

Broadway

A Multi-Skill Course in English

Teaching Guide 4

OXFORD
UNIVERSITY PRESS

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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, CDs, and teaching guides, the **Broadway** series is based on a specially developed syllabus that takes the themes and the linguistic and communicative needs of learners, recommended by the National Curriculum for English Language (2006), 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 National Curriculum 2006 (such as the importance of national identity, participatory citizenship, and protection of the environment).

Editorial treatment

Each reading text begins with an interactive **Starter**, which helps the learner understand of the theme, and is accompanied by a **Glossary** of potentially difficult words that occur in the text, to aid the reading process.

Each unit is divided into seven major sections: reading comprehension, vocabulary, grammar, study skills (alternating with spelling and pronunciation), writing, speaking, and listening. Comprehension is split into two: **Learn to read–1** and **Learn to read–2**. The former primarily deals with *factual* comprehension (i.e. the understanding of 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). The latter encourages learners to *evaluate* character, make a personalized *assessment* of events, and *extrapolate* from the ideas in the text. **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 affixes, synonymy, antonymy, and collocation. **Learn grammar** is an extensive section that focuses on all structural items traditionally regarded as essential, as well as on 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*. **Learn to use the dictionary** is a key section: by working through the different exercises, learners will not only increase their knowledge of English but will also realize that the dictionary is a resource book that ought to be used actively at the heart of a language course. In the **Learn spelling** section, the learner's attention is drawn to the spelling of high-frequency words through exercises that require, for example, identifying missing letters or using semantic clues to complete words.

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 speak** offers interesting classroom material by encouraging learners to do oral tasks that highlight the use of English in dynamic and functional contexts. These fluency tasks are backed up by a range of accuracy-specific exercises on areas such as pronunciation and stress under the rubric **Learn pronunciation**. The section **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).

Poetry

A significant feature of the *Broadway* series is the inclusion of a contemporary selection of poems. Each poem aims to not only reinforce the theme of the preceding prose passage, but also provide a distinct literary perspective on the theme. The editorial treatment of the poems sensitizes learners to the interpretative value of poetry through the section **Learn to enjoy 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, audio cassettes, visual aids, and teacher's books give the *Broadway* package balance and roundedness. (For easy access, an icon has been used to indicate the relevant link between the coursebooks and the CDs.)

The Workbook (WB)

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

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Each worksheet had 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 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 5 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 (including complete transcripts of the recordings included in the CDs), 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: visual aids (a poster and a set of flash cards).

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 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 **Broadway** is to develop learners' reading skills and to provide them 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 4, Unit 1, **Learn to read-1**, question 6 (page 14).]
 - 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 4, Unit 1, **Learn to read-1**, question 2 (page 13).]
 - 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 in the light of the learners' own experiences. [See CB 4, Unit 3, **Learn to read 2**, question 3 (page 34).]
 - Extrapolative questions: These involve using the information in a reading text to go beyond the text to express original and creative ideas. [See CB 4, Unit 9, **Learn to read 2**, question 2 (page 106).]
2. *By using comprehension questions that demand two opposing levels of comprehension*
 - Global questions that necessitate an overall understanding of the text [See CB 4, Unit 7, **Learn to read-1**, question 1 (page 77).]
 - Local questions that necessitate an understanding of some specific details of the text. [See CB 4, Unit 7, **Learn to read-1**, question 8 (page 77).]
 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 encouraging the process of 'meaning-getting'*
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* series 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. Reading in sense groups
4. Understanding explicitly stated information in a text
5. Understanding information not explicitly stated in a text, through making inferences
6. Deducing the meaning of unfamiliar lexical items through an understanding of word formation (stem/roots, affixation, derivation, compounding) and contextual clues
7. Understanding texts that are linguistically straightforward and have a very clear underlying structure (e.g. chronological ordering)
8. Recognizing conceptual meaning, especially quantity and amount, location and direction, and comparison and degree
9. Identifying the main idea or important information, and significant details in a text that is not linguistically complex
10. Understanding relations between parts of a text through basic lexical cohesion devices such as anaphoric reference and comparison
11. Understanding relations between parts of a text through basic grammatical cohesion devices such as anaphoric reference and comparison
12. Skimming to obtain a general impression of a text
13. Scanning to locate specifically required information in a text
14. Evaluating characters in a narrative text
15. 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.
- Occasionally, it might be necessary for you to add to the questions in the reading section 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 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 *Broadway* 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. [See CB 4, Unit 1, **Learn pronunciation** (page 18) and Unit 2, **Learn spelling** (page 28).] 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 4, Unit 5, **Learn grammar** (pages 55–58).]
4. *Other meanings:* Many words have more than one meaning. Throughout a reading text, learners are likely to encounter only one meaning a word. Exercises in **Learn words** 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 4, Unit 5, **Learn to use the dictionary** (page 59).]
5. *Synonyms and antonyms:* One of the most useful ways of understanding words is by comparing them with others with similar meanings—synonyms. 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. [See CB 4, Unit 8, **Learn words**, (page 92).] 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.
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 4, Unit 9, **Learn words**, (pages 106, 107).]
 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 4, Unit 4, **Learn words**, Exercise 1 (page 47).]
 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 and 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 have a variety of exercises that show learners how words are classified. This is particularly useful at the earlier levels, because it helps learners increase their vocabulary by relating words to ones they already know, e.g. words related to food and drink, and words related to tools, places, and profession. [See CB 4, Unit 4, **Learn words**, Exercise 2 (page 47).]

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 it 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 4, Unit 3, **Learn grammar**, Exercise 3 (pages 36–37).]
- *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 4, Unit 10, **Learn grammar**, Exercise 3 (page 123).]
- *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 4, Unit 7, **Learn grammar**, Exercises A and B (pages 79–80).]

- *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 an increased exposure to them. [See CB 4, Unit 5, **Learn grammar**, (pages 55–58).]
- *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 and the companion Workbooks: *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 get their tongue around 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?

Broadway 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
- teach grammar through a combination of sentence-based work and discourse (or sentences in combination)
- 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 [See, CB 4, Unit 1, **Learn to use the dictionary** (page 18).]
2. Using guidewords to locate headwords
3. Finding the pronunciation of words using the system of phonetic symbols employed in the dictionary
4. Dividing words into syllables
5. Interpreting word stress
6. Finding the spelling of a word, and variation 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

10. Understanding the collocation of words
11. Recognizing word families and derivatives [See CB 4, Unit 5, **Learn to use the dictionary** (page 59).]
12. Finding synonyms and antonyms [See CB 4, Unit 7, **Learn to use the dictionary** (page 82).]
13. Distinguishing between homonyms, homophones, and homographs
14. Understanding the usage of a word and its grammatical context
15. Using cross-references to obtain more information about words [See CB 4, Unit 9, **Learn to use the dictionary** (pages 110–111).]
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 fulfill purposes such as writing letters, reports and messages, making notes, and preparing summaries.
- Writing with *coherence* and *cohesion*. Employing various rhetorical and linguistics 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 at least 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 of listing 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* [See CB 4, Unit 6, **Learn grammar**, Exercise B (pages 68–69).]
3. Spelling familiar, frequently-used words correctly
4. Giving evidence of control over basic grammatical features, e.g. word order, inflection, and concord [See CB 4, Unit 8, **Learn grammar**, Exercise B (page 95).]
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 [See CB 4, Unit 9, **Learn to write** (page 111).]
7. Expressing relations between part 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 4, Unit 1, **Learn to write** (page 17).]
9. Showing some awareness of style vis-à-vis the purpose of writing and the intended audience [See CB 4, Unit 7, **Learn to write** (pages 82–83).]
10. Supplying personal information on simple forms, and writing short messages, narratives, and descriptions [See CB 4, Unit 10, **Learn to write** (page 124).]
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, words 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 *modeling*
(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
 - (a) the *phase* of the lesson (*Is it the accuracy phase?*)
 - (b) 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 the sounds of English in words and connected speech with a fair degree of accuracy [See CB 4, Unit 1, **Learn pronunciation** Exercises 1 and 3 (page 18).]
- Articulating basic stress patterns within common words fairly accurately [See CB 4, Unit 5, **Learn pronunciation** Exercise 3 (page 59).]
- Manipulating variation 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 4, Unit 7, **Learn to speak** (pages 83–85).]
- Conveying a simple message in person or by telephone [See CB 4, Unit 1, **Learn to speak** (page 19).]

- Framing simple questions to elicit the desired response, and providing appropriate responses to simple questions [See CB 4, Unit 4, **Learn to speak** Exercise 1 (page 50).]
- Presenting information in sequence in simple narratives and descriptions, using a few discourse markers and cohesive devices [See CB 4, Unit 8, **Learn to speak** (pages 97–98).]
- Participating in simple discussions on familiar topics [See CB 4, Unit 5, **Learn to speak** Exercise 2 (page 61).]
- Expressing ideas, opinions and feelings in simple English [See CB 4, Unit 4, **Learn to speak** Exercise 2 (page 51).]
- 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 4, **Learn to listen** in Unit 7.)

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 that emphasize the importance of listening in the language curriculum, 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 the 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 to 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.
- Play the CD once, 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.
- Play the CD again.
- 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 playing 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 the *Broadway series* are based on this checklist of subskills:

- Discriminating between the basic sounds and phonological features of English including vowels, consonants, diphthongs,

and consonant clusters (See CB 4, **Learn pronunciation** sections.)

- Discriminating between the basic patterns of word stress, sentence stress, and intonation
- Recognizing basic discourse features in short spoken texts
- Responding to simple oral instructions, requests, and directions conveyed in person or by telephone [See CB 4, Unit 8, **Learn to listen** (page 99).]
- Understanding and responding appropriately to simple questions, statements, and courtesy formulas
- Understanding the main ideas, and some significant details, of simple spoken narratives and descriptive texts [See CB 4, Unit 1, **Learn to listen** (page 20).]
- Listening for a specific purpose, e.g. news broadcasts and telecasts, commentaries, and railway station announcements [See CB 4, Unit 5, **Learn to listen** (page 61).]
- Understanding the most frequently occurring contracted forms, e.g. *I'm, It's, don't, can't and isn't*
- Listening to and appreciating popular rhymes, poems, and songs. [See CB 4, Unit 7, **Learn to listen** (pages 85–86).]

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, the structure, and the 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 Coursebook 4

Unit	Page	Skill
Unit 1 The Hummingbird Who Chewed Bubblegum		
Starter	11	Problem-solving
Learn to read–1 Q 2, Q 4	13, 14	Deduction/Interpretation
Learn to read–2 Q 1 Q 3	14	Inference/Interpretation Evaluation
Learn to write	17	Synthesis/Establishing coherence
Learn to speak Q 2	19	Brainstorming/Evaluation
Unit 2 I Want to Stay Awake!		
Starter	21	Making an informed choice
Learn to read–1 Q 8	24	Deduction/Inference
Learn to read–2 Q 1 Q 2	24	Evaluation/Justification Making an informed gurs
Learn to write	28	Synthesis
Learn to speak Q 2	30	Extrapolation
Unit 3 Tess Buys a Miracle		
Starter	31	Interpretation
Learn to read–1 Q 6	34	Inference
Learn to read–2 Q 1 Q 2 Q 3	34	Inference Interpretation/Extrapolation Evaluation
Learn to write	39	Extrapolation/Synthesis
Learn to speak	39	Analysis

Everyday Things		
Learn to enjoy the poem Q 1 Q 4	43	Interpretation Evaluation
Unit 4 Stunts and Make-up		
Starter	44	Analysis
Learn to read–2 Q 1, 2	47	Inference
Learn to write	49	Exemplification
Learn to speak Q 2	51	Expressing opinion
Unit 5 Who did Patrick’s Homework?		
Starter	52	Making an informed choice
Learn to read–1 Q 5	54	Deduction/Inference
Learn to write Q 1	60	Extrapolation
Learn to speak Q 2	61	Extrapolation/Evaluation
Freddie		
Learn to enjoy the poem Q 3, Q 5 Q 6	63	Deduction/Inference Expressing opinion
Unit 6. The Son of Pakistan		
Starter	64	Analysis/Evaluation
Learn to read–1 Q 2, Q 3	66	Deduction/Inference
Learn to read–2 Q 1 Q 3	66	Evaluation
Learn to write		Extrapolation
Learn to speak	70	Synthesis
	71	Problem-solving/Brainstorming

Tree Blessing		
Learn to enjoy the poem Q 2, Q 3, Q 4 Q 5 Q 6	73	Analysis/Evaluation Evaluation Extrapolation
Unit 7 The Abraham Prize		
Starter	74	Analysis/inference
Learn to read–1 Q 4, Q 6	77	Deduction/Inference
Learn to read–2 Q 1 Q 2	77	Expressing opinion Making an informed guess
Learn to speak Q 2	85	Expressing opinion/Brainstorming
Unit 8 Shooting		
Starter	87	Expressing opinion
Learn to read–1 Q 3, Q 6, Q 7	91	Deduction/Inference
Learn to read–2 Q 1 Q 2 Q 3	91	Deduction Analysis/Comparison Expressing opinion
Learn to speak	97	Application
I Had a Dove		
Learn to enjoy the poem Q 1 Q 3 Q 5	101	Inference/Analysis Interpretation Expressing opinion
Unit 9 Nazir Sabir		
Starter	102	Assessment/Brainstorming
Learn to read–2 Q 2	106	Extrapolation
Learn to write	111	Analysis/Application

Another Chance		
Learn to enjoy the poem Q 2	114	Extrapolation Analysis/Brainstorming
Activity Q 2	115	
Unit 10 'I Don't Want To!'		
Starter	116	Assessment/Expressing opinion
Learn to read-1 Q 4, Q 7	121	Deduction/Inference
Learn to read-2 Q 1 Q 2	121	
Learn to write Q 1, Q 2	124	Application/synthesis
Learn to speak	124	Problem-solving
Unit 11 The Refugees		
Starter	126	Assessment/Problem-solving
Learn to read -1 Q 6, Q 7	132	Evaluation
Learn to read-2 Q 1, Q 2	132	
Learn to write	132	Summarizing/Synthesis

12. Lesson Plan for Teaching a Poem

Freddie (CB 4, pages 62–63)

1. Starter

Ask students: *Do you like doing things like going for a movie, going on a picnic, eating ice cream? Can you tell me a few things you don't like doing?*

Let students talk about anything they don't like. Do not insist that they should speak in complete sentences.

2. Listening and active recall

Reading aloud 1

Ask students to keep their books closed. Then, read the poem aloud while the students listen. Ask: *Can you tell me a few words from the poem that you remember?* Let students give you a word or phrase. It will be interesting to note that different students remember different words. Also, that while some remember only a word or two, some may remember quite a few.

Reading aloud 2

Offer to read the poem aloud a second time. Ask the students to listen. At the end of the reading, ask them to tell you more words and phrases. You will notice that, this time, students remember a lot more words and phrases. You will also notice that some students may even remember a few lines. If you notice that some do remember a few lines, try and encourage the students to recite the poem line by line. You will notice that the class, collectively, will be able to reconstruct the poem from memory. Do not hesitate to supply a word here and there, if necessary. What is important is to show them that they have memorized a large part of the poem even before they have read it. If you are working with a group of slow learners, or if you are trying this technique for the first time, you may offer to read it a third time too. If you make it a regular practice in teaching poetry, students will be alert and will try and catch as many words and phrase while they listen to your reading.

3. Combining the auditory and visual experience

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

4. Analysing the poem

Silent reading by students

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 a few more words that might pose a problem for the students, provide their meanings too.

Discussion

- Encourage a discussion of the poem, using the questions under **Learn to enjoy the poem**. Add questions of your own to ensure that students understand it. This will help you from falling into the trap of turning the discussion into a ‘question and answer’ session.

It will also help in turning the session into a natural discussion. Keep the questions short and simple. Do not demand complete sentences as answers.

- Do the exercise under Activity. Encourage students to write a four-line poem of their own by substituting words. Do not expect every student to be able to do the task equally well. Some may need a bit of support from you. Give them clues, but encourage every learner to work individually as much as possible.

Recreating the experience

- 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 if the poem is a long one. At a later stage, individual students can take turns to read the poem aloud.]
- If you can find a poem with a similar theme, read it aloud to the class.

13. Lesson Plan for Teaching a Prose Unit

Stunts and Make-up (CB 4, pages 44–51)

PREPARING TO READ

Starter

1. Ask students to study the picture.
2. Ask them to read the questions below the picture and discuss them with their partner or partners. Allow them five minutes.
3. Ask students (pairs or groups) to report their answers to the class. Do not expect students to know the term *stuntmen* or *stuntwomen*. If they do not know them, use the correct opportunity to introduce the word.
4. Ask students to describe what each stuntman is doing in the picture. Try and elicit words such as *jump off* and *cling onto*. Encourage them to talk about stunt scenes they have seen in movies. This is a good opportunity to encourage students to speak.
5. Ask them to guess what the passage is about. Encourage them to talk about the importance of make-up in films. Ask them a few lead-in questions such as: *Why is make-up important in films? What are the people who do the make-up called?*

READING

STAGE ONE

Learn to read—1

1. Ask students to read silently the first paragraph of the passage (up to ... *as safe as possible*.) Remind them not to pass their finger or pencil along the lines while they read. Also, ask them not to move their lips while reading. Ask them to choose the correct ending for Q 1 in **Learn to read—1**. You may also ask a few more questions such as these:

- What do we call men and women who do stunts?
- Who teaches them how to do stunts?
- When are they used in movies?
- What are the different kinds of stunts described in the paragraph?
Jumping off a tall building or a speeding car, walking through a building that is on fire, driving a car that is in flames, setting fire to themselves
- Can you tell me about any other stunts that you have seen?
Possible answers: *rolling down a mountain or down the staircase, being dragged along the ground when tied to a horse or a running car etc.*

Notice that there is always scope to ask questions other than the ones listed in the textbook. You should be able to ask such supplementary questions. The purpose is not to test their understanding but to help them understand the content. Draw their attention to the words in the glossary.

2. Ask students to read the second paragraph of the text silently. Before they read it, ask them to study the statements in Q 2 on page 46 and then read the paragraph and find the true statements. Tell them that the only purpose of reading is to find out how many of the statements are true. The ability we are trying to develop is that of being able to locate specific items of information. After the students have marked the true statements, discuss the answers. Allow them to go back to the text when answering. **DO NOT** give the answers. Instead, ask the students to give their answers, and help them discover the correct answer if they go wrong anywhere.

STAGE TWO

3. Ask students to read the second paragraph once again, and the third paragraph too, and find answers to the second and third question under **Learn to read—2**. After they have read it, discuss the answers to all three questions. Notice that there isn't one correct answer for questions 2 and 3. Accept any reasonable answer.

VOCABULARY

Learn words

1. Ask the students to study the exercise. They may need help with the exercise. If they do, ask these questions:
 - Can we say a *tall building*? You may write the phrase on the blackboard, if you like. Show them that *tall* and *building* go together, so you can put a tick mark (✓) under *building* against the word *tall*.
 - Can we say a *tall person*? Follow the same procedure as shown above.
 - Can we say a *tall beard*? Because these two words do not go together, there is a ✗ mark under *beard*.
 - Can we say a *tall film*?
 - Can we say a *tall knife*? Encourage them to give you the correct word to describe a knife that is long. (*a long knife*)

Ask students to work independently, and mark their answers with respect to the rest of the words. Discuss the answers. Encourage many students to give answers to the same item before confirming the correct answer.

2. Students may not need any explanation to do this exercise. Encourage them to write as many as possible. Discuss the answers. It is likely that some students may not have answers to a few. It is also likely that a few in the class may have answers to all of them. Let students benefit from each other.

GRAMMAR

Learn grammar A

1. Tell students that they are going to learn how to use *can* to express ability.
2. Write the two sentences from **A** on the blackboard. Show them how the sentences express what the stuntmen are able to do. Draw their attention to the fact that the main verb after *can* does not take *-s*, *-es*, *-d* or *-ed*.
3. Read aloud the sentences given in the exercises which illustrate the right and wrong use of *can*.
4. Ask the students to give you a few sentences expressing their abilities. Ask them to use *can*. Give clues if necessary.
5. Ask the students to make sentences using *can* and the clues given in the exercise. Allow students to work on the exercise individually. Discuss the answers. When there are wrong answers, write them on the board and let the class discover the mistake and correct it.

Learn grammar B

1. Tell the students that they will learn how to use *can* to find out other persons' abilities.
2. Ask the students questions such as these:
 - *Can you swim?*
 - *Can you stand on your head?*

Write these sentences on the blackboard:

- (a) *Asim can swim.*
(b) *Can Asim swim?*

Explain, to the students, how the word order is different in a statement as in (a) and in a question as in (b) Show them that when we use *can* in questions, the question begins with *can* and is followed by words such as *you, he, she, they, it, we, Asim, Seema etc.*, and then the verb.

3. Ask the students to ask you a few questions beginning with *can* to find out some things you are able to do. Give clues if necessary.
4. For the exercise, divide the class into pairs. One, in each pair, can play the role of the Martian. The person who plays the role of the Martian should decide what answer to give to each question. The other partner should ask the Martian questions, beginning with *can*, to learn about the Martian's abilities. When the partner has finished asking the questions, ask the partners to switch roles. This time, the boy or girl who played the role of the Martian should ask the questions while the other partner plays the role of the Martian.
5. While students are role-playing, go around the class. Listen, and observe, how well students ask questions using *can*. DO NOT intervene unless it is essential. DO NOT worry about the students' pronunciation. The focus of the exercise is on their fluency in speech.

SPELLING

Learn spelling

Students may not need any help with this exercise. Allow them to spot the spelling errors and correct them on their own. DO NOT give the answers. Instead, ask them to go back to the text, and check their answers themselves or by using a dictionary.

WRITING

Learn to write

1. Ask the students to study the sentences from the text, reproduced on page 49. Show them how the second sentence gives examples for what is written in the first sentence. The examples in the second

sentence help us understand the sort of dangerous and difficult tasks the writer has in mind.

2. When we add examples to sentences, we usually use words such as *like, such as, and for example*.
3. Ask them to add a sentence or two to the sentences given on page 50, to give more information about what is being said. Ask them to try and answer the questions given in the brackets. You may allow students to work in pairs or groups to discuss the task and write sentences. Then have a class discussion. Do remember to write some of the good responses on the blackboard.
4. For question 3 in the exercise, ask the students to work in groups, discuss the topic and then write the paragraph. If there are students from different parts of the country, divide them among the groups so that every group has students from different parts of the country.
5. Before the students begin work in their groups, brainstorm and gather words that are usually used to describe different kinds of food. Words such as these should emerge from the session: *hot, spicy, sweet, sweet and sour, bland, vegetarian, non-vegetarian*.
6. While the groups are working, go around and monitor the discussion in groups. Offer help to any group that gets stuck for ideas. **DO NOT** intervene unnecessarily.

SPEAKING

Learn to speak 1

1. This activity is aimed at giving practice to students in the use of the grammatical structure *can* in communication. Ask them to recall how they asked questions beginning with *Can*, to the Martian, in the grammar exercise.
2. Demonstrate the speaking activity to them. Pick a few students, and ask them questions such as:
A: Can you ride a bicycle?
B: No, I can't.
A: To (C) Can you?
C: No, I can't either.
A: To (D) What about you?
D: Yes, I can.

Show them that when you have two or more people listening to you, it is not always necessary to repeat the question in full. Instead, the questioning may be as demonstrated. Show them that answers are

also not in complete sentences. That's the natural method of communicating.

3. Ask them to get up from their seats, go around the class, talk to other students, and find out at least one boy or girl who can do one of the things in the list. Ask them to write their names. Demonstrate, to the students, how they should ask the questions. Draw their attention to the use of the weak form of *Can* /kən/ and not the strong form /kæn/. Ask them to notice the intonation in the questions. DO NOT intervene while the students are communicating. Make note of some of the common errors, and discuss them after the activity is over.

Learn to speak 2

1. Divide the class into groups of five or six. Before the students sit in groups, explain what is expected of them. They should express their opinions on the topic. They may use expressions such as *I think ...*, *I feel ...*, and *In my opinion*. Demonstrate this by expressing your own opinion on the topic.
2. After the demonstration, ask the students to sit in groups and discuss the topic. Avoid intervening unless essential.

Learn to listen

1. Tell the students that they are going to listen to a description of how a film is made.
2. Ask the students to read the five incomplete statements and determine what information they should be listening out for.
3. Then play the tape, and allow students to listen and fill in the blanks. If you are unable to use the CD for any reason, you may read the description aloud yourself and allow the students to listen to your reading. DO NOT give any instructions while they are listening.
4. Ask for the answers after the listening is over.
5. Play the tape a second time for the benefit of those who have missed an item or two.

Instructions for playing 'Hangman'

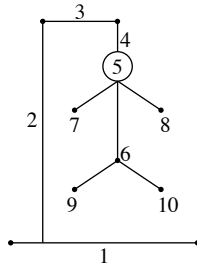
Hangman

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'. (See figure)



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

1. The Humming Bird Who Chewed Bubblegum

Learn to read-1 (page 13)

- (b)
- Because she had nothing with which to build her nest.
- surprised, happy
- False
- She built a nest with the bubblegum.
- (a)

Learn to read-2 (page 14)

- Yes. She noticed the bird's absence and she enjoyed her singing.
She was happy to help her friend.
- It was red, blue, and orange, and made of bubblegum.
- She was happy that she had shared something with her friend;
something that had helped her friend.
Yes, the link is that friends should help each other.

Learn words (page 15)

- ask you a favour?; surprised at; felt sorry for; share with

Learn grammar (page 16)

- (a) so (b) because (c) because (d) so (e) so (f) because
- (a) because, so, because, so, because
(b) because, so, so, because, so

Learn to write (page 17)

1, 2, 4, 3, 5, 7, 6, 9, 8, 10

Learn to use the dictionary (page 18)

Affect, afraid, again, against, agent, agree, cure, current, curry, curse, curtain, curve, flag, flake, flame, flash, flask, flat

Learn to speak (page 19)

Yes, they should share their blessings with the less fortunate people.

They can:

- Set up shelters for the needy — old-age homes, orphanages, shelters for women, etc. — that provide food, clothing, and shelter.
- Establish charities or arrange doctors who would provide medical treatment for free.
- Open training schools that provide vocational training for men, women, and children.
- Try and arrange jobs for the unemployed, and financial resources for medical and general health care required by the needy people.

Even young children can help, by sharing old and used books, copies, clothes, and toys, and spending some time working with, and for, these people.

Learn to listen (page 20)

Transcript of listening text

When Edhi was a child, he was given two paisas as pocket-money every day. His mother told him to keep one paisa for himself and give one paisa to a poor person. When Edhi came back from school, she would ask him how he had helped people. This is how Edhi learnt to be kind to everyone. When he grew older, he started helping people who lived near his village. His mother would give him clothes and food for the needy, and Edhi would give it to them.

Today, Edhi has the largest welfare organization in Pakistan. He has made homes for orphans, widows, the disabled, and the homeless. He also runs a shelter for animals. He also provides food, clothes, and medicines for the poor. Edhi has the largest private ambulance service in the world. Whenever there is an accident, his ambulances are the first to arrive. In 2005, his organization helped thousands of people after the earthquake.

Edhi has received many international and national awards for his charity work. He is well-known all over the world. But Edhi still wears

simple clothes and lives in a small house. He wants to spend his life helping people in need.

1. Two paise 2. to be kind to everyone 3. to help people

2. I Want to Stay Awake!

Learn to read-1 (page 23)

1. The emperor was sleepy and could not stay awake and work. So, he felt he might be sick and called the doctor.
2. tea leaves; awake; chewed; nice
3. (b)
4. False
5. The tea leaves in boiling water.
6. To drink the water with the tea leaves.
7. Correct words—cup; Emperor; tasted; stopped
8. He drank it all up and asked the servant to get a cup of it for him every morning.

Learn to read-2 (page 24)

1. Yes, because he managed to cure his patient./No, had it not been for an accident, he would have died.
(Answers may vary.)
2. The Emperor would have remained tired and sleepy and the doctor would have lost his head.

Learn words (page 24)

1. your seat, your arm, help, food/drink, money
2. (a) unbelievable (b) unbearable (c) uncountable (d) unforgettable (e) unthinkable

Learn grammar (page 25)

- A. (a) This man is very tall.
(b) This woman is very rich.
(c) This boy is very fat.
(d) This girl is very beautiful.
- B. (a) This soup is cold.
(b) Even my soup is cold.
(c) The chappatis though are hot.
(d) It is very hot and spicy.
(e) They are wonderful! They are very tasty.
- C. 1. (b) Monkeys are wonderful climbers.
2. (a) Their eyes are large.

- (b) Their ears are pointed.
- (c) Their fur is usually spotted or striped.
- 3. (a) They are intelligent.
(b) Their sense of smell is excellent.
- 4. (a) They are the largest land animals.
(b) They are useful animals.
- 5. (a) Its neck is long.
(b) Its legs are long.

D. (Answers will vary.)

Learn spelling (page 28)

- 1. (a) e (b) ai (c) ie (d) ei (e) ea (f) ai
- 2. Correct words wonderful, emperor, offered, excitement, beautiful

Learn to write (page 28)

5, 6, 2, 3, 4, 7, 9

Learn to speak (page 30)

- 1. (Answers may vary.)
- 2. (Answers may vary.)

Learn to listen (page 31)



Transcript of listening text

- 1. I like children a lot. Every day many children come to me. They come to me when they are not well. Some come with fever, some with a tummy ache, and some with a bad cold and cough. I've noticed that most of them are afraid of taking an injection. So I usually don't give them an injection!
- 2. People come to me when they want different things for their house. Some want a dressing table, some ask for a dining table and chairs. Some people ask me to make a computer table for them. I enjoy making different pieces of furniture in wood.
- 3. People come to me usually in summer. When it's very hot, they want some cold water to drink. Since many of them don't have a refrigerator they come to me to buy pots. I make pots of different sizes and shapes. I have a large wheel on which I make them.
- 4. Many children are afraid of me, I don't know why. Perhaps some parents tell their children scary stories about me. Actually, thieves and robbers only should be afraid of me because they know it's my job to catch them. Everyone can tell who I am by my uniform.
- 5. I like children. I play with them, sing with them and sometimes even eat with them. I also teach them. I teach them songs and rhymes and

stories, and a lot of interesting things. They like me. I'm more like a friend to them.

1. a potter
2. a teacher
3. a doctor
4. a policeman
5. a carpenter

3. Tess Buys a Miracle

Learn to read-1 (page 33)

1. (b) and (d)
2. True
3. (c)
4. False
5. Nothing. He had already taken Tess's precious savings. Also, he wanted to help the needy family who he knew couldn't pay more.
6. (*Answers may vary.*)

Learn to read-2 (page 34)

1. Because he knew that Tess had no more money.
2. (*Answers will vary.*)
3. Tess—resourceful, brave, selfless, honest, innocent
Dr Armstrong—kind, caring, understanding, sincere, intelligent

Learn words (page 34)

1. air-cooled/conditioned room
2. well-furnished room
3. neatly-ironed shirt
4. well-oiled bicycle
5. well-trained singer

Learn grammar (page 35)

- A. 1. (a) any; some (b) no (c) some/any (d) some (e) no
2. some ice cream, any fish, some soup, some salad, some curd rice, some fried rice
 3. Customer : Excuse me, I have a few things I need for a party. Can I get them here?
Shopkeeper : Certainly. Please tell me what you need.
Customer : I need 3 packets of balloons....
Shopkeeper : Yes, here you are.
Customer : ... 6 Disney face masks
Shopkeeper : I'm sorry, I only have 4. Here they are.
Customer : 2 dozen paper cups and plates ...
Shopkeeper : Here are the paper cups, but I only have one dozen plates.

Customer : ... 6 bouncing balls ...
Shopkeeper : Here they are.
Customer : ... and 2 glove puppets, please.
Shopkeeper : I'm afraid I don't have any glove puppets. But if you come back tomorrow, I'll have everything ready for you.

Customer : Thank you. I'll do that.

B.(a) a, the, the, the, a, the, the, the, the

(b) the, the, an, a, the, the, a, the, a, a, the, the, the

Learn spelling (page 39)

purse, chemist, attention, continued, counter, annoyed, arrived

Learn to write (page 39)

(Answers will vary.)

Learn to speak (page 39)

A: There's also a basket of flowers beside the bed in my picture. Is there one in yours?

B: No, there's a vase in mine, so that's the second difference.

A: Is there a mouse in front of the ball of wool in your picture?

B: Well, there is a mouse, but he's not in front, but behind the wool on a stool, so that must be the third difference.

A: Great! We've found three!

B: Now, let's see; I have a picture of a cat, on the wall and one pillow on the bed. What about you?

A: No, I see no picture, and I have two pillows, not one.

B: Okay, that's numbers four and five. Just one more to go. Is there a colourful bedspread in your picture?

A: Yes. But what about the colour of the wool? Mine's green.

B: And mine's orange! Hurray! We've found all the six differences!

Learn to listen (page 40)



Transcript of listening text

1. A: Can I help you, sir?

B: Yes, I'm looking for a birthday gift for my son. He's going to be five tomorrow.

A: How about this toy telephone?

B: It looks nice. How much is it?

A: Rs 135, sir.

B: I see.

A: Or, would he like this story book? It's got some lovely stories by Hans Christian Anderson. And it's only Rs 125.

- B: This looks interesting.
 A: Or, take a look at this set of building blocks. It's fascinating, isn't it? Your son can make many models with it. And it'll also keep him busy for long stretches of time!
 B: That sounds appealing. How much is the set?
 A: Rs 150, sir.
 B: Right. I'll take the building blocks.
 B: Would you like me to gift-wrap it for you?
 A: Yes, please.
2. A: Can I help you?
 B: Yes, please. We're looking for a gift for our class teacher.
 A: What's the occasion?
 B: Well, it's her birthday tomorrow.
 A: Right. Have a look at this pen set.
 B: Well, no. She has a huge collection of pens. I don't think she'll like another.
 A: How about this handy board? It's a memory pad. She can use it to write down anything important that she needs to remember.
 B: This is most interesting. She often forgets things. Maybe she'll find it useful.
 A: It's not very expensive either. It's just Rs 110.
 B: Right. We'll take it. Thanks.
1. building blocks for his son
 2. a memory pad for her teacher

Everyday Things

Learn to enjoy the poem (page 44)

1. However important or ordinary you may be, it is impossible to get along in life without doing everyday things such as combing your hair, bathing, eating, and drinking.
2. They too use a comb to comb their hair.
3. Take a bath with water and soap, eat and drink, wear clothes, read newspapers or magazines, sleep etc.
4. Do: travel in big expensive cars, wear very expensive clothes and fancy jewellery, buy expensive gifts for themselves and the people they care about
 Say: brag about where they go, what they do and, who they meet
 Eat: expensive chocolates, food, delicacies, and drinks
5. kings, things, hope soap eat, meat
 be, tea refuse, shoes note, coat
 think, ink look, book ill, pill

suppose, nose head, bed millionaire, hair

4. Stunts and Make-up

Learn to read—1 (page 46)

1. (b)
2. The true statements are: b, c, e

Learn to read—2 (page 47)

1. Because they may hurt themselves while doing stunts and this will prove to be very expensive.
2. Because the film's shooting may get delayed due to the actor being hurt and unavailable.
3. Because they can change the appearance of the person to suit the role they are playing.

Learn words (page 47)

1.	building	person	beard	film	knife
tall	√	√	χ	χ	χ
dangerous	χ	√	χ	χ	χ
difficult	χ	√	χ	χ	χ
real	χ	χ	√	χ	√
expensive	χ	χ	χ	√	√

2. 1. birds 2. flowers 3. vegetables 4. clothes
5. optical accessories

Learn grammar (page 48)

- A
1. Camels can go without water for more than ten days.
 2. Penguins can live in very cold climates.
 3. A Lion can eat 40kg of meat in a single meal.
 4. Some birds can fly several hundred kilometres without resting.
 5. Whales can talk to each other by making sounds which we call whale songs.
- B
1. Can you fly?
 2. Can you see in the dark?
 3. Can you make yourself invisible?
 4. Can you speak English?
 5. Can you read my mind?
- C. (*Answers may vary.*)

Learn spelling (page 49)

producer editor cameraman heroine villain

Learn to write (page 49)

1. In summer we wear light cotton clothes. In winter we wear warm woollen clothes.
2. Some ask for help with their studies. Some ask for help with out-of-reach things or when carrying heavy things. Some ask them to explain things they don't understand.
3. (*Answers may vary.*)

Learn to listen (page 51)



Transcript of listening text

Do you know how a film is made? Film-making is very expensive because many people are involved in it. So, you need a lot of money. Where does so much money come from? It is the film producer who finds the money to make the film. The most important part of film-making is the actual 'shooting'. I'm not talking about shooting with guns or pistols. I'm talking about capturing the action with a camera, shooting with a camera. Let's see what the process of film-making is. To begin with, you need a story. Most stories, as you know, have very little dialogue in them. So, you need a scriptwriter who can write the dialogue based on the story. The big job is to turn the story into a film. Do you know who does this? The mater. It is the director who controls the actors' actions. He tells them how to act. He also tells the cameraman what, and how to, shoot. You might wonder who chooses the actors for the film. If you think it is the director, you are not right. Usually, it is the producer. Often, in addition to the actors, you see many ordinary people in a film. They do not have any important role to play in the film. They are often part of a crowd or group. Do you know what such people are called? They are called 'extras'.

1. story
2. dialogue
3. director
4. producer
5. extras

5. Who Did Patrick's Homework?

Learn to read—1 (page 54)

1. ... playing cricket and football instead of doing his homework.
2. (c)
3. No, he didn't.
4. He didn't always know what to do and needed help. He had problems with words in English, with mathematics and history.
5. Patrick

Learn to read—2 (page 55)

1. T 2. T 3. T 4. F 5. T

Learn words (page 55)

1. mystery 2. library 3. history 4. homework 5. praise

Learn grammar (page 55)

- A. 2. the youngest 3. the oldest 4. taller than
 5. taller than 6. the shortest 7. the lightest
 8. the heaviest 9. heavier than
 B. shortest, younger, tallest, taller, youngest, heaviest
 C. hotter, warmest, lower, cooler, better, wettest, nicest

Learn to use the dictionary (page 59)

1. safer, safest 2. younger, youngest 3. nicer, nicest
 4. happier, happiest 5. truer, truest

Learn to write (page 60)

1. As I picked him up, he begged me not to give him to the cat. In return, he promised to grant me a wish. Immediately, I promised that I would not if he agreed to do my homework till the end of the month. He didn't like it but luckily he agreed.

And you won't believe this—he did all my homework! He, of course, had some difficulty now and then with the meanings of words or addition, subtraction, and tables, and sometimes even with history. So, I had to go to the library, borrow books, and read them and find the answers myself. I was working harder than ever before! And so, I got A grades. Everyone was surprised and happy.

Difficult to believe, isn't it?

2. (a) glitch (b) sprinkled (c) bore (d) mood (e) fish
 (Answers will vary.)

Learn to speak (page 61)

2. (Answers may vary.)

Learn to listen (page 61)*Transcript of listening text*

- A. There are three in this house. There's one near the sofa in the living room. And there's one on Patrick's study desk. And that looks like a Mickey Mouse. There's a third one by the bed in Patrick's parent's bedroom. I am happy that I don't have one in my bedroom because it'll only disturb my sleep when it goes tick tock, tick tock.
 B. There are five in this house. There are two in the two bathrooms. Patrick likes to look at his teeth closely when he brushes them. And

there are two on the cupboard doors in the two bedrooms. Patrick's parents need them when they are dressing. And then there's a small one in the dining room above the washbasin.

- C. There are two tall ones in the living room. And there's a small one on the refrigerator in the hall. Patrick's mother doesn't like very bright light there. Then there are two in each bedroom—one on either side of the bed. Patrick's mother likes to read in bed.
1. clocks
 2. mirrors
 3. lamps

Freddie

Learn to enjoy the poem (page 63)

1. Because the speaker finds it boring.
2. Freddie, the speaker's dog.
3. Yes. Freddie anxiously waits for the speaker to return from school.
4. True
5. No
6. (Accept any reasonable answer.)
7. glad, had, cool, school
8. (Answers may vary.)

6. The Son of Pakistan

Learn to read—1 (page 66)

1. ...his kidneys stopped working.
2. He realized he had been saved for a special purpose. He decided to serve his country.
3. His artwork is exhibited and admired by people all over the world.
4. He has worked for the poor, the needy, and the sick. The money he earns from his paintings is spent on these people.
5. By giving him many awards and medals.

Learn to read—2 (page 66)

1. hard-working, kind, humble, caring, peace-loving, creative
2. He wants people of his country to live together in peace.
3. He has served his country and its people in many ways. He has made Pakistan proud of his achievements in art and in social work. He is a true patriot and loves his country deeply.

Learn words (page 67)

- A
- | | |
|--|--------------------------------|
| 1. a sheet/a roll | 2. a packet/ a pinch/a handful |
| 3. a bottle/a drop | 4. a packet/a bottle/a drop |
| 5. a bottle/a packet/a pinch/a handful | 6. a packet/a handful |
- B
1. waist
 2. week
 3. their
 4. write
 5. know
 6. knew

Learn grammar (page 67)

- A 1. a. So she can't eat or write on her own.
b. So she can't eat or drink now.
c. So he doesn't know how to read or write.
d. So she doesn't know how to bat or bowl.
e. So they can't see or talk to each other.
f. So she can't walk or run yet.
g. So he can't hear or see.
2. (a) She can not eat or speak.
(b) But, she can not speak or read Italian.
(c) He does not eat meat or fish.
(d) He does not have a telephone or television.
(e) I have never seen him dance or sing before.
- B. (a) ? , , , Budapest . Europe . Biro . Argentina , . There .
(b) If you look at your body with a microscope, you will be able to see many creatures growing on your body: bacteria, fungi, mites, and maybe some lice in your hair. You wash your face with soap immediately after returning home from school, don't you? You may then think you are clean. Even when you are clean your skin has thousands of millions of bacteria. Washing with soap removes some bacteria but most are left on the skin. Are you beginning to worry? Do you feel like jumping into a bath of Dettol or another disinfectant? You don't have to. The bacteria on your body are harmless and actually prevent other nasty bacteria from entering your body.

Learn spelling (page 69)

1. football classmate homework free time old age
2. Down: 1. sapling 2. root 3. water
Across: 4. pail 5. flowers 6. plant 7. tree

Learn to write (page 70)

Sample:

Jimmy Engineer lives in Karachi. He is an artist by profession and has created more than 300 works of art. He studied art at the National College of Art in Lahore. He is famous all over the world for his wonderful paintings and calligraphies. Jimmy has great love for his country and has done a lot for his fellow Pakistanis, especially the needy. He has won several awards and medals for his work.

Learn to listen (page 71)



Transcript of listening text

Hello children! Today I want to talk to you about a giant tree – yes, a giant because it’s the largest living thing on earth. I am talking about the Giant Sequoia. Do you know where you can find this giant? Well, it’s in California, in the United States of America. I’m sure you’re all eager to know how tall the tree is. It is 84 metres tall – that is almost the height of a tall building with 28 floors. Unbelievable, isn’t it? And do you know how big it is round its trunk? It is 31 metres! If 30 children like you stand around the tree and hold your hands, you will just about encircle it! What do you think is the weight of this giant? It weighs over 2000 tonnes. Do you know how much that is? Well, that is equal to the weight of 700 fully-grown African elephants! How many years has it taken to grow so big? Any guesses? 100 years? 300 years? 500 years? Well, this tree is at least 2200 years old.

1. California
2. 84 metres
3. 31 metres
4. 2000 tonnes
5. 2200 years

Tree Blessing

Learn to enjoy the poem (page 73)

1. She liked a house that had an old tree near it.
2. Yes, he did. That’s why he planted a tree near his own home.
3. Six months ago. No.
4. In six years’ time the tree would have grown and would give shade.
5. In the hot summer months, the shadow shades the house from the heat of the sun and keeps it cool.
6. Yes, they would provide natural beauty around the house. They would help to keep the air fresh. The trees would also protect the house from harsh winds as well as the blistering heat of the sun. The children in the house would find many shaded places to play, and the fruit from the trees would be fresh and tasty.

Activity (page 74)

When I ask Daddy
Daddy says ask Mummy
When I ask Mummy
Mummy says ask Daddy
I don’t know where to go
Better ask my teddy
He never says no.

7. The Abraham Prize

Learn to read-1 (page 77)

1. (Answers may vary.)
2. No. The teacher mentions that it happens every year.
3. (a)
4. Because Wai-choy was writing busily and seemed to know all the answers.
5. True
6. No. He had an accident while he was doing so.
7. No
8. (a) pen (b) pencil (c) he doesn't have a pen. (d) had completed (e) not the same.

Learn to read-2 (page 77)

1. Yes, because that would have made the teacher realize the truth and would have made sure that the person at fault was punished and no one else.
2. He may not have realized that he could prove his innocence. His teacher would not have realized the truth and Ying-kee would have remained unpunished.

Learn words (page 78)

1. One of my cousins is coming today.
One of my sisters is very tall.
Two of my friends have computers at home.
Some of the children have some difficulty in walking.
2. (a) One of the boys is diving in the pool
(b) Two of the children are sitting on the tree.
(c) Many of the children are playing on the lawn.
(d) One of the boys is eating an ice cream.
(e) A few of the girls have balloons in their hands.

Learn grammar (page 79)

- A. 1. Let me help you cross the road.
2. Let me help you unwrap the chocolate.
3. Let me open the door for you.
4. Let me get some water for you.
5. Let me fix your pencil box for you.
- B. 1. (a) Let's watch hockey rather than baseball this afternoon.
(b) Let's buy some comics too.
(c) Let's do our homework first.
(d) Let's take a taxi to the railway station.
(e) Let's invite Jimmy Engineer to our school.

2. (a) Let's go see a doctor.
(b) Let's study together.
(c) Let's order food from outside.
(d) Let's ask the students for suggestions.
(e) Let's take the slip/side road.

Learn to use the dictionary (page 82)

1. near / close
2. young/new
3. lose
4. unusual/rare
5. unhappy/sad
6. left/wrong

Learn to write (page 82)

1. (a) a rubber ball
(b) snowflakes
(c) a pack of cards
(d) dry leaves
(e) a frightened deer
(Answers will vary.)
2. I remember one stormy night when I was about twelve years old. My parents were sleeping in their room and I was in mine. My sister was sleeping like a log.
I couldn't sleep because the wind outside sounded like the howling of hungry wolves, and the rain sounded like the angry lashes of a furious ocean. I was as scared as a deer caught between two hungry lions. I went into my parent's room. I woke up my mother and told her that I was scared. She picked me up and put me between herself and my father in the bed, covered me with her warm blanket, and put her arm around me. Then, I slept like a baby.

Learn to listen (page 85)



Transcript of listening text

Sing, sing a song
Sing out loud
Sing out strong
Sing of good things not bad
Sing of happy not sad.

Sing, sing a song
Make it simple to last
Your whole life long

Don't worry that it's not
Good enough for anyone
Else to hear
Just sing, sing a song.

Sing, sing a song
Let the world sing along
Sing of love there could be
Sing for you and for me.

Sing, sing a song
Make it simple to last
Your whole life long
Don't worry that it's not
Good enough for anyone
Else to hear
Just sing, sing a song.

... happy not sad ... whole life long ... sing along
... and for me Else to hear

8. Shooting

Learn to read—1 (page 91)

1. He likes the earth, the fresh air, the animals, the wind, and the sky.
He likes all this about his village because he was born there and has lived there all his life.
2. Correct answer: morning
3. They would help by bringing the hunted birds back to them.
4. It was very cold.
5. Karl
6. He didn't stop and think that he was killing innocent birds.
7. Because he had lost his life partner.
8. So that the male duck would come back to see its partner and then he would be able to shoot the male duck too.
9. He dug a hole in the ground and buried both of them in it.
10. ... shoot any more birds in his life.

Learn to read—2 (page 91)

1. a, c
2. No, their reactions were not similar. Karl was happy that one of the birds was shot because he knew that the other bird would come back in search of its mate and he would then be able to shoot it too. The

writer was sad that one of the partners had been shot, leaving the other partner alone. He had great sympathy for the male partner.

3. Yes, this way, though they were both dead they were with each other. Had Karl not killed it, the male would have stayed with its dead mate and perhaps starved to death. The death by the gun was quicker and less painful than a prolonged death by starvation.

Learn words (page 92)

shoot a bird/picture

fly a kite

visit a friend/a person

make a mistake/coffee/kite

Learn grammar (page 92)

- A 2. asked 3. would 4. left 5. came 6. found 7. asked
8. saw 9. felt 10. helped 11. came 12. stopped

- B 1. There are three cassettes in my bag.
2. There is a bookshop just outside the school.
3. There is an Internet café near my house.
4. There are a few letters in the letter box.
5. There is a fly in my soup.
6. There is a cavity in my tooth.
7. There are white dots on my fingernails.
8. There are many lizards in my house.
9. There is a mosquito on your forehead.
10. There are seven days in a week.

Learn to use the dictionary (page 96)

keep:	keeps	keeping	<i>kept</i>	kept
put:	<i>puts</i>	putting	put	put
fly:	flies	<i>flying</i>	flew	flown
hear:	hears	hearing	<i>heard</i>	heard
begin:	<i>begins</i>	beginning	began	begun

Extra Speaking Activity using Word Cards

The Word Cards are to be used to give learners extra fluency practice.

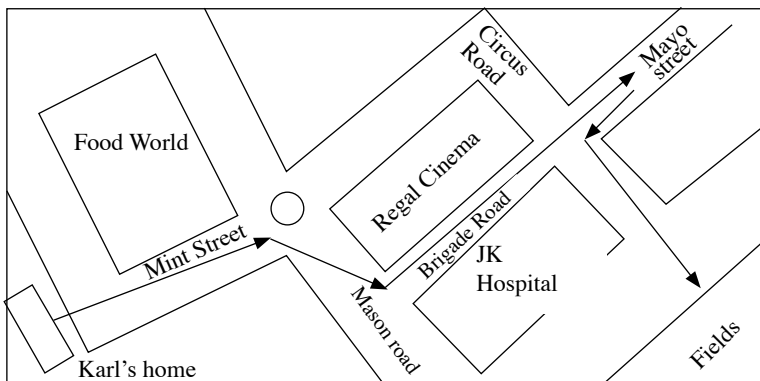
1. Make photocopies of the Word Cards.
2. Divide the class into pairs.
3. Give each pair one set of Word Cards.
4. Tell the class that each pair will have to make up a story using the words they have.
5. As an example, tell them if they choose to begin with the word station, the opening sentence could be: A man got out of the train at the railway station.
6. Tell them that if they choose the word coat next, the second sentence could be: The man was wearing a long coat.
7. Tell them that they will need to use all the six words (in any order) to make up a short story.
8. Ask a few pairs of students, chosen at random, to repeat their stories aloud for the benefit of the whole class.
9. Later, you could ask the pairs to write down their stories.

Learn to listen (page 99)



Transcript of listening text

Karl and I started from home around four in the morning. We walked down Mint Street. At the roundabout, we turned into Mason Road. Just past the Regal cinema, we turned left into Brigade Road. We walked down Brigade Road, talking about the fun we were going to have. We went past Circus Road and were a few yards into Mayo Street. That's when Karl realized that we were on the wrong road. We walked back to Circus Road. Once we got back to Circus Road, we turned left and walked straight till we got to the fields.



I Had a Dove

Learn to enjoy the poem (page 101)

1. The speaker is a young child; selfish, caring
2. He thinks the dove died of sadness. He is surprised because he had given it love and comfort and thought it would be happy.
3. No, all the bird wanted was its freedom.
4. According to the poet, the bird had physical comfort (silk thread), food (peas), and the poet's loving company, which he felt should have made its life in captivity better.
5. Yes.

Activity (page 101)

1. independent, set free, let somebody off, turn loose, unlock, release, unchain, let somebody go.
2. (*Answers may vary.*)

9. Nazir Sabir

Learn to read—1 (page 105)

1. (b)
2. He is the first Pakistani to climb Mt Everest, and the second Pakistani to climb K-2. He has climbed some of the other highest mountains in Pakistan as well, as well as Mt. Paiyu in China.
3. Nazir could not reach the summit of K-2 on his first attempt because of bad weather.
4. He was the first person to reach the top of K-2 using the new route.
5. (a)
6. People from all over the world congratulated Nazir on his success. He has also received an award and a medal from the Government of Pakistan.
7. Nazir heads an institute that trains people for mountain climbing. He also promotes tourism to Pakistan. He is also working to create awareness about the environmental problems in Pakistan.

Learn to read—2 (page 106)

1.

A	B
fearless	taking the new and dangerous route on K-2
hard-working	studying on his own
patriotic	telling people about Pakistan's sights, culture, and history
determined	trying to climb Everest again, even after failing several times
2. (*Accept any reasonable answer.*)

Learn words (page 106)

1. (a) careless (b) harmless (c) cordless (d) endless
(e) hopeless
2. fearless, determined, hard-working, adventurous, risk-taking, strong

Learn grammar (page 107)

- A 1. like 2. goes 3. visit 4. get up 5. drinks 6. do 7. forgets
- B 1. (a) The bedroom is as cool as the living room.
(b) Islamabad is as warm as Rawalpindi.
(c) Ahmed is as friendly as his father.
(d) My mother's new cell phone is as light as my toy telephone.
(e) Sara is as intelligent as Hina.
2. B: She's as tall as her mother and sister.
B: He looks old, but he is as active as Urooj and her sister Uzma.
B: She's as old as Urooj.

Learn to use the dictionary (page 110)

1. Mr—Mister, as a title before a man's name
2. Mrs—Missis, as title before the name of a married woman
3. Ms—Miss, used as title before the family name of a woman who may be married or not
4. Dr—Doctor, used before the name of a Doctor
5. St—saint or street, used before the name of a saint or a street

Learn to listen (page 112)



Transcript of listening text

Namira Salim was born in Karachi. She completed her schooling in Karachi and then went to study at Columbia University in New York. Namira has many talents. She has made her name as a poet, musician, and an artist.

Namira also loves adventures. In 2007, she became the first Pakistani woman to reach the North Pole. The next year, she also reached the South Pole. These journeys were not easy, but Namira is a strong and brave person. In 2008, she did something no one had ever done before. She took part in the 'First Everest Skydive'. She jumped from a height of 29,500 feet, which is higher than Mt Everest! As she dived, she could see Mt Everest in front of her.

Since childhood, Namira was fascinated by space. She got her first telescope when she was fourteen years old. It was her dream to become an astronaut. Now she has been selected as a member of the Virgin Galactic Founders Club in Dubai. She has completed her training in the USA. She will become the first Pakistani astronaut to travel into space!

Namira's family and friends are very proud of her. She is a role model for all Pakistanis.

1. (b) New York
2. She is a poet, musician, and an artist.
3. She has been to the North Pole and to the South Pole, and has sky-dived from a height greater than Mt. Everest.
4. (a) an astronaut.
5. True

Another Chance

Learn to enjoy the poem (page 114)

1. ... wish for a second chance, to replace our mistakes with successes.
2. (b) to have a strong wish to improve ourselves
(c) to be forgiving
3. Never give up hope and think that you have lost everything in your life forever. Believe that there's always a better tomorrow waiting for you.
4. (*Accept any reasonable answer.*)

I Don't Want To!

Learn to read—1 (page 120)

1. ... She'd been ill a lot and her mother felt bad for her. So she had let Fanny have her way too often.
2. Saying "I don't want to"; no, they did not.
3. (a) asked (b) did not help (c) not pleased
4. No, because wanted to play with the doll.
5. Because she was offering her something she thought Fanny would enjoy.
6. That if she'd be a good girl and not be spoilt and ride, she would remove the spell.
7. Because she was happy when Fanny spoke politely.
8. False

Learn to read—2 (page 121)

1. Picking up the bad habit—it's always easier to pick up a bad habit rather than stopping something that has become routine.
2. (*Answers may vary.*)

Learn words (page 121)

1. ... just what I wanted.
2. ... wants it done ...
3. The last thing I wanted to do ...
4. ... if you want.
5. I don't want to!

Learn grammar (page 122)

1. (a) will rain (b) will be (c) will lose them (d) will get
(e) will hurt
2. A: Karachi will be very hot...
A: It will be very ...
B: How much will it cost us?
A: We will call up a travel ...
B: We will book our tickets ...
3. (*Answers may vary.*)

Learn spelling (page 123)

Across—disrespectful, horrid, impolite

Down—annoying, rude, spoilt

Learn to write (page 124)

1. (*Answers may vary.*)
2. (*Answers may vary.*)

Learn to listen



Transcript of listening text

A merchant and his servants were travelling with a camel. The camel carried many leather bags containing valuable clothes. The merchant felt the load was too heavy for the camel and thought of buying one more camel. He said to his servants, 'You wait here. I shall go and buy one more camel. If it rains, take care of the valuable bags.' And the merchant left.

Suddenly clouds appeared in the sky and it started raining. 'Our master asked us to take care of the leather bags if it rained,' cried the servants. They pulled the clothes out of the bags and wrapped them round the bags. The bags were saved but the valuable clothes were spoiled!

2. buying 3. buy 4. valuable 5. Suddenly 6. asked 7. pulled

11. The Refugees

Learn to read—1 (page 131)

1. (b)
2. True

3. Because the foreigners looked peaceable and so he did not see a threat in allowing them to land in the kingdom.
4. (c), (d)
5. Freedom to bring up their children according to the customs and traditions of their country and religion, and a small piece of land to grow crops on.
6. Kind, generous, and very tolerant towards people of all religions.
7. The Parsis were noble, self-respecting, god-fearing people who were deeply religious and had immense respect for tradition. They were grateful and humble, and believed in repaying acts of kindness.

Learn to read—2 (page 132)

1. Yes, love and hospitality can win hearts and make people your friends. Most people respond to love, trust, and kindness with friendship and gratitude. This will win them over far more easily than suspicion, hostility, and enmity.
2. We can invite them graciously, make them comfortable, offer them food and drink, and spend time with them. This would make them feel loved, wanted, and welcomed.

Learn words (page 132)

- | | | | | |
|---------------|-------------|--------------|------------|------------|
| 1. permission | 2. peace | 3. neighbour | 4. message | 5. foreign |
| 6. escort | 7. stranger | 8. scroll | 9. refuge | 10. burden |

Learn grammar (page 134)

- | | | | | |
|--------------|------------------|------------|----------|-----------|
| (a) 1. the | 2. will come | 3. woke up | 4. some | 5. so |
| (b) 1. began | 2. will continue | 3. any | 4. pumps | 5. faster |
| 6. big | 7. are | 8. pick | 9. not | 10. in |

Extra Vocabulary Activity using the Poster

This Poster is meant to be used for vocabulary enrichment, and to sharpen learners' powers of observation and recall.

1. Hold the Poster up for one minute for the class to see, then put it away.
2. Ask the students to name the objects from the poster that they can recall. (If you like, you can write the words up on the blackboard.)
3. If the class has not been able to recall all twenty-five words, hold the poster up again for one minute and then put it away. (Complete the list on the blackboard.)

4. Hold the poster up again. Tell the class to name five items that do not belong in a kitchen.

The names of the objects that appear on the poster are:

1. refrigerator
2. gas stove
3. pressure cooker
4. saucepan
5. cooking pot
6. knife
7. spoon
8. plate
9. food mixer
10. gas cylinder
11. cup and saucer
12. box of matches
13. glasses
14. jug
15. teapot
16. sink
17. tap
18. plate rack
19. toaster
20. bottles
21. toothbrushes
22. a dress
23. shoe rack
24. a computer
25. an axe

Items 21–25 do not belong in a kitchen.

15. Key to the Workbook

1. Do not Soar Too High

Learn to Read (page 9)

1. False
2. No, because the text tells us that they were ‘good men’ and ‘victims’.
3. Watching seagulls floating in the air gave him the idea of making huge wings and using them to fly away and escape from the island.

4. Yes, we can tell because Daedalus used them to glide over his island prison.
5. Because the heat of the sun would melt the wax and the wings would fall apart.
6. His joy at escaping and his carelessness made him ignore his father's advice.
7. True
8. sad, helpless, regretful

Learn words (page 10)

1. cube
2. crumbs
3. splinters
4. slices
5. slices
6. ice cubes

Learn grammar (page 11)

because, so, because, so, because

Learn to write (page 12)

1. kind, patient, caring, brave, cheerful, strict, friendly, bold, efficient
2. (*Answers will vary.*)

2. King Canute

Learn to read (page 14)

1. Because he was a good king and he worked hard for them.
2. ... they hoped that he would be pleased and would give them whatever they wanted as a reward.
3. True
4. He was tired of their flattery.
5. False
6. No, he'd always known that only God has the power to command the air and the water.
7. Yes.

Learn words (page 15)

1. (a) chief minister (b) heaven (c) orchard (d) grandstand (e) roses
2. writer, tale, narrate, adventure, detective, character

Learn grammar (page 16)

1. (b) They are very talented.
2. (a) It is fun to play.
(b) It is enjoyable to watch.
3. (a) Their petals are colourful.
(b) Their smell is usually pleasant.
4. (a) It is soft and juicy.
(b) It is good for health because it has a lot of vitamin C.

5. (a) Their coats are white and furry.
- (b) They are dangerous.

Learn to write (page 17)

.... stood in front of the waves and pretended to order them to roll back and not touch my royal feet. I knew the sea would not listen to me. After all, only God can command the air and the sea that He created. Despite what my false courtiers keep saying to flatter me, I know I'm not God. So the waves wet my feet and those of my courtiers. In this way, I proved to them that I was only human. They were all left shamefaced, and resolved never to flatter me again.

3. The Rupee Tree

Learn to read (page 20)

1. One hundred rupees
2. Because people would recognize him in his own town.
3. Because he wanted to look like a worker; he wanted to disguise himself.
4. He gave him a rupee and sent him off.
5. He planted it in his backyard.
6. He ordered his soldiers to uproot the tree and bring it to him.
7. No, he wasn't. He wanted the king to see the fruits of his work for himself.
8. That the king had earned it through his hard work.
9. He learnt the value of earning by working hard.

Learn words (page 21)

1. (a) astonished (b) surprised (c) astonished
(d) surprised (e) astonished
2. grows, gets leaves, flowers, bears fruits, leaves wither

Learn grammar (page 22)

1. 1. a 2. a 3. the 4. an 5. a 6. the 7. the 8. the
9. the 10. an
2. any, some, some, some, some, any, some, some

Learn to write (page 23)

Allow learners to spot the repetitions. Ask them to rewrite the paragraph using suitable pronouns instead.

4. By Heart

Learn to read (page 27)

1. Because they have to repeat the same lines night after night.

- actor, jailer, last, wanted
- He gave a blank sheet of paper to the prisoner instead of the letter to test whether he remembered his lines.
- It had not been written out in full, but was just a blank sheet of paper.
- False
- No.
- The prisoner was cleverer because he not only got himself out of trouble, but also managed to get the person playing a joke on him into trouble.

Learn words (page 28)

- stationery
- transport
- tools
- shoes
- jewellery

Learn grammar (page 29)

- (Answers may vary.)
- It can say 'ma-ma'.
It can pick up its toys.
It can recognize its parents.

Learn to write (page 30)

(Answers may vary.)

Test—1

Unseen comprehension (page 31)

- talk
- know
- knew
- half
- cleverer

Coursebook comprehension (page 32)

- She used it to make her nest.
- He drank all the tea and ordered his servant to bring him a cup every morning.
- Make-up artists are important because they can transform the appearance of actors and actresses according to what is required for the film.
- However important or ordinary you may be, it is impossible to get along in life without doing everyday things such as combing your hair, bathing, eating, and drinking.

5. She came to know that her brother Andrew was very sick and that her parents didn't have enough money for his treatment.

Vocabulary (page 32)

- (a) millionaire.
(b) stunt man.
- (a) with
(b) tall
- (a) unbearable
(b) unbreakable

Grammar (page 33)

the; any; so; can; is

Writing (page 33)

(Answers may vary.)

Literature Reader comprehension (page 34)

- By making Tiger walk behind him through the jungle. Tiger mistakenly believed that all the animals were running away in fear of Fox.
- Yes, it is written as a wish, a hope, and is addressed to God.
- He had gone, as a priest, to help the soldiers who were fighting in the American Civil War.
- He had the keenest sight, smell and hearing.
- It was the sight of a huge leatherback turtle coming on to the seashore to lay its eggs.

Oral Test-1 (page 35)

- (a) blood
(b) bear
(c) painted
(d) break
(e) part
- (Answers will vary.)*

5. Billy Bear's Stumpy Tail

Learn to read (page 38)

- He was hiding them because he had stolen them.
- False
- No. (Allow learners to answer the second part of the question and express their understanding.)

Fish is caught using a fishing rod with a fishing line at the end of it. Some bait is hooked to the line and dropped into the water. When a fish bites the bait, it gets caught in the hook and is then pulled out.

4. He wanted to know because Folly Fox's description of the method for catching fish sounded difficult. Also, Billy Bear did not really like the idea of lowering his tail into the icy cold water of the frozen pond.
5. He did so because Folly Fox was jealous of Billy Bear's beautiful, bushy tail, and wanted the bear to lose its tail.
6. Yes, he did believe Folly Fox. He did exactly what the Fox told him to do.
7. No, he wasn't. He hoped that he would catch fish and have a wonderful dinner.
8. His tail had frozen in the ice.
9. His tail snapped off, which is why bears have stumpy tails.

Learn words (page 39)

1. A B
lick to eat something by moving your tongue over it (ice cream)
munch to eat something steadily and noisily particularly when you enjoy the food you are eating (chips)
chew to bite food many times to make it soft and easier to swallow (meat)
nibble to eat something in very small bites (chocolate)
swallow to make food or drink move down your throat (coffee)
2. 1. shatter 2. crack 3. burst 4. snap 5. smash

Learn grammar (page 41)

1. oldest, smaller, prettier, nicest, smallest, newest
2. (a) harder, simpler (b) largest, larger (c) better, best
(d) nicest, kinder

Learn to write (page 42)

Jimmy looks much younger than Jomo. His eyes are brighter than Jomo's. Jomo's eyes are rather sleepy. Jomo's ears are much bigger than Jimmy's. Jimmy has a long nose but Jomo has a button nose.

6. The Splendour of Shah Jahan

Learn to read (page 45)

1. (b)
2. He was in his thirties when he became Emperor.
3. It was in the shape of a peacock, whose tail was covered with precious stones.
4. He called it the 'Home of Joy' because it is a beautiful place and visiting it gives one a sense of joy.
5. Shah Jahan had built a bedroom for himself in the Shalimar Gardens which shows that he used to spend a lot of time there.
6. He is most famous for building the Taj Mahal.
7. He built it as a memorial to his queen Mumtaz Mahal.
8. The Taj Mahal is built of white marble and precious stones.

Learn words (page 46)

2. Sami is in his thirties.
3. Abid is in his sixties.
4. Lubna is in her teens.
5. Rafiq is in his fifties.
6. Nadia is in her forties.

Learn grammar (page 46)

1. 1. He does not have any friends or relatives there.
2. I do not eat junk food or drink cola.
3. He can't draw or paint.
4. She does not go to parties or weddings.
5. She cannot see or hear very well.
2. ? , , , , Europe , .Wright , .

Learn to write (page 48)

(Answers may vary.)

7. The Hodja and the Poisoned Baklava

Learn to read (page 52)

1. 3, 1, 6, 7, 2, 4, 5
2. He threatened them with punishment because he did not want them to eat the baklava.
3. No, he didn't. He ate one baklava himself.
4. No, he knew that the Hodja wanted to keep the baklava for himself.
5. True

Learn words (page 53)

- (Answers may vary.)
 - ... air, fruits, and vegetables.
 - ... day starting with the picnic and ending with dinner./... day at the farm.
 - ... fun learning to sculpt./... fun learning to swim.
 - ... media that spoke against them./... smoking.
 - ... policemen to restore law and order.
- (a) monthly (c) weekly (d) bi-weekly (e) daily

Learn grammar (page 53)

- Let's have our lunch early today.
- Let's visit the museum for our school trip.
- Let's tidy up the room before we leave.
- Let's go and buy some ice-cream now.
- Let's paint the walls pink.

8. Mrs Dinshaw

Learn to read (page 58)

- They asked her not to go because they thought Mrs Dinshaw would shout at her.
- She found an old woman sitting on a deck chair surrounded by birds.
- It took her five days.
- She ran downstairs and brought some water and rice for the birds.
- She was happy to be in the company of the birds. She also had the satisfaction of having done something good.
- She expected her to shout at her.
- No.
- She liked birds and cared for them.
- She was a kind woman. She liked birds and enjoyed spending her time in their company and taking care of them.

(Answers may vary.)

Learn words (page 59)

- stare, see, peep, glance, gaze etc.
- (b) half-empty/half-full (c) halfway (d) half-asleep/half-awake

Learn grammar (page 60)

1. came 2. got 3. picked 4. looked 5. stood 6. asked
7. was

2. (a) There is dust on the table.
- (b) There are many toys in the children's room.
- (c) There are twelve months in a year.
- (d) There is a huge library in our school.
- (e) There are billions of stars in the sky.

Learn to write (page 62)

She actually lives in the company of many kinds of birds. I could see sparrows, mynahs, bulbuls, pigeons, and many other birds. Every morning, Mrs Dinshaw sits on a deck chair on the terrace and the birds immediately surround her. She enjoys spending her time feeding them. She, however, does not like children who don't like or care for birds.

Test—2

Unseen comprehension (page 63)

1. Because his pomegranate tree had very big fruit one year, and so he decided to take three of the best as a gift for the prince.
2. The neighbour thought turnips would be an unfit gift for a prince.
3. The prince asked his men to pelt Djuha with the figs because he was in an angry mood.
4. The figs were not large and heavy like the turnips. Hence, Dhuja was not as hurt as he would have been if turnips had been thrown at him.
5. He decided to reward him because Dhuja had made him laugh when he had been in an angry mood.

Coursebook comprehension (page 64)

1. He had problems in understanding English, Mathematics, and History.
2. When he recovered from a severe illness, Jimmy believed he had been saved for a purpose and decided to serve his country.
3. He did so because Wai-choy seemed to know the answers.
4. (*Accept any reasonable answer. It is possible to argue both ways.*)
5. The tree would grow and give shade.

Vocabulary (page 64)

flew, water, visitors, shot, pointed

Grammar (page 65)

best, went off, Let's, there, or

Writing (page 65)

(*Answers may vary.*)

Literature Reader comprehension (page 66)

1. To protect the mother and her egg while she waits for them to hatch.
According to the poet, he also does this to prevent the mother bird from flying away until the egg has hatched and the baby is strong enough to take care of itself.
2. She taught the little girl to understand birds and animals.
3. We should not do so because it will break the heart of the mother bird.
4. He thinks the boy is being rude, trying to push his way past the line of ladies who were waiting to be served at the counter of his shop.
5. He learnt not to be vain when he realised that he wasn't as good a tailor as he believed himself to be.

Oral Test-2 (page 67)

2. (a) sand (b) glue (c) mouse (d) crate (e) book
(Answers may vary.)
3. (Answers may vary.)
4. (Answers may vary.)

9. Abul Khair, the Hero

Learn to read (page 70)

1. He was going to the canal to collect snails to feed his family's ducks.
2. He saw a break in the rails.
3. He felt he had to do something fast because a train would be coming by soon.
4. (b)
5. The red shawl was perfect because its colour would tell the train driver that there was danger, and it was big enough for the driver to see.
6. She thought he was being naughty.
7. They started cheering for Abul.
8. clever, heroic, quick, intelligent

Learn words (page 71)

1. (a) short brown hair
(b) small blue chair
(c) long black necklace
(d) big black shoes
(e) big red building
2. 1. seats 2. doorway 3. window 4. fan 5. aisle

Learn grammar (page 72)

1. (a) Maldives is as small a country as Malta.
(b) Canada is as large a country as China.

- (c) Multan is as hot as Hyderabad in summer.
 - (d) Moenjo Daro is as popular as Harappa with tourists.
 - (e) Some places in the Northern Areas of Pakistan are as beautiful as some places in Europe.
2. B: She looks as old as you.
B: She is as pretty as her mother.
B: But she looks as young as Sadia.

Learn to write (page 73)

(Allow learners to discuss the topic and write a paragraph on it)

10. 'Please!'

Learn to read (page 76)

- 1. (a)
- 2. No
- 3. She looked out because she thought the sound of the siren belonged to a passing police car, fire truck or ambulance.
- 4. They were both extremely tiny, the size of little toys.
- 5. The man said he was a Please officer, part of the Please patrol; to punish children who forget to say 'please'.
- 6. He asked for to say 'please' ten times as a punishment; yes
- 7. 'Please' is for the person who gets you something, it is not for the person who asks for something.
- 8. Yes, because the Please police have never had to visit her house again.

Learn words (page 77)

- 1. birth certificate, car park, toy room, cash receipt, rail ticket
- 2. diet, nutrition, junk, snack, meal, dining table, plate, etc. (*Answers will vary.*)

Learn grammar (page 78)

- 1. Jenny's parents will go back to their village.
She will not have their company.
She will learn swimming during the first three weeks.
She will go to a summer camp probably towards the end of May.
Her brother will study for his final exams.
Her parents will leave on a European tour in early June.
- 2. will be; will be; will it cost; will call up; will book

Learn to write (page 79)

(Answers will vary.)

11. Cygnus**Learn to read (page 82)**

1. He wanted to drive the chariot so that all his friends would see him.
2. ... he would not be able to control his wild and powerful horses.
3. He agreed because he had promised him any thing he wanted.
4. They knew because they could feel it.
5. All the crops on Earth were burnt. When the Sun came close a second time, many cities caught fire.
6. He threw a bolt of lightning which hit Phaethon and threw him out of the chariot.
7. He fell to Earth like a shooting star and splashed into a river.
8. He hurried to the river and tried to find his body.
9. He looked like a swan diving for food; they put him in the heavens as Cygnus the swan.
10. ... should be loyal to our brothers and sisters.

Learn words (page 83)

1. (a) hut (b) rickshaw (c) shooting star (d) heaven (e) boy
2. splash, shower, sprinkle, run, spill, squirt, overflow, spray

Learn grammar (page 83)

1. largest, are, has, A, high, An, takes, pull
2. his, a, will show, some, found, the

Learn to write (page 84)

(Answers may vary.)

One day, a police van was driving along the street. Suddenly, the police officer in the van saw a car in front of him, with the legs of a man sticking out of the car boot. He chased the car and when he stopped him, questioned the driver about it. As he questioned him, he saw the car boot open and a man came out of the car. He was the car mechanic! He was testing something inside!

Examination**Unseen comprehension (page 87)**

1. They spent it on buying a chicken.
2. False
3. (b)
4. He ate the chicken.
5. True

Coursebook comprehension (page 88)

1. It was a red, orange, and blue nest made out of bubblegum.
2. However important or ordinary you may be, it is impossible to get along in life without doing everyday things such as combing your hair, bathing, eating, and drinking.
3. Make-up artists can change the appearance of the actor/actress to suit the role they are playing.
4. He had problems with words in English, with Mathematics, with and History.
5. He rewards him by giving him a nice warm bubble bath.
6. He has received many awards for his social work, and people admire his art all over the world.
7. (*Answers will vary.*)
8. The speaker felt its life was better when caged as it had comfort (its feet were tied with a silken thread), food (white peas) and company ('you lived alone in the forest').
9. He decided to keep trying because he was determined to be the first Pakistani to reach the top.
10. They wanted freedom to bring their children up according to the customs and traditions of their country and religion and a small piece of land to grow crops so that they would not be a burden.

Vocabulary (page 88)

1. (a) cheerful (b) busy (c) expensive (d) quiet (e) lucky
2. (a) near (b) new (c) no one (d) carelessly (e) last
3. (a) worry (b) difference (c) difficult (d) pain (e) loss

Grammar (page 90)

1. were
2. the
3. I could not hear anything because the music was too loud.
4. Can you swim?
5. Javeria is the tallest of the three girls.
6. Let's order some food in tonight.
7. some, any
8. There is a boy waiting outside.
9. Arshad is as tall as Raheel.
10. ... will get cold.

Literature Reader comprehension (page 91)

1. They ran away and hid in fear.
2. By shaking Rufus' paw and inviting him to live with them.

3. They told her about the changes in the weather and helped her escape.
4. When Sampari returned home, she found her son to be missing, and her husband had no idea what had happened to the boy. She was so upset that she couldn't stop crying and in her anger she cursed her husband.
5. He leaves a small opening to feed his family through.
6. sad, desolate, helpless, worried. (*Answers may vary.*)
7. The thief would have been caught and the theft could have been prevented.
8. She advised them not to give presents because times were hard and the atmosphere was sombre because of the war.
9. They are similar as both have short, slow steps, both are relaxed and carefree, and both have an active imagination.
10. Before—vain, arrogant, boastful, proud.
After—humble, modest, hard-working.

16. Key to the Literature Reader

1. King of Animals

Read for appreciation (page 11)

1. False
2. He thought so as all the animals would run and hide in fear when he was near.
3. ... did not always hunt...
4. True
5. The fox who, according to the stories Tiger had heard, was very difficult to catch.
6. He supported his claim by telling Tiger to see how all the animals ran and hid when he approached.
7. Because, though the animals would see Tiger behind him and run away, Fox could make Tiger believe that they were actually running away in fear of Fox who walked ahead.
8. Tiger
9. (*Answers will vary.*) No, the animals were actually scared of Tiger/ Yes, because he proved to be the cleverer one.

Activity (page 12)

Fox: clever, smart, brainy, cunning

1. Tiger: fierce, powerful, foolish, trusting
2. cheat, fool, con, deceive, hoodwink, dupe, ('outwit' indicates superior intelligence, not treachery)

Tigers Forever

Read for appreciation (page 14)

1. Yes; the sentences are framed as wishes, and the poem opens and ends addressing God.
2. forests
3. We know when we hear the thunder of his loud roar.
4. 'thunder'
5. The scent of other animals or potential prey.
6. False
7. '..... slumber in the dark caverns/when the sun is high',
'..... At the forest pool, by moonlight / May he drink and raise his head / Scenting the night wind
8. To emphasize the poet's appreciation of tigers and the earnestness of his prayers for their survival; also for poetic uniformity.

Activity

1. lioness; mare; doe; ewe; vixen; goose; duck
2. (a) (iii) (b) (iv) (c) (i) (d) (ii) (e) (vi)

2. Presents for Mother

Read for appreciation (page 21)

1. The girls are discussing how best to spend the meagre one dollar they each have for Christmas; Meg says no; Meg's dress is old; Amy needs drawing pencils; Mothers shoes are old and worn out
2. False
3. She did so because conditions were harsh for everyone, the country was at war, resources were limited, and celebrations seemed out of place in view of the sombre atmosphere.
4. (b)
5. Jo—liked writing and acting in plays
Meg—loved acting in plays
Amy—did not really like acting in plays
6. The hour that she spent with her daughters, relaxing and talking, as soon as she got home from work.

7. Meg put cups and plates on the tables; Jo got the chairs ready; Beth got things from the kitchen for tea after having warmed her shoes for her; Amy sat with her. All these things tell us that the girls loved their mother selflessly.
8. No, because the country needed his help and Mrs March was a patriot who wanted her husband to do what he could for the soldiers.
9. Meg is a disciplined, hard-working, responsible girl who craves the good things in life.
Jo is a tomboy who enjoys writing and directing plays.
Amy is the baby of the family, a little spoiled by everyone's love.
Beth is a sweet-natured, quiet girl who idolizes Jo and is concerned about everyone's comfort.
(Answers will vary.)

Activity (page 22)

1. (a), (b), (d), (e), (f), (j)

Walking with Grandpa

Read for appreciation (page 25)

1. (a) Grandpa's steps are also short so the child can keep pace with him.
(b) Grandpa takes his time and doesn't rush the child.
(c) Grandpa's vision and imagination are like the child's, so the child finds a friend in him.
2. Because he's old and walks slowly and carefully.
3. small, bright pebbles; a funny cloud, half hidden dewdrops;
They are all hard to spot but they see them because they are both walking slowly and noticing their surroundings, rather than thinking about other things.
4. They are similar as they both have short steps, like to do things slowly and with focus, are relaxed, have an active imagination, and enjoy and appreciate nature.
5. Old, relaxed, loving, friendly, imaginative.
(Answers will vary.)

Activity (page 25)

(Answers will vary.)

3. The Dog Who Barked Backwards

Read for appreciation (page 30)

1. He had unique and powerful senses of hearing, sight, and smell.

2. ... his barking backwards kept him from being adopted by his favourite human.
3. *except Janie*
4. She'd keep trying to persuade her father to adopt Rufus.
5. That Rufus is a great dog.
6. The animals started laughing and making fun of Rufus. Janie was able to recognize Rufus' backward bark and follow the sound home.
7. Mr Johnson rewarded Rufus by apologizing, shaking his paw, and letting him come to live with them.
8. Rufus got all the comforts of home food, security, love, and warmth. Other animals would also respect him as he would now be someone's pet.

Activity (page 31)

1. madam, toot, refer, now won, level, not a ton, noon, Ratana Tar, nurses run
2. line 3—dogs fat, dogs thin
line 8—dogs that bark all through the night
line 10—goes with me everywhere I go.

Why Kill?

Read for appreciation (page 33)

1. ... it holds many secrets and the gentle waves are very compelling for the poet.
2. A sea turtle coming onto land to lay her eggs.
3. ... the gentle waves of the sea, the moonlight, and the stars.
4. Part of
5. It refers to the turtle whose shell the author saw.
6. The sight of the turtle coming onto the shore.
7. No/Maybe, because something else might have caught the eye of the poet.
8. Magical and extraordinary, because it was a sight which she would remember her whole life, a beautiful memory, and a rare and an unusual experience.
9. It means, when nature gives us so much pleasure, then why do we destroy it for our greed.

Activity (page 36)

Quick Movement

run
race

Slow Movement

crawl
walk

rush	creep
dash	toddle
gallop	stroll
sprint	tiptoe

4. The Horn Bill

Read for appreciation (page 39)

1. False
2. lazy; not willing; active; a lot of
3. False
4. (b)
5. (b)
6. True
7. No
8. Her husband
9. Yes
10. Sampari, as she was burdened by a lazy husband and later her child was lost because of him.

Activity (page 41)

1. Things we can have:
an accident, a bath, an exam, a headache, dreams, a meal, happiness,
a party, an idea, a look
2. (*Answers will vary.*)

The Hornbill Family

Read for appreciation (page 43)

1. (a)
2. (b)
3. Mrs Hornbill stays in the nest till she becomes a mother.
4. (b)
5. To feed his wife
6. No
7. True
8. He looks like both his mother and father, but perhaps more like his mother.
9.

Hard-working	:	Mr Hornbill
Patient	:	Mrs Hornbill
Funny	:	Mr Hornbill
Responsible	:	Mr Hornbill and Mrs Hornbill
Faithful	:	Mr Hornbill

Devoted	:	Mr Hornbill and Mrs Hornbill
Loving	:	Mr Hornbill and Mrs Hornbill
Caring	:	Mr Hornbill and Mrs Hornbill

10. Rhyming words

nest—blest
will—bill
bit—slit
in—kin
roam—home
free—he
still—bill

Activity (page 45)

1. <u>young people</u>	<u>young animals</u>	<u>young birds</u>
adolescent	puppy	duckling
toddler	calf	gosling
teenager	colt	nestling
infant	kitten	chick

2. (Answers will vary.)

5. A Dress for the Moon

Read for appreciation (page 51)

- No, he blessed him.
- He became 'proud and boastful' because he had become famous and was in demand.
- ... praise his handiwork, and his fame would spread to the sun and stars.
- Make a dress for the moon.
- Majid could not reach the moon as he wasn't tall enough.
- It did not fit because the moon changes shape each night; that the size of the moon changes constantly as it waxes and wanes.
- He learnt that he wasn't as great a tailor as he'd thought he was.
- Before—vain, boastful, ambitious
After—humble, modest, hard-working

Activity (page 52)

- (a) (ii) (b) (i) (c) (vi) (d) (vii)
(e) (iii) (f) (iv)
- (a) change into (b) dress up (c) do it up
(d) dress in (e) get dressed

6. The Thrush Girl

Read for appreciation (page 57)

1. The grandmother taught her to understand the thrushes and the moles.
2. The animals told her about changes in the weather.
3. She told her father what the animals told her and saved the hay, the potatoes, and the orchard.
4. The people were angry because their hay, potatoes, and their orchards were destroyed, while her father's were saved.
5. The thrushes plucked all the twigs from the pile of firewood.
6. The bees stung the king's soldiers and scared them away.
7. The moles dug under the tower until it fell down and the little girl escaped.
8. What happens in the story What it tells us about the little girl
(a) wants to understand the animals (i) is very curious to learn
(b) is good to the animals (ii) is kind and caring
(c) tells her father what the animals said (iii) is helpful towards
 her parents
(d) saves herself with the animals' help (iv) is clever

Activity (page 59)

1. (*Answers will vary.*)
2. Choose the correct meaning
(a) a very kind person
(b) unsympathetic
(c) crazy
(d) gets unfair attention
(e) solves problems

If Ever I See

Read for appreciation (page 62)

1. The poet says that if she ever saw a nest with baby birds in it, she would not steal them because that would break the mother bird's heart. She knows that her own mother would be most upset if she were kidnapped. She decides never to hurt them even in fun and to speak softly to them. When they have learnt to fly, they will sing for her because she has been nice to them. If she is feeling sad, their song would not only cheer her up but also show her that they are happy and free.
2. She would feel very sad and they would feel lost without their mother.
3. jailed, imprisoned, caught, stifled, unhappy, trapped, sad.
(*Answers may vary.*)

Activity (page 63)

1. Rhyming words

- | | | |
|-----------|--------|-------|
| (a) see | tree | key |
| (b) nest | breast | rest |
| (c) play | away | say |
| (d) know | so | flow |
| (e) birds | words | herds |
| (f) fly | sky | high |
| (g) sad | glad | bad |

2. Advertisement

Missing

Lost a newborn baby from my nest on 16 August. The baby has white feathers and a silver crest on the top of her head. She has a red beak and blue eyes. She has not yet learnt to fly. If you find her, please contact her mother at 22, Moss Lane. The finder will be suitably rewarded.

7. Let the Boy Speak!

Read for appreciation (page 69)

1. He is a greengrocer.
2. There are three customers in the shop.
3. Mrs Khan. She gets annoyed as she wants to make her purchase and thinks that he does not want to wait for his turn.
4. Mrs Khan buys two kilos of potatoes. She pays Rs 24 for it.
5. True
6. It means that she plans to tell his mother that Adeel is ill-mannered. He doesn't seem to be very worried about it.
7. He goes out to get some apples for Miss Sheikh.
8. No, because he was not letting Adeel speak at all.
9. The thieves might have been caught.
10. Yes.

Activity (page 70)

1. Pick the correct answer.
 - (a) sells sugar, spices, tea, etc.
 - (b) works with computers
 - (c) sells medicines
 - (d) sells tools, nails, screws, etc.

Notes
