to be kind, helpful, and generous. In fact, a few years ago he donated six billion dollars to charity—the biggest donation ever made by a single person!

Once at home, he seems to forget the world of computers completely, and relaxes with his wife Melinda, daughter Jennifer, and son Troy. Among the many hobbies that this extraordinary person has, are reading and playing golf.

- (a) F (b) F (c) F (d) T (e) T

Examination

Unseen comprehension (page 79)

1. True
2. We can tell the mother is nervous because she is highly attentive. When the doctor bends, she bends further, and when the doctor reaches for the saw, she reaches it first.

3. Yes, the little girl is scared of the saw in the beginning.
4. *Answers will vary.*
5. *Answers will vary.*

Coursebook comprehension (page 79)

1. (a) She would sing and dance for her boys and look out into the streets and narrate stories about the people she saw walking past.
- (b) Yes, because she never asserted herself. She allowed her children to be rude to her and attended to all their demands without a fuss. She allowed them to take her for granted. She was also in awe of her husband and allowed him to treat her as he wished.
- (c) He set fire to the house he had rented. He stole clothes and other items from a departmental store.
- (d) They found it intimidating because it was quite difficult to set up and maintain, and most of the programs were slow and difficult to use.
- (e) The grandfather is saved by their neighbour, Tutu.
- (f) To make Pakistan a happy and prosperous country, we should concentrate on the well-being of the people, especially the masses and the poor.
- (g) Yes, I agree. Young Sherlock Holmes had a keen sense of observation and good reasoning and logic. Just looking at his room-mate he could deduce where he was from and what he was fond of.
- (h) The jewellery was hidden inside a twenty-gallon jug of earth in which the young fir tree in Nolan's nursery grew.
2. (a) (i) 'A Dream'
- (ii) To see that peace prevails in the world.
- (iii) When people remain united and decide that nothing will disturb their unity. Then only will there be peace.
- (iv) Peace can prevail only when people decide to join together and together work towards peace on earth.
- (b) (i) A chunk of written matter or picture in order to place it somewhere else.
- (ii) A programme that damages the software in a computer.
- (iii) The Internet.

Vocabulary (page 81)

1. (a) excited (b) movie (c) reality (d) school
2. (a) excellent (b) immensely (c) strong
(d) greatly (e) deeply (f) faithful
3. (a) measurement (b) invention (c) appearance
(d) consideration (e) borrower (f) existence
4. (a) toddle (b) trudge (c) totter
5. (a) He constructed a shelter out of fallen branches.
(b) She set a new record in the high jump.
(c) The company developed and marketed a new software.

- (d) The architect suggested a few changes to the plan for the house.
- (e) The teacher emphasized the need for correct spelling.
- (f) My digital diary holds a lot of information.
- (g) The main bedroom measures 4 metres by 5 metres.
- (h) He failed to catch the train because he reached the station late.

Grammar (page 83)

1. who; which; whose; that; which; whose
2. (b) Between 9.30 and 11 a.m., Mrs Nihal worked on the computer while Mr Nihal attended a meeting.
 - (c) Between 11.00 and 12.00, Mrs Nihal visited the library while Mr Nihal visited a building site.
 - (d) Between 12.00 and 1.00, Mrs Nihal gave a lecture while Mr Nihal dictated letters to his secretary.
 - (e) Between 1.00 and 2.00, Mrs Nihal attended a meeting while Mr Nihal cleared a few files.
 - (f) Between 2.00 and 3.00, Mrs Nihal had lunch with her children while Mr Nihal had lunch with a client.
3. (a) I bought Mother a present since it was her birthday.
 - (b) I missed the school bus as I reached the bus stop late.
 - (c) Maria decided to take tuitions as she got poor marks in Maths.
 - (d) Waqar did not get a part in the play as his teacher thought his voice was not loud enough
 - (e) We had to drive very slowly since there was dense fog.
4. had just completed; had always wanted; had wanted; had already seen
5. It was cool, tranquil, and pleasant on the beach. Not many people came there. Perhaps, that was why it was Rehan's favourite spot. He noticed a slight movement near his foot. He saw that the movement was caused by a snail, crawling laboriously over the sand. It carried its home on its back. 'That's why, perhaps, it moves so slowly,' he thought.

Writing (page 86)

Save the Tree

Where are we heading? What is happening to our Earth? Every day, we hear stories of draught, famine, global warming. What causes these? Think, and you will realize that the cutting down of trees for economic progress is the reason. More and more land is required for construction and so trees are cut down, cleared to make space. A few like-minded people gathered at a friend's place and decided to do something to save the trees. That is how this organization, 'Save the Trees', was born.

To begin with, the organization decided to start an awareness campaign. A group of volunteers went to schools and colleges, talking to the young people about the need to save trees if we want to save the planet. Organized

poster competitions, drawing and painting, poetry writing, and other such competitions were taken up.

The organization's other ongoing activities are:

- Saplings are planted along roads and colonies.
- Old and healthy trees are adopted and protected in neighbourhoods.
- Housewives are asked to plant, and tend to, trees.

The organization is gaining ground. More people are coming forward to help with the activities.

The organization is also planning to take up national-level campaigning. It plans to adopt colonies in cities and to ask residents to plant trees in their areas and spread the slogans, 'Each house supports a tree' and 'Save a tree, save the Earth'.

Students should be encouraged to come up with more ideas. Encourage independent work.

Literature Reader comprehension (page 88)

1. No. Grandfather wanted him to dig for treasure and fun. Granny wanted him to dig for work since he was clearing away nettles, etc. She also felt that digging would keep him busy and thus keep him out of mischief.
2. We can learn the virtue of patience, of not complaining, and of accepting life in a positive spirit.
3. The tree would regrow because of the healing licking of the tiger who used to lick the cut branches every night. The villagers left their axes in the branches, causing the tiger to injure his tongue one night. The tiger ran away in pain and never returned, and so the tree could be cut down.
4. No, he cannot, because he is locked in a concrete cage with steel bars.
5. He thought he was a spy because he was asking many questions and writing down the answers in a notebook.
6. The sage is being referred to. The poet uses 'Alas!' to show that whatever the sage did, he could not bring the pigtail to hang in front of his face. This is said humorously.
7. Margie's school was at home. The school in the book was in a building. Margie's teacher was a mechanical teacher while the other school had a human teacher.
8. Everything was destroyed. It may have been a nuclear explosion, or some war.
9. Small balls of ash, mixed with dried flowers. Swallowing it would cure her from within and drive away the demons that created the fever.
10. He wants to know what kind of girls they are, whether they are kind, loving, understanding, helpful.

16. Key to the Literature Reader

1. Treasure in the Garden

Read for appreciation (page 13)

1. He decided to do some gardening because he liked the idea of digging up the soil and planting something that would grow big.
2. Granny wanted him to clear the patch of wasteland that was full of nettles.
3. True
4. He thought it was a significant find because muskets were used about a hundred years ago, making it a valuable piece of history.
5. Yes, there was a will. The musket-ball was probably a relic from the war for that town, while the silver card case obviously belonged to one of the British soldiers who had participated in the war.
6. *Answers will vary. Encourage individual responses.*
7. No, they did not. Grandfather hoped he'd find more buried treasure while Granny hoped it would keep him out of mischief.
8. (a) Ruskin—adventurous, mischievous, excitable
(b) Uncle Ken—lazy, greedy
(c) Grandfather—encouraging, indulgent, enthusiastic
(d) Dhuki—fussy, dedicated, hard-working
(e) Grandmother—loving, clever, nature-lover

Activity (page 14)

1. designing buildings—architect
building walls, etc. with bricks—bricklayer
making wooden objects and structures—joiner
fitting glass into the frames of windows—glazier
fitting and repairing water pipes, toilets, etc.—plumber
connecting electrical equipment—electrician
2. (a) garden centre: a place that sells plants, seeds, and garden equipments.
(b) garden egg: a kind of vegetable.
(c) gardening leave: a period when a person does not work, but remains employed by a company to prevent him from working for another company.
(d) garden-variety: common
(e) everything in the garden is rosy: everything is fine

Trees are Great

Read for appreciation (page 16)

1. Yes, it is.
2. 'They don't cry when they are teased' and 'they seldom shout' show that they are tolerant.

'They just stand and wait' shows that they are patient.

- No. The tree, on the contrary, is very patient and not wilful.
- In the context of the poem, the words refer to the way the trees grow close to each other, sway in the wind, and make sounds when the wind blows.
- Trees accept their fate. Also, they don't complain when it is raining though they don't wear macs. The water runs down their backs.
- Lessons that we can learn from trees are:
We must be patient; we must be warm and friendly; we must not complain; we must be able to deal with the problems that beset us.
- (a) Children climb on trees.
(b) Lovers carve their names on trees.
(c) Birds nest on trees.
(d) Leaves grow on trees.
- Yes. He speaks lovingly about trees.

Activity (page 17)

- pine; gulmohar; teak; neem; banyan; casuarina; mango
- unimpressive; unimportant; insignificant; worthless; valueless

2. The Tree that Shadowed the World

Read for appreciation (page 23)

- They were prosperous, lived a happy and healthy life amid Nature which gave them everything they needed; they had simple needs that the land fulfilled.
- One of the trees grew so tall that its leaves and branches blocked out the sunlight, which led to the death of many trees, birds, and animals.
- At first, they got scared and hid in their houses. Then, they decided to take action and started chopping down the tree.
- They suspected the problem was being caused by an evil spirit. They felt helpless because if they cut the tree, the spirit would just make it grow again. But, if they did not cut it, everything would die out, including the villagers.
- Because Ka Phreid looked small and insignificant.
- It refers to the tree regenerating itself every time it was cut down, which they realized was being done by the licking of a tiger. They stopped it regenerating by leaving their axes in the branches of the tree. The tiger wounded its tongue on the axes and never returned.
- Answers will vary. Encourage individual responses.*
- Answers will vary. Possible answers: scared, worried, nervous.*

Activity (page 24)

- (a) tiger beetle: a large group of beetles known for their predatory habits.

- (b) tiger's eye: a gemstone that is usually a yellow to red-brown, is a metamorphic rock, with a silky luster.
 - (c) tiger lily: large, fiery orange flowers covered by spots.
 - (d) tiger moth: a species of moth which has dark wings with red/orange spots and white stripes.
 - (e) tiger prawn: the largest species of prawn in the world.
 - (f) tiger shark: the second largest predatory shark, commonly found around the islands in the Central Pacific.
 - (g) tiger snake: poisonous snake found in southern regions of Australia.
 - (h) tiger worm: a species of worms that are surface feeders, thriving in organic material such as manure.
2. (a) cut (something) off
 (b) cut out for
 (c) cut (somebody) down
 (d) cut down on (something)
 (e) cut (somebody) off

3. Mr Pickwick

Read for appreciation (page 33)

1. *Characters* *Qualities*
- | | |
|------------------------|---|
| (a) Samuel Pickwick | old, bright-eyed, curious, bespectacled, large-hearted, old-fashioned, rounded figure |
| (b) Tracy Tupman | middle-aged, rounded figure, romantic |
| (c) Nathaniel Winkle | young, lover of sports |
| (d) Augustus Snodgrass | young, lover of poetry, romantic |
| (e) The cabman | quick-tempered, suspicious, strong, quarrelsome, aggressive |
2. *The correct order is:* c, a, g, f, h, b, d, i, j.
 3. False
 4. It was decided that he would write down notes about everyone he met, everything he saw, everything that happened, and everything he thought, in the circumstances for the members of the club to read. No, it wasn't a wise thing to do because the coachman mistook him to be a spy and fought with him.
 5. Mr Pickwick asked him a lot of questions and wrote down his replies.
 6. (b)
 7. The young man is the cleverest, because he tricked Mr Pickwick and his friends by getting them to pay for his drink.
 8. *Answers will vary.*

Activity (page 35)

- | | | |
|--------------------|-----------------|------------------|
| 1. (b) middle-aged | (c) round-faced | (d) stocky build |
| (e) bright-eyed | (f) long-haired | (g) well-dressed |

- (h) old-fashioned (i) mixed race (j) tanned complexion
2. *Students can write on Mr Pickwick using information given about him in the story.*

A Tragic Story

Read for appreciation (page 37)

- (a) the pigtail was hanging down his back.
(b) hanging at his face.
(c) to change the position of the pigtail.
(d) twisted and turned in different directions.
(e) hanging behind him.
- Answers will vary.*
- pigtail stout—the pigtail was determined to hang behind him
efforts never slack—he did not give up
still faithful to his back—it still hangs behind him
in days of yore—many many years ago
mused upon the curious case—he thought about the problem
the mystery I've found—I have found the answer to my problem
- (b) place, face
(c) found
(d) out, stout
(e) slack, back

Activity (page 39)

- Answers will vary.*
- (a) bald head (b) beard (c) crew cut (d) bob (e) permed hair
(f) pigtails (g) plait (h) bun (i) moustache

4. The Fun They had

Read for appreciation (page 46)

- She called it a real book because it was made of paper and had words printed on it. She used telebooks.
- ...they were old.
- Let the students decide and give their reasons.*
- (c)
- Children can largely decide for themselves with a few leads from the teacher.*

Answers will vary.

Advantages

- Lesson done very fast
- Can give plenty of examples and illustrations

Disadvantages

- Cannot make out if children are listening or are distracted
- No interaction with other students

6. *Margie's school*

- At home
- No books
- TV screens, dials, and buttons
- Only one child

School in the book

- In a different building
- Loads of books
- Human teacher
- Lots of children

Margie likes the school in the book because she feels the students had more fun. Lots of children came together and they could have fun, laughing and shouting in the school yard. They could sit together in the schoolroom, go home together at the end of the day, and also help each other with their homework.

7. *Answers will vary.*

8. (b) Tommy is impatient.
(c) Tommy is irritated.
(d) Margie wants to know, she is curious.
(e) Tommy is preoccupied and disinterested.

Activity (page 48)

1. dials, buttons, mechanical teacher, tests, wires, punch code, homework
2. (a) History
(b) Music
(c) Mathematics
(d) Literature
(e) Art
(f) Geography
(g) Biology
(h) Language
(i) Chemistry
3. *Encourage learners to use their imagination*

The Choice

Read for appreciation (page 51)

1. Before and after. It mentions the meteorite which broke from Earth in 2048 A.D, and the reaction of the present-day captain to information gathered from it.
2. True
3. Spacecraft
4. They were coming from Station Z. They had examined the great meteorite from Earth and now wanted to examine Earth for themselves.
5. The dials on a blue screen indicated that there was no human life present. The words are 'crumbling' and 'overgrown'.
6. The city had been destroyed. They had chosen evil.
7. Yes. Starglyn and Suncon sound astronomical and extra-terrestrial.
8. Earth had been destroyed.
9. The choice between good and evil.

Activity (page 52)

1. (a) landed (b) crater (c) heaven
2. *The students will write dialogues taking details from the poem.*

5. The Medicine Man Comes

Read for appreciation (page 59)

1. Yes, they were gullible. The medicine man gave them ash made of dried flowers in return for some money, and they unquestioningly did all that he asked.
2. 'This' refers to what he did:
 - (a) sell and administer medicines,
 - (b) treat people for boils, aches, and fevers,
 - (c) perform special prayers for the mad, unhappy, and dying.
3. Pinto was their dog. We know because Bela and Kamala had to hold on to him to stop him getting close to the cow.
4. No, he did not. He said he was tired, wanted fresh well-water and grass for the cow, and tea for himself.
5. The medicine man gave ash, and a powder of burnt, dried flowers. It was supposed to drive away the demon that was causing the fever.
6. His fee was a silver ring. No, he didn't deserve it as it was not a medicine which would help the mother.
7. The girls knew there was no money in the house. All they had to give was the ring their mother wore, which was now blackened and twisted
8. *Students to answer.*
9. Lila—caring, concerned, comforting, intelligent, sensitive, practical
The medicine man—selfish, greedy, harsh, mean, nasty, unsympathetic
10. *Students to decide the answer.*

Activity (page 61)

1. supernatural
2. medical care, medical treatment, medical examination, medical officer, medical examiner, medical student, medical college

The Invention of Shoes

Read for appreciation (page 69)

1. a, c, d, e, i
2. He is angry and upset. He feels that there was a plot to upset him.
3. Effects of the threat on:
Gobu—broke into a cold sweat with fright
courtiers—spent sleepless nights
pandits—grew pale
4. (a) When the wise men told him that if the earth's crust was cleared of the dust, no food grains could be grown. So the King asked the wise men why they could not tackle the lack of food grains.

- (b) Instead of clearing the dust, sweeping the earth had resulted in raising even more dust.
 - (c) The wise men's solution had resulted in turning the whole land into a marshy area.
 - (d) The wise men's solution was to keep the King's chamber enclosed so that no dust or grime would enter. The King felt it would solve the problem but he would not be able to rule his people.
5. 'This' refers to shoes, the solution to the problem. No I don't think he had really thought of shoes.
 6. The sun disappeared in a haze; they drained all the lakes to sew up the earth in a sack.
 7. King Hobu—powerful, demanding
Minister Gobu—scared, foolish, shy
the leatherman's chief—clever, practical, wise
 8. *Answers will vary. Individual responses should be encouraged.*

Activity (page 70)

1. (a) draw, straw, paw
(b) night, fright, light
(c) tears, fears, peers
(d) first, worst, burst
(e) dearth, worth, mirth
(f) down, town, clown
(g) sore, more, chore
(h) chores, doors, pores
(i) guessed, dressed, blessed
2. (a) weak in health, seven days of the week
(b) serious, place to bury
(c) colour, to read
(d) growing, to grow crops
(e) name of the person, very important

6. Bro Tiger Goes Dead

Read for appreciation (page 76)

1. He's pretending to be dead. He knows that Anancy will want to see him closely, believing him to be dead, at which point Tiger will grab him and kill him.
2. He's angry and looking for revenge.
Answers will vary. Possible answer: Anancy had obviously done something that made Tiger very angry.
3. He wants her to convince everybody that her husband, Tiger, is dead. 'The mournful death howling,' are the four words used to describe the noise.
4. False

2. *Answers will vary.*

7. Chaambali

Read for appreciation (page 97)

1. The women treat her rudely and demandingly. They order her around. No, she does not like it.
2. No. Amma says, 'If I say it was hours ago, then it is hours ago.' She is rude, bossy, and unkind. Moti and Lambi are lazy and don't do their own work.
3. Pari is magical—she does Chaambali's chores while she is sleeping. She cooks rotis, makes soup, etc.
4. Yes. He is attracted to her large luminous eyes which, he says, seem to be looking into his soul.
5. He does not want them to know he is the prince of Shehzadpur. He wants to learn their true natures.
6. Kind, gentle, sweet-tempered. She must be able to look after the house, and his mother must like her and she must like his mother. He says this because he wants to be introduced to Chaambali.
7. Then, they might not be honest with him and he would not see their actual nature.
8. Amma says that she has looked after Chaambali like her own daughter and cannot part with her. She is a part of the family. She has promised to look after her as long as she can. No, she does not mean a word of it.
9. Answers may include:
 - (a) Amma: bossy, rude, sarcastic, unkind, not very truthful
 - (b) Moti: fussy, puts on airs, false, cruel to her cousin
 - (c) Lambi: lazy, does not have true values, unkind to Chaambali
 - (d) Shehzada: dignified, genuine, respectful, handsome
 - (e) Chaambali: lovable, simple, honest, hard-working
 - (f) Pari: caring, considerate, kind, helpful

Activity (page 98)

1.
 - (a) look after
 - (b) look in on
 - (c) looked straight through
 - (d) looking forward to
 - (e) look out for
 - (f) looking to
2.
 - (a) likeable
 - (b) good
 - (c) passes very quickly
 - (d) am acquainted with
 - (e) household and related chores

17. Lesson Plans

Unit 1 Children

Section I—Dreams of the future

Lesson 1—Learn to read-1

Objectives

By the end of the lesson, students will be able to:

- make predictions before reading
- skim and scan text for contextual clues
- perform a role-play in groups
- identify imagery and find examples in the reading passage

Methodology

Pre-reading: Ask the students to open up to page 16 of the coursebook and without reading anything else on the page, ask them to look at the picture and predict what the story they are about to read is going to be about. Can they guess who the characters might be and what will their roles or personalities be like. Note a few responses from the students on the board and tell them that they will be revisited at the end of the passage. Ask the students to silently read pages 16 and 17.

While reading—summarising: Ask the students to read till page 17. Put students in pairs and ask them to select a paragraph from pages 16 and 17, read it again silently. When they finish, ask them to take turns summarizing or paraphrasing the paragraph they've just read. Take responses from random pairs to check their understanding. Ask the students to continue reading till the end of the passage.

Post-reading-role play: After finishing their reading of the passage ask the students to form groups of 5. Ask the groups to perform a small role-play of their selected paragraph

Qs. 1–6, 8, and 9: Discuss the questions with the whole class, check their understanding of the questions. Facilitate them in finding contextual clues to answer questions and paraphrase the sentences in their own words. Facilitate them in answering the questions in their notebooks.

Qs. 7 Imagery—mini lesson: Begin by defining imagery as '**a figurative language technique that creates a picture in the reader's mind using sensory details such as sight, sound, smell, taste, and touch. Imagery uses a lot of descriptive words**'. Ask the students to share some descriptive words that can reflect imagery, they can begin by sharing words for each sense. The following words can be used as examples:

- **Sight:** sparkling, vibrant, shimmering, luminous, brilliant, colourful, dark, shadowy, radiant, glaring
- **Sound:** soothing, melodic, harmonious, deafening, roaring, screeching, whispering, hushed, rhythmic, jarring
- **Smell:** fragrant, pungent, sweet, fresh, musty, spicy, acrid, floral, earthy, tangy
- **Taste:** savory, bitter, sweet, tart, salty, spicy, rich, bland, zesty, tangy
- **Touch:** rough, smooth, soft, prickly, bumpy, slimy, velvety, icy, hot, cold
- **Auditory:** thunderous, noisy, quiet, peaceful, booming, crackling, hissing, chirping, buzzing, clanging

Ask the students to describe their favourite place in much detail as possible. Give them a few minutes to compose their thoughts and then take random feedback.

Ask the students to read Qs.7 and skim through the passage to find sentences depicting imagery, for example: *‘Each wore a large hat, each had a bag over her shoulder, and each carried a long stick in her hand. Meg had something to sit on, Jo a book, Beth a basket, and Amy her drawing things. They walked one behind the other.’*

Lesson 2—Learn words—Adjectives of intensity

Objectives

By the end of the lesson students will be able to:

- recall opposites of words
- identify adjectives of various intensities
- arrange adjectives in pattern depicting low to high intensity

Methodology

Introduction—Prior knowledge: Ask the students to recall opposites of words, for a refresher, call out words and ask the students to tell you the opposite.

Pair activity: Pair up the students and open to page 20 of coursebook. Ask the pairs to go through the list of words given on the page and locate words that are opposite to the given ones. Tell them to refer to the paragraph number written against the word to help in locating the word.

Pairs can write their answers in their respective notebooks. Tell the students that today’s activity is similar to word opposites however it will focus on various intensities of the word and their opposites. Write the word slow and ask the students its opposite, write the response, fast, on the white/blackboard. Now ask the students what words they use if they want to express something which is fast but not so fast. Elicit responses and note them on the board. Draw their attention to the line at the bottom of page 20:

- slow → quite slow → not slow → not fast → quite fast → fast

You can also replicate this on the board. Tell them that the phrases used between slow and fast are varying degrees of slow and fast, it expresses something which is slow or not so slow or not so fast. These are adjectives of various intensities. Ask the students to share some more examples that they can think off. Draw their attention towards Qs. 2 on page 21. Facilitate them in completing the task. As a helpful hint, ask the students to follow the pattern given on page 20, draw a line and write the absolute adjectives, i.e., hot and cold on the right and left ends of the line, then fill up the middle by using various adjectives appropriately.

Wrap up: Ask the students with come up with their own string of adjectives with various intensities.

Lesson 3—Learn Grammar—Infinitives (To Express Wishes, Likes, And Dislikes)

Objectives

By the end of the lesson, students will be able to:

- identify and use infinitives to express wishes, likes, and dislikes in sentences.
- create their own sentences using infinitives to express wishes, likes, and dislikes.

Methodology

Introduction-Prior knowledge: Elicit examples of verbs from the students. their responses on the board for example, eat, drink, sleep, etc. Now tell the students that if we add the word ‘to’ with the verb it will be called an infinitive. Demonstrate this on the board:

E.g., to + verb – to + eat

An infinitive as the base form of a verb with “to” in front of it (e.g., to eat, to run, to swim). Now, explain that infinitives can be used to express wishes, likes, and dislikes.

Exposition: Write a few sentences on the board, do not underline the infinitives at first:

- We like to play the characters from the book ‘Pilgrim’s Progress’.
- I never want to worry about money or business but just enjoy myself.
- We all want to be rich or famous.

Ask the students to try to identify the infinitives in the sentence, elicit responses and underline the infinitives. Explain what each sentence expresses. The underlined parts of the sentences are in the infinitive and express the speaker’s feelings/wishes when a verb expressing want, like or dislike is added to it:

- like + to + play (sentence 1)
- want + to + worry (sentence 2)
- want + to + be (sentence 3)

The usual structure of an infinitive expressing a wish is: verb + to + verb

Pair work: Pair up the students and draw their attention towards the exercise on page 21. Ask them to complete the exercises making as many sentences they can. After a few minutes take feedback from random pairs and discuss any questions or concerns. Ask the pairs to form a few sentences of their own using infinitives and expressing wishes for reinforcement of the topic.

Bare infinitives: Discuss the different ways that infinitives can be used to express wishes, likes, and dislikes. Draw the attention of the students to page 22. Explain what bare infinitives to the students are: Sometimes, infinitives can be used without the ‘to’. Such infinitives are called *bare infinitives*.

We use bare infinitives after the following verb types and situations:

1. object + see/hear/feel/find/make/watch

Example: We *saw* the girl **laugh**.

The object is ‘the girl’ in the above sentence, saw is the verb and the bare infinitive is laugh.

2. With must/needn’t/can/could/will/would/shall/should/may/might

Example: We *must* **return** the library books today.

Here return is the bare infinitive is return and it is being used with must

Examples of infinitives and bare infinitives can be written on a chart paper and put up in the class for reference.

Individual work: Ask the students to share more examples of bare infinitives in sentences with the class.

Discuss Q. B with the students and solve one or two as an example. Let the students complete the rest of the exercise themselves in their notebooks.

Wrap up: Ask the students to quickly tell you the difference between infinitives and bare infinitives. Take random responses and discuss any concerns or misconceptions they may have.

Lesson 4—Learn Grammar – Phrases, Clauses and Sentences

4i) Phrases and Clauses

Objectives

By the end of the lesson, students will be able to:

- identify and differentiate between phrases and clauses (dependent and independent).
- recognise the function of phrases and clauses in a sentence.
- use phrases and clauses in their writing.

Additional Resources:

- A chart paper or A4 sheet with definitions of phrases, dependent clauses, and clauses written on them with a marker (you can use the one in the coursebook).
- A set of 30 phrases and clauses written on strips of paper or sticky notes (do not mention whether it is a phrase or a clause).

Methodology

Introduction—Prior knowledge: Ask the students if they can recall what they remember about phrases and clauses. Make two columns on the board, labelling them phrases and clauses.

Elicit responses from them and write their responses under the relevant columns. Correct any misconceptions they may have. Pin up the definitions you have written on paper on the board:

- A **phrase** is also a group of words, but it does not contain a subject and a verb.

Examples: for one month; in the class; down the lane; trying to take pictures.

- A **clause** is a group of words that contains a subject as well as a verb.

- An **independent clause** is a sentence that can stand on its own.

Example: I am thirsty.

- A **dependent clause** needs an independent clause to complete the sentence.

Example: ...thirsty for water.

Ensure that the students are clear on their understanding of clauses and phrases.

Group activity—Odd one out: Divide the class into groups of four. Give each group 3 to 4 strips of the paper on which phrases and clauses were written. Make sure that one of the strips has only one clause/phrase and the rest of the strips would be different, for example: if you give 4 strips of paper to a group, 3 will have phrases written on them, one strip would will have a clause written on it. The groups will read each strip and determine which of the strips is the odd one out, either it would be a phrase or a clause. Give the groups a few minutes to complete the activity, they can refer to the definition and examples of phrases and clauses you have pinned up on the board. Once they are done, take feedback randomly from the groups and discuss their answers. Reinforce their concepts of phrases and clauses.

Qs.C.—Individual work: Ask the students to read Q.C. and facilitate them in finishing the question.

Wrap up: Ask the students to give examples of interesting phrases and clauses.

Lesson 4ii) Types of Sentences

Objective:

By the end of the lesson, students will be able to identify and classify the four types of sentences: declarative, interrogative, imperative, and exclamatory.

Methodology

Introduction—Prior knowledge: Ask the students to recall the types of sentences they have learnt in previous classes. Elicit responses from the students and mention them on the board. Write the following sentences on the board:

- The sun is shining.
- Did you eat breakfast?
- Clean your room.
- What a beautiful day!

Ask the students if they can identify the different types of sentences written. The answer would be as follows:

- Declarative: The sun is shining.
- Interrogative: Did you eat breakfast?
- Imperative: Clean your room.
- Exclamatory: What a beautiful day!

Explain to the students that:

- **Declarative, interrogative, imperative, and exclamatory** sentences are the four types of sentences in English.
- **Declarative sentences:** A declarative sentence makes a statement or expresses an opinion. It ends with a full stop (.) and its purpose is to relay information. For example: “The sky is blue.”
- **Interrogative sentences:** An interrogative sentence asks a question. It ends with a question mark (?) and its purpose is to elicit information or to seek clarification. For example: “What is your favourite colour?”
- **Imperative sentences:** An imperative sentence gives a command, instruction, or direction. It ends with a full stop (.) or an exclamation mark (!) and its purpose is to persuade someone to take action. For example: “Please clean your room.”
- **Exclamatory sentences:** An exclamatory sentence expresses strong emotion or excitement. It ends with an exclamation mark (!) and its purpose is to convey a sense of enthusiasm or urgency. For example: “Wow, what a beautiful sunset!”

Explain to them that it is important to understand the different types of sentences because they help us communicate effectively in different situations. By understanding the purpose of each sentence type, we can use them appropriately in our writing and speech to convey the intended meaning and emotion.

Individual work: Ask the students to go through Q. D carefully and facilitate them in finishing the exercise.

Wrap up: Ask the students to give examples of their own of the four types of sentences.

Lesson 5—Learn Punctuation—Hyphens And Apostrophes

Objectives

By the end of the lesson, the students will be able to:

- recall hyphens and apostrophes
- identify and use hyphens and apostrophes correctly in written communication.
- know the rules for using hyphens and apostrophes in different situations.
- develop their writing skills by practicing using hyphens and apostrophes correctly

Methodology

Introduction—Prior knowledge: Ask the students to recall using the punctuation marks: hyphens and apostrophes. Tell them to share a few examples of words with hyphens first and then some words with apostrophes (accept contractions as well as with the use of apostrophe s (words showing possessions)). Write their responses on the white/black board.

Write a few words with incorrect usage of hyphenated words and apostrophes. Ask the students to identify the incorrect usage.

Explain that hyphens and apostrophes are important punctuation marks that help clarify meaning in writing.

Hyphens: Ask the students if they can recall why do we use hyphenated words. Elicit various responses. Draw their attention towards page 23 of the coursebook.

In pairs, ask the students to read the rules of using hyphens on page 23 – 24. The pairs can discuss with each other and share their understanding. Ask the pairs what have they learnt to remove any misconceptions and clarify the topic.

Individual work: Facilitate the students in completing the exercise related to hyphens individually.

Elicit responses from the students on when the apostrophes are used.

Draw their attention towards page 24 of the coursebook. Read out the sentence on page 24, ask the students to identify the words using apostrophes. Ask the students for what purpose has the apostrophe been used.

Explain to the students that:

Apostrophes (') are used:

- To show that one or more letters or numbers have been left out
 - Before or after the letter 's' to show that something belongs to somebody
- Elicit responses from the students and ask them to give separate examples of the usage, i.e. examples of apostrophe used when one or more letters or numbers have been left out and apostrophe used before or after the letter 's'.

Individual work: Draw the attention of the students to the exercise B. Solve the first question with the students, ask the students the reasons for selecting their answers.

Facilitate the students to solve the rest of the question themselves.

Wrap up—Rapid fire: Call out different words (hyphenated and unhyphenated) and ask the students to answer whether it is hyphenated or not. Try to be fast and encourage the students to respond as quickly as they can.

Section II—The Festival Of Eid

Lesson 6—Learn To Read-2

Objectives

By the end of the lesson, students will be able to:

- share their thoughts on the festival of eid
- narrate events of the story
- respond to critical thinking questions
- describe a character they have read about

Methodology

Introduction—Pre-reading: Before asking the students to begin reading the passage on page 25, ask the students if they can share their experiences of celebrating the festival of Eid, or what have they observed during the occasion. Ask the students:

- What do they think is the message of Eid?
- What does it teach us?

While Reading: Ask the students to open to page 25, to the passage, ‘The Festival of Eid’. They can now read the ‘Message of the story’ and determine whether what they shared at the beginning of the lesson is near to the message of the story given in the coursebook.

Mini jigsaw reading: Form four groups in the class, divide the paragraphs from page 25 to 27 amongst the groups. The groups can be labelled as, ‘Paragraph 1, Paragraph 2... so on’. Clarify to the groups the starting and end points of reading in the passage for them. Instruct them to read the paragraphs as groups and discuss the events amongst themselves.

Give them a few minutes to read and discuss the paragraphs and then each group will share the events of what they have read with the rest of the class. Instructs the groups to listen attentively while a group is presenting. Ask the students a few questions about the events occurred till now in the passage for example:

- Why do you think Hamid was criticizing the toys his friends were buying?
- The word ‘smack’ has been used twice in the passage, once on page 26 and again on page 27

But they both have different meanings, draw the attention of the students towards how both the words are used in the passage. Ask the students if they can recall other homophones.

Post-reading: Ask the students to continue reading the rest of the passage

silently, underlining any sentences, they want to discuss. Once they have finished reading, write the names Granny Ameena and Hamid on the white/blackboard. Ask the students what do they think of the characters Granny Ameena and Hamid. Take random feedback from the students and write it down on the white/black board. Ask the students, what sort of relationship did Hamid have with Granny Ameena? Encourage students to respond to your questions.

Comprehension questions: Ask the students to skim through Qs. 1 – 7, 9, and 10. Instruct the students to find the phrases in Qs. 1 – 7 in the passage and read the lines in context to the passage. Elicit responses to the questions one by one. Qs. 9 and 10 are open-ended. Encourage students to critically think about the questions and share valid, justified statements to support their answers.

Individual work: After the discussion, ask the students to write responses to the questions in their notebooks individually.

Qs. 8: Ask students to describe any person they know without naming them. Elicit the key adjective they use to describe the person on the board. Draw the attention of the students towards the list of adjectives that they have helped collate. You can add to the list from the following list if you feel the list is lacking, also include the adjectives given on page 29 along with the questions.

Ask the students to recall their post-reading discussion and think of a few words they can use to describe Hamid and why they think so. Students can write their responses in their notebooks.

adventurous, affable, ambitious, analytical, assertive, authentic, caring, charismatic, charming, compassionate, confident, creative, curious, decisive, dependable, determined, diligent, empathetic, enthusiastic, flexible, friendly, generous, gracious, honest, humble, imaginative, independent, innovative, insightful, inspiring, intuitive, loyal, motivated, optimistic, passionate

Lesson 7—Learn To Write

Objectives

By the end of the lesson students will be able to:

- identify the features of a notice
- make their own notices
- proofread and edit their work

Additional Resources:

- Sample notices—3–4 for every group (you can collect any old school notices of events, or make samples on your own using A4 sheets and markers).
- A4 sheets for every individual

Methodology

Introduction—Prior knowledge: Ask students to give examples of a notice, ask them if they can remember any notices they received from school. Elicit responses and write their responses on the board. Ask the students what purpose a notice serves.

Group activity: Divide the class into groups of not more than 5 students. Share sample notices with each group. Ask them to discuss the features common in their notices and write them down collaboratively.

Give the students a few minutes to discuss and collate their responses.

Alternatively, the teacher can discuss the notice given on page 30 of the coursebook and elicit features from the students.

Take feedback from the groups and write down their responses on a board.

Explain to the students that a notice should have the following features:

You can share this handout with the groups as well and ask them to observe how many features they got right.

The features of a notice typically include:

1. **Heading:** The notice usually begins with a clear and concise heading that states the purpose or subject of the notice.
2. **Date:** The date is mentioned at a prominent point on the notice to indicate when it was issued.
3. **Salutation:** In a formal notice, a salutation is not typically used. However, in certain cases, a salutation such as “Dear Residents” or “Attention Students” may be included.
4. **Content:** The body of the notice contains the important information or announcement that needs to be conveyed. It should be clear, direct, and concise. The content should answer the questions of who, what, when, where, and why.
5. **Bulleted or numbered points:** To ensure clarity and make the notice easy to read, the information may be organized using bullet points or numbered points.
6. **Contact information:** A notice often includes contact information such as a phone number, email address, or website where readers can find more information or ask questions.
7. **Closing:** A formal notice typically does not have a closing remark or complimentary close, as it is usually more direct and informative.

8. Additional elements: Depending on the specific purpose and requirements of the notice, additional elements such as logos, images, or official stamps may be included.

It's **important** to note that the exact format and features of a notice can vary depending on the organization, context, and purpose of the notice.

Individual work: Distribute A4 sheets to the students and draw their attention to the question prompt given on page 30. Ask the students to make a rough draft in their notebooks and proofread it. Ask them to be mindful of the details mentioned on page 31. They can make their final notice on the A4 sheets provided and attach it in their notebooks. Remind the students that their notices should be present clear and precise information. Walk around the class, facilitating them where needed.

Wrap up: Ask a few willing students to share their notices with the class, the criteria of a successful notice should be that at a glance students would understand the message the notice is conveying.

Lesson 8—Learn to Study

Objectives

By the end of the lesson, students will be able to:

- identify how to derive information from a given set of data
- answer questions pertaining to a given set of data

Methodology

Introduction—Prior knowledge: Ask the students if they can recall what is data, how can it be useful to us and what are the different methods of representing a given set of data. Elicit responses from them and jot them on the board. Explain to the students that data is a collection of facts or information, it helps us to assess and give us precise information on anything we want to; there are many different ways to represent data, for example, different types of graphs, tables, charts, etc. Draw their attention towards the table on page 31.

Pair activity: Pair up the students and ask them to look at the data collected on different modes of transport used by students. Ask the students to read through the questions given below the data and try to find the answers by referring to the data in the table.

Wrap up: Take feedback randomly from the pairs to check answers. Reinforce the importance of collecting and presenting data.

Lesson 9—Learn Pronunciation

Objectives

By the end of the lesson, students will be able to:

- recall what are syllables

- pronounce words accurately by breaking them into syllables

Methodology

Introduction—prior knowledge: Ask the students if they can recall what are syllables. Reinforce the definition of syllables that syllables are **a unit of pronunciation having one vowel sound, with or without surrounding consonants. A word is made up of one or more than one syllable.**

Now call out a word (with more than one syllable) and ask the students if they can identify how many syllables it has.

Write the word on the board if students are finding it difficult to understand. Elicit responses from the students. Break the word into syllables and ask the students to practice reading it by blending the syllables and reading it.

Exercise: Draw the attention of the students to the words written on page 31. Ask them to notice the letters in italics, these syllables are to be stressed will pronouncing the word.

Ask the students to read the words individually and then read them out as a whole class.

Lesson 10—Learn To Speak

Objectives

By the end of the lesson, the students will be able to:

- read a telephonic conversation
- perform a role-play based on a telephonic conversation

Methodology

Introduction: Tell the students that they are going to read a conversation being carried out on the telephone.

Pair reading: Pair up the students and ask the pairs to read out the telephonic conversation on page 32 themselves, each one can decide which role they would want to play. Remind the students that they have to be mindful of their turn, read out the dialogues with expressions and fluency.

Role-play: Once they have practiced the conversation, ask them to look at the given scenarios in A. and select a scenario they would like to perform on as a role-play in front of the class. Once they have selected the scene, ask them to **write a draft** of the conversation in the form of a dialogue writing. Once they have drafted their conversation, they can read it out themselves to check if the dialogues and conversation is coherent and has a flow to it. Remind the students that all the scenarios have a formal setting and they need to keep a formal tone to the language they use.

Give them ample amount of time to draft and rehearse their dialogues. Invite the pairs to perform in front of the class.

Wrap up: Ask the students to recall their role-plays that they performed and think of anything that they would like to change about their role plays.

Can they think of something different that they could do, like limit the time, add more dialogues etc. Read out B. to the class and take their feedback on the question as a whole class activity. Write the names of the books students share and in the end suggest that these books can be read by students have not as they have been liked by their class mates.

Lesson 11—Learn To Listen

Objectives

By the end of the lesson, the students will be able to:

- listen and comprehend a passage being read out
- answer relevant questions after listening to a passage

Methodology

Introduction: Tell the students they are going to listen to a telephonic conversation between two friends. Ask them to read only the introduction given on page 33.

Instructions for listening: You will read out the relevant listening passage from page 174. Read out the passage twice. Ask the students to close their books and listen to the passage attentively whenever it is read.

After the first reading, ask the students to open their coursebooks and read the questions given on page 33.

Tell the students that they can recall what they heard and try to write the answers to the questions. Give the students two to three minutes for this.

Instruct the students that they will listen to the listening passage for a second time, and they can skim through the questions to remember them, they can also answer the questions while they are listening to the second reading. Now read the listening passage for a second time carefully. Give the students a few minutes to answer the questions.

Wrap up: Ask the students to summarise the conversation in their own words.

Section III—Vocation (Poem)

Lesson 12—Learn To Appreciate The Poem

Objectives

By the end of the lesson, the students will be able to:

- answer questions pertaining to the poem
- identify different figures of speech

Methodology

Introduction—Pre-reading: Write the word ‘vocation’ on the white/blackboard. Ask the students what they think is the meaning of the word, elicit responses and then tell them vocation is type of work or way of life that you believe is especially suitable for you.

Ask the students if they have noticed the vendors and hawkers on the streets selling things on the streets. Can they recall anyone who held their attention. Elicit responses from the students and build on to their responses. Tell the students that they will now read a poem on people who are performing manual labour tasks, like hawkers, watchmen etc.

Reading and discussion: Read out the poem with appropriate tone and clarity. Ensure that you use correct intonation and fluency while reading. Your voice should be expressive and convey the feelings of the poet.

Ask the students to read through the poem themselves individually.

Now ask the students what they think can be the theme of the poem, what has the poet tried to convey through this poem. Elicit responses from the students and steer the discussion towards the dignity of labour and how hardworking are people like hawkers and watchmen. Now ask the students whom they think the poet is fascinated by in the poem. Does he think that selecting that profession is a vocation for him?

Post-reading activity: Ask the students to think from the perspective of the poet and recall any profession that they would consider doing as a vocation. Give them a few minutes to think and then take feedback from them, also encourage them to give reasons for their answer.

Qs. 1–6, 9: Draw the attention of the students to Qs. 1 – 6 and 9. Ask them to go through the questions. For these questions, ask the students to refer to the poem and help them pick out appropriate references.

For Qs. 10: Form small groups in the class and ask them to discuss Qs. 10. Give them a few minutes and then take feedback from groups.

Qs. 11: Ask the students what do they understand by the term ‘paraphrase’? Paraphrasing is a useful technique to reword a piece of text in your own words. Usually verses and lines written in poetry form can be reworded and written in a prose form (like a narrative). In Qs. 11, students will have to reword the first stanza in their own words and write it in a prose form.

Paraphrasing helps in gauging the understanding of verse.

Wrap up: Ask the students how they felt reading the poem, take their feedback.

Lesson 13—Vocation (Poem)—Literary Devices

Objectives

By the end of the lesson, students will be able to:

- identify the literary devices, metaphors, alliteration, and personification
- analyze how literary devices are being used in the poem.

Methodology

Introduction to metaphors: Write a few metaphors on the board, for example: time is money, his voice is music to my ears, the class was a zoo, her eyes were sparkling diamonds.

Ask the students what they understand by these phrases, ask them if they think that someone's eyes can literally be diamonds, or someone's voice can actually be music. Steer the discussion to that these phrases are comparing one thing with another, it does not literally mean that voice was changes to music, or the eyes were actual diamonds. This literary device helps create vivid imagery to the writer's thoughts. Such phrases are called 'metaphors' Ask the students to share more such examples of metaphors

Introduction to personification: Write the phrase 'The sun smiled down on us' on the board. Ask the students if they think the sun can smile? Try to elicit why they think the writer would have written this, what does this imply. Explain to the students that when something like, objects, plants and animals are given qualities and traits which only humans have is called **personification**.

This literary device adds depth and vividness to writing by giving life-like qualities to inanimate objects or abstract concepts. It helps engage readers' imaginations and creates a more engaging and memorable reading experience.

Ask the students to think of few such examples and share with the class. A few examples can be:

1. "The wind whispered secrets through the trees." In this example, the wind is personified as it is given the human quality of whispering, which is something humans do, not the wind.
2. "The flowers danced in the breeze." Here, the flowers are personified as they are described as dancing, which is a human action.
3. "The sun smiled down on the beach." The sun is personified here as it is given the human action of smiling, which is an expression of happiness.
4. "The stubborn door refused to open." In this example, the door is personified by being described as stubborn, which is a human characteristic.

Introduction to Alliteration—Tongue-twisters: Ask the students to share a few tongue-twisters with the class, play a brief game with the students asking them to repeat the tongue-twister rapidly as accurately as they can. For example:

Sally went to the seashore to sell some sea shells.

Ask the students what they can notice about the pattern of the tongue-twister. Why do they have difficulty in repeating it rapidly?

Explain to the students that alliteration occurs when the first letter of the first word in a sentence has the same sound. Alliteration is helpful in creating rhyme and rhythm in text, it also helps in making the line catchier and more memorable.

Write the examples of metaphors, personification, and alliteration on the board for students to refer to later. a

Qs. 6 – 8: Ask the students to go through Qs. 6 – 8 on page 35. Ask them to recall about what they have learnt about metaphors, personification, and alliteration. Ask the students to study Qs. 6 first and elicit feedback from what they think is meant by the phrase ‘baked in the sun’. Similarly take feedback for Qs. 7 and 8.

Ask them to write their responses in their notebooks.

Lesson 14—Activity

Objectives

By the end of the lesson, students will be able to:

- recognize adjective-noun pattern in a sentence
- compose an adjective-noun poem

Methodology

Introduction—Prior knowledge: Ask the students to recall what are adjectives and what are nouns. Elicit responses and reinforce their concepts by sharing examples of simple adjectives and nouns. Reinforce their concepts by writing the heading ‘Summer Day’ on the board and ask the students to think of nouns that can be associated with summer days.

Make a list of nouns on the board by eliciting responses from the students. Ask the students to share examples of simple adjectives to accompany the nouns in their list.

Once both lists are ready, form adjective-nouns pairs. With feedback from the students, arrange the pairs in a manner to form a poem.

Individual work: Write a few topics on the board, for example: Winter days, The school playground, my best friend, etc. ask the students to pick a topic to write an adjective-noun poem, they can also choose a topic of their liking to write a poem in their notebooks.

Wrap up: Ask the students to share their poems with the class if they are willing. You can also ask the students to write their poems on a sheet of paper neatly with colourful markers, and you can put it up on the display board.

Unit 2 The Natural World

Section I—Saving the Mangroves

Lesson 1—Learn to read-1

Objectives

By the end of the lesson, students will be able to:

- skim through text for relevant information
- identify facts in a given passage
- answer questions pertaining to the text

Additional Resources:

- A4 sheets for making a fact sheet on mangroves

Methodology

Pre-reading: Write the words ‘climate change’ on the white/blackboard. Ask the students to share their understanding on the term. Ask them what it could mean and why would it be so important in today’s day and age. Elicit responses from the students and write their feedback on the board.

Drive the discussion towards the implications of climate change and the drastic effects it is having on our planet. Tell the students that climate change is the long-term change in the average weather patterns that have come to define Earth’s local, regional, and global climates. These changes have a broad range of observed effects that are synonymous with the term.

Tell the students that today they will read a passage about protecting mangroves. Draw the attention of the students to the introductory text given on page 39 of the coursebook. Explain the importance of protecting mangroves for the environment.

While-reading—Facts and opinions: Ask the students to silently read till the end of page 39 of the coursebook. Remind them to refer to the glossary box given on the pages to refer to difficult words and their meanings.

Ask the students to recall what are facts and opinions. Elicit responses and remind them that facts are statements which are based on reliable data and can be proven correct, whereas opinions are based on an individual’s thoughts, they can change and each individual can have different and varying opinions about something.

Ask the students to take a red-colour pencil and underline as many facts as they can on page 30 of the coursebook. Give them a few minutes for this activity. Ask students to share their findings with the class. Ask the students if they have learnt some new facts and information about the mangroves in Pakistan. Can they identify where Keti Bunder is in Pakistan? Show them on a map if possible.

Post-reading—Fact sheet (pair activity): Ask the students to continue reading till the end of the passage on page 40 of the coursebook. Pair up students and ask them to compare the facts they have underlined in the while reading activity. Tell them that they will be making a fact sheet in chronological order (chronological order means that the event that happened first will be written first and then the next and then so on) based on the information given in the passage. Their fact sheet should have:

- **Title:** The title should be clear and concise, and it should accurately reflect the content of the fact sheet.
- **Introduction:** The introduction should provide a brief overview of the topic of the fact sheet.
- **Body:** The body of the fact sheet should provide more detailed information about the topic. This information should be presented in a clear and easy-to-understand way.
- **Conclusion:** The conclusion should summarize the key points of the fact sheet.

Fact sheets should be written in a clear and concise style. The language should be easy to understand, and the information should be presented in a logical way.

Give the students the A4 sheets and facilitate them to complete their fact sheets. The fact sheets can be displayed on the classroom display boards.

Qs 1—5: Ask the students to go through the questions and discuss any confusion that they might have. Ask them to skim for answers through the text. For question 5, discuss with the class, the importance of preservation of mangroves is beneficial for environment and economy. Elicit responses from the students. Facilitate the students in answering their questions in their notebooks.

Wrap-up: Ask the students to share a new thing/fact they learnt from today's lesson with the rest of the class.

Lesson 2—Learn Words—Affixes (Suffixes And Prefixes)

Objectives

By the end of the lesson, students will be able to:

- recall suffixes and prefixes
- identify suffixes and prefixes in given words

Methodology

Introduction—Prior knowledge: Ask the students to recall what are suffixes and prefixes. Help them recall by giving them the clue that the word prefixes begins with the word 'pre' which means before anything. Elicit responses from the students on both suffixes and prefixes:

A **prefix** is a letter or group of letters added to the beginning of a word to change its meaning, such as micro- in microwave, trans- in transmission, and un- in unable.

A **suffix** is a word that is added at the end of a word to change its meaning, such as -ness in illness and -crazy in democracy, -ism in cynicism.

Elicit more examples of suffixes and prefixes from the students and write them on the white/black board. Tell the students that letters added to the beginning of the ending of a word that change the meaning of the word are called **affixes**.

Ask the students to look at Qs. B. on page 42 of the coursebook. Ask them to read the words given and determine whether they have suffixes or prefixes attached to the letter. They can use a dictionary if they need help. Some words can have both prefixes or suffixes attached, or more than one suffix. For example, in the word unpleasantness, un- is a prefix and -ness is a suffix, both are used.

Using suitable suffixes: Ask the students to read the example sentence given on page 42.

Many government *officers* and *social workers* came to support them.

Ask the students to focus on the words officers and workers. We use suffixes like *-er*, *-or*, *-ary*, *-ist*, *-eer*, *-ian*, and *-ier* to form ‘doer’ or ‘worker’ words.

Ask the students to look at Qs. C., solve a few of the questions with them, for example, elicit responses for 1. Teach, the answer would be teachers. Facilitate them in completing the exercise.

Wrap up: Ask the students to share examples of suffixes and prefixes to recap the lesson.

Lesson 3—Learn Grammar—The Passive Sentence

Objectives

By the end of the lesson, students will be able to:

- recognise the characteristics of a passive sentence
- how passives are formed in different tense forms
- compose sentences in passive voice

Methodology

Introduction—Prior knowledge: Write a simple sentence on the white/blackboard. For example, The boy is reading a book. Ask the students to identify the verb, the subject, and the object in the sentence. Elicit responses from the students.

The **boy** (subject) is **reading** (verb) a **book** (object).

Exposition: Ask to the students to observe the structure of the sentence, the subject (boy) is at the beginning of the sentence, whereas, the object (book) is at the end of the sentence. When a sentence is written in this form it is called an **active sentence**. The subject is written first and is the one performing the action (verb) on the object, in this case the boy is the one reading the book.

Introduce passive sentences, explain to the students that the opposite of an active sentence is a passive sentence. In such a sentence, the object in the sentence becomes the subject of the sentence. Take the prior example and change it to a passive sentence:

The **book** (object) is being **read** (verb) by the **boy** (object).

Ask the students to notice the flip of format in the sentence. By reading the sentence, it is evident that the action is being done on the subject (being read) whereas in an active sentence the subject is the one performing the action (is reading).

Ask the students to turn to page 43 of the coursebook and read the example of the active and passive sentences:

Active sentence: Pakistan set a new world record by planting 541,176 mangrove plants in a single day.

Passive sentence: A new world record was set by Pakistan by planting 541,176 mangrove plants in a single day.

Ask the sentences to notice the difference in the sentences.

Usage of passive voice: Tell the students that passive sentences or passive voice is helpful to use in certain situations. For example:

We use the *passive* when we say what *happens* to people and things—what is *done* to them.

Examples: The mangrove trees *were destroyed*.
The fertile land *was swept away* by the sea.

We use the *passive* when we do not know who performed the action, or when this information is not important.

Examples: A number of mangrove trees *have been planted*.
The liquid *was heated* to 50 degrees centigrade.

If we want to mention who performed the action, we use *by* at the end of the sentence.

Examples: The order was issued *by the king*.
A new world record was set *by Pakistan*.

Explain the different usages of passive voice and elicit more examples for each usage from the students. Draw the attention of the students towards page 44 of the coursebook. Ask the students to study the table. Tell them to note that a **passive** is made with a form of **to be** and the **past participle** of the verb.

Pair activity: Pair up the students and ask them to study the table on page 44. In pairs ask the students to form passive sentences using the examples given, with each tense form. Give them a few minutes and elicit responses from the pairs. Ask the pairs if to convert the sentences into active voice as well and share their responses. Remind them that they might need to change the structure slightly to make the sentence grammatically correct, however the tense of the verb should remain the same.

Ask the students to look at Qs. A. Note the solved example first and instruct the students to complete the rest of the exercise in a similar fashion. Ask the

students to form passive sentences of in the given question. Facilitate the students in completing the exercise.

Wrap up—Active or passive: Play a game called “Active or Passive?” Divide the class into two teams. One team will write a sentence in the active voice, and the other team will try to write the sentence in the passive voice. The team that writes the most correct passive voice sentences in a minute will win.

Lesson 4—Learn Grammar—Types Of Pronouns And Pronoun-Antecedent Agreement

Objectives

By the end of the lesson, students will be able to:

- recall pronouns and their types
- identify the type of pronoun used in given sentences
- recall pronoun-antecedent agreement
- identify incorrect usage of pronoun and antecedent

Methodology

Introduction—Prior knowledge: Ask the students to recall what are pronouns. Elicit responses from them and write them on the board. Ask them if they can recall the types of pronouns, they can recall what different pronouns are used in different situations. Elicit various responses from the students. Write the different types of pronouns:

1. **Personal Pronouns** (primarily associated with a particular grammatical person):
 - Subject Pronouns (subject of a sentence): I, you, he, she, it, we, they.
 - Object Pronouns (object of a sentence): me, you, him, her, it, us, them.
2. **Possessive Pronouns** (shows who owns something):
 - Singular: mine, yours, his, hers, its.
 - Plural: ours, yours, theirs.
3. **Reflexive Pronouns** (refers to the subject):
 - Singular: myself, yourself, himself, herself, itself.
 - Plural: ourselves, yourselves, themselves.
4. **Demonstrative Pronouns** (points out a noun):
 - Singular: this, that.
 - Plural: these, those.
5. **Interrogative Pronouns:**
 - Who, whom, whose, which, what.
6. **Relative Pronouns:**
 - Who, whom, whose, which, that.

7. **Indefinite Pronouns** (does not refer to any person, amount, or thing in particular):
 - Singular: anyone, someone, no one, everybody, somebody, nobody, everything, something, nothing.
 - Plural: all, some, few, several, many, both.
8. **Reciprocal Pronouns** (when two or more subjects are acting in the same way towards the other):
 - Each other, one another.

Ask the students to look at exercise B. and look at the solved example. Ask them how the words of possessive pronouns are, elicit responses from them. Facilitate them to complete the exercise.

Pronoun-antecedent agreement—Prior knowledge: Ask the students to recall what are antecedents. Elicit responses from the students and write the feedback on the board.

Help them recall that pronouns often take the place of a particular noun, called an **antecedent**. Singular pronouns require singular antecedents and plural pronouns require plural antecedents. *Example:* Zunera (singular antecedent) cleaned her (singular pronoun) room. They (plural antecedent) ate their (plural pronoun) food.

Tell the students that remembering this rule is very important as many students mix-up this format and get the sentence structure incorrect.

Ask the students to go through Qs. C. Solve the first example with students and facilitate them in completing the exercise in their notebooks.

Section II—Johnny Applesed

Lesson 5—Learn To Read-2

Objectives

By the end of the lesson, students will be able to:

- make predictions related to a text
- skim for information through a text
- use descriptive words to describe a personality
- answer questions pertaining to the text

Methodology

Pre-reading—Prediction: Write the title JOHNNY APPLESEED on the board. Ask the students to guess what they can elicit from the name. Encourage a variety of responses. Students might predict that it is the name of a person (because of the name Johnny), ask them further questions like, what do they think this person might be like? etc.

Ask the students to remember their predictions and we shall visit them at the end of reading the passage.

While reading: Ask the students to begin reading the passage till the second paragraph on page 47 of the coursebook. Remind them to refer to the glossary boxed to refer to meanings of difficult words. Once they have read till page 47, ask them the following questions:

- Who was Johnny Appleseed?
- How can you describe his personality? Use as many descriptive words as you can.

Post-reading: Ask the students to finish reading till the end of the passage. Once they have finished reading, ask them to recall their predictions about Johnny Appleseed. How many of their predictions were close to what they read in the passage they just read. Ask the students to think back at the text, skim if they want to, and share a new piece of information they have acquired from reading the text.

Comprehension questions: Ask the students to go through Qs. 1–5 of Learn to read-1. Ask them to skim through the text to find the relevant answers. Remind the students that they will have to support some of their answers with adequate reasoning and responses. Qs. 5 is an open-ended question and students are required to share their opinion with adequate reasons.

Qs. 6: Ask the students to go through the words in the box, they are all adjectives describing Johnny’s personality. Explain to them to they have to match the appropriate adjective with the given extracts in the table. For example, the answer to part a) can be far-sighted as the extract talks about Johnny thinking that in the future, the whole country will be covered with apple trees and provide people with apples.

Students can read a few lines before and after from where the extract has been quoted from in the passage for more context. Facilitate the students in completing their questions in their notebooks.

Lesson 6—Learn To Write—Informal Letter

Objectives

By the end of the lesson, students will be able to:

- recall differences between an informal and a formal letter
- identify the purpose and features of an informal letter
- proofread and edit their draft letters
- write an informal letter to a friend using appropriate language and tone

Additional Resources

- Samples of informal letters (you can also use handwritten letters) and formal letters (one for each group of four)
- Handouts with letter-writing tips and guidelines

Methodology

Introduction—Prior knowledge: Ask the students to think of writing a letter to a friend or family member. Ask them what sort of language they

would want to use while writing the letter, what would they like to share with them. Elicit responses from the students and explain that informal letters are typically written to friends, family members, or other people you know well. Discuss the different purposes for writing an informal letter, such as sharing news, telling stories, or expressing feelings.

Exposition—Group activity: Form groups of four in the class, share the sample informal and formal letters with the groups. Tell the students to compare both the letters and identify the differences between the two. Ask them to jot down their findings. Give the students some time to thoroughly compare the letters and compile their differences. Take feedback from the groups one by one and write it on the white/blackboard.

Discuss the differences between the letters. Lead the discussion to highlight the following:

The main differences between an informal and a formal letter are the tone, format, and content.

- **Tone: Informal letters are typically written in a friendly and casual tone**, while formal letters are written in a more professional and serious tone.
- **Format: Informal letters do not have a strict format**, while formal letters follow a specific format. The format of a formal letter typically includes:
 - **Heading:** The heading includes the sender’s address, the date, and the recipient’s address.
 - **Salutation:** The salutation is a formal way of addressing the recipient.
 - **Body:** The body of the letter is where you write your message.
 - **Complimentary closing:** The complimentary closing is a formal way of ending the letter.
 - **Signature:** The signature is your name.
- **Content: Informal letters typically discuss personal topics, such as family, friends, hobbies, or recent experiences.** Formal letters typically discuss business or professional topics.

You can also put up the following quick reference table for the students to recap the differences between an informal and formal letter:

Feature	Informal Letter	Formal Letter
Tone	Friendly and casual	Professional and serious
Format	No strict format	Specific format
Content	Personal topics	Business or professional topics

Features of an informal letter: After comparing letters, now focus on deriving the features of an informal letter. The features of an informal letter include:

- **Heading:** The heading includes the sender's address and the date.
- **Greeting:** The greeting is a friendly way to start the letter.
- **Body:** The body of the letter is where you write your message.
- **Closing:** The closing is a friendly way to end the letter.
- **Signature:** The signature is your name.

Draw the attention of the students towards the template given on page 50 of the coursebook as well. Also emphasise that when writing an informal letter, it is important to use a friendly and casual tone. You can use contractions, colloquial terms, and informal language. You should also avoid using jargon or technical terms. Go through each of the guidelines with the students

Exercise: Ask the students to read the question prompt given under the Learn to write heading on page 50. Ask the students to go back to the passage, 'Johnny Appleseed' and underline all the incidents mentioned about Johnny Appleseed and that you want to mention in your letter to better answer the given prompts. Brainstorm adjectives describing Johnny's personality as well.

Write the prompts mentioned in the question on the board. Ask the students to first write a draft mentioning all the points and describing Johnny's personality. Ask the students to use transition words so that there is a flow in the writing, and it does not read like separate points. Their letter should not be more than 250–300 words. Write the following checklist for students to check their work:

Remember to check:

- Did you include all of the parts of a letter?
- Did you use correct grammar, punctuation, and spelling?
- Did you write in a friendly and informal tone?
- Did you share about who was Johnny Appleseed?
- Did you talk about his ideas and experiences?
- Did you proofread your letter before finalising it?

Ask the students to thoroughly proofread and edit their drafts before writing the finalised version in their notebooks.

Peer review: Pair up the students and ask them to swap their letters with each other. Ask pairs to provide positive and constructive feedback to their peers' work.

Wrap up: Summarize the key points of writing an effective informal letter. Remind students to practice informal letter writing in their daily lives, as it is a valuable skill for maintaining relationships.

Lesson 7—Learn To Speak

Objectives

By the end of the lesson, students will be able to:

- carry out a role-play in groups using appropriate expressions and dialogues
- share their character's point of view while performing

Additional Resources

- Role cards (one card for each character in the scenario). Prepare one set of role cards for each group of five in your class.
- Small container/box to hold each set of role cards

Methodology

Introduction: Ask the students to read the given scenario on page 50 under the Learn to speak section. Ask the students to relay the scene to the class to check their understanding. Write the roles mentioned on the board:

- An environmentalist
- A senior resident of the island
- An unemployed youth
- A farmer
- A member from the government tourist department (government representative)

Ask the students questions to check their understanding of the above roles. Who is an environmentalist, what could their perspective be towards the construction of an airport, etc?

Group activity: Divide the students into groups of five (each member will be representing one given role in the scenario). Give each group a box containing a set of role cards for the scenario. Ask the groups member to pick one card from their group box and see what role they have received.

Ask them to read their role-card carefully. Make sure they are clear about your role and what they should say.

The one who role-plays the government representative will be the chairperson of the group. He/she will conduct the meeting; see that all the members get a fair chance to express their views; help the group arrive at a decision; and note down the reasons in support of the group's decision.

Draw the attention of the students towards the guidelines mentioned on page 51 of the coursebook (in the green box). Remind the students to be courteous and respectful while discussing their points of views. Ask them to wait for the other person to finish before starting their dialogues, deliver their dialogues with appropriate expressions and intonation. Instruct the groups that each member has to make a case of their perspective.

Preparation: Ask the groups to take a few minutes to compose their points, remember to use adequate reasons to support their opinions. They can also do a mock rehearsal within the group. Remind the students that when they are acting out scenarios, they should take cues from punctuation, such as a

complete pause as a full stop, a smaller pause at a comma, an exclamatory tone with an exclamation mark, etc.

Role-play: Set-up five chairs in front of the class. Invite each group to come and share their groups' views. At the end of each group's performance the government representative will share what his/her group's decision is.

Intervene where necessary, encourage each group with a round of applause at the end of their performance.

Wrap up—self-assessment: Ask the groups to reflect on their performances and share one thing they liked about their performance and one thing they could improve on.

Lesson 8—Learn To Use The Dictionary—Verbal Phrases

Objectives

By the end of the lesson, students will be able to:

- recall what is a phrasal verb
- study phrasal verbs with the word cut
- use phrasal verbs in given sentences

Methodology

Introduction—prior knowledge: Ask the students to recall what are phrasal verbs. Elicit examples of phrasal verbs from the students and write them on the board. Explain to the students that a phrasal verb is a verb that is combined with an adverb or a preposition to give a new meaning. For example, bear with, break off, go ahead, etc.

Draw the attention of the students towards the extract from the Oxford Essential Dictionary given on page 52 containing a set of phrasal verbs with the word cut.

Ask the students to go through the questions given with the section. Thoroughly read the definitions for each phrasal verb. Discuss the first question with the students and elicit responses. Facilitate the students to complete the questions given in their notebooks.

Peer review: Ask the students to swap their work with their partner and cross check their work. Discuss any incorrect answers the students may have got wrong.

Lesson 9—Learn to Listen

Objectives

By the end of the lesson, students will be able to:

- listen and comprehend a passage being read out
- answer relevant questions after listening to a passage

Methodology

Introduction: Tell the students they are going to listen to a conversation between an aviation officer and the town commissioner.

Instructions for listening: Ask the students to close their books and listen to the passage attentively. Read out the passage once clearly and at a medium pace. Read out the relevant listening passage from page 174 with appropriate expressions and intonation.

After the first reading, ask the students to open their coursebooks and look at the map on page 52. Tell the students that they can recall what they heard and try to mark the different places on the map. Give the students two to three minutes for this. Instruct the students that they will listen to the listening passage for a second time, and they can mark the places as they listen to the conversation. Now read the listening passage for a second time carefully. Give the students a few minutes to complete the exercises.

Wrap up: Ask the students to summarise the conversation in their own words.

Section III

Lesson 10—Learn To Appreciate The Poem

Objectives

By the end of the lesson, students will be able to:

- read a poem with proper intonation and expression
- interpret different phrases and figures of speech used by the poet
- answer questions pertaining to the poem

Additional Resources

- A4 sheets
- Markers/colour pencils/crayons etc

Methodology

Introduction—Prior knowledge: Ask the students what would we do without forests? Elicit various responses from the students discussing the importance of forests and conservation to protect the environment and climate.

Elocution: Recite the poem with proper expressions and intonation to the class. Ask the students to listen carefully and notice the breaks and voice intonation. Ask any volunteer students to read out the poem with intonation and expressions.

Ask the students what they think the poet is trying to convey, tell them to refer to the meanings of the difficult words from the glossary box.

Pictorial depiction: Ask the students to go through the poem again and underline visual clues given in the poem, which can be used while drawing a picture of the rainforest. Words like, fruit (can be depicted as trees with fruit), roots (the picture should depict trees with thick roots), home of an animal, bird, and man (students can show animals, birds and some people), etc.

Give the students A4 sheets and markers/colour pencils etc. to make a pictorial depiction of the poem.

Gallery walks: Put up the students paintings/drawings and ask the students to walk around the class looking at each others' paintings.

Qs. 1 – 8: Ask the students to go through the questions one to eight. Discuss the questions with the students, elicit responses from them on questions which require students to provide reasons for their questions. Ask them to refer to lines in the poem to quote and support their answers.

Qs. 9—Similes: Ask the students to recall what are similes and how are they used. Elicit responses and examples from them and write them on the board. Remind the students that similes are a figure of speech used to compare two things and use the words 'like' or 'as'. For example, as light as a feather, as brave as a lion, as cold as ice, etc.

Ask the students to skim through the poem and identify a simile used by the poet. Ask the students how the use of the simile has enriched the readers' experience.

Wrap up: Ask the students to share an example when they found that nature or natural environment was found to be soothing and calming. Do they agree to the point of view of the poet?

Lesson 11—Activity

Objectives

By the end of the lesson, students will be able to:

- research and collect information about rainforests
- write a text to persuade the audience of their stance, using appropriate facts and reasoning

Additional Resources

- Chart paper (one for each group of four students)
- Markers

Methodology

Pre-work: Give the students homework over the weekend to research details and facts about rainforests over the Internet, find out about the dangers rainforests face like the extinction of many indigenous species, the rainforests being depleted because of human expansion, solutions to the imminent threat rainforests face, etc. Ask them to collect pictures of plants and animals found in the rainforest as well.

Class activity—Group work: Once the students have brought their information to class, form groups of four in the class. Give each group a chart paper and markers/colour pencils etc. Ask the students to use the information they have collected as part of their homework assignment and prepare a chart for display in the class. Their chart should include:

- Facts

- Pictures
- Dangers to the rainforest
- Suggested solutions

Give the students time to prepare their charts and put them on the display boards.

Group presentation: Ask the groups to present their charts and the information they have collated in front of the class. Before the presentations begin, ask the groups to be precise and point towards the information they are sharing. Try to engage the audience while presenting to make it interesting.

Write up: After the students have completed their displays and presentations ask them to write a paragraph on why it is necessary to protect rainforests. They will be using the data they gathered and presented to incorporate in their paragraphs. Ask them to prepare a draft first, proofread and edit it before finalising it in their notebooks.

Explain to the students that the aim of their paragraph is to realise the importance of protecting rainforests, hence it is a persuasive paragraph. Tell them to keep the following points in mind while writing (you can share this as a handout and distribute it to the students) or write the points on the board:

1. **Clearly state your position:** Begin your paragraph by clearly stating your main argument or position. This will set the tone for the rest of your paragraph and help your readers understand your point of view.
2. **Provide strong supporting evidence:** Back up your argument with strong and relevant evidence. This could include facts, statistics, expert opinions, or examples. The more compelling and credible your evidence, the more persuasive your paragraph will be.
3. **Address counterarguments:** Acknowledge and address potential counterarguments or opposing viewpoints. This shows that you have considered different perspectives and strengthens your own argument by refuting or minimizing opposing points.
4. **Use persuasive language and techniques:** Employ rhetorical devices and persuasive language techniques to make your paragraph more compelling. This can include the use of emotional appeal, logical reasoning, vivid imagery, and strong vocabulary to engage and persuade your readers.
5. **Structure your paragraph effectively:** Organize your thoughts in a logical manner. Use clear topic sentences to introduce your main points and provide smooth transitions between ideas. A well-structured paragraph helps readers follow your argument and enhances its persuasiveness.

6. **Appeal to your audience:** Consider your target audience and tailor your paragraph accordingly. Adapt your language, tone, and choice of evidence to appeal to their values, beliefs, and interests. Understanding your audience will make your persuasive paragraph more effective.
7. **Conclude with a strong statement:** End your paragraph with a strong and memorable conclusion. Restate your main argument and summarize your key points, emphasizing why your position is valid and important.
8. **Revise and edit:** After writing your persuasive paragraph, take the time to revise and edit it. Check for clarity, coherence, and grammar errors. Make sure your ideas flow smoothly and that your paragraph is concise and impactful.

Wrap up: Ask the students who are willing, to share their paragraphs with the rest of the class. They should be able to convince the class to their point of view.

Lesson 12—Activity—Diamante Poem

Objectives

By the end of the lesson, students will be able to:

- recall shape poems
- identify what is a Diamante poem
- write a Diamante poem

Methodology

Introduction: Ask the students if they know what is a shape poem? Elicit responses and explain to them that a shape poem is an arrangement of words (as a poem) on a page into shapes or patterns that reveal an image. You can share the following example with the students for a shape poem:

Oh
pretty
star, shine
and sparkle
above us in the sky, glow and twinkle. Moon and
the star adores each other. Shines at night and
make the sky look bright. Be my gui-
ding light. Never fade little
star, always twinkle like
a dot of magic. All the
night twinkle like a guiding
light for us. A heavenly
body filled
with lustrous

Ask the students if they can guess what shape the poem is written in. Tell the students that today they will be writing a similar shape poem known as the Diamante shape poem. The poem is written in the shape of a diamond.

Ask them to look at the example given on page 55 of the coursebook. Ask them to go through the structure of the poem given in the second column.

Ask students to write their Diamante shape poems in their notebooks on a topic of their choosing.

Wrap up: Ask the students to share their poems with the class and have a elocution session.

Unit 3 Special People

Section I—Three Days To See

Lesson 1—Learn To Read-1

Objectives

By the end of the lesson, students will be able to:

- share their opinions and feelings on questions
- answer questions pertaining to the passage

Methodology

Pre-reading—Prediction: Ask the students to recall the starter activity of the unit, ask the students what they can remember about Helen Keller. Elicit responses from the students. Tell the students that she was able to use sign language and write. Ask the students what they think she would write about? Elicit responses and write them in the corner of the white/blackboard to revisit later.

While reading analysis: Ask the students to begin reading the passage and read till the end of page 58. Remind them to refer to the glossary boxes to refer to meanings of difficult words. Ask the students to pause their reading at the end of page 58. Ask them to share what they feel about Helen Keller, what sort of a person was she? Ask them to highlight the line:

‘I do not know what it is to see into the heart of a friend through that ‘window of the soul’, the eye. I can only ‘see’, through my fingertips, the outline of a face.’

Ask them to explain what they understand Helen is trying to say in this line, draw their attention towards the use of metaphors in the passage. Ask them how it is enhancing the quality of the writing.

Post-reading: Ask the students to finish reading to the end of the passage. Ask them to revisit their predictions made before reading the passage. Ask them how correct were the predictions they made.

Character interview—pair activity: Ask the students to form pairs. Instruct the students that they will be doing a pair activity. Ask the students that now that they have finished reading the passage, one of the pairs will choose to be

Helen Keller from the passage and the other one will be an interviewer. Ask the students to take cues from the passage to understand Helen's personality thoroughly and the interviewer will make appropriate questions, at the most five. Give them a few minutes to make questions and study the personality. Remind them that their questions have to be appropriate and respectful, not insensitive in nature.

Comprehension questions: Ask the students to go through the comprehension questions. Discuss the questions with the students, emphasising that Qs. 6 – 9 ask the student to mention their opinions as well. They need to give reasons supporting their answers.

Lesson 2—Learn Words

Objectives

By the end of the lesson, the students will be able to:

- identify words used to describe nature and people
- use appropriate sensory words in given sentences

Methodology

Introduction—Prior knowledge: Ask the students to share describing words that describe nature and humans. Elicit responses from the students and write them on the board.

Pair activity: Form pairs in the class and ask the pairs to go through the passage, one partner will underline words that describe nature and the other one will underline words that describe humans.

Give them a few minutes to go through the passage. Take feedback from the pairs once they are done. Elicit responses from a few pairs.

Individual work: Ask the students to go through Qs. 1 and 2. Discuss Qs. 2, elicit responses for part (a). For Qs. 1 students can refer to the lists they compiled in the pair activity. Facilitate the students in completing the exercises.

Lesson 3—Learn Spelling

Objectives

By the end of the lesson, the students will be able to:

- unscramble words to identify the correct word
- fill in the given blanks with the correct unscramble words

Methodology

Introduction—Whole class: Write a jumbled word on the white/blackboard. Ask the students to unscramble it. For example, the first word in the box on page 61, unhat, can be unscrambled to form the word haunt. Similarly, go on to the rest of the words and help to unscramble them.

Individual work: Ask the students to go through the questions 1 – 5. Now that all the words have been unscrambled, it would be easy for students to fill

in the blanks. Facilitate the students in completing the exercise.

Wrap up: Ask the students to think of a few words and scramble them. Invite students to the white/blackboard and ask them to write their scrambled word. The rest of the class can unscramble them and share the answer. The student who wrote the word will tell whether the word guessed by the class is correct or not.

Lesson 4—Learn Grammar—Defining Relative Clause

Objective

By the end of the lesson, students will be able to identify and correctly use defining relative clauses to identify and describe people and things.

Additional Resources

Passage or sentences with examples of defining relative clauses

Methodology

Introduction: Begin by asking students if they know what a relative clause is. Allow a brief discussion and elicit responses and examples. Provide explanations if needed. Explain that in this lesson, they will focus on a specific type of relative clause called defining relative clauses, which are used to identify and describe people and things.

Exposition:

Display the passage or sentences with examples of defining relative clauses on the board or chart paper or you can make handouts to share with groups in the class.

Passage: I have a friend who lives in New York. He has a dog that loves to play fetch. The restaurant that we went to last night had amazing food. The book which I'm reading is a thrilling mystery. The woman whose car broke down on the highway asked for help.

Explanation of Examples:

1. "who lives in New York" - The defining relative clause "who lives in New York" describes and identifies the friend.
2. "that loves to play fetch" - The defining relative clause "that loves to play fetch" describes and identifies the dog.
3. "that we went to last night" - The defining relative clause "that we went to last night" describes and identifies the restaurant.
4. "which I'm reading" - The defining relative clause "which I'm reading" describes and identifies the book.

5. “whose car broke down on the highway” - The defining relative clause “whose car broke down on the highway” describes and identifies the woman.

These examples demonstrate the use of “who,” “that,” “which,” and “whose” to introduce defining relative clauses. They help provide essential information about the people and things being referred to in the sentences.

Read each sentence aloud and ask students to identify the relative clause in each sentence. Highlight the use of “who,” “which,” “that,” and “whose” in the examples. Discuss the function of each relative pronoun and explain that “who” is used for people, while “which” and “that” are used for things. Mention that “whose” is used for possession.

Explanation and Examples: Write the following sentence on the board:

The dog who is barking belongs to my neighbour.

Explain that sometimes “that” can be used instead of “who” when referring to people. Point out that “who” is more common in informal speech and writing. Provide additional examples using “that” and “who” to refer to people, and “which” to refer to things. Allow students to ask questions and clarify any confusion. Ask the students to read the explanation given on pages 62 – 63 of the coursebook.

Individual work: Ask the students to go through Qs A. Explain that they have to make at least eight sentences using a phrase from each column. For example: She is not the woman who stole my dog. Facilitate the students to complete the exercise.

Lesson 5—Learn Grammar—Types Of Conjunctions

Objectives

By the end of the lesson, the students will be able to:

- recall conjunctions and their usage
- identify coordinating and sub-coordinating conjunctions
- use suitable conjunctions in given sentences
- make sentences using so and that

Methodology

Introduction—Prior knowledge: Ask the students to recall what are conjunctions. Elicit responses from them and write their feedback on the board. Discuss the importance and usage of conjunctions.

Now introduce, coordinating conjunctions and subordinating conjunctions. Explain to the students that:

Coordinating conjunctions connect words, phrases, and clauses that are equal to each other, or coordinate with one another. The seven coordinating conjunctions are: **so, yet, or, but, nor, for, and**.

Subordinating conjunctions link a dependent clause to an independent clause to show a relationship. They can be used to show time, comparison, cause-effect, reason, place, or condition. *Examples: since, after, until, because.*

Elicit responses from the students to check their understanding and to clear any ambiguity they might have.

Individual work: Ask the students to go through Qs. B and C. In Qs. B students have to add suitable conjunctions, refer to the answer key given in the previous sections of the teaching guide. Solve the first example and then facilitate them to complete the exercise on their own in their notebooks.

For exercise C., explain to the students that they will be including ‘so’ and ‘that’ in the sentences they will be making. When ‘so’ and ‘that’ are used in a sentence it is used to express the idea of degree. Draw their attention towards the example given on page 64 of the coursebook. Similarly ask them to look at the example given at the bottom of exercise C. Facilitate the students in completing the exercises in their notebooks.

Wrap up: Ask the students to share sentences using a coordinating conjunction and a subordinating conjunction.

Section II—Wheelchair Basketball

Lesson 6—Learn To Read-2

Objectives

By the end of the lesson, the students will be able to:

- discuss the needs of differently abled individuals
- skim the text for relevant information
- answer questions pertaining to the text

Methodology

Pre-reading: Ask the students if they are aware of a sports tournament called the Special Olympics. Elicit responses from the students and explain to them that the Special Olympics is an international sports organization that provides year-round sports training and athletic competition for individuals with disabilities. Remind them that disabilities are not indicative of a person’s worth or potential. With appropriate support, individuals with disabilities can lead fulfilling lives and make valuable contributions to their communities. Ask the students to research about Special Olympics and bring the information to share with the class.

Tell the students that they will be reading a passage about a differently abled

child who plays basketball. Ask the students to begin reading the interview individually.

While reading: Ask the students to read till page 66 of the interview. Remind them to refer to the glossary box to refer to words with difficult meanings. Once they have read, ask the students about Daniel's personality, how would they describe him? In one of the answers Daniel says that he does not like to be pushed, what do you think he means by that and why does he want to push himself.

Elicit responses and explain to the students that people who are differently abled, often do not like to depend on others or would like to do things independently.

Tell the students to continue reading to the end of the passage.

Post-reading—Discussion circle: It would be ideal if the class seating arrangement can be formed into a circle, if not, then the activity can take place with the current seating arrangement. Have a discussion on whether our buildings, schools, neighbourhoods are equipped with facilities that allow differently abled people to move around freely. Do they cater to the needs of people with differently abled people? Etc. Think of solutions for spaces being more inclusive (installing ramps, installing handles and fixtures) etc.

Comprehension questions: Ask the students to go through Qs 1 – 8 and skim the passage for information relevant to the answering the questions. Ask the students to provide valid reasoning to support their answers. Facilitate them in completing the questions.

Lesson 7—Learn to Write—Writing A Diary Entry

Objectives

By the end of the lesson, the students will be able to:

- identify the features of a diary entry
- write a diary entry from the point of view of a character
- free-write about the events of the day

Methodology

Introduction—Prior knowledge: Ask the students to recall writing a diary entry. Have they maintained a diary in the past? What would they write in a personal diary/journal? Elicit responses from the students.

Features of a diary/journal entry: Ask the students if they can share any features of writing diary entry. Discuss the features and explain to them that your diary entry should have the following features:

1. **Date:** Diary entries are typically dated to indicate the day the entry was written.
2. **Personal Perspective:** Diary entries are written from a first-person point of view, providing the writer's personal thoughts, feelings, and experiences.
3. **Informal Tone:** Diary entries often have an informal and conversational tone, as they are meant to capture the writer's genuine voice and emotions.
4. **Chronological Order:** Diary entries are usually organized in chronological order, reflecting the events or experiences as they occurred.
5. **Descriptive Language:** Diary entries often employ descriptive language to vividly capture the writer's surroundings, emotions, and sensory details.
6. **Emotional Expression:** Diary entries allow for the expression of a wide range of emotions, providing an outlet for the writer to express joy, sadness, frustration, excitement, or any other feelings.
7. **Reflective and Introspective:** Diary entries often include reflections and introspection, as the writer contemplates and analyzes their experiences, thoughts, and actions.
8. **Personal Relevance:** Diary entries focus on the writer's personal experiences, making them unique and reflective of the writer's individuality.
9. **Stream of Consciousness:** Diary entries may include a stream-of-consciousness style, where the writer freely writes their thoughts, associations, and observations without worrying about organization or structure.
10. **Authenticity and Honesty:** Diary entries are meant to be sincere and authentic, allowing the writer to express their true feelings and thoughts without judgment or censorship.

Tell the students that diary writing is a form of free writing, where the writer expresses themselves openly. It is meant to be a form of informal writing. The language does not have to be formal; it is solely an expression of what the writer is thinking.

Ask the students to recall the starter of the unit and the passages, three days to see they read in section one of the unit. What can they recall about Hellen Keller's personality? Allow them to go through pages 56 – 59 of the coursebook to refresh their memory. Emphasise on Hellen's desire to see and observe things.

Ask the students to read Qs. 2 thoroughly. Elicit responses from the students to check their understanding of the task. Emphasise on the use of first-person pronouns, I, me, and my to refer to themselves in the diary and share their

experiences of a person who is able to see for the first time.

Ask them to make a draft of their diary entry first, jot down what they would see and the events of the day in points. Then finalise it in their notebooks, they can use the starting prompt given on page 69. Their diary entry should be not more than 150 – 250 words.

Ask the students to proofread and edit their work once done to check for any spelling, grammar, and punctuation errors.

Qs. 3: Once they have completed Qs. 2, ask the students to now they will write a diary entry about their day. They can write freely as much as they want about the events of the day, add in their feelings, expressions, and emotions. Do not give the students a word limit for their free-writing exercise.

Wrap up: Ask the students about their feelings about writing diaries or free-writing. Ask them to share what they liked or disliked about the form of writing.

Lesson 8—Learn to Use The Dictionary

Objectives

By the end of the lesson, the students will be able to:

- recall compound words
- identify compound words written with a hyphen or as two separate words or as a single word

Methodology

Prior knowledge: Ask the students to recall compound words and their use. What are compound words, elicit examples from the students and write their feedback on the board. Ask the students to open to page 69 of the coursebook and go through the definition and usage of compound words.

Elicit responses from the students to check their understanding.

Ask the students to use their dictionaries for the next exercise on compound words.

Individual work: Ask the students to sort the given words in three categories as mentioned in the table below in their notebooks. Ask them to attempt the exercise on their own as much as they can. After they have completed the exercise, ask them to check their answers from the dictionary entries given at page 76 of the coursebook.

Wrap up: Ask the students to share plurals of the compound words given on page 69, note that every compound word would not have plurals.

Lesson 9—Learn To Speak

Objective

By the end of the lesson, the students will be able to share their ideas and opinions about how to support physically challenged people

Methodology

Group activity: Make groups of three or four amongst the students and ask them to think about how we can make the environment more accessible to them, how can they be more independent. Ask them to open to page 70 of the coursebook and go through the given discussion prompts.

Ask the students to use the expressions given while conducting their discussion. Remind the students that they have to be polite and courteous while discussing topics, listen to the person speaking, speak in turns and not try to speak all the time, give every member of the group a chance to speak.

Talking mic: Ask the students to select an object, they can hold in their hands, like a pencil box or a pen and use that while they are talking. The person with the talking mic will be speaking, and whomever wants to talk next will politely raise their hands to be given the talking mic to speak.

Ask the students to note down important points of their discussion and also the solutions they come up with.

Presentation: Ask the students to present their ideas to the class group wise. The audience can also share their views. Motivate the class to have an interactive discussion.

Walk around the class while groups are discussing and presenting to listen in and motivate them to participate.

Lesson 10—Learn To Listen

Objectives

By the end of the lesson, students will be able to:

- listen and comprehend an interview being read out
- answer relevant questions after listening to a passage

Methodology

Introduction: Tell the students they are going to listen to an interview with Maryam Ali.

Instructions for listening: Ask the students to close their books and listen to the interview attentively. Read out the interview once clearly and at a medium pace. Read out the relevant listening passage from page 174 with appropriate expressions and intonation.

After the first reading, ask the students to open their coursebooks and go through the questions on page 71. Tell the students that if they can recall what they heard, they can answer the questions given. Give the students two to three minutes for this. Instruct the students that they will listen to the listening passage for a second time, and they can focus on listening for answers to the questions they did not answer. Now read the listening passage for a second time carefully. Give the students a few minutes to complete the exercises.

Wrap up: Ask the students to describe Maryam's personality.

Section III—My Wheelchair Had Wings

Lesson 11—Learn to Appreciate the Poem

Objectives

By the end of the lesson, the students will be able to:

- read a poem with intonation and expression
- deduce themes and messages of a poem
- perform a role-play activity to emulate empathy
- answer questions pertaining to the poem

Methodology

Introduction: Write the words ‘I wish I had wings!’ on the white/black board. Ask the students to share what would they do if they had wings. Where would they like to go? How would they like to fly? Encourage students to share their fun responses. Tell the students that they will be now reading a poem called ‘My Wheelchair Had Wings’.

Elocution: Read out the poem with appropriate expressions and intonation of voice. Ask a few students to volunteer reading the poem with expressions and intonation.

Discussion—theme: Ask the students what they think is the theme of the poem, elicit various responses from the students and write them on the board. Steer the discussion towards the themes being imagination, overcoming challenges, and empathy.

Ask the students to read the poem silently and highlight key phrases or lines that stand out. Lead a brief discussion using the following questions:

- What is the main idea of the poem?
- How does the speaker’s imagination come to life?
- How does the speaker show empathy towards others?
- What message or lesson do you think the poem conveys?

Encourage the students to share their responses.

Empathy Exercise: ‘Walk in Their Shoes’ (role-play): Divide students into pairs or small groups. Assign each group a scenario where someone faces a challenge or obstacle. Instruct students to discuss and brainstorm ways they can show empathy, support, or help the person in the scenario. Encourage creative and thoughtful solutions. Have each group share their ideas with the class, fostering empathy and understanding.

Questions: Ask the students to go through the questions of the ‘Learn to appreciate the poem’ section on page 74. Discuss the questions mentioned and elicit responses. Ask the students to recall the discussions they had in the class about the themes and the message of the poem. There are many open-ended questions in the section, ask the students to share valid opinions and ideas in their answers and to support their answers from the lines of the poem where needed.

Wrap up: Revisit the main themes discussed throughout the activities. Ask students to reflect individually in writing or through a class discussion:

- How can imagination help us overcome challenges and find creative solutions?
- How can we show empathy towards others who face difficulties?
- How does the poem inspire us to reach out to others in our own unique ways?

Lesson 12—Activity

Objectives

By the end of the lesson, the students will be able to:

- recall what is a rhyme scheme
- pick out rhyming words from a poem
- write a poem in groups

Additional Resource

- A4 sheets

Methodology

Qs. 1—Rhyme scheme: Ask the students to share what is a rhyme scheme. Elicit responses from the students and explain to them to them briefly that a **rhyme scheme refers to the pattern of rhyming words or sounds in a poem.**

Tell the students to revisit the poem, ‘My Wheelchair Had Wings’ and pick out five rhyming pairs of words from the poem. To each pair that they have piked ask them to add one more rhyming word to make three rhyming words.

Writing a poem—Group activity: Form groups of four in the class and give an A4 sheet to each group. Tell the students that they will be writing a poem collaboratively. Write the caption ‘I Wish...’ on the board. Tell the students that their poem will begin with the phrase I Wish...

Instruct the students to:

- Brainstorm for ideas.
- Make a wish list. Let your list be long. Write down all that comes to mind, such as ‘I wish I had wings.’ ‘I wish I had pots of money.’ ‘I wish I had a house made of chocolate.’
- Choose one wish from your wish list. Discuss why you wished for it. Jot down points.
- Then arrange your ideas into lines, and finally you have a poem.

Ask them to look at the example poem given on page 75 of the coursebook for some ideas. They can draw a visual depiction of their poem along with the poem.

Presentation: Ask the groups to present their poems once they are done to the class and recite the poems with appropriate expressions and intonation. Remind the groups who are listening to their classmates perform to be attentive and motivate them to present their poems. The poems can be displayed on the display board once the activity is concluded.

Wrap up: Ask the students what the most common wish was they all had and why did they wish for it.

18 Student Learning Outcomes

Unit 1

- Adapt speech, non-verbal gestures and movement to meet an increasing range of situations.
- Demonstrate ‘attentive listening’ skills towards others and be sensitive to the rules of turn-taking and discourse.
- Ask and answer questions of personal relevance, information and variety of communicative purposes.
- Develop the ability to pose rhetorical questions for a range of audiences.
- Perform a drama/playscript showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.
- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly; follow rules for discussions, set specific goals and deadlines, and define individual roles as needed; come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Work effectively in skills in solo, paired and group assignments, including role-play and drama.
- Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark, semi-colon, apostrophe). Recognise and rectify faulty punctuation in given passages and own work.
- Discuss and evaluate how authors use language, including figures of speech like simile, metaphor, personification, hyperbole, and onomatopoeia, considering the impact on the reader.
- Discuss how readers make choices about the texts they like reading, e.g., by author or genre to develop new learning with a variety of texts.
- Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/ textual/ factual questions that require interpretation and personal response.
- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language. Assimilate information to form its own meaning and express it in detail. Choose words and phrases for effect. Read for extracting diverse meanings/ shades of meanings Comment on implied meaning, e.g., writer’s viewpoint, relationships between characters etc. Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Read grade-level prose and poetry fluently with competence, accuracy, and appropriate rate, variation in a voice appropriate for characters and expression in successive readings. Identify the writer’s purpose and what makes it interesting.
- Skim the text to have a general idea about the writer’s purpose, intended audience and infer the main idea of the text. Predict the content of a lengthy piece of text using prior knowledge, asking questions and contextual clues (topic sentence, synonyms, antonyms).
- Explain how an author develops the point of view of the narrator or speaker in a text. appreciate high rise and low-rise character development, development of plot and its resolution.
- Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)
- Analyse how a particular sentence, chapter, scene, or stanzas fit into the overall structure of a text and contributes to the development of the theme, setting, or plot. Identify rhyme and rhythm, repetition, similes, metaphors, personification, and sensory images in poems. Identify and analyse stages of plot development in a fiction text. (Exposition, setting, climax, resolution).
- Write multi-syllable words at grade level with correct spelling, using spelling rules and strategies: making analogies from familiar words. Making words with –able, –ible, –ably, –ibly. Use of suffix: –fer in stressed and unstressed vowels e.g., referred, referral (rr in case of stressed), reference, preference (r in case of unstressed).
- Differentiate literary from non-literary texts/ informational texts. Note the purpose of each type of text and read accordingly. Extract, record and send information from non-fiction texts. Give an informed personal response to a text and provide some textual reference in support.
- Analyse various techniques/ imagery (e.g., colour, pictures, sound effects, natural elements) used in written and visual texts to achieve a variety of purposes, specifically clarification of theme and impact on the reader.
- Take dictation of paragraph/ text of grade level. Keep a record of words (e.g., word wall, word bank, word journal).
- Summarise complex concepts, processes, or information by paraphrasing them in simple but correct language. Make simple generalisations (such as the moral of a story) by; identifying the gist/ main idea and key details; identifying general patterns from more than one source.
- Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources; Poetry (e.g., rhymes, cinquains,

- haiku); Personal recounts (e.g., diary entries, biographies); Narratives (e.g., fables, historical fiction, folktales, scientific fiction); Procedures (e.g., recipes, directions, instruction manuals); Information reports (e.g., project reports, fact sheets, poster); Interpersonal texts (e.g., letter, notices, email, notes); Drama (a speech bubble, cartoon strips, play scripts and role plays); Factual recounts (e.g., eye-witness accounts, news bulletins) Explanations (e.g., how something works).
- Explain the meaning of words from how they are used in different contexts i.e., use of contextual clues and identifying the word-class the words belong to. Use dictionary/ thesaurus to; Locate guide words; Locate entry word.; choose appropriate word definition; identify pronunciation with the pronunciation key focusing on the consonant and vowel sounds; identify syllable division; identify the part of speech of a word through abbreviation used; identify correct spellings, use thesaurus and dictionary to locate synonyms/ antonyms and their use in sentences; identify phrases through keywords; understand various abbreviations and acronyms used in a dictionary.
 - Distinguish between the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending) and their use in different text types. Use verbs that differ in nuance (e.g., look, peek, glance, stare, glare, scowl) and adjectives that differ in intensity (e.g., large, gigantic) to convey shades of meaning.
 - Understand and utilize similes, metaphor, personification, mood, alliteration and imagery.
 - Use articles correctly in speech and writing.
 - Locate the varying position of adjectives in sentences. Form adjectives from nouns and verbs. Use adjectival phrases in sentences and speech.
 - Use different types of adjectives: regular, irregular and absolute to describe, modify, quantify, nouns or pronouns. Change and use degrees of adjectives: positive, comparative, superlative of varying syllables and irregular degree.
 - Demonstrate the use of main and helping verbs (primary auxiliary and modal auxiliary verbs), in speech and writing. Distinguish and use linking, feeling verbs and verbs of possession.
 - Recognise and demonstrate function and use of would, need, could, might, shall, must, ought and dare in affirmative, negative and interrogative sentences.
 - Punctuate paragraphs and longer pieces of text correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes, commas and semi-colons, hyphens, dashes and quotation marks.
 - Identify, apply and use apostrophe with nouns in reading and writing.
 - Recognise the form, various functions; and use of all forms of Perfect (past, present, future) and Future tense. Understand and use gerunds. Understand the use of since and for.
 - Listen to, view, and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
 - Identify and differentiate between sentences, clauses and phrases.
 - Distinguish and write four types of sentences i.e., declarative, exclamatory, interrogative and imperative.
 - Apply editing and proofreading skills to a range of different texts and contexts.
 - Follow the techniques of writing the first draft with sufficient details; proofread it and edit details to suit the purpose and audience.
 - Write multiple paragraphs on a single topic (on the given text types), using correct punctuation, grammar, grade-level vocabulary and transitional devices, sentence structure and types, spelling, mind mapping, writing a first draft, seeking peer feedback using formative assessment, developing a final draft; Use chronological/sequential order of arranging detail.
 - Write a composition of three or more paragraphs following conventions of essay writing; Introductory paragraph; Body paragraphs; Concluding paragraphs
 - Recognise that the introductory paragraph carries the main idea of the essay. Each one of the body paragraphs that develop the main idea through supporting details. Add adequate supporting details to the topic sentence; (Example, definition or evidence) to develop the main idea; The concluding paragraph contains a summary of the whole essay and a general; concluding statement.
 - Write informative/explanatory texts to examine a topic and convey ideas and information; Introduce a topic, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension; Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); Use precise language and domain-specific vocabulary to inform about or explain the topic; Provide a concluding statement or section related to the information or explanation presented.
 - Write a poem narrating an event.
 - Use paraphrasing skills to paraphrase stanzas in a poem.
 - Use familiar sentence patterns using knowledge of syllables, mark vowel sounds in a word, identify the silent letters, prefixes, suffixes and root words to decode it, pronounce it correctly and read fluently.
 - Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed. Respond to a text with, e.g.,;

Reasons; Simple judgement; Personal interpretation application in new situation

- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking.
- Proofread and edit texts for errors of; Sentence structure; Subject/verb agreement; Noun/pronoun agreement; Transitional devices; Punctuation and spelling

Unit 2

- Adapt speech, non-verbal gestures and movement to meet an increasing range of situations.
- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning.
- Perform a drama/playscript showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.
- Take dictation of paragraph/ text of grade level. Keep a record of words (e.g., word wall, word bank, word journal).
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly; Follow rules for discussions, set specific goals and deadlines, and define individual roles as needed; Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Work effectively in skills in solo, paired and group assignments, including role-play and drama.
- Ask and answer questions of personal relevance, information and variety of communicative purposes.
- Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/ textual/ factual questions that require interpretation and personal response.
- Use familiar sentence patterns using knowledge of syllables, mark vowel sounds in a word, identify the silent letters, prefixes, suffixes and root words to decode it, pronounce it correctly and read fluently.
- Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.
- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking.
- Listen to, view, and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark, semi-colon, apostrophe).

Recognise and rectify faulty punctuation in given passages and own work.

- Read grade-level prose and poetry fluently with competence, accuracy, and appropriate rate, variation in a voice appropriate for characters and expression in successive readings. Identify the writer's purpose and what makes it interesting.
- Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)
- Discuss and evaluate how authors use language, including figures of speech like simile, metaphor, personification, hyperbole and onomatopoeia, considering the impact on the reader.
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed. Respond to a text with, e.g.,; Reasons; Simple judgement; Personal interpretation application in new situations.
- Analyse how a particular sentence, chapter, scene, or stanzas fit into the overall structure of a text and contributes to the development of the theme, setting, or plot. Identify rhyme and rhythm, repetition, similes, metaphors, personification, and sensory images in poems. Identify and analyse stages of plot development in a fiction text. (Exposition, setting, climax, resolution).
- Differentiate literary from non-literary texts/ informational texts. Note the purpose of each type of text and read accordingly. Extract, record and present information from non-fiction texts. Give an informed personal response to a text and provide some textual reference in support.
- Analyse various techniques/ imagery (e.g., colour, pictures, sound effects, natural elements) used in written and visual texts to achieve a variety of purposes, specifically clarification of theme and impact on the reader.
- Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).
- Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources; Poetry (e.g., rhymes, cinquains, haiku); Personal recounts (e.g., diary entries, biographies); Narratives (e.g., fables, historical fiction, folktales, scientific fiction); Procedures (e.g., recipes, directions, instruction manuals); Information reports (e.g., project reports, fact sheets, poster); Interpersonal texts (e.g., letter, notices, email, notes); Drama (a speech bubble, cartoon strips, play scripts and role plays); Factual recounts (e.g., eye-witness accounts, news bulletins) Explanations (e.g., how something works).
- Use prefixes and suffixes to build words that express abstract concepts (e.g., micro-, trans-, -ness, -crazy, -ism).
- Comprehend and use idioms and proverbs in the different texts.

- Comprehend and use simple phrasal verbs and adverbial phrases.
- Differentiate between homophones and near homophones (Advice/advise). Correctly use frequently confused words (e.g., to, too, two; there, their, they're).
- Identify and use homographs- words spelled the same with different pronunciation (e.g., Wind, record, excuse, row, bass, close, present, does, dove, refuse, lead, invalid, wound, desert, produce, object, sewer, sow, tear, subject, intimate).
- Understand and utilize similes, metaphor, personification, mood, alliteration and imagery.
- Identify and use personal pronouns (e.g., he, she, they, her, his, him, their, them) demonstrative (e.g., this, that), interrogative (e.g., which, who), reciprocal (e.g., each other) and in definite pronouns (e.g., anybody, somebody).
- Demonstrate use of pronoun-antecedent agreement recognizing their relationship. (i.e., Singular pronouns require singular antecedent, plural pronouns required plural pronouns).
- Use adverbs, adverb phrases in their speech and writing.
- Write multi-syllable words at grade level with correct spelling, using spelling rules and strategies: making analogies from familiar words. Making words with -able, -bible, -ably, -idly. Use of suffix: -fer in stressed and unstressed vowels e.g., referred, referral (or in case of stressed), reference, preference (r in case of unstressed).
- Follow the steps of the process approach to plan for writing a paragraph: brainstorming structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking.
- Write informative/explanatory texts to examine a topic and convey ideas and information.
- Introduce a topic, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.
- Write arguments to support claims with clear reasons and relevant evidence; Introduce claim(s) and organize the reasons and evidence; Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text; Use words, phrases, and clauses to clarify the relationship s among claim(s) and reasons; Establish and maintain a formal style; Provide a concluding statement or section that follows from the argument presented.
- Write informal letters to people in extended social and academic environments for various purposes. Write short informal letters to people in an extended social and academic environment for various purposes; Use correct conventions, appropriate vocabulary, tone and style; Revise for; Correct format, layout; Write a formal letter of application to people within your environment (principal/ teacher).

Unit 3

- Adapt speech, non-verbal gestures and movement to meet an increasing range of situations.
- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning.
- Ask and answer questions of personal relevance, information and variety of communicative purposes.
- Use familiar sentence patterns using knowledge of syllables, mark vowel sounds in a word, identify the silent letters, prefixes, suffixes and root words to decode it, pronounce it correctly and read fluently.
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed. Respond to a text with, e.g.,; Reasons; Simple judgement; Personal interpretation application in new situations.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly; follow rules for discussions, set specific goals and deadlines, and define individual roles as needed; come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)
- Write multi-syllable words at grade level with correct spelling, using spelling rules and strategies: making analogies from familiar words. Making words with -able, -ible, -ably, -ibly. Use of suffix: -fer in stressed and unstressed vowels e.g., referred, referral (rr in case of stressed), reference, preference (r in case of unstressed).
- Guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.
- Read grade-level prose and poetry fluently with competence, accuracy, and appropriate rate, variation in a voice appropriate for characters and

expression in successive readings. Identify the writer's purpose and what makes it interesting.

- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language. Assimilate information to form its own meaning and express it in detail. Choose words and phrases for effect. Read for extracting diverse meanings/ shades of meanings. Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc. Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Skim the text to have a general idea about the writer's purpose, intended audience and infer the main idea of the text. Predict the content of a lengthy piece of text using prior knowledge, asking questions and contextual clues (topic sentence, synonyms, antonyms).
- Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/ textual/ factual questions that require interpretation and personal response.
- Analyse how a particular sentence, chapter, scene, or stanzas fit into the overall structure of a text and contributes to the development of the theme, setting, or plot. Identify rhyme and rhythm, repetition, similes, metaphors, personification, and sensory images in poems. Identify and analyse stages of plot development in a fiction text. (Exposition, setting, climax, resolution).
- Differentiate literary from non-literary texts/ informational texts. Note the purpose of each type of text and read accordingly. Extract, record and present information from non-fiction texts. Give an informed personal response to a text and provide some textual reference in support.
- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking.
- Summarise complex concepts, processes, or information by paraphrasing them in simple but correct language. Make simple generalisations (such as the moral of a story) by:
 - identifying the gist/ main idea and key details
 - identifying general patterns from more than one source.
- Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).
- Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources; Poetry (e.g., rhymes, cinquains, haiku); Personal recounts (e.g., diary entries, biographies); Narratives (e.g., fables, historical fiction, folktales, scientific fiction); Procedures (e.g., recipes, directions, instruction manuals); Information reports (e.g., project reports, fact sheets, poster); Interpersonal texts (e.g., letter, notices, email, notes); Drama (a speech bubble, cartoon strips, play scripts and role plays); Factual recounts (e.g., eye-witness accounts, news bulletins) Explanations (e.g., how something works).
- Change compound nouns in plural form. (E.g., babysitter-babysitters).
- Explain functions of different conjunctions/ transitional devices used for addition (e.g., and, too, as well as), sequence (e.g., then, while, before), contrast (e.g., but, however, although), reason (e.g., because, as, for*), purpose (e.g., so that, in order to, so as to), place (e.g., where, wherever), condition (e.g., if, until, unless), cause-and-effect (e.g., so that, therefore, since*), choice (e.g., either...or..., neither...nor...). Recall the use of coordinating and subordinating conjunctions.
- Punctuate paragraphs and longer pieces of text correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes, commas and semi-colons, hyphens, dashes and quotation marks.
- Listen to, view, and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- Analyse various techniques/ imagery (e.g., colour, pictures, sound effects, natural elements) used in written and visual texts to achieve a variety of purposes, specifically clarification of theme and impact on the reader.
- Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences; Orient the reader by establishing a situation and introducing narrators and/or characters; organize an event sequence that unfolds naturally; Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; Use a variety of transitional words, phrases, and clauses to manage the sequence of events; Use concrete words and phrases and sensory details to convey experiences and events precisely; Provide a conclusion that follows from the narrated experiences or events.
- Write a poem narrating an event.
- Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure.

Unit 4

- Adapt speech, non-verbal gestures and movement to meet an increasing range of situations.
- Listen to, view, and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.
- Perform a drama/playscript showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.
- Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/ textual/ factual questions that require interpretation and personal response.

- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking.
- Work effectively in skills in solo, paired and group assignments, including role-play and drama.
- Analyse various techniques/ imagery (e.g., colour, pictures, sound effects, natural elements) used in written and visual texts to achieve a variety of purposes, specifically clarification of theme and impact on the reader.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly; follow rules for discussions, set specific goals and deadlines, and define individual roles as needed; come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning.
- Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)
- Guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.
- Write multi-syllable words at grade level with correct spelling, using spelling rules and strategies: making analogies from familiar words. Making words with -able, -ible, -ably, -ibly. Use of suffix: -fer in stressed and unstressed vowels e.g., referred, referral (rr in case of stressed), reference, preference (r in case of unstressed).
- Read an extensive range of fiction and nonfiction books and guess the meaning of the words and phrases in the text. Compare with the dictionary meaning in order to understand the difference between the literal and contextual meaning.
- Ask and answer questions of personal relevance, information and variety of communicative purposes.
- Read grade-level prose and poetry fluently with competence, accuracy, and appropriate rate, variation in a voice appropriate for characters and expression in successive readings. Identify the writer's purpose and what makes it interesting.
- Analyse how a particular sentence, chapter, scene, or stanzas fit into the overall structure of a text and contributes to the development of the theme, setting, or plot. Identify rhyme and rhythm, repetition, similes, metaphors, personification, and sensory images in poems. Identify and analyse stages of plot development in a fiction text. (Exposition, setting, climax, resolution).
- Explain the meaning of words from how they are used in different contexts i.e., use of contextual clues and identifying the word-class the words belong to. Use dictionary/ thesaurus to; Locate guide words; Locate entry word; choose appropriate word definition; identify pronunciation with the pronunciation key focusing on the consonant and vowel sounds; identify syllable division; identify the part of speech of a word through abbreviation used; identify correct spellings, use thesaurus and dictionary to locate synonyms/ antonyms and their use in sentences; identify phrases through keywords; understand various abbreviations and acronyms used in a dictionary.
- Comprehend and use idioms and proverbs in the different texts. Comprehend and use simple phrasal verbs and adverbial phrases. Differentiate between homophones and near homophones (Advice/ advise). Correctly use frequently confused words (e.g., to, too, two; there, their, they're). Identify and use homographs- words spelled the same with different pronunciation (e.g., Wind, record, excuse, row, bass, close, present, does, dove, refuse, lead, invalid, wound, desert, produce, object, sewer, sow, tear, subject, intimate).
- Take dictation of paragraph/ text of grade level. Keep a record of words (e.g., word wall, word bank, word journal).
- Use prepositions of position, time, movement and direction including since and for. Use compound prepositions and prepositional phrases.
- Explain functions of different conjunctions/transitional devices used for addition (e.g., and, too, as well as), sequence (e.g., then, while, before), contrast (e.g., but, however, although), reason (e.g., because, as, for*), purpose (e.g., so that, in order to, so as to), place (e.g., where, wherever), condition (e.g., if, until, unless), cause-and-effect (e.g., so that, therefore, since*), choice (e.g., either...or..., neither...nor...). Recall the use of coordinating and subordinating conjunctions.
- Recognise the form, various functions; and use of all forms of Perfect (past, present, future) and Future tense. Understand and use gerunds. Understand the use of since and for.
- Recognise the form, and various functions of simple past tense.
- Write short dialogues to show various situational relationships e.g., doctor-patient. Identify characters and their relationships in context; Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed. Respond to a text with, e.g.,; Reasons; Simple judgement; Personal interpretation application in new situations.

Unit 5

- Listen to, view, and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.
- Perform a drama/playscript showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.
- Work effectively in skills in solo, paired and group assignments, including role-play and drama.
- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking.
- Read grade-level prose and poetry fluently with competence, accuracy, and appropriate rate, variation in a voice appropriate for characters and expression in successive readings. Identify the writer's purpose and what makes it interesting.
- Adapt speech, non-verbal gestures and movement to meet an increasing range of situations.
- Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)
- Guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.
- Read an extensive range of fiction and nonfiction books and guess the meaning of the words and phrases in the text. Compare with the dictionary meaning in order to understand the difference between the literal and contextual meaning.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of a specific word choice on meaning and tone.
- Write multi-syllable words at grade level with correct spelling, using spelling rules and strategies: making analogies from familiar words. Making words with -able, -ible, -ably, -ibly. Use of suffix: -fer in stressed and unstressed vowels e.g., referred, referral (r in case of stressed), reference, preference (r in case of unstressed).
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly; follow rules for discussions, set specific goals and deadlines, and define individual roles as needed; come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Ask and answer questions of personal relevance, information and variety of communicative purposes.
- Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/ textual/ factual questions that require interpretation and personal response.
- Explain how an author develops the point of view of the narrator or speaker in a text. appreciate high rise and low-rise character development, development of plot and its resolution.
- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning.
- Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgment.
- Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).
- Take dictation of paragraph/ text of grade level. Keep a record of words (e.g., word wall, word bank, word journal).
- Analyse various techniques/ imagery (e.g., colour, pictures, sound effects, natural elements) used in written and visual texts to achieve a variety of purposes, specifically clarification of theme and impact on the reader.
- Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources; Poetry (e.g., rhymes, cinquains, haiku); Personal recounts (e.g., diary entries, biographies); Narratives (e.g., fables, historical fiction, folktales, scientific fiction); Procedures (e.g., recipes, directions, instruction manuals); Information reports (e.g., project reports, fact sheets, poster); Interpersonal texts (e.g., letter, notices, email, notes); Drama (a speech bubble, cartoon strips, play scripts and role plays); Factual recounts (e.g., eye-witness accounts, news bulletins) Explanations (e.g., how something works).
- Explain the meaning of words from how they are used in different contexts i.e., use of contextual clues and identifying the word-class the words belong to. Use dictionary/ thesaurus to; Locate guide words; Locate entry word; Choose appropriate word definition; Identify pronunciation with the pronunciation key focusing on the consonant and vowel sounds; Identify syllable division; Identify the part of speech of a word through abbreviation used; Identify correct spellings, use thesaurus and dictionary to locate synonyms/ antonyms and their use in sentences; Identify phrases through keywords; Understand various abbreviations and acronyms used in a dictionary.
- Distinguish between the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending) and their use in different text types. Use verbs that differ in nuance (e.g., look, peek, glance, stare, glare, scowl) and adjectives that

- differ in intensity (e.g., large, gigantic) to convey shades of meaning.
- Use specific words for genders and gender-neutral terms where needed.
 - Use different types of adjectives: regular, irregular and absolute to describe, modify, quantify, nouns or pronouns. Change and use degrees of adjectives: positive, comparative, superlative of varying syllables and irregular degree.
 - Recognise the form, various functions; and use of all forms of Perfect (past, present, future) and Future tense. Understand and use gerunds. Understand the use of since and for.
 - Recognise the form, and various functions of simple past tense.
 - Use sentences with direct and indirect objects and sentence patterns; SVO- Subject-Verb (transitive)-Object (direct); SVOO – Subject-Verb- Object (indirect)-Object (direct); SVOC- Subject-Verb-Object; (direct)-Complement
 - Follow the steps of the process approach to plan for writing a paragraph: brainstorming structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking.
 - Write informative/explanatory texts to examine a topic and convey ideas and information; Introduce a topic, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension; Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); Use precise language and domain-specific vocabulary to inform about or explain the topic; Provide a concluding statement or section related to the information or explanation presented.
 - Write a simple descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation, complex vocabulary and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft and final draft.
 - Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed. Respond to a text with, e.g.,; Reasons; Simple judgement; Personal interpretation application in new situations.
 - Write short informal letters to people in an extended social and academic environment for various purposes; Use correct conventions, appropriate vocabulary, tone and style; Revise for; Correct format, layout.
 - Write a formal letter of application to people within your environment (principal/teacher).
 - Write a poem narrating an event.
 - Use summary skills to write an objective summary of the given text.
 - Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
 - Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark, semi-colon, apostrophe). Recognise and rectify faulty punctuation in given passages and own work.
 - Ask and answer questions of personal relevance, information and variety of communicative purposes.
 - Read grade-level prose and poetry fluently with competence, accuracy, and appropriate rate, variation in a voice appropriate for characters and expression in successive readings. Identify the writer's purpose and what makes it interesting.
 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly; Follow rules for discussions, set specific goals and deadlines, and define individual roles as needed; Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed. Respond to a text with, e.g.,; Reasons; Simple judgement; Personal interpretation application in new situations.
 - Discuss a larger text to recognize each paragraph as a separate meaningful unit of expression with its own topic sentence and supporting, details. Recognise features of an effective topic sentence using specific words and vivid verbs. Analyse larger paragraphs to identify sentences that support the main idea through; Illustration; Evidence, and/ or; cause and effect; Analyse organisational patterns in a text; List/ sequence of ideas/ events; Comparison-contrast; Cause-effect; Problem-solution
 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of a specific word choice on meaning and tone.
 - Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/ textual/ factual questions that require interpretation and personal response.
 - Write multi-syllable words at grade level with correct spelling, using spelling rules and strategies: making analogies from familiar words. Making words with –able, -ible, -ably, -ibly. Use of suffix: –fer in stressed and unstressed vowels e.g., referred, referral (rr in case of stressed), reference, preference (r in case of unstressed).
 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Unit 6

- Identify fact and opinion (e.g., based on beliefs, assumptions), generalized statements, and correct use of imperative language.
- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking.
- Skim the text to have a general idea about the writer's purpose, intended audience and infer the main idea of the text. Predict the content of a lengthy piece of text using prior knowledge, asking questions and contextual clues (topic sentence, synonyms, antonyms).
- Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)
- Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgment.
- Adapt speech, non-verbal gestures and movement to meet an increasing range of situations.
- Summarise complex concepts, processes, or information by paraphrasing them in simple but correct language. Make simple generalisations (such as the moral of a story) by: identifying the gist/ main idea and key details; identifying general patterns from more than one source.
- Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources; Poetry (e.g., rhymes, cinquains, haiku); Personal recounts (e.g., diary entries, biographies); Narratives (e.g., fables, historical fiction, folktales, scientific fiction); Procedures (e.g., recipes, directions, instruction manuals); Information reports (e.g., project reports, fact sheets, poster); Interpersonal texts (e.g., letter, notices, email, notes); Drama (a speech bubble, cartoon strips, play scripts and role plays); Factual recounts (e.g., eye-witness accounts, news bulletins) Explanations (e.g., how something works).
- Take dictation of paragraph/ text of grade level. Keep a record of words (e.g., word wall, word bank, word journal).
- Analyse various techniques/ imagery (e.g., colour, pictures, sound effects, natural elements) used in written and visual texts to achieve a variety of purposes, specifically clarification of theme and impact on the reader.
- Listen to, view, and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning.
- Recognise and demonstrate function and use of would, need, could, might, shall, must, ought and dare in affirmative, negative and interrogative sentences.
- Recognise the form, various functions; and use of all forms of Perfect (past, present, future) and Future tense. Understand and use gerunds. Understand the use of since and for.
- Change tense in indirect speech (present, past and perfect tenses in exclamatory sentences and paragraphs).
- Apply editing and proofreading skills to a range of different texts and contexts.
- Follow the techniques of writing the first draft with sufficient details; proofread it and edit details to suit the purpose and audience.
- Write the final draft after complete editing and proofreading.
- Write multiple paragraphs on a single topic (on the given text types), using correct punctuation, grammar, grade-level vocabulary and transitional devices, sentence structure and types, spelling, mind mapping, writing a first draft, seeking peer feedback using formative assessment, developing a final draft.
- Use chronological/sequential order of arranging detail.
- Write a composition of three or more paragraphs following conventions of essay writing; Introductory paragraph; Body paragraphs; Concluding paragraphs
- Recognise that the introductory paragraph carries the main idea of the essay. Each one of the body paragraphs that develop the main idea through supporting details. Add adequate supporting details to the topic sentence; (Example, definition or evidence) to develop the main idea.
- The concluding paragraph contains a summary of the whole essay and a general concluding statement.
- Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences; Orient the reader by establishing a situation and introducing narrators and/or characters; organize an event sequence that unfolds naturally; Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; Use a variety of transitional words, phrases, and clauses to manage the sequence of events; Use concrete words and phrases and sensory details to convey experiences and events precisely; Provide a conclusion that follows from the narrated experiences or events.
- Write informative/explanatory texts to examine a topic and convey ideas and information; Introduce a topic, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension; Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; Link ideas within

and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); Use precise language and domain-specific vocabulary to inform about or explain the topic; Provide a concluding statement or section related to the information or explanation presented; Use summary skills to write an objective summary of the given text.

Unit 7

- Adapt speech, non-verbal gestures and movement to meet an increasing range of situations.
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly; follow rules for discussions, set specific goals and deadlines, and define individual roles as needed; come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion; Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence
- Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)
- Use familiar sentence patterns using knowledge of syllables, mark vowel sounds in a word, identify the silent letters, prefixes, suffixes and root words to decode it, pronounce it correctly and read fluently.
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed. Respond to a text with, e.g.,; Reasons; Simple judgement; Personal interpretation application in new situations.
- Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark, semi-colon, apostrophe). Recognise and rectify faulty punctuation in given passages and own work.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of a specific word choice on meaning and tone.
- Analyse various techniques/ imagery (e.g., colour, pictures, sound effects, natural elements) used in written and visual texts to achieve a variety of purposes, specifically clarification of theme and impact on the reader.
- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language. Assimilate information to form its own meaning and express it in detail. Choose words and phrases for effect Read for extracting diverse meanings/ shades of meanings Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc. Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Skim the text to have a general idea about the writer's purpose, intended audience and infer the main idea of the text. Predict the content of a lengthy piece of text using prior knowledge, asking questions and contextual clues (topic sentence, synonyms, antonyms).
- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking.
- Explain how an author develops the point of view of the narrator or speaker in a text. Appreciate high rise and low-rise character development, development of plot and its resolution.
- Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/ textual/ factual questions that require interpretation and personal response.
- Differentiate literary from non-literary texts/ informational texts. Note the purpose of each type of text and read accordingly. Extract, record and present information from non-fiction texts. Give an informed personal response to a text and provide some textual reference in support.
- Identify different points of view (e.g., first-person, third-person narrative). Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- Summarise complex concepts, processes, or information by paraphrasing them in simple but correct language. Make simple generalisations (such as the moral of a story) by; identifying the gist/ main idea and key details; identifying general patterns from more than one source.
- Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources:
 - Poetry (e.g., rhymes, cinquains, haiku)
 - Personal recounts (e.g., diary entries, biographies)
 - Narratives (e.g., fables, historical fiction, folktales, scientific fiction)
 - Procedures (e.g., recipes, directions, instruction manuals)
 - Information reports (e.g., project reports, fact sheets, poster)
 - Interpersonal texts (e.g., letter, notices, email, notes)
 - Drama (a speech bubble, cartoon strips, play scripts and role plays)
 - Factual recounts (e.g., eye-witness accounts, news bulletins) Explanations (e.g., how something works).
- Explain the meaning of words from how they are used in different contexts i.e., use of contextual clues and identifying the word-class the words belong to. Use dictionary/ thesaurus to; Locate

- guide words; Locate entry word; choose appropriate word definition; identify pronunciation with the pronunciation key focusing on the consonant and vowel sounds; identify syllable division; identify the part of speech of a word through abbreviation used; identify correct spellings, use thesaurus and dictionary to locate synonyms/ antonyms and their use in sentences; identify phrases through keywords; understand various abbreviations and acronyms used in a dictionary.
- Demonstrate the use of main and helping verbs (primary auxiliary and modal auxiliary verbs), in speech and writing. Distinguish and use linking, feeling verbs and verbs of possession.
 - Listen to, view, and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
 - Use adverbs, adverb phrases in their speech and writing.
 - Punctuate paragraphs and longer pieces of text correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes, commas and semi-colons, hyphens, dashes and quotation marks.
 - Write multi-syllable words at grade level with correct spelling, using spelling rules and strategies: making analogies from familiar words. Making words with -able, -ible, -ably, -ibly. Use of suffix: -fer in stressed and unstressed vowels e.g., referred, referral (rr in case of stressed), reference, preference (r in case of unstressed).
 - Ask and answer questions of personal relevance, information and variety of communicative purposes.
 - Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning.
 - Write multiple paragraphs on a single topic (on the given text types), using correct punctuation, grammar, grade-level vocabulary and transitional devices, sentence structure and types, spelling, mind mapping, writing a first draft, seeking peer feedback using formative assessment, developing a final draft.
 - Use chronological/sequential order of arranging detail.
 - Write a composition of three or more paragraphs following conventions of essay writing; Introductory paragraph; Body paragraphs; Concluding paragraphs; Recognise that the introductory paragraph carries the main idea of the essay. Each one of the body paragraphs that develop the main idea through supporting details. Add adequate supporting details to the topic sentence; (Example, definition or evidence) to develop the main idea.
 - The concluding paragraph contains a summary of the whole essay and a general concluding statement.
 - Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences; Orient the reader by establishing a situation and introducing narrators and/or characters; organize an event sequence that unfolds naturally; Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; Use a variety of transitional words, phrases, and clauses to manage the sequence of events; Use concrete words and phrases and sensory details to convey experiences and events precisely; Provide a conclusion that follows from the narrated experiences or events.
 - Write short informal letters to people in an extended social and academic environment for various purposes; Use correct conventions, appropriate vocabulary, tone and style; Revise for; Correct format, layout.
 - Write a formal letter of application to people within your environment (principal/ teacher).
 - Write a formal letter/email (application, complaint, acceptance/rejection).
 - Write a poem narrating an event.
 - Take dictation of paragraph/ text of grade level. Keep a record of words (e.g., word wall, word bank, word journal).
 - Read grade-level prose and poetry fluently with competence, accuracy, and appropriate rate, variation in a voice appropriate for characters and expression in successive readings. Identify the writer's purpose and what makes it interesting.