

THIRD EDITION

Teaching Guide

For Grade

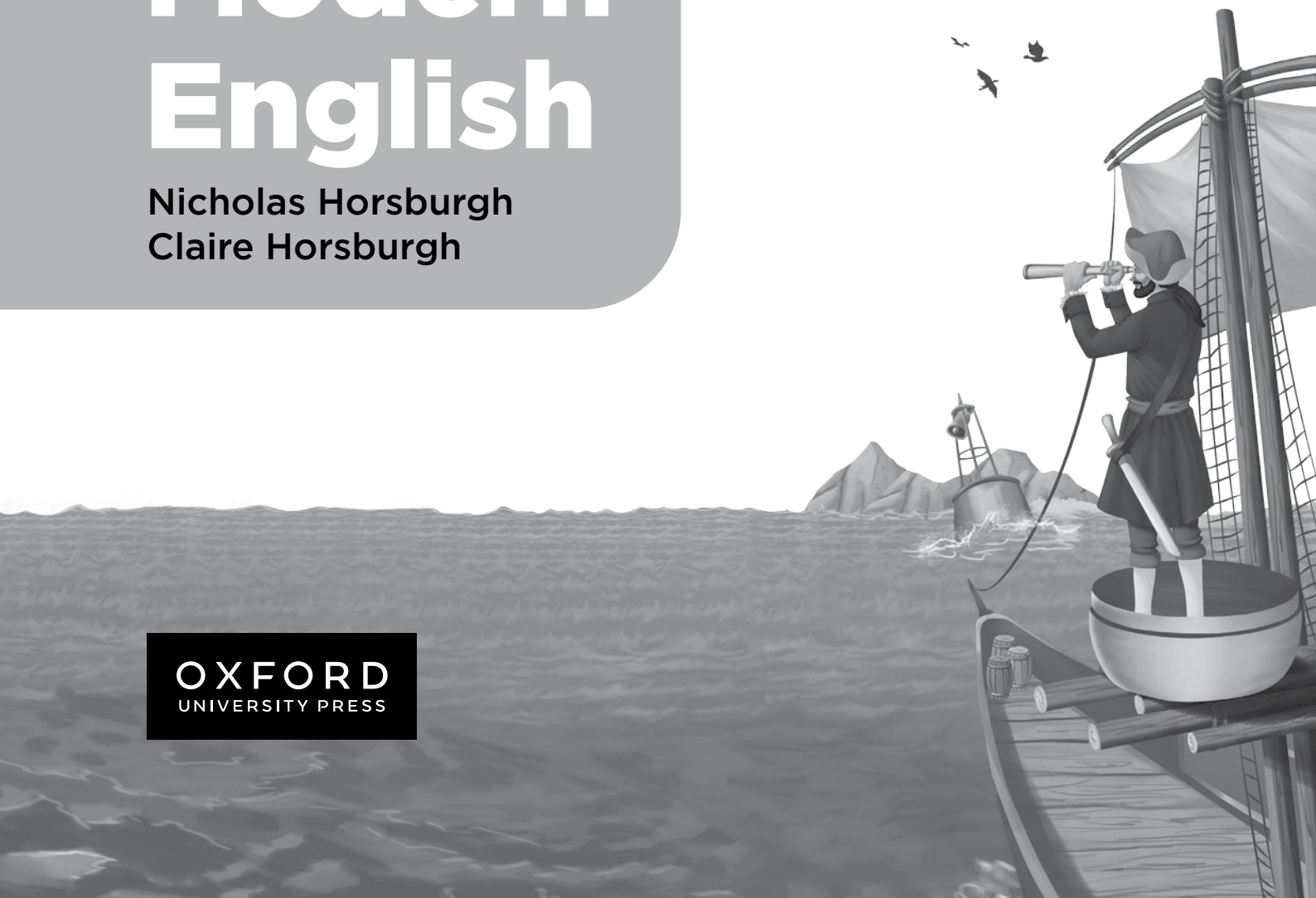
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New  
**Oxford  
Modern  
English**

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# Introduction

**New Oxford Modern English (NOME)** is a complete English course and is currently used all over Pakistan, in the Middle East, and in other South Asian countries.

This teaching guide has been developed for the revised SNC edition of New Oxford Modern English books & workbooks.

It is hoped that this new edition will satisfy the demands of pupils, teachers, and parents—not an easy task, by any means—and that the teaching and learning of English will become an enjoyable and worthwhile experience for the user.

For pupils, we have produced books and materials to capture the imagination and make lessons a pleasure rather than an imposition. The core materials—the student books and workbooks—are full of lively reading passages, attractive illustrations, and interesting, thought-provoking exercises. The books have been graded and structured in such a way that much self-learning can be done.

For teachers, the core materials will make their task of teaching English much easier. We hope that teachers will take the time to go through this Guide in detail. It will explain why things are done in a particular way and how best to use the core materials. The Teaching Guide contains detailed notes and information about each page of the student book and workbook, suggestions for various activities in class, lists of structures and vocabulary, and much more.

Parents will appreciate that their children are being given the opportunity to learn English using the best tools available. Learning English, however, should not be confined solely to the classroom. Parents may take an active part in helping their children to learn by providing encouragement and a peaceful and attractive environment at home. Hopefully, parents will provide their children with good supplementary books and magazines to read, discuss school work, and speak in English whenever possible.

**The Teaching Guide also contains *detailed lesson plans* given at the end of the book.**

## 1. Components of the course

### The Student Books

The Student Books provide a base or springboard from which to operate. The books are carefully graded and structured. By stages, they introduce the pupil to the letters of the alphabet, simple words, sentences, paragraphs, stories, poems, writing of all kinds (descriptive, dramatic, narrative), and a whole range of ideas.

The Student Books present the pupil with graded material incorporating reading matter followed by exercises. The reading scheme has been especially designed so that a number of different approaches are utilized. The emphasis in the early Student Books is on phonics, although some words, due to the very nature of English, fall into the ‘whole word’ or ‘look-and-say’ category.

Of the various methods of teaching reading, it has been shown that a blend of phonics and the ‘look-and-say’ method is the most satisfactory. Some words in English lend themselves to the phonic approach and can be broken up into their constituent parts. We can do this by pronouncing the individual phonic sounds that make up the whole word. Such words are usually simple, single-syllabic words, such as *cat*, *hit*,

*let*, and *bun*. Many words cannot be broken up into their constituent parts by applying phonic rules. For example, words such as *the*, *is*, *this*, and *of* must be learnt as ‘look-and-say’ words. Trying to break such words up into separate phonic sounds will only lead to confusion. Many such words are used frequently in English and are important because not many sentences can be constructed without using some of them! The introduction of such words, then, cannot be left till a later stage when the pupil arrives at the appropriate phonic level. They must be introduced earlier on as ‘look-and-say’ words. An approach that is strictly and exclusively phonic tends to lead to stilted and forced language. In addition, such an exclusive approach may confuse the pupil when he/she is faced with words that do not conform to a pattern that has been introduced and learnt. For example, if the pupil is taught that the letter *c* produces the sound ‘kuh’ (*cat*, *cub*), what is he/she then going to make of the words *city* and *ice*? The pupil cannot apply any previously learnt ‘rules’ in order to decipher these new words or tackle reading material independent of the teacher’s assistance. This is why, in the early student books, there is a blend of two approaches: phonic and ‘look-and-say’.

In Student Book Primer A, considerable emphasis has been placed on oral activities before reading. This is a direct attempt to encourage teachers to spend more time ‘using the language actively’. Generally, too much time is devoted to silent (reading and writing) activities in class—meaning and understanding can only come through activity and practical usage, especially in the early years.

In Primer B, the second Student Book, the pupils are introduced to many new words, using both phonics and ‘look-and-say’. The pupils are also introduced to whole sentences which incorporate controlled structures.

From Student Book 1 onwards, the books contain language which again is controlled; the structures are graded and the books contain appropriate vocabulary, stories, and poems, followed by varied exercises to develop all the necessary skills.

## **Speaking and Listening before Reading**

Reading is a complicated activity requiring considerable skills. It is essential that before pupils begin to learn how to read, they gain as much facility as possible in the skill of speaking. They must also be given the opportunity to listen to the words of the language being spoken. The pupil must first learn that the object with which he/she writes is called a *pen* or *pencil*, the object he/she throws up in the air is a *ball*, and when he/she is moving forward quickly he/she is *running*. The pupil may be familiar with these words in the mother tongue, but not in English. First, the learner of English must familiarize himself/herself with the words of the language through practical activities and concrete examples. He/she must get used to a whole new vocabulary, new structures, and an entirely different way of pronouncing words.

In many schools all over the country, teachers begin the teaching of English by introducing reading and writing (the alphabet) before they have given the pupils a chance to explore and acquire some skill in using the spoken language. Pupils must be given this opportunity if they are to make some sense of what they are doing. By making these exercises a part of the Student Book, it is hoped that teachers will realize how important it is for pupils to practise speaking before learning to read. (For a more detailed account of pre-reading activities, please see the relevant chapter later in this Guide.)

The textual matter and exercises in the Student Books offer much scope for oral work, and it is recommended that pupils be given every opportunity to discuss the text and the pictures, and be encouraged to read aloud to improve their pronunciation.

## **The Workbooks**

The Workbooks are closely related to the Student Books. The oral and reading exercises in the Student Books should be followed immediately afterwards by oral and written exercises in the Workbook. Each

page of the Student Book consists of oral work followed by some reading. Similarly, each page of the Workbook entails oral work followed by some kind of written work.

In the Primers, much of the written work consists of writing letters and words. Naturally, this means that pupils also have to read. But remember, writing is an even more complicated activity than reading. It involves eye-and-hand coordination, motor control, and much more. Because pupils find writing a laborious activity, the exercises that are introduced in the Workbook are varied. The pupils are not expected to write letters and words all the time, but have been given ample scope to draw, colour, match, copy, and join lines and boxes. Further writing activities based on the exercises in the Student Book and Workbook will greatly benefit the pupils and help to develop their reading and writing skills. Suggestions for such activities are contained in the detailed notes, but it is up to the teacher to decide whether or not such additional work is necessary.

The Workbooks which correspond to the later Student Books contain exercises which are closely related to the topic(s) covered in the Student Books. In some instances, however, a new topic (concerning the use of special vocabulary, or structure, or activity) is introduced in order to cover as much ground as possible. Full instructions are given, with examples, so that the teacher or pupil should have little difficulty in understanding what has to be done.

## **Supplementary Learning Materials**

In the early stages, it is essential that the teacher develops, produces, and makes a collection of all kinds of supplementary materials in order to aid learning. The books in the series can only serve as a base from which to work, and it is the teacher's job to reinforce this work with appropriate exercises, materials, ideas, worksheets, games, and above all, efforts to try and create the proper atmosphere and environment in which real progress can be made. Supplementary materials include charts, worksheets, flash cards (words, pictures, sentences), matching cards, games, and various pieces of apparatus involving the manipulation of letters or words in order to help pupils learn how to spell or how to use a structure. All these items will help pupils to revise and reinforce what has been learnt in the student books. They offer great scope for the teacher to approach certain lessons from an entirely different angle and will help to occupy the pupils' time constructively. Slow learners as well as those who are quicker can benefit greatly from using these materials.

In the later stages, the use of additional learning materials may not be felt to be so necessary for every pupil in the class. However, there will be instances when you will find that certain pupils need extra help or additional practice in order to understand a particular lesson. It is here that supplementary learning materials can be most useful. Many learning materials and games are already available. It is hoped that some materials may be developed as part of this learning package. Many of the materials can easily be made, quite inexpensively, by teachers themselves. For a list of materials and how to make and use them in class, please see the Teaching Guide for Primers A and B.

In addition to the above-mentioned supplementary materials, rhymes, poems, and songs are an important part of speech and ear training. The detailed notes for Primers A and B suggest where you might introduce various rhymes during the course of the year. Teachers should ask the pupils to listen to the rhymes and teach them the words so that the rhymes can be learnt and repeated. Obviously, learning these rhymes will take time, but this will be time well spent.

## **2. Teaching English**

### **The Pupils**

Before you start using the books and materials of this English course, here are some important points to consider about each of your pupils.

- What is the background of the pupil?
- Is English spoken at home on a regular basis?
- Is the pupil a second-generation learner? (Have the parents received some kind of education?)
- Does the pupil come from a home where books and magazines are available and where the other members of the family read?
- Does the pupil come from a home where there are educational toys, a radio, TV, internet access, newspapers?
- Does the pupil have any difficulty related to sight, speech, or hearing?

These are only some of the questions you might ask about your pupils. Your answers will determine where you have to start, what pace to go at, and what work must be done in order to get the best out of your pupils. Here are some constructive steps you can take in order to teach English more effectively at the primary level.

## Using the Teaching Guide

This course is a complete learning package and the intention of this guide is to help you to use the package effectively. There is a Teaching Guide for each level and each will provide many ideas that can be used and developed throughout the course. Please be sure to read the detailed notes and teaching suggestions in the guide.

## Using the Student Books and Workbooks

The books have been especially designed for pupils from a Pakistani background. They try to bridge, or to some extent, narrow the gap between complete beginners, those whose mother tongue is not English and who do not speak any English at home, and those whose home environment involves the use of a considerable amount of English. As not all pupils learn at the same speed, and some topics or structures are more difficult to grasp than others, it may be necessary for the teacher to backtrack, revise, spend a longer time over certain stages, or even skip out or race through certain exercises where necessary. The teacher should feel free to adapt and amend and not stick too closely to all the suggestions made in this guide, if that is going to restrict his/her teaching in any way. For example, if time is limited, the first set of comprehension questions in most exercises may be answered orally—only selected questions may be given for written work.

## Using Materials

Use as many materials as possible. If your pupils do not have reading and writing materials at home, you should try to provide them in class. As mentioned above, student books are useful tools but they are not the only materials you should use. Supplementary reading materials, charts, wall displays utilizing pupils' written work and drawings, flash cards of various kinds, and games all support the learning process.

By using and displaying materials, your pupils will have plenty to look at, think about, and talk about. Fast learners, with the help of different materials, will reinforce what they have learnt, and slow learners will have the opportunity to approach the same topic from a different angle.

Do create a small library of supplementary reading materials within the classroom. The textual matter in the Student Book is limited; it is not sufficient to develop the *habit* and *love* of reading.

## Planning

With careful planning, you can vary your lessons, allocate sufficient time to every aspect of learning English, and introduce new and interesting ideas and activities which will make your classes lively and interesting. The Teaching Guide will prove an invaluable tool in this process. Sample lesson plans have



also been included at the end of each unit in each guide. It is not necessary to follow them rigidly. Vary them for interest according to your requirements.

### **Activity**

Make sure that your lessons are active. Varied activities will help to generate enthusiasm and enjoyment in the classroom. Boredom will not be an issue if you introduce varied, interesting activities.

### **Dynamism**

Make sure that all your lessons are dynamic. It is only if you are enthusiastic and dynamic that you can inspire your pupils to put in their best efforts, work hard, and learn something. If you are dull and sound bored by the whole process, your lack of enthusiasm will transfer to the pupils. Their lack of enthusiasm will make your task more tedious.

### **Atmosphere**

Try to create an atmosphere in class that is conducive to learning. This may be done on two levels—the physical and the psychological. To improve the physical atmosphere, make sure your classroom is an interesting place in which to be. Desks arranged in rows and nothing but bare walls will not help. Make your classroom exciting and attractive, full of interesting things.

On the psychological level, try to create an atmosphere in which pupils are not fearful or intimidated. If the work is interesting and stimulating and the atmosphere is relaxed and peaceful, much more can be accomplished.

### **Speaking in English**

Make sure you use English at all times in the English lesson. Do not use the pupils' mother tongue to explain meanings or to give instructions. Understanding will only come through constant and open dialogue in the classroom, between the teacher and the pupils. Use English naturally and whenever possible, and expect the pupils to use it too. You will be surprised how quickly and easily incidental language is picked up by the pupils.

## **3. Pre-reading**

Time spent on pre-reading activities will greatly benefit the potential reader, so do not rush this stage. The exercises and suggestions here should be followed in the first few weeks of school and should be continued with even after work in the student book has begun.

### **Listening and Speaking skills**

These skills relate directly to the pupil's ability to listen to, decode, and understand words and sentences spoken in English, and the ability to repeat or utter words, phrases, and sentences in a meaningful and clear manner.

#### **Points to consider:**

- Can the pupil hear sounds properly? (Is his/her hearing impaired in any way?)
- Can the pupil tell from which source a particular sound is emanating? (Show the pupil pictures—a horn, a bell, a drum—and listen to a recording of these sounds.)
- Can the pupil distinguish between one sound and another heard at the same time? (Clapping and instrumental music; baby crying and person singing; a number of musical instruments being played at the same time.)

- Can the pupil distinguish between loud and soft sounds?
- Can the pupil understand simple instructions?
- Can the pupil repeat simple words, phrases, rhymes?
- Can the pupil repeat simple stories in his/her own words?
- Does the pupil come from a background where English is spoken frequently?

You can organize activities in class which will greatly help the pupils not only to hear sounds, but to listen to sounds with concentration and understanding. For such exercises, a CD player will prove useful.

Here are some activities to develop listening and speaking skills.

1. Talk about objects and events, naturally and as often as possible.
2. Give the pupils the opportunity to speak English whenever possible. Listen attentively to what they have to say and encourage them to speak by asking questions.
3. Use English all the time; try not to use the mother tongue. If the pupil is from a non English-speaking background, he/she will need to hear English spoken quite often.
4. Give clear instructions at all times; pronounce all your words properly (to the best of your ability).
5. Tell stories, recite poems, sing songs, and get the pupils to learn these and repeat them. Encourage the pupils to learn some tongue-twisters. (Very often pupils repeat or recite rhymes and poems at the top of their voice; there is no need for this! Teach them to speak and sing in a natural way.)
6. Play various games which involve the use of listening or speaking skills. ('I-spy', finding rhyming words, making up stories, guessing games, miming and describing actions, etc.)
7. Use as above to play music and songs to the pupils.
8. Use as above to record and play back the pupils' own voices.
9. Provide pictures and books for pupils to look at so that these can act as a stimulus for conversation.

English is spoken all over the world so there are many different accents. It is not essential that English should be spoken in one particular accent. As long as the speaker's utterances are easily understood by anyone listening, the 'accent' is not important. Obviously care must be taken to pronounce words in the correct way, otherwise the meaning may not be clear. For example, there is a considerable difference in the meaning of the words *cheap*, *chip*, and *ship*. The use of *ch* for *sh*, or a long vowel sound for a short one, may cause confusion, unless the context is absolutely clear.

Here are some words and sounds that might cause confusion if they are not pronounced properly:

bag/beg/back	rode/wrote	ear/year
chip/cheap	vary/wary	heard/hard
sheep/ship	vent/went	are/or
boat/both	will/wheel	pot/part
feel/fill	ask/axe	lose/loose
sleep/slip	vet/wet	ee/she
pole/foal	eat/heat/hit	so/show
vain/wane	necks/next	sue/shoe
day/they	shoe/chew	his/is
put/foot	part/pot	heart/hot

There are many other confusing pairs of words. Concentrate on the clear pronunciation of all consonants, consonant blends, and vowel sounds. Distinguish especially between long vowel sounds and short ones. When in doubt about the proper pronunciation of a word, consult a good dictionary. A good dictionary will also tell you where to put the stress or accent in a word.

## Visual Skills

This skill relates directly to the pupil's ability to recognize, decode, and understand words and sentences written in English.

### Points to consider:

- Can the pupil see properly? (Is his/her sight impaired in any way?)
- Can the pupil distinguish between one colour and another?
- Can the pupil already read letters/words in another language?
- Can the pupil recognize writing (as opposed to pictures)?
- Does the pupil come from a home in which books, magazines, and other reading/picture materials are available?
- Can the pupil recognize and understand simple visual symbols? (e.g. an arrow, indicating direction.)

Prior to reading, it is essential that pupils are given the opportunity to develop certain visual skills which will make the task of 'real reading' much simpler for them later on.

Bare classroom walls will in no way help the pupils to develop visual skills! Make sure your classroom walls are always covered in interesting pictures, words, and sentences. Replace the materials often, in order to maintain the pupils' interest.

Visual skills consist of matching, sorting, orientation, discrimination, sequencing, completion, and recall. Refer to the **Teaching Guide for Primers A and B** for further details.

## Motor Skills

These skills relate directly to the pupil's ability to combine sight and muscular control in order to use a pencil or other implement to draw or write words and sentences accurately.

### Points to consider:

- Does the pupil have any physical defect which makes writing difficult?
- Does the pupil come from a home where others write, and where writing materials (pens, pencils, colours, paper) are readily available?
- Is the pupil more comfortable using the right hand or left hand when writing (or drawing, or doing other tasks)?
- Can the pupil write any words in another language?

There are many activities that can greatly help hand-eye coordination. Some of these include the threading of beads, colouring, drawing, tracing, drawing around shapes (or templates), cutting out shapes or pictures with a pair of scissors, playing games (throwing dice, moving counters, holding cards, rolling marbles, using tiddlywinks, etc.), pasting pictures in a scrapbook, doing jigsaw puzzles, using a needle and thread to make samplers (sewing), copying pictures, painting, completing dot-to-dot pictures, doing mazes, constructing simple structures from a variety of materials (card, paper, cotton reels, sticks, string, matchboxes, etc.), and modelling with clay or play dough.

Remember that before the pupil begins to write letters and words, he/she should have *heard* the word spoken, *said* the word and *used* it in a meaningful way in a sentence, and *read* the word, either on its own or in a sentence. At the pre-reading stage, however, activities may incorporate the use of many skills at one time.

Many of the motor-skill activities are contained in the Workbook, but due to certain constraints (mainly of space available) they have been limited. Teachers should provide the pupils with ample opportunity to develop these skills even after work in the student book has been started. Use lots of craft activities to develop hand-and-eye coordination. Remember that all the skills described above can be developed across the curriculum: do not confine the use of English to the English period alone!

## 4. Reading

The early preparation for reading has already been outlined in the chapter entitled Pre-reading.

In order to become a reader, the pupil must be aware of shapes, be able to recall stories and poems, and have a considerably wide vocabulary in English. Above all, the pupil must be sufficiently motivated and must want to read. Forcing someone to read, especially when the person is not ready to read or finds the task difficult, may only put off the potential reader.

The potential reader must be given opportunities to develop pre-reading skills and must be encouraged to read. Encouragement may be given in a number of ways. First, provide the pupil with books to read. These may be picture books with very few or no words in them. If you provide the pupils with books and read stories to them, you will show them that books are useful and interesting, and that they are worth reading.

Build up a collection of books in the classroom. Some books may disappear or be spoilt, but if they do not exist in the first place, the pupils will never learn how to use them or handle them with care. Remember that reading with fluency, accuracy, enjoyment, and understanding cannot be achieved by reading *one* student book. The skill of reading and an interest in reading can only be developed properly by allowing the reader to read and enjoy a number of books.

## 5. Writing

Writing is a laborious activity for the pupil; it is not a natural activity. Writing involves many skills: the pupil must first be able to recognize that certain shapes form letters, and that these letters represent particular sounds; when the letters are put together they form words, pronounced in a particular way; these words have meaning.

Only when the pupil has made some headway in oral work and in reading should he/she be encouraged to write. 'Writing', prior to this stage, should involve the use of implements to draw, colour, scribble, make shapes, and copy in order to develop fine motor skills and hand-eye coordination.

Writing requires strong motivation and a great deal of practice on the part of the pupil. So, do not expect too much at first. The teacher should try to make the activity as exciting and attractive as possible, and offer lots of encouragement. The writing of endless lists of words will not help to enthuse the pupils or make them want to write more than is absolutely necessary. Varied activities and tasks, which include drawing as well as writing, should help to motivate the pupils.

Remember to write clearly yourself and do not join letters when writing on the blackboard. If you do not take care to write neatly, your pupils cannot be expected to write neatly either!

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

It is a good idea to supply each pupil with a copywriting (handwriting) book as well as a notebook for writing practice. There are a number of good copywriting books available. Make sure that the one you use

is compatible with the Student Book and Workbook of this series. For example, it is no use supplying the pupils with a copywriting book that introduces capital letters before lower-case letters!

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

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

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

# When I Heard the Learn'd Astronomer

Read or listen to the poem a number of times, without giving any explanation. This is how poetry can be enjoyed! The pupils have to listen to the words, and imagine the scene that is being described by the poet. They will then understand the general idea first, before trying to unravel the meaning of individual words and phrases, and perhaps becoming discouraged in the process.

To make understanding the poem easier, bring to the attention of the pupils that it consists of only one sentence. If you study the sections of the sentence, one at a time, the meaning will be easier to grasp.

Note that the poem is written in free verse. Encourage pupils to count the beats in each line. Note that the first and last lines have the same number of beats. This short, seemingly simple poem will reveal its message with careful exploration: in the poet's opinion, science cannot show us the mystical wonder of nature, we must experience it.

When the poem has been read and listened to a number of times, begin to analyse the words and phrases.

Explain the unfamiliar words and ask the pupils to use the words in sentences. This is the best way to remember what they mean, not by learning a synonym or definition for new words but by using them in different contexts, in speech or in writing.

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- a. In the first half of the poem, the poet is in a lecture-room.
- b. He is with an audience, listening to a learned astronomer talk.
- c. 'learn'd' and 'with much applause'
- d. The scientific tools and methods that the astronomer uses are proofs and figures arranged in charts and diagrams, used to add, divide, and measure.
- e. In the second half of the poem, the poet is outside.
- f. He is on his own and he is looking at the night sky.
- g. The words and images in the first half of the poem that contrast to 'the perfect silence' in the final line are: 'heard the learn'd astronomer' and 'lectured with much applause'. Both describe the sound of the lecture and the word heard is repeated, clearly suggesting noise. The second phrase brings in the noise of the audience. The list of proof, figure, columns, charts, diagrams, etc. implies that the lecture is a continuous noise.

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

- h. Pupils should give their own views. The poet is suggesting that science cannot show us the mystical wonder of nature, we must experience it for ourselves.

#### Rhyme scheme of the poem

#### 2. The poem does not have a rhyme scheme. The poet uses rhythm, line length, and other devices.

If you have not already discussed the metre of the poem, do so now.

- a. Pupils should attempt to count the syllables in each line. 10, 14, 18, 23, 14, 14, 13, 10. The lines vary in length, increasing from the even 10 beats in the first line, suggesting that the lecture is going on for some time.

- b. The lines start to diminish, and they are of a similar length until the last line is 10 beats again. The final line is in iambic pentameter - a calm, regular beat; this suggests that he is tranquil once more and that coming outside has restored this balance in him.
- c. The first half of the poem includes lots of repetition and lists that convey the sense that the lecture is full of factual information - it piles up. The poet uses the word 'How' at the start of the second half of the poem. In the first half of the poem the poet seems overwhelmed by information. At the start of the second half he realises that he had 'become tired and sick' of it, and moves outside. The words 'rising and gliding out' convey an idea of movement and release and the regular rhythm in the last line conveys the idea that he feels peaceful.
- d. Discuss anaphora: make sure the pupils understand the weight of feeling built up through the repetition (along with the lists) in the first half. Get the pupils to identify Whitman's use repetition and sounds; pupils should try to say how the use of these devices in the second half of the poem conveys that the poet is captivated by the stars in the night sky:  
 myself/mystical moist - alliteration - a mmm sound that is soothing, and the alliteration creates a connection between the two lines conveying movement and release.  
 'time to time' - alliteration and repetition; creates a ticking sound 't' that perhaps brings to mind the bigger picture of our place in the universe.  
 'silence at the stars' - an 's' sound that is soothing and reminds us of the shhh sound we make to indicate 'be quiet'

## B WORKING WITH WORDS

### Contractions

#### 1. Which three words does the poet contract?

'Learn'd', 'wander'd' and 'Look'd' - pupils should understand that Whitman is contrasting the highly educated astronomer with the plain-speaking individual. They will see that only one of the contracted words changes the number of syllables. The other two seem to have been used to keep up this 'common-man' identity. Maybe Whitman wanted to convey that everyone can appreciate the wonder of the stars.

#### 2 and 3. What do they mean? How should they be written and how many syllables should they have?

Pupils should use a dictionary. Learned: well educated (see 'Words to know'), two syllables. Wandered Looked: directed one's gaze in a specific direction, one syllable.

#### 4. What are the two other words that Whitman could have contracted in the same way?

Pupils can discuss this. 'lectured' and 'ranged' are two possibilities

### Grouping words

#### 5. Whitman has used lots of pairs in the poem. Find four more examples of Whitman's use of pairs.

Whitman has used lots of pairs in the poem: the proofs, the figures; the charts and diagrams; tired and sick; rising and gliding; time to time.

#### 6. Can you also find a trio of verbs he has used?

to add, divide, and measure

#### 7. Find two examples of alliteration that draw attention to key words and images.

Pupils have lots to choose from. Encourage them to talk about the effect: 'diagrams, to add, and divide'; 'lectured with much applause in the lecture-room'; 'soon...sick'; 'mystical moist'; 'time to time'; 'silence...stars'.

## C LEARNING ABOUT LANGUAGE

### 1. Match the parts of speech to the examples below. Add two examples of your own.

To be – verb; she – pronoun; table – noun; beautiful – adjective; but – conjunction; an – article; wow – interjection; after – adverb

### 2. Underline the pronoun and circle the antecedent.

- |   |   |
|---|---|
| a. pronoun – her; antecedent – woman      | b. pronoun – their; antecedent – boys and girls |
| c. pronoun – his; antecedent – Yusef      | d. pronoun – his/her; antecedent – student      |
| e. pronoun – their; antecedent – birds    | f. pronoun – her; antecedent – Leila            |
| g. pronoun – their; antecedent – children |   |

## ARTICLES

### 3. Complete the following with a / an or the where needed.

the, the, a, a, the, an, a, an, a, a, a

## PHRASES AND CLAUSES

### 4. Is the underlined part a phrase or a clause?

- a. phrase   b. clause   c. clause   d. phrase   e. phrase

## ADJECTIVE PHRASES

### 5. In each of the following sentences there is an adjective phrase, which begins with a preposition (of, with, in, etc.). Underline each phrase.

- The balloon with the yellow stripes burst loudly.
- The dog under the table was growling at the cat on the chair.
- Those hills in the distance form the border between the two countries.
- The driver of the tractor slowed down and stopped.
- We went to visit the man with the large garden.
- She spoke to the woman in the green dress, yesterday.
- The love between mother and child is very strong.
- The artist's painting of the sea and the hills was sold for a vast sum.

### 6. Can you find three examples of adjective phrases in the poem?

Here are a few: before me; in the lecture-room; at the stars.

## D LISTENING AND SPEAKING

Read the poem below once. Allow the pupils to think about it and to look at the questions in the textbook. Read the poem again, allowing pupils time to make notes or answer the questions.

When they have finalised their answers, go through the poem again, finding the correct responses, and checking whether or not the pupils have been able to find the correct information.

(Note: Sanguine is pronounced *sang-win*)

Title: The Microbe

Poet: *Hilaire Belloc*

The Microbe is so very small  
You cannot make him out at all,  
But many sanguine people hope  
To see him through a microscope.



His jointed tongue that lies beneath  
 A hundred curious rows of teeth;  
 His seven tufted tails with lots  
 Of lovely pink and purple spots,  
 On each of which a pattern stands,  
 Composed of forty separate bands;  
 His eyebrows of a tender green;  
 All these have never yet been seen —  
 But Scientists, who ought to know,  
 Assure us that they must be so...  
 Oh! let us never, never doubt  
 What nobody is sure about!

Answers:

- a. No
- b. ii. optimistic (hopeful)
- c. i. the tongue: jointed/lies beneath teeth  
 ii. the tail: seven/tufted/with lots of pink and purple spots/patterned with forty separate bands  
 iii. the teeth: in a hundred curious rows  
 iv. eyebrows: tender green  
 (And none of the above has ever yet been seen.)
- d. scientists
- e. We should not doubt what nobody is sure about!
- f. Rhyming scheme: iv. aabbcc
- g. Syllables per line: 8

## E COMPOSITION

Using the structure of Whitman's poem and your understanding of anaphora, write your own poem.

Pupils will write their own poems using anaphora. They could try to use the same structure and/or theme.

## Workbook: pages 2–5

### A YOU'VE DONE THIS BEFORE

The pupils will make up their own phrases. Make sure that, a. the phrases are phrases and not clauses (containing a finite verb), and b. the phrases qualify the nouns in the sentences and not the verbs (in which case they will be adverb phrases and not adjective phrases).

#### 1. Add an adjective phrase. State the function of each phrase.

Examples of adjective phrases:

- a. man—with the large bucket/in a yellow shirt ...  
 ladder—against the wall/with broken rungs ...
- b. house—near the river/with a chimney/with the double garage ...
- c. typewriter—in a blue box/with red ink ...
- d. man—in a grey suit/with the president/behind that cart ...

#### 2. Use an adjective phrase and rewrite the sentences.

- a. The boy with the smile on his face is my friend.

- b. The elephant in chains belongs to the circus.
- c. The car in the lead crashed into a tree.
- d. She sold the bicycle with the torn seat.

The two sentences (a and b) on page 3 are wrong because the adjective phrases have not been put next to the nouns that they are supposed to describe. In sentence a. the bicycle is supposed to have a large bell, not the son. In sentence b. the aeroplane is in the sky but the phrase is put next to another noun—school building—which means that the school building is in the sky!

## B HOWLERS TO MAKE YOU HOWL

Try to explain what is funny about the following signs.

- a. Holes cannot be painted. (The notice meant to say: Circles or areas painted red...)
- b. Will the police give the order to do the drowning?
- c. There are only twenty-four hours in a day, so the photographs cannot be processed the same day.
- d. Is the man going to wash the waiters as well as the dishes?
- e. 'Drops out' has two meanings. It will be unfortunate if someone drops out of the coach!
- f. Should the students empty their food trays and stand upside down (or should they stand their trays upside down)?

## C A NOISELESS NOISE: SUFFIXES

### 1. Find words which end in -ful and -less.

Pupils should be encouraged to look up words that they think might take the suffixes. When pupils have finished their work, share it with the others in class. Some of the words that are suggested may be interesting to hear. Examples:

- |                          |                         |                        |
|--------------------------|-------------------------|------------------------|
| a. artful, aimless       | b. bashful, blameless   | c. colourful, careless |
| d. doubtful, dauntless   | e. eventful, endless    | f. fearful, faultless  |
| g. gainful, graceless    | h. hateful, heartless   | i. ireful*, issueless  |
| j. joyful, joyless       | k. ...., kingless       | l. lawful, luckless    |
| m. mournful, meaningless | n. needful, nameless    | o. ...., objectless    |
| p. powerful, pointless   | q. ...., quenchless     | r. restful, rudderless |
| s. sorrowful, shameless  | t. tearful, tireless    | u. useful, useless     |
| v. vengeful, valueless   | w. wrathful, weightless | x. ....                |
| y. youthful, yokeless    | z. zestful, zestless    |                        |

\* probably the only -ful word beginning with 'i'.

### 2. Think of words beginning with 'astro'; give a definition.

Examples:

- a. astrology—study of the influence of the stars on human personality
- b. astronomy—study of heavenly bodies
- c. astrolithology—study of meteor stones
- d. astronaut—man who goes into space
- e. astrophysics—physics concerned with the stars
- f. astronomical—enormous

## D MISSTAKES!

Note that the title is also wrong! It should be 'Mistakes'.

**1. Correct the mistakes on this page! Can you say why they are wrong?**

Ask the pupils to try and *explain* what the mistakes are, not simply correct the mistakes.

e.g. 1. The definite article is not needed before 'cricket'. 2. In the comparative we use '-er'; we are comparing two things not more (otherwise we can use '-est'). We should use the definite article (the) when we use a comparative expression such as this.

- a. Do you play cricket at school?
- b. Maira is the taller of the two sisters.
- c. She bought the dress for a (OR one) hundred rupees.
- d. Either our neighbour or his friend has plucked these flowers. (The subject is singular. Either our neighbour has... or his friend has...)
- e. I have not seen him since I left Multan. (Two events, taking place at two different times. I have not seen him since (the time) I left Multan.) (This sentence could be correct if the speaker is using the second 'since' in the sense of 'because', rather than as a time phrase 'from that time'.)
- f. Can you tell me where the police station is? (misplacement of *is*)
- g. The girls brought a small black dog to school. (Adjectives in a list follow a particular order; from the general descriptions to the specific.)
- h. His father wants to see you and me. (*You* is in the objective case; and so *me* (objective) should be used, and not *I*, subjective.)
- i. He has been coming to this school for eight years. ('For' is used for a period of time; 'since' is used for a point in time, e.g. Since April 2008; for three months.)
- j. The boy's brother made him do it again. (No need for the infinitive here with the verb *make*. A common mistake. 'He made me to tell a lie', is incorrect. Note: 'They forced me to tell a lie'.)
- k. A bus hit him while he was walking down the road. (Misplaced adverbial phrase... the bus was not walking.)
- l. Theirs is the house on the corner. (Misused apostrophe to show possession. Apostrophes are not used with personal pronouns: his, hers, yours, its, theirs...)
- m. The teacher taught the children how to use the present continuous tense. (This is grammatically correct but it does not illustrate the present continuous tense! Can the pupils write the sentence in the present continuous tense? The teacher is teaching the children how to use the present continuous tense.)

**Lesson Plans**

For detailed suggestions, refer to the end of the teaching guide.

**LESSON 1**

**Textbook Time: 40 min**

**Aims:**

- To read and understand a poem
- To develop understanding of devices
- To develop comprehension skills

Task	Time
1. Reading and discussion of the poem, and explanation of the unfamiliar words.	20 min
2. Exercise A, Question 1 and Question 2. a. to be attempted.	20 min

**LESSON 2**

**Time: 40 min**

**Aims:**

- To analyse the structure of the poem
- To develop comprehension skills

Task	Time
1. Recap previous lesson.	5 min
2. Continue with Exercise A, Question 2 b - d.	15 min
3. Attempt Exercise B, Questions 1 - 7.	20 min

**LESSON 3****Time: 40 min****Aims:**

- To identify adjective phrases in sentences
- To answer questions based on a poem
- To practise directed writing skills—using anaphora in a one-sentence poem.

Task	Time
1. Exercise C, Questions 1 and 2 to be attempted.	15 min
2. Exercise D, should be attempted.	15 min
3. Exercise E should be attempted. This can be completed at home.	10 min

**LESSON 4****Workbook Time: 40 min****Aims:**

- To use adjective phrases
- To identify mistakes in ambiguous sentences
- To find words ending in -ful and -less in the dictionary

Task	Time
1. Exercise A, Questions 1 and 2 should be attempted.	15 min
2. Exercise B should be attempted.	15 min
3. Work on Exercise C, Question 1 should be started.	10 min

**LESSON 5****Workbook Time: 40 min****Aims:**

- To develop vocabulary
- To detect and explain grammatical errors

Task	Time
1. Continue work on Exercise C, Question 1.	10 min
2. Exercise C, Question 2 should be attempted.	10 min
3. Exercise D, should be attempted.	20 min

Saki is best known for his many varied short stories. He had a highly individual style, and his humorous, satiric, supernatural, and macabre stories are full of eccentric wit and unconventional situations. In this story a very self-satisfied man makes a mistake. The characters are not particularly nice people - discuss how Saki has created their personalities.

For more about H. H. Munro (Saki):

<http://en.wikipedia.org/wiki/Saki>

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- Philip Sletherby hopes to become the member of parliament for the county of Chalkshire.
- Philip Sletherby is on his way to visit Mrs Saltpen-Jago because if she approves of him, she will support his ambition to become the MP for Chalkshire.
- Bertie knows that Philip Sletherby is going to visit Bertie's mother because he hears Sletherby's club acquaintance saying that through the train window.
- Bertie is going from London to the countryside to go fishing for the weekend.
- The six items Bertie has in his pockets are: a sixpenny coin, a cigarette-case, a matchbox, a key, a silver pencil case, and a railway ticket
- Bertie has forgotten his coin-purse/money. He wants Philip Sletherby to lend him some money.
- Philip Sletherby does not help Bertie because the crest he describes is different to the one Sletherby saw on the letter he received and because he says that his mother has dark hair.

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

- The other man travelling to Brill Manor is Claude People. We learn that: he is an important lawyer; he has travelled on the same train; he is noisy/talks a lot; he is not the sort of man to notice an absorbed silence; he likes and knows about cars, and he knows Mrs Saltpen-Jago well. Pupils can pick out three things. Share their responses so that they can add further examples, if time permits.
- The part of the story that show us that Philip Sletherby thinks highly of himself is the paragraph at the top of page 9 in which Sletherby imagines impressing others with his story. Pupils might also comment on other passages in which Sletherby appears to be smug or self-satisfied.
- The language used shows us that the story was written a while ago. Pupils might pick out references to the coin purse or to sending letters or to old-fashioned phrasing. They might also look at the description of the car (and the horse-drawn carriages of their grandfathers). Pupils should not focus on what is not mentioned!
- Pupils will summarize the topic of the last seven paragraphs in their own words and upon discussion, identify a clear topic sentence.

**While reading:** Philip Sletherby would like to be the member of parliament for the county of Chalkshire. Mrs Saltpen-Jago has a lot of influence in that county. If the weekend meeting goes well, and Mrs Saltpen-Jago approves of Philip Sletherby, she will support his ambition.

**Challenge:** Pupils can say what they like or dislike about this story and comment on whether or not they have read other stories by Saki.

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

- Philip Sletherby settled himself down in an almost empty railway carriage, with the pleasant feeling of starting off on an agreeable and profitable trip.

- i. smug
  - ii. shocked/unwell/irritated
  - iii. He hopes to secure the nomination of Mrs Saltpen-Jago so that he can become the MP for Chalkshire.
- b. There was a tinge of coldness in his voice.
- i. Cold is used as a synonym for hostility/unfriendliness here.
  - ii. Sletherby
  - iii. Sletherby believes that Bertie lied to him and he is unable to disguise his feelings when he hears Bertie's description of his family crest.
- c. The train moved on, leaving the so-called son of the Saltpen-Jago family cursing furiously on the platform.
- i. Philip Sletherby's
  - ii. Sletherby does not believe that he is Mrs Saltpen-Jago's son.
  - iii. He thought he would be able to borrow money to fund his weekend trip but now he has been left stranded.

## B WORKING WITH WORDS

### 1. Copy the following sentence.

#### a. Underline the four verbs in the sentence.

He was searching furiously and ineffectually for some elusive or non-existent object; from time to time he dug a sixpenny coin out of a waistcoat pocket and stared at it ruefully, then recommenced the futile searching operations.

Discuss how Saki's vocabulary builds a very detailed image of the young man's movements and character.

#### b. The story contains many words to do with looking. Here is a list of these words and a couple that do not appear in the story. Use them in sentences of your own.

Pupils will compose their own sentences. Make sure that the words are used in appropriate contexts.

#### c. Look at the first paragraph of the story. Find words and phrases that describe Philip Sletherby's feeling of contentment.

pleasant feeling, agreeable, gratified, delighted

#### d. Use a thesaurus to find more words that mean the same as pleased.

Pupils should use a thesaurus and try to find as many words that mean the same as pleased.

## SLANG AND COLLOQUIALISMS

### 2. Can you use the following in two ways to bring out their different meanings?

Pupils should use a dictionary if they need to.

### 3. Find three interjections in the text and say what emotions or feelings they are being used to express. Then, write a short dialogue between two characters and use interjections in it.

i. 'She'll be useful to you, too, if that Parliamentary project – hullo, you're off. Good-bye.'

ii. 'I say!' exclaimed a young voice presently.

iii. 'What change? You don't mean to say – Oh, of course, you've only known her just lately.'

Pupils will then write a short dialogue between two characters using interjections in their own words.

## C LEARNING ABOUT LANGUAGE

### MODALS

#### 1. Can you explain the meaning of each sentence in A and B?

The appropriate use of the words above should be discussed with the students. Given below are the approximate meanings of the sentences in the textbook.

- a. i. He wonders how it will be possible for them to experience feelings.  
ii. *Should* expresses will or intention. They are experiencing feelings; he wonders what is the appropriate feeling for them to be experiencing.  
iii. He is wondering how fast the optimum speed is; how fast is it obliged to go at?  
iv. 'Must' is imperative; they are experiencing feelings; the question is, which ones?  
v. If they were pushed to feel something, what would that be?
- b. i. It is possible for the train to be on time.  
ii. The train is usually on time.  
iii. Perhaps the train will not be on time, but is usually on time.  
iv. The train has to be on time, it is imperative that it is on time.  
v. The train is sometimes on time and sometimes not on time; it is not beyond being on time.

#### 2. Now look at the following sentences.

Discuss the uses and meaning of *ought* as explained in the textbook.

#### 3. Make up interesting sentences of your own using the following.

Pupils will make up their own sentences. Examples:

- a. You ought to feel ashamed of yourself for calling him names.
- b. You ought to go now; it is getting late and your parents may start worrying.
- c. She ought to write to her father; she hasn't written for ages and he is very ill.
- d. They ought to have been punished, but they were let off.
- e. We oughtn't to hear what they are saying to each other; their conversation is private.
- f. Ought he to be allowed to do that? (Ought he to do that?) I thought his teacher said he was not allowed to.
- g. We ought to know the answer; we only learnt about it yesterday.
- h. You oughtn't to play near the windows; you might break the panes.
- i. Ought they to return after the cinema, or might they be allowed to go to their friend's house?

### Ellipsis

Discuss the explanation and the examples given. Can the pupils construct any more sentences? Let them try and then read them out. Discuss what they come up with.

#### 4. Find the mistakes in the following and correct them.

- a. I am going to the market but Mimi is not. The verb used in the first part with I (am going) does not fit with Mimi (is going). So it should be: Mimi is not.
- b. You *are working* hard but your friend *is not* (working hard).
- c. Sara *is having* roast chicken but the others *are having* vegetable curry.
- d. Drawing and writing *are* good skills to learn, but scrawling *is* not so good.
- e. Multan has been marked on the map but Rawalpindi, Karachi, and Abbottabad *have been* left off.

#### 5. Find three example of ellipsis in the story.

- i. 'here's the car waiting for us, and very nice, too!'
- ii. 'Brilliant woman, level-headed, a clear thinker.'
- iii. 'she electrified everybody by appearing as a brilliant blonde. Quite ruined her looks.'

## ADVERBS

### 6. Pick out the adverbs in the following sentences and say what words they qualify.

- a. loudly (talks)                      b. quickly (taking)                      c. much (tells)                      d. beside (slept)  
e. since (left)

### 7. Underline the adverb phrases in the following.

- a. loud volume                      b. opened with care                      c. day before yesterday

### 8. Find and complete the following adverbs below. Which verbs do they describe? When you have completed the words given below, use them in sentences of your own.

The adverbs are followed by the verbs in brackets. The pupils may be asked to use the adverbs with different verbs, orally, before they begin to write their own sentences.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| a. sedately (was greeted)            | b. noisily (was greeted)              |
| c. furiously (cursing/was searching) | d. promptly (responded)               |
| e. carelessly (asked)                | f. scarcely (was...worthwhile/had...) |
| g. ruefully (stared)                 | h. ineffectively (was searching)      |
| i. hastily (glance)                  | j. rightly (remember)                 |
| k. presently (exclaimed)             | l. severely (said)                    |

## D LISTENING AND SPEAKING

### 1. Look at various spoken parts in stories and discuss this subject. Then the pupils may work in pairs.

Remember that any comments can be added and should be accepted if the sentences are grammatically correct and the meaning is clear.

The verbs should be in agreement (number, and tense), and the second speaker should agree with the first speaker. For your information various comments have been added below.

- A. *It's going to be* a long, hot summer.  
B. Yes, *it is*. (*It is going to be a long, hot summer!*)
- A. *I am going to try* and go up to the hills.  
B. So *am I*. (*I am also going to try and get away.*)
- A. *I have been* to Islamabad and to Murree, but never to Nathiagali. (*I have never been* to Nathiagali. The speaker leaves out the understood 'I have' in the second part.)  
B. Nor *have I*. *I'd* love to go there some day.  
A. So *would I*. (Agreeing with the first speaker's comment 'I'd love to...')  
B. *I've heard* that it is a wonderful place for a holiday.  
A. So *have I* (*heard that it is a lovely place*). *I read* an article about it in the paper last week.  
B. Yes, *I did* too. *It was* a wonderful article, with photographs.  
A. Yes, *it was*. *I enjoyed* reading it, and (*I am looking forward* to seeing the place.  
B. So *am I*. *It might be a good idea to plan* a trip there together some day.  
A. It certainly *would* (*be a good idea to plan a trip*).  
B. Let's do that.

And the conversation can be continued: Yes, let's. Going by car would be ideal. Yes, it would. We can visit lots of places. Certainly, and we could go wherever and whenever we like...

### 2. When the pupils have finished adding comments, ask them to read out the statements as a dialogue. Check that their responses are correct. Elicit alternative comments, which could be added.

## E COMPOSITION

As Philip Sletherby or Bertie, write a letter to your friend telling him/her about the meeting on the train. Philip probably felt annoyed with himself and/or embarrassed whereas Bertie probably felt angry or confused.



**Try to convey strong feelings about the meeting as clearly as possible.**

Pupils should first make a list of points they are going to write about, when they have chosen their character (they will need to use their imaginations more if they choose Bertie). The list of points (events in sequence) can be helpful, because they will know exactly where the key feeling is experienced at the end! In this way they can give clues throughout, but not reveal all till the end. They need to use the letter format.

## Workbook: pages 6–10

### A SHOULD YOU DARE?

Here are some sentences from the passage in your Textbook.

'It ought to be in my pocket.' Said Bertie.

'I oughtn't to let...'

#### 1. Make sentences using 'ought' in your notebooks.

The students are encouraged to make sentences of their own, highlighting the word 'ought' in them,

### B READ THE FOLLOWING?

Go through the text with the pupils, if they have any doubts. Ask for examples of the use of the keywords. Reiterate that 'ought' implies a greater sense of obligation than should.

#### 1. Construct sentences using *should have* or *ought to have*; use *but* too.

- I went to see a film last night, but I ought to have (should have) studied for my text.
- They came to visit me, but they ought to have (should have) been at work.
- We played tennis, but we ought to have (should have) finished writing the report.
- He spent all his money, but he ought to have (should have) paid his (some) debts.
- She lay in the sun, but she ought to have (should have) fed the chickens.

#### 2. Rewrite the sentences using *ought not to have* or *should not have*.

- She ought not to (should not) have teased her sister.
- He ought not to (should not) have eaten all the fruit.
- They ought not to (should not) have started on their journey so late.
- You ought not to (should not) have spent all your money.
- You ought not to (should not) have left the front door open.
- They ought not to (should not) have shouted at me like that.

#### 3. Here is a short extract from the story in your textbook.

Go through the text and use other examples. Ask the pupils to make up sentences of their own using *dare*, especially in the past tense.

**Use *dare* or *dared* and frame questions to show the speaker's indignation.**

- How dare he lie to me?
- How dared she lie to me?
- How dared she break my pen?
- How dare they throw their rubbish in my garden?
- How dare you look at me like that?

Make sure that the pupils understand the explanation before they attempt to write the next exercise.

#### 4. Fill in the blanks with *dared* or *dared to*. Use *not* where necessary.

- |              |              |            |              |
|--------------|--------------|------------|--------------|
| a. dared not | b. dare      | c. dare to | d. dared to  |
| e. dare      | f. dared not | g. dare    | h. dared not |

## C SLOWLY BUT SURELY

### 1. Do you know the meanings? What parts of speech are they?

They are all adverbs. Pupils might like to find out what the root of each word is and what it means. They can break down the words thus: furiously, furious (adj), fury (noun). Pupils might use the words in their different forms, in oral sentences of their own.

### 2. Fill in the blank spaces. Use each word once.

Accept plausible alternatives.

- |             |               |                  |              |
|-------------|---------------|------------------|--------------|
| a. hastily  | b. scarcely   | c. promptly      | d. furiously |
| e. noisily  | f. carelessly | g. ineffectually | h. ruefully  |
| i. sedately | j. rightly    | k. eventually    |              |

## Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

### LESSON 1

**Textbook Time: 40 min**

#### Aims:

- To read and understand an amusing story
- To develop comprehension skills

Task	Time
1. Read the text—the children should take turns to read aloud.	15 min
2. Discuss the unfamiliar words and ask questions.	5 min
3. Exercise A, Question 1 should be attempted.	20 min

### LESSON 2

**Time: 40 min**

#### Aims:

- To practise reference to context
- To identify adverbs
- To develop vocabulary

Task	Time
1. Continue with Exercise A, Question 2.	15 min
2. Exercise B, Question 1 should be attempted.	15 min
3. Exercise B, Question 2 should be attempted. (b. should be completed as homework.)	10 min

### LESSON 3

**Time: 40 min**

#### Aims:

- To understand different meanings for words and to use these words in sentences
- To use modal verbs should and ought
- To practise using ought to and oughtn't to in sentences

Task	Time
1. Exercise B, Question 3 should be attempted.	15 min
2. Exercise C, Question 1 should be attempted. (ORAL)	10 min
3. Continue with Exercise C, Questions 2 and 3. Complete for homework.	15 min

## LESSON 4

**Time: 40 min**

**Aims:**

- To identify and correct grammatical errors
- To provide verbal agreements to given statements
- To practise directed writing skills—narrative writing

Task	Time
1. Exercise C, Questions 4 and 5 should be attempted.	5 min
2. Continue with Exercise D.	10 min
3. Attempt Exercise E.	15 min
4. Any unfinished work to be completed	10 min

## LESSON 5

**Workbook Time: 40 min**

**Aims:**

- To practise should have/should not have; ought to have/ought not to have
- To develop vocabulary
- To understand the use of dare and dared to

Task	Time
1. Exercise A, Questions 1 and 2 to be attempted.	20 min
2. Continue with Exercise A, Question 3.	15 min
3. Recap learning.	5 min

## LESSON 6

**Workbook Time: 40 min**

**Aims:**

- To practise using adverbs
- To develop vocabulary

Task	Time
1. Attempt Exercise B, Questions 1 and 2.	15 min
2. Exercise C to be attempted.	15 min
3. Recap the lessons taught. Complete any unfinished work.	15 min

# The Newcomer

A topical and environmentally-friendly poem by a popular modern poet. Note how the throbbing and even beat throughout the poem reminds us of how news used to be spread by tom-tom drums. The message is ominous and scary, and the poet has been able to put this forward brilliantly by employing a particular rhythm in the lines.

For more information about the poet:

<http://www.brianpatten.co.uk/>

[http://en.wikipedia.org/wiki/Brian\\_Patten](http://en.wikipedia.org/wiki/Brian_Patten)

For more poems by Brian Patten:

<http://www.poemhunter.com/brian-patten/>

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- None of the animals is happy about the newcomer; they are all suspicious about it and want to warn the other animals as soon as possible. The main emotions or feelings in the poem are those of fear, suspicion, anticipation, awe, and surprise.
- The repetition of the word 'no' helps to paint a dark or negative picture. It brings out or reiterates the great difference between the unwelcome visitor and the other animals living in the wild.
- Pupils should give their own interpretations. Does it mean that humans have never had wings? Some creatures have wings but cannot fly while others seem to fly but do not have wings (flying squirrel, bats, etc.) but humans do not have any feathers or wing-like parts.
- In the river, the humans 'ignore the impassable dam: In the warren, they dig deeper than the animals 'dare' go. This suggests that they have abilities beyond those of the other animals.

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

- Once again, pupils will give their own ideas, with reasons. Some might not agree that all humans behave like this; some might feel that humans also do a lot for the welfare and protection of animals.
- Pupils should be encouraged to voice their opinion about this. Some might think that the world would be over-populated if we did not kill animals (for food); others might think this would not happen, and that they would die out naturally, not multiply quickly.

#### 2. Reference to context

*'There's something new in the whiteness,'*

- The snow-white polar bear says this to the other animals (the fish, thrush, rabbit).
- The polar bear says that he saw the newcomer's shadow on a glacier, but it left no paw marks there.
- The 'something new' was a human.
- The whole of the animal kingdom heard this news.

**3. Describe briefly, in your own words, how the news about the newcomer spreads. By what means does the poet create the idea that fear is being spread through the animal kingdom?**

Pupils will use their own words, but they must be text based. They should go stanza by stanza and describe how the news spreads (from the fish to other fish; from the thrush to other birds; from the rabbit to the doe; and finally from the polar bear to other animals in the animal kingdom). The news is repeated that a stranger has appeared; and, indeed, this stranger is very strange, in that it appears differently and acts differently. The repetition of words and ideas reinforces how different it is from others in the animal kingdom. Fear is brought about by a. bringing out this difference; b. by repeatedly mentioning that this creature kills and kills and kills; c. by the use of words such as ignores, ghost, shadow; and d. by informing us that this creature is able to get all over the place, almost unnoticed, with unpredictable and evil intentions.

## **B WORKING WITH WORDS**

**1. Find words which have a similar meaning to the following:**

If pupils have not come across a thesaurus, now may be the time to introduce them to one.

- |                       |                            |                     |
|-----------------------|----------------------------|---------------------|
| a. obliterate/kill    | b. impenetrable/impassable | c. airing/spreading |
| d. trace/shadow       | e. make bold/dare          | f. swollen/bloated  |
| g. disregards/ignores |                            |                     |

### **METAPHOR**

Recall what the pupils have already learnt about similes and metaphors.

**2. In the poem you will find a metaphor; can you say what it is?**

the ghost of a wing

### **Silent Letters**

**3. a. Note the words that contain silent letters, e.g. high. (gh is silent)**

ghost, whiteness, bright, through

It's not too important if some of the words are not found; the important thing is that the pupils should look for the words and go through the poem carefully.

**b. Note the silent letters in the following.**

ca(l)m hym(n) su(b)tle rei(g)n

**c. Put the words into four columns, according to the silent letter.**

l	n	b	g
alms	autumn	subtle	feign
yolk	damned	dumb	resign
should	hymn	debt	foreign
palm	column	plumber	
almond	condemn	numb	
salmon		doubt	

The pupils can check the words in a good dictionary to find out how the words are pronounced. Read the words aloud, making sure that the silent letters remain silent!

## C LEARNING ABOUT LANGUAGE

### Clauses

Discuss the information and the examples given.

#### 1. Can you divide the sentences above into subject and predicate?

<u>Subject</u>	<u>Predicate</u>
That boy	is my brother
the ship	silently left the harbour
She	can read a book

#### 2. Underline the main clauses in the following.

Main clauses:

- The children went (to the park)
- Maham went (to the library)
- We stopped (at the town)
- the boys went out (to play football)
- the actors met the children
- He came
- The man went
- The trees died
- We shall all go (to the park)
- The policeman arrested the men

## PREPOSITIONS AND PREPOSITIONAL PHRASES

#### 3. Highlight the preposition. Underline the prepositional phrases in the following sentences.

- on
- out of
- on time
- in
- behind
- inside
- at
- for
- after
- during

#### 4. Use these prepositions in sentences of your own. Underline the prepositional phrases in your sentences.

Pupils can make sentences of their own using the given prepositions and underline the prepositional phrases as done in the example below:

Lionel Messi pulled out of the World Cup final because of a serious injury.

## D LISTENING AND SPEAKING

Ask the pupils to provide their own examples of alliterative phrases and sentences.

#### 1. Your teacher will read out various lines of poetry.

Some examples are given below. You may use these and others of your choice (from other sources). After each line, give the pupils a moment or two to write down the words that are alliterative. When all the examples have been completed find out whether their responses were the same.

(Note that some lines contain more than one alliterative sound. Do not read out the sources, given in brackets. The alliterative sounds are marked in bold.)

- a. The **b**ears **w**ith **b**aby **w**ould **p**atiently **p**lay
- b. **W**hen thus **w**as her energy **w**asted, ...
- c. What a tale of **t**error, now, **t**heir **t**urbulency **t**ells! (Edgar Allen Poe)
- d. Among them I found a **f**air **f**ield **f**ull of people  
All **m**anner of **m**en, the poor and the rich  
**W**orking and **w**andering as the **w**orld requires
- e. I was **w**earry with **w**andering and **w**ent me to rest  
Under a **b**road **b**ank **b**y a **b**rook's side, (William Langland: Piers Plowman)
- f. The fair **b**reeze **b**lew, the white **f**oam **f**lew,  
The **f**urrow **f**ollowed **f**ree; (S. T. Coleridge: Ancient Mariner)
- g. We thrust **s**o **s**wift,  
**M**oved with **m**agic, that a **m**ighty curve  
Upward arching from either bow  
**R**ose, all **r**ainbowed; as a **r**ampart stood  
Bright about us. (C. S. Lewis: The Nameless Isle)

**2. Make up your own examples of alliteration and read them aloud to the others.**

Pupils will write their own examples; share these in the class.

## **E COMPOSITION**

Discuss this first. Remember that the topic is about fairness, so this aspect should be developed.

## **Workbook: pages 11–14**

### **A REVISING PHRASES AND CLAUSES**

Read the sentences and revise what the pupils already know. Understanding the words **independent** and **dependent** is the key. Only a clause with a finite verb makes complete sense; it can stand independently. Dependent clauses, as their name suggests, depend on the other clauses in a sentence, in order to make complete sense.

When the sentences are read, pupils should concentrate on the italicised text. Do the words contain a finite verb? Do the words make complete sense? How do the words help us to understand the whole sentence better? Which words in the other part do these italicised words describe, refer to, or amplify?

**1 and 2. Read the sentences; pay attention to the italicized phrases and clauses.**

- a. In the green vase—phrase (adverbial)
- b. from eight o'clock to twelve o'clock—phrase (adverbial)
- c. we will surely come—main clause
- d. We don't know—main clause
- e. on the table—phrase (adverbial)
- f. Whatever you do—subordinate clause (adverbial)
- g. sometime last month—phrase (adverbial)
- h. We are always happy—main clause (independent and makes sense on its own)

## B MAIN OR SUBORDINATE?

Rewrite the following in the box below.

	Main	Subordinate
a.	The judges declared	that he was the winner.
b.	they sat down	As soon as they entered the room
c.	Rida's brother is (a captain in the Navy)	who was here yesterday
d.	She sold the book	that you gave her.
e.	We will go on a picnic	if they come tomorrow
f.	It began to rain	just as the match started.

## C HARDLY DIFFICULT

### 1. Make adverbs from the following adjectives.

Do the pupils know what the words mean? Can they use them in sentences? This is the first step.

Pupils should then find nouns to which these adjectives might apply. When the adjectives have been changed into adverbs, ask which verbs they could be used with, e.g. temporary accommodation (adjective describing a noun); temporarily (adverb). He worked temporarily; the appointment was not for a permanent post.

Adverbs (and possible verbs to be connected with):

- |  |  |
|--|--|
| a. temporarily (employed, used, taken)                                   | b. sufficiently (suffered, fed, beaten!)       |
| c. despicably (treated, behave)  | d. astronomically (risen, multiplied, gone up) |
| e. evasively (spoken, acted, answered)                                   | f. literally (taken, understood, compared)     |
| g. literarily (Note the difference between f. and g. — spoken, composed) |  |
| h. voluntarily (acted, taken up, answered)                               |  |

### 2. Make your own sentences.

These are examples. Ensure that the adjectives qualify the nouns, and the adverbs qualify the verbs. The verb or noun qualified has been italicised below.

- a. i. He *woke* up early. (adv.)  
ii. He took the early *train*. (adj.)
- b. i. It *was* hard to leave the mountains. (adv.)  
ii. The bicycle had two hard *tyres*. (adj.)
- c. i. The bird *flew* high up into the tree. (adv.)  
ii. She sang some high *notes*. (adj.)
- d. i. Azim *arrived* late for school. (adv.)  
ii. He arrived on the late *bus*. (adj.)
- e. i. The children thought long and hard. (adv.)  
ii. The giant took long *strides* across the country. (adj.)
- f. i. The rice *ran short* because of the number of guests. (adv.)  
ii. The short, thin *boy* ran down the steps. (adj.)



## D CITY WORDS

### 1. What other words can you think of which end in -city?

- a. simplicity      b. publicity      c. ferocity      d. paucity      e. tenacity  
f. velocity      g. elasticity      h. scarcity      i. eccentricity      j. opacity  
k. electricity      l. city

### 2. Now use the words in sentences of your own.

Pupils should look up any words they do not know. They should then use the words in sentences.

You may set other puzzles of this kind for the pupils to research. They should use a dictionary for such an activity. Find words ending with -rate, -site, -rry, -ise, etc., or starting with rai-, shi-, etc. Scope for a team activity to see which team can find the most words of a particular kind.

## Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

### LESSON 1

**Textbook Time: 40 min**

#### Aims:

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

Task	Time
1. Reading of the text and understanding the difficult words.	20 min
2. Begin with Exercise A, Questions 1 and 2.	20 min

### LESSON 2

**Time: 40 min**

#### Aims:

- To use one's own words to explain the meaning of a poem
- To identify metaphors
- To identify silent letters in some words; practise pronouncing these words
- To practise using a dictionary

Task	Time
1. Exercise A, Question 3 should be attempted.	10 min
2. Exercise B, Questions 1, 2, 3, and 4 should be attempted.	20 min
3. Continue with Exercise B, Question 4.	10 min

### LESSON 3

**Time: 40 min**

#### Aims:

- To revise subject and predicate
- To identify clauses

Task	Time
1. Exercise C, Question 1 to be attempted.	15 min
2. Continue with Exercise C, Question 2 to be attempted.	15 min
3. Recap the lesson taught.	10 min

## LESSON 4

**Time: 40 min**

**Aims:**

- To identify alliteration
- To develop thinking skills
- To develop directed writing skills

Task	Time
1. Exercise D, Questions 1 and 2 should be attempted.	20 min
2. Exercise E to be attempted.	20 min

## LESSON 5

**Workbook Time: 40 min**

**Aims:**

- To revise phrases and clauses
- To identify the main clause and the subordinate clause in a sentence
- To form adverbs from given adjectives

Task	Time
1. Exercise A to be attempted.	15 min
2. Exercise B to be attempted.	15 min
3. Exercise C, Question 1 to be attempted.	10 min

## LESSON 6

**Workbook Time: 40 min**

**Aims:**

- To practise adverbs and adjectives
- To develop vocabulary

Task	Time
1. Exercise C, Question 2 to be attempted.	15 min
2. Begin Exercise D, Questions 1 and 2.	20 min
3. Recap of lesson taught.	5 min

A warming tale about the coming together of a young deaf and dumb girl and a young man with the same condition. They are instantly drawn to each other through their shared experience of being deaf and dumb.

Apart from considering the details of the story, the pupils might benefit from being drawn into a discussion about people with disabilities (the deaf, blind, mute, lame, etc.) and how they cope with life, and how they are treated by society at large. In the story we learn of the difficulties faced not only by the little girl who cannot speak or hear, but by her parents, too. They find explanations, and especially first encounters, difficult to handle; the problem for them being how not to offend the sensibilities of others. People sometimes do not know how to react when they meet, for instance, a blind person. Discuss such issues in class with reference to this story.

Pronunciation note: (Consult a good dictionary.)

cuisine (*kwi-zeen*), deigned (*daynd*), nonchalantly (*nonsh-lently*), swarthy (*swaa-thee*)

Mr David brought great joy to the Ahads by making friends with Maheen, and by outlining to them a plan to improve her life. He informed them that he was going to start a special school for children such as Maheen, and that Maheen would be his first pupil. He gave them hope for her future.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions

- The author believes it is difficult to assess the range and quality of human emotions because it is usually not possible to tell what griefs people have by merely looking at their appearance.
- The Ahads' Guest House was a suitable place to stay because it was near the bus stand, market, and post office, yet far enough away to be peaceful. The views were pleasant, the cooking was good, and the hostess was charming.
- The Ahads were very kind to their guests and looked after them well. Mrs Ahad took the narrator in hand the moment he arrived. She saw to his luggage, gave instructions about his room, and gave him a cup of coffee. She put him at his ease. Mr Ahad too treats his guests with courtesy. Maheen was shy and reserved, due to her deafness, but endeared herself to all the visitors. The narrator was won over by the entire family.
- The author asked Maheen what her name was, smiled at her and beckoned to her. (i) Maheen reacted by blushing and running out of the room with tears in her eyes. (ii) Her parents frowned with pained looks on their faces. Mrs Ahad then apologetically explained to the author why the girl had behaved like this.
- 'with pained looks on their faces' and/or 'The queries were answered by the parents haltingly and with obvious anguish.'

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

- Mr Ahad was sorry because Maheen had not gone to Mr Nadeem. Pupils should discuss this. Does he feel sorry for the awkwardness created? Is he apologizing for himself, for his daughter, or about the awkwardness created by the lack of communication?
- They must have been worried about whether the plan would work and concerned that, if it did not work, it might cause Maheen further anguish.

**While reading:** Mr Nadeem feels awkward because he knows he has done something wrong but he is unsure what it is. His hosts are feeling awkward because they need to explain their situation. Maheen feels awkward because she cannot communicate.

**Challenge:** The Ahads' first impression of the young man was that he was proud and arrogant, since he did not reply to their polite enquiries.

**2. Comment on the italicised words in the following:**

- a. Mrs Ahad, the landlady, *looked after me* the moment I arrived.
- b. I couldn't *stop myself from smiling/ contain my joy*.
- c. And, at the very first meeting, or soon afterwards, they would *come across (meet)* the child...
- d. 'He shouldn't have ignored our request like this,' the landlord *interrupted (added to the conversation)*, more mildly.
- e. It took us time to *understand (take in)* the news / *let the news sink in*.
- f. And then both parents *started abruptly (speaking/making)* incoherent statements of profuse apologies...
- g. She almost *became very emotional* with gratitude...
- h. The causes of Maheen's issues stemmed from her inability to hear and speak. She could not understand people and was often scared to go near them. Mr Nadeem's intervention resulted in Maheen getting scared, withdrawing and running away. Maheen finally had a guide she could look up to, who could understand her on the same level and could teach her. She was happy.

**3. Reference to context**

- a. *I vaguely felt I had wronged her and her parents.*
  - i. The speaker, Mr Nadeem, felt only slightly that he had wronged the family because he had not really known what he was doing. He had not done anything on purpose. He felt he had wronged the girl and her parents because he had tried to make friends with her by speaking to her, but had not realised she was deaf and dumb.
  - ii. To make the situation better, and to save the child from repeated humiliation, he suggested that the Ahads provide new guests with a note containing information about Maheen.
- b. *At this time he discovered the sealed envelope containing the typed chit lying on the table, addressed to him by name.*
  - i. Mr David
  - ii. Mr David was greeted by Mr Ahad, and made entries about himself in the guesthouse register.
  - iii. In the envelope was the information the Ahads had provided about Maheen and the fact that she was deaf and dumb.
  - iv. Immediately after this Mr David looked around astonished, saw Maheen sitting outside in the garden, looked at the Ahads and Mr Nadeem with a smile, and darted out towards Maheen.
- c. *She looked the happiest woman in the world.*
  - i. Mrs Ahad
  - ii. Mrs Ahad was happy because Mr David had outlined to her and her husband some plans for the education and betterment of Maheen. He had told her there were schools for such people and that he himself intended starting one and that Maheen could be his first pupil.
  - iii. Mrs Ahad laughed like a carefree girl. She gave the guests an extra helping of jam and butter and honey.

## B WORKING WITH WORDS

### 1. Look up the words and use them in sentences.

Only the meaning of the word as used in the passage is given below, but if pupils look up these words in a dictionary they may find other meanings. Discuss the appropriateness of the words as used in the context within the passage.

- a. hailing—coming from; originating from
- b. forwardness—eagerness, presumptuousness
- c. sympathetic—full of sympathy (shared feelings)
- d. confirmation—act of confirming, corroboration
- e. inferred—deduced, hinted at
- f. apologetically—regretfully acknowledging
- g. hospitality—friendly or liberal reception of guests or strangers
- h. intimate—close in acquaintance, familiar
- i. disconcerted—upset, disturbed
- j. apprehensive—nervous about what is to happen

Pupils will make up their own sentences.

### 2. Use your dictionary to change the following nouns to adjectives.

painful	desirous	lawful	careful	doughy/doughlike
clayey	scandalous	boyish	girlish	fanciful
spacious	famous	hopeful	childish	dirty
sleepy	meaningful	youthful	poisonous	springy

## C LEARNING ABOUT LANGUAGE

### TYPES OF SENTENCES

- |                  |                |
|------------------|----------------|
| a. Interrogative | b. Exclamatory |
| c. Declarative   | d. Imperative  |

### Placement of adjective phrases

Read the text with the pupils, study the examples, and discuss.

#### 1. What is wrong with the following sentences?

- a. Did the man have three bedrooms? The statement implies that he did!  
Wanted by a man, a cheap house with three bedrooms.
- b. The statement implies that the houses are in the sky.  
The aeroplane in the sky flew over the houses.
- c. There is water in the bottle and the lemonade tasted like it.  
The correct sentence is: The lemonade in the bottle tasted like water.
- d. The stranger is wearing the collar!  
The dog with a collar barked at the stranger.
- e. The mother has a green border.  
She wanted a dress with a green border for her mother.

## Tenses

Using the simple past tense (had, saw, went, did, heard) and the past perfect tense (had had, had seen, had gone, had done, had heard) when speaking about two incidents in the past and one precedes the other.

2. Make a similar table for the verbs *talk* and *drink*. Then make a table for the verb *sing* using the third person singular *he* instead of the first person singular *I*.

	Simple	Continuous	Perfect	Perfect Continuous
<b>Present</b>	I talk.	I am talking.	I have talked.	I have been talking.
<b>Past</b>	I talked.	I was talking.	I had talked.	I had been talking.
<b>Future</b>	I shall talk.	I shall be talking.	I shall have talked.	I shall have been talking.
<b>Present</b>	I drink.	I am drinking.	I have drunk.	I have been drinking.
<b>Past</b>	I drank.	I was drinking.	I had drunk.	I had been drinking.
<b>Future</b>	I shall drink.	I shall be drinking.	I shall have drunk.	I shall have been drinking.
<b>Present</b>	He sings.	He is singing.	He has sung.	He has been singing.
<b>Past</b>	He sang.	He was singing.	He had sung.	He had been singing.
<b>Future</b>	He will sing.	He will be singing.	He will have sung.	He will have been singing.

### The past perfect tense

#### 3. Fill in the blanks

- I had eaten* the biscuits by the time the children *arrived*.
- By the time she *went* to the hospital her uncle *had died*.
- When we *reached* the hall the film *had started* and we missed the beginning.
- I wish they *had put* in their applications earlier.
- They *had not been* there two minutes when the display *began*.
- The dog *was* hungry; it *had not eaten* anything for two days.
- I *was* still weak as I *had had* a cold the previous week.
- The students *understood* the lesson after the teacher *had explained* it.

### ADJECTIVES

#### 4. Underline the adjectives in the following sentences.

- vey, large, yellow
- disgusting
- interesting, that
- shortest, interesting, most
- less, friendly, yours
- quietest

#### 5. Use adjectives of degree in the three ways described previously in your own writing. Read your sentences to a classmate and listen to their sentences.

Pupils can be divided in groups or pairs. After making sentences of their own using adjectives of degree, they can read their sentences out loud and listen to the sentences made by their partner.

## D LISTENING AND SPEAKING

### Accent/stress

This exercise is intended to refresh the pupils' memories. There will be further activities on stresses in the next unit.

- hailing
- forwardness
- sympathetic
- confirmation
- inferred
- apologetically
- hospitality
- intimate
- disconcerted
- apprehensive

## E COMPOSITION

Solitude. Is it a good thing or bad thing? How do I spend time on my own? Do I need the presence of others to enjoy myself? Can I be happy on my own and doing things by myself? Do I have any absorbing pastimes?

## Workbook: pages 15–19

### A RIGHT WORD, RIGHT TIME

Note that the past perfect is made up of *had* + past participle: (had eaten, had taken, had seen, had heard, had walked, etc.) Note also that when you see *had had*, the second *had* is the past participle of have, just as *taken* is the past participle of *take*. Confusion also arises with the verb *lie*. (See below; Ex. B.)

#### 1. Fill in the blanks.

- Salima *returned* the book to her friend as soon as she *had finished* reading it.
- arrived, had left
- had recited, closed
- returned, had had
- had lain, went

#### 2. Fill in the correct form using the verbs in the box at the end.

The blanks are filled in as follows.

was, talked, had, talked, mentioned, had outlined, were, told, were, had been educated, had, broke, said, had agreed.

#### 3. Fill in the blanks with the simple past....etc.

- spent, had told
- had written
- explained, had visited
- told, had been observing, had found, was

### B LAY AND LIE

Further explanation is required to that presented in the textbook.

*lie*: 1. to be or place oneself at rest in a flat, horizontal position. The other forms of the verb with this usage are: *lay, lain, lying, lies*.

2. to present false information. The other forms of the verb with this usage are: *lied, lying, lies*.

#### 1. Make up sentences.

Examples:

- The dusty books *had lain* on the floor for a hundred years.
- The man *was laying* the books in neat rows.
- The books *had been lying* on the floor of the library.

### C SPELL -ABLE OR -IBLE?

Ask the pupils to check the pronunciation of these words in a dictionary. Note that the emphasis in some words changes from the first syllable to the second, when the suffix has been added.

**1. See if you can add the correct suffix to the following:**

- a. attributable      b. remediable      c. deductible      d. expressible
- e. quotable      f. enforceable      g. venerable      h. estimable
- i. discernable      j. reversible

Also try: digest, protect, damage, read, expend, and others.

**2. Use any four of the words above in sentences of your own.**

Pupils will make up their own sentences.

**3. Try repeating these tongue twisters.**

The tongue-twisters are best said aloud. Encourage the pupils to make up their own.

**D METAPHORS AND SIMILES**

**1. Underline the relevant words.**

- a. evergreen faces—metaphor; worm-like griefs gnawing—metaphor
- b. peace snatched—metaphor
- c. centre of attraction—metaphor
- d. untempered roughness—metaphor
- e. like her mother—literal comparison
- f. looked (like) a queen—simile

Also try:

- 1. She could speak nothing except utter animal-like cries of ... (animal-like cries—simile)
- 2. The young man darted out towards her. (darted out—metaphor)

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

Discuss the expressions and ask the pupils to use them orally first.

**Lesson Plans**

For detailed suggestions, refer to the end of the teaching guide.

**LESSON 1**

**Textbook Time: 40 min**

**Aims:**

- To read and understand a story
- To answer questions based on the story

Task	Time
1. Students to take turns to read the story followed by a discussion.	20 min
2. Exercise A, Question 1 to be attempted.	20 min

**LESSON 2**

**Time: 40 min**

**Aims:**

- To develop comprehension skills
- To develop vocabulary



Task	Time
1. Exercise A, Question 2 to be attempted.	10 min
2. Exercise A, Question 3 to be attempted.	15 min
3. Continue with Exercise B. The sentences can be completed for homework.	15 min

### LESSON 3

**Time: 40 min**

**Aims:**

- To understand that the adjective phrase is placed next to the noun it describes
- To practise using different tenses
- To practise directed writing skills

Task	Time
1. Exercise C, Question 1 to be attempted.	10 min
2. Continue with Exercise C, Question 2.	10 min
3. Exercise C, Question 3 should be attempted.	15 min
4. Recap learning.	5 min

### LESSON 4

**Time: 40 min**

**Aims:**

- To practise marking stressed syllables
- To practise directed writing skills

Task	Time
1. Exercise D, Question 1 to be attempted	15 min
2. Exercise D, Question 2 to be attempted.	10 min
3. Exercise E to be discussed and attempted. This can be completed for homework.	15 min

### LESSON 5

**Workbook Time: 40 min**

**Aims:**

- To use the simple past, past perfect, and past perfect continuous tense
- To understand the difference between lay and lie

Task	Time
1. Exercise A, Question 1 to be attempted.	10 min
2. Exercise A, Question 2 and 3 to be attempted.	20 min
3. Exercise B, Question 1 to be attempted.	10 min

## LESSON 6

Workbook Time: 40 min

### Aims:

- To develop vocabulary
- To practise tongue twisters
- To identify metaphors, similes, and literal comparisons in given sentences
- To use given expressions in sentences

Task	Time
1. Begin with Exercise C, Questions 1 and 2.	15 min
2. Continue with Exercise C, Question 3.	10 min
3. Exercise D, Question 1 should be attempted.	10 min
4. Discuss Exercise D, Question 2 and set it for homework.	5 min

# The Solitary Reaper

One of the best-known and best-loved poems in the English language. Truly great! To be read over and over, and possibly committed to memory.

For more about William Wordsworth:

[http://en.wikipedia.org/wiki/William\\_Wordsworth](http://en.wikipedia.org/wiki/William_Wordsworth)

For more poems:

[http://www.poetry-archive.com/w/wordsworth\\_william.html](http://www.poetry-archive.com/w/wordsworth_william.html)

<http://www.poemhunter.com/william-wordsworth/>

Note that in the first line of the second stanza, the word 'chant' is used. In the original version of the poem, and in Wordsworth's time, the word was 'chant', neatly rhyming with 'haunt' in line three. Note also that Hebrides is pronounced heb-rid=eez (rhyming with seas in the previous line).

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- a. Single in the fields, solitary, by herself, alone, melancholy
- b. The poet is addressing someone (anybody, possibly someone passing that way) by the field in which the reaper is at work.
- c. The poet doesn't know what the reaper is singing. He imagines it to be about old, unhappy far-off things or a battle, or a song of everyday affairs. He appeals to a listener, 'Will no one tell me what she sings?'
- d. The nightingale's note is welcome as it tells travellers of rest and shade ahead. The cuckoo's song usually tells us that winter is over and that spring is ahead.
- e. We know that the reaper's song is not a happy one from the words: melancholy, plaintive, old, unhappy, far-off things, battles long ago, natural sorrow, loss or pain.
- f. Long after the poet has passed out of earshot of the singer, he can still hear the music in his heart.

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

- g. Play some classical music while the pupils write about how it makes them feel and/or what it makes them think about. Discuss the question; pupils will give their own views.

#### 2. Reference to context

- a. *Alone she cuts and binds the grain,  
And sings a melancholy strain;*
  - i. The poet is possibly addressing anyone passing by at the time.
  - ii. She is a reaper in a field, cutting and binding grain.
  - iii. her singing deeply affects the poet; her song is remembered for a very long time.
  - iv. Sad song'; later, the phrase 'plaintive numbers' is used.

- b. *A voice so thrilling ne'er was heard  
In spring-time from the Cuckoo-bird,*
- The nightingale
  - The Cuckoo-bird's song may be heard 'among the farthest Hebrides'.
  - There, this thrilling voice will break 'the silence of the seas'.

## B WORKING WITH WORDS

1. **Look up the meanings of these old English words. Then write out the words (and the meanings) in alphabetical order.**

art (see be) - are, doth - does, nay - no, nigh - near, prithe - I entreat you (please), quoth he - said he, thine - your, thou - you, thy - your, ye - you, yea - even, yon - that one there, yonder - that one there

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

Pupils will make up their own sentences. These should not be paraphrases of the sentences in the poem.

### SYLLABLES

3. **Which part of the word is stressed?**

- |          |         |       |
|----------|---------|-------|
| a. plain | b. tion | c. li |
| d. ry    | e. ver  | f. bi |

4. **Choose the correct prefix, mis- or dis-, and complete the following.**

- |              |                |                |                      |
|--------------|----------------|----------------|----------------------|
| a. misbehave | b. disinfect   | c. disloyal    | d. disappear         |
| e. misspend  | f. misspelling | g. discourtesy | h. disbelieve        |
| i. misgovern | j. disapprove  | k. mismanage   | l. mistrust/distrust |

5. **What do the following mean? Give an example or two for each. Use a dictionary to help you.**

Pupils can use a dictionary to answer this question.

6. **Divide the following words into separate syllables. Which syllables are stressed? What are the roots words, prefixes, and suffixes? If you need help, use a dictionary.**

Help the pupils say the words out loud after dividing them into separate syllables to identify the stressed syllables, along with the root words, suffixes, and prefixes. A dictionary can also be used.

- |   |   |
|---|---|
| a. prefix: semi / root word: aquatic    | b. suffix: ist / root word: bio                   |
| c. prefix: pre / root word: disposition | d. prefix: un / suffix: able / root word: predict |
| e. prefix: multi / root word: function  | f. prefix: in / root word: describe               |

7. **Understanding poetry**

- a. **With reference to the poem also discuss:**

- Metaphor: a word or phrase used to describe somebody/something else, in a way that is different from its normal use, in order to show that the two things have the same qualities and to make the description more powerful, for example She has a heart of stone; the use of such words and phrases.
- Imagery: language that produces pictures in the minds of people reading or listening.
- Hyperbole: Exaggeration for the sake of emphasis in a figure of speech not meant literally.

**b. Write the rhyming scheme of the poem.**

The rhyming scheme of the poem is a b a b c c d d. Note the unrhymed words in line 3 of verses 1 and 4. (field, herself; sang, work)

**c. Count the number of syllables in each line of the first and second verses. Are they uniform? Are any lines shorter than the others?**

All the lines have eight beats (four feet) except the fourth line in each verse, which contains only six beats (three feet). There is one line in the last verse with nine syllables! (The last foot has an extra syllable.)

**d. Scan the following stanza of poetry.**

**Show where the natural speech accents fall on these words. Into which foot would each most conveniently fit—the iambic foot or the trochaic foot?**

iambic	Trochaic
bēlōng	hūndrēd
ǎgāin	fōrwārd
ěxcēpt	blōssōm
fāsh'ion	wēstwārd
pěrhāps	ēempty
bāllōon	hāppy
	mērry
	cāntēr
	fōllōw
	brōthēr

## C LEARNING ABOUT LANGUAGE

### Between and Among

Read the text and discuss the examples.

Something may be shared *between* two persons.

When there are more than two, we say it is shared *among* them.

**1. Which sentences are correct? Find the incorrect sentences and correct them.**

Only b. is incorrect, and should be: There should be no disputes among the members of the team.

The pupils may try to use *among* in the other sentences, but it is not possible with the subjects used; they are not persons.

Get the pupils to try these:

- The headmaster was having trouble choosing from among the three students who put forward their names for school captain. (Correct)
- The argument was to be settled between the judge, the magistrate, the Commissioner, and the Deputy Commissioner. (Incorrect)
- We divided the cost of the holiday between the Ahads, the Azims, the Ahmads and us. (Incorrect)
- My brother and I argued among ourselves for two years. (Incorrect)
- The panel had great difficulty choosing between the three contestants they saw perform. (Incorrect)

## Always between you and me

### 2. Correct the following:

- Between you and me, I think the team will lose the match.
- During the past week there has been a difference of opinion between him and me.
- The debate between the teacher and me went on for an hour.
- There is really not much difference between them and us.
- The sweets should be shared equally between you and him.

## D LISTENING AND SPEAKING

### 1. In your notebook, make two columns with the headings: 'Iambic' and 'Trochaic'. Your teacher will read out a list of words. Write the words in the appropriate column.

You may use your own words, but here is the sample from the end of the textbook. The words that should be included in the 'Iambic' column are given in italics.

forty massive *mature* lily twenty beauty

*because* instant weighty *intend* voyage

*discuss* armour *beneath* explain island

### 2. Can you say the following without making a mistake, hesitating, or repeating yourself?

The tongue-twisters are best said aloud. Encourage the pupils to make up their own.

## E COMPOSITION

Time for another poem. Ask the pupils to try and keep to some kind of rhyming scheme and metre, and when the poems have been written, ask the pupils to explain something about the rhyming pattern and metrical scheme they have used.

## Workbook: pages 20–24

### A THE RIGHT STOPS

#### 1. If you punctuate the following poem correctly it will make sense.

Every lady in this land  
Has ten fingers; on each hand  
five, and twenty on hands and feet.  
This is true without deceit.  
When the stops are placed aright,  
The real sense is brought to light.

#### 2. Rewrite the following passage; punctuate it.

Naveed and his two friends finally arrived at the water's edge. They were out of breath because they had been running for quite a long time.

'How are we going to get across?' gasped one of his companions.

'I can't go another yard,' stated the youngest boy, collapsing onto the soft brown mud beside the water. Naveed turned to see if their pursuers were near, but he could see no sign of them.

'We'll rest for a while and then go on. Perhaps we can get across the water somehow.'

'If only I had the energy to swim,' sighed the youngest.

'There must be some other way!' exclaimed the other.

It was then that Naveed saw a dark shape floating on the surface of the water.

## B PARAPHRASING

### What is paraphrasing?

Explain that paraphrasing is ‘...restating the text using other words—your own words.’ However, all the ideas and information in the original piece must be presented.

In order to paraphrase successfully, follow these rules:

There are many variations possible. The answers for 1–2 are examples:

#### 1. Rewrite the following *in prose*.

Example:

- a. Bartholomew Benjamin Bunting had only three things that he loved. These were his wife, his baby, and hunting. He always kept to the same timetable: he played around cheerfully at home until 2pm and then he went out hunting for rabbits. He returned from hunting when the dew started to fall. (Pupils can discuss whether this was in the evening or in the morning!)
- b. The baby was called Bonaparte Buckingham Bunting and was loved dearly. She (presumably the mother) paid him lots of attention but he just grunted which showed that he was not interested. He blew spit bubbles and waved his hands around. When he did this he seemed similar to a crab on the shore.

#### 2. Paraphrase. Do not use the wording in the italicised parts.

To protect the child from continued embarrassment of this kind, I one day suggested something to the Ahads, which the parents somewhat reluctantly agreed to try. An agreement was reached to have printed notes prepared, and to give one of these notes, in an envelope, to every new visitor arriving at the Guest House.

Pupils might like to take any short passage and quote, paraphrase, and summarise it. They will then notice the differences.

#### 3. Read these useful notes:

Make sure pupils understand the difference. Test their memories next lesson.

## C BUILDING WORDS

Pupils might like to make up some of their own puzzles of this kind. Start with any four-letter word (in a grid) and try to convert it to some other word, by changing one letter at a time. When they have actually done all the steps, they can give the key word to another pupil to try and solve.

#### 1. Try to make at least 14 smaller words.

wet	rate	tear	art	eat
war		raw	tare	ate
wear	ear	rat	tar	awe
wart			tea	are
				at
				a

#### 2. How can you change the following in the same way?

FIND	WARM	FALL
FINE	WARD	FILL
LINE	WORD	FILE
LONE	CORD	RILE
LOSE	COLD	RISE

**3. Can you complete the word squares below?**

Possible solutions. (The pupils may think of other solution too.) For example:

C	A	R	E		G	R	I	P
A	R	E	A		R	O	S	E
R	E	A	R		I	S	L	E
E	A	R	N		P	E	E	L

Others to do (and the pupils can make up their own):

O	W	N	S		O	W	N	S		O	W	N	S		O	W	N	S
W	H	A	T		W	H	I	P		W	O	O	L		W	E	E	P
N	A	M	E		N	I	N	E		N	O	N	E		N	E	A	R
S	T	E	P		S	P	E	D		S	L	E	D		S	P	R	Y

**Lesson Plans**

For detailed suggestions, refer to the end of the teaching guide.

**LESSON 1**

**Textbook Time: 40 min**

**Aims:**

- To read and understand a poem
- To answer questions based on the poem

Task	Time
1. Reading and understanding of the poem.	20 min
2. Exercise A, Question 1 to be attempted.	20 min

**LESSON 2**

**Time: 40 min**

**Aims:**

- To understand the structure of a poem

Task	Time
1. Attempt Exercise A, Question 2.	15 min
2. Attempt Exercise A, Question 3.	25 min

**LESSON 3**

**Time: 40 min**

**Aims:**

- To form grammatically correct sentences
- To use between and among correctly
- To develop vocabulary
- To remove ambiguity from sentences



Task	Time
1. Exercise B, Question 1 to be attempted.	15 min
2. Exercise B, Question 2 to be attempted.	10 min
3. Exercise C, Question 1 to be attempted.	10 min
4. Begin work on Exercise C, Question 2 to be completed at home.	5 min

## LESSON 4

**Time: 40 min**

**Aims:**

- To identify trochaic and iambic words
- To write a short poem

Task	Time
1. Exercise D should be attempted.	20 min
2. Exercise E to be discussed in class, and begun; to be completed as homework.	20 min

## LESSON 5

**Workbook Time: 40 min**

**Aims:**

- To revise punctuation
- To rewrite verse as prose
- To paraphrase prose

Task	Time
1. Exercise A, Questions 1 and 2 should be attempted.	15 min
2. Exercise B, Question 1 should be done in class; Question 2 should be given for homework.	15 min
3. Exercise B, Question 3 to be begun and completed in the next class.	10 min

## LESSON 6

**Workbook Time: 40 min**

**Aims:**

- To make smaller words using the letters of a larger word
- Enhance vocabulary through word games

Task	Time
1. Complete previous work.	10 min
2. Exercise C, Question 1 to be attempted.	10 min
3. Exercise C, Question 2 to be attempted.	10 min
4. Exercise C, Question 3, after a brief explanation the task can be given for homework.	10 min

# 3

## The Adventure of the Dying Detective

A story about the world-famous detective from one of the great writers of the 20<sup>th</sup> century. Sir Arthur Conan Doyle is best known for his stories about Sherlock Holmes. Do encourage the pupils to read some more of these stories. In this story, Conan Doyle's detective gets a murderer to confess. Some of the passages in this story have to be read very carefully; they contain details which otherwise may not be understood or come together to give the whole picture.

For more information about Conan Doyle:

[http://en.wikipedia.org/wiki/Arthur\\_Conan\\_Doyle](http://en.wikipedia.org/wiki/Arthur_Conan_Doyle)

For information about Sherlock Holmes and other Conan Doyle books:

<http://www.sherlockholmesonline.org/SherlockHolmes/index.htm>

### Suggestions and answers

#### A COMPREHENSION

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

- a. Sherlock Holmes' landlady
- b. Holmes pretended to be ill by acting but also by fasting for three days and disguising himself. He did that by putting vaseline on his forehead (to look feverish), rouge on his cheeks (to look flushed) and crusts of beeswax around his lips.
  - i. he looked terrible, his face was gaunt, there was a hectic flush on his cheeks, he had dark crusts on his lips
  - ii. he twitched his hands incessantly, his voice was croaking and spasmodic, he lay listlessly
- c. Sumatra
- d. The box had come by anonymous post but it was from Mr Culverton Smith. It had a spring inside that was designed to draw blood and infect anyone who opened it.
- e. Mr Culverton Smith wanted to kill Holmes because Holmes had guessed that Mr Culverton Smith had murdered his nephew, Victor Savage.
- f. Inspector Morton was waiting outside Holmes' house. He was waiting for the lights to be turned on.
- g. Watson hid behind the head of the bed. Holmes needed him there so that he could witness Culverton Smith's confession.

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

- h. Pupils can pick out any of a number of details that create the impression that Culverton Smith is an unpleasant person. Some suggestions: his 'dearest hobby' is investigating a deadly disease (for malicious reasons); there is no good feeling between him and Holmes (our hero) because he has a grudge against Holmes; he is unwelcoming to Watson; he appears to smile maliciously at the news that Holmes is ill and then pretend to be concerned; he seems to enjoy Holmes' distress and only gives him water so that he can tell him how he has made him ill/killed him before he dies; he has a nasty voice; and, when he has been caught, he says that he will lie in court.

- i. He shows a gleam of recognition when Watson arrives; he leaps out of bed to stop Watson from leaving to fetch Dr Ainstree; he shouts to Watson to leave the box on the mantelpiece alone; he is very clear in the orders he gives Watson; Inspector Morton seems to smile when Watson tells him Holmes is very ill; he speaks in his normal voice as soon as he has had some water and heard Mr Culverton Smith's confession.
- j. The last eighth paragraph reveals about Holmes' pretension of his illness, to the reader.
- k. Holmes makes sure that Watson does not guess that he is pretending by making him stand back and by keeping the lights low. He needs Watson to believe he is very ill so that Watson can convince Mr Culverton Smith and bring him to Holmes.

**While reading:** Pupils should say what they think, using the evidence from the introduction of this character. Mr Culverton Smith is presented as 'two-faced' which gives us a clue not to trust him.

**Challenge:** Pupils will use their experience or their imagination to write a vivid description of how a person feels, acts, and moves when they have an illness such as the flu, a fever, or tonsillitis.

## 2. Comment on the italicized words in the following sentences.

- a. I could stand no more of it—to not be able to stand something means to be unable to tolerate something due to a strong dislike/disgust. The landlady hated to see Mr Holmes suffering and could no longer tolerate inaction - she insisted on getting a doctor.
- b. The sight of me brought a gleam of recognition to his eyes—when Holmes sees Watson, his friend, he looks at him. Gleam is often used to indicate an expression in the eyes that shows that someone is amused or has a secret. Perhaps Holmes, who is known for such behaviour, is amused by his friend's reaction to his fake illness. Watson interprets this as a sign that Holmes is still just well enough to recognise him.
- c. You are not yourself. A sick man is but a child—to be yourself is to act naturally according to your character and instincts but Watson insists that Holmes' illness is making him act like someone who does not fully know themselves. He says that Holmes is like a child because children do not always know themselves well.
- d. You will soften him, Watson—to soften someone is to weaken their resistance to someone or something. Holmes wants Watson to get the expert on his illness to come to him despite the grudge he holds against Holmes.
- e. It was with a sinking heart that I ... heart sinks means to feel uneasy, apprehensive, disappointed or discouraged. When Watson re-enters Holmes' bedroom he is uneasy because he is worried that his health will have deteriorated further.
- f. And don't budge, whatever happens—don't budge means don't move. Holmes wants Watson to stay hidden.

## 3. Reference to context

- a. 'It was certainly, as you said, very surprising that he should have contracted an Asiatic disease in the heart of London—a disease, too, of which I had made such a very special study.'
  - i. Mr Culverton Smith is talking to Sherlock Holmes
  - ii. Mr Culverton Smith's nephew, Victor Savage. He was murdered by Mr Culverton Smith (who infected him with a deadly disease).
  - iii. Sumatra, Asia
- b. 'The best way of successfully acting a part is to be it,'
  - i. Sherlock Holmes
  - ii. He has been acting the part of a very ill man, who is close to death.
  - iii. Holmes did not eat or drink for three days to make himself seem gaunt and weak.
  - iv. He wants to eat 'something nutritious' at a place called Simpson's.

## B WORKING WITH WORDS

1. There are a number of words in the story for which meanings have not been given in the 'Words to Know' section. Here are some of them. First, find the words in the story. Then look up the words in a dictionary and, finally, use them in sentences of your own.

Pupils will learn these words if they complete all the stages of the task above. Finding them in the story will be good for developing skim-reading skills and essential for getting the correct meaning of the word in its context. For example, hectic means – full of frantic activity but in this context it is the archaic meaning that is relevant: *Relating to or affected by a regularly recurrent fever typically accompanying tuberculosis, with flushed cheeks and hot, dry skin.*

### The apostrophe

2. Insert apostrophes where necessary.

- a. We spoke to his father who is in his nineties.
- b. In the 'forties Pakistan gained independence.
- c. In '92 he scored five 50s.
- d. The MPAs who attended the meeting in '86 stayed in the five DIGs' houses.
- e. All the PM's speeches at the conference were recorded and filmed.

3. Say the following. The stressed syllable is marked.

Have the students say these words out loud so they can hear themselves as they say the stressed syllable.

4. Where does the stress go in the following?

The stress goes in the sound 'na'.

## C LEARNING ABOUT LANGUAGE

### DIRECT AND INDIRECT SPEECH

1. Read the following. Discuss the text. Practise changing direct speech into indirect (reported) speech in the examples, orally.

Oral work: give the pupils lots of practice, perhaps after reading the text and studying the examples.

2. Change the following into reported speech.

- a. She hoped he didn't mind.
- b. He asked her where she had been.
- c. Shad asked the boy how he could know what a thing was like if he never tried it.
- d. When they returned home, Javed told his wife he hadn't found out whether they had seen the film.
- e. In a hushed voice John asked his father if he had any idea what was going on.
- f. The father told John that he didn't know what was happening but they were finding out.
- g. The boy exclaimed to the old woman that she had paid for the house with all that gold and all those diamonds.
- h. Saima protested that it would disappear in a flash.

3. Turn the following sentences into direct speech.

- a. 'What does the president say about this?' asked the people.
- b. 'Why should I join the travellers?' the foreigner asked in his own tongue.
- c. 'Why should I let the stranger in?' the householder asked.

- d. 'You (the people) must leave the area immediately!' blared forth the loud-speakers.
- e. 'The machine is most definitely not made of plastic,' the scientists declared unanimously.

**Say it in a different way!**

**4. Change the italicized phrases by completing the sentence with the cue word. Do not change the meaning of the sentences.**

Pupils will write their own sentences. Examples:

- a. The people wanted to know *what the visitor's response was*.
- b. This is *where his life is headed* (this is what has been pre-determined for him).
- c. The guide said *that good things lay ahead* (*that the future looked bright*).

## **D LISTENING AND SPEAKING**

### **Reporting direct speech**

Your teacher will give you, in turn, a key word (or words). Make up a sentence about yourself with the key word(s).

Some key words to use:

can (take, try, sit, follow, give) may (have, buy, bring, throw, ask)  
might (sit, open, shut, put on, hear) could (buy, ring, call, sell, polish)  
will (stand, stop, visit, come, return) should (say, fry, practise, taste)  
ought (send, give, return, pay, stick)

words like: is are am do has have was were can also be used.

Also use as additional key words any verbs you like (some are included in brackets above).

Pupils will make up their own sentences. Allow them to choose the words they want the next pupil to use.

## **E COMPOSITION**

### **Write a diary entry about the events of the day. How will you summarise the events?**

Pupils should try to reveal what Morton was thinking and what his feelings about the plan and its execution were.

Get the pupils to read out their reports in pairs and to give each other positive criticism.

## **Workbook: pages 25–32**

### **A WHAT WAS SAID?**

Some oral practice first. Note that the pupils will give alternative answers to the examples given below, because the speaker has not been named.

#### **1. Change the following from direct speech to indirect speech.**

- a. He asked me why the bell rang at ten o'clock.
- b. She asked me where I had hidden the book.
- c. He asked me what it was for.
- d. The doctor asked me when she had fallen ill.
- e. He wanted to know what she had given me.
- f. They wanted to know if he had told me the truth.

## B THE APOSTROPHE

1. i. State the function of the apostrophe.      ii. Rewrite the sentence without the apostrophe.
  - a. i. The apostrophe stands in place of the letter 'o'.  
ii. I *do not* know whether you were there last week.
  - b. i. The apostrophe stands in place of the letters 'n-o'.  
ii. 'No, I *can not* say I was,' he replied.
  - c. i. The apostrophe shows possession.  
ii. He was at the end of his wits.
  - d. i. The apostrophe is in place of the words 'of the'.  
ii. .... three of the clock. (or 3 p.m.)
  - e. i. The apostrophe shows possession.  
ii. .... the room of his friend.
  - f. i. The apostrophe stands in place of 19 (or 18 or any century!).  
ii. ....the year 1999.
  - g. i. The apostrophe stands in place of the letters 'wi' or 'sha'.  
ii. .... I will not/I shall not .....
  - h. i. The apostrophe shows possession.  
ii. The pencil belongs to Mr Peters. (Note his name is Peters, not Peter.)

## C WHAT DID YOU SAY?

By adding another sentence, explain the meaning of the following.

- a. *Those people* are taking part in the expedition? You mean those people over there?
- b. *All of the people* (bar none) will take part in the expedition?
- c. They will all take part in *this* expedition, and no other?
- d. There were *only three* men who came to see you; not more?
- e. Three *men* came to see you? Were there no women?
- f. You stayed *here* when your teacher left? In this particular place?

You might like to write a sentence of this kind on the board and underline one word at a time, asking the pupils to emphasize that word when the sentence is read aloud. An additional sentence can be given to clarify the meaning.

e.g. You write: You went to the market last Tuesday?

Pupil: (Reading the sentence and emphasising the word 'last'.)

You went to the market last Tuesday? (And adding) Are you sure it was not the Tuesday before?

## D CONFUSING WORDS

1. Write sentences to show the difference the words in each pair.

Pupils will write their own sentences. Make sure the meanings are clear.

- a. i. childish      — puerile, improper for a grown person.  
ii. childlike     — having good qualities, like a child.
- b. i. effect         — result.  
ii. affect         — move, touch; pretend (to do); produce effect on

- c. i. except — not including
- ii. accept — consent to receive
- d. i. imminent — soon to happen
- ii. eminent — important

**2. Use the correct word and fill in the blanks.**

- a. continual      b. continuously      c. council      d. counsel      e. beside
- f. besides      g. imminent      h. lain      i. laid

**E COMPOSITION LETTERS**

Discuss all the key points. Note that the addresses may both be placed on the left, and in line with the main body of the letter. Neither style is ‘more correct’ than the other; it is a matter of personal preference. Regarding salutations and signing off, again one may have a personal preference; however, point out that polite and formal (or semi-formal) expressions are always preferred to ones which are too familiar or those that might be construed, by the recipient, as being impolite.

**1. What salutation (or greeting) would you use when writing to:**

- a. Dear Brother; Dear Arif
- b. Dear Uncle; Dear Uncle Daniyal
- c. Dear Aunty; Dear Aunt Shaista
- d. Dear Dr. Rahman
- e. Dear Principal; Dear Sir
- f. Dear Madam; Dear Miss/Mrs/Mr.....; Dear Teacher
- g. Dear Mr Majeed (If familiar: Dear Uncle Riaz)
- h. Dear Mrs Ahsan

**2. How would you close your letter to the people mentioned?**

- a. Love from; Yours affectionately
- b. Love from; Yours affectionately
- c. From your loving niece
- d. Yours sincerely
- e. Yours faithfully
- f. Yours faithfully; Yours sincerely
- g. Yours sincerely; yours affectionately
- h. Yours sincerely

**3. Rewrite the letter correctly.**

Dear Sir,

Please excuse my son from school today. He can't come because he is acting as time-keeper for his father, and it is all your fault. His homework said, 'If a field is ten miles round, how long will it take a man walking three miles an hour to walk round it ten times?'

He is not a man, so we sent his father. His father is walking round while he times him. So, please don't give him homework like that anymore, because his father has to go to work.

Yours sincerely,

.....  
(His mother)

## Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read and understand the text
- To answer questions based on the text

Task	Time
1. Reading and discussion of the text and understanding of the difficult words.	20 min
2. Attempt Exercise A, Question 1.	20 min

### LESSON 2

**Time: 40 min**

**Aims:**

- To interpret text
- To change nouns into adjectives
- To develop vocabulary

Task	Time
1. Continue with Exercise A, Question 2.	10 min
2. Exercise A, Question 3 should be attempted.	10 min
3. Continue with Exercise B, Questions 1 and 2.	20 min

### LESSON 3

**Time: 40 min**

**Aims:**

- To develop vocabulary
- To use the apostrophe
- More practice of direct and reported speech

Task	Time
1. Continue Exercise B.	10 min
2. Exercise C to be practised orally first.	15 min
3. Exercise C, reported speech; Question 2 to be attempted.	15 min

### LESSON 4

**Time: 40 min**

**Aims:**

- More practice of direct and indirect speech
- To develop oral skills to convert direct speech to indirect speech
- To develop directed writing skills



Task	Time
1. Exercise C, Questions 3 and 4 should be attempted.	20 min
2. Exercise D should be attempted. Exercise E can be briefly discussed, the task can then be given for homework to be read in class in the next lesson.	20 min

## LESSON 5

**Workbook Time: 40 min**

**Aims:**

- To write a diary entry (Exercise E from textbook continued)
- Direct and indirect questions
- To revise the use of the apostrophe

Task	Time
1. Continue with Exercise E from the previous lesson.	15 min
2. Begin with the Workbook and discuss Exercise A.	5 min
3. Exercise A to be attempted.	10 min
4. Exercise B to be attempted.	10 min

## LESSON 6

**Workbook Time: 40 min**

**Aims:**

- To practise oral emphasis
- To understand the difference between similar sounding words
- To develop writing skills
- To study formal and informal letter writing; greetings and endings

Task	Time
1. Continue with Exercise C.	15 min
2. Exercise D, Question 1 and 2 to be attempted.	15 min
3. Exercise E should be started; unfinished work can be given as home assignment.	10 min

A non-fiction article about weather, specifically extremes of weather and bizarre weather. The article contains lots of vocabulary relating to geographical topics. This article also comments on the fact that English contains many weather related idioms. Discuss the rhyme at the beginning of the poem and its use of the homophones whether and weather.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- a. Encourage to find answer in the chapter.
- b. Encourage to find answer in the chapter.
- c. Some parts of the world are 'hostile' to humans because they have extreme temperatures or weather conditions that make it difficult or impossible to live there. Pupils may also provide examples of specific places mentioned in the article.
- d. Weather stations are places where equipment is set up to measure temperature, rainfall, and other weather conditions. This data helps scientists to analyse, understand, and attempt to predict the weather.
- e. Some ways in which we can find relief from very hot weather: taking cool baths (but water warms up quickly and is usually scarce when temperatures are this high), drinking iced drinks, staying in air-conditioned buildings, or resting in the shade.
- f. In 2005, in the Dasht-e-Lut desert in Iran, scientists measured the highest surface temperature ever of 70.7°C (159.3°F)!
- g. It is hard to live a normal life if the temperature gets extremely hot because people are at risk from heat exhaustion, dehydration, and death.
- h. The average daily temperature in Oymyakon, in January, is -46°C.
- i. The driest place on Earth are the Dry Valleys of Antarctica. It is so dry because it is a desert, with low humidity, where powerful winds rush down sheer mountain walls. These winds heat and evaporate all water so there is no precipitation at all.
- j. The weather in the UK is unusual because it is unpredictable and it is completely normal to have a range of weather in any one day.

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

- k. A rain shadow is a dry area on the leeward side of a mountainous area. The mountains block the passage of rain-producing weather systems and cast a 'shadow' of dryness behind them. Pupils should try to paraphrase this explanation, once they have found it. It would also be useful to discuss it first and, perhaps, do some further research if they are struggling to understand the term.
- l. Atacama in Chile - rainfall on the mountains to the east of the Atacama Desert creates a rain shadow on the desert so that no rain falls on the desert plateau. Mawsynram in Meghalaya - warm winds carry rain-filled clouds over from the Bay of Bengal. The clouds, trapped over the mountains,

over the summer, bring rainfall in massive and often continuous monsoon deluges. Again, pupils should discuss these two places and try to paraphrase the explanations. They might also pick out the Dry valleys of Antarctica.

**While reading:** Pupils should look up or comment on other idioms related to weather. Discuss their experiences of bizarre or extreme weather.

**Challenge:** Discuss places in Pakistan that are or could be popular with tourists. Pupils should also describe the weather in these locations. This oral exercise is designed to get pupils to think about tourism and to use weather vocabulary.

## 2. Reference to context

*The landscape is so arid that scientists are very interested in studying it—because it is the place on Earth that is most similar to the conditions on the planet Mars.*

- a. Dry, with little or no rain; too dry or barren to support vegetation.
- b. The Dry Valleys of Antarctica
- c. People think of Antarctica as full of snow and ice (frozen water).

## B WORKING WITH WORDS

### 1. Read the sentences below and then match the idioms in bold with the correct meaning.

- a. under the weather 2. not feeling well
- b. as right as rain 6. to feel fine and healthy
- c. head in the clouds 4. to be out of touch of reality; to have ideas that may not be sensible or practical
- d. stole my thunder 10. when someone takes attention away from someone else
- e. snowed under 7. to have so much to do that you are having trouble doing it all
- f. broke the ice 9. to say or do something to make someone feel relaxed or at ease in a social setting
- g. was a breeze 5. to be very easy to do
- h. take a rain check 1. decline something now but offer to do it at a later date
- i. the calm before the storm. 3. the quiet, peaceful period before a moment of great activity or mayhem
- j. put on ice 8. to postpone for another day

### 2. Add suitable adjectives to the following nouns.

Pupils will add their own suitable adjectives. Encourage them to make interesting choices. Some suggestions:

- |                                   |                             |                             |
|-----------------------------------|-----------------------------|-----------------------------|
| a. artificial/frozen/giant/pretty | b. dry/arid/vast/sandy      | c. sheer/towering/white     |
| d. painful/severe                 | e. deep/dark/damp/huge      | f. high/plummeting/soaring  |
| g. never-ending/smooth/bleak      | h. melting/extensive/barren | i. undulating/bumpy         |
| j. harsh/hostile/welcoming        | k. lush/fertile/great       | l. crazy/intrepid/unwelcome |

### 3. Abbreviate the following; insert apostrophes in the right places.

- |                         |                         |                   |
|-------------------------|-------------------------|-------------------|
| a. the VIPs' chairs     | b. the DIG's office     | c. the RTOs' pens |
| d. the MNA's supporters | e. the MNAs' supporters |                   |

## C LEARNING ABOUT LANGUAGE

### Only

Discuss the explanations.

#### 1. What do sentences ii, iii, iv, and v mean? Don't use the word 'only' in your explanations.

- ii. Yesterday, Atif only said he liked rice. Sentence ii means that yesterday Atif stated one thing and that was that he liked rice.
- iii. Yesterday, Atif said only he liked rice. Sentence iii means that yesterday Atif stated that nobody but him liked rice.
- iv. Yesterday, Atif said he only liked rice. Sentence iv means that yesterday Atif stated that the one thing he liked was rice.
- v. Yesterday, Atif said he liked only rice. Sentence v means that yesterday Atif stated that he did not like anything except rice.

### Adjective clauses

Discuss the explanations first.

#### 2. In the following sentences, pick out the adjective clauses and say what nouns they describe.

- a. It's raining cats and dogs is a common idiom **that means it's raining very heavily**. describes the idiom given.
- b. It's no wonder that the weather has had an impact on the English language, **which is full of weather-related idioms**. describes the English language
- c. It may come as a surprise that Antarctica, **which is seen as a land of snow and ice**, contains the driest place on Earth. describes Antarctica  
In contrast, the wettest place on Earth is drenched with downpours, which fill the streams and rivers to bursting point and sometimes beyond. describes the downpours
- d. Take in the spectacular sights and marvel at the beauty of the lush and tranquil features **that fill this awe-inspiring valley**. describes the features

## D LISTENING AND SPEAKING

### Making a short presentation

Depending on the number of pupils in your class, you might have to introduce some more topics. You might take a completely different subject (What it is like to live in a tree) and begin a discussion in class about this. When the pupils have the idea, they can then choose topics (make sure they each choose a different one), discuss it, and make notes before making their presentation.

The presentation should not consist of a physical description of the premises; the pros and cons should be presented, and examples and personal opinions given. They may mention the terrain, buildings and other physical aspects when and if they wish to use these to explain conditions of life.

Make sure each group is allowed the same amount of time to make their presentation.

## E COMPOSITION

Read one of the sections of the article again. Imagine that you are a visitor to one of the places described in the section. Make notes about what you would see, hear, feel, smell, and experience over a few days there. Then write a diary entry about your visit to that place. Include some vivid description as well as the details from the text. Write entries for between three and five days.

Make sure you remind pupils that the diary entries should contain interesting descriptions and not be filled with mundane details.

## Project

This work can be set as an extended homework. It would be a good idea to look again at the extract from a holiday brochure that is included at the end of the article and discuss it. You might also like to provide other examples of holiday brochures.

## Workbook: pages 33–39

### A ADVERBIAL OR ADJECTIVE PHRASE?

Discuss the text, and get the pupils to think of interesting adjective and adverb phrases to describe various nouns and verbs of your choice.

**Study the phrases (in the column above, on the right) and for each say what it is they qualify, modify, or define.**

Pupils need not be expected to give the explanations given below: it is sufficient to draw their attention to the fact that these phrases tell us something more about various words. What they have to try and do is to work out which words are being modified!

*for the tourists*: adverb phrase (modifying the verb *is*)

*in sun-protection wear*: noun (prepositional) phrase modifying the noun *tourists* (Which tourists?)

*traversing the arid landscape*: adjective phrase modifying the noun *tourists* (Which ones? Where?)

*Chilean*: noun phrase modifying the noun *landscape* (Which landscape?)

*(high) on the (Chilean) plateau*: noun (prepositional) phrase modifying the noun *landscape* (Which landscape?)

*between the Pacific and the mountains*: noun (prepositional) phrase modifying the noun *plateau* (Which plateau?)

### B ADJECTIVE PHRASES

Point out to the pupils that adjective phrases should describe the nouns *the machinery*, *the man*, *the animal*, and that the adverb phrases (in 2. below) should describe the verbs *burning*, *bursting* (into a room), *exploding*. Ask the pupils to share with the others in class what they have written.

#### 1. Think of some interesting adjective phrases to describe the following.

Pupils will make up their own phrases:

- machinery... bellowing smoke, in the corner, falling apart, coughing and spluttering
- angry boy... in a rage, turning purple, screaming his head off
- attacking animal... hiding craftily, with a growl, gnashing its teeth (remember that the main verb in the sentence would be *attack*, and not the participles used in the expressions.)

### C ADVERB PHRASES

#### 1. Think of some interesting adverb phrases to describe the following:

- burnt... very quickly, in a blanket of smoke, in the darkness, lighting up the night sky...
- bursting in... in a fury, at the speed of lightning, with a shout...
- exploded... after the meeting, with a bang, with much noise

## D ADJECTIVE CLAUSES

### 1. Rewrite the following sentences by using an adjective clause.

- in baths *which are cool*.
- ...which has a record lowest temperature of -91C...*
- In an environment which is so extreme*, normal life...
- ...meadows that are pristine* and grasslands *that are gorgeous and green* and surrounded by peaks *that are dizzying*.
- It is a stereotype of *people from Britain...*

Discuss the text about adjective clauses. Refer to the exercise that has just been completed.

## E WORDS AND MEANING

### 1. Match the words in A with words of similar meaning in B.

- |               |              |
|---------------|--------------|
| a. signify    | indicate     |
| b. incense    | exasperate   |
| c. criticize  | disparage    |
| d. accredit   | endorse      |
| e. perpetuate | maintain     |
| f. sabotage   | incapacitate |

### 2. Choose words which can take -ness and make a new list.

- |                |                |                 |
|----------------|----------------|-----------------|
| a. nervousness | b. steepness   | c. happiness    |
| d. fatness     | e. forwardness | f. frankness    |
| g. endlessness | h. closeness   | i. thankfulness |

### 3. What kind of word can take -ness as a suffix?

Usually, adjectives form nouns with the addition of *-ness*.

For example—the noun *leaf* cannot take *-ness* unless we first make it an adjective, i.e. leafy—leafiness.

### 4. Use the first three words in Question 2 above in sentences of your own.

Pupils will write their own sentences.

## F PREPOSITION OR ADVERB?

### 1. Strike out the words which are inappropriate.

- causes devastation by washing away power lines and buildings.
- to contend with heat, cold, rain
- Mawsynram in Meghalaya
- clouds over from the Bay of Bengal.
- drenched with downpours.
- spiders rained down on a town
- is famous for being the author
- dark winters with long periods.

**2. Fill in the blanks with prepositions or adverbs.**

- a. of temperature.
- b. In some places .... for many years.
- c. With technological developments, such as
- d. set up or maintain recording equipment.
- e. In contrast,
- f. With technological developments, such as ... venture further into these difficult to access areas
- g. they accumulate over the summer months
- h. have to stand under an umbrella to do so!

## Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

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

Task	Time
1. Reading and understanding of the text.	25 min
2. Exercise A, Questions 1 and 2 should be attempted.	15 min

### LESSON 2

**Time: 40 min**

**Aims:**

- To develop vocabulary
- More practice of idioms
- To understand and demonstrate the correct use of only
- To identify adjective clauses and the nouns they describe

Task	Time
1. Begin with Exercise B, Questions 1 should be attempted.	15 min
2. Continue with Exercise B, Questions 2 and 3 should be discussed and given for homework.	10 min
3. Exercise C, Question 1 should be attempted.	15 min

### LESSON 3

**Time: 40 min**

**Aims:**

- To identify adjective clauses and the nouns they describe
- To develop listening and speaking skills
- To develop directed writing skills

Task	Time
1. Exercise C, Question 1, recap.	5 min
2. Exercise C, Question 2 should be attempted.	15 min
3. Exercise D should be attempted. Exercise E should be set as homework.	20 min

The project and Exercise D can be done in one lesson or you can set the project as an extended homework.

## LESSON 4

**Workbook Time: 40 min**

### Aims:

- To distinguish between adverbial phrases and adjective phrases
- To write sentences replacing given words with adjective phrases

Task	Time
1. Exercise A should be attempted.	10 min
2. Exercise B, Question 1 and Exercise C, Question 1 to be attempted.	15 min
3. Exercise D, Question 1 to be attempted.	15 min

## LESSON 5

**Workbook Time: 40 min**

### Aims:

- To develop vocabulary
- To distinguish between a preposition and an adverb
- To form nouns by adding *ness* to adjectives

Task	Time
1. Exercise E, Questions 1 to 4 should be attempted.	15 min
2. Exercise F, Questions 1 and 2 to be attempted.	15 min
3. Recap the learning points of the unit.	10 min



# Children Understand Him

An interesting poem about the way in which an old man is treated by adults and children in the family. The elderly enjoy greater affinity with, and patience and understanding from, the younger generation.

For more about Rafat:

<http://www.litencyc.com/php/speople.php?rec=true&UID=5132>

<http://www.tariqrahman.net/literatur/Taufiq%20Rafat.htm>

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- a. The old man is compared to a 'dry stream-bed'. The poet is telling us that the man has led his life, its 'course' has been run, like that of a stream or river, and it is now dry. There is little life left and little to offer (according to some).
- b. The old man would probably bore visitors with stories of his life, and may also put visitors off by showing some of his infirmities.
- c. The old man probably goes from one child's house to the next. We are told that he has 'sons and daughters'. Putting up with him is a hard task for them, so they probably take it in turns to have him to stay and to look after him.
- d. The children give the old man 'friendly punches to the chest'. The old man gives his grandchildren the 'damp kisses' on their scrubbed cheeks. The children's cheeks are scrubbed by their parents, when they are dirty.
- e. Yes, the recipients of the punches and kisses like these things because they understand the old man and go to him as a sailing boat goes to a harbour. They feel safe on his knees, and they find his company 'friendly'.
- f. Pupils may discuss this and also mention the attitude of various people to the elderly in their own families.

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

- g. 'living on memories' refers to the thoughts and recollections of the old man; he lives in the past, relates stories of his life of long ago, and probably wishes for that life again, rather than the current situation in which he finds himself.
- h. Pupils will give their own opinion and reasons for it. Listen to as many as possible.

#### 2. Reference to context

- a. *And only this has kept intact*  
*His pride and self-respect.*
  - i. 'intact' means kept in one piece; kept as originally intended. In other words, the old man still has some pride and self-respect left, even though he is treated with some disregard by his own sons and daughters.

- ii. His association with his grandchildren has kept his pride and self-respect intact. They still value him.
- iii. Without this he might have been a 'dry stream-bed'.
- b. *They sail to the harbour of his knees.*
  - i. The grandchildren
  - ii. They sail to his knees when they play with him (upstairs, away from the guests, while their parents entertain).
  - iii. sail (move towards); harbour (safe place/knees)

## B WORKING WITH WORDS

### 1. Find out what is meant by each of the following phrases.

Note that the order of each of the adverbs is fixed.

e.g. *by and large* cannot be written *large and by*.

Use the phrases in oral sentences and ask the pupils to practise.

- a. again and again — repeatedly
- b. on and on — continued
- c. far and wide — covering a large area
- d. round and round — moving in circles
- e. in and out — inside and outside
- f. to and fro — to and from; moving forward and backward
- g. by and by — in time, soon
- h. far and away — absolutely
- i. over and over — continually
- j. here and there — in this place and that
- k. off and on — stopping and starting
- l. now and again — sometimes
- m. by and large — mostly
- n. out and out — complete
- o. first and foremost — at the beginning
- p. through and through — completely
- q. more or less — nearly
- r. up and about — out of bed and walking

Pupils will make up their own sentences.

Here is another phrase:

now and then — occasionally

### 2. Dictionary work

- |              |              |             |           |               |
|--------------|--------------|-------------|-----------|---------------|
| 1. hypocrite | 2. herbalist | 3. optimist | 4. widow  | 5. widower    |
| 6. donor     | 7. bachelor  | 8. pilgrim  | 9. genius | 10. pessimist |

## C LEARNING ABOUT LANGUAGE

### May/might

Discuss the text.

#### 1. Fill in the blanks with 'may' or 'might'.

- a. If we watch TV too long, we may get into trouble. (possibility)
- b. If she saves enough, she might just make it to college. (weak possibility)
- c. May you live a long life and have many children. (wishes)
- d. Might I have some sugar in my tea, if you have any in the house? (a polite question)
- e. They asked if they might borrow our car. (asking for permission)
- f. Rashid may not come to the play this evening as he is busy. (probably not)
- g. May you have a long and prosperous life! (wishes)

### Combining sentences

#### 2. Reconstruct the following pairs of sentences.

- a. The children who came to the school were like tiny dolls.
- b. The guests brought presents which made us very happy.
- c. My friend, who was bitten by a mouse, jumped up and down shouting.
- d. My father, who was a doctor and surgeon, worked in the poorest areas of the city.
- e. I watched the moon which was rising high into the sky, bathing the earth with its light.
- f. The children sat around the teacher whose bag was full of colourful pens.

#### 3. There are five interrogative pronouns: what, which, who, whom, and whose. Put suitable pronouns in the following.

- a. Do you know whose shirt this is?
- b. Whom did you speak to?
- c. I wonder who will give the speech.
- d. What is in this dish?
- e. Which of those houses is yours?

## D LISTENING AND SPEAKING

### Family trees

mother, father, uncle, aunt, brother, sister, grandfather...

#### 1. Can you think of any others? Make a list.

...grandmother, grand(children), great grandparents, nephew, niece, cousin, -in-laws, step-brother/sister/....,

#### 2. Work with a partner and discuss the relationships.

Pupils can ask questions about how the various people are related to each other: Who is Anum's brother-in-law? What relation is Huda to Shariq, etc.

#### 3. Now spend a few minutes working on your own family tree. Draw a diagram and include names.

Pupils can introduce other generations too.

4. **When you have all finished, speak in turn about your own family. Don't give a bare account of who is who; if there are some interesting characters in the family say something more about each one.**

An eccentric uncle? A funny grandmother? A wayward cousin? Descent from a famous family? Lots to talk about. Other topics to touch on: Genealogy (the study of the history of families and the line of descent from their ancestors); Longevity (the duration of life) – do women live longer than men? Do one's genes have anything to do with longevity?

## **E COMPOSITION**

Discuss this first. What do various societies do about elderly people and how are the elderly cared for? How are they treated a. by society at large and b. by members of their own family? Is the system in Pakistan gradually changing? How?

## **Workbook: pages 40–45**

### **A PLACEMENT OF CLAUSES AND PHRASES**

Recall what the pupils read and discussed earlier in the workbook.

#### **1. Can you rewrite the following sentences correctly?**

- a. A man, who was thought to be a thief, was arrested yesterday driving a cow down the road.
- b. When the man went into the bank, he put all his money, which he had kept in a tin box at home, on the table.
- c. Babar threw a stone, which he had kept concealed in his pocket, at the man's head.
- d. The large man, who was a coward, ran away from the dog.
- e. He gave the biscuits which he had in his bag to the poor boy.
- f. The team who challenged us arrived in a large yellow coach.
- g. My young brother Ken, who is on holiday with us, is seriously ill with influenza.
- h. The final attack, which we had long been anticipating, began in the field at the back.

#### **Here and now**

Recall the work done on adverb phrases.

- a. By and large the results of the children were quite good.
- b. There were some wild roses growing here and there all over the field.
- c. The mother pushed the cradle to and fro and soon the baby was asleep.
- d. Now and again we wonder what our friends are doing in Europe.
- e. By and by the weary travellers came to a guesthouse where they decided to rest for the night.
- f. She was sick and lay in bed for three weeks, but she's up and about now.
- g. The police searched far and wide for the missing diplomat; they could not find him anywhere.
- h. When the man pressed the lever the wheel spun round and round.

- i. We have more or less given up the idea of going to Lahore for our holiday because we are short of money.
- j. The teacher has told him over and over not to come late but he does not listen.

## **B WORDS FOR THEMES**

### **Make a list of fifteen words.**

Pupils will make their own lists, depending on their train of thought. Make sure that the pupils have the opportunity to read out their own words and hear what the others have written. Take one list at a time, then compare the two lists. The words chosen for the party will be more cheerful/positive than those describing a ferocious battle. Remember that the lists should contain words relating to all the senses.

## **B WORDS**

Discuss the explanation of writers' careful selection of words (including onomatopoeia).

### **1. Can you think of other words which make the same sound as the action named?**

Accept plausible alternatives.

- a. a branch breaking - crack
- b. a dozen glasses falling to the ground and breaking - smash
- c. the sound made by a particular bird (sometimes a clock has this bird in it and the bird comes out on the hour) - cuckoo
- d. the sound of a bird's wings beating - flap
- e. the cork coming out of a child's toy gun goes - pop, bang
- f. a duck makes this noise - quack
- g. something falling into water - plop, splash, splosh
- h. walk in thick wet mud to produce this sound - splodge, squelch
- i. birds in a tree all making a noise together - chatter, tweets
- j. an object flying by your ear - whoosh, swoosh, whizz

## **D PEOPLE AND PROFESSIONS**

### **1. Can you say what the following people do to get these names?**

- a. An amateur is a person who is fond of (something); not an expert or a professional.
- b. An alien is a person from a foreign country.
- c. An addict is a person who is devoted to or dependent on a specific habit.
- d. An accomplice is a person who is a partner in crime.
- e. A bankrupt is a person who owes a lot of money and cannot pay his creditors.
- f. An emigrant is a person who leaves his/her own country to live in another.
- g. A gossip is a person who is an idle talker and who spreads rumours.
- h. A pilgrim is a person who journeys to a sacred place for religious reasons.
- i. An orphan is a child whose parents are dead.

j. An opponent is a person who is fighting against another.

**2. What names are given to the following people?**

- a. A person who likes talking about himself: egoist
- b. A person born at the same time as another: contemporary
- c. A person who gives advice to others: consultant
- d. A person who is compelled by law to serve in the armed forces: conscript
- e. A person who has fled his country for political reasons or during a war: refugee
- f. A person who has special skill in judging food and beverages: connoisseur
- g. A person who does not eat meat: vegetarian
- h. A person who meddles in the affairs of others: busybody
- i. A person who shows people to their seats in a cinema or theatre: usher/usherette

## Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

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

Task	Time
1. Reading and discussion of the poem and understanding of the unfamiliar words.	15 min
2. Exercise A, Question 1 should be attempted.	15 min
3. Continue with Exercise A, Question 2 should be attempted. If the task cannot be finished in this lesson it should be given for homework.	10 min

### LESSON 2

**Time: 40 min**

**Aims:**

- To use given phrases in sentences
- To develop vocabulary
- To use may and might correctly
- To form complex sentences using which, who, that or whose

Task	Time
1. Begin with Exercise B, Question 1. Question 2 should be discussed; the task can then be given for homework.	10 min
2. Continue with Exercise C, Questions 1 and 2 should be attempted.	20 min

3. Recap the lessons taught so far.	10 min
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### LESSON 3

**Time: 40 min**

**Aims:**

- To develop listening and speaking skills; a discussion about family trees and relationships
- To practise directed writing skills—argue and persuade

Task	Time
1. Continue with Exercise D, Questions 1, 2, 3, and 4.	15 min
2. Exercise E should be attempted.	25 min

### LESSON 4

**Workbook Time: 40 min**

**Aims:**

- To write clear complex sentences
- To increase active vocabulary

Task	Time
1. Recap of the lessons taught earlier.	5 min
2. Exercise A should be attempted.	20 min
3. Exercise B should be attempted.	15 min

### LESSON 5

**Workbook Time: 40 min**

**Aims:**

- To consider word choice and onomatopoeia
- To develop vocabulary

Task	Time
1. Begin with Exercise C.	15 min
2. Exercise D, Questions 1 and 2 to be attempted. Unfinished work to be given as homework.	20 min
3. Recap the learning points of the unit.	5 min

# Test—1

## Workbook: pages 42–52

### A COMPREHENSION

Read this short extract from Bram Stoker's novel, *Dracula*.

Pupils should read this in an easy, flowing manner, as if telling a long story. Conversation should be read with appropriate expression and inflection.

#### 1. Answer the following questions.

Pupils may use their own words or quotations from the passage.

- Fifty years before, a series of great fires had taken place in Bistritz. These caused terrible havoc on five separate occasions. At the very beginning of the seventeenth century it underwent a siege of three weeks and lost 13,000 people, the casualties of war proper being assisted by famine and disease.
- The author liked the Golden Krone Hotel because it was thoroughly old-fashioned.
- The genial and friendly attitude of the landlord and landlady changed after Harker received a letter from Count Dracula and he began to ask them questions. The landlord now pretended he did not understand Harker's German, and he and his wife looked frightened and crossed themselves when the Count's name was mentioned.
- The landlady became incomprehensible when Harker was due to leave, speaking hysterically and losing a grip of her German, mixing it up with some other dialect.
- The landlady became agitated because it was St George's Day, and according to her, at midnight all evil things in the world would have full sway. She did not want Harker to go to see the Count.

#### 2. Rewrite the following in your own words. Do not use the phrases that are italicized; paraphrase them.

Pupils will use their own words. Here are some examples:

- She was so *agitated* that she *appeared* to have *forgotten much* of what German she knew.
- Being *almost directly* on the frontier—it has had a *turbulent history*.
- I am *greatly looking forward to seeing* you.
- It was all *most strange (inexplicable)* and *disturbing*.

### B TEXTBOOK QUESTIONS

#### 1. Answer the following questions.

- His eyes 'were fixed' on it and he remains in an 'absorbed silence' - unable to listen to Claude People. This suggests that he was deeply shocked and that he was reflecting on his conversations with Bertie.
- The author felt he was too forward in asking Maheen questions and had humiliated her. He felt ashamed only when he learnt she could not speak or hear.
- a vast lake
- Holmes fasted for three days, made up his face, and acted like he was ill to seem like he was unwell.



**2. Who or what is being described in the following?**

- a. Mrs Ahad (The Silver Lining)
- b. Mr David (The Silver Lining)
- c. Bertie Saltpen-Jago (A Shot in the Dark)
- d. The carefully crafted and planned gardens of ancient civilizations (Extreme Weather)
- e. Claude People talking to Philip Sletherby (A Shot in the Dark)
- f. Holmes (The Adventure of the Dying Detective)

**C POETRY QUESTIONS**

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

- a. The Solitary Reaper
- b. When I Heard the Learn'd Astronomer
- c. The Newcomer
- d. Children Understand Him

**2. Answer the following.**

- a. The Reaper's song is a melancholy one (plaintive). It fills the valley, it is a welcome song to travelers, it is more thrilling than the sound of a cuckoo, it is a humble lay, and has a long-lasting effect on the poet.
- b. tired and sick
- c. It (the newcomer) had no beak, no claws, no feather, no scales, no fur, no gills.

**3. Reference to context**

**Answer the questions about this line of poetry.**

*Through the animal kingdom*

*The news was spreading fast;*

- a. *The newcomer* by Brian Patten.
- b. The news is that it (the newcomer) has no beak, claws, feather, scales, fur or gills; it lives in the trees, the water, the soil, the snow and the hills; and it kills and it kills and it kills.
- c. The four animals are the fish, a bloated thrush, the rabbit, and the snow-white polar bear.

**D WORKING WITH WORDS**

**1. Name five different words which are loosely synonymous for looking or watching.**

considering, eyeing, eyeballing, gazing, glancing, glimpsing, noticing, observing, peeking, perceiving, regarding, scanning, seeing, spotting, spying, staring, surveying, viewing, witnessing...

**2. Underline the silent letters in the following.**

- a. feign      b. yolk      c. damned      d. autumn      e. salmon

**3. Add the suffixes -ful, -y, -ish, or -ous to the following only where possible.**

- a. desirous      b. boyish      c. fanciful      d. scandalous      e. careful

**4. Give meanings for the following.**

- a. intrusion: forcing in (uninvited)
- b. hostile: unfriendly
- c. lecture: a talk or presentation on a subject
- d. swarthy: dark in colour

5. What are the words described below?
- suited to; in accord with—compatible
  - a scientist who studies objects in space—astronomer
  - a feeling of deep pain—anguish
  - diminishing or growing less—abating

## E LEARNING ABOUT LANGUAGE

### 1. Rewrite the sentences as directed.

Pupils will use their own words. Examples:

- The pupils wanted to know *what the teacher would say*.
- The army officers were *as brave as lions*.
- The man *helped* the old lady *who had missed the bus*.
- I had been reading my book when the accident happened. (had been+vb+ing must be used.)

### 2. Underline the main clauses in the following.

- The man bought an ice-cream after he had eaten his lunch.
- She read the letter though he objected.
- We visited the house where I was born.
- When it began to rain, we ran inside.
- During the holidays, the headmaster came to visit us.

### 3. Rewrite the following sentences correctly.

- Saima is having roast chicken, but the others *are having* vegetable curry.
- Three times two *is* six.
- I have not been there since the day I left school.
- Theirs* is the largest house on the street.
- The dog *with a collar* barked at the stranger.

### 4. Fill in the blanks with the simple past or the past perfect forms of the verbs given in brackets.

- They had taken their seats by the time the chief guest arrived. (take, arrive)
- Before she *departed* she *sold* all her belongings. (depart, sell)
- When we *reached* the hall the film *had begun* so we *missed* the beginning. (reach, start, miss)
- I wish he *had included* his date of birth before he *sent* in the form (include, send)

### 5. Change the following sentences in direct speech into indirect speech.

- Waqar asked Jamal in an excited manner whether (if) he had seen the new film about sharks.
- Abid informed Sameer that he had no idea where she was but that they would find her.

## F LISTENING AND SPEAKING

Either name a story for the pupil(s) to tell you about, or ask the pupil(s) to choose one. You may start in this way:

Tell me about the story of... OR

What do you remember about the story of...? OR

Which story in the textbook did you like the most? I want you to tell me about one of them.

Give the pupils a few minutes to think about this and jot down a few points to jog their memory should they need to.

## G COMPOSITION

Pupils will write their own essays, however, make sure they answer the questions somewhere in their response.

### Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

#### LESSON 1

**Workbook Time: 40 min**

**Aims:**

- To revise the previous seven units
- To assess reading proficiency
- To assess comprehension skills
- To assess written grammatical accuracy

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

#### LESSON 2

**Workbook Time: 40 min**

**Aims:**

- To recall characters from the previous seven units
- To assess vocabulary

Task	Time
1. Continue with Exercise B.	15 min
2. Exercise C, Questions 1, 2, and 3 should be attempted.	15 min
3. Exercise D, Questions 1, 2, and 3 should be attempted.	10 min

#### LESSON 3

**Workbook Time: 40 min**

**Aims:**

- To assess directed writing skills
- To assess direct/indirect speech
- To assess written grammatical accuracy
- To assess active and passive English vocabulary

Task	Time
1. Continue with Exercise D, Questions 4 and 5 should be attempted.	10 min
2. Exercise E should be attempted.	20 min
3. Exercise F should be attempted. The exercise can be started and then continued in the next lesson.	10 min

## LESSON 4

**Workbook Time: 40 min**

### Aims:

- To complete the work from the previous lesson
- To assess speaking skills

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

This article is an example of biographical writing. It also contains lots of information about climbing and about Yosemite National Park, in the USA.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- a. Yosemite is a popular place for tourists because it is a UN World Heritage site containing walking trails, waterfalls, forests, valleys, awe inspiring rock formations. It is a beautiful, unspoilt place.
- b. Tommy Caldwell and Kevin Jorgeson.
- c. Tommy Caldwell was 36 years old when he achieved his dream of climbing the Dawn Wall.
- d. A monolith is single massive rock or stone.
- e. We learn that El Capitan is huge and composed of granite. We learn that it poses a challenge for even the most experienced climbers. It has a 3000-foot sheer cliff that looks like a smooth surface from a distance. There are more than 100 routes up El Capitan but only thirteen have been successfully free climbed. The most difficult of these is called the Dawn Wall. Another route is called Salathé Wall.
- f. The Dawn Wall is so difficult to free climb because it is so sheer, with few holds and ledges. One pitch is especially difficult because the climber has 'to balance carefully on fingertips and toes and spring sideways to catch and hold on to a small bit of rock.'
- g. Caldwell asked the doctors to take off the top of his finger because, after an accident, they said it would never fully recover. He knew that he would not be able to climb properly if one of his fingers could not grip well.
- h. To be a successful climber you need to be 'fit and strong', and 'flexible and agile'. 'They must be able to endure pain and physical hardship while keeping calm and focused.'
- i. Aid climbers use special equipment such as ropes, ladders, metal clips (called carabiners), and belays to help them climb. Free climbers use very little equipment preferring to only use the body to work out a route up or across the rock face. Free climbers use a safety rope that is attached below them to save them if they fall off.
- j. The phrase 'dealt with it head on' is an adverbial phrase meaning 'in a direct way'.

#### The following question is more difficult. Discuss it first.

- k. The suffering and fear he experience when being held hostage had a deep negative effect on Tommy Caldwell. However, it also made him realise that if he could cope with being held hostage, (where he coped with hunger, thirst and pain) and remain calm when faced with danger or difficulty, then he could cope with anything. It made him mentally and physically stronger, which helped him become a better climber.
- l. Have the pupils find two quotes and using their own words, use those quotes to backup their answers.

**While reading:** Tommy Caldwell did not want to go too far ahead of Kevin Jorgeson when he was stuck on pitch 15 for a number of reasons. Pupils may find it easy to say that it was because they were friends but get them to consider the context. Caldwell and Jorgeson had friends supporting them, minimal equipment and changeable weather conditions so it was probably not practical for them to be in two different places.

**Challenge:** scale, rock formations, scramble, ropes, ladders, carabiners, belays, aid climbing, free climbing, safety rope, pitch...

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

- a. Over the next few years Tommy trained hard and made his mark in the climbing world.
  - i. Tommy Caldwell had won a climbing competition and become the national champion, in the USA.
  - ii. He climbed with his father: at 14 he climbed Mont Blanc and the Matterhorn, in Europe.
  - iii. Overcoming the injury to his finger and being held hostage.
  - iv. 'made his mark' means he had been successful and was being recognised for that success.
- b. He asked the doctors to remove the tip and, with the help of his father, worked on making his hands stronger than ever before.
  - i. He recognised his talent and took him climbing and camping, and encouraged him.
  - ii. Tommy Caldwell needed to make 'his hands stronger than ever before' to overcome the loss of his finger.
- c. For ten days Kevin was stuck on pitch 15.
  - i. Kevin Jorgeson is Tommy's friend and climbing partner - together they climbed the Dawn Wall.
  - ii. It means that he could not complete that part of the route.
  - iii. His fingers bled, his muscles ached, and his spirits were low. It seemed as if Caldwell would need to go on without him.

## **B WORKING WITH WORDS**

**1. Match the idioms in list A with the meanings in list B.**

- a. to be at hand - to be very near
- b. to take something in hand - to take charge of it; manage it
- c. to get out of hand - to become out of control
- d. to have time/money in hand - to have it spare, left over to be used
- e. to keep one's hand in - to keep in practice
- f. to have one's hands full - to have a lot of work
- g. to give someone a good hand to applaud someone for a good performance
- h. to be a handful - to be difficult to control
- i. to be an old hand - to be experienced at something
- j. to get the upper hand of something/someone - to win an advantage over it/him

**2. Use the idioms in list A in sentences of your own.**

Ask the pupils to use the idioms in list A in sentences of their own.

**3. Match the clues to their answers and then label the map on the next page with words from the list of answers. Discuss your answers with a classmate and ask each other questions about the geography of California.**

Pupils should work in pairs or small groups so that they can help each other to complete this task.

Where California's great redwood trees are found: forests  
 Southernmost major city in California: San Diego  
 Second deepest lake in the USA (by the eastern border of California): Lake Tahoe  
 Area where most crops are grown: fertile farmland  
 National Park in California covering 747,956 acres with many mountains including 'El Capitan':  
 Yosemite National Park  
 Lowest, hottest, driest area in the USA: Death Valley  
 Western border of the state: 840 miles of coastline  
 Bay-side Californian city famous for the Golden Gate Bridge: San Francisco  
 Dry, arid area that is the least used part of California: Mojave Desert  
 City, home of Hollywood: Los Angeles  
 400-mile mountain range: Sierra Nevada

## C LEARNING ABOUT LANGUAGE

### Hyphens

#### 1. Show where the following words may be hyphenated.

Make sure that words are split in whole syllables and not where a letter or a couple of letters are left dangling on the following line. There are various possible ways of splitting the words if they occur at the end of a line. Here are some:

some—times, ex—aggerate, exagger—ate, pro—long, bi—cycle, tur—nip, acci—dent, nine—ty, gram—mar, Eng—lish, tur—key, philo—sophical, cat—astrophe, catas—trophe, mis—use, tre—mendous, tremen—dous, har—dy.

### Prefixes

#### 2. Make negatives of the following adjectives by adding in-, im-, ir-, il-.

impractical	irregular	irresponsible	illegal	immortal
impossible	inconsistent	irreligious	insufficient	inflexible
illegible	impartial	indirect	inadequate	illiterate
impersonal	immobile	imbalanced	immature	indefinite

### Headlines

#### 3. What is so funny about these newspaper headlines?

- Are the Senior Citizens for sale or are they running the sale?
- Does the farmer have a tail?
- Does this mean that, now they are married (at the altar), the friendship will end?

## D LISTENING AND SPEAKING

### The importance of pausing at the right time

#### 1. Read the following passage aloud.

Read the passage to the pupils.

## 2. Now read the following sentences aloud.

Read. The commas have been included in the sentences below.

- a. The principal told the teachers what time the assembly would be held.
- b. The head boy told the others, whether they liked it or not, to stand in line.
- c. The stranger who entered the room stared at me for a few minutes.
- d. Asad said he would come to the party, even though he had work to do that day.
- e. The tailor said he would mend the trousers, as they were torn.
- f. The Major, known to his soldiers as 'King Kong', was a large man with a ferocious moustache.
- g. Where the three of us now stood in a bunch we had the smooth steep rock behind us, to our right a wall of rock, slightly leaning over the ravine, and fifteen feet high, and to our left, a tumbled bank of big rocks thirty or forty feet high.

## E COMPOSITION

### 1. Pick a significant moment from Caldwell's life and write an account of his thoughts and feelings at the time. Use the following structure.

- a. Describe the event.
- b. Explain what Caldwell thought and felt at the time.
- c. Explain what Caldwell thought and felt after the event.
- d. Say how the event has had an impact on who he is today.

Guide the pupils into following the given structure. Since the structure follow a pattern, it will be easier for pupils to gather the information on significant moments from Caldwell's life as they happened.

### Project

Discuss the explanation.

Which sports or hobbies do you and your classmates take part in regularly? Which ones have you had a go at? Find out about a sport or physical activity that you do not know much about. Do some research and find out about someone who excels at that sport (they can be living or dead).

Prepare a presentation for your classmates about the sport and the person. Include information about how the sport or activity is played or conducted, the equipment needed and anything else that is relevant. Also, find out biographical information about the sports person and include that in your presentation.

How will you present your work in an interesting way?

Pupils could make a poster, leaflet, recording, or use PowerPoint. Emphasise that the information needs to be presented in an interesting way.

## Workbook: pages 53–58

### A HYPHENS

#### 1. Use hyphenated words in place of the phrases.

- |                          |                        |                   |
|--------------------------|------------------------|-------------------|
| a. a short-sleeved shirt | b. dining-room         | c. is house-proud |
| d. three-quarters full   | e. life-sized portrait | f. sun-dried      |

#### 2. Insert hyphens where necessary.

- a. The stranger was a dark-haired, long-legged girl.
- b. The black-coated attendant opened the door for the new arrivals.



- c. His mother-in-law has a devil-may-care attitude.
- d. She is a well-known poet and is well known because she travels all over the world to far-flung places, reading her poems to anyone who will listen.

**3. Which of the following are hyphenated?**

- a. co-operative                      b. non-resident                      c. barefoot                      d. goldfish
- e. farewell                      f. broad-shouldered                      g. stick-in-the-mud                      h. post-war

Also: long distance (but, long-distance runner: hyphenated when used as an adjective)

**B COMPOUND WORDS**

**1. Which words are adjectives, and which are nouns?**

- a. water-trough (n)                      b. yellow-brown (adj)                      c. snake charmer (n)
- d. strange-scented (adj)                      e. soft-bellied (adj)                      f. wallflower (n)
- g. window shop (v)                      h. two-forked (adj)                      i. earth-shaking (adj /n)

**2. Here are some more. Mark them too.**

- |                |     |                 |     |                |     |
|----------------|-----|-----------------|-----|----------------|-----|
| cross crosslet | (n) | well-mannered   | (a) | old-fashioned  | (a) |
| sand-slope     | (n) | idiotic-looking | (a) | sixty-four     | (a) |
| coin-purse     | (n) | hill-resort     | (n) | safety-catch   | (n) |
| treeline       | (n) | bus-stand       | (n) | slightly-built | (a) |

**3. Form compounds from the following words.**

- a. high : high-jump, high-flying, high-spirits, high-life
- b. low : low-lying, low-brow, low-bred, low-class, low-down
- c. soft : soft-bellied, soft-skinned, soft-hearted, soft-spoken, soft-boiled
- d. hand : hand-knitted, hand-writing, hand-towel, hand-picked
- e. leg : leg-guard, leg-rest, leg-room
- f. paper : paper-chase, paper-tray, paper-boy, paper-clip

**C MAKING A SUPER-MAN**

**1. Read the continuation of the story.**

**2. Answer the following questions briefly.**

All the answers are given in the passage. Encourage the students to read through and look for answers.

- a. Answer is present in first paragraph
- b. Answer is present in third paragraph.
- c. Answer is present in the first and last paragraph.
- d. Answer is present in third paragraph.
- e. Answer is present in the first paragraph.
- f. Answer is present in the last paragraph.
- g. Answer is present in the last paragraph.

**3. What would you have done?**

Discuss the text. Should either man have behaved differently? What would the pupils have done? Why?

## D FACE TO FACE

### 1. Here are some idiomatic expressions with the word face.

Discuss the expressions so that pupils understand what they mean.

### 2. Read the following 'unlikely' event.

### 3. Now can you rewrite the passage.

I was walking along the road the other day when this ruffian came straight up to me and *pulled a face at me*; obviously he didn't think much of me! But WHO goes around showing such disgust at a handsome face like mine? Nevertheless, *on the face of it*, he didn't think much of my good looks. *I was, to say the least, losing face*, because, just then, a girl I knew walked by and, of course, she couldn't *keep a straight face*. *I had face up to this!* I walked straight up to him and *said to face*—'Look here, you! Who do you think you are?' At this he drew himself up to his full height (I am only five foot three) and whipped a small knife out of his sleeve. *In the face of this danger* I turned and ran!

## Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

### LESSON 1

**Textbook Time: 40 min**

#### Aims:

- To read a non-fiction, biographical account
- To develop vocabulary
- To develop comprehension skills

Task	Time
1. Read the passage and discuss it.	20 min
2. Exercise A, Question 1 should be attempted.	15 min
3. Exercise A, Question 2 should be discussed and set as homework.	5 min

### LESSON 2

**Textbook Time: 40 min**

#### Aims:

- More practice of idioms
- To develop vocabulary
- To match clues and answers by retrieving information
- To further develop understanding of hyphens

Task	Time
1. Exercise B, Questions 1 and 2 should be attempted. Sentences can be completed for homework.	15 min
2. Exercise B, Question 3 should be attempted.	5 min
3. Exercise B, Question 4 should be attempted.	10 min
4. Exercise C, read through and begin Question 1. This can be completed as homework.	10 min

### LESSON 3

Textbook Time: 40 min

**Aims:**

- To develop vocabulary
- Further practice of using prefixes to make negatives
- To develop understanding of the importance of structuring sentences correctly

Task	Time
1. Check understanding of Exercise C, Question 1.	5 min
2. Begin with Exercise C, Question 2 and Headlines	15 min
3. Exercise D, Question 1 to be attempted.	10 min
4. Exercise D, Question 2 to be attempted.	10 min

### LESSON 4

Textbook/workbook Time: 40 min

**Aims:**

- To develop directed writing skills
- Further practice of hyphens
- To develop vocabulary

Task	Time
1. Exercise E to be attempted.	20 min
2. Set the project as homework.	5 min
3. Exercise A, Questions 1, 2 and 3 to be attempted.	15 min

### LESSON 5

Workbook Time: 40 min

**Aims:**

- To develop vocabulary
- Further practice of compound words
- To practise using the dictionary

Task	Time
1. Exercise B, Questions 1, 2 and 3 should be attempted.	15 min
2. Exercise C, Questions 1 and 2 to be attempted.	20 min
3. Recap the learning	5 min

## LESSON 6

Workbook Time: 40 min

### Aims:

- To develop vocabulary
- Further practice of idioms

Task	Time
1. Exercise C, Question 3 to be read and discussed.	10 min
2. Exercise D, Questions 1, 2 and 3 should be attempted.	25 min
3. Recap the learning.	5 min

# Last Lesson of the Afternoon

Hopefully the pupils in your class do not behave in the way that Lawrence's pupils do in this poem, and nor do you feel the same way about them! The poet describes very forcefully what it is that he feels and the inner turmoil he is suffering. This is the kind of life-changing moment that brings out the best poetry.

For more about Lawrence:

[http://en.wikipedia.org/wiki/D. H. Lawrence](http://en.wikipedia.org/wiki/D._H._Lawrence)

<http://www.dh-lawrence.org.uk/>

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- a. When will the bell ring (and signal the end of this tedious lesson)?
- b. The poet uses the metaphor of a pack of hounds (his pupils) tugging at their leashes, and straining. He continues this metaphor by using words such as 'quarry' (prey), 'hunt'. Later he brings up the subject of dogs again.
- c. They are not interested in the quest or 'hunt' for knowledge and are unruly in their behaviour.
- d. The insults are referred to even prior to this, in stanza 2. They are the books scattered across the desks, waiting for correction, and specifically the pages in these books containing 'blotted pages and scrawl of slovenly work'.
- e. The poet does not want to waste the last dear fuel of life (his energy and what is left to him of his life) and take their insults (their slovenly work) as punishment. He decides here that he will not take this any longer.
- f. This means that he has sunk to the very lowest point of his life, and cannot sink any further (or take this kind of life any more).
- g. Lawrence was supposed to care because at the time he was a teacher; but he felt his time at school was futile.
- h. The poet's final resolve is to sit it out, wait for the bell, and not drain his strength but keep it to live his own life. He has given up trying.

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

- i. More than one emotion is presented:
  - iii. despair: 'I can haul them and urge them no more.' 'No longer can I endure the brunt...' 'I am sick, and what on earth is the good of it?'
  - iv. anger: 'I will not!' 'I will not waste my soul...' 'I do not and will not...'
  - v. frustration: Many instances where he asks a question and then answers it. The fact that he asks such questions indicates he is frustrated. 'What is the point?'
- j.
  - i. The metaphor of a pack of unruly hounds straining at the leash and not prepared to join the hunt.
  - ii. *Fuel of life...to kindle my will to a flame that shall consume...*

## 2. Reference to context.

- a. *I am sick, and what on earth is the good of it all?*
- The speaker is sick about the brunt he can no longer endure as he believes staying in class and studying will not do him any good.
  - The 'it' is referred to the books that lie on the desks.
  - He subsequently asks what is the point of teaching him and him learning what is being taught and why does it matter to him if they can or cannot write the description of a dog.
  - The speaker has decided that he cannot see what good all these books are going to do and that he can no longer endure the brunt.
- b. *...; and take the toll  
Of their insults in punishment?*
- Toll means a tax and it also applies to the sound of a bell being sounded.
  - The tax would refer to the way in which he has to pay for or suffer the indifference of his pupils, and also perhaps to when a church bell tolls at the time of a funeral... in this case his own.
  - He decides to not waste his time or energy any more.
- c. *What is the point? To us both, it is all my aunt!*
- The 'point' is whether they can write a description of a dog, or if they can't.
  - It's all the same to me; I am indifferent to it.
  - He has come to the end of his tether and feels that there is little hope left for his pupils. He decides to give up teaching because he is bitter.

## B WORKING WITH WORDS

### 1. Pick out another example of alliteration in the poem.

When will the bell ring, and end this weariness?

they hate to hunt,/ I can haul them...

the brut / Of the books

my soul and my strength for this.

A description of a dog,

### 2. Use these expressions in sentences of your own. Try to bring out the meaning of the words in a lively way.

Pupils will write their own sentences.

### 3. Say the following sentence clearly and aloud. Can you say it fast?

Pupils should try and say the sentence a number of times.

## C LEARNING ABOUT LANGUAGE

Read the text and study the examples.

### 1. Join these sentences using a present participle.

- She noticed a snake sliding into a hole.
- They heard a peacock shrieking out loud.
- The man spied a ship sailing into the harbour.
- The boys watched the bees flying into the hive.

**Discuss the explanation given about present participles.**

**2. Rewrite the following sentences.**

- a. In the house and in the garden small-bees were flying and speeding about in confusion, causing much distress to the family.
- b. While we were walking along the quiet path last night the crescent moon looked beautiful.
- c. A small rabbit was hopping along, chasing butterflies in the garden.
- d. They arrested the demonstrators shouting loudly outside the City Hall.
- e. When everything was ready the pistol went off for the race to start.
- f. When the ship was crossing the Gulf of Oman, the sea was very rough.
- g. While the children were walking through the forest this afternoon, they saw five rose bushes.
- h. As Gafar was driving his car around the corner, a dog ran under his wheel.
- i. The old man sat on a bench all day, waiting for his family and watching the passengers carefully.
- j. While I was cycling across the field a ball suddenly appeared in front of me.

## **CATEGORISING VERBS**

Action verbs: appear, drink, drop, go, jump, look, make, run, say

Linking verbs: be, have

Verbs for sensing and feeling: dislike, feel, hate, hear, like, love, prefer, recognize, remember, see, seem, smell, taste, want, wish

Verbs for opinions and thoughts: agree, believe, doubt, guess, imagine, know, mean, suspect, think, understand

Possession and measurement: belong, measure, own, possess, weigh

## **D LISTENING AND SPEAKING**

1 and 2: Work with a classmate. Think of at least three responses for each of the following statements, with 'should', 'ought', and 'must'. Write them down.

Now practise these exchanges aloud. Your classmate will make a statement; you respond. Then change roles.

Pupils can practise these expressions in a larger group or even as an activity for the whole class. Make a statement. Pupils will respond in turn. A point can be given for the most innovative, correct responses. Make sure all the three key words ('should', 'ought' and 'must') are being used.

Here are three examples, with some possible responses:

1. Shaukat is always late for class. He ought to try and get here on time. He should be a little more careful, or he will get punished. He must not continue being late.
2. He eats a lot of chocolate. He ought to take a little more care about his health. He must not eat all the chocolate at once; he should save some for later.
3. The milkman has sold his cow. He oughtn't to have sold it. He must have needed the money. He should have kept it.

## **E COMPOSITION**

Get pupils to choose one of the subjects (an abstract noun) and then make some points about it, and think of words/phrases that they might use. Perhaps you can discuss one of these with all the pupils. They can then write about two or three of the other subjects in the list. Share their work with the class.

## Workbook: pages 59–64

Do read the poem, *Snake* (also by Lawrence), to the pupils.

### Snake

A snake came to my water-trough  
On a hot, hot day, and I in pyjamas for the heat,  
To drink there.  
In the deep, strange-scented shade of the great dark carob-tree  
I came down the steps with my pitcher  
And must wait, must stand and wait, for there he was at the trough  
before me.  
He reached down from a fissure in the earth-wall in the gloom  
And trailed his yellow-brown slackness soft-bellied down, over the  
edge of the stone trough  
And rested his throat upon the stone bottom,  
And where the water had dripped from the tap, in a small clearness,  
He sipped with his straight mouth,  
Softly drank through his straight gums, into his slack long body,  
Silently.  
Someone was before me at my water-trough,  
And I, like a second comer, waiting.  
He lifted his head from his drinking, as cattle do,  
And looked at me vaguely, as drinking cattle do,  
And flickered his two-forked tongue from his lips, and mused a  
moment,  
And stooped and drank a little more,  
Being earth-brown, earth-golden from the burning bowels of the  
earth  
On the day of Sicilian July, with Etna smoking.  
The voice of my education said to me  
He must be killed,  
For in Sicily the black, black snakes are innocent, the gold are  
venomous.  
And voices in me said, If you were a man  
You would take a stick and break him now, and finish him off.  
But must I confess how I liked him,  
How glad I was he had come like a guest in quiet, to drink at my  
water-trough  
And depart peaceful, pacified, and thankless,  
Into the burning bowels of this earth.  
Was it cowardice, that I dared not kill him?  
Was it perversity, that I longed to talk to him?



Was it humility, to feel so honoured?  
I felt so honoured.  
And yet those voices:  
*If you were not afraid, you would kill him!*  
And truly I was afraid, I was most afraid,  
But even so, honoured still more  
That he should seek my hospitality  
From out the dark door of the secret earth.  
He drank enough  
And lifted his head, dreamily, as one who has drunken,  
And flickered his tongue like a forked night on the air, so black,  
Seeming to lick his lips,  
And looked around like a god, unseeing, into the air,  
And slowly turned his head,  
And slowly, very slowly, as if thrice adream,  
Proceeded to draw his slow length curving round  
And climb again the broken bank of my wall-face.  
And as he put his head into that dreadful hole,  
And as he slowly drew up, snake-easing his shoulders, and entered  
farther,  
A sort of horror, a sort of protest against his withdrawing into that  
horrid black hole,  
Deliberately going into the blackness, and slowly drawing himself  
after,  
Overcame me now his back was turned.  
I looked round, I put down my pitcher,  
I picked up a clumsy log  
And threw it at the water-trough with a clatter.  
I think it did not hit him,  
But suddenly that part of him that was left behind convulsed in  
undignified haste,  
Writhed like lightning, and was gone  
Into the black hole, the earth-lipped fissure in the wall-front,  
At which, in the intense still noon, I stared with fascination.  
And immediately I regretted it.  
I thought how paltry, how vulgar, what a mean act!  
I despised myself and the voices of my accursed human education.  
And I thought of the albatross,  
And I wished he would come back, my snake.  
For he seemed to me again like a king,  
Like a king in exile, uncrowned in the underworld,  
Now due to be crowned again.

And so, I missed my chance with one of the lords  
Of life.  
And I have something to expiate;  
A pettiness.  
D.H. Lawrence

## A ALLITERATION

### 1. Underline all the repeated consonant sounds.

- On a hot, hot day, and I in my pyjamas for the heat.
- In the deep, strange-scented shade of the great dark carob-tree.
- He reached down from a fissure in the earth wall.
- And trailed his yellow-brown slackness soft-bellied down.
- He sipped with his straight mouth.
- Softly drank through his straight gums, into his slack long body, silently.
- Being earth-brown, earth-golden from the burning bowels of the earth.
- He drunk enough, and lifted his head, dreamily, as one who has drunk...

### 2. Make up sentences using alliterative phrases.

Pupils will make up their own sentences. Make sure that alliterative phrases are used.

## B PRESENT PARTICIPLE OR ADJECTIVE?

For each of the following state whether the –ing word is used as a present participle or as an adjective.

- The film was boring. (adj.)
- The long speech was boring the pupils. (p.p.)
- He showed us some exciting photographs. (adj.)
- It was bewildering for them all. (adj.)
- The distressing news upset them. (adj.)
- The story was fascinating. (adj.)
- There was standing room only on the bus. (adj.)
- She was standing on the platform whistling. (two p.p.)
- The magician was exciting the audience. (p.p.)

## C REPTILE FUN

- |                |              |               |
|----------------|--------------|---------------|
| 1. rattlesnake | 2. chameleon | 3. alligator  |
| 4. turtle      | 5. lizard    | 6. serpent    |
| 7. tortoise    | 8. dinosaur  | 9. python     |
| 10. mamba      | 11. dragon   | 12. crocodile |
| 13. reptile    | 14. cobra    |               |

## D CLUES

The clues for this crossword exercise are given in the book.

## E MORE ABOUT ADVERBS

### 1. Form adverbs from the following.

Adjective	Adverb	Meaning
late (after the time)	lately	(not long ago)
short (opposite of long)	shortly	(soon)
direct (straight)	directly	(at once)
strong (having strength)	strongly	(forcefully)

### 2. Now use the adverbs in sentences of your own.

The pupils will write their own sentences; make sure the words are used in the correct context.

### 3. Can you find suitable opposites for the words below?

a. a soft bed	b. good luck	c. a mild winter
d. an easy sum	e. a calm sea	f. a smooth surface
g. fine workmanship	h. a domestic/tame cat	i. a cultivated plant
j. a silly/dumb idea	k. a dull/faded colour	l. a dim light

## Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

### LESSON 1

**Textbook Time: 40 min**

#### Aims:

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

Task	Time
1. Reading and understanding of the text.	25 min
2. Exercise A, Questions 1 should be attempted. Unfinished work can be given as homework.	15 min

### LESSON 2

**Time: 40 min**

#### Aims:

- To identify alliteration
- To enhance vocabulary
- To join sentences using a present participle
- To write grammatically correct English

Task	Time
1. Continue with Exercise A, Question 2 should be attempted.	10 min
2. Exercise B, Questions 1, 2 and 3 to be attempted.	15 min
3. Exercise C, Questions 1 and 2 to be attempted. Unfinished work should be given for homework.	15 min

### LESSON 3

Time: 40 min

**Aims:**

- To develop speaking and listening skills
- To practise use of should, ought, and must
- To develop directed writing skills

Task	Time
1. Continue with Exercise D.	15 min
2. Exercise E should be attempted.	25 min

### LESSON 4

Workbook Time: 40 min

**Aims:**

- Further practice of alliteration
- To identify the use of a word as present participle or adjective

Task	Time
1. Recap the lessons taught so far.	10 min
2. Begin with Exercise A, Questions 1 and 2 to be attempted.	20 min
3. Exercise B to be attempted. Unfinished work can be continued in the next lesson.	10 min

### LESSON 5

Workbook Time: 40 min

**Aims:**

- More practice of adverbs
- To do a crossword
- To learn words with more than one meaning and their antonyms

Task	Time
1. Continue with incomplete work from the previous lesson. Begin Exercise C.	50 min
2. Exercise C to be attempted. Pupils can complete this at home.	10 min
3. Exercise D, Questions 1, 2, and 3 to be attempted.	20 min
4. A brief recap of the learning points of the unit	5 min

# 6

## The Ant-Lion

The Ant-lion is about two children's fascination with a predatory animal. Their fascination turns to disgust. Ant-lions are interesting creatures so do some further research, or get the pupils to find out more about them, and share the knowledge with the class. The story is full of fantastic, detailed description that places us with the two children; it is almost as if we are watching the ant-lion's attacks ourselves.

### Suggestions and answers

#### A COMPREHENSION

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

- a. In the first paragraph of the story, Morvenna tries to push the ant up the slope away from the ant-lion and Max blows it down to the ant-lion.
- b. We know that Morvenna is not too keen on continuing the activity that she and her brother are engaged in because she tells Max not to get any more ants; she says she won't watch any more and covers her eyes.
- c. Evidence to show that the children are completely absorbed in watching the meat-ant being attacked by the ant-lion: 'The two children stared down, lying on their stomachs, heads almost together.' 'Shamed, enraptured, she clung to the tree-root with one hand and stared down.'
- d. In trying to get out of the reach of the ant-lion, the meat-ant had to contend with the sand slope, and with Max using his stick to push it down.
- e. Quick, dextrous, thrust, jerk, seized, hung on...

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

- f. Discuss Max's change of heart. Does he feel guilty, repulsed, ashamed? Would he like to forget about it? Look at the descriptions of Max in the last 6 paragraphs and invite pupils to comment on how Max is feeling.

**While reading:** The ant-lion sends 'a shudder through Morvenna' as she watches him because he is hideous and swift, like a machine.

**Challenge:** Pupils can discuss whether they think Morvenna wanted to save the meat-ant or not. They need to provide evidence for their answer. Some may argue that her hesitation and fascination show that she did not want to; other might argue that she wanted to but that she was mesmerised by it.

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

- a. The two children sat up slowly, breathing again.
  - i. The struggle of an ant trying to escape the ant-lion had made the children hold their breath.
  - ii. The ant-lion had caught and buried the ant.
  - iii. They feel a kind of guilt. Max's red face perhaps suggests embarrassment or excitement whereas Morvenna's open mouth suggests shock.
- b. Morvenna gave a scream. 'If you do, Maxie, I'll kill the lion.'
  - i. Morvenna screams because Max goes to get a meat-ant.
  - ii. The ant-lion

- iii. She threatens to kill the lion because she does not want to watch it eat any more ants.
- iv. No. She is fascinated and watches closely (although she tries not to by covering her eyes with her hands).
- c. The golden air should have been full of their shrieks and groanings.
  - i. Afternoon
  - ii. The water flowing in the creak makes a noise.
  - iii. Those of the ant-lion and the meat-lion
  - iv. The ant-lion is attacking the meat-lion.
  - v. The meat-lion dies.

## B WORKING WITH WORDS

1. If you go through the passage carefully, you will find all the adverbs (started but not completed) below. Find them in the passage and notice the way in which they are used. Which verbs do they describe? When you have completed the words below, use them in sentences of your own.

- a. slowly
- b. frenziedly
- c. frantically
- d. truly
- e. treacherously
- f. ruthlessly
- g. gingerly
- h. persistently
- i. uncertainly
- j. finally

2. Read the following sentence.

a. Underline the three words in the sentence which show movement of some kind.

She thrust suddenly with the end of a twig, trying to push the ant up the shifting sandslope of the pit.

b. Use the following words in sentences of your own. You may use two or more words in one sentence, if you wish.

Pupils will write their own sentences. They should use a dictionary to check the meanings of any words they do not know.

c. Pick out the subject, a main verb, and an object from the sentence above.

Subject: She; Verb: thrust; Object: the twig/the ant

Try to summarize the sentence in seven words or less.

She pushed the ant with the twig. She pushed the ant up the slope.

3. What are these words from the story? The letters are jumbled. Unscramble the letters and insert them in the appropriate blank spaces in the sentences on the next page. (Consult the Words to know list, for help.)

SPASMODIC	DEXTROUS	FRENZIEDLY
MONOTONOUS	PERSISTENTLY	DIMENSIONS

- a. It was clear that the animal was going to die; its breathing was spasmodic and its pupils were dilated.
- b. The trapped mongoose frenziedly tried to gnaw through the rope to get free.
- c. Khalid is persistently late for school; he seems to come late on purpose.
- d. With a dextrous flick of his wrist the batsman turned the ball to the leg side for four runs.
- e. The scenery in the desert was dull and monotonous; the children were thoroughly bored by the time they reached the oasis.
- f. The plot was not large, but its dimensions were sufficient for a tennis court to be built on it.

## C LEARNING ABOUT LANGUAGE

Revise active and passive verbs.

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

- a. Kabir *wrote* some fine poems in Sindhi. (active)
- b. A long poem *was planned* by Kabir. (passive)
- c. Kabir *was inspired* by many poets. (passive)
- d. His mother *shared* his love of poetry. (active)
- e. His first book of poems *was published* last year. (passive)
- f. His parents *were thrilled* by this publication. (passive)
- g. Kabir's poems *were loved* and (*were*) *read* widely. (passive)
- h. His companions *have written* to congratulate him. (active)

2. Write the following sentences in the passive voice.

- a. Tasty biscuits are sold here.
- b. The bicycle was sold by him yesterday.
- c. The garden is kept clean and the flowers are planted by a gardener.
- d. Soon he will be sent a reminder by someone.
- e. The elections are being postponed until next month.
- f. The matter will be looked into by a committee.
- g. Mt. Everest was conquered by Hillary and Tensing.
- h. Treasures are being brought up from the bottom of the ocean by divers.
- i. This old cushion has been eaten by something.

## D LISTENING AND SPEAKING

### A game to play

Play the game as explained in the textbook. The pupils should use the 'third conditional'. I would have... if... had...

Here is an example of how the game may proceed.

Pupil A leaves the classroom. The others decide that Anwar (one of the pupils) cut his finger on a sharp nail on his desk.

Pupil A (not knowing what the others have decided) re-enters the classroom and starts his questioning to find out what has happened.

Pupil A: Saira, what would you have done if this had happened?

Saira: I would have gone to help.

Pupil A: Would the others have helped too?

Saira: Yes, they would have all gone to help.

Pupil A: Ali, if this had happened, would the teacher have helped too?

Ali: Yes, she would have gone to help if this had happened.

Pupil A: Nazir, if this had happened, would it have happened to someone in the classroom? Had someone been hurt?

Nazir: Yes, this had happened to someone in the classroom. Someone had been hurt.

Pupil A: Ameena, if this had happened to someone, would that someone have cried?

Ameena: Yes, that someone would have been hurt and would have cried.

Pupil A: If this had happened to someone, would it have been Maham?

Pupil B: No, it would not have been Maham.

Pupil A: Sami, to whom had it happened?

Sami: It had happened to Anwar.

Pupil A: If this had happened to Anwar, would he have received any treatment?

Pupil C: Yes, he would have received some treatment.

...the questioning will continue until it is established (by asking questions and deducing clues) what precisely had happened in the classroom while Pupil A was away. In some cases the answer will be found easily, in others it may take a while. You can judge whether the questioning is getting no further forward, and step in with any helpful comments to speed up the process, if necessary.

## E COMPOSITION

First start by gathering all the factual information from the story. Then invent what you like.

## Workbook: pages 65–70

### A ACTIVE AND PASSIVE

Note that when the passive voice is used, the statement becomes more impersonal because we are concerned with the action rather than who performed it.

#### 1. Put the following sentences into the active voice.

- a. A man on the street *sold* Azhar the magazine.
- b. My uncle *repaired* the bicycle in a week.
- c. My mother *sweeps and dusts* the living room every day.
- d. A photographer *will take* the class photograph tomorrow.
- e. The storm completely *destroyed* the walls.
- f. Inspector George *investigated* the case rather clumsily.
- g. The chief of police *identified and prosecuted* the rioting workers.

#### 2. Use the verbs and phrases and make up sentences as instructed.

Pupils will make up their own sentences. Here are some examples:

- a. The baker made fresh cakes and sold them at the Thursday market.
- b. Unwanted items are brought to the market place and sold every Thursday.
- c. I take my old toys and other unwanted items to the Thursday market, where they are given away to the needy.
- d. The clock-maker will mend your old clocks for you, and you can take them to Lahore where they can be auctioned at the end of the year.

#### 3. Underline all the active verbs.

The chef placed the fruit on the table. He selected a large, ripe mango. He first cut off one side and then the other. He put aside the part with the seed in it. He made deep incisions in the flesh with a sharp knife. He took hold of the ends of the mango and turned the flesh inside out. The action made the mango look like a porcupine.



**Now rewrite the sentences of the passage. Start with the words given.**

The fruit was placed on the table.

A large, ripe mango was selected.

First one side was cut off, then the other.

The part with the seed in it was put aside.

A sharp knife was used to make deep incisions in the flesh.

The ends of the mango were taken hold of and the flesh was turned inside out.

By this action the mango was made to look like a porcupine.

## **B LEARNING TO REFER**

It is best to have some reference books available to see how entries are made in them. Different systems are followed by different authors, editors, and publishers.

Go through the text carefully.

### **1. On which page will you find the following words?**

- a. guilt (p30)
- b. gymkhana (p33)
- c. gypsum (p33)
- d. gulp (p31)
- e. guilder (p30 or before)
- f. Gurkha (p32)

## **C THE INDEX**

Once again, read through the explanation carefully. Find the indexes in other reference books and see how these have been displayed.

### **1. Explain in your own words what this entry means?**

The entry indicates that the subject of CRICKET can be read about in VOLUME 2, COMICS to GHANA, page 35.

Entries about individual batsmen and bowlers (famous names in cricket) can be found in VOLUME 6—BIOGRAPHY. The entries on individual cricketers can be found, in alphabetical order, on different pages.

### **2. Which volumes will you have to consult?**

- a. Jinnah, Mohammad Ali: VOLUME 6, BIOGRAPHY.
- b. Churchill, Winston: VOLUME 6, BIOGRAPHY
- c. Shalimar Garden VOLUME 5, SEA TO ZULUS.
- d. Red Cross: VOLUME 4, MONSTERS to SCULPTURE.
- e. Hastings, battle of: VOLUME 3 GHOSTS TO MONSOON
- f. Waterloo, battle of: VOLUME 5, SEA to ZULUS.

## Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To develop reading skills
- To develop comprehension skills

Task	Time
1. Reading and discussion of the text and understanding of the difficult words.	25 min
2. Exercise A, attempt Question 1. If the exercise cannot be completed in this lesson it should be continued in the next lesson.	15 min

### LESSON 2

**Time: 40 min**

**Aims:**

- To identify the subject, main verb, and object in a sentence
- More practice of forming sentences with phrasal verbs

Task	Time
1. Continue with Exercise A, incomplete work from the previous lesson to be completed.	5 min
2. Exercise A, Question 2 to be attempted.	15 min
3. Exercise B, Question 1 should be given for homework. Questions 2 and 3 should be attempted.	15 min
4. Recap the learning points of the lesson.	5 min

### LESSON 3

**Time: 40 min**

**Aims:**

- To revise active and passive voice
- To practise the third conditional
- To develop listening and speaking skills

Task	Time
1. Attempt Exercise C, after a brief discussion Questions 1 and 2 should be given for homework.	15 min
2. Exercise D should be attempted.	20 min
3. Recap the lessons taught.	5 min

## LESSON 4

Textbook/Workbook Time: 40 min

### Aims:

- To develop directed writing skills
- To revise active and passive voice
- To form sentences with given verbs and phrases

Task	Time
1. Exercise E should be attempted.	25 min
2. Workbook—Exercise A, Questions 1 and 2 to be attempted. If the questions cannot be completed in this lesson they should be continued in the next lesson.	15 min

## LESSON 5

Workbook Time: 40 min

### Aims:

- To change sentences from active to passive voice
- To look for words in a dictionary
- To understand an entry in the index of an encyclopaedia

Task	Time
1. Complete unfinished tasks from the previous lesson.	10 min
2. Continue with Exercise A, Questions 3.	10 min
3. Exercise B to be attempted after a brief explanation.	10 min
4. Exercise C to be attempted.	10 min

# On the Grasshopper and the Cricket

The poem is composed of two sentences. It clearly showcases Keats' love of nature. He links poetry and nature - celebrating both as ongoing. Keats poem seems to be, on the surface, a simple description of natural things but we could also see the poem as a comment on life. The poetry of nature is, in the form of nature's song, passed from the bird to the grasshopper and then, in winter, it is taken up by the cricket. Similarly, humans pass things (including poetry) on from generation to generation. In fables, such as the grasshopper and the ant, the grasshopper is known for being at leisure. Tell pupils about this.

The point to get across to the pupils is that we are not always sure what a poet may be trying to say; sometimes the message is obvious, at other times there may be an underlying meaning which is not obviously stated.

For more information about Keats:

[http://en.wikipedia.org/wiki/John\\_Keats](http://en.wikipedia.org/wiki/John_Keats)

To read some other poems:

<http://www.poemhunter.com/john-keats/>

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- a. The poetry of earth is never ceasing.
- b. The grasshopper's voice will run from hedge to hedge. This is where the grasshopper sits – perhaps after escaping the mowing of the meadow.
- c. The birds hide in the cool trees because the hot sun has made them feel weak: they are 'faint with the hot sun'.
- d. Yes, the grasshopper tires. When that happens he rests 'beneath some pleasant weed.'
- e. evening
- f. The frost creates the silence.
- g. The Cricket's song sounds to the poet like that of the Grasshopper's because he is drowsy and warm by the fire which perhaps reminds him of how he felt in the summer.

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

- h. The grasshopper's song becomes the main sound when the hot sun makes other creatures (such as the birds) go quiet; he enjoys himself in such a way as to be an example to others of how to have fun. That is what the poet means by 'take the lead in Summer luxury'. Perhaps the idea comes from the fable.
- i. The poem is about the ceaseless beauty of nature. Song and poetry are linked through the use of the word 'voice' – the poet's message is that poetry and nature are linked and constant (across seasons/generations/time).
- j. Pupils will need to do some research. Grasshopper – short antennae; make sound by rubbing long back legs against wings; ears at base of abdomen; active during the day; mostly eat grass. Cricket – long antennae, make sound by rubbing wings together; ears on front legs; active at dusk; eat grass and animal matter.

## Understanding Poetry

### 2. Note that the poem has a rhyming scheme.

- a. Most lines have 10 syllables – iambic pentameter – except lines 6, 7, 9 and 12. Interestingly, these lines all contain some reference to indulgence.
- b. The rhyming scheme of the first part of the poem is abba cbbc; that of the second part is defdef. The first part is an octet and the second part is a sestet. It is a sonnet.

**Note also that the poem consists of only two sentences. To understand the poem better, try reading a whole sentence at a time.**

- c. The poetry of the earth in 1. summer and 2. winter.

### 3. Answer the following questions with reference to context:

- a. ... he has never done with his delights
  - i. the grasshopper
  - ii. hopping about in the hedge, making his 'music'
  - iii. rests under a pleasant weed
- b. ... when the frost has wrought a silence
  - i. in winter
  - ii. 'wrought' means formed or fashioned (in a specified way). The frost might have 'wrought a silence' because a frost covers everything in ice and most creatures become silent.
  - iii. the cricket sings and the poet drowns (and dreams)

## B WORKING WITH WORDS

### 1. Find words in the poem as described below:

- a. a past tense and past participle of 'work' (Use a dictionary!) – done
- b. an adjective meaning 'chilling' or 'temperature reducing' – cooling
- c. pleasures or enjoyments – delights; fun
- d. a creature of the Locustidae family of insects – grasshopper
- e. a creature of the Gryllidae family of insects – cricket
- f. three words of three syllables each – poetry; luxury; drowsiness; grasshopper; increasing
- g. two final words (in two separate lines) that should (or could) be abbreviated with an apostrophe in order to keep the metre – never: ne'er, and ever: e'er

### 2. Find synonyms in the poem for the following.

- a. warmth      b. shrills\*      c. mead      d. pleasant      e. drowsiness

### Similes

### 3. Complete these well-known similes. Use the list below.

Pupils can come up with plausible alternatives.

Example: as brave as a lion

as bright as a button

as fat as a hippo

as brittle as glass

as fierce as a lion

as brown as a berry

as fit as a fiddle

as changeable as the weather

as happy as a clam

as dead as a doornail

as gaudy as a peacock

as deaf as a post

as different as chalk and cheese

as fair as the morning

as harmless

as heavy as lead

## C LEARNING ABOUT LANGUAGE

### Pronouns

1. Say whether the underlined pronoun is a subject, object, possessive, reflexive, or emphatic pronoun.

- a. myself - emphatic/reflexive
- b. her - possessive
- c. myself - reflexive
- d. them - object
- e. we - subject
- f. their - possessive
- g. ours - possessive

### Spelling and Editing

2. Correct the mistakes in the following.

Pupils should consult a dictionary to check their work.

tiger; leaves; rockery; crooked; shrubberies; strawberries (correct); kennel; fountain; newspaper (correct); opening; sombre; sailors; innocent; solitary (correct); mockery

3. Is there a difference? Explain the following:

- a. i. The blue and white shirts were soon covered in dust. Each shirt is blue and white.  
ii. The blue and the white shirts were soon covered in dust. Some of these shirts are blue, others are white.
- b. i. Every player on the winning team was presented with a short and long photograph. Every player got one photograph.  
ii. Every player on the winning team was presented with a short and a long photograph. Every player got two photographs.

4. Which noun or pronoun do the words in bold refer to?

- a. The ships
- b. fire/the local factory

## D LISTENING AND SPEAKING

What is your vision of an ideal world?

Allow the pupils to work on their own. After they have discussed the topic for a while, ask them to provide you and the others with some feedback. Do not tell them what to think and how to think; they will learn to do this for themselves (if they have not begun already), only if they are given the opportunity to do so.

The task is to find aspects of the world which could be improved in order to achieve a more pleasant environment.

The chart is to get them to think on particular lines about one aspect at a time (rather than flitting from one topic to another) and to make some valid points about the different sub-topics that they come up with. A few pointers have been provided, but they should add their own to the sub-topics and then add further thoughts about each sub-topic,

e.g. My Ideal World – Transport – network/types/pollution/costs/environmental impact/use of resources/etc.  
My Ideal World – Housing – cities/villages/development where? – types of houses (list these) – proximity to workplace – schools – services...

Each sub-topic will lead to many ideas. You may discuss the various points raised, starting from the main topic and going outwards in ever-widening circles.

You might draw a similar diagram on the board and add suggestions made by the pupils. When the talking is done, ask the pupils to formalize what they have done and for each group to make a short presentation of their ideas for an Ideal World. You are not looking for definite solutions: you are giving the pupils the opportunity to think and speak about an issue.

## **E COMPOSITION**

Use some of the ideas you have discussed in Exercise C and write a short essay.

Pupils will describe their own vision of an ideal world. Share their work.

### **OR**

Use the photograph as inspiration. They should make some notes on each aspect before they start writing. They need to remember to conclude by describing the feelings and emotions the scene brings out in them.

## **Workbook: pages 71–77**

### **A IT IS A START**

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

Pupils will compose their own sentences. The subject in each case is 'It', however, the 'It' will refer to whatever is added to the sentence.

e.g. a. It is true that we have ten cats. The clause added: 'We have ten cats' is the subject. The 'It' in the first part of the sentence refers to this 'fact'. The sentence may be rephrased thus: That we have ten cats is true.

Note that in the last sentence, the 'It' may well refer to something other than what is added. e.g. It may not have happened had we arrived on time. (an accident, the loss of tickets, a fight).

The following are examples:

- a. It is true that he is only twelve years old.
- b. It will be shown that he is wrong.
- c. It is not often that he is wrong.
- d. It would be more polite to knock before entering.
- e. It was never our intention to come here.
- f. It would have been better to stay at home.
- g. It may not have happened had we stayed.

#### **2. Read this list of reporting verbs:**

Discuss the words and use them in oral sentences. Follow the examples given.

#### **3. In your notebook, use eight of the reporting verbs in the list on page 71 to make sentences of your own. begin each sentence with *It*. You will note that the verbs are to be changed into the past participles, even when writing about the present or future.**

Guide the students in writing sentences beginning with *It* using eight reporting verbs in their own words,

**4. Now complete the following with a 'to' infinitive clause.**

**Pupils will write their own sentences. These are examples:**

- a. She is said to possess nineteen cats.
- b. Hashim is believed to be telling the truth.
- c. We are known for being noisy.
- d. Ice cream is thought to be manufactured here.
- e. Paulie's Home-Made Pies are guaranteed to please.
- f. The old man is not expected to run far.
- g. They were observed to exceed the speed limit.
- h. It is claimed to be from France.

**B SEE HOW THE LAND LIES**

**1. Use the idiomatic expressions in sentences.**

*Examples:*

- a. Aunt had been so difficult we were glad *to see the back of her*.
- b. Because they were late home, Hashim sent his younger brother into the house first *to see how the land lay*.
- c. The principal didn't believe the boys and went *to see for himself*.
- d. When the teacher explained it again, I suddenly *saw the light*.
- e. Mr. Ahmed thought he could *see his way clear* to help launch the boat by Saturday.

**2. What do you think the following abbreviations stand for?**

Alternatives are possible. Here are some examples.

care of	Automobile Association
department	Her/His Royal Highness
Justice of Peace	General office
Society for the Prevention of Cruelty to Children	Society for the Prevention of Cruelty to Children S
paper copy	Pakistan
United Nations	Telephone
Greenwich Mean Time	verb
Through	videlicet (meaning namely)

**C WORDS AND NUMBERS**

**1. Can you find some words to add to each of the lists above?**

Mono means one: monocle, monochrome, monogamy

Di, bi, and duo mean two: diagonal, diameter, binary, bicentenary, duodecimal

Tri means three: triangle, trigonometry, tripod

Quadric and quart mean four: quadruplet, quadrille, quarto, quarterly

Ask pupils to find other words beginning with bi-, di-, multi-, etc. They should share with the others in class what they have found. Discuss meanings and use.





- |  |            |
|--|------------|
| d. True ease / in writ / ing comes / from art / not chance | pentameter |
| e. Today—  | monometer  |
| The cat's / away   | dimeter    |
| The mice / at play   | dimeter    |
| Hurray!  | monometer  |

## Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read and understand a poem
- To develop comprehension skills
- To identify the rhythm and metre of the poem

Task	Time
1. Reading the poem and understanding of the difficult words.	20 min
2. Attempt Exercise A, Question 1. The questions may already have been discussed during the explanation. You can add more questions if required.	15 min
3. Continue Exercise A, Question 2 should be discussed. The task can then be given for homework.	5 min

### LESSON 2

**Time: 40 min**

**Aims:**

- To develop vocabulary
- More practice of similes

Task	Time
1. Continue with Exercise A, Questions 3.	10 min
2. Exercise B, Questions 1, 2, and 3, should be attempted.	20 min
3. Exercise C, set Question 1 as homework. Discuss Question 2.	10 min

### LESSON 3

**Time: 40 min**

**Aims:**

- To develop concept mapping and discussion skills
- To develop directed writing skills

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

## LESSON 4

**Workbook Time: 40 min**

**Aims:**

- More practice of sentences beginning with it
- To expand vocabulary
- To form sentences with an infinitive clause
- Further practice of idioms in sentences

Task	Time
1. Exercise A, Questions 1, 2 and 3 to be attempted.	20 min
2. Continue with Exercise B.	15 min
3. Recap learning.	5 min

## LESSON 5

**Workbook Time: 40 min**

**Aims:**

- To develop vocabulary relating to numbers
- To develop understanding of meter and rhyme

Task	Time
1. Exercise C to be attempted.	15 min
2. Continue with Exercise D, Questions 1 - 5.	20 min
3. Recap learning.	5 min

A science fiction story about a boy and his robot dog. This passage introduces new terminology. Discuss which aspects of this world are different to our world and which aspects make it a science fiction story. Pupils can find out more about Isaac Asimov online and read more of his short stories.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- When Mrs Anderson asks: 'Did he arrive?' she is referring to the Scotch terrier puppy.
- Jimmy is to 'handle the lunar gravity' easily because he is moonborn and agile.
- We know that Jimmy had been in the crater many times before because he is confident there and knows it well.
- Jimmy was so confident in the crater because he knew the exact location of every one of the few rocks and because he could not go wrong when Robutt was with him.
- Why does Jimmy's father seem 'to be waiting for Jimmy to say something', when he has told him about the dog?
- Robutt got his name because he is a robot mutt and these two words were merged into his name.
- Jimmy holds Robutt tightly because he does not want to exchange him for the Scotch terrier. The 'dog' reacts by squeaking high and rapid squeaks of happiness.

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

- Pupils will think of reasons why the dog was 'at the rocket station, going through the tests'. Jimmy has been born on the moon and has not been exposed to germs from Earth so perhaps this is what the dog is having tests for.
- Pupils will think of reasons why Jimmy and anyone else 'always had to wash up after coming in from outside'. Perhaps they need to clean off germs from the moon landscape.

**While reading:** Robutt is mechanical - just steel and wiring and a simple positronic brain. He can jump over Jimmy's head. He glows. He can use radar to tell where Jimmy is. The new Scotch terrier is a normal puppy.

**Challenge:** Pupils should identify the aspects of the story that are science fiction and say whether or not they think they will be possible one day.

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

- 'Because he's Moonborn and can't visit Earth....'
  - Mr Anderson is speaking to Mrs Anderson.
  - The speaker is referring to Jimmy as being 'Moonborn'?
  - 'Jimmy has never seen one.'
  - A Scotch terrier puppy.

- b. The Earth sank below the top of the crater wall and at once it was pitch-dark around him.
  - i. Jimmy. He is with his robot dog.
  - ii. Jimmy was not supposed to be in the crater because the grown-ups said it was dangerous.
  - iii. Jimmy gained confidence in the crater by becoming familiar with it.
- c. 'It's hard to explain', said Mr Anderson, 'but it will be easy to see....'
  - i. Jimmy
  - ii. The dog's feelings of love for Jimmy
  - iii. Mr Anderson go on to say that Jimmy will know the difference when he experiences the love of a living thing.
  - iv. Jimmy frowns and has a desperate look on his face that meant that he would not change his mind.

## B WORKING WITH WORDS

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

Pupils will make up their own sentences.

### 2. Have these words been spelt correctly?

<i>rocket</i>	crater	spacesuit	non-existent
gravity	<i>squeak</i>	exercise	<i>quivering</i>
imitation	machine	<i>mechanical</i>	<i>programmed</i>
difference	wiring	<i>alarm</i>	really

### The suffix -ic

### 3. What do the following words mean? Consult a dictionary.

Pupils should look in a dictionary. The meanings given below are indications only and not complete definitions.

myopic: 1. a visual defect, 2. lack of discernment in long-range thinking

claustrophobic: uncomfortably closed or hemmed in

anaesthetic: relating to anaesthesia (loss of sensation); an agent that causes loss of sensation

peripatetic: walking about from place to place

psychic: a medium; one who has powerful extra-sensory perception

### 4. Make adjectives from the following by adding the suffix -ic. (Watch the spelling changes!)

- i. cyclic
- ii. acidic
- iii. anaemic
- iv. patriotic
- v. nationalistic
- vi. manic
- vii. paranoiac (paranoic)
- viii. philosophic
- ix. geographic
- x. atomic

### Spelling trick

### 5. Complete the following with -ic or -ick:

trick    traffic    stick    public    sick    fantastic

Can you now think of a rule for when to use -ic and when to use -ick? Use ic when there is more than one syllable in the word.

### 6. Now try to make a list of more than 20 words all ending with -ick. Who can think of the most number of words?

Pupils will list as many words as they can.

## C LEARNING ABOUT LANGUAGE

### Coordinating conjunctions

#### 1. Make up your own compound sentences.

See how the phrases and words are used in the passage. Ask the pupils to make up sentences orally before they begin to write.

### Subordinating conjunctions

#### 2. Join the following pairs of sentences together.

The pupils can make up sentences orally first.

The main clauses are in italics in the sentences below.

- a. *He arrived at the station* after the train had left.
- b. *Shabbir decided to go home early* because he was very tired.
- c. *The men cannot do the work* as they have no tools.
- d. When they had had their dinner *the children came home*.
- e. *The students stood up smartly* as soon as the teacher came into the room.
- f. Whenever he visited his parents *he took them presents*.
- g. The shopkeeper went home because there were no customers.
- h. Although the problem was difficult to solve, the clever boy had the answer very soon.
- i. *The shopkeeper kept the shop open* till the last customer left.
- j. If you don't like chocolates, *don't buy any*.

## D LISTENING AND SPEAKING

### Work in groups of three. Read the following outline of a story.

Elaborate on each scene by asking the pupils to provide additional details.

When all the scenes have been discussed, the pupils can make short notes and then, in groups, decide who is going to do what and act out the scenes.

## E COMPOSITION

### Write a short account about robots in general, or about a particular robot that you would like to own.

Pupils should describe the robot(s), what it can do and how they would use it.

## Workbook: pages 78–86

### A JOINING SENTENCES

#### 1. Join the following sentences to form compound sentences.

- a. She shouted to her friends *but* they did not hear her.
- b. The man could *neither* see (us) *nor* hear us.
- c. *Not only* did he take the children to the theatre *but* he *also* paid for their tickets.
- d. Aamir is very tired *for* he has been working very hard.
- e. We don't have any food in the house, *therefore* we cannot give you a meal.
- f. She is rich and beautiful, *yet* she is not happy.
- g. It was raining hard so we decided to stay at home and play some games.

- h. You may *either* stay with us *or* stay at a hotel.
- i. Noman, you must finish your work soon *or* your teacher will be angry.
- j. He knows he is not welcome here, *nevertheless* he comes and tries to talk to us.
- k. He failed the examination; *still* he was given a place in that college.

**B PHRASES IN APPPOSITION**

**1. Read the explanation.**

Give some further examples, and ask the pupils to do so too, e.g. Mohammad Ali Jinnah, the founder of our country, was a man of...; His great friend, the man next door, a retired civil servant will speak...; The furry cat, the one that meows all night and keeps us awake, has...

**2. Combine the sentences using a noun or noun phrase in apposition.**

- a. Lubna, the woman with the beautiful smile, is the general’s wife.
- b. Her brother, the famous economist, travels abroad every year.
- c. Tourists always like staying the Marriot Hotel, one of the most popular hotels in town.
- d. Angelina, one of the best artists in the city, painted this picture.
- e. Karachi, a sprawling city in the south of Pakistan, was once a small fishing village.

**C WRITING VIVIDLY**

**Use the adverbs in vivid sentences of your own.**

Pupils will make up their own sentences. Point out that the adverbs given as examples tell us vividly how the actions are being performed. Make sure the sentences they compose are read out aloud so that everyone can listen and compare. Discuss which are the most effective sentences and why.

**D PARAGRAPHS AND PUNCTUATION**

**1. Punctuate the passage in your notebook, putting in the correct punctuation. Note that the speakers have not been mentioned, so take care! Start each speaker’s words on a new line.**

‘Not a real one, Jimmy. Robutt’s just steel and wiring and a simple positronic brain. It’s not alive.’  
 ‘He does everything I want him to do, Dad. He understands me. Sure, he’s alive.’  
 ‘No, son. Robutt is just a machine. It’s just programmed to act the way it does. A dog is alive. You won’t want Robutt after you have the dog.’  
 ‘The dog will need a spacesuit won’t he?’  
 ‘Yes, of course. But it will be worth the money and he’ll get used to it. And he won’t need one in the city. You’ll see the difference once he gets here.’

**E EXPRESS YOURSELF**

**1. Can you add the correct prefixes?**

extinguish	explain	prepare	converse	consult
except	concept	precept	concert	excuse
preface	concede	exceed	precede	expire
pretend	contend	extend	preposition	confine
content	extent	prevent	convent	precise
concise	conserve	preserve	consume	presume

Discuss the meanings and possible usage. Also note that some words have a different pronunciation – the accented syllable changes, depending upon whether the word is used as a noun or a verb, e.g. content: **Content** yourself with the fact that... The **content** of what he says is... Also note: excuse v. (*ex'kyooz*)/excuse n. (*ex'kyoos*)

**2. What are the nouns formed from the following?**

prevention	conversation	continuation	contribution
exploration	exception	corruption	execution
connection	detection	operation	investigation

Use the words in sentences.

**3. Say the following clearly so that someone listening can easily distinguish the pairs.**

Pupils will need to pronounce the words carefully so that the pairs are clearly distinguishable. Let them take turns a number of times.

## F HUMOUR

Read and discuss the text. Pupils will make up their own definitions. Share these in class.

**1. Try to make up your own daft definitions of the following words.**

- cabbage : the date (age) of a taxi (cab)
- person : with money bags (purse-on)
- kidnap : a child's short sleep (kid-nap)
- guest : a past conjecture (guess-ed)
- humbug : the singing (hum) insect (bug)

**2. Try to explain why the following are funny.**

The humour is presented in the form of puns based on the names of the authors. Read each book title along with the author's name.

- Nora Bone—gnaw a bone. (When speaking, we often have an 'r' sound between words—e.g. 'I saw a ship,' when said fast can come out as, 'I sor a ship'.)
- Justin Thyme—just in time. (Note that thyme—the herb—is pronounced—'time').
- General Lee speaking—generally speaking.
- Maximum
- a writer of short stories—a person of short stature who writes stories.
- Mrs Ahmed praises Mrs Ashgar's husband as being a man possessing special talents/skills. Mrs Ashgar, however, complains that her husband rarely gives her presents.
- to draw* can mean *to pull*.
- A has changed (altered) his opinion but B takes the literal meaning—exchanged his mind (brain) for a new one.
- going out* can mean *becoming extinguished* as a fire does. When the first speaker (the son or daughter) says 'Dad's going out' we assume that the father is leaving the house. We are surprised by the mother's answer and realize that poor Dad must be on fire.
- 'Missed' means 'absent from'. The boy, however, says he did not feel sad/homesick about missing school.



## Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read and understand a science fiction story
- To develop comprehension skills

Task	Time
1. Reading of the text, understanding, and appreciating the contents of the events.	25 min
2. Exercise A, Question 1 and 2 should be attempted. Unfinished work should be given for homework.	15 min

### LESSON 2

**Time: 40 min**

**Aims:**

- To develop vocabulary and spellings skills
- To use the suffix –ic
- To make use of coordinating conjunctions to formulate compound sentences, and subordinate conjunctions to write complex sentences

Task	Time
1. Attempt Exercise B, Questions 1–6 should be attempted. Question 1 can be discussed orally and then given for homework (along with any unfinished work).	15 min
2. Attempt Exercise C, Questions 1 and 2 to be attempted.	20 min
3. Recap the lesson taught.	5 min

### LESSON 3

**Time: 40 min**

**Aims:**

- To improve listening and speaking skills
- To enhance vocabulary
- To work in a group and act out scenes
- To practise directed writing skills

Task	Time
1. Exercise D should be attempted.	25 min
2. Attempt Exercise E. Unfinished work to be completed in the next lesson.	15 min

## LESSON 4

Workbook Time: 40 min

### Aims:

- To revise and reinforce coordinating conjunctions
- To revise and reinforce phrases in apposition
- To write sentences using adverbs effectively

Task	Time
1. Exercise A to be attempted.	10 min
2. Exercise B to be attempted.	10 min
3. Exercise C to be attempted.	15 min
4. Recap the learning points of the lesson taught so far.	5 min

## LESSON 5

Workbook Time: 40 min

### Aims:

- To practise paragraphs and punctuation
- To introduce more prefixes
- To enhance vocabulary; using puns

Task	Time
Set Exercise D as homework.	
1. Exercise E, Questions 1 and 2 to be attempted.	15 min
2. Exercise E, Question 3 to be attempted.	5 min
3. Exercise E to be attempted, Questions 1 and 2 to be attempted.	15 min
4. Recap the learning points of the unit.	5 min

# Going for Water

Pupils will have read other poems by Robert Frost in previous books. In this poem he conveys the fun and excitement the people in the poem have on a moonlit evening when they have to fetch water. Frost's love of nature comes across but so do themes of childhood and imagination. Read the poem a few times and see what the pupils can tell you about it: can they identify the rhyme scheme, spot any devices used, or tell you what it is about?

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- The people in the poem had to go out to get water because the well beside their door had dried up.
- evening; autumn
- The brook is across the fields, behind the house, in the woods.
- The people play a game of hide and seek with the moon.
- The brook makes a tinkling sound (like a bell).
- The droplets of water with the moon's light on them are compared to pearls and a silver blade.

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

- The poet conveys the idea that the water is precious by comparing it to silver and pearls. These are expensive materials.
- The details from the poem that make the people in the poem seem childlike are: 'We ran as if to meet the moon' – children are more likely to run spontaneously; 'With laughter' – getting caught up in a game and laughing would be more usual in children, and playing hide and seek – game playing is most often associated with children. The game of hide and seek and imagining the moon as a player taking part also make them seem childlike. Frost does not say that the people are children – the people could be adults.
- Pupils can pick out any details they think create a magical or mysterious atmosphere. The setting – empty, moonlit woods; the mention of gnomes; the 'hush' and the personification of the moon are some possible suggestions.

#### Understanding poetry

- Frost uses a rhyming scheme: abcb
- Every line has 8 syllables, except for the first line of the 5th stanza. That has 9 syllables – perhaps indicating the pause made by the people going for water.

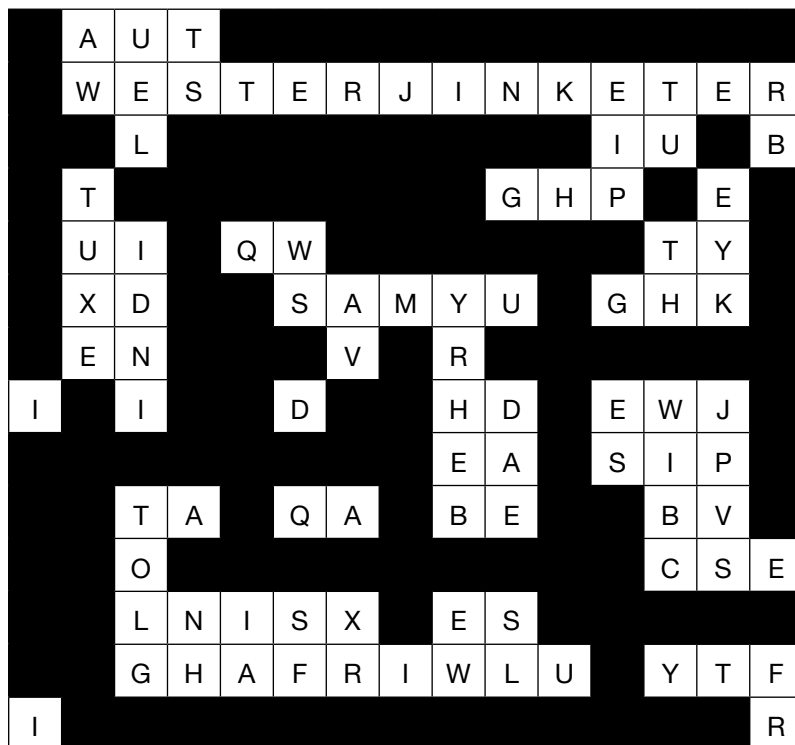
### B WORKING WITH WORDS

#### Languages and countries

Match the languages with the countries, then find them all in the word square below. (The words can appear forwards, backwards or diagonally. Yes, it's difficult!) You may have to look up the languages in a reference book to get the first part of the exercise correct.

Languages  
 SWAHILI  
 MANDARIN  
 GAELIC  
 CREOLE  
 NUBIAN  
 KURDISH  
 DUTCH  
 HAUSA  
 SHONA  
 MAGYAR  
 HEBREW

Countries  
 KENYA  
 CHINA  
 IRELAND  
 HAITI  
 SOMALIA  
 IRAQ  
 NETHERLANDS  
 NIGERIA  
 ZIMBABWE  
 HUNGARY  
 ISRAEL



## C LEARNING ABOUT LANGUAGE

### Idiomatic language

1. Pupils will write their own sentences, if they know the meanings. Some examples are given below.

- go to town: to do something eagerly and as completely as possible  
 The volunteers went to town and finished the work early. (They worked with enthusiasm.)
- go to waste: to not be used  
 The clock I bought him went to waste: he had three already.
- go to great pains: to try very hard to do something  
 We went to great pains to make them feel comfortable.
- go under the knife: to have a medical operation

- He goes under the knife on Tuesday: I hope he recovers soon.
- e. go up in flames: to come to an end suddenly and completely  
The holiday went up in flames when he broke his leg.
  - f. go up in smoke: to become spoiled or wasted (such as a plan)  
All their plans went up in smoke when the Chairman resigned.
  - g. go with a bang: to take place with excitement and success (such as a good party)  
The annual arts festival went with a bang; thousands attended it.
  - h. go without: to manage, to live with, not having or doing something  
The payment did not arrive in time, so the family went without for a whole week.

**2. Discuss which words, phrases, and lines are most emphatic. How has the poet made them emphatic?**

Pupils can pick out any devices the poet has used. Here are some suggestions: key words, rhyme, pace - created by use of enjambment, alliteration, use of punctuation, repetition... Accept a range of responses as long as they are supported by a reason/explanation.

**3. Now read the following lines from another poem:**

Read and discuss the lines and the explanation.

**4. Say which sentence (in each pair) appeals to you more.**

Discuss the various ways in which the sentences may be framed. Which, according to the pupils, is the most emphatic/dramatic/dull way of framing them?

**5. Make the sentences more exciting and emphatic.**

- a. When the bell rang, the children let out a shriek of delight.
- b. Without warning, the bomb exploded and the bridge collapsed.
- c. It was the best thing they ever had, that meal of roast chicken.
- d. Silently, from the dark cave, the monster emerged.
- e. I was sitting alone reading, when suddenly, from the house next door there was a loud scream.

## **D LISTENING AND SPEAKING**

Work in a small group. Prepare a reading of the poem (or of another poem in this book) to present to the class. Make the reading more interesting and emphatic. Here are some suggestions of things you can do:

- change the volume, pace or number of people speaking at key points in the poem to emphasise key words or images
- add actions to emphasise key words or images
- add sounds to emphasise key words or images

Pupils should practise as much as possible so that their presentation is effective. They should try not to rely on notes.

## **E COMPOSITION**

Think about something that is special to you. It could be: an object you own or were given; a special place, time or day, or anything else that you treasure. First make some notes about its appearance and why it is special. Then write a poem about it, using rhyme, rhythm, similes, and imagery.

## Workbook: pages 87–91

### A BETWEEN AND AMONG

Read the explanation. Pupils can look again at the explanation in *Solitary Reaper* if they need to.

#### 1. Use *between* or *among* to complete the sentences.

- a. His house is *between* the post office and the bank.
- b. There are a few naughty children *among* the students in our class.
- c. Marks above 90 *among* girls in our class increased this year.
- d. There was a great difference *between* the top achievers and the ones who did not do so well.
- e. The sweets were shared *between* Bilal, Waqar, Ghazi, and Umar.
- f. They were shared *among* the whole class.
- g. My brother and I are alike; our parents never made any difference *between* us.
- h. Syed has four brothers and two sisters; his parents never made any difference *among* them.
- i. Grandfather's estate was divided *between* his two sons.
- j. The money they got from the estate was divided *among* their descendants.

### B MORE ABOUT POETRY

Read the explanation. Pupils will be familiar with the terms but may still find it difficult to identify the patterns and the placement of stress. This gives them a chance to practise. Refer back to the examples in *On the Grasshopper and Cricket* if you wish.

#### 1. Say whether the following words fall naturally into the first pattern i. or the second pattern ii.

Discuss these as a class. Natural stress and metrical stress (in lines of poetry, for example) are not always the same. The context is key.

- a. a boy (i)
- b. today (i)
- c. perhaps we should (i)
- d. phenomenon (i)
- e. Nobly, nobly Cape St. Vincent (ii)
- f. And the books on the shelves (ii)
- g. To be or not to be: that is the question. (i)

#### 2. Scan the following lines of poetry and give each line its metrical name.

- a. iambic tetrameter
- b. iambic trimeter
- c. iambic pentameter
- d. trochaic pentameter
- e. trochaic tetrameter
- f. iambic diameter

#### 3. Here are some stanzas to read aloud.

Emphasise that pupils should think about how to read the stanzas. They should take notice of the meter and stress but they should also carefully consider the line breaks, the punctuation and the intended meaning.

## C WHO SAID WHAT, HOW?

### 1. Write suitable sentences in direct speech.

The pupils will write their own sentences. Make sure the context is appropriate to the verbs and adverbs given.

Examples:

- a. 'I didn't want to come with you in the first place,' he replied angrily.
- b. 'I'm sorry if I shouted at you,' he replied apologetically.
- c. 'Please don't move me,' he moaned. 'I think my leg is broken.'
- d. 'I have never ever used that door,' he stated emphatically.
- e. 'You must be quiet,' she whispered severely, 'or the monster will hear us.'
- f. 'Wait for me!' he screamed, gesticulating wildly.
- g. 'What do you think you are doing there?' he enquired roughly.

### 2. Write the adverbs.

Go through the list with the pupils. Firstly, can they use the words as adjectives? When the words have been changed into adverbs see if the pupils can give suitable verbs that the adverbs can qualify.

- |                  |                |                |                 |
|------------------|----------------|----------------|-----------------|
| a. considerably  | b. constantly  | c. continually | d. precisely    |
| e. extravagantly | f. exclusively | g. expensively | h. conveniently |

Examples:

- a. He is eating considerably more than he has done for some while.
- b. They constantly expect us to provide them with money, and we really cannot afford it!
- c. It rains continually during this time of the year, so you might want an umbrella for your long walks.
- d. He speaks very precisely about everything, leaving out not a single detail.
- e. The stage was decked extravagantly with bright banners and flowers in honour of the visiting head of state.
- f. He thinks exclusively of himself, considering no others.
- g. She dines expensively at the best restaurants in town.
- h. The restaurant is situated conveniently close to the office building.

## D WHO'S WHO?

### 1. Fill in the blanks with suitable adjectives or nouns.

- a. In the country of Greece the people speak Greek.
- b. The Chinese are good table-tennis players.
- c. The Swiss are well known for their watches and chocolate.
- d. I met three Finns at the bus-stop. They were speaking about the Finnish bus service (or that's what it sounded like) but I couldn't understand a word of their Finnish!
- e. A Danish gentleman from Denmark brought me some Danish pastry. The Danes make very tasty pastry.
- f. Five Spaniards were leaning against the wall and playing guitars. They sang Spanish songs.
- g. An Irishman from Cork in Ireland told me that the Irish like potatoes, especially Irish potatoes.

## E TONGUE TWISTERS

### 1. Try to say this line quickly and clearly. Repeat it a few times.

Pupils need to take care with their pronunciation.

### 2. Make up some tongue twisters of your own.

Pupils can come up with their own tongue twisters by getting creative and have a fun class activity.

## Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

### LESSON 1

**Textbook Time: 40 min**

#### Aims:

- To read, discuss and analyse the poem
- To develop comprehension skills

Task	Time
1. The poem should be read and discussed.	20 min
2. Exercise A, Questions 1 and 2 should be attempted. Many of the questions may already have been discussed.	20 min

### LESSON 2

**Time: 40 min**

#### Aims:

- To develop vocabulary—countries and languages, idiomatic language
- To develop understanding of emphasis

Task	Time
1. Exercise B to be discussed and set as homework.	5 min
2. Exercise C, Question 1, can be attempted. Sentences can be completed for homework if they are not finished in class.	15 min
3. Exercise C, Questions 2 - 5 to be attempted. If a little more time is required, this can be completed at the start of next lesson.	20 min

### LESSON 3

**Time: 40 min**

#### Aims:

- To develop listening and speaking skills through group activity
- To develop vocabulary
- To practise directed writing skills—a poem about something special

Task	Time
1. Continue with Exercise C from the previous lesson.	5 min
2. Exercise D should be attempted.	25 min
3. Planning for Exercise E should be attempted. The poem can be completed as homework.	10 min



## LESSON 4

Workbook Time: 40 min

### Aims:

- To further develop understanding of when to use between and among
- To develop understanding of poetic stress and meter
- To develop speaking and listening skills

## LESSON 5

Workbook Time: 40 min

### Aims:

- To write direct speech using given verbs and adverbs
- Further practice for developing vocabulary: adverbs and adjectives
- To use national nouns and adjectives nationalities

Task	Time
1. Continue with Exercise C, Question 1 and 2 should be attempted.	20 min
2. Exercise D should be attempted.	10 min
3. Exercise E should be attempted. Tongue twisters can be composed for homework.	10 min

This short story is from a collection by V. S. Naipaul, called *Miguel Street*. The boy, who is also the narrator, is fascinated by the poet, B. Wordsworth, because he is not like the other people who live in that area. We find out more about the poet through the boy's questions and observations. The boy learns how to look at the world with wonder. The passage raises some questions, especially about some of the poet's stories.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- The narrator describes a man, who only came once and behaved somewhat strangely, as an example of a rouge.
- The narrator says, 'His English was so good, it didn't sound natural . . .' because the poet speaks Standard English. The narrator and the people around him, including his mother, do not speak in Standard English.
- Cry
- Pupils can say yes or no as long as they give a reason for what they think. It may be that she does not have the time or opportunity to enjoy poetry; she does not want to buy a poem from the poet.
- B. Wordsworth's reason for travelling about is that he gets to watch many things.
- B. Wordsworth's answer is funny because he responds to the policeman's question (about what they are doing in that particular place at that particular time) as if the policeman is asking what his purpose is on earth.
- The world became an exciting place for the narrator because the poet took him to see lots of places and did everything as though he were doing it for the first time in his life.
- When the narrator saw Wordsworth looking so ill he felt himself wanting to cry.

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

- This exchange tells us that the mother has no interest in the poet and wants him to leave. She probably views him as just another caller or rogue. It tells us that the boy does not wish to offend the man and that he is interested in him.

**While reading:** Pupils can say whether or not they think he was a good poet. Try to get them to think of evidence from the story for both viewpoints.

**Challenge:** The real characters in the story that B. Wordsworth told the narrator were probably his wife and unborn child. Later on B. Wordsworth says that the story was not true. Pupils can give a range of reasons for why this is; perhaps he wished it were not true or perhaps he wanted the boy to forget about the sad story.

#### 2. Below there are twelve sentences, all of which are incorrect. Correct them and rewrite them in your book. Can you explain what is wrong with each one?

- 'What do you want?'—missing auxiliary 'do'
- 'Stay here and watch him while he watches the bees.'—subject verb agreement
- 'I don't have the time.'—ain't = am not, are not, is not
- 'What do you do, mister?'—placement of auxiliary and subject verb agreement

- e. 'Why do you cry?'—subject verb agreement
- f. 'When she is not beating me.'—missing auxiliary
- g. 'Ma, do you want to buy a poem for four cents?'—determiner noun agreement (or *some poetry*)
- h. 'My mother says/said she doesn't have four cents.'—Subject verb agreement
- i. 'You really think I am a poet?'—subject verb agreement
- j. 'Do you write a lot, then?'—question format and agreement
- k. '(Have) you sold any poetry yet?'—question format and tense
- l. 'Where were you?'—verb placement and subject verb agreement

## B WORKING WITH WORDS

### 1. Write down the meanings. Consult a dictionary if you need help.

Pupils should consult a dictionary and make a list of the different (contrasting) meanings for each word, e.g.

watch— 1. wakefulness at night 2. alert state 3. man or body of men for patrolling the streets at night 4. small time-piece worn on the wrist 5. be vigilant

round— 1. circular 2. involving circular motion 3. entire 4. circular object 5. allowance of something distributed (to each member of a group)

### 2. For each of the following pictures, can you think of the correct word and a homophone?

- |                |                |               |
|----------------|----------------|---------------|
| a. sheik/shake | b. cell/sell   | c. mail/male  |
| d. sun/son     | e. sweet/suite | f. root/route |

### 3. Can you think of any homophones and homonyms? Make a list.

Examples of homonyms:

lead, back, rest, saw, forge, fair, head, ear, late, last, organ, pat, sound, found, spade, etc.

Examples of homophones:

dear/deer, flower/flour, plain/plane, die/dye, write/right, sole/soul, heal/heel, tide/tied, etc.

### 4. Fill in the blanks. Do you know the rule for the use of ie and ei?

perceive	receipt	height	sheikh
field	receive	deceit	achieve
ceiling	conceive	deceive	chief
grief	believe	sieve	relieve
relief	shriek	yield	thief

The rule is: 'i before e except after c'.

## C LEARNING ABOUT LANGUAGE

### Placement of Adjectives and Adverbs

#### 1. Make sentences using the nouns and adjectives give. Find the best order to arrange the adjectives.

- |                                    |   |
|------------------------------------|---|
| a. distant, blue mountains         | b. high, narrow, mountain road                    |
| c. shiny, new, steel watch         | d. dull, grey, expressionless face                |
| e. long, venomous, green snake     | f. new, sleek, black Rover car                    |
| g. famous, young, Pakistani artist | h. ready-made, Italian, evening suit              |
| i. smart, new, red shirt           | j. jet-propelled, trans-Atlantic, passenger plane |

## Adverbial clauses

Discuss the text and ask the pupils to provide further examples.

### 2. Complete the following by using suitable adverbial clauses of time.

The pupils will make up their own sentences. Make sure that each conjunction is used once.

### 3. Identify the adverbial clause of time in the following.

- Irfan went straight to the cinema *after his friends had left*.
- I promise to come and say goodnight to you *as soon as you have got into bed*.
- While the clock ticked*, the girl's parents sat waiting and watching.
- We visit them *whenever they come to stay in the city*.
- Before the day broke* they had woken and bathed.

### 4. Look at the following sentences.

Discuss the text. The three kinds of clauses introduced here are:

- condition (if, unless)
- reason (because, since, as)
- place (where, wherever)

When the pupils have made up their own clauses and have completed the sentences, ask them to read some of them aloud. Can the position of the clauses be changed? Do the sentences sound better if put in a different way?

### 5. Find adverbial clauses of condition, reason, or place to complete the following and state which kind of clause you have used. Use each word in this box at least once.

Pupils will compose their own sentences. Some examples are given below.

- We will go to the cinema without you, if you are not here on time.

Would the sentence sound better like this?

If you are not here on time, we will go to the cinema without you.

Discuss the pupils' sentences with them.

### 6. Identify the adverbial clauses in the following and say what kind they are.

- The children sat in the library because Mr Arif told them to read more. (reason)
- She will be allowed to go to the party, if you go with her. (condition)
- Since we are going, they can come too. (reason)
- He goes to the zoo whenever he visits the city. (time)
- He will never find out what is wrong, unless he visits the doctor. (condition)
- They settled down on the grass where it was dry. (place)
- He will post your letter as he is going that way. (reason)
- They will be allowed some sweets after they have eaten their dinner. (time)

## D LISTENING AND SPEAKING

### Make up your own story.

Have fun.

Allow the pupils to dictate in which direction the stories progress. However, you can, by introducing particular words to start them off, direct them in the way you wish them to start.

You may start with various words to introduce tenses:

Past tense: Suddenly, Afterwards, Yesterday, Then,...

Present: Now, Today, Look...

Future: Tomorrow, Next...

Write down on the board some of these stories as they are being composed. The pupils will soon become adept at creating sentences with related ideas and continuity.

When you have finished the story, can one of them tell the whole story?

## E COMPOSITION

**Write a short story entitled: The Visitor.**

**Make your story as intriguing as possible.**

Apart from a physical description, can the pupils make up an interesting story about where the person is from or where he/she is going, or what happens during the visit? Perhaps their reason for calling is not the one they gave when they arrived at the door.

## Workbook: pages 92–96

### A ADVERBS AND TIME

#### 1. Pick out the adverbial phrases and adverbial clauses of time.

- a. Three beggars called punctually *every day at the hospitable houses in Miguel Street*. (phrase)
- b. *At about ten* an Indian came in his dhoti and white jacket. (phrase)
- c. *At two* a blind man led by a boy called for his penny. (phrase)
- d. The strangest caller came *one afternoon at about four o'clock*. (phrase)
- e. Stay here and watch him *while he watches the bees*. (clause)
- f. We watched the bees, this man and I, *for about an hour*, squatting near the palm trees. (phrase)
- g. And *when you're a poet* you can write about everything. (clause)
- h. *When B. Wordsworth left*, I prayed I would see him again. (clause)
- i. *Coming back from school one afternoon*, I met him at the corner of Miguel Street. (clause)
- j. *When I said I was better*, he began telling me the names of the stars. (clause)
- k. I can spot Orion *even today*. (phrase)
- l. We climbed Chancellor Hill *in the late afternoon*. (phrase)
- m. I have been working on it *for more than five years now*. (phrase)
- n. *When I have finished this story*, I want you to promise that you will go away. (clause)

#### 2. Write your own caption for this picture. Use an adverb clause of time in the sentence.

The pupils should supply their own caption using an adverb clause of time.

#### 3. Complete these sentences by adding adverb clauses of time. The joining words are supplied for you.

The pupils should supply their own clauses. Make sure that clauses and not phrases are added to the sentences.

e.g. a. We were all rewarded handsomely after the performance. (This is a phrase, not a clause.) We were all rewarded handsomely after the man was arrested. (This is an adverb clause of time.)

### B HOMOPHONES

#### 1. Distinguish the meanings of these pairs of words.

- a. ... the large *bale* of cloth was loaded on *board* the ship.
- b. The *crews* were all ready...
- c. ... there lay a large *boulder*
- d. The *heir* to the fortune received a *cheque* for 10 lakhs.
- e. ... found the *descent* much easier than the *ascent*

- f. ... should *check* all the gear ... of the pleasure *cruise*
- g. ... gave their *assent* to the bill.
- h. ... be quite shy; he's much *bolder* now.
- i. ... was granted *bail* he walked ... into the fresh *air*
- j. The leader showed his *dissent* by marching out
- k. ... she was completely *bored*.

**2. Now use the following in sentences of your own.**

The meanings are given below. The pupils should make up sentences using the words in the right context (with the right spelling).

- |                                       |  |
|---------------------------------------|--|
| a. cede—give up                       | b. seed—flowering plant's unit of reproduction |
| c. insight—ability to see into things | d. incite—stir up                              |
| e. practice—repeated action (n)       | f. practise—exercise (v)                       |

**C PRACTISE THOSE STOPS**

**1. Punctuate the following passages.**

Note that the grammar of some of these sentences is incorrect. However, these are the words of the speaker, so they are reproduced accurately.

**a. I asked, 'What you want?'**

He said, 'I want to watch your bees.'

We had four small gru-gru palm trees and they were full of uninvited bees.

My mother came out, looked at the man and asked in an unfriendly way, 'What you want?'

The man said, 'I want to watch your bees.'

His English was so good, it didn't sound natural, and I could see my mother was worried.

**b. I said, 'What you does do, mister?'**

He got up and said, 'I am a poet.'

I said, 'A good poet?'

He said, 'The greatest in the world.'

'What's your name, mister?'

'B. Wordsworth.'

'B for Bill?'

'Black. Black Wordsworth. White Wordsworth was my brother. We share one heart. I can watch a small flower like the morning glory and cry.'

I said, 'Why you does cry?'

Pupils can easily spot the grammatical errors in some of the sentences used by the speakers. The sentences are within inverted commas or quotation marks, so they are the actual words used by the speaker(s), and record exactly what the speaker(s) said, even if there are grammatical errors.

**Lesson Plans**

For detailed suggestions, refer to the end of the teaching guide.

**LESSON 1**

**Textbook Time: 40 min**

**Aims:**

- To read and appreciate a short story
- To develop observational skills

- To develop vocabulary
- To assess comprehension skills

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

## LESSON 2

**Time: 40 min**

**Aims:**

- To develop vocabulary: homonyms and homophones
- To revise and reinforce spellings of words with ie or ei
- To revise and practise adverbial clauses

Task	Time
1. Exercise B, Questions 1, 2, 3, and 4 should be attempted.	20 min
2. Continue with Exercise C, Questions 1 and 2 should be attempted.	20 min

## LESSON 3

**Time: 40 min**

**Aims:**

- To develop creative thinking skills
- To develop listening and speaking skills
- To practise directed writing skills—imagine and describe

Task	Time
1. Exercise D to be attempted.	15 min
2. Exercise E should be attempted.	25 min

## LESSON 4

**Workbook Time: 40 min**

**Aims:**

- Revision and reinforcement of adverbial phrases and adverbial clauses of time
- Further practice of homophones
- To practice punctuating speech

Task	Time
1. Exercise A, Questions 1, 2, and 3 to be attempted.	15 min
2. Exercise B, Question 1 should be attempted. Question 2 should be given for homework.	10 min
3. Continue with Exercise C, Question 1. a should be attempted. Question b should be given as homework.	10 min
4. Recap the learning points of the unit with special emphasis on homonyms, homophones, and adverbial clauses.	5 min

# Test—2

## Workbook: pages 97-102

### A READING ALOUD

#### 1. Read the poem aloud.

Listen for appropriate variation in pace, intonation, expression, understanding....

### B WORDS TO KNOW

#### 1. Answer the following questions.

- The shadow goes in and out with 'me' (the narrator).
- The narrator thinks the shadow has no use to him.
- The funniest thing about the shadow is the way that he grows.
- Children grow slowly. The shadow grows taller and shorter, growing up and down like a bouncing ball.
- The shadow does not know how to play.
- The narrator thinks that the shadow is a coward because he stays so close behind him. He would feel ashamed.
- at home
- leap – jump; most humorous – funniest; true – proper; latch onto governess – stick to nurse; lastingly idle – lazy; notorious – arrant; glistening - shining; concept - notion

#### 2. Answer the following questions about poetry.

- The rhyming scheme: aabb
- head and bed
- masculine
- no
- A sight rhyme is when words are spelled alike but pronounced differently. Food/flood; laughter/ slaughter; cough/bough...
- Mark off the feet on the following lines from the poem:  
I have / a lit / tle sha / dow that / goes in / and out / with me,  
And what / can be / the use / of him / is more / than I / can see.

### C TEXTBOOK QUESTIONS (PROSE)

#### 1. Answer the following questions.

- The Dawn Wall is 3000 feet tall and it is on El Capitan, a monolith in Yosemite National Park, USA.
- Jimmy could handle the lunar gravity as no Earthborn human could. He was faster than his father at the Kangaroo hop.
- According to Wordsworth, poets could cry for everything.
- When the ant-lion grabs hold of the meat-ant, Morvenna feels shamed and enraptured.



- e. To maintain his strength and fitness Tommy Caldwell trains every day. He runs in the mountains for 12 miles, he trains his muscles with weights, and he practises his climbing on a specially built wall in his house.

**2. Who or what is being described in the following?**

- a. Tommy Caldwell and three other climbers
- b. Morvenna
- c. Kevin Jorgeson
- d. the meat ant
- e. the crater
- f. B. Wordsworth

**D TEXTBOOK QUESTIONS (POETRY)**

**1. Answer the following questions.**

- a. The people had to go for water at the brook in the woods because the well beside the door was dry.
- b. birdsong, the grasshopper's song and the cricket's song
- c. Alliteration is the repetition of the same sounds or of the same kinds of sounds at the beginning of words or in stressed syllables, in poetry (or in prose). Example: (w) When will the bell ring, and end this weariness?
- d. Disillusionment with his job as a teacher in a school in Croydon, and the attitude of his pupils prompted Lawrence to write this poem.
- e. like gnomes

- 2.** a. Last lesson of the afternoon.                      b. On the Grasshopper and Cricket  
c. Going for Water    d. Going for Water

**E WORKING WITH WORDS**

**1. Choose the correct prefix, mis- or dis-.**

- a. misbehave                      b. discourtesy                      c. dissatisfy
- d. disobey                      e. misfortune                      f. mismanage

**2. Rewrite the sentences inserting hyphens.**

- a. The headmaster is the bald-headed man, wearing a long blue qameez.
- b. The black-bean curry was a well-liked dish in our junior school.

**3. Use the following idiomatically in sentences of your own.**

- a. keep a straight face to look serious and refrain from laughing
- b. on the face of it as it appears or seems from the facts
- c. to see the light to understand

**4. What are words for the following?**

- a. a sea creature with eight arms      octopus                      b. a period of ten years                      decade
- c. out of every hundred                      per cent                      d. a period of a thousand years                      millennium

**F LEARNING ABOUT LANGUAGE**

**1. Rewrite the following correctly.**

- a. Between you and me, the curry was tasteless.
- b. During the past year there have been a great many changes in the school

- c. There are fifteen years between him and her.
- d. The boy's brother made him do it again.
- e. While he was running down the road, a bus hit him.

**2. Join the following pairs of sentences together.**

- a. Maira decided to go home early because she was very ill.
- b. The workers will not work today as they are on holiday.
- c. The students closed their books after they had completed their work.
- d. Arif had to walk home from school since there was no transport available. (or *because*)

**3. Pick out the verbs in the following and say whether they are in the active or passive voice.**

- a. Amna *sang* (active) some fine ghazals before she *left* (active).
- b. After the meal *was eaten* (passive), a long poem *was read* (passive) by Umar.
- c. He *was taken* (passive) to the hospital, where he later *recovered* (active).

**4. Join these sentences using a present participle.**

- a. She made a cake *tasting* of apples and pears.
- b. They heard a dog *barking* in the road.

**G LISTENING AND SPEAKING**

**1. Your teacher will ask you a few of the following questions. Give clear answers in a few sentences – not too many, nor too few!**

Pupils should be able to give coherent and fluent replies, without too much hesitation or deviation from the information that has been asked for.

**2. Read each sentence below aloud, twice.**

Pupils should be able to pronounce each word clearly and correctly.

**H COMPOSITION**

Make sure the letter is set out in the correct way, started and ended formally, and contains polite requests for the relevant information to be provided. Pupils are free to decide what kinds of information to seek, however, they should perhaps ask about: health regulations (Are inoculations required? What diseases/ illnesses should one be aware of?); currency and how to change money; travel facilities from place to place; weather conditions (and therefore what clothes to take); food and dietary advice; drinking water (cleanliness of tap water); any customs that they should observe or be aware of; public holidays; restrictions of any kind.

**Lesson Plans**

For detailed suggestions, refer to the end of the teaching guide.

**LESSON 1**

**Workbook Time: 40 min**

**Aims:**

- To assess reading with appropriate expression
- To assess comprehension skills

Task	Time
------	------

1. Exercise A, Question 1 to be attempted.	20 min
2. Exercise A, Question 2 and 3 to be attempted.	20 min

## LESSON 2

**Workbook Time: 40 min**

**Aims:**

- To revise the previous units
- To assess memory
- To assess comprehension skills
- To assess sentence construction
- To assess vocabulary

Task	Time
1. Exercise B, Questions 1 and 2 to be attempted.	15 min
2. Exercise C, Questions 1 and 2 to be attempted.	15 min
3. Check work.	10 min

## LESSON 3

**Workbook Time: 40 min**

**Aims:**

- To assess understanding of grammatical terms
- To assess sentence construction

Task	Time
1. Exercise D, Questions 1 to 4 to be attempted.	15 min
2. Exercise E, Questions 1 to 4 to be attempted.	20 min
3. Check work.	5 min

## LESSON 4

**Workbook Time: 40 min**

**Aims:**

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

Task	Time
1. Exercise G to be completed.	20 min
2. Continue with the writing activity in Exercise F.	20 min

A blog is a form of informal, online communication with a focus on different topics. Blog writing has become an important part of the internet. Individuals may write blogs to share experiences or stories with their readers. Businesses may have blog sections on their websites to keep their customers updated about trends or new products in the market.

## A COMPREHENSION

### 1. Answer the following questions.

- The author's full name is Charlie Rushborg. He also likes to call himself as Charlie the Adventurer.
- Charlie worked as a banker before switching to travel blogging.
- The author can speak French and Dutch. He is also learning to speak Arabic. He communicates in English because English is widely-spoken around the world and more people would be able to understand him.
- His favourite things are food, photography and wildlife. He also enjoys posting information about people and places he visits.
- Avian wildlife refers to birds.
- Charlie wrote a letter to the editor of a Belgian newspaper to educate them about religious festivals, how tourists should behave and why it is important to respect religious rituals of other countries.

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

- The target audience of Charlie website includes travelers all over the world who love exploring new places, cultures, cuisines and people. Travelers can benefit from information and maps provided on Charlie's website.
- Charlie usually blogs about places he has visited. Blog 27 is different because it is serious and intended to educate people about appropriate behavior for observing religious festivals.
- Pupils can attempt this question based on their understanding of formal and informal language. While picking out examples, they should keep in mind to differentiate between simple and sophisticated vocabulary, punctuation, greetings and goodbyes, etc.

## B WORKING WITH WORDS

### Parts of Speech

#### 1. Match the names of the part of speech to the abbreviations.

n – noun; v – verb; abbr. – abbreviation; adj – adjective; adv – adverb; AmE – American English; BrE – British English; conj. – conjunction; phr v – phrasal verb; prep – preposition; pron – pronoun; int – interjection; C – countable noun; U – uncountable noun; I – intransitive verb; T – transitive verb.

### Dictionary Work

#### 2. Look at this example of an entry in a dictionary.

- Noun
- Recap with the students the parts of speech and etymology of the words. Once the students get a refresher, ask them to consult a dictionary and find the meanings of the given words.

- c. Once the pupils find the definitions, it is possible they might find two or more different meanings of the same word. Discuss with them whether the first or the alternative meaning is used in the text.
- d. Guide the pupils into finding the synonyms and antonyms of the words in b. This can be done in pairs and one student can list down all the synonyms and the other all the antonyms and discuss their answers.
- e. Discuss the meaning of connotation and its impact on the delivery of words. The first one is done for you as reference:
  - i. The use of word 'inexpensive' instead of 'cheap' avoids a negative impact on the kind of products. It does the job of conveying the message but in a soft tone.
- f. Pupils may use their own understanding and scenarios and write sentences in their own words, using the words in different connotations.

## **C LEARNING ABOUT LANGUAGE**

### **Formal Letters**

Teach that letter writing is an important skill. Everyone needs to write letters from time to time, be it to family, friends, newspaper editors or companies. We write letters for university and job applications, letters to request changes, letters notifying of emergencies or letters of complaints. Students should practice writing letters to family and friends.

## **D LISTENING AND SPEAKING**

Inform students that blogs are a form of informal communication. The language is friendly, and the writer shares his/her opinions about the subject matter. Students may make a mind-map and share responses for question 1.

Write the definitions of equality and equity. Equality means each individual or group of people has access to the same resources or opportunities. For example, students are taking an English test and they need dictionary, paper and pencil. Each student is given these resources, showing equality. No one is deprived. Everyone is treated the same way.

Equity denotes that each person has different needs and allocates the exact resources/opportunities needed to reach an equal outcome. Equality and equity are not synonyms. What is equal might not be equitable. Example: say there is a student who is blind. Would a dictionary, pencil and paper work for him/her? No, this student would need resources according to his/her needs to achieve an equally successful outcome. For this, people with different needs require targeted support to reach favourable outcomes. Everyone gets what they need to succeed.

Students to brainstorm answers for question 2. Teacher may make a mind-map on the board to record student responses.

## **E COMPOSITION**

Prompt students to make columns and write differences in the writer's blog and letter to the editor. Recall the concept of topic sentence with students. Inform them that they should focus on the style, tone, language and reason – to draft their essay.

## **Workbook: pages 103-105**

### **A WHERE IS THE PLACE?**

1. Rewrite each pair of sentences as one sentence.
  - a. The hunters lived where the forest was thick and dark.

- b. We always go where we can relax and enjoy the sea.
- c. The children go wherever I go. / I go wherever the children go.
- d. Wherever you hide, I shall find you.
- e. He must be prepared to go wherever his father may be transferred.
- f. The children play games wherever they like to play.

**2. Complete the following using adverb clauses of time.**

Answers depend on the students.

**B WHAT'S THE REASON?**

**1. Join these sentences, using the words given in brackets.**

- a. They did not visit us as they had some visitors themselves.
- b. Since you have refused to help me, I will do it myself.
- c. The thieves left quickly because they were interrupted by the watchman.
- d. They had to postpone their trip because she could not join them.
- e. I will repeat the lesson as you haven't understood a word I've said.

**2. Rewrite the following so that each contains an adverb clause of reason.**

Answers depend on the students.

**Lesson Plans**

For detailed suggestions, refer to the end of the teaching guide.

**LESSON 1**

**Textbook Time: 40 min**

**Aims:**

- To read and discuss the blogs
- To develop comprehension skills

Task	Time
1. Reading and discussion of the blogs, and explanation of the unfamiliar words.	20 min
2. Attempt Exercise A, Question 1.	20 min

**LESSON 2**

**Time: 40 min**

**Aims:**

- To practise parts of speech
- To practise the use of dictionary and thesaurus
- To use vowels and consonan

Task	Time
1. Exercise B, Questions 1 and 2 to be attempted.	20 min
2. Continue with exercise B, Questions 3, 4 and 5.	20 min

### LESSON 3

Time: 40 min

**Aims:**

- To practice formal letter writing
- To develop listening skills

Task	Time
1. Exercise C, Question 1 to be attempted.	15 min
2. Exercise C, Question 2 to be attempted.	15 min
3. Exercise D should be attempted. Exercise E can be given for home work	10 min

### LESSON 4

Workbook Time: 40 min

**Aims:**

- To use adverbial clauses of place, time, or reason

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

Mr Pooter is a self-important snob who likes to show off. His diary is full of examples of him trying to create the impression that he leads a 'successful' life when in fact it is full of frustration with things not going as he would like them to. The pupils may need some guidance to appreciate the humour in the passage. This type of humour - laughing at misfortune - is still common in Britain today.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- Pooter has rented a house. It is a six roomed house located by a railway track. It has lots of things in it that need fixing or replacing. The issues caused by the location are the noise of the trains and the damage to the garden wall caused by their vibrations.
- Pooter's wife's name is Caroline and he refers to her as Carrie.
- Pooter and his wife do chores in the evenings. Pupils can list some of these. (It seems as though Pooter does not have many real friends or hobbies.)
- Pooter blames his wife for the double order of mutton. (It seems as though he does not usually deal with tradespeople and that he put in his order simply because the butcher called by and it made him feel important to do so.)
- Gowing is an old friend. Pooter gets irritated by him because he keeps complaining about the smell of paint and the scraper.
- Pooter's jokes are puns: scraper/getting into a scrape and dry rot/ talking rot (rubbish).
- Pooter's friends – Gowing (and Cummings, the neighbour); Pooter's colleagues: Pitt, Buckling, Mr Perkupp; tradespeople: Farmerson the ironmonger; Horwin the butcher, the other butcher, Mr Putley the painter and decorator.

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

- Farmerson is mentioned five times on four different days: April 3: Mr Pooter promises to employ him if he needs any nails or tools; April 9: Mr Pooter calls at his shop to give him the job of moving the scraper and repairing the bells; April 10: Farmerson comes to Pooter's house to fix the scraper. He tells Pooter that he does not usually do such small jobs himself but he is making an exception for Pooter. Pooter is flattered by this. April 12: Pooter leaves Farmerson repairing the scraper, but when he comes home he finds three men working. When he asks about it, Farmerson says that he had penetrated the gas-pipe. He makes excuses but Pooter feels that is 'no consolation for the expense' he will incur. Pooter promises Farmerson work and then thinks highly of him, without any real reason to do so. His view changes when he realises that Farmerson's mistake will cost him more money.
- Pupils can pick any details as long as they can explain their reasoning with reference to the passage.

**While reading:** Pooter points out the mistakes made by his younger colleagues and does not seem to get on well with them. What happens with Pitt is embarrassing for Pooter because he reprimanded Pitt for being late and then was late himself.



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

- a. 'Mr. Gowing must have took it by mistake last night as there was a stick in the 'all that didn't belong to nobody.'
  - i. Pooter is reporting Sarah's speech.
  - ii. Pooter's umbrella
  - iii. 'Mr Gowing must have taken it by mistake last night as there was a stick in the hall that didn't belong to anybody.'
- b. 'I consented, but felt I had been talked into it.'
  - i. Mr Putley
  - ii. He consents to allowing Mr Putley to entirely repaint the stairs.
  - iii. 'talked into it' means being persuaded to do it (usually against initial feelings or will).

**B WORKING WITH WORDS**

**1. Match the phrases below to their meanings and then use them in sentences of your own.**

keep your hair on - don't panic or lose your temper

talked into it - persuaded

drop in on - visit

take the trouble - make the effort

without ceremony - informally and spontaneously

given the tip - notified

Pupils will make up their own sentences.

**2. Find the odd word out in each list and then write the words which have similar meanings (synonyms) into the given order.**

Pupils should discuss the meanings and decide on the order. There is some room for debate in all of them except c!

Suggested order:

- a. insolent rude disrespectful sassy impolite  
(most to least sophisticated)
- b. annoyed riled indignant angry sad  
(in ascending order of the strength of feeling)
- c. boring dreary monotonous tedious fun  
(in alphabetical order)
- d. sacked fired released discharged shocked  
(least to most formal)

**3. Use one word from each list in sentences of your own to show you understand their meaning.**

Pupils will make up their own sentences.

**4. Find two synonyms for each of the odd words out.**

Pupils could use a thesaurus. Some suggestions: polite - courteous, well-mannered, civil; sad - miserable, unhappy, glum; fun (n) - entertainment, amusement, excitement. (adj) - amusing, entertaining, enjoyable; shocked - stunned, surprised, startled.

**5. Can you split the following words into two, and find out what each part refers to? Look in a dictionary.**

Pupils will need to break each word into two and look up each part. They need to take care to find the correct definition for each part.

- a. neuro – relating to nerves and the nervous system  
science – the study of a particular subject
- b. ego – a person's sense of self-esteem or self-importance  
centric – in or at the centre
- c. exo – prefix meaning external or from outside  
skeleton – a framework of bone or other rigid material
- d. proto – original or primitive  
type – a thing exemplifying the ideal or defining characteristics of something
- e. mega – very large  
phone – denoting an instrument using or connected with sound

**6. What do the following abbreviations stand for?**

Some have more than one option but pupils should attempt to find the most common meaning.

air conditioning; anno Domini; association; Bachelor of Science; 100; cubic centimetre; milligram; hundredweight; department; education; esquire; Greenwich Mean Time; Information Sciences and Technology; general practitioner; higher education; headquarters; hour(s); I owe you

## **C LEARNING ABOUT LANGUAGE**

### **Adverbial clauses**

Discuss the text, with additional examples for each type mentioned.

**1. Underline the adverbial clauses.**

- a. so that it might fly around the room      –purpose
- b. Though he is only four      –concession
- c. as her sister      –comparison
- d. although it was being sold at half price      –concession
- e. as I have shown you      –comparison
- f. as though he is ill      –comparison
- g. in order that we might talk      –purpose
- h. though we asked him not to      –concession

**2. Complete the following, using the instructions in brackets. Take care of the changes in punctuation.**

- a. If a note had to be sent, it had to be inserted into an envelope.
- b. A purchase price of Rs100 is considered the maximum, otherwise expenditure tends to be too high.
- c. Although this proved extremely difficult, it was finally managed by the Chief Executive.
- d. Although the Opposition seem politically reliable, they have certain limitations as a governing party.
- e. A horse can carry a rather heavier load of items, since these are spread over the back, whereas a rider is carried at one point in the saddle.
- f. As the top travels up and down the wooden plank, it spins round and round.

- g. If a broken vase is repaired and polished within a few minutes, it will appear to the owner that it has never been damaged but one can imagine that this trick will not always work.
- h. The manager could not get rid of the salesman, for such an action would be criticised by the Union and he would suffer for it.

## **D LISTENING AND SPEAKING**

You will hear a small extract read out aloud. It is about Helen Keller, the inspirational lady who was blind and deaf.

The passage is in the back of the textbook (page 186). The answers can be written as the passage is being read. This will give the pupils practice in listening for a clue, and writing it down while also concentrating on subsequent words that are being spoken.

*Details:*

Year of birth: 1880

Country of birth: USA

Father's name: Arthur Keller

Father's occupation: Owner of cotton plantation

Name of newspaper: North Alabamian

Mother's name: Kate Keller

Mother's occupation: Worked on plantation

Family status: (circle the correct one) well-to-do

Year Helen falls ill: 1882

Age when she falls ill: nineteen months

Early diagnosis of illness: brain fever

Modern-day diagnosis of illness: scarlet fever or meningitis

## **E COMPOSITION**

**Write instructions to go with the pictures.**

Pupils need to decide who they are writing for - adults or children - and think about using language appropriate to their chosen audience. They need to plan first so that they sequence the steps correctly. They need to use simple instructions. Before they begin, talk about how we issue instructions using imperatives/commands.

## **Workbook: pages 106-111**

### **A WHAT'S THE RESULT?**

**1. Join these sentences by using 'so... that'.**

- a. He was so clever that he passed all his examinations.
- b. She cried so much that her eyes became sore.
- c. The car stopped so abruptly that the driver was thrown out of the front.
- d. The dog barked so loudly that the thief ran away.
- e. It was so hot that the children went for a swim.
- f. He grew so fat that he could not go through the door.

**2. Join these sentences by using 'such ... that'.**

- a. It was such a rainy day that we could not go out to play.
- b. It was such a small ant that we could not find its feet.
- c. He was such a talkative boy that we could not get a word in.
- d. She was such a talented girl that she was chosen to play the leading role.
- e. It is such a hot morning that I think I'll go for a swim.

**B IN A MANNER OF SPEAKING**

**1. Complete the following sentences.**

Pupils will make up their own sentences. Encourage them to make the sentences interesting.

**2. Here are some abbreviations you might find used in a dictionary. Do you know what they stand for?**

Pupils should look at the list of abbreviations in a good quality dictionary. They will need to look up the meanings of archaic and obsolete if they do not know what they mean.

**3. A question of how much**

If a thing is divided into halves, each half is equal to the other. A half of something is just that, HALF, not bigger or smaller than the other part.

**C WORDS FOR THINGS**

**1. Find synonyms for:**

- a. fight : battle
- b. cheer : salute/applaud
- c. love : affection
- d. delight : joy
- e. guard : protect
- f. seem : appear
- g. happy : joyful
- h. leave : depart

**2. Find antonyms for:**

- a. above : below
- b. before : after
- c. hate : love
- d. cheering : booing
- e. likely : unlikely
- f. balanced : unstable/unbalanced
- g. bring : take
- h. life : death

**3. Look at the picture. Give the following names a number:**

- photocopier      watercooler      briefcase      flip chart
- filing cabinet      receptionist      angle-poise lamp      wall calendar
- laptop      conference room      air conditioning unit

**4. Do you know what these words mean? Find out.**

vlog: a blog that is mostly in video form

blog: a regularly updated website or webpage, typically one run by an individual or a small group, that is written in an informal or conversational style

diary: a book in which one keeps a daily record of events and experiences

journal: similar to a diary; a daily record of news and events of a personal nature

memoire: a collection of memories that an individual writes about moments or events, both public and private, that took place in the subject's life.

ledger: a book or other collection of financial accounts

## D BEE TIME

Read, discuss and enjoy the verses. Pupils should attempt to critically examine them.

## Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read and discuss the fictional diary
- To develop comprehension skills
- To reinforce reading skills

Task	Time
1. Read the passage and explain the unfamiliar words.	20 min
2. Continue with Exercise A, attempt Questions 1 and 2. Some of these questions may have been discussed.	20 min

### LESSON 2

**Time: 40 min**

**Aims:**

- To develop vocabulary
- To practise using adverbial clauses of manner, purpose, concession, and comparison

Task	Time
1. Exercise B, Questions 1 to 6 to be attempted. Unfinished work to be completed for homework.	20 min
2. Exercise C, Question 1 to be attempted.	20 min

### LESSON 3

**Time: 40 min**

**Aims:**

- To write complete sentences
- To develop listening skills
- To practise directed writing skills

Task	Time
1. Explain Exercise C, Question 2. Give it for homework.	5 min
2. Exercise D to be attempted.	15 min
3. Exercise E should be attempted.	20 min

## LESSON 4

Workbook Time: 40 min

### Aims:

- To join sentences using 'so...that' to make adverbial clauses of result
- To join sentences as above using 'such...that'
- To practise using adverbial clauses of manner

Task	Time
1. Attempt Exercise A, Question 1.	15 min
2. Continue with Exercise A, Question 2.	10 min
3. Exercise B, Questions 1 and 3 should be attempted. Question 2 should be set as homework.	15 min

## LESSON 5

Workbook Time: 40 min

### Aims:

- To find synonyms and antonyms for given words
- To develop vocabulary

Task	Time
1. Attempt Exercise C, Questions 1 and 2. Complete at home.	10 min
2. Continue with Exercise C, Question 3.	10 min
3. Exercise C, Question 4 should be attempted.	10 min
4. Exercise D. Pupils should read the verse and discuss it. More time can be allocated to this activity in another lesson if you wish.	10 min

An inspirational poem for the young. Ask the pupils to read Kipling's novels: *The Jungle Book*, *Just So Stories*, and *Kim*.

More about Kipling from:

[http://en.wikipedia.org/wiki/Rudyard\\_Kipling](http://en.wikipedia.org/wiki/Rudyard_Kipling)

More poems by Kipling:

[http://www.poetryloverspage.com/poets/kipling/kipling\\_ind.html](http://www.poetryloverspage.com/poets/kipling/kipling_ind.html)

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- a.
  - i. try to keep calm when others are panicking.
  - ii. don't tell lies yourself when you know others are lying.
  - iii. don't hate people if they hate you.
- b. According to the poet a man should have:  
a clear head, belief in himself, patience, honesty, forgiveness, intelligence, modesty, tolerance, and should live to the full.
- c. 'Triumph' and 'Disaster' are imposters because they are passing moments. We should not give way to either.
- d. We must not become conceited with Triumph or downhearted in Disaster. Both should be regarded as phases. The poet feels that one should be able to take triumph, when it comes, with equanimity; one should not get too excited about winning and revel in the defeat of others. When one fails, and suffers a disaster, one should also not take it too much to heart. One should have balance in both winning or losing, and be able to handle both.
- e. Triumph is described as an Impostor: it is personified.

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

- f.
  - i. to be able to dream and yet hold onto reality; dream, but do not get carried away by your dreams
  - ii. to be able to think and yet be a person of action; think, but think clearly and with good reasoning
- g. Pupils will give their own views.

#### Rhyme and rhythm

#### 2. Is there a rhyming pattern in the poem? What is it?

Apart from the first four lines, the rhyming scheme is: a b a b. (But note that in stanza 1, the first line and the third line have an extra syllable, and that the penultimate words in each line rhyme (about/doubt).

#### 3. Is this pattern followed throughout the poem? Study the lines and find out.

The metre throughout is constant, but see above.

## B WORKING WITH WORDS

### Idiomatic usage

1. Rewrite, using the expressions in place of the words in italics.

- I think it was Abid's cousin who *put the idea into his head*.
- ... talked over their heads...
- ... to not lose their heads.
- ... come to a head.
- ... put their heads together...
- ... has a good head on his shoulders.
- ... he has gone off his head.
- ... keeping his head above water.
- ... is head and shoulders above any of...
- ... has a good head for ...

### Punctuation

2. Punctuate the following passage.

There was the noise of a bolt shot back, and the door opened a few inches, enough to show a long snout and a pair of sleepy blinking eyes.

'Now, the very next time this happen,' said a gruff and suspicious voice, 'I shall be exceedingly angry. Who is it this time disturbing people on such a night? Speak!'

'O Badger,' cried the Rat, 'let us in, please. It's me, Rat, and my friend, Mole, and we've lost our way in the snow.'

### Acronyms

3. Here are the initials of the names of some famous organisations and institutions. They are called acronyms. Do you know what they stand for?

British Broadcasting Corporation; Central Intelligence Agency; Criminal Investigation Department; European Economic Community; Food and Agriculture Organisation; Federal Bureau of Investigation; General Post Office; International Labour Organisation; International Monetary Fund; World Bank

### Imposters

4. Which words end in -or and which ones end in -er? Are there any that end in -ar?

- |               |             |                 |              |             |
|---------------|-------------|-----------------|--------------|-------------|
| a. defender   | b. elector  | c. cellar       | d. seller    | e. designer |
| f. instructor | g. learner  | h. investigator | i. conductor | j. popular  |
| k. regular    | l. listener | m. cleaner      | n. exhibitor | o. circular |

5. Add more words to the list above, and ask your friends to work out the answers.

Pupils will come up with more words. Their friends can help them check they are correct!

## C LEARNING ABOUT LANGUAGE

1. Use the phrases in sentences of your own.

Discuss these and introduce others as well. Pupils will write their own sentences.

2. Which prepositions are normally used to complete the following popular phrases?

- |                    |                           |                     |
|--------------------|---------------------------|---------------------|
| a. without a doubt | b. through thick and thin | c. in vain          |
| d. by dint of      | e. hang in the balance    | f. as a last resort |



- g. in the lurch
- j. at a premium

- h. in one fell swoop
- k. at your service

- i. by no means
- l. up to the hilt

## D LISTENING AND SPEAKING

1. Read the following.

2. Using the present tense

Pupils will practise in pairs: make sure the simple present tense is being used.

Using 'would' for the future

3. Now imagine you are someone else. Describe what you would do if you were that person. Use 'would' throughout.

Let one or two pupils present their ideas to the whole class, then they can all work in pairs.

Note that we use the plural 'were' in place of the singular 'was', in statements of this kind beginning with *If I were... If he/she were...*

## E COMPOSITION

Take all the advice given by Kipling in the poem and write a rousing speech. Imagine that you are making this speech to an audience of younger children. Give your speech an appropriate title.

The title can be any line or part of a line from the poem.

## Workbook: pages 112-118

### A PREPOSITIONS: SIMILAR TO BUT DIFFERENT FROM

1. Fill in the blanks with the correct prepositions.

- |   |  |
|---|--|
| a. impatient <i>to</i>                                    | b. impatient <i>for</i> the departure          |
| c. impatient <i>with</i> the children                     | d. disgusted <i>at</i>                         |
| e. displeased <i>with</i> his laziness                    | f. enraged <i>at</i> ; enraged <i>with</i> him |
| g. devoid <i>of</i> all good                              | h. different <i>from</i> mine.                 |
| i. an expert <i>in</i> mechanics; expert <i>at</i> fixing | j. indispensable <i>to</i> us                  |
| k. overwhelmed <i>with</i> grief                          | l. overwhelmed <i>by</i> the thief             |
| m. is tired <i>of</i> her complaints.                     | n. startled <i>by</i> the sudden explosion     |

2. Use the following in sentences of your own.

Examples:

- a. The speaker's words were inconsistent with his actions.
- b. The sugar bowl is infested with ants.
- c. Crossing the river is fraught with danger; the current is very strong.
- d. This time the thief is innocent of the crime he is accused of.
- e. Sugar is preferable to honey in tea.
- f. Sheema was surprised at the man's audacity.
- g. The editors were so vexed with the author they refused to publish his book.
- h. The carpenter is skilful in the art of chair-making.

## B IF...

### Complete the following.

The pupils will write their own sentences. They should also enter the number (i, ii, or iii) after each sentence to show which condition has been used.

## C UNFORGIVING WORDS

### 1. Think carefully about the lines.

A minute will pass no matter what we do; we have no control over time, but we can use our time wisely and profitably.

### 2. Use the following words and expressions in sentences.

Examples:

- a. Mr. John *snapped* angrily at Mr. Ashraf.
- b. The black coat made Adil's arms look *like leathery wings*.
- c. Nazir is *as thin as a skeleton*.
- d. *Tongues of flames* licked the side of the hut.
- e. The crowd of people *heaved and rocked like the sea*.
- f. Mr. John's *anger* at Mr. Ashraf *boiled* over and he stalked away.

### 3. List the synonyms.

- |                             |                          |                        |
|-----------------------------|--------------------------|------------------------|
| a. shun, avoid              | b. solitude, loneliness  | c. void, emptiness     |
| d. disentangled, extricated | e. luminous, shining     | f. heavenly, celestial |
| g. consternation, dismay    | h. repose, rest          | i. infernal, hellish   |
| j. lift, hoist              | k. overwhelmed, assailed |                        |

## D TO WORK AND PLAY

### 1. Rewrite the following sentences.

- a. She has something to give you.
- b. He considers you to be wrong.
- c. I expect you to do it well.
- d. They arrived on time to find everyone there.
- e. We believe him to be the thief who stole the jewellery.
- f. He soon showed his method to be the best.
- g. They were pleased to be of some help.

### A game

Do play the game.

### 2. Can you supply the missing words?

- |           |  |
|-----------|--|
| a. rabbit | a small furry animal                         |
| b. bitten | the past participle of bit                   |
| c. habit  | a settled practice; something done every day |
| d. bitter | opposite of sweet                            |
| e. debit  | not a <i>credit</i>                          |

## E IF YOU COULD HEAR...

### 1. Complete the phrases.

- |                               |                                  |
|-------------------------------|----------------------------------|
| a. the crack of a whip        | b. the wail of a siren           |
| c. the roar of a furnace      | d. the babble of a stream        |
| e. the gurgle of a waste-pipe | f. the creak of floor boards     |
| g. the swish of skirts        | h. the lapping of sea waves      |
| i. the grinding of brakes     | j. the whirl of a propeller      |
| k. the fizz of lemonade       | l. the hum of a sewing-machine   |
| m. the patter of little feet  | n. the crinkle of new bank-notes |
| o. the rustle of silk         | p. the sizzling of frying fish   |
| q. the howling of the wind    | r. the clatter of hoofs          |

### 2. Use the following sound words in sentences of your own.

The pupils should write their own sentences; make sure the sound words used are appropriate to the context. Examples: bells peal, cats/lions purr, watches tick/locks click, birds/vultures screech, monkeys/apes/children chatter, guitar strings twang.

## F COMPOSITION

For this exercise, pupils should try to write whatever comes to their mind without making a mind map or rough draft of ideas. Encourage the pupils to ask rhetorical questions after giving a couple of examples such as:

*'Isn't it obvious?'*

*'Who wouldn't want to be a millionaire?'*

## Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

### LESSON 1

**Textbook Time: 40 min**

#### Aims:

- To read the poem with the correct intonation
- To discuss the poem
- To develop comprehension skills

Task	Time
1. Read the poem; discuss the unfamiliar words and the main theme of the poem.	20 min
2. Attempt Exercise A, Questions 1, 2, and 3. All pupils should be encouraged to take part in the discussion.	20 min

## LESSON 2

Time: 40 min

### Aims:

- To use idioms in sentences
- To practise punctuation
- To learn about acronyms
- To develop spelling skills

Task	Time
1. Exercise B, Question 1 to be attempted.	15 min
2. Exercise B, Question 2 - 5 to be attempted.	25 min

## LESSON 3

Time: 40 min

### Aims:

- To practise prepositions
- To use given phrases in sentences
- To use adjectival phrases
- To give an account using the simple present

Task	Time
1. Exercise C, Question 1 to be attempted.	10 min
2. Exercise C, Question 2 to be attempted	15 min
3. Exercise D, Questions 1 and 2 to be attempted.	10 min
4. Extra time for any unfinished work.	5 min

## LESSON 4

Time: 40 min

### Aims:

- To use 'would' for the future
- To develop creative writing skills

Task	Time
1. Exercise D, Question 3 to be attempted.	10 min
2. Exercise E to be attempted.	20 min
3. Recap of the lesson.	5 min

## LESSON 5

Workbook Time: 40 min

### Aims:

- To use prepositions and adjectives correctly
- To practise conditional clauses

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

## LESSON 6

Workbook Time: 40 min

### Aims:

- To use metaphors and similes in sentences
- To identify synonyms
- To rewrite sentences using infinitive phrases
- To develop vocabulary and expression

Task	Time
1. Attempt Exercise C, Questions 1 and 2	15 min
2. Attempt Exercise C, Question 3.	10 min
3. Continue with Exercise D.	10 min
4. Extra time for unfinished work.	5 min

## LESSON 7

Workbook Time: 40 min

### Aims:

- To develop vocabulary
- To use onomatopoeic words

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

The text is about Pakistan's highest military gallantry award, Nishan-e-Haider. It highlights the bravery of the soldiers. Ask the pupils to read more on individual recipients to know more about their sacrifice for the country.

## A COMPREHENSION

### 1. Answer the following questions.

- It is awarded to soldiers for their outstanding military service, in the face of danger, for a country.
- It has been bestowed just eleven times since Pakistan became independent in 1947.
- The first two recipients of the Nishan-e-Haider were Captain Raja Muhammad Sarwar Shaheed and Naik Saif Ali Janjua Shaheed.
- It is awarded for bravery in Pakistan. It recognizes the highest acts of extraordinary bravery in the face of the enemy land, at sea or in the air.
- The medal is shaped like a star, attached to a ribbon. It is an emblem of a lion, or valiance. It represents their loyalty to their country and the bravery with which they fought.

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

- The medals are awarded posthumously to members of the Pakistan Armed Forces who have sacrificed their lives in the line of duty.
- The answer will depend on the pupils' understanding of facts and opinions. They can do this in pairs and discuss their answers once they have found three facts and two opinions.

## B WORKING WITH WORDS

### 1. Add the words in the box to the correct lists.

- layer
- hire/admire
- hour
- lower
- loyal/soya

### 2. Write the missing names of books/authors.

- Bram Stoker
- The Jungle Book
- Pride and Prejudice
- The War of the Worlds
- James and the Giant Peach
- Kenneth Grahame

### 3. Use a dictionary to look up the different meanings of the following nouns. Which ones have more than one meaning in the plural? Which ones change their meaning completely in the plural?

- arm: each of the two upper limbs of the human body from the shoulder to the hand.  
arms: weapons; armaments

- b. air: the mixture of gases that surrounds the earth and that we breathe  
airs: affected manners intended to impress others
  - c. paper: material manufactured in thin sheets from the pulp of wood or other fibrous substances, used for writing, drawing, or printing on, or as wrapping material  
papers: official documents
  - d. good: actions and behavior that are morally right  
goods: things that are produced to be sold
  - e. bat: piece of wood with a handle, made in various shapes and sizes, and used for hitting the ball in games such as baseball, cricket and table tennis  
bats: a mainly nocturnal mammal capable of sustained flight, with membranous wings that extend between the fingers and limbs
  - f. club: an organization for people who share an interest or do a sport or activity together  
clubs: one of the four suits in a pack of cards
  - g. scale: a series of marks at regular points on an instrument that is used for measuring  
scales: any of the thin plates of hard material that cover the skin of many fish and reptiles
- After finding out meanings, pupils should be able to identify which meanings of the words were changed completely after becoming plural.

## C LEARNING ABOUT LANGUAGE

### Punctuation

#### 1. Put colons into the following.

- a. Bilal always looked smart; his father was a tailor.
- b. A medal can contain the following parts: a ribbon, a piece, a bar, suspension rings, and suspenders.
- c. Wasim Akram said, "If someone wants to be a really good fast bowler, he will have to bear with the scorching sun and heat. If he does that, only then can he become a good bowler and it's a continuous process of learning."

#### 2. Put semi-colons into the following.

- a. We will clean the classroom; you can water the plants.
- b. My advice to you is as follows: take two headache tablets; make a drink, with boiled water, honey, and fresh lemon juice; go to bed and rest; if things haven't improved tomorrow, call a doctor."

### Transitive and Intransitive Verbs

#### 3. Add complements to these short sentences to make them more detailed.

Pupils can make sentences using their own words. For example:

- a. The plant died because I didn't water it regularly.

### Noun clauses

#### 4. Find suitable noun clauses to complete the following.

Pupils will supply their own noun clauses, but go through the text first.

#### 5. Write five sentences of your own...

Pupils will write their own sentences: make sure these contain noun clauses.

Examples of noun clauses (Note how they begin):

- a. *What he is doing* is inexcusable.
- b. *Whether he said it or not* nobody knows.

- c. *Whatever we decide* we must do.
- d. *Why he wrote the letter* is puzzling, indeed.
- e. *That he will come* is certain.

**6. Revise the rules for nouns by reading the following and filling in the blanks.**

- a. cheeses; tents
- b. buses; wishes; dishes; lunches; taxes; waltzes
- c. ladies; parties; puppies
- d. keys; holidays; rays
- e. wives; wolves; calves, beliefs; chiefs; roofs
- f. echoes; tomatoes; heroes
- g. series; species; deer
- h. fungi; foci; stimuli
- i. bases; ellipses; crises
- j. phenomena

**7. Write the correct plurals for these irregular nouns.**

children; feet; mice; people; women

**8. Change the gender of these nouns.**

- a. women
- b. girls
- c. uncle
- d. tiger
- e. ewe
- f. buck/stag/hart

**9. Use the following uncountable nouns in short sentences.**

Pupils are to go through the meaning and examples of uncountable nouns and use their understanding in writing sentences in their own words for the given words.

**10. The following are plural nouns that do not have a singular form: scissors, glasses, trousers, binoculars, pyjamas, clothes, goods, thanks. We use 'pair/pairs of' with the first five examples above. We use some, many, or a unit with the others. Use the plural nouns in sentences of your own.**

Pupils will write sentences using their own words for the plural nouns.

**11. Do you remember learning about gerunds? A gerund is a verb form which functions as a noun. Gerunds end in -ing. Use the following as gerunds in sentences of your own.**

Pupils will write sentences using their own words for the plural nouns.

**D LISTENING AND SPEAKING**

**The Hot Seat**

Pupils may take some time to get used to the way this activity is conducted.

**E COMPOSITION**

For this exercise, students are to select their topic and brainstorm ideas. They should make a rough draft of all the ideas. Ask students to use the graphic organizer on page 168 of the Student Book.



## Workbook: pages 119–123

### A PUNCTUATION

**1. Read the following sentences carefully and mark the punctuation where appropriate.**

- a. There are two kinds of fruit on the table: oranges and apples.
- b. I have a lot to do today: study for my test, do my laundry, wash the car, and call my mom.
- c. The first book he cited in his paper was ‘Understanding Comics - The Invisible Art’.
- d. Zach came to class breathless and overwhelmed; he had just come from volleyball practice.
- e. The book was written by Emily Brontë.
- f. She was very tired, but she decided to go to her class rather than take a nap.
- g. He was very tired; however, he decided his class was too important to miss.
- h. The place had wonderful decorations – flowers, balloons, confetti, ribbons, and ice sculptures.
- i. The colours of the banner are blue, red, yellow, and black.
- j. The lunchroom was decorated with balloons, red, yellow and black streamers, and glow-in-the-dark stars.
- k. The play was excellent; the actors were lively and the set was phenomenal.
- l. Her carry-on held many items, including laptop, money, a cell phone, research papers, clothes, and some pens.
- m. It was the first of April. All the spring buds on the trees were starting to open.
- n. It rained heavily the day before; however, we managed to have our picnic anyway.

### B SEMI-COLON OR COMMA?

**1. Read the following sentences carefully and choose the best answer.**

- a. The artist preferred to paint in oils; he did not like watercolors. (semi-colon)
- b. I’m going to leave early today, unless the boss comes back from the meeting. (comma)
- c. The computer can perform many calculations at once; however, it cannot reason like a human. (semicolon)
- d. Italy is my favorite foreign country; in fact, I plan on staying there for three weeks this summer. (semicolon)
- e. I’m going to do all of my English homework every night, because that’s how you get an “A”. (comma)
- f. If he misses his appointment, he’ll have to wait another six months to see the dentist. (comma)

**2. Write five sentences on your own, showing the correct use of semi-colon.**

The pupils will attempt to create five sentences using a semi-colon in their own words

### C NOUN CLAUSES

**1. Complete by adding a noun clause beginning with *that* as the object.**

Pupils will write their own sentences.

e.g. She hopes that he will arrive on time.

**2. Complete by adding a noun clause preceded by a noun or pronoun. The noun clause should begin with *that*.**

Pupils will write their own sentences.

e.g. He assured *me* that it was his.

### 3. Complete by adding noun clauses as objects.

Pupils will write their own sentences.

## D MORE NOUNS CAUSE STRESS!

### 1. Add a suitable noun clause as a subject to the verbs italicized.

Examples:

- That he will come is certain.
- What he is doing is inexcusable.
- When they will come again is uncertain.
- Why he wrote the letter is puzzling, indeed.

### 2. Noun or a verb. Underline the stressed syllables.

- |                     |        |                  |        |
|---------------------|--------|------------------|--------|
| a. <u>o</u> bjects  | (noun) | <u>r</u> ejects  | (noun) |
| b. <u>p</u> rogress | (noun) | <u>p</u> rogress | (verb) |
| c. <u>p</u> rotest  | (noun) | <u>i</u> nsult   | (verb) |
| d. <u>p</u> rotest  | (verb) | <u>i</u> nsult   | (noun) |
| e. <u>p</u> ermit   | (verb) | <u>p</u> ermit   | (noun) |
| f. <u>t</u> orment  | (verb) |                  |        |
| g. <u>t</u> orment  | (noun) |                  |        |
| h. <u>i</u> ncrease | (noun) |                  |        |
| i. <u>i</u> ncrease | (verb) |                  |        |
| j. <u>r</u> ecord   | (verb) | <u>r</u> ecord   | (noun) |

## E COMPLETE THE FOLLOWING

### Can you complete the list?

a brood of chicks (any small birds)

a convoy of ships/trucks/troops

a nest of ants

a drove of cattle

a shoal of fish

a gaggle of geese

a chain of islands

a flight of stairs

a bouquet of flowers

a litter of puppies

Paddle your own canoe.

Still waters run deep

Where one door shuts, another one opens.

Some more:

A rolling stone gathers no moss.

Many hands make light work.

Clothes do not make a man.

Barking dogs seldom bite.

as sweet as a nut

as sharp as a knife

as obstinate as a mule

as mad as a hatter

as plump as a partridge

as poor as a church mouse

as smooth as silk

as merry as a sandboy

as mad as a hatter

as warm as toast

No news is good news.

Strike while the iron is hot.

It never rains but it pours.

Fine feathers make fine birds.

Don't have too many eggs in one basket.

Better late than never.

While there's life there's hope.  
You can't teach an old dog new tricks.

You scratch my back, I'll scratch yours.  
It takes all sorts to make a world.

## Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read about Nishan-e-Haider
- To answer questions based on the story

Task	Time
1. Read the excerpt; discuss the unfamiliar words and the main theme.	20 min
2. Attempt Exercise A, Question 1. Begin Question 2.	20 min

### LESSON 2

**Time: 40 min**

**Aims:**

- To improve the use of punctuation
- To use noun clauses correctly
- To practise using a dictionary

Task	Time
1. Attempt Exercise B, Questions 2 and 3.	10 min
2. Exercise C, Questions 1, 2, and 3 to be attempted.	10 min
3. Exercise C, Questions 4-8 and 3 to be preceded by explanation of noun clauses.	10 min
4. Continue with Exercise C, Questions 9, 10, and 11 to be attempted.	10 min

### LESSON 3

**Time: 40 min**

**Aims:**

- To develop listening and speaking skills

Task	Time
1. Attempt Exercise D.	35 min
2. Summing up of the exercise.	~5 min
3. Exercise E to be given for homework.	

## LESSON 4

Workbook Time: 40 min

### Aims:

- To practise correct usage of punctuation
- To identify the use of semicolon and comma

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

## LESSON 5

Workbook Time: 40 min

### Aims:

- To use a noun clause as the object of a verb
- To learn more similes, proverbs, and names of collections

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

# The Inchcape Rock

A ballad with an interesting story for a background.

For more information about Southey:

[http://en.wikipedia.org/wiki/Robert\\_Southey](http://en.wikipedia.org/wiki/Robert_Southey)

For further poems:

[http://en.wikipedia.org/wiki/Robert\\_Southey](http://en.wikipedia.org/wiki/Robert_Southey)

For information about the Bell Rock lighthouse, Inchcape:

<http://en.wikipedia.org/wiki/Inchcape>

[http://www.bellrock.org.uk/lighthouse/lighthouse\\_rock.htm](http://www.bellrock.org.uk/lighthouse/lighthouse_rock.htm)

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- a. The poet paints a picture of a placid, calm sea. Visibility is fine and the day is a clear one; the Inchcape Rock and Bell are clearly visible. The poet describes the sea in neutral terms to allay our fears (and those of the sailors, especially Sir Ralph) about the danger, so that later the effect of the disaster is all the more dramatic.
- b. The words the poet uses describe a turbulent sea: surge's swell; thick haze o'erspreads the sky; so dark it is they see no land; the breakers roar; the swell is strong.
- c. The Abbot of Aberbrothok, John Gedy, a monk in the 1300s, tied a bell to a rock (the Inchcape Rock) on a dangerous reef in the North Sea off the coast of Scotland. The bell was installed to warn mariners of its danger. One day Sir Ralph the Rover, a pirate, spitefully cut the bell free from the rock. Later, he returned to the area but there was no bell to give warning, and his ship was sunk when it struck the rock.
- d. It warned mariners of the danger. 'When the Rock was hid by the surge's swell, / The mariners heard the warning bell.'
- e. Sir Ralph was a pirate or rover; he grew rich from plunder. He is described at first as being mirthful and full of good cheer because of the spring; but his mirth was caused by wickedness. Later, he is worried because he cannot hear the bell in the darkness, and after the ship is wrecked he pulls his hair and curses himself in despair.
- f. Sir Ralph cut the bell free out of spite.
- g. The weather conditions on his return were worse than when he left; there is a thick haze, it is dark, and there has been a gale blowing all day; the swell is strong.
- h. He swears, tears his hair, and curses in his despair.

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

- i. It is not good to be spiteful, and brings to mind the phrase 'cutting off one's nose to spite the face' — doing something spiteful may damage you more than it damages others.
- j. Pupils will say what feelings and emotions they have when reading the poem.

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

Quoth Sir Ralph, 'The next who comes to the rock,/ Won't bless the Abbot of Aberbrothok.'

- Sir Ralph is on a small row boat near the Inchcape Rock when he speaks these words. He is addressing his crew.
- Sir Ralph has just cut the Bell from the Inchcape float.
- Sir Ralph mentions the Abbot of Aberbrothok because he was the one who installed the Bell.
- After this Sir Ralph sailed away.

## 3. Understanding poetry

- The poem has 17 stanzas of 4 lines each (quatrains). The poem has an aabb rhyme scheme. It is a ballad.
- Pupils should attempt to count the feet in each line. The pattern varies throughout the poem and while working through the stanzas pupils will see that the shorter lines create tension. Many of the lines are iambic pentameter but a few are tetrameters.
- Flow'd, scream'd, o'erspreads are written thus, with an apostrophe in place of a letter, to alter the number of syllables in the word.
- There are many examples of alliteration for the pupils to choose from – look for the repetition of words beginning with B and S.
- Discuss the effect the use of old-fashioned (archaic) words and phrases has on the reader today. Some pupils may find the use of these words makes it harder for them to understand the poem whereas others may feel like it adds to the eerie atmosphere. Get pupils to find some examples of archaic expressions and try to put them into modern language. It is unlikely that these expressions will have the same effect.

### Rhyming

- Ocean and motion are feminine rhymes. Get pupils to look through the poems in the book to see if they can find more examples. Get them to think of other examples themselves.

### Eye rhymes

- Pupils can look for eye rhymes within the lines of the poem but they should also try to think of their own examples.

## B WORKING WITH WORDS

### Spelling

#### 1. Mark where the stress occurs in the following.

depos'it	inter'pret	bal'lot	defer'	deter'
pi'vot	desert' (v)	repeat'	diff'er	ben'efit
reveal'	confer'	transfer' (v)	fid'get	conceal'
deposited	interpreted	balloted	deferred	deterred
pivoted	deserted	repeated	differed	benefited
revealed	conferred	transferred	fidgeted	concealed

#### Same, but not quite

#### 2. Find words from the first part of the poem with a similar meaning to the following:

- movement/stir
- shift/move
- streamed/flowed
- obtained/received
- continual/steady
- climbed/rose

**3. Can the words you have found be used in place of those in the poem?**

Pupils should try to say the lines using their words in place of those in the poem. How different is their effect?

**C LEARNING ABOUT LANGUAGE**

**Adverbial clauses of concession**

**1. Rewrite the following.**

- a. Though he had eaten a dozen bananas, he was still hungry.
- b. Though he is a poor man and does not earn very much, he often gives money away.
- c. Although Arshad and Naima bought a house, they never lived in it.
- d. Although the children had measles, they were allowed to sit in the garden.
- e. Although we have never been to see the Eiffel Tower, we know what it looks like.

**2. Adverb clauses of purpose**

- a. The doctor gave the patient an injection, so that he would go to sleep.
- b. They took a taxi to the station so that they could meet their friend.
- c. The teacher wrote the instructions clearly in order that the children would not make a mistake.
- d. The shopkeeper locked his shop, in order to keep out burglars.

**MORE CONJUNCTIONS**

**3. Use appropriate correlative conjunctions in the sentences below.**

- a. either, or / both, and
- b. either, or
- c. not only, but also
- d. Both, and
- e. either, or

**4. Write sentences of your own using the correlative conjunctions listed above.**

Pupils will write sentences in their own words. A recap of correlative conjunctions can be given to the students.

**D LISTENING AND SPEAKING**

**Going abroad?**

If you had to live in a foreign country which would you choose? Why?

Pupils should try and do this in groups, without your help. Sorting the list is the easy part; answering the question 'Why?' is the key.

**E COMPOSITION**

A factual account based on the poem. This account could be paraphrased in part, but make sure the sentences are in prose, not in verse.

## Workbook: pages 124-128

### A DO IT, THOUGH IT IS EASY

**Underline the main clause; replace.**

- b. Although he promised, he has not come.  
(main clause—he has not come)
- c. Although she had had an accident, she won the race.  
(main clause—she won the race)
- d. Though his performance was fine, he did not win the prize.  
(main clause—he did not win the prize)
- e. Though his behaviour is eccentric, he is a hard worker.  
(main clause—he is a hard worker)
- f. Though she is brilliant, she came last.  
(main clause—she came last)
- g. Although he tried hard, he failed to get permission to build a house.  
(main clause—he failed to get permission to build a house)
- h. Though he is old, his brain is alert.  
(main clause—his brain is alert)
- i. Though he has failed in the past, he is the right man for the job.  
(main clause—he is the right man for the job)

### B DO IT SO THAT YOU LEARN

**1. Form adverbial clauses of purpose and make single sentences from the following.**

- a. He opened the door and shouted in order that we should come inside.
- b. He is picking some coconuts for us so that we will not starve.
- c. I have built a bridge in order that I might cross the river.
- d. I have bought a television set so that you can watch the tennis.
- e. She went to Lahore by train in order that she might see the countryside.
- f. He put the bowl of milk on the floor so that the cat might drink it.

**2. Change the adverbial phrases into adverbial clauses.**

- a. They spoke softly in order that they might not wake the child.
- b. She left the party early so that she would get home on time.
- c. He shouted loudly in order that the bus would stop.
- d. You must eat well so that you will not feel hungry.
- e. Work hard in order that you might pass the examination.

### C MORE PURPOSE

**1. Rewrite the following sentences.**

- a. She baked some bread *for him to eat*.
- b. She tied the rope *for us to swing on*.



- c. He gave his watch to the shop *for them to mend*.
- d. The tunnel was built *for the train to go through*.
- e. Sheila has brought some books *for us to read*.
- f. Please buy a toy *for the baby to play with*.
- g. Have you a dry shirt *for me to wear*?
- h. She put the box on the floor *for the children to see*.
- i. They opened the gates *for us to go in*.
- j. She brought home lots of puzzles *for the children to solve*.

**D WORD TWISTER**

**1. Read this quickly without making a mistake.**

Pupils should read the verse a few times to practise pronouncing the words.

**2. Try to make good anagrams with the letters of the first word. The clues indicate how many words you have to turn the first word into.**

- a. on tip
- b. ran it
- c. unclear
- d. ladies
- e. a stew sir?
- f. two + eleven
- g. nine thumps
- h. enraged
- i. canoe

**Lesson Plans**

For detailed suggestions, refer to the end of the teaching guide.

**LESSON 1**

**Textbook Time: 40 min**

**Aims:**

- To read a poem with correct intonation and stress
- To practise comprehension skills

Task	Time
1. Reading and discussion of the poem and explanation of the unfamiliar words.	20 min
2. Attempt Exercise A, Question 1.	20 min

**LESSON 2**

**Time: 40 min**

**Aims:**

- To develop understanding of rhyme
- To develop vocabulary and spelling
- To use a dictionary

Task	Time
1. Continue with Exercise A, Questions 2 and 3.	15 min
2. Exercise B, Questions 1, 2, and 3 should be attempted. Pupils should be encouraged to work on their own.	20 min
3. Recap.	5 min

### LESSON 3

Time: 40 min

**Aims:**

- To practise adverbial clauses of concession and purpose
- To develop confidence and encourage oral participation
- To develop listening and speaking skills
- To practise directed writing skills

Task	Time
1. Exercise C, Questions 1, 2, and 3 should be attempted.	20 min
2. Exercise D, class discussion should be held.	20 min
3. Exercise E to be given for homework.	

### LESSON 4

Workbook Time: 40 min

**Aims:**

- To identify different types of clauses
- To form adverbial clauses of purpose using so that or in order that
- To change adverbial phrases of purpose into adverbial clauses of the same kind

Task	Time
1. Attempt Exercise A.	15 min
2. Exercise B, Questions 1 and 2.	20 min
3. Recap.	5 min

### LESSON 5

Workbook Time: 40 min

**Aims:**

- To practise pronunciation
- To solve anagrams

Task	Time
1. Exercise C, Question 1 should be attempted.	15 min
2. Exercise D, Question 2 should be attempted.	15 min
3. Recap learning or compose more anagrams.	10 min

Read the summary of the play before reading the extract from it. Reassure the pupils that they should not worry about individual words; instead they should focus on trying to understand the general meaning.

## Suggestions and answers

### COMPREHENSION

#### 1. Answer the following questions.

- a. Orsino asks the musicians to play on so that he can hear so much of it that he tires of it entirely.
- b. The play on words in Scene I is on heart/hart. Orsino is invited to hunt the hart (deer) and he twists it to refer to his heart being hunted by his desires.
- c. From the exchange between Orsino and Valentine, in which Orsino asks him for news and Valentine calls him 'my lord', we can work out that Valentine is one of Orsino's attendants.
- d. Valentine tells Orsino that Olivia hides away in her room, crying.
- e. Olivia is mourning her brother because he is dead.
- f. Viola is concerned about what she will do in Illyria because her brother is not there with her.
- g. The Captain gives Viola hope that her brother survived the shipwreck when he tells her that he saw him tie himself to a strong mast (this would help him float on the waves).
- h. The Captain came by the information he gives Viola about Orsino through rumours and gossip.
- i. Viola says she wants to work for Olivia so that she can hide away from the world until she feels it is the right time to reveal who she is.
- j. Viola compliments the Captain by saying that he seems to be a good person.

**While reading:** The captain refers to Arion because he was saved from drowning by a dolphin. The captain is telling Viola that there is a chance her brother has survived.

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

- a. If music be the food of love, play on;  
Give me excess of it...
  - i. They are the first lines of the play
  - ii. Count Orsino. Music is the food of love and he would like to have his fill of it.
  - iii. Yes
  - iv. The speaker is in a confused state of mind following this because love makes him restless - it makes him want things and then feel sick of them a moment later, no matter how good they are.
- b. So please my lord, I might not be admitted;  
But from her handmaid do return this answer:
  - i. Valentine is speaking to Count Orsino
  - ii. The speaker was not admitted to Olivia's house
  - iii. He was not admitted because Olivia is in mourning.

- iv. Olivia has decided not to see anyone for seven years because she is in mourning for her brother.
- c. My brother he is in Elysium.  
Perchance he is not drown'd:
  - i. Viola is speaking to the Captain and the sailor.
  - ii. Illyria
  - iii. Elysium means heaven - she believes her brother has died
  - iv. The Captain says that he saw her brother tie himself to the mast and this comforts her because it gives her hope that he survived.

### Quiz

#### 3. Try to find the information and complete the following:

- a. Full title of the play: Twelfth Night (or What You Will)
- b. Author: William Shakespeare
- c. Type of play (Tragedy, Historical, etc.): Comedy
- d. Language: English
- e. Approximate date written: 1601
- f. Setting of play: the kingdom of Illyria
- g. Main characters: i. Count Orsino ii. Olivia iii. Viola
- h. Characters who do not appear in Scenes I and II: i. Olivia ii. Sebastian iii. Sir Toby (there are other possible answers)
- i. Main theme: what love can make people do
- j. Title refers to: the festival of Epiphany (Christian)

### Metre

Notice that the lines of the play have been set out like lines of poetry.

#### 4. Is there a metrical pattern evident? Scan the lines to find out.

Pupils should scan the lines to discover Shakespeare's use of iambic pentameter.

### WORKING WITH WORDS

#### 1. Try to paraphrase the following, in simple English:

- a. Orsino! I have heard my father mention him.
- b. What country is this, friends?
- c. My brother is in heaven.  
Sailors. do you think there is any chance that he did not drown?
- d. Instead she will go around veiled like a nun, and once a day she will water her room with tears.
- e. A virtuous young woman, the daughter of a count who died last year. Her father left her in the custody of her brother but then he also died. Since then she has decided to stay away from people, in memory of her brother.

### Dictionary work

#### 2. Find out what these words mean, and use them in sentences of your own. Use them as indicated (in brackets).

Pupils should find out for themselves. Check that they have been used correctly.

## LISTENING AND SPEAKING

1. Now that you have seen that there is a metrical pattern to the lines of the play, try to read aloud a few of the speeches, bearing in mind that you are reading poetry!
2. With others, enact the scene in class.
3. Learn one of the speeches by heart.

## COMPOSITION

1. **Write a short character sketch of one of the following. You only have limited information about the characters because you have only read two scenes of the play. However, use the information given to say what you think the character is like.**

Pupils should try to find aspects of the character of each individual from what they say to others and what others say about them. Quotes from the play should be used where possible.

2. **Write a short summary of Scenes I and II.**

You should mention in your summary who the characters are, where the action takes place and the story line.

## Workbook: pages 129-133

### A HELPING VERBS; PAST AND PRESENT

**Cross out the tenses that are wrong.**

The correct words are given below.

- |         |          |         |         |          |
|---------|----------|---------|---------|----------|
| a. will | b. was   | c. was  | d. were | e. would |
| f. is   | g. would | h. will | i. was  | j. would |

### B KNOW YOUR PROVERBS

**Replace, with the correct word.**

- Half a loaf is better than no bread.
- Honesty is the best policy.
- I have other fish to fry.
- It never rains but it pours.
- Necessity is the mother of invention.
- The road to hell is paved with good intentions.
- Make hay while the sun shines.
- To keep one's nose to the grindstone
- His bark is worse than his bite.

### C SHORT AND LONG

1. **Complete the abbreviations.**

cf compare (L. *confer*)  
cont continued

MD Doctor of Medicine  
MSc Master of Science

diff	difference	PhD	Doctor of Philosophy
e.g.	exempli gratia (for example)	C.	Centigrade
enc.	enclosed; enclosure	cc.	cubic centimetre
et al	and others (L. <i>et alia</i> )	cwt	hundred weight
etc.	et cetera	F	Fahrenheit
i.e.	<i>id est</i> ; that is	h	hour
misc.	miscellaneous; of various kinds	hp	horse power
NB	<i>nota bene</i> ; notice well	hr(s)	hour (s)
p	page	in	inch
PS	postscript	kg	kilogram
PTO	please turn over	kph	kilometres per hour
q.v.	<i>quod vide</i> ; which see	kW	kilowatt
ref.	reference	lb	pound
viz.	(L. <i>Videlicet</i> ) in other words; that is to say	m	metre
vol	volume	oz	ounce
BA	Bachelor of Arts	BSc	Bachelor of Science
Dip.	Diploma	DipEd	Diploma of Education
DLitt	Doctor of Letters	DPhil	Doctor of Philosophy
Dr	Doctor	D Sc	Doctor of Science
FRS	Fellow of the Royal Society	LLB	Bachelor of Laws
MA	Master of Arts		

## 2. Find out what these stand for.

KGB Komitet Gosudarstvenni Bezopastnosti (former Soviet Union)  
 MI5 Military Intelligence, section 5 (UK)  
 NASA National Aeronautics and Space Administration (in U.S.A.)  
 NATO North Atlantic Treaty Organization  
 OPEC Organization of Petroleum Exporting Countries  
 SEATO South-East Asia Treaty Organization  
 SAARC South-Asian Association for Regional Co-operation  
 UNO United Nations Organization  
 ILO International Labour Organization

## D THIS, THAT, OR THE OTHER

### 1. Write the plurals of the following words:

brushes	rubies	gases	valleys	berries	chiefs
selves	leaves	roofs	turfs	wharves (f)	wolves
buses	toys	babies	scarves	pianos	archipelagos
oxen	paise	pennies	lice	geese	indices
crises	bases	formulae	stimuli	nuclei	
memoranda	nebulae	antennae	termini	fungi	
fathers-in-law	menservants	courts-martial	plateaux (or s)		

Pupils should look up the words they do not know.

The plural of index is both indices (used in formal senses) and indexes.

## 2. Analogies

Some explanation and discussion may be necessary.

### Can you complete the following analogies?

- 5 : number :: E : letter  
bird : fly :: fish : swim  
deep : depth :: wide : width  
long : distance :: heavy : weight  
hand : palm :: foot : sole  
thorn : prick :: knife : cut  
water : liquid :: iron : metal  
unable : negative :: able : positive  
ravine : deep :: ditch : shallow  
narrow: decrease :: broaden : increase  
rock : hard :: cotton : soft  
giant : big :: small : dwarf  
left : right :: up : down  
bird : nest :: lion : den  
arm : elbow :: leg : knee  
hand : finger :: foot : toe  
awful : adj. :: awfully : adv.  
egg : shell :: orange : peel

## E THE AUTHOR'S WORD SQUARE

Across: (Row numbers given)

12 SOUTHEY

Down (column numbers given)

- 1 SHAKESPEARE  
2 FROST  
3 WORDSWORTH  
4 KIPLING  
5 PATTEN  
6 ASIMOV  
7 CONRAD  
9 WHITMAN  
10 LAWRENCE  
11 GROSSMITH  
12 NAIPAUL

## Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

### LESSON 1

**Textbook Time: 40 min**

**Aims:**

- To read and understand a play
- To enhance vocabulary

Task	Time
1. Reading of the play and understanding of unfamiliar words and discussion of characters.	40 min

### LESSON 2

**Time: 40 min**

**Aims:**

- To develop comprehension skills

Task	Time
1. Begin Exercise A, Question 1.	20 min
2. Continue with Exercise A, Questions 2, 3, and 4.	20 min

### LESSON 3

**Time: 40 min**

**Aims:**

- To develop written and oral expression
- To use a dictionary
- To practise speaking and listening skills

Task	Time
1. Exercise B to be attempted. Any unfinished work to be given for homework.	20 min
2. Exercise C, Questions 1, 2, and 3 to be attempted.	20 min

### LESSON 4

**Time: 40 min**

**Aims:**

- To practise directed writing skills—a character
- To practise directed writing skills—a summary

Task	Time
1. Exercise D to be attempted.	30 min
2. Share work and recap.	10 min



## LESSON 5

Workbook Time: 40 min

### Aims:

- To practise correct use of tenses
- To learn new proverbs
- To learn abbreviations

Task	Time
1. Do Exercise A.	10 min
2. Exercise B should be attempted.	10 min
3. Exercise C should be attempted.	15 min
4. Begin Exercise C, Question 2, to be completed as homework.	5 min

## LESSON 6

Workbook Time: 40 min

### Aims:

- To develop vocabulary
- To provide analogies

Task	Time
1. Exercise D, Question 1 to be attempted.	15 min
2. Exercise D, Question 2 should be attempted.	10 min
3. Exercise E, word search, to be attempted.	15 min

# Test—3

## Workbook: pages 134–141

### A COMPREHENSION

Listen for fluency and understanding. Characters speak in different ways. Look out for the descriptions of how they speak and the words they use. The man does not say anything but we learn about what he thinks.

#### 1. Answer the following questions.

- a. Five - the aunt and the three children, and the man.
- b. the communication between the aunt and the children is described as limited but persistent. The aunt says 'Don't' a lot and the children say 'Why' a lot.
- c. The bachelor found the noise made by the children irritating and showed this by frowning.
- d. The bachelor is irritated by the smaller girl's efforts to recite a poem. He looks twice at the communication cord which indicates that he is having such a terrible time that he is considering stopping the train. He feels as though she will keep going for a long time.
- e. The aunt decides to tell a story after she notices the bachelor looking at the communication cord and realises that he is becoming extremely irritated by the children.
- f. The two older children thought that the story was 'stupid'; the youngest one stopped listening early on and recommenced repeating the line of poetry.

#### 2. Explain the following. You will find the italicized expressions in the passage.

- a. correspondingly sultry - it was a hot afternoon so the railway carriage was also hot and stuffy
- b. emphatically occupied - the children are loud and they move about the carriage with little consideration for others
- c. as though she were drawing attention to a rarity - the aunt exaggerates her interest in the cows to attract the attention of the children
- d. communication cord - the emergency cord (pulling it stops the train)
- e. deplorably uninteresting - the story is not interesting or well told

### B TEXTBOOK QUESTION (PROSE)

#### 1. Answer the following questions.

- a. According to Pooter, his only regret with regard to his diary is that he did not start it when he was younger.
- b. Charlie the Adventurer says that he strongly believes people need to be aware when visiting religious festivals as they are serious events for people taking part. He says that as a national newspaper with an online presence, it should include some indication of how to behave at a religious festival.
- c. Posthumous awards are still manufactured to honour the sacrifice of the recipients and recognise their bravery in the face of the enemy.

**2. Name the following:**

- a. dry rot            b. scraper            c. blog  
d. emblem           e. blackguard

**C TEXTBOOK QUESTIONS (POETRY/DRAMA)**

**1. Answer the following questions.**

- a. When Sir Ralph returns to the Inchcape Rock the weather conditions are bad: a thick haze is blocking the sun, a gale is blowing, and the swell is strong (there are large waves).  
b. Kipling's message is that we will become men if we do and behave in certain ways: if we keep our head, never blame others, deal in lies, hate, look too good, or act too clever; if we meet with triumph and disaster in the same way; if we fill every minute of time (which marches on relentlessly) with our best effort — only then will we become real men.  
c. Oliva's father and brother are dead; Olivia has decided to avoid people for seven years (not even the sun will see her face because she wears a veil); she cries every day; she is the daughter of a count; Orsino is in love with her...

**2. Answer the questions about these lines from the play.**

And so is now, or was so very late;  
For but a month ago I went from hence,  
And then 'twas fresh in murmur

- a. The Captain to Viola  
b. He is saying that Count Orsino is still a bachelor.  
c. *fresh in murmur* means rumour  
d. The Captain says that the Count would like to marry Olivia

**D WORKING WITH WORDS**

**1. Use the idiomatic expressions below in sentences of your own.**

- a. to come to a head: to reach a crisis  
b. to be head and shoulders above someone: to have a lot more ability than others  
c. to keep one's head above water: to keep out of difficulty

**2. Write out the abbreviations in full.**

- a. anno domini            b. Greenwich Mean Time            c. milligram            d. Bachelor of Science

**3. Punctuate the following, starting each new speech on a fresh line.**

'They've gone,' he said, 'We can try and get across.'  
'Is the road the frontier?' I asked him.  
He stressed his impatience with a little shake of his head.  
'Of course not. The frontier's still a long way.'

**4. Complete the following using synonyms for the words in brackets.**

- a. It was their duty to *protect/safeguard/shield* her from danger. (*guard*)  
b. Anum's face lit up with *joy/delight/pleasure* when she opened her present. (*happiness*)  
c. The audience *applauded* loudly at the end of the act. (*cheered*)  
d. Saif *carried/conveyed* his own kit along to the cricket match. (*brought*)  
e. The *tiff/quarrel/scrap/row/squabble* between the brothers was over a trivial matter. (*fight*)

## E LEARNING ABOUT LANGUAGE

1. **Underline the adverbial clauses in the following. State whether each is an adverbial clause of concession (con), purpose (pur), result (res) or comparison (com).**

- John let the dog out into the garden so that it might run free. (pur)
- Though she has only been here a week, she knows everybody. (con)
- Our junior team plays as well as their senior team. (com)
- He fixed it so carelessly that it broke. (res)

2. **Complete the following as directed.**

Pupils will write their own clauses, however the first words have been provided below:

- There is nothing to worry about, (because, as, since)... (adverbial clause of reason).
- We can get off the bus (where, wherever) ... (adverbial clause of place).
- Throw it away (if, unless) ... (adverbial clause of condition)

3. **Arrange the adjectives in brackets in the best order and insert them in the blanks.**

- She sat on a *large, granite* rock and watched the sun set over the *distant, snowy* mountains.
- Pashto and Siraiki are *interesting, ancient, regional* languages spoken in Pakistan.
- Hamid bought a *disgusting, ill-fitting, plastic* jacket at the *busy, local, Sunday* market.

4. **Fill in the blanks with suitable words.**

- The villagers were overwhelmed *by* the sheer power of the storm.
- The ticket collector became impatient *with* the lady who could not open her bag.
- The new building is devoid *of* a single beautiful feature.
- Their ideas are very similar *to* mine but quite different *from* my brother's.
- There was a ferocious argument *between* the two brothers.

## F LISTENING AND SPEAKING

1. **Your teacher will ask you one of the following questions. Answer in a few sentences.**

Pupils may be given a few minutes to consider their response, and to make a few notes. They should then speak, with perhaps only a glance at their notes to remind them of what they wanted to say.

2. **Read the following words aloud taking care to pronounce them in the correct way with the stress or accent on the correct syllable.**

apologetically	hospitality	sympathy	intimating	confirm
disoriented	extraordinary	appetite	psychology	exported

## G COMPOSITION

Pupils will write their own compositions relating to the picture.

## Lesson Plans

For detailed suggestions, refer to the end of the teaching guide.

### LESSON 1

**Workbook Time: 40 min**

**Aims:**

- To assess comprehension skills
- To test memory

Task	Time
1. Exercise A, Question 1 to be attempted.	15 min
2. Continue with Exercise A, Question 2.	10 min
3. Do Exercise B, memory recall questions.	15 min

### LESSON 2

**Workbook Time: 40 min**

**Aims:**

- To assess comprehension of lessons taught
- To assess memory
- To assess correct use of punctuation
- To assess understanding of idioms

Task	Time
1. Exercise C, all questions to be attempted.	15 min
2. Exercise D, all questions to be attempted.	25 min

### LESSON 3

**Workbook Time: 40 min**

**Aims:**

- To assess grammatical understanding and accuracy
- To assess understanding and use of clauses
- To assess oral fluency

Task	Time
1. Exercise E, Questions 1, 2, 3, and 4 to be attempted.	20 min
2. Exercise G to be attempted.	20 min
3. Pupils to be tested on Exercise F during the test.	

# 13

## Detailed Lesson Plans

<b>Topic</b>	<b>A Shot in the Dark</b>	<b>Week</b>	<b>3</b>
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<b>Class</b>	<b>VIII</b>	<b>Duration</b>	<b>60 min</b>
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<b>Learning Outcomes</b>	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Comprehend text post reading</li> <li>• Write composition</li> <li>• Answer while and post reading</li> <li>• Write answers to comprehension questions</li> <li>• Read the text on their own</li> <li>• Read and understand the words to know</li> <li>• Understand the moral of the story</li> <li>• Enhance their listening and speaking skills</li> <li>• Enhance their writing skills</li> <li>• Enhance their reading skills</li> <li>• Work on individual tasks</li> <li>• Work well in group or pair tasks</li> <li>• Answer challenging questions on their own</li> <li>• Fill in the blanks as per context</li> <li>• Answer the questions with reference to the context</li> <li>• Pick out the adverbs in the given sentence</li> <li>• Underline the adverbs in the given sentences</li> <li>• Copy the sentence and underline four verbs</li> <li>• Use the given words in sentences of your own</li> <li>• Use thesaurus on your own</li> <li>• Find interjections from the given text and tell what they mean</li> <li>• Identify what modals mean</li> <li>• Explain the meaning of given modals</li> <li>• Look at the given sentences</li> <li>• Make sentences using given modals</li> <li>• Write a short passage on your own</li> <li>• Find mistakes and correct them</li> <li>• Find three examples of ellipses in the story</li> <li>• Work in pairs</li> <li>• Read and conduct a conversation</li> <li>• Work on the given project</li> </ul>
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Date and Time	Content and teacher activity	Formative assessment
<b>Day 1:</b> <b>00/00/00</b>  <b>05 min</b>	<b>Settling time:</b> As this is the third week of the term, students are still settling in. Help them out with their textbooks and notebooks. If there are any new students in the class, take the time to introduce them to their classmates and make them feel comfortable before moving on with the session.	Verbal response
<b>10 min</b>	<b>Starter:</b> Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise and through this activity the new students will get to know what was taught the week before. Try and gauge their speaking and listening skills as well.  <b>Class presentation skills:</b> If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.  Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.	Verbal response  Recall  Speaking and listening skills

Date and Time	Content and teacher activity	Formative assessment
<b>10 min</b>	<b>Pre-reading:</b> A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.  Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.  Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.  Gently probe students and encourage them to participate.	Brainstorming  Creative thinking

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Classroom procedure (group and pair work)</b></p> <p>The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.</p> <p>After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.</p> <p><b>Focused [Group / Silent] Reading:</b></p> <p>After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.</p> <ol style="list-style-type: none"> <li>1. Where was Philip Sletherby going?</li> <li>2. Who was Philip Sletherby going to meet?</li> <li>3. Who was Mrs Saltpen-Jago?</li> <li>4. Was the meeting between Philip Sletherby and Mrs Saltpen-Jago important?</li> <li>5. Whom did Philip Sletherby meet on the train?</li> </ol>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Skim &amp; scan</p> <p>Focused reading</p>
10 min	<ol style="list-style-type: none"> <li>6. What favour did the young man ask Philip Sletherby and why?</li> <li>7. How long has it been since the young man claimed to have seen his mother?</li> <li>8. Did Philip Sletherby lend the young man the money?</li> <li>9. How did Philip Sletherby concluded that the young man was not telling the truth?</li> <li>10. What did Philip Sletherby came to know at the end?</li> </ol> <p><b>Class discussion:</b></p> <p>Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.</p> <p>After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers.</p>	



Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Teacher's Resource: Answers</b></p> <ol style="list-style-type: none"> <li>1. Philip Sletherby was going to Brill Manor.</li> <li>2. Philip Sletherby was going to meet Mrs Saltpen-Jago.</li> <li>3. Mrs Saltpen-Jago was a person of some social importance in London, and of considerable importance and influence in the county of Chalkshire.</li> <li>4. Yes, Sletherby was under serious consideration by the party managers to be their successor and Mrs Saltpen-Jago's influence mattered. Though he was favourable however if he were to not gain her approval the local leaders would be likely to lose their earlier enthusiasm.</li> <li>5. Philip Sletherby met a young man claiming to be Mrs Saltpen-Jago's second son.</li> <li>6. The young man asked to borrow some money which he would be returning home next week. He had forgotten his wallet at home.</li> <li>7. The young man claimed that he hadn't seen his mother for the past six months as he was busy yachting.</li> <li>8. No, Philip Sletherby suspected that the young man was making up stories.</li> <li>9. Philip Sletherby asked the young man a series of questions and he was not left satisfied.</li> <li>10. Philip Sletherby was informed that all the information that the young man provided was in fact correct, which led him to believe that the said young man must have been Mrs Saltpen-Jago's second son.</li> </ol> <p><b>Feedback:</b> Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Reading aloud:</b></p> <p>Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p><b>Post Reading:</b></p> <p>Explain to the students that stories are built in three major parts of a plot. Stories have plots which have a beginning, middle, and an end. The middle of the story is based on a conflict or a problem.</p> <p><b>Finding conflict</b></p> <p>Ask the students to read the lines taken from the passage and answer the questions given below:</p> <p>‘When your mother wrote to me, giving me a list of trains, she had, if I remember rightly, a running greyhound on her notepaper,’ observed Sletherby. There was a tinge of coldness in his voice. (page 10)</p> <p><b>The lines above hint a ‘conflict’.</b></p> <p>A. What do you think the conflict in this story is? (Sletherby knew of only one crest.)</p> <p>B. Which words show that there is a problem? (‘tinge of coldness in his voice’)</p> <p>C. Was there only one conflict? If your answer is no, give reason(s) from the text.</p> <p><b>HOMEORK:</b></p> <p>Imagine yourself to be in the following positions:</p> <p>Sletherby: What would you have done? Would you have lent the young man money?</p> <p>The young man: Would you have harboured the bad will and bad mouthed Sletherby to your mother?</p>	<p>Reading skills</p> <p>Comprehension skills</p>

Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 2:</b> 00/00/00 <b>20 min</b></p>	<p><b>Comprehension questions</b></p> <p>Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.</p> <p>The students may write the answers after the oral work.</p> <p><b>Class Work: Comprehension</b></p> <p>Attempt Exercise A1, 2 in class.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>

Date and Time	Content and teacher activity	Formative assessment
<p><b>20 min</b></p>	<p><b>ACTIVITY 1: ADVERBS</b></p> <ol style="list-style-type: none"> <li>1. This game involves the following types of adverbs: time, place, manner, degree, and frequency.</li> <li>2. You will need to form five teams for this game. Make five sets of five cards (one set for each team) and write out the names of the five kinds of adverbs on them.</li> <li>3. So you will have five sets of five cards with the five kinds of adverbs in each set.</li> <li>4. Now make a list of twenty-five verbs.</li> <li>5. Divide these verbs into five groups of five each.</li> <li>6. For the game, form five teams and give each team a set of five cards with the names of the five kinds of adverbs written on them.</li> <li>7. Also give each team the list of five verbs, so that each team will have five different sets of verbs.</li> </ol>	

Date and Time	Content and teacher activity	Formative assessment
	<p>8. Explain the rules: one member of a team will call out one verb and then call out the name of one kind of adverb. The next team will have to respond by attaching a suitable adverb of the kind mentioned to the verb called out. Thus, if a team calls out the verb 'fight' and then calls out 'place' as the kind of adverb, the responding team could say, 'fight outside'.</p> <p>9. You will keep the score and award points for correct verb-adverb links. The question could pass on to the next team, if the responding team fails to answer within the stipulated time or gives an incorrect answer. You could decide whether you would deduct points in such cases.</p> <p><b>ADDITIONAL HELPFUL RESOURCES:</b></p> <p><b>A. Underline the adverbs in the following sentences.</b></p> <ol style="list-style-type: none"> <li>1. I listened to her quietly.</li> <li>2. Mother told me not to go outside, because it was cold.</li> <li>3. I am saving money, and soon I will buy my own bike.</li> </ol> <p><b>ACTIVITY 1: ADVERBS</b></p> <ol style="list-style-type: none"> <li>1. This game involves the following types of adverbs: time, place, manner, degree, and frequency.</li> <li>2. You will need to form five teams for this game. Make five sets of five cards (one set for each team) and write out the names of the five kinds of adverbs on them.</li> <li>3. So you will have five sets of five cards with the five kinds of adverbs in each set.</li> <li>4. Now make a list of twenty-five verbs.</li> <li>5. Divide these verbs into five groups of five each.</li> <li>6. For the game, form five teams and give each team a set of five cards with the names of the five kinds of adverbs written on them.</li> <li>7. Also give each team the list of five verbs, so that each team will have five different sets of verbs.</li> <li>8. Explain the rules: one member of a team will call out one verb and then call out the name of one kind of adverb. The next team will have to respond by attaching a suitable adverb of the kind mentioned to the verb called out. Thus, if a team calls out the verb 'fight' and then calls out 'place' as the kind of adverb, the responding team could say, 'fight outside'.</li> <li>9. You will keep the score and award points for correct verb-adverb links. The question could pass on to the next team, if the responding team fails to answer within the stipulated time or gives an incorrect answer. You could decide whether you would deduct points in such cases.</li> </ol>	

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	<p><b>ADDITIONAL HELPFUL RESOURCES:</b></p> <p><b>A. Underline the adverbs in the following sentences.</b></p> <ol style="list-style-type: none"> <li>1. I listened to her quietly.</li> <li>2. Mother told me not to go outside, because it was cold.</li> <li>3. I am saving money, and soon I will buy my own bike.</li> <li>4. I was extremely happy to meet my old friends.</li> <li>5. You have to keep cleaning the aquarium regularly, or the fish will die.</li> <li>6. Sometimes my friends come over to my house, and all of us watch a movie.</li> <li>7. I packed my bag hurriedly, and left for school.</li> <li>8. The parcel that came for you this morning is kept there.</li> <li>9. Maheen rarely has the time to join us for a party.</li> <li>10. Sana seemed to be very upset about something.</li> </ol>	
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Date and Time	Content and teacher activity	Formative assessment
20 min	<p><b>Class Work: Working with words:</b></p> <p>It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> <li>• Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'laughed'.</li> </ul> <p><b>Activity: Working with words</b></p> <p>Revise the concept of Adverbs. Scaffold the topic.</p> <p><b>Class Work: Working with words:</b></p> <p>Attempt Exercise B.</p> <p><b>HOMEWORK:</b></p> <p>Complete any incomplete work.</p>	<p>Verbal Response</p> <p>Counting skills</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 3:</b> 00/00/00 <b>15 min</b></p>	<p><b>Workbook Exercise:</b></p> <p>Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.</p> <p>Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student's learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.</p> <p><b>Advantages of Workbook:</b></p> <ul style="list-style-type: none"> <li>• Making lessons more effective</li> <li>• Introducing fun learning</li> <li>• Development of independent thinking</li> <li>• Ensuring better parent involvement</li> <li>• To keep children engaged</li> <li>• To help reduce screen time</li> <li>• Practice makes perfect</li> <li>• Enable easy revision</li> <li>• Help in gauging student's performance</li> <li>• Help evaluate class progress</li> <li>• Bring a structure to the learning process</li> </ul> <p><b>Workbook: Class work</b> Attempt workbook exercises.</p> <p><b>HOMEWORK:</b> Complete any incomplete work.</p>	<p>Writing skill</p> <p>Independent thinking</p> <p>Revision</p> <p>Practise</p>

Date and Time	Content and teacher activity	Formative assessment
25 min	<p><b>ACTIVITY 1: MODAL VERBS</b></p> <ol style="list-style-type: none"> <li>1. Prepare a list of sentences, using modal verbs. The more number of sentences you have, the better.</li> <li>2. Each sentence should express the various meanings of modal verbs mentioned on pages 14–15 in the book.</li> <li>3. For this game you could form pairs of students and to each pair, give one photocopied sheet of the list of sentences you have made.</li> <li>4. Tell the pairs that they will have the responsibility of keeping their scores.</li> <li>5. In the beginning, allow the pairs to carefully read through the sentences for a few minutes without telling them anything.</li> <li>6. For the game, you will call out a particular meaning, such as ‘permission’, ‘necessity’, or ‘advice’ and the playing pair will get a minute to locate and read out a sentence from the list which correctly expresses that meaning.</li> <li>7. If the sentence is correct, the pair is awarded points. Once a sentence is read out, it should be crossed out from the list so that it cannot be used again.</li> <li>8. In your copy of the list of sentences, you should write all possible meanings which each sentence can express.</li> </ol> <p><b>ADDITIONAL HELPFUL RESOURCES:</b></p> <p><b>A. Underline the modal verbs in the following sentences.</b></p> <ol style="list-style-type: none"> <li>1. Could you please lend me a pen?</li> <li>2. There might be a holiday tomorrow.</li> <li>3. I can help you carry the luggage.</li> <li>4. You should stay indoors. It is too hot outside.</li> <li>5. I will take care of this matter. You needn’t worry.</li> <li>6. You must follow the traffic rules while driving.</li> <li>7. I have to finish this work by tomorrow.</li> <li>8. How dare he use my phone without asking me?</li> <li>9. Such behavior shouldn’t be allowed in the classroom.</li> <li>10. You ought to do your work responsibly.</li> <li>11. The dentist said that I may eat chocolates but not every day.</li> <li>12. I am sure that I will do well in my exam.</li> <li>13. I shall never eat at that restaurant again.</li> </ol>	



Date and Time	Content and teacher activity	Formative assessment
	<p>14. I will be going to my friend's house tomorrow.</p> <p>15. You needn't write the test if you are unwell.</p> <p>16. She has to travel for an hour to reach office every day.</p> <p>17. If you like mystery novels, you might like the one I have just finished reading.</p> <p>18. His plane must have landed by now.</p> <p>19. Be careful with that knife. You could hurt yourself.</p> <p>20. Jamal can speak fluently in five different languages.</p> <p><b>B. Identify the elliptical sentences (also known as verb phrase ellipsis) from the sentences given below.</b></p> <ol style="list-style-type: none"> <li>1. He is working on the same thing as I am.</li> <li>2. I like mum's cookies. My aunt as well.</li> <li>3. Zohaib will not laugh, but Zara will.</li> <li>4. Rana has been cheating. However, Ahmed has been cheating as well.</li> <li>5. Larry is not telling the truth. Harry is not as well.</li> </ol>	

Date and Time	Content and teacher activity	Formative assessment
20 min	<p><b>Class Work: Learning about Language</b></p> <p>Revise the concept of Modals and Ellipses. Scaffold the topic.</p> <p><b>Class Work: Working with words:</b></p> <p>Attempt Exercise C.</p> <p><b>HOMEWORK:</b></p> <p>Complete any incomplete work.</p>	
<p>Day 4: 00/00/00 20 min</p>	<p><b>Activity: Listening and pronunciation skills</b></p> <p>This activity will sharpen the students' listening and pronunciation skills, and research skills.</p> <p>Make sure that the students are enunciating the words and acting out the roles properly. The point of this exercise is not to check their memory or spelling, rather their speaking and listening. Move on when the students are able to speak and convey their message properly to the other party.</p> <p><b>Attempt Ex: D</b></p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Acting skills</p> <p>Pronunciation skills</p> <p>Listening skills</p> <p>Speaking skills</p> <p>Observation skills</p> <p>Research skills</p>

Date and Time	Content and teacher activity	Formative assessment
30 min	<p><b>Class Work: Composition</b></p> <p><b>Attempt Exercise E in class.</b></p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p>Revise the concept of topic statement. Ask them to compare and discuss the texts provided and remind them that their argument should be backed by a clear defence, proof, and examples.</p> <p><b>Project:</b></p> <p>Select and conduct the project.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Writing skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Listening skills</p> <p>Composition skills</p>
10 min	<p><b>Plenary:</b> Ask the students the following questions:</p> <p>In one line, write what you have learned from any of the fiction books that you have read.</p>	<p>Brainstorm</p> <p>Verbal Response</p> <p>Discussion skills</p>

<p><b>ASSESSMENT</b></p>	<p><b>REFLECTION</b></p>
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<b>Topic</b>	<b>The Silver Lining</b>	<b>Week</b>	<b>4</b>
<b>Class</b>	<b>VIII</b>	<b>Duration</b>	<b>60 min</b>

<b>Learning Outcomes</b>	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Comprehend text post reading</li> <li>• Write composition</li> <li>• Answer while and post reading</li> <li>• Write answers to comprehension questions</li> <li>• Read the text on their own</li> <li>• Read and understand the words to know</li> <li>• Understand the moral of the story</li> <li>• Enhance their listening and speaking skills</li> <li>• Enhance their writing skills</li> <li>• Enhance their reading skills</li> <li>• Work on individual tasks</li> <li>• Work well in group or pair tasks</li> <li>• Answer challenging questions on their own</li> <li>• Fill in the blanks as per context</li> <li>• Answer the questions with reference to the context</li> <li>• Comment on the italicised words</li> <li>• Identify types of sentences</li> <li>• Identify placement of adjectives</li> <li>• Use dictionary to change nouns to adjectives</li> <li>• Underline adjectives in the story</li> <li>• Use adjectives of degrees</li> <li>• Identify what is wrong in the sentence</li> <li>• Fill in the blanks with the simple past or past perfect forms of the verbs</li> <li>• Practice accent and stress</li> <li>• Take dictation with ease</li> </ul>
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Date and Time	Content and teacher activity	Formative assessment
<b>Day 1:</b> <b>00/00/00</b>  <b>05 min</b>	<b>Settling time:</b> As this is the third week of the term, students are still settling in. Help them out with their textbooks and notebooks. If there are any new students in the class, take the time to introduce them to their classmates and make them feel comfortable before moving on with the session.	Verbal response
<b>10 min</b>	<b>Starter:</b> Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise and through this activity the new students will get to know what was taught the week before. Try and gauge their speaking and listening skills as well.  <b>Class presentation skills:</b> If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.  Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.	Verbal response  Recall  Speaking and listening skills

Date and Time	Content and teacher activity	Formative assessment
<b>10 min</b>	<b>Pre-reading:</b> A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Pre-reading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.  Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.  Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.  Gently probe students and encourage them to participate.	Brainstorming  Creative thinking

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Classroom procedure (group and pair work)</b></p> <p>The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.</p> <p>After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.</p> <p><b>Focused [Group / Silent] Reading:</b></p> <p>After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.</p> <ol style="list-style-type: none"> <li>1. Why were the Ahads protective of their daughter?</li> <li>2. What is the name of Mr and Mrs Ahads's daughter?</li> </ol>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Skim &amp; scan</p> <p>Focused reading</p>
10 min	<ol style="list-style-type: none"> <li>3. What was Mr and Mrs Ahad's business?</li> <li>4. Which events changed Mr and Mrs Ahad's lives?</li> <li>5. What happened when one guest ignored the chit explaining Maheen's condition and requesting not to contact with her?</li> </ol> <p><b>Class discussion:</b></p> <p>Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.</p> <p>After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Teacher's Resource: Answers</b></p> <ol style="list-style-type: none"> <li>1. The Ahad's only daughter was differently abled (deaf and dumb). So, she would get insecure and shy around strangers who would try to be friendly towards her.</li> <li>2. Mr and Mrs Ahad's name is Maheen.</li> <li>3. Mr and Mrs Ahad ran a well-maintained guest house.</li> <li>4. One day the speaker came to the Ahad's guest house and was unceremoniously introduced to Maheen's shortcomings. His suggestion was to handover a chit explaining Maheen's condition led to another major interaction which helped Maheen immensely.</li> <li>5. Maheen started to communicate with him and opened up.</li> </ol> <p><b>Feedback:</b></p> <p>Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Reading aloud:</b> Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p><b>Post Reading:</b> Understanding the moral of the story</p> <p>Look at the picture on page 27. There are four characters shown. This shows that the story is about three adults and a child.</p> <p>Divide the class into groups of four. Ask each group to read the story again. Once they are done reading, give each group two questions. Ask them to write the answers in their own words. In the end, ask one of the group leaders to read out their answers.</p> <ul style="list-style-type: none"> <li>• What characters are in the story?</li> <li>• What job was the first guest doing?</li> <li>• What goes wrong in the story?</li> <li>• What happened to the second guest?</li> <li>• Why didn't Maheen talk?</li> <li>• What message did the Ahads' gave to the guests?</li> <li>• What happens to Maheen in the end?</li> <li>• Is it a happy, sad, or indifferent ending?</li> </ul> <p><b>HOMEWORK:</b> Imagine yourself to be in the Maheen's position: Explain your emotions.</p>	<p>Reading skills</p> <p>Comprehension skills</p>

Date and Time	Content and teacher activity	Formative assessment
<p>Day 2: 00/00/00 20 min</p>	<p><b>Comprehension questions</b></p> <p>Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.</p> <p>The students may write the answers after the oral work.</p> <p><b>Class Work: Comprehension</b> Attempt Exercise A in class.</p> <p><b>Feedback:</b> Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>

Date and Time	Content and teacher activity	Formative assessment										
20 min	<p><b>ADDITIONAL HELPFUL RESOURCES:</b>  A. Complete the sentences with suitable adjectives given below.</p> <table border="1" data-bbox="280 323 959 424"> <tr> <td>good</td> <td>hopeful</td> <td>alert</td> <td>reckless</td> <td>gloomy</td> </tr> <tr> <td>slow</td> <td>careful</td> <td>bad</td> <td>innocent</td> <td>soft</td> </tr> </table> <ol style="list-style-type: none"> <li>1. The young man looks and dejected.</li> <li>2. Being an optimist, he is of a solution to the problem.</li> <li>3. He knows that the law is not on law-breakers.</li> <li>4. He believes firmly that he is at driving.</li> <li>5. He is sure that at that time in the morning his driving was really</li> <li>6. He feels that he is in this case.</li> <li>7. Although the situation turned out to be quite he did not lose hope .</li> <li>8. He has never been or rash while driving his car.</li> <li>9. Now onwards he will be fully and cautious.</li> <li>10. He has decided to be extra while driving.</li> </ol>	good	hopeful	alert	reckless	gloomy	slow	careful	bad	innocent	soft	
good	hopeful	alert	reckless	gloomy								
slow	careful	bad	innocent	soft								

Date and Time	Content and teacher activity	Formative assessment
20 min	<p><b>Class Work: Working with words:</b></p> <p>It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> <li>• Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'laughed'.</li> </ul> <p><b>Activity: Working with words</b></p> <p>Revise the concept of Adverbs. Scaffold the topic.</p> <p><b>Class Work: Working with words:</b></p> <p>Attempt Exercise B.</p> <p><b>HOMEWORK:</b></p> <p>Complete any incomplete work.</p>	<p>Verbal Response</p> <p>Counting skills</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
<b>Day 3:</b> <b>00/00/00</b>  <b>15 min</b>	<p><b>Workbook Exercise:</b></p> <p>Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.</p> <p>Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student's learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.</p>	<p>Writing skill</p> <p>Independent thinking</p> <p>Revision</p> <p>Practise</p>

Date and Time	Content and teacher activity	Formative assessment
	<p><b>Advantages of Workbook:</b></p> <ul style="list-style-type: none"> <li>• Making lessons more effective</li> <li>• Introducing fun learning</li> <li>• Development of independent thinking</li> <li>• Ensuring better parent involvement</li> <li>• To keep children engaged</li> <li>• To help reduce screen time</li> <li>• Practice makes perfect</li> <li>• Enable easy revision</li> <li>• Help in gauging student's performance</li> <li>• Help evaluate class progress</li> <li>• Bring a structure to the learning process</li> </ul> <p><b>Workbook: Class work</b></p> <p>Attempt workbook exercises.</p> <p><b>HOMEWORK:</b></p> <p>Complete any incomplete work.</p>	



Date and Time	Content and teacher activity	Formative assessment
25 min	<p><b>ACTIVITY: TYPES OF SENTENCES AND CLAUSES</b></p> <p>Write a simple sentence on the board, e.g. The garden was beautiful. Ask a student volunteer to underline the verb in the sentence (was). Explain that the sentence has one verb, and tells us only one thing about the garden (it was beautiful) so we say it is a simple sentence made up of one clause. Write on the board a compound sentence e.g. The house was splendid and the garden was beautiful. Ask students to identify the verbs and elicit that this sentence contains two verbs, and two clauses and tells us two things. Also explain that each clause makes sense on its own – the clauses are of equal importance. Introduce the terms coordinate clause and compound sentence. Write on the board a complex sentence, e.g. The garden, which was lovingly cared for and contained many interesting plants, was beautiful. Again, ask students to identify the verbs and then the clauses and write the clauses on the board. (The garden was beautiful; ii. which was lovingly cared for; iii. contained many interesting plants;) Ask the students to identify the most important piece of information in the sentence and explain that this is the only clause that can stand alone; introduce the term main/principal clause. Point out that the other clauses provide more information about the garden but do not make complete sense on their own; introduce the terms subordinate/dependent clause and complex sentence. Point out that in a compound sentence, the clauses are of equal importance, but a complex sentence has one main clause and the other clauses are of lesser importance/subordinate. Explain briefly that, as with phrases, there are different types of clause, (noun, adjectival and adverbial).</p> <p><b>ADDITIONAL HELPFUL RESOURCES:</b></p> <p><b>A. Say of what kind each underlined clause is.</b></p> <ol style="list-style-type: none"> <li>1. The girls who are taking part in the play must come early. .... .....</li> <li>2. That he is telling the truth is not to be doubted. ....</li> <li>3. You must stop writing when the bell rings. ....</li> <li>4. When the time comes, I shall tell him what I think of him. .... .....</li> <li>5. The night on which the robbery took place was dark and lonely. .... .....</li> </ol>	

Date and Time	Content and teacher activity	Formative assessment
	<p><b>B. State whether the underlined phrases in the sentences are noun phrases, adjective phrases, or adverb phrases:</b></p> <ol style="list-style-type: none"> <li>1. The play was not all that bad.</li> <li>2. Both of her younger sisters are still in college.</li> <li>3. Her new dress was really expensive but very beautiful.</li> <li>4. This works out really well for now.</li> <li>5. We drove very slowly and carefully through the snowstorm.</li> <li>6. Ali's room had wallpaper that was yellow with stripes.</li> <li>7. We finished school in no time.</li> <li>8. With a bright vibrant look, his suit drew everyone's attention.</li> <li>9. I wore one of my father's old ties to school.</li> <li>10. Everyone put their hands together when they announced the winner.</li> </ol> <p><b>C. Fill in the blanks with the perfect tense of the verbs given in brackets.</b></p> <ol style="list-style-type: none"> <li>1. What _____ (happen) to the package that was to arrive today?</li> <li>2. I _____ (go) to school and come back by the time he returns.</li> <li>3. By tomorrow I _____ (complete) all the homework that I have to submit.</li> <li>4. They confessed to a crime they _____ (commit) several years ago.</li> <li>5. Her tough background _____ (make) her the person she is today.</li> <li>6. They _____ (buy) the decorations by the time I arrived at their place.</li> <li>7. They _____ (work) on the conference paper together.</li> <li>8. I _____ (bring) you a chocolate cake, if I knew you liked that better.</li> <li>9. They knew they _____ (arrive) at their destination when the seat belt sign went off.</li> <li>10. We are hoping that they _____ (wake) by the time we arrive at their house.</li> </ol>	

Date and Time	Content and teacher activity	Formative assessment
20 min	<p><b>Class Work: Learning about Language</b> Revise the concept of Adverbs. Scaffold the topic.</p> <p><b>Class Work: Working with words:</b> Attempt Exercise C.</p> <p><b>HOMEWORK:</b> Complete any incomplete work.</p>	
<p>Day 4: 00/00/00 20 min</p>	<p><b>Activity: Listening and pronunciation skills</b> This activity will sharpen the students' listening and pronunciation skills, and research skills.</p> <p>Make sure that the students are enunciating the words and acting out the roles properly. The point of this exercise is not to check their memory or spelling, rather their speaking and listening. Move on when the students are able to speak and convey their message properly to the other party.</p> <p>Attempt Ex: D.</p> <p><b>Feedback:</b> Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Acting skills</p> <p>Pronunciation skills</p> <p>Listening skills</p> <p>Speaking skills</p> <p>Observation skills</p> <p>Research skills</p>

Date and Time	Content and teacher activity	Formative assessment
30 min	<p><b>Class Work: Composition</b> <b>Attempt Exercise E in class.</b></p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p>Revise the concept of topic statement. Ask them to compare and discuss the texts provided and remind them that their argument should be backed by a clear defence, proof, and examples.</p> <p><b>Feedback:</b> Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Writing skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Listening skills</p> <p>Composition skills</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<b>Plenary:</b> Ask the students the following question: Write a short blurb for a new book	Brainstorm

<b>ASSESSMENT</b>	<b>REFLECTION</b>
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<b>Topic</b>	<b>The Adventure of the Dying Detective</b>	<b>Week</b>	<b>5</b>
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<b>Class</b>	<b>VIII</b>	<b>Duration</b>	<b>60 min</b>
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<b>Learning Outcomes</b>	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Comprehend text post reading</li> <li>• Write composition</li> <li>• Answer while and post reading</li> <li>• Write answers to comprehension questions</li> <li>• Read the text on their own</li> <li>• Read and understand the words to know</li> <li>• Understand the moral of the story</li> <li>• Enhance their listening and speaking skills</li> <li>• Enhance their writing skills</li> <li>• Enhance their reading skills</li> <li>• Work on individual tasks</li> <li>• Work well in group or pair tasks</li> <li>• Answer challenging questions on their own</li> <li>• Fill in the blanks as per context</li> <li>• Answer the questions with reference to the context</li> <li>• Comment on the italicised words</li> <li>• How to use apostrophe</li> <li>• Insert apostrophe where necessary</li> <li>• Change the given sentences into reported speech</li> <li>• Change the given sentences into direct speech</li> <li>• Change the italicised phrases by completing the sentence with the cue word</li> <li>• Report direct speech</li> </ul>
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Date and Time	Content and teacher activity	Formative assessment
<b>Day 1:</b> 00/00/00 05 min	<b>Settling time:</b> As this is the third week of the term, students are still settling in. Help them out with their textbooks and notebooks. If there are any new students in the class, take the time to introduce them to their classmates and make them feel comfortable before moving on with the session.	Verbal response
10 min	<b>Starter:</b> Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise and through this activity the new students will get to know what was taught the week before. Try and gauge their speaking and listening skills as well.  <b>Class presentation skills:</b> If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.  Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.	Verbal response  Recall  Speaking and listening skills

Date and Time	Content and teacher activity	Formative assessment
10 min	<b>Pre-reading:</b> A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.  Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.  Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.  Gently probe students and encourage them to participate.	Brainstorming  Creative thinking

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Classroom procedure (group and pair work)</b></p> <p>The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.</p> <p>After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.</p> <p><b>Focused [Group / Silent] Reading:</b></p> <p>After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.</p> <ol style="list-style-type: none"> <li>1. Name the central characters in the story.</li> <li>2. What disease was plaguing Sherlock?</li> <li>3. Did Sherlock want medication? Why?</li> </ol>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Skim &amp; scan</p> <p>Focused reading</p>
10 min	<ol style="list-style-type: none"> <li>4. What did Sherlock request instead of his treatment?</li> <li>5. What did Dr Watson figure out?</li> </ol> <p><b>Class discussion:</b></p> <p>Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.</p> <p>After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers.</p>	

Date and Time	Content and teacher activity	Formative assessment				
10 min	<p><b>Teacher's Resource: Answers</b></p> <ol style="list-style-type: none"> <li>The central characters in the story are Sherlock Holmes and Dr John Watson.</li> <li>As per Sherlock, he had caught Tapanuli fever from Sumatra.</li> <li>Sherlock refused any medication or Doctors' visit. As per him, the disease was horribly contagious and deadly and therefore there was no cure for him.</li> <li>Sherlock requested a meeting with Mr Culverton Smith.</li> <li>Sherlock had planned everything and he was not actually dying.</li> </ol> <p><b>Feedback:</b> Give feedback on responses.</p>					
10 min	<p><b>Reading aloud:</b></p> <p>Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p><b>Activity:</b></p> <p>Make a table similar to the one below on the board and ask the students to copy it in their notebooks.</p> <p>Divide the class in pairs to conduct the following activity.</p> <p>Next, ask the students to work in pairs to analyse the behaviour of the Sherlock Holmes at the start of the excerpt and then towards the end, then ask them to fill in in the table below.</p> <p>They may go back to the textbook and read the story again.</p> <table border="1" data-bbox="280 1224 1190 1580"> <thead> <tr> <th data-bbox="280 1224 764 1334">How was Sherlock behaving when Dr Watson initially arrived?</th> <th data-bbox="769 1224 1190 1334">How was Sherlock behaving after Mr Culverton Smith confessed?</th> </tr> </thead> <tbody> <tr> <td data-bbox="280 1340 764 1580"></td> <td data-bbox="769 1340 1190 1580"></td> </tr> </tbody> </table>	How was Sherlock behaving when Dr Watson initially arrived?	How was Sherlock behaving after Mr Culverton Smith confessed?			<p>Reading skills</p> <p>Comprehension skills</p>
How was Sherlock behaving when Dr Watson initially arrived?	How was Sherlock behaving after Mr Culverton Smith confessed?					



Date and Time	Content and teacher activity	Formative assessment
	<p>Now think of reasons why people were not empathic towards Ali. How would you have responded to Ali if you worked at the post office? Write your responses in your notebook and share them with the class.</p> <p><b>HOMEWORK:</b></p> <p>Act out the story in the form of a play before the class. Did you feel more empathy for Victor Savage while reading the story, or by acting out/watching the play? Would you have gone to such lengths to catch his murderer?</p>	

Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 2:</b> 00/00/00 <b>20 min</b></p>	<p><b>Comprehension questions</b></p> <p>Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.</p> <p>The students may write the answers after the oral work.</p> <p><b>Class Work: Comprehension</b></p> <p>Attempt Exercise A in class.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>

Date and Time	Content and teacher activity	Formative assessment
20 min	<p><b>ACTIVITY: CONTRACTIONS</b></p> <p>Write the word contract on the board and ask the students to tell you how the word is used in science (to become smaller). Explain that the term 'contraction' is used in English for expressions that are shortened when two words are joined together and one or more of the letters is removed. Write some examples on the board e.g. is not = isn't, cannot = can't etc., and ask students to identify the letters that have been removed from each of them. Ask students to write other examples on the board.</p> <p><b>ADDITIONAL HELPFUL RESOURCES:</b></p> <p><b>A few of the sentences below contain wrong contractions. Spot the errors and write the correct contractions in the spaces provided.</b></p> <ol style="list-style-type: none"> <li>1. If I were in your place, I would'nt have stayed out so late. .... .....</li> <li>2. They hadn't been informed of the special classes by anyone. .... .....</li> <li>3. It is'nt certain whether they are going to take part in the play. .... .....</li> <li>4. One shudn't go swimming immediately after a meal. ....</li> <li>5. The doctors tried hard but the man couldn't be saved. ....</li> <li>6. Dogs should'nt be kept indoors all the time. ....</li> <li>7. The baby elephant found it's own tail fascinating. ....</li> <li>8. The police haven't been able to trace the missing jewels. ....</li> <li>9. Iv'e tried very hard, but I ca'nt open this can. ....</li> <li>10. If you come so late, there won't be anything left for you to eat. .... .....</li> </ol> <p><b>Rewrite the following sentences using an apostrophe in the correct place.</b></p> <ol style="list-style-type: none"> <li>1. My parents parents are my grandparents. .....</li> <li>2. Do you think this CD is Parveens? .....</li> </ol>	

Date and Time	Content and teacher activity	Formative assessment
	<p>3. These keys belong to the classrooms on this corridor.....</p> <p>4. The teachers tripped over the childrens bags in the corridor. .....</p> <p>5. My mothers cousin sisters daughter is getting married. .....</p> <p>6. Anjums dog has a rubber bone to chew. .....</p> <p>7. Ayan and Faisal are going to attend Neelams party. .....</p> <p>8. The lions roar could be heard in the village. .....</p> <p>9. Did Javed take out Alizas car? .....</p> <p>10. The babys crib is all set up.</p>	

Date and Time	Content and teacher activity	Formative assessment
20 min	<p><b>Class Work: Working with words:</b></p> <p>It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> <li>• Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'laughed'.</li> </ul> <p><b>Activity: Working with words</b></p> <p>Revise the concept of Adverbs. Scaffold the topic.</p> <p><b>Class Work: Working with words:</b></p> <p><b>Attempt Exercise B.</b></p> <p><b>HOMEWORK:</b></p> <p>Complete any incomplete work.</p>	<p>Verbal Response</p> <p>Counting skills</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
<b>Day 3:</b> <b>00/00/00</b>  <b>15 min</b>	<p><b>Workbook Exercise:</b></p> <p>Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.</p> <p>Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student's learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.</p>	<p>Writing skill</p> <p>Independent thinking</p> <p>Revision</p> <p>Practise</p>

Date and Time	Content and teacher activity	Formative assessment
	<p><b>Advantages of Workbook:</b></p> <ul style="list-style-type: none"> <li>• Making lessons more effective</li> <li>• Introducing fun learning</li> <li>• Development of independent thinking</li> <li>• Ensuring better parent involvement</li> <li>• To keep children engaged</li> <li>• To help reduce screen time</li> <li>• Practice makes perfect</li> <li>• Enable easy revision</li> <li>• Help in gauging student's performance</li> <li>• Help evaluate class progress</li> <li>• Bring a structure to the learning process</li> </ul> <p><b>Workbook: Class work</b></p> <p>Attempt workbook exercises.</p> <p><b>HOMEWORK:</b></p> <p>Complete any incomplete work.</p>	

Date and Time	Content and teacher activity	Formative assessment
25 min	<p><b>ACTIVITY 11: DIRECT AND INDIRECT SPEECH</b></p> <p>1. Divide the class into five small teams and give each team three strips cut out from a chart paper. Also provide the teams with sketch pens to write on the strips.</p> <p>2. Ask each team to think of a creative name for itself and write the name on one side of each strip.</p> <p>3. Now ask each team to write one sentence on the other side of each strip, with the following in mind:</p> <p>a. The sentence should be in indirect speech.</p> <p>b. There should be one error in the sentence.</p> <p>c. The error should relate only to the changes in indirect speech.</p> <p>6. ‘Don’t make a noise’, she said to me. .....</p> <p>7. ‘Where is your book?’ she asked him. .....</p> <p>8. He said to me, ‘I never make mistakes.’ .....</p> <p>9. Roman said to me, ‘I am not able to walk.’ .....</p> <p>10. Tina said to him, ‘Do not disturb me.’ .....</p> <p>11. ‘I am very happy’, she said to me. .....</p> <p>12. ‘Be careful, Nadia’, she said. .....</p> <p>13. ‘I will buy myself a dress’, she says. .....</p> <p>14. ‘I cannot drive them home’, he said. .....</p> <p>15. ‘Larry, do you prefer tea or coffee?’ she says. .....</p> <p>16. I said to him, ‘I will not clean the car.’ .....</p> <p>17. Naheed said to Yasmeen, ‘You are very greedy.’ .....</p>	

Date and Time	Content and teacher activity	Formative assessment
	<p>18. Komal says, 'I love to eat chocolates.' .....</p> <p>19. The old man said to his son, 'Get a stick for me quickly.' .....</p> <p>20. He said to us, 'Don't go too far.' .....</p> <p>4. Write the following two examples on the board to illustrate these points: a. he asked me if I know the answer. b. he asked me if I knew a answer.</p> <p>The second sentence is not acceptable because the error in it does not relate to indirect speech but to the article.</p> <p>5. Tell the teams that if they include more than one error into their sentences or an error which does not have to do with indirect speech, they will be helping the other teams score points. This will serve as a control measure.</p> <p>6. Each team will now pass on its set of three strips with the sentences to the next team so that each team has another team's sentences.</p> <p>7. Now each team will read out the sentences that it has, one at a time, and say where the error in it lies and what the correction should be. On doing this correctly, the team scores a point.</p> <p>8. If the sentence has any other errors and the team picks that out as well, award bonus points. The team with the highest score wins.</p> <p><b>ADDITIONAL HELPFUL RESOURCES:</b></p> <p><b>Change the following from direct to indirect speech. Write your answers in the spaces provided.</b></p> <p>1. She said, 'I like this song.' .....</p> <p>2. 'Where is your brother?' she asked me. .....</p> <p>3. 'I don't speak Urdu', she said. .....</p> <p>4. 'Say hello to the kids', my mother said. .....</p> <p>5. 'The film began at the right time', he said.....</p>	

Date and Time	Content and teacher activity	Formative assessment
20 min	<p><b>Class Work: Learning about Language</b> Revise the concept of Adverbs. Scaffold the topic.</p> <p><b>Class Work: Working with words:</b> Attempt Exercise C.</p> <p><b>HOMEWORK:</b> Complete any incomplete work.</p>	
<p>Day 4: 00/00/00 20 min</p>	<p><b>Activity: Listening and pronunciation skills</b> This activity will sharpen the students' listening and pronunciation skills, and research skills.</p> <p>Make sure that the students are enunciating the words and acting out the roles properly. The point of this exercise is not to check their memory or spelling, rather their speaking and listening. Move on when the students are able to speak and convey their message properly to the other party.</p> <p>Attempt Ex: D.</p> <p><b>Feedback:</b> Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Acting skills</p> <p>Pronunciation skills</p> <p>Listening skills</p> <p>Speaking skills</p> <p>Observation skills</p> <p>Research skills</p>

Date and Time	Content and teacher activity	Formative assessment
30 min	<p><b>Class Work: Composition</b> <b>Attempt Exercise E in class.</b></p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p>Revise the concept of topic statement. Ask them to compare and discuss the texts provided and remind them that their argument should be backed by a clear defence, proof, and examples.</p> <p><b>Feedback:</b> Give feedback on responses and correct any answer if required.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<b>Plenary:</b> Ask the students the following question: brainstorm or mind map of what has been learnt during lesson.	

<b>ASSESSMENT</b>	<b>REFLECTION</b>
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<b>Topic</b>	<b>Extreme Weather</b>	<b>Week</b>	<b>6</b>
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<b>Class</b>	<b>VIII</b>	<b>Duration</b>	<b>60 min</b>
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<b>Learning Outcomes</b>	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Comprehend text post reading</li> <li>• Write composition</li> <li>• Answer while and post reading</li> <li>• Write answers to comprehension questions</li> <li>• Read the text on their own</li> <li>• Read and understand the words to know</li> <li>• Understand the moral of the story</li> <li>• Enhance their listening and speaking skills</li> <li>• Enhance their writing skills</li> <li>• Enhance their reading skills</li> <li>• Work on individual tasks</li> <li>• Work well in group or pair tasks</li> <li>• Answer challenging questions on their own</li> <li>• Fill in the blanks as per context</li> <li>• Answer the questions with reference to the context</li> <li>• Make a presentation</li> <li>• Study a brochure</li> <li>• Read the sentences then match the idioms with the related words</li> <li>• Add suitable adjectives to nouns</li> <li>• Insert apostrophes at appropriate places</li> <li>• Abbreviate</li> <li>• Organise writings</li> <li>• Identify adjective clause</li> <li>• Identify degrees of comparison of adverbs</li> </ul>
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Date and Time	Content and teacher activity	Formative assessment
<b>Day 1:</b> <b>00/00/00</b>  <b>05 min</b>	<b>Settling time:</b> <p>As this is the third week of the term, students are still settling in. Help them out with their textbooks and notebooks. If there are any new students in the class, take the time to introduce them to their classmates and make them feel comfortable before moving on with the session.</p>	Verbal response
<b>10 min</b>	<b>Starter:</b> <p>Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise and through this activity the new students will get to know what was taught the week before. Try and gauge their speaking and listening skills as well.</p> <b>Class presentation skills:</b> <p>If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.</p> <p>Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.</p>	Verbal response  Recall  Speaking and listening skills
<b>10 min</b>	<b>Pre-reading:</b> <p>A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.</p> <p>Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.</p> <p>Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.</p> <p>Gently probe students and encourage them to participate.</p>	Brainstorming  Creative thinking

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Classroom procedure (group and pair work)</b></p> <p>The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.</p> <p>After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.</p> <p><b>Focused [Group / Silent] Reading:</b></p> <p>After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.</p> <ol style="list-style-type: none"> <li>1. Is weather same throughout the planet?</li> <li>2. What sort of situation makes humans uncomfortable?</li> <li>3. What do humans do to protect themselves from the weather?</li> <li>4. Are there any extreme temperature places inhabited by humans?</li> <li>5. What is the highest temperature recorded in Pakistan?</li> <li>6. Name some of the coldest places of Earth.</li> <li>7. What is the coldest temperature recorded in Russia?</li> <li>8. Which is the driest place on Earth, and which is the wettest?</li> <li>9. Which country has the most unpredictable weather?</li> <li>10. Name the different beings which rained from the sky in different places during different times.</li> </ol>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Skim &amp; scan</p> <p>Focused reading</p>
10 min	<p><b>Class discussion:</b></p> <p>Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.</p> <p>After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Teacher's Resource: Answers</b></p> <ol style="list-style-type: none"> <li>1. Each part of the planet has its own cycles and variations in temperature, precipitation, dryness, heat, and cold that constitute the weather in that area.</li> <li>2. Humans are uncomfortable in places that are too hot or too cold, and places that are too wet or too dry.</li> <li>3. Humans have developed many ways of protecting and shielding ourselves from the weather and the conditions it creates, such as umbrellas, sunscreen, air-conditioning, fans, heaters, and thermal clothing, etc.</li> <li>4. Yes, however, the hottest and coldest parts of the world are sparsely inhabited.</li> <li>5. The highest temperature ever recorded in Pakistan is 53.5°C which was recorded in Mohenjo-Daro, Sindh on 26 May 2010.</li> <li>6. Following are some of the coldest places on Earth which are inhabited. Russia, Canada, Mongolia, Greenland, and in the state of Alaska, in the USA.</li> <li>7. In the town of Oymyakon, Russia, which has a population of around 500 people, the average daily temperature in January has been recorded as -46°C!</li> <li>8. Antarctica is the driest place on Earth. In contrast, the wettest place on Earth is drenched with downpours, which fill the streams and rivers to bursting point and sometimes beyond is in Meghalaya State, India. The yearly average rainfall is over 11 metres!</li> <li>9. The United Kingdom has the most unpredictable weather. Sometimes it changes within a day.</li> <li>10. In different places and times, beings such as fish, spiders, frogs, toads, and jellyfish have rained from the sky.</li> </ol> <p><b>Feedback:</b> Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment				
10 min	<p><b>Reading aloud:</b></p> <p><b>Activity:</b></p> <p>Make a table similar to the one below on the board and ask the students to copy it in their notebooks.</p> <p>Divide the class in pairs to conduct the following activity. Next, ask the students to work in pairs to discuss the difference between fictional and non-fictional texts. They may go back to the textbook and read a fictional and a non-fictional text again. And check what is different and what is similar to make notes.</p> <table border="1" data-bbox="280 582 1214 1156"> <thead> <tr> <th data-bbox="280 582 775 658">What have they noticed about fictional text?</th> <th data-bbox="778 582 1214 658">What have they noticed about non-fictional text?</th> </tr> </thead> <tbody> <tr> <td data-bbox="280 663 775 1156"></td> <td data-bbox="778 663 1214 1156"></td> </tr> </tbody> </table> <p>Now discuss what they have written as a class. Ask the students to add any points that they may have missed when they hear their peer's points.</p> <p><b>HOMEWORK:</b></p> <p>If given a chance to move to any city at the drop of a hat, where would you prefer to live? Make a list of all the reasons:</p> <ul style="list-style-type: none"> <li>• why you want to leave your current place of residence</li> <li>• for your choice to move</li> </ul>	What have they noticed about fictional text?	What have they noticed about non-fictional text?			<p>Reading skills</p> <p>Comprehension skills</p>
What have they noticed about fictional text?	What have they noticed about non-fictional text?					

Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 2:</b> 00/00/00 20 min</p>	<p><b>Comprehension questions</b></p> <p>Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.</p> <p>The students may write the answers after the oral work.</p> <p><b>Class Work: Comprehension</b></p> <p>Attempt Exercise A in class.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>
<p>20 min</p>	<p><b>ACTIVITY: IDIOMS</b></p> <ol style="list-style-type: none"> <li>1. Make a list of ten common or well-known idioms.</li> <li>2. Type these out in slightly bigger point-size on the computer in such a way that there is a blank line between each idiom—you will have to cut each idiom out in the form of strips. Ensure that the idiom does not run into two lines but finishes in one line.</li> <li>3. Once you have the sheet(s) with the list of idioms, make photocopies of it equal to the number of teams you plan to make in class. So if you have five teams, make five copies.</li> <li>4. Now cut out the idioms as paper strips, one sheet at a time. Leave the other sheets aside.</li> <li>5. Once you have the individual idioms, cut each idiom into two parts. For example, if you have the idiom, ‘Make hay while the sun shines’, you could cut it into: ‘Make hay while’ and ‘the sun shines’.</li> <li>6. In this way, you will have all the idioms cut into two parts and now you should mix up all these parts together. Then, put these strips neatly into an envelope. In this way, prepare five envelopes for five teams.</li> </ol>	

Date and Time	Content and teacher activity	Formative assessment
	<p>7. The first team to make all the idioms correctly will be winner. However, there should not be any errors in any of the idioms.</p> <p><b>ADDITIONAL HELPFUL RESOURCES:</b></p> <p><b>A. Tick the correct idioms and proverbs.</b></p> <ol style="list-style-type: none"> <li>1. a. Great minds think alike. b. Great minds think differently.</li> <li>2. a. Never slap the hand that feeds you. b. Never bite the hand that feeds you.</li> <li>3. a. New kid on the building b. New kid on the block</li> <li>4. a. Rise and shine b. Rise and prize</li> <li>5. a. The best of both worlds b. The best of every world</li> <li>6. a. The whole one yard b. The whole nine yards</li> <li>7. a. Under the weather b. Under the heavy stone</li> <li>8. a. Water under the bridge b. Petrol under the bridge</li> <li>9. a. You are what you buy. b. You are what you eat.</li> <li>10. a. Your dress is as good as mine. b. Your guess is as good as mine.</li> <li>11. a. Between the devil and the deep blue sea b. Between the devil and the angels</li> <li>12. a. A penny saved is a penny earned. b. A penny saved is a penny spent.</li> </ol> <p><b>B. Fill in the blanks with the correct order of adjectives in the brackets.</b></p> <ol style="list-style-type: none"> <li>1. He wanted to get a _____ (carpet, velvet, blue) from the flea market.</li> </ol>	

Date and Time	Content and teacher activity	Formative assessment
	<p>2. Have you seen my _____ (rugged, jacket, leather, black)? I left it on the counter.</p> <p>3. It was the _____ (yellow, beautiful, sunset) that had all of us in awe.</p> <p>4. It was a _____ (box-like, sports car, low) that he borrowed from a friend.</p> <p>5. She wore a _____ (sweater, black, large, woollen) to the concert.</p> <p>6. It was his _____ (British, thick, accent) that made it hard to understand what he was saying.</p> <p>7. He was a _____ (man, tall, middle-aged, polite, thin) who loved meeting new people.</p> <p>8. They lived in a _____ (cottage, eighty-year-old, abandoned, strange) on top of the hill.</p> <p>9. They were a _____ (midde-aged, Canadian, couple) who spent most of their time travelling in a _____ (van, rusty, old).</p> <p>10. We bought them this _____ (antique, expensive, rug, Persian) for their wedding.</p>	

Date and Time	Content and teacher activity	Formative assessment
20 min	<p><b>Class Work: Working with words:</b></p> <p>It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> <li>• Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'laughed'.</li> </ul> <p>Activity: Working with words</p> <p>Revise the concept of Adjectives. Scaffold the topic.</p> <p>Class Work: Working with words:</p> <p><b>Attempt Exercise B.</b></p> <p><b>HOMEWORK:</b></p> <p>Complete any incomplete work.</p>	<p>Verbal Response</p> <p>Counting skills</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>



Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 3:</b> 00/00/00 <b>15 min</b></p>	<p><b>Workbook Exercise:</b></p> <p>Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.</p> <p>Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student's learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.</p> <p><b>Advantages of Workbook:</b></p> <ul style="list-style-type: none"> <li>Making lessons more effective</li> <li>Introducing fun learning</li> <li>Development of independent thinking</li> <li>Ensuring better parent involvement</li> <li>To keep children engaged</li> <li>To help reduce screen time</li> <li>Practice makes perfect</li> <li>Enable easy revision</li> <li>Help in gauging student's performance</li> <li>Help evaluate class progress</li> <li>Bring a structure to the learning process</li> </ul> <p><b>Workbook: Class work</b></p> <p>Attempt workbook exercises.</p> <p><b>HOMEWORK:</b></p> <p>Complete any incomplete work.</p>	<p>Writing skill</p> <p>Independent thinking</p> <p>Revision</p> <p>Practise</p>

Date and Time	Content and teacher activity	Formative assessment
25 min	<p><b>ACTIVITY: ADVERBS</b></p> <p>Write a simple sentence on the board such as, 'She eats food.' Ask students to work in groups of 3 and add adverbs (degree, frequency), to the sentence. You might have them come to the board and add to the sentence with different-coloured chalk or markers, or you can ask them to write those sentences in their notebooks. After 15 to 20 minutes ask each group to share their sentences with the entire class.</p> <p><b>ADDITIONAL HELPFUL RESOURCES:</b></p> <p>State what kind each of the underlined adverbs is.</p> <ol style="list-style-type: none"> <li>I have often told you not to speak so loudly. .....</li> <li>How do you open this locker? .....</li> <li>Jeff came home quite late last night. .....</li> <li>When did you return from Lahore? .....</li> <li>John will certainly forget tomorrow what he has told you today. .....</li> <li>Wherever we went, we found people praising him highly. .....</li> <li>Junaid drives very rashly, but Shahzeb is cautious. .....</li> <li>We shall certainly meet your parents if we visit Lahore again. .....</li> </ol>	
20 min	<p><b>Class Work: Learning about Language</b></p> <p>Revise the concept of Adverbs. Scaffold the topic.</p> <p><b>Class Work: Working with words:</b></p> <p>Attempt Exercise C.</p> <p><b>HOMEWORK:</b></p> <p>Complete any incomplete work.</p>	

Date and Time	Content and teacher activity	Formative assessment
<b>Day 4:</b> <b>00/00/00</b> <b>20 min</b>	<p><b>Activity: Listening and pronunciation skills</b></p> <p>This activity will sharpen the students' listening and pronunciation skills, and research skills.</p> <p>Make sure that the students are enunciating the words and acting out the roles properly. The point of this exercise is not to check their memory or spelling, rather their speaking and listening. Move on when the students are able to speak and convey their message properly to the other party.</p> <p><b>Attempt Ex: D.</b></p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	Verbal response Acting skills Pronunciation skills Listening skills Speaking skills Observation skills Research skills
<b>30 min</b>	<p><b>Class Work: Composition</b></p> <p><b>Attempt Exercise E in class.</b></p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p>Revise the concept of topic statement. Ask them to compare and discuss the texts provided and remind them that their argument should be backed by a clear defence, proof, and examples.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	Verbal response Writing skills Reading skills Speaking skills Listening skills Composition skills
<b>10 min</b>	<p><b>Plenary:</b> Ask the students the following question: Set 'who wants to be a millionaire' questions for your neighbour or other groups</p>	Brainstorm

<p><b>ASSESSMENT</b></p>	<p><b>REFLECTION</b></p>
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<b>Topic</b>	<b>Dreaming of the Dawn Wall</b>	<b>Week</b>	<b>7</b>
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<b>Class</b>	<b>VIII</b>	<b>Duration</b>	<b>60 min</b>
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<b>Learning Outcomes</b>	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Comprehend text post reading</li> <li>• Write composition</li> <li>• Answer while and post reading</li> <li>• Write answers to comprehension questions</li> <li>• Read the text on their own</li> <li>• Read and understand the words to know</li> <li>• Understand the moral of the story</li> <li>• Enhance their listening and speaking skills</li> <li>• Enhance their writing skills</li> <li>• Enhance their reading skills</li> <li>• Work on individual tasks</li> <li>• Work well in group or pair tasks</li> <li>• Answer challenging questions on their own</li> <li>• Fill in the blanks as per context</li> <li>• Answer the questions with reference to the context</li> <li>• Match the idioms with their meanings</li> <li>• Use idioms to make sentences of their own</li> <li>• Answer challenge questions on their own</li> <li>• Use hyphens</li> <li>• Use prefixes</li> <li>• Understand use of comma</li> <li>• Work on a project</li> </ul>
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Date and Time	Content and teacher activity	Formative assessment
<b>Day 1:</b> <b>00/00/00</b>  <b>05 min</b>	<b>Settling time:</b> <p>As this is the third week of the term, students are still settling in. Help them out with their textbooks and notebooks. If there are any new students in the class, take the time to introduce them to their classmates and make them feel comfortable before moving on with the session.</p>	Verbal response
<b>10 min</b>	<b>Starter:</b> <p>Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise and through this activity the new students will get to know what was taught the week before. Try and gauge their speaking and listening skills as well.</p> <b>Class presentation skills:</b> <p>If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.</p> <p>Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.</p>	Verbal response  Recall  Speaking and listening skills
<b>10 min</b>	<b>Pre-reading:</b> <p>A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.</p> <p>Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.</p> <p>Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.</p> <p>Gently probe students and encourage them to participate.</p>	Brainstorming  Creative thinking

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Classroom procedure (group and pair work)</b></p> <p>The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.</p> <p>After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.</p> <p>Focused [Group / Silent] Reading:</p> <p>After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.</p> <p>What is rock climbing?</p> <ol style="list-style-type: none"> <li>1. Is there any equipment used to climb rocks?</li> <li>2. Is it necessary to use equipment while climbing rocks?</li> <li>3. What sort of attributes do climbers need to have?</li> <li>4. Who is Tommy Caldwell?</li> <li>5. Which site is a favourite of Tommy Caldwell's to climb?</li> <li>6. What proves to be difficult while climb the Dawn Wall of El Capitan?</li> <li>7. Which accident really tested Tommy Caldwell's strength?</li> </ol>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Skim &amp; scan</p> <p>Focused reading</p>
10 min	<ol style="list-style-type: none"> <li>8. Who and when were the first people to free climb up the Dawn Wall of El Capitan?</li> <li>9. How long did it take for Tommy Caldwell and Kevin Jorgeson to climb the Dawn Wall of El Capitan?</li> </ol> <p><b>Class discussion:</b></p> <p>Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.</p> <p>After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Teacher's Resource: Answers</b></p> <ol style="list-style-type: none"> <li>1. Rock climbing is an activity enjoyed by a lot of people. It is also a sport.</li> <li>2. Some use special equipment such as ropes, ladders, metal clips (called carabiners), and belays to help them climb. This is known as aid climbing. Others use very little equipment preferring to free climb.</li> <li>3. Free climbing is climbing without much equipment, using only the body to work out a route up or across the rock face.</li> <li>4. Climbers need to be fit and strong. They need to be flexible and agile. They must be able to endure pain and physical hardship while keeping calm and focused.</li> <li>5. Tommy Caldwell is a professional rock climber.</li> <li>6. Tommy Caldwell enjoys climbing Yosemite.</li> <li>7. Free climbers struggle to find edges and ledges in the rock to hold on to, hence, out of the one hundred or so routes up El Capitan, only thirteen have been successfully free climbed.</li> <li>8. In 2001, Tommy accidentally sawed off the top of his index finger. The doctors informed Tommy that his grip will not be the same. Despite everything, Tommy trained harder than ever and managed to improve his climbing technique.</li> <li>9. On 14<sup>th</sup> January 2015, Tommy Caldwell and Kevin Jorgeson became the first people to free climb up the Dawn Wall of El Capitan.</li> <li>10. The climb up the Dawn Wall had taken nearly nineteen days.</li> </ol> <p><b>Feedback:</b> Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment																				
<p>10 min</p>	<p><b>Inferring vocabulary</b></p> <p>Ask the students to read the text individually and highlight unfamiliar words in a text, guess their meaning using context clues, check their conjectures against a reliable dictionary as a home-task, and finally, use them in their own sentences as a part of their daily usage. Keeping a vocabulary notebook is also a viable reading strategy to broaden mental lexicon.</p> <table border="1" data-bbox="280 457 1201 714"> <thead> <tr> <th>Words</th> <th>Context clues</th> <th>Inferred meaning</th> <th>Dictionary meaning</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <p><b>HOMEWORK:</b></p> <p>What is your favourite sport? If you do not like to play sports, what do you like to do in your free time? Or what are you passionate about?</p>	Words	Context clues	Inferred meaning	Dictionary meaning																	<p>Reading skills</p> <p>Comprehension skills</p>
Words	Context clues	Inferred meaning	Dictionary meaning																			
<p>Day 2: 00/00/00</p> <p>20 min</p>	<p><b>Comprehension questions</b></p> <p>Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.</p> <p>The students may write the answers after the oral work.</p> <p><b>Class Work: Comprehension</b></p> <p>Attempt Exercise A in class.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>																				



Date and Time	Content and teacher activity	Formative assessment												
20 min	<p><b>ADDITIONAL HELPFUL RESOURCES:</b></p> <p><b>Match the phrases in list A with their meaning in list B. Write them against the idioms.</b></p> <p><b>List A</b></p> <ol style="list-style-type: none"> <li>1. to live by one's wits = _____</li> <li>2. to call to witness = _____</li> <li>3. to keep up the good work = _____</li> <li>4. to give in kind = _____</li> <li>5. be out of one's mind = _____</li> <li>6. to give oneself airs = _____</li> <li>7. to carry the weight of the world on one's shoulders = _____</li> <li>8. to get out on the wrong side of bed = _____</li> <li>9. to pull/make a long face = _____</li> <li>10. have a hand in something = _____</li> <li>11. to come to grief = _____</li> </ol> <p><b>List B</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">(i) to testify</td> <td style="width: 50%;">(vii) arrogant</td> </tr> <tr> <td>(ii) not be in one's right mind</td> <td>(viii) to be ill humoured</td> </tr> <tr> <td>(iii) match as good as one gets</td> <td>(ix) to carry on</td> </tr> <tr> <td>(iv) to be unhappy or sad</td> <td>(x) cause difficulty or have a mishap</td> </tr> <tr> <td>(v) involved in an activity</td> <td>(xi) to provide for oneself by cunning</td> </tr> <tr> <td>(vi) to feel heavy with responsibility or troubles</td> <td></td> </tr> </table>	(i) to testify	(vii) arrogant	(ii) not be in one's right mind	(viii) to be ill humoured	(iii) match as good as one gets	(ix) to carry on	(iv) to be unhappy or sad	(x) cause difficulty or have a mishap	(v) involved in an activity	(xi) to provide for oneself by cunning	(vi) to feel heavy with responsibility or troubles		
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Date and Time	Content and teacher activity	Formative assessment
20 min	<p><b>Class Work: Working with words:</b></p> <p>It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> <li>• Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'laughed'.</li> </ul> <p><b>Activity: Working with words</b></p> <p>Revise the concept of Adjectives. Scaffold the topic.</p> <p><b>Class Work: Working with words:</b></p> <p>Attempt Exercise B.</p> <p><b>HOMEWORK:</b></p> <p>Complete any incomplete work.</p>	<p>Verbal Response</p> <p>Counting skills</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 3:</b> 00/00/00 15 min</p>	<p><b>Workbook Exercise:</b></p> <p>Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.</p> <p>Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student's learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.</p> <p><b>Advantages of Workbook:</b></p> <ul style="list-style-type: none"> <li>• Making lessons more effective</li> <li>• Introducing fun learning</li> <li>• Development of independent thinking</li> <li>• Ensuring better parent involvement</li> <li>• To keep children engaged</li> <li>• To help reduce screen time</li> <li>• Practice makes perfect</li> <li>• Enable easy revision</li> <li>• Help in gauging student's performance</li> <li>• Help evaluate class progress</li> <li>• Bring a structure to the learning process</li> </ul> <p><b>Workbook: Class work</b></p> <p>Attempt workbook exercises</p> <p><b>HOMEWORK:</b></p> <p>Complete any incomplete work.</p>	<p>Writing skill</p> <p>Independent thinking</p> <p>Revision</p> <p>Practise</p>

Date and Time	Content and teacher activity	Formative assessment
25 min	<p><b>ACTIVITY: ANTONYMS: USING PREFIXES</b></p> <ol style="list-style-type: none"> <li>1. Select six or seven prefixes such as 'dis-', 'un-', '-il', etc, which could be attached to adjectives to get their opposites.</li> <li>2. Now for each prefix, select five to six adjectives so that if that prefix is attached to any of those adjectives, you get its antonym. So if you have six prefixes, you should have thirty to thirty-six adjectives in all.</li> <li>3. You will be forming teams for this game. Prepare as many sets of small cards as there will be teams of students in your class. On each set, write out the prefixes you have chosen. Thus, each team will have a set of cards with the chosen prefixes.</li> <li>4. Type out a list of the adjectives you have selected. Make copies of this list so that you may give two lists per team. The teams will be referring to the list.</li> <li>5. Explain the rules of the game well. Every team will take turns to call out one prefix. The team that is next in sequence will have to quickly scan the list of adjectives, select an adjective which goes with the prefix, attach the prefix to that adjective, and call out the antonym of the adjective they have selected from the list.</li> <li>6. The same prefix cannot be used twice with the same adjective. So every adjective whose antonym is called out must be crossed out on the list by all teams. You should cross it out on your list too in order to keep a check.</li> <li>7. You could keep time and score. Deduction of points for an incorrect answer often helps to keep the students' focus on the game.</li> <li>8. The team with the highest points wins.</li> </ol>	
20 min	<p><b>Class Work: Learning about Language</b> Revise the concept of Adverbs. Scaffold the topic.</p> <p><b>Class Work: Working with words:</b> Attempt Exercise C.</p> <p><b>HOMEWORK:</b> Complete any incomplete work.</p>	
<p><b>Day 4:</b> 00/00/00 20 min</p>	<p><b>Activity: Listening and pronunciation skills</b></p> <p>This activity will sharpen the students' listening and pronunciation skills, and research skills.</p> <p>Make sure that the students are enunciating the words and acting out the roles properly. The point of this exercise is not to check their memory or spelling, rather their speaking and listening. Move on when the students are able to speak and convey their message properly to the other party.</p> <p><b>Attempt Ex: D.</b></p> <p><b>Feedback:</b> Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Acting skills</p> <p>Pronunciation skills</p> <p>Listening skills</p> <p>Speaking skills</p> <p>Observation skills</p> <p>Research skills</p>

Date and Time	Content and teacher activity	Formative assessment
30 min	<p><b>Class Work: Composition</b></p> <p>Attempt Exercise E in class.</p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p>Revise the concept of topic statement. Ask them to compare and discuss the texts provided and remind them that their argument should be backed by a clear defence, proof, and examples.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Writing skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Listening skills</p> <p>Composition skills</p>
10 min	<p><b>Plenary:</b> Ask the students the following question: Quick-fire oral quiz to review/revisit learning</p>	Brainstorm

<p><b>ASSESSMENT</b></p>	<p><b>REFLECTION</b></p>
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<b>Topic</b>	<b>The Ant-Lion</b>	<b>Week</b>	<b>8</b>
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<b>Class</b>	<b>VIII</b>	<b>Duration</b>	<b>60 min</b>
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<b>Learning Outcomes</b>	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Comprehend text post reading</li> <li>• Write composition</li> <li>• Answer post reading</li> <li>• Write answers to comprehension questions</li> <li>• Read the text on their own</li> <li>• Read and understand the words to know</li> <li>• Understand the moral of the story</li> <li>• Enhance their listening and speaking skills</li> <li>• Enhance their writing skills</li> <li>• Enhance their reading skills</li> <li>• Work on individual tasks</li> <li>• Work well in group or pair tasks</li> <li>• Answer challenging questions on their own</li> <li>• Fill in the blanks as per context</li> <li>• Answer the questions with reference to the context</li> <li>• Use adverbs</li> <li>• Underline sentences as needed</li> <li>• Unscramble letters to make sensible words</li> <li>• State whether the sentences are active or passive</li> <li>• Write the given sentences in passive voice</li> <li>• Understand and use clauses</li> <li>• Use if and main clause</li> <li>• Play the given game</li> <li>• Write a descriptive letter</li> </ul>
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Date and Time	Content and teacher activity	Formative assessment
<b>Day 1:</b> <b>00/00/00</b> <b>05 min</b>	<p><b>Settling time:</b></p> <p>As this is the third week of the term, students are still settling in. Help them out with their textbooks and notebooks. If there are any new students in the class, take the time to introduce them to their classmates and make them feel comfortable before moving on with the session.</p>	Verbal response
<b>10 min</b>	<p><b>Starter:</b></p> <p>Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise and through this activity the new students will get to know what was taught the week before. Try and gauge their speaking and listening skills as well.</p> <p><b>Class presentation skills:</b></p> <p>If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.</p> <p>Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.</p>	Verbal response Recall Speaking and listening skills
<b>10 min</b>	<p><b>Pre-reading:</b></p> <p>A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.</p> <p>Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.</p> <p>Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.</p> <p>Gently probe students and encourage them to participate.</p>	Brainstorming Creative thinking

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Classroom procedure (group and pair work)</b></p> <p>The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.</p> <p>After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.</p> <p><b>Focused [Group / Silent] Reading:</b></p> <p>After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.</p> <ol style="list-style-type: none"> <li>1. What are the names of the central characters?</li> <li>2. What relationship do the central characters share?</li> <li>3. Where is the story set?</li> <li>4. What are the siblings doing on that particular evening?</li> <li>5. What is an ant-lion?</li> <li>6. What does Max do?</li> <li>7. What was the reason for dropping the meat-ant?</li> <li>8. What was the result?</li> <li>9. Did the siblings continue the game? Why?</li> </ol> <p><b>Class discussion:</b></p>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Skim &amp; scan</p> <p>Focused reading</p>
10 min	<p>Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.</p> <p>After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers.</p>	



Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Teacher's Resource: Answers</b></p> <ol style="list-style-type: none"> <li>1. The names of the central characters are Morvenna and Max.</li> <li>2. Morvenna and Max are siblings.</li> <li>3. The story is set in a creek bank, near Morvenna and Max's home.</li> <li>4. The siblings are catching ants and feeding them to the ant-lion.</li> <li>5. An ant-lion is an insect that resembles a dragonfly, with a predatory larvae that construct conical pits into which insect prey, especially ants, fall.</li> <li>6. Max drops a meat-ant to the cave of the ant-lion.</li> <li>7. Max and Morvenna wanted to see a proper fight, as the ant-lion was winning against the ants.</li> <li>8. The meat-ant, after struggling for a bit, lost against ant-lion and was brutally killed.</li> <li>9. No, the siblings were horrified by the way the meat-ant was killed. Max decided to stop.</li> </ol> <p><b>Feedback:</b> Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment				
10 min	<p><b>Post-reading</b></p> <p><b>Activity:</b></p> <p>Explain that descriptive writing focuses on extensive details in order to create an accurate, realistic mental picture of the thing being described. In the worksheet below, select one person (e.g. a teacher, a driver, a photographer, etc.) and one place (e.g. a school, a laboratory, a museum, etc.) which you will describe in detail.</p> <table border="1" data-bbox="280 1458 1198 1680"> <thead> <tr> <th data-bbox="280 1458 762 1508">Person</th> <th data-bbox="766 1458 1198 1508">Place</th> </tr> </thead> <tbody> <tr> <td data-bbox="280 1510 762 1680"></td> <td data-bbox="766 1510 1198 1680"></td> </tr> </tbody> </table> <p>Identify the sensory descriptions based on the five senses to describe your chosen items. Next, choose one metaphor and one simile to describe each item.</p>	Person	Place			<p>Reading skills</p> <p>Comprehension skills</p>
Person	Place					

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	<table border="1"> <thead> <tr> <th></th> <th>Person</th> <th>Place</th> </tr> </thead> <tbody> <tr> <td>Sight</td> <td></td> <td></td> </tr> <tr> <td>Sound</td> <td></td> <td></td> </tr> <tr> <td>Touch</td> <td></td> <td></td> </tr> <tr> <td>Smell</td> <td></td> <td></td> </tr> <tr> <td>Simile</td> <td></td> <td></td> </tr> <tr> <td>Metaphor</td> <td></td> <td></td> </tr> </tbody> </table>		Person	Place	Sight			Sound			Touch			Smell			Simile			Metaphor					
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<p>Now, write a paragraph describing each item. Arrange your details in a logical sequence. Which aspects of the person or place would you notice first?</p> <p>Person: _____</p> <p>Place: _____</p> <p><b>HOMEWORK:</b></p> <p>Summarise the characters and scenes.</p>																									

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<p><b>Day 2:</b> 00/00/00 20 min</p>	<p><b>Comprehension questions</b></p> <p>Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.</p> <p>The students may write the answers after the oral work.</p> <p><b>Class Work: Comprehension</b></p> <p>Attempt Exercise A in class.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>			<p>Verbal response</p> <p>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>

Date and Time	Content and teacher activity	Formative assessment					
20 min	<p><b>ACTIVITY: ADVERBS</b></p> <ol style="list-style-type: none"> <li>1. This game involves the following types of adverbs: time, place, manner, degree, and frequency.</li> <li>2. You will need to form five teams for this game. Make five sets of five cards (one set for each team) and write out the names of the five kinds of adverbs on them.</li> <li>3. So you will have five sets of five cards with the five kinds of adverbs in each set.</li> <li>4. Now make a list of twenty-five verbs.</li> <li>5. Divide these verbs into five groups of five each.</li> <li>6. For the game, form five teams and give each team a set of five cards with the names of the five kinds of adverbs written on them.</li> <li>7. Also give each team the list of five verbs, so that each team will have five different sets of verbs.</li> <li>8. Explain the rules: one member of a team will call out one verb and then call out the name of one kind of adverb. The next team will have to respond by attaching a suitable adverb of the kind mentioned to the verb called out. Thus, if a team calls out the verb 'fight' and then calls out 'place' as the kind of adverb, the responding team could say, 'fight outside'.</li> <li>9. You will keep the score and award points for correct verb-adverb links. The question could pass on to the next team, if the responding team fails to answer within the stipulated time or gives an incorrect answer. You could decide whether you would deduct points in such cases.</li> </ol> <p><b>ADDITIONAL HELPFUL RESOURCES:</b></p> <p><b>Fill in the blanks with the adverbs given here.</b></p> <table border="1" data-bbox="280 1214 1007 1259"> <tr> <td>anywhere</td> <td>almost</td> <td>yesterday</td> <td>usually</td> <td>politely</td> </tr> </table> <ol style="list-style-type: none"> <li>1. There is ..... an hour left for the movie to start.</li> <li>2. Gohar is again wearing the same shirt that he was wearing .....</li> <li>3. Kanwal ..... refused my offer of lending her money.</li> <li>4. You can keep that bag ..... in my room.</li> <li>5. There is ..... a half an hour break between two innings of a cricket match.</li> </ol>	anywhere	almost	yesterday	usually	politely	
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20 min	<p><b>Class Work: Working with words:</b></p> <p>It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> <li>• Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'laughed'.</li> </ul> <p><b>Activity: Working with words</b></p> <p>Revise the concept of Adjectives. Scaffold the topic.</p> <p><b>Class Work: Working with words:</b></p> <p>Attempt Exercise B.</p> <p><b>HOMEWORK:</b></p> <p>Complete any incomplete work.</p>	<p>Verbal Response</p> <p>Counting skills</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>
<p><b>Day 3:</b> 00/00/00</p> <p>15 min</p>	<p><b>Workbook Exercise:</b></p> <p>Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.</p> <p>Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student's learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.</p> <p><b>Advantages of Workbook:</b></p> <ul style="list-style-type: none"> <li>• Making lessons more effective</li> <li>• Introducing fun learning</li> <li>• Development of independent thinking</li> <li>• Ensuring better parent involvement</li> </ul>	<p>Writing skill</p> <p>Independent thinking</p> <p>Revision</p> <p>Practise</p>

Date and Time	Content and teacher activity	Formative assessment
	<ul style="list-style-type: none"> <li>• To keep children engaged</li> <li>• To help reduce screen time</li> <li>• Practice makes perfect</li> <li>• Enable easy revision</li> <li>• Help in gauging student's performance</li> <li>• Help evaluate class progress</li> <li>• Bring a structure to the learning process</li> </ul> <p><b>Workbook: Class work</b></p> <p>Attempt workbook exercises.</p> <p><b>HOMEWORK:</b></p> <p>Complete any incomplete work.</p>	

Date and Time	Content and teacher activity	Formative assessment
25 min	<p><b>ACTIVITY: ACTIVE AND PASSIVE VOICE</b></p> <ol style="list-style-type: none"> <li>1. Instruct students to form five teams.</li> <li>2. Ask each team to brainstorm and make a list of ten sentences. Of these, some should have verbs that can be converted into the passive voice while some should have verbs that cannot have a passive form.</li> <li>3. For example, a sentence such as 'The Mayor inaugurated the hospital on Monday,' can be converted into the passive voice, whereas a sentence such as 'We all felt very happy at the announcement,' cannot be converted into the passive voice.</li> <li>4. While the teams are preparing their list of sentences, go about the class, and gently ensure that the sentences are correct.</li> <li>5. For the game, one member of a team will read out a sentence and the responding team has to decide if the sentence can be converted into the passive voice or not.</li> <li>6. If the responding team says 'yes', there are two options: <ol style="list-style-type: none"> <li>a. The questioning team can say 'pass' and you decide if the answer is correct. If 'yes' is the correct answer, award points only to the responding team.</li> <li>b. The questioning team can say 'dare' and a member of the responding team will have to come up to the board and write out the passive construction of the sentence. If the sentence is correct (you will decide) then the responding team will score double the points for accepting the challenge. If the sentence is incorrect, then the questioning team will be awarded half a point for daring the responding team.</li> </ol> </li> </ol>	

Date and Time	Content and teacher activity	Formative assessment
25 min	<p>7. The challenging team, therefore, should consider whether or not to dare the playing team.</p> <p>8. In the end, the team with the highest score will win.</p> <p><b>ADDITIONAL HELPFUL RESOURCES:</b></p> <p><b>Identify whether the following sentences are written in active or passive voice.</b></p> <ol style="list-style-type: none"> <li>1. Tea will have to be taken by you. (active/passive)</li> <li>2. My comment offended her. (active/passive)</li> <li>3. You are requested to lend me your book. (active/passive)</li> <li>4. By the end of the day I shall have learnt the lesson. (active/passive)</li> <li>5. What is she sewing? (active/passive)</li> <li>6. My friend sent me a gift. (active/passive)</li> <li>7. Rice has been boiled by her. (active/passive)</li> <li>8. I have solved the sums. (active/passive)</li> <li>9. Who has broken that window? (active/passive)</li> <li>10. Who was called by you? (active/passive)</li> <li>11. This sum can be done by me. (active/passive)</li> <li>12. I shall help you. (active/passive)</li> <li>13. Does your mother beat you? (active/passive)</li> <li>14. My bag is being carried by me. (active/passive)</li> <li>15. My car was being driven by me. (active/passive)</li> <li>16. You were writing a story. (active/passive)</li> <li>17. Which present was bought by you? (active/passive)</li> <li>18. By 10 o'clock I shall have caught the train. (active/passive)</li> <li>19. Do not mix with bad boys. (active/passive)</li> <li>20. You are ordered to leave the class at once. (active/passive)</li> </ol>	

Date and Time	Content and teacher activity	Formative assessment
20 min	<p><b>Class Work: Learning about Language</b> Revise the concept of Adverbs. Scaffold the topic.</p> <p><b>Class Work: Working with words:</b> Attempt Exercise C.</p> <p><b>HOMEWORK:</b> Complete any incomplete work.</p>	
<p>Day 4: 00/00/00 20 min</p>	<p><b>Activity: Listening and pronunciation skills</b> This activity will sharpen the students' listening and pronunciation skills, and research skills.</p> <p>Make sure that the students are enunciating the words and acting out the roles properly. The point of this exercise is not to check their memory or spelling, rather their speaking and listening. Move on when the students are able to speak and convey their message properly to the other party.</p> <p>Attempt Ex: D.</p> <p><b>Feedback:</b> Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Acting skills</p> <p>Pronunciation skills</p> <p>Listening skills</p> <p>Speaking skills</p> <p>Observation skills</p> <p>Research skills</p>
30 min	<p><b>Class Work: Composition</b> <b>Attempt Exercise E in class.</b></p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p>Revise the concept of topic statement. Ask them to compare and discuss the texts provided and remind them that their argument should be backed by a clear defence, proof, and examples.</p> <p><b>Feedback:</b> Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Writing skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Listening skills</p> <p>Composition skills</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<b>Plenary:</b> Ask the students the following question: Write dictionary definitions for new terms learnt today.	Brainstorm

<p><b>ASSESSMENT</b></p>	<p><b>REFLECTION</b></p>
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<b>Topic</b>	<b>A Boy's Best Friend</b>	<b>Week</b>	<b>9</b>
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<b>Class</b>	<b>VIII</b>	<b>Duration</b>	<b>60 min</b>
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<b>Learning Outcomes</b>	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Comprehend text post reading</li> <li>• Write composition</li> <li>• Answer pre- and while reading</li> <li>• Write answers to comprehension questions</li> <li>• Read the text on their own</li> <li>• Read and understand the words to know</li> <li>• Understand the moral of the story</li> <li>• Enhance their listening and speaking skills</li> <li>• Enhance their writing skills</li> <li>• Enhance their reading skills</li> <li>• Work on individual tasks</li> <li>• Work well in group or pair tasks</li> <li>• Answer challenging questions on their own</li> <li>• Fill in the blanks as per context</li> <li>• Answer the questions with reference to the context</li> <li>• Make sentences on your own</li> <li>• Check spellings of the given words</li> <li>• Understand and spell suffix -ic</li> <li>• Understand and use coordinating conjunction</li> <li>• Understand and use subordinating conjunction</li> <li>• Write a short dialogue</li> <li>• Write a short account</li> </ul>
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<b>Date and Time</b>	<b>Content and teacher activity</b>	<b>Formative assessment</b>
<b>Day 1:</b> <b>00/00/00</b> <b>05 min</b>	<p><b>Settling time:</b></p> <p>As this is the third week of the term, students are still settling in. Help them out with their textbooks and notebooks. If there are any new students in the class, take the time to introduce them to their classmates and make them feel comfortable before moving on with the session.</p>	Verbal response

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Starter:</b></p> <p>Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise and through this activity the new students will get to know what was taught the week before. Try and gauge their speaking and listening skills as well.</p> <p><b>Class presentation skills:</b></p> <p>If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.</p> <p>Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.</p>	<p>Verbal response</p> <p>Recall</p> <p>Speaking and listening skills</p>
10 min	<p><b>Pre-reading:</b></p> <p>A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.</p> <p>Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.</p> <p>Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.</p> <p>Gently probe students and encourage them to participate.</p>	<p>Brainstorming</p> <p>Creative thinking</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Classroom procedure (group and pair work)</b></p> <p>The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.</p> <p>After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.</p> <p>Focused [Group / Silent] Reading:</p> <p>After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.</p> <ol style="list-style-type: none"> <li>1. What are the central characters' names?</li> <li>2. Who are the central characters?</li> <li>3. Where is the story set?</li> <li>4. Who does Jimmy live with?</li> <li>5. How long has it been since Mr Anderson left Earth?</li> <li>6. Where was Jimmy born?</li> <li>7. What special surprise do they have for Jimmy?</li> <li>8. Why did Mr Anderson want to replace Robutt?</li> <li>9. Did Jimmy approve of the idea?</li> <li>10. What does Jimmy decide in the end?</li> </ol>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Skim &amp; scan</p> <p>Focused reading</p>
10 min	<p><b>Class discussion:</b></p> <p>Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.</p> <p>After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers.</p>	

Date and Time	Content and teacher activity	Formative assessment						
10 min	<p><b>Teacher's Resource: Answers</b></p> <ol style="list-style-type: none"> <li>1. The names of the central characters are Jimmy and Robutt.</li> <li>2. Jimmy is a young boy and Robutt is his robot dog.</li> <li>3. The story is set at a rocket station on the moon.</li> <li>4. Jimmy lives with his parents who work at the rocket station.</li> <li>5. Mr and Mrs Anderson left Earth fifteen years ago, before Jimmy was born.</li> <li>6. Jimmy was born on the Moon.</li> <li>7. Mr Anderson has bought a real dog from Earth for Jimmy to replace Robutt.</li> <li>8. Mr Anderson wanted to cut costs, maintain Robutt was costly.</li> <li>9. Jimmy did not like the idea initially. He was attached to Robutt and did not want to part with it.</li> <li>10. Jimmy decides to keep Robutt.</li> </ol> <p><b>Feedback:</b> Give feedback on responses.</p>							
10 min	<p><b>Post-reading</b></p> <p><b>Activity:</b> A lot of people like to have cats as pets. Others prefer dogs. Which group do you belong to? Create a list of the reasons why you think people like cats or dogs. Which of these reasons do you agree with? Are you a cat-lover or a dog-lover, or a bit of both?</p> <table border="1" data-bbox="284 1210 1214 1597"> <tbody> <tr> <td data-bbox="284 1210 794 1384"><b>Why people like cats?</b></td> <td data-bbox="794 1210 1214 1384"></td> </tr> <tr> <td data-bbox="284 1384 794 1493"><b>Why people like dogs?</b></td> <td data-bbox="794 1384 1214 1493"></td> </tr> <tr> <td data-bbox="284 1493 794 1597"><b>Why Jimmy preferred Robutt?</b></td> <td data-bbox="794 1493 1214 1597"></td> </tr> </tbody> </table> <p><b>HOMEWORK:</b> Create a poster to illustrate the spelling strategy you have learnt.</p>	<b>Why people like cats?</b>		<b>Why people like dogs?</b>		<b>Why Jimmy preferred Robutt?</b>		<p>Reading skills Comprehension skills</p>
<b>Why people like cats?</b>								
<b>Why people like dogs?</b>								
<b>Why Jimmy preferred Robutt?</b>								

Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 2:</b> 00/00/00 <b>20 min</b></p>	<p><b>Comprehension questions</b></p> <p>Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.</p> <p>The students may write the answers after the oral work.</p> <p><b>Class Work: Comprehension</b></p> <p>Attempt Exercise A in class.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>
<p><b>20 min</b></p>	<p><b>ACTIVITY: WORD FORMATION</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into five or six small teams.</li> <li>2. Create a small list of the common suffixes used to create nouns from adjectives and verbs.</li> <li>3. Also, carefully create a list of words—verbs and adjectives—to which these suffixes could be attached in order to get nouns.</li> <li>4. Create small flash cards, each of which will show one verb or adjective to be used in conjunction with the suffixes. These cards should remain with you.</li> <li>5. Each team will receive a copy of the list of suffixes.</li> <li>6. For the game, you will read aloud one word and one team will field that word. The team will have to select an appropriate suffix from the list and create a noun from the verb or adjective that has been read out.</li> <li>7. For a correct answer, award the team full credit. Keep checking off the words on your word list once you have called out the word.</li> </ol> <p><b>ADDITIONAL HELPFUL RESOURCES:</b></p> <p>Complete the sentences using the correct form of the words given in brackets. Add suitable suffix from the following: -some, -ful, -ment, -able, -ity, -ty, -ly, -age.</p>	

Date and Time	Content and teacher activity	Formative assessment
	1. It was an _____ performance by the dancer. (awe) 2. She is _____ a great dancer. (true) 3. She claims to be of great _____. (line) 4. All _____ measures have been taken. (safe) 5. This dress looks _____ bad. (awe) 6. I depend on your _____ in this matter. (judge) 7. It is not permanent; it is _____ any time. (change) 8. I was struck by the _____ of the two incidents. (similar) 9. The principle of _____ is followed here. (equal) 10. My grandfather has some _____ in walking. (difficult)	

Date and Time	Content and teacher activity	Formative assessment
20 min	<p><b>Class Work: Working with words:</b></p> <p>It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> <li>• Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'laughed'.</li> </ul> <p><b>Activity: Working with words</b></p> <p>Revise the concept of Suffixes. Scaffold the topic.</p> <p><b>Class Work: Working with words:</b></p> <p>Attempt Exercise B.</p> <p><b>HOMEWORK:</b></p> <p>Complete any incomplete work.</p>	Verbal Response Counting skills Writing skill Brainstorming Creative writing

Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 3:</b> 00/00/00  15 min</p>	<p><b>Workbook Exercise:</b></p> <p>Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.</p> <p>Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student's learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.</p> <p><b>Advantages of Workbook:</b></p> <ul style="list-style-type: none"> <li>• Making lessons more effective</li> <li>• Introducing fun learning</li> <li>• Development of independent thinking</li> <li>• Ensuring better parent involvement</li> <li>• To keep children engaged</li> <li>• To help reduce screen time</li> <li>• Practice makes perfect</li> <li>• Enable easy revision</li> <li>• Help in gauging student's performance</li> <li>• Help evaluate class progress</li> <li>• Bring a structure to the learning process</li> </ul> <p><b>Workbook: Class work</b></p> <p>Attempt workbook exercises.</p> <p><b>HOMEWORK:</b></p> <p>Complete any incomplete work.</p>	<p>Writing skill</p> <p>Independent thinking</p> <p>Revision</p> <p>Practise</p>

Date and Time	Content and teacher activity	Formative assessment
25 min	<p><b>ACTIVITY: CONJUNCTIONS (a)</b></p> <ol style="list-style-type: none"> <li>1. Make a list of the subordinating conjunctions that have been taught in the class.</li> <li>2. Then type out complex sentences using subordinating conjunctions—you will need one sentence for every two students in your class. So the total number of sentences will be equal to half your class strength.</li> <li>3. If your class has an odd number of students, then write out an extra sentence.</li> <li>4. Cut out the strips of sentences. Then cut each sentence in such a way that the main clause and the subordinate clause are separate. For example, if your sentence is: The teacher gave us chocolates whenever we did well in a test. This sentence could be cut into the following two parts:  The teacher gave us chocolates   whenever we did well in a test </li> <li>5. Mix up all the parts together and put them in a hat or in a box on your desk.</li> <li>6. Ask students to come up one by one and pick out only one strip each.</li> <li>7. If your class has an odd number of students, then ask the last student to pick out two strips.</li> <li>8. Explain the game to the class. Tell them that they should read the part of the sentence on the strip they have. If it is a main clause then they have to look for the person carrying a subordinate clause which would correctly and meaningfully complete the sentence. If they have a subordinate clause then they have to look for the corresponding main clause.</li> <li>9. Students will work in pairs. If a student has two strips of paper, then there will be three members in that group if the sentences are completed correctly. (explain this to the students).</li> <li>10. The first three pairs will win the top three prizes. You must check to see if the sentences are correct.</li> </ol>	



Date and Time	Content and teacher activity	Formative assessment
	<p><b>ACTIVITY: CONJUNCTIONS (b)</b></p> <p>1. Type out ten complex sentences with subordinating conjunction that belong to any of the following categories:</p> <ul style="list-style-type: none"> <li>a. subordinators of time</li> <li>b. subordinators of place</li> <li>c. subordinators of reason</li> <li>d. subordinators of purpose</li> <li>e. subordinators of condition</li> <li>f. subordinators of contrast</li> <li>g. subordinators of comparison</li> <li>h. subordinators of result</li> <li>i. subordinators of manner</li> </ul> <p>2. You could have a mix of sentences so that two to three sentences might belong to one category. Your mix might also exclude one of the categories.</p> <p>3. For the game, first write out the nine categories on the board. Then tell the teams that they will be given ten strips of paper with ten complex sentences. They will have to do two things:</p> <ul style="list-style-type: none"> <li>a. underline the subordinating conjunction in each sentence</li> <li>b. say to which category each subordinating clause belongs</li> </ul> <p>4. This will be a timed challenge and once the allotted time is up, the teams will be awarded points on two aspects:</p> <ul style="list-style-type: none"> <li>a. have they underlined the subordinating conjunctions correctly? (half credit, if they have)</li> <li>b. have they categorised the subordinating clause correctly? (half credit, if they have)</li> </ul> <p>5. Depending upon how many sentences the teams get correct on both of the above counts, award points. The team with the highest points wins.</p>	

Date and Time	Content and teacher activity	Formative assessment										
	<p><b>ADDITIONAL HELPFUL RESOURCES:</b></p> <p><b>A. Fill in the blanks with the correct options: but/or/and.</b></p> <ol style="list-style-type: none"> <li>The shopping mall is open between 8 a.m. _____ 8 p.m.</li> <li>It is open on Sundays _____ closed on Tuesdays.</li> <li>You can go there in the morning _____ evening.</li> <li>They are doing well _____ the shopkeeper is happy.</li> <li>Day by day they are doing better _____ better.</li> <li>Initially, there was nothing more he wanted, _____ so he thought.</li> <li>Try to write to the dealers _____ call them.</li> <li>Either you can talk to the owner _____ I will.</li> <li>Surprisingly, he spent two _____ a half hours at the mall.</li> <li>The rebate given now is fourteen _____ a quarter per cent.</li> </ol> <p><b>B. Fill in this short paragraph with suitable conjunctions given below.</b></p> <table border="1" data-bbox="280 913 1166 1006"> <tr> <td>after</td> <td>and</td> <td>but</td> <td>whereas</td> <td>even though</td> </tr> <tr> <td>or</td> <td>when</td> <td>till</td> <td>in spite of</td> <td>although</td> </tr> </table> <ol style="list-style-type: none"> <li>One day Mansoor _____ his friends were playing on the ground.</li> <li>_____ the boys were running, he fell on to a rock.</li> <li>His friend was worried about him _____ the other boys wanted to continue to play.</li> <li>The boy could be taken to the medical room _____ to the class.</li> <li>The injury appeared to be only skin-deep _____ it was bleeding.</li> <li>_____ the attendant applied some antiseptic, the boys sat on a bench.</li> <li>They waited there _____ the doctor came back.</li> </ol>	after	and	but	whereas	even though	or	when	till	in spite of	although	
after	and	but	whereas	even though								
or	when	till	in spite of	although								

Date and Time	Content and teacher activity	Formative assessment
	<p>8. _____ Mansoor put up a brave face, his friend could sense his discomfort.</p> <p>9. _____ his hand was bandaged, he felt the pain.</p> <p>10. _____ the school bus being crowded, Moonis found a seat for himself.</p> <p><b>C. Join these pairs of sentences using appropriate subordinating conjunctions: as, though, because, since, if, after, till, unless etc.</b></p> <p>1. They received the message. They were in the conference room.</p> <p>2. The date for the Annual Day has been announced. We haven't started the practise.</p> <p>3. We make up our mind. We will not do anything worthwhile.</p> <p>4. We hesitate. Nothing can be achieved.</p> <p>5. You postpone something for tomorrow. It may not happen.</p> <p>6. You delay the implementation of the project. It will push the cost very high.</p> <p>7. Their leader faltered in his decision. The followers lacked proper guidance.</p> <p>8. The football coach was not there. We could not meet him.</p> <p>9. Will you please wait for me? I will wash my hands.</p> <p>10. The boy had his dinner. He had finished his homework.</p>	

Date and Time	Content and teacher activity	Formative assessment
20 min	<p><b>Class Work: Learning about Language</b></p> <p>Revise the concept of Conjunctions. Scaffold the topic.</p> <p><b>Class Work: Working with words:</b></p> <p>Attempt Exercise C.</p> <p><b>HOMEWORK:</b></p> <p>Complete any incomplete work.</p>	

Date and Time	Content and teacher activity	Formative assessment
<b>Day 4:</b> <b>00/00/00</b> <b>20 min</b>	<p><b>Activity: Listening and pronunciation skills</b></p> <p>This activity will sharpen the students' listening and pronunciation skills, and research skills.</p> <p>Make sure that the students are enunciating the words and acting out the roles properly. The point of this exercise is not to check their memory or spelling, rather their speaking and listening. Move on when the students are able to speak and convey their message properly to the other party.</p> <p><b>Attempt Ex: D.</b></p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	Verbal response Acting skills Pronunciation skills Listening skills Speaking skills Observation skills Research skills
<b>30 min</b>	<p><b>Class Work: Composition</b></p> <p><b>Attempt Exercise E in class.</b></p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p>Revise the concept of topic statement. Ask them to compare and discuss the texts provided and remind them that their argument should be backed by a clear defence, proof, and examples.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	Verbal response Writing skills Reading skills Speaking skills Listening skills Composition skills
<b>10 min</b>	<p>Plenary: Ask the students the following question: Answer teacher's questions without saying yes or no</p>	<b>Brainstorm</b>

<b>ASSESSMENT</b>	<b>REFLECTION</b>
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<b>Topic</b>	<b>B. Wordsworth</b>	<b>Week</b>	<b>10</b>
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<b>Class</b>	<b>VIII</b>	<b>Duration</b>	<b>60 min</b>
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<b>Learning Outcomes</b>	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Comprehend text post reading</li> <li>• Write composition</li> <li>• Answer while reading question</li> <li>• Write answers to comprehension questions</li> <li>• Read the text on their own</li> <li>• Read and understand the words to know</li> <li>• Understand the moral of the story</li> <li>• Enhance their listening and speaking skills</li> <li>• Enhance their writing skills</li> <li>• Enhance their reading skills</li> <li>• Work on individual tasks</li> <li>• Talk about the author of the story</li> <li>• Work well in pair tasks</li> <li>• Answer challenge question</li> <li>• Correct the mistakes in the given statements</li> <li>• Understand homonyms</li> <li>• Write homophones of the given words</li> <li>• Understand the rule of ie and ei</li> <li>• Understand the placement of adjectives and adverbs</li> <li>• Make sentences using the nouns and adjectives</li> <li>• Understand adverbial clause</li> <li>• Identify the adverbial clause of time</li> <li>• Understand the adverbial clauses of condition</li> <li>• Understand the adverbial clauses of reason</li> <li>• Understand the adverbial clauses of place</li> <li>• Identify adverbial clause in the given sentence and mention what kind they are</li> <li>• Learn to make up your story</li> <li>• Write a short story</li> </ul>
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<b>Date and Time</b>	<b>Content and teacher activity</b>	<b>Formative assessment</b>
<b>Day 1:</b> <b>00/00/00</b> <b>05 min</b>	<b>Settling time:</b> Ask the students to settle down and share if they have any difficulty or if they have not understood from the previous lesson. Ask them to take out their textbooks and notebooks.	Verbal response

Date and Time	Content and teacher activity	Formative assessment						
10 min	<p><b>Starter:</b></p> <p>Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise. Ask the everyone and gently probe and encourage the students to provide answers. Try and gauge their speaking and listening skills as well.</p> <p><b>Class presentation skills:</b></p> <p>If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.</p> <p>Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.</p>	<p>Verbal response</p> <p>Recall</p> <p>Speaking and listening skills</p>						
10 min	<p><b>Pre-reading:</b></p> <p>A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.</p> <p><b>TASK:</b></p> <p>Make a list of the things your elders tell you to do and things they tell you not to do. Tick three of the 'Dos' which you think are absolutely justified. Tell the class why. Then tick two from the 'Don'ts' list and tell the class why you think they are not justified.</p> <table border="1" data-bbox="280 1149 925 1502"> <thead> <tr> <th data-bbox="280 1149 483 1197">Things to do</th> <th data-bbox="483 1149 729 1197">Things not to do</th> <th data-bbox="729 1149 925 1197">Justification</th> </tr> </thead> <tbody> <tr> <td data-bbox="280 1197 483 1502"></td> <td data-bbox="483 1197 729 1502"></td> <td data-bbox="729 1197 925 1502"></td> </tr> </tbody> </table> <p>Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.</p> <p>Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.</p> <p>Gently probe students and encourage them to participate.</p>	Things to do	Things not to do	Justification				<p>Brainstorming</p> <p>Creative thinking</p>
Things to do	Things not to do	Justification						

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Classroom procedure (group and pair work)</b></p> <p>The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.</p> <p>After reading the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.</p> <p><b>Focused [Group/Silent] Reading:</b></p> <p>After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.</p> <ol style="list-style-type: none"> <li>1. How many characters are present at the start of the story?</li> <li>2. Which people would usually stop by the young boy’s house?</li> <li>3. How was the new visitor dressed?</li> <li>4. What was the occupation of B. Wordsworth?</li> <li>5. What did B. Wordsworth imply about his family?</li> <li>6. Was B. Wordsworth a successful poet?</li> <li>7. How did B. Wordsworth earn his living?</li> <li>8. What was the relationship of B. Wordsworth and the young boy?</li> <li>9. What did B. Wordsworth tell the young boy the last time they met?</li> <li>10. What promise did B. Wordsworth made the boy make?</li> </ol>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Focused reading</p> <p>Brainstorming</p> <p>Skim &amp; scan</p> <p>Group work</p>
10 min	<p><b>Class discussion:</b></p> <p>Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.</p> <p>After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers.</p>	

Date and Time	Content and teacher activity	Formative assessment
	<p><b>Teacher's Resource: Answers</b></p> <ol style="list-style-type: none"> <li>1. At the start of the story there are three main characters: <ul style="list-style-type: none"> <li>• The young boy</li> <li>• The boy's mother</li> <li>• B. Wordsworth</li> </ul> </li> <li>2. Three beggars would punctually stop by the young boy's house.</li> <li>3. The new visitor wore hat, white shirt, and black trousers.</li> <li>4. B. Wordsworth was a poet by profession.</li> <li>5. B. Wordsworth implied that his wife and unborn child died due to some illness.</li> <li>6. No, B. Wordsworth was not a successful poet.</li> <li>7. B. Wordsworth would sing calypsos in the calypso season.</li> <li>8. B. Wordsworth and the young boy became close friends.</li> <li>9. B. Wordsworth claimed that the story he implied about his family was all made up by him. He made the young boy cry and leave.</li> <li>10. B. Wordsworth made the young boy promise that he will never come back.</li> </ol> <p><b>Feedback:</b> Give feedback on responses.</p>	



Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Reading aloud:</b></p> <p>Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p><b>POST READING</b></p> <p><b>Analysing point of view: The first-person narrator</b></p> <p>This chapter is written from the point of view of the first-person narrator. The choice of narrator affects the point of view from which the story is narrated, and how the readers interpret the characters and events. Here are some important things to note about the first-person narrator:</p> <ul style="list-style-type: none"> <li>• With a first-person narrator, we view the events from the perspective of the narrator. Our view is, therefore, influenced by the intelligence, age, and social status of the narrator.</li> <li>• The narrator might have access to certain events in the story, but not to others. Therefore, we only learn about those events where the narrator is directly present.</li> <li>• The first-person narrator is identified by personal pronouns such as I, my, and me.</li> <li>• We develop a greater understanding of the first-person narrator, but at the cost of other characters in the story whom we see from his perspective.</li> </ul> <p>In this chapter, a young boy is the first-person character. He accompanies B. Wordsworth on his evening strolls and is privy to all the conversation that takes place.</p> <p>Students to work in pairs and respond to the following:</p> <ul style="list-style-type: none"> <li>• When did the events take place? When is the young boy narrating them to us?</li> <li>• Can we trust the young boy to remember all these events accurately?</li> <li>• Does the young boy present some character to us in a positive light, and other in a poor light? How do we know this?</li> </ul>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>

Date and Time	Content and teacher activity	Formative assessment
	<ul style="list-style-type: none"> <li>• How does the plot make it possible for the young boy to be an efficient narrator?</li> </ul> <p>For example, the young boy is allowed to be present during the time when B. Wordsworth observes the bees in his garden so that he can report these to us. The fact that the young boy's mum left her child alone with a stranger is quite strange. However, without this scene the young boy would not have developed his relationship with B. Wordsworth. The fact that the young boy is a trustworthy, honest, and noninterfering person makes it possible for other characters to have him around.</p> <ul style="list-style-type: none"> <li>• Is the young boy an emotional narrator, or does he focus more on facts?</li> </ul> <p><b>Activity:</b></p> <p>Imagine you were in the meeting where the young boy meets B. Wordsworth for the first time. In first-person narrative, write a paragraph describing B. Wordsworth during the meeting. You can describe what he looks like, his body language, and what he speaks.</p>	

Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 2:</b> 00/00/00 20 min</p>	<p><b>Comprehension questions</b></p> <p>Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.</p> <p>The students may write the answers after the oral work.</p> <p><b>Class Work: Comprehension</b></p> <p>Attempt Exercise A in class.</p>	<p>Verbal response</p> <p>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>

Date and Time	Content and teacher activity	Formative assessment
	<p><b>ACTIVITY: DETECTING ERRORS</b></p> <ol style="list-style-type: none"> <li>1. In this game, individual students will bid for grammatically correct sentences. The highest price for a correct sentence is Rs 100.</li> <li>2. Depending upon the students' judgment of the grammatical correctness of a sentence, its price may be high or low. Thus, a sentence which is perceived as absolutely correct would carry a high price.</li> <li>3. You will need a list of sentences with varying degrees of correctness. Several of them should have no errors at all while others may have one, two, or more errors.</li> <li>4. For the game, write one sentence at a time on the board. This sentence will be up for auction, and it will be purchased by the highest bidder.</li> <li>5. Tell learners that they may use only a set number of price denominations—ten, twenty-five, fifty, seventy-five, and hundred.</li> <li>6. Depending upon whether learners assess a sentence to be correct or incorrect, they will bid for it.</li> <li>7. On your list of sentences, keep space so that you can note down the name of the learner who buys a sentence.</li> <li>8. This game rests upon the learner's ability to spot errors in sentences. The errors could be of any kind.</li> <li>9. The winner of the game is the learner who buys the maximum number of correct sentences.</li> </ol> <p><b>Challenge Question:</b> Have a small discussion on 'Challenge Question'.</p> <p><b>Feedback:</b> Give feedback on responses and correct any answer if required.</p>	

Date and Time	Content and teacher activity	Formative assessment
20 min	<p><b>ADDITIONAL HELPFUL RESOURCES</b></p> <p><b>Choose the correct options to fill in each blank.</b></p> <ol style="list-style-type: none"> <li>1. Have you ..... (red/read) this funny story?</li> <li>2. Today, I saw a ..... (hare/hair) in the park.</li> <li>3. She took a picture of ships sailing on the ..... (sea/see).</li> <li>4. After the long race he was gasping for ..... (air/heir).</li> <li>5. This sum is ..... (two/too) difficult for me to solve.</li> <li>6. The teacher said that my answer was ..... (write/right).</li> <li>7. Father asked us to ..... (weight/wait) outside for him.</li> <li>8. The final ..... (seen/scene) in the film is frightening.</li> <li>9. Naheed ate the ..... (whole/hole) box of sweets.</li> <li>10. The farmers have started to ..... (sew/sow) the seeds.</li> </ol> <p><b>Class Work: Working with words:</b></p> <p>It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> <li>• Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'laughed'.</li> </ul> <p><b>Attempt Exercise B.</b></p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal Response</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 3:</b> 00/00/00 15 min</p>	<p><b>ACTIVITY: ADVERBS</b></p> <ol style="list-style-type: none"> <li>1. This game involves the following types of adverbs: time, place, manner, degree, and frequency.</li> <li>2. You will need to form five teams for this game. Make five sets of five cards (one set for each team) and write out the names of the five kinds of adverbs on them.</li> <li>3. So you will have five sets of five cards with the five kinds of adverbs in each set.</li> <li>4. Now make a list of twenty-five verbs.</li> <li>5. Divide these verbs into five groups of five each.</li> <li>6. For the game, form five teams and give each team a set of five cards with the names of the five kinds of adverbs written on them.</li> <li>7. Also give each team the list of five verbs, so that each team will have five different sets of verbs.</li> <li>8. Explain the rules: one member of a team will call out one verb and then call out the name of one kind of adverb. The next team will have to respond by attaching a suitable adverb of the kind mentioned to the verb called out. Thus, if a team calls out the verb 'fight' and then calls out 'place' as the kind of adverb, the responding team could say, 'fight outside'.</li> <li>9. You will keep the score and award points for correct verb-adverb links. The question could be passed on to the next team if the responding team fails to answer within the stipulated time or gives an incorrect answer. You could decide whether you would deduct points in such cases.</li> </ol> <p><b>ACTIVITY: ADJECTIVES (A)</b></p> <ol style="list-style-type: none"> <li>1. Prepare a list of adjectives which are appropriate for Level 8. If you have twenty adjectives on the list, include twenty synonyms for those adjectives and twenty antonyms. Thus, your list will have sixty adjectives in all. Mix them up well and don't tell the students how the list has been made up.</li> </ol>	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
20 min	<p>2. Also make a few flash cards with 's' (for synonym) and 'a' (for antonym) written on them.</p> <p>3. Divide the class into five teams and to each team hand over two of the lists of adjectives you have made and a pair of 's' and 'a' flash card.</p> <p>4. Each team will call out a word from the list and then flash either the 's' or the 'a' card. The next team will have to call out either a synonym of the word or the antonym, as demanded.</p> <p>5. Teams, when answering, may or may not call out an adjective which is there on the list. That is why it is important not to tell the students that they may find the answers on the list.</p> <p>6. Depending upon whether the answer given is correct, award points to the teams. The team with the highest score in the end wins.</p> <p><b>ACTIVITY: ADJECTIVES (B)</b></p> <p>1. Make a list of ten or more adjectives that have suffixes. In most, but not all, cases, these will be the present and past participles of verbs that are used as adjectives. For example, burned, ailing, broken, etc.</p> <p>2. Break them up in such a way as to have the root and suffix separate. For example, burn ed, aill ing, broke en, etc. For each adjective, write the root and the suffix on two separate cards. In this way, make two separate stacks of roots and suffixes. Make five such sets of root words and suffixes.</p> <p>3. Divide the class into five teams. To each team, give one stack of root words and one of suffixes.</p> <p>4. In this timed challenge, the task of the teams is to find out which suffix fits with which root word to form an adjective. The teams should spread the cards out and join them together.</p> <p>5. Caution the teams that in some cases, a letter at the root might have to be crossed out to correctly form an adjective. Write the following example on the board: prove en – prove+en = proven</p> <p>6. The team that finishes forming all the adjectives correctly first wins.</p>	<p>Verbal Response</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
20 min	<p><b>ADDITIONAL HELPFUL RESOURCES</b></p> <p>State whether the underlined clauses in the sentences are noun clauses, adjective clauses, or adverb clauses:</p> <ol style="list-style-type: none"> <li>1. He trimmed the nails on the paws of his cat.</li> <li>2. He used a brush to scrub his new shoes.</li> <li>3. That pen lying near the stand belongs to me.</li> <li>4. She dances when she hears her favourite song.</li> <li>5. That man with the blue shirt owns the restaurant.</li> <li>6. This is a very popular song that has grabbed everyone's attention.</li> <li>7. The time spent playing different video games can never be compensated.</li> <li>8. She is so fast she could run in the wind.</li> <li>9. Do you think we can work with the ideas they have been giving us.</li> <li>10. He has a camera which can take pictures in the dark.</li> </ol> <p><b>Class Work: Learning about Language</b></p> <p>Attempt Ex: C.</p> <p><b>Homework:</b></p> <p>Complete any incomplete work.</p>	<p>Verbal Response</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Workbook Exercise:</b></p> <p>Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.</p> <p>Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student's learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.</p> <p><b>Advantages of Workbook:</b></p> <ul style="list-style-type: none"> <li>• Making lessons more effective</li> <li>• Introducing fun learning</li> <li>• Development of independent thinking</li> <li>• Ensuring better parent involvement</li> <li>• To keep children engaged</li> <li>• To help reduce screen time</li> <li>• Practice makes perfect</li> <li>• Enable easy revision</li> <li>• Help in gauging student's performance</li> <li>• Help evaluate class progress</li> <li>• Bring a structure to the learning process</li> </ul> <p><b>Workbook: Class work</b></p> <p>Attempt workbook exercises.</p> <p><b>HOMEWORK:</b></p> <p>Complete any incomplete work.</p>	<p>Writing skill</p> <p>Independent thinking</p> <p>Revision</p> <p>Practise</p>



Date and Time	Content and teacher activity	Formative assessment
<b>Day 4:</b> 00/00/00 15 min	<p><b>Activity: Listening and pronunciation skills</b></p> <p>This activity will sharpen the students' listening and pronunciation skills.</p> <p>Divide the class in pairs and ask the students to conduct the activity on their own. Keep an eye on the students to see how they are carrying on, however, let them take charge.</p> <p>Make sure that the students are enunciating the words properly and making the questions correctly. The point of this exercise is not to check their speaking and listening and most importantly their question making skills in a particular tense. Move on when the students are able to speak and convey their message properly to the other party.</p> <p><b>Class Work:</b></p> <p>Attempt Ex: D.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	
<b>Day 5:</b> 00/00/00 20 min	<p><b>Activity: Composition</b></p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p><b>Class Work: Composition</b></p> <p>Attempt Exercise E in class.</p> <p><b>Feedback:</b></p> <p>Give feedback if required.</p>	Verbal response Writing skills Reading skills Speaking skills Listening skills Composition skills
<b>05 min</b>	<p><b>Plenary:</b> Ask the students the following questions: Pictionary – draw the word without speaking or writing</p>	Brainstorm Written Response

<p><b>ASSESSMENT</b></p>	<p><b>REFLECTION</b></p>
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<b>Topic</b>	<b>Writing Blogs</b>	<b>Week</b>	<b>11</b>
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<b>Class</b>	<b>VIII</b>	<b>Duration</b>	<b>60 min</b>
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<b>Learning Outcomes</b>	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Comprehend text post reading</li> <li>• Write composition</li> <li>• Answer while reading question</li> <li>• Write answers to comprehension questions</li> <li>• Read the text on their own</li> <li>• Read and understand the words to know</li> <li>• Understand the moral of the story</li> <li>• Enhance their listening and speaking skills</li> <li>• Enhance their writing skills</li> <li>• Enhance their reading skills</li> <li>• Work on individual tasks</li> <li>• Talk about the author of the story</li> <li>• Work well in pair tasks</li> <li>• Answer challenge question</li> <li>• Learn to read a blog</li> <li>• Learn different abbreviations</li> <li>• Revise alphabetical order for dictionary</li> <li>• Revise parts of speech</li> <li>• Revise vowel sounds</li> <li>• Revise consonants</li> <li>• Write formal letter</li> </ul>
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Date and Time	Content and teacher activity	Formative assessment
<b>Day 1:</b> 00/00/00 05 min	<b>Settling time:</b> Ask the students to settle down and share if they have any difficulty or if they have not understood from the previous lesson. Ask them to take out their textbooks and notebooks.	Verbal response

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Starter:</b></p> <p>Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise. Ask the everyone and gently probe and encourage the students to provide answers. Try and gauge their speaking and listening skills as well.</p> <p><b>Class presentation skills:</b></p> <p>If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.</p> <p>Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.</p>	<p>Verbal response</p> <p>Recall</p> <p>Speaking and listening skills</p>
10 min	<p><b>Pre-reading:</b></p> <p>A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.</p> <p><b>TASK:</b></p> <p>Imagine a new student joins your class in the middle of the term. Would you be curious about them? What would you want to know about them? How would you introduce yourself to them?</p> <p>Provide them with your school's newsletter / blog. Or create one so they can adjust accordingly.</p> <p>Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.</p> <p>Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.</p> <p>Gently probe students and encourage them to participate.</p>	<p>Brainstorming</p> <p>Creative thinking</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Classroom procedure (group and pair work)</b></p> <p>The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.</p> <p>After reading the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.</p> <p><b>Focused [Group/Silent] Reading:</b></p> <p>After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.</p> <ol style="list-style-type: none"> <li>1. What is a blog?</li> <li>2. What is the name of the blogger in this unit?</li> <li>3. What does Charlie write about?</li> <li>4. Is Charlie a full-time traveler?</li> <li>5. What is Charlie’s main area of focus during his travels?</li> <li>6. What are the two things that the readers can check on Charlie’s website?</li> <li>7. Where does Charlie generally write his blog?</li> <li>8. Where is Charlie from?</li> <li>9. Which religious festival did Charlie witness and where?</li> <li>10. What is another purpose of Charlie’s blog?</li> </ol>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Focused reading</p> <p>Brainstorming</p> <p>Skim &amp; scan</p> <p>Group work</p>
10 min	<p><b>Class discussion:</b></p> <p>Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.</p> <p>After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers.</p>	

Date and Time	Content and teacher activity	Formative assessment																				
	<p><b>Teacher's Resource: Answer</b></p> <ol style="list-style-type: none"> <li>1. A blog is a regularly updated website that is written in an informal or conversational style.</li> <li>2. The name of the blogger in this unit is Charlie.</li> <li>3. Charlie writes about his adventures in his blog.</li> <li>4. Charlie has taken a two-year gap from his job to travel.</li> <li>5. Charlie is focusing on exploring Asia.</li> <li>6. The readers can track Charlie's route and read about his travels.</li> <li>7. Charlie updates his blogs in cafes.</li> <li>8. Charlie is from Belgium.</li> <li>9. Charlie witnessed the annual procession for a Catholic saint in Spain.</li> <li>10. Charlie wants to help any aspiring bloggers.</li> </ol> <p><b>Feedback:</b> Give feedback on responses.</p>																					
10 min	<p><b>Reading aloud:</b> Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p><b>WHILE READING</b></p> <p><b>Inferring vocabulary</b></p> <p>Students will read the text individually and highlight unfamiliar words in a text, guess their meaning using context clues, check their conjectures against a reliable dictionary as a home-task, and finally, use them in their own sentences as a part of their daily usage. Keeping a vocabulary notebook is also a viable reading strategy to broaden mental lexicon.</p> <table border="1" data-bbox="280 1321 1198 1543"> <thead> <tr> <th>Words</th> <th>Context clues</th> <th>Inferred meaning</th> <th>Dictionary meaning</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Words	Context clues	Inferred meaning	Dictionary meaning																	<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>
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Date and Time	Content and teacher activity	Formative assessment												
<p><b>Day 2:</b> 00/00/00 <b>20 min</b></p>	<p><b>Comprehension questions</b></p> <p>Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.</p> <p>The students may write the answers after the oral work.</p> <p><b>Class Work: Comprehension</b></p> <p>Attempt Exercise A in class.</p> <p><b>Challenge Question:</b></p> <p>Have a small discussion on ‘Challenge Question’.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>												
<p><b>20 min</b></p>	<p><b>ACTIVITY: ALPHABETICAL ORDER</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about all the things that they can see in a garden.</li> <li>2. Elicit their responses and write them randomly on the writing board. (e.g., swing, ball, children, pond, birds)</li> <li>3. Then tell the class that they will now arrange these things/words in alphabetical order.</li> <li>4. Elicit from students which word will come first. You may have to model the initial words for alphabetic sequence.</li> </ol> <p><b>ADDITIONAL HELPFUL RESOURCES</b></p> <p>King Lion has called a meeting of all the animals in the jungle and wants them to stand in the alphabetical order of their names. Given below is a list of all the animals attending the meeting. Help them to stand in their allotted positions by arranging their names in the correct alphabetical order.</p> <table border="1" data-bbox="280 1508 1088 1715"> <tbody> <tr> <td>wolf</td> <td>rabbit</td> <td>donkey</td> <td>snake</td> <td>monkey</td> <td>bear</td> </tr> <tr> <td>tiger</td> <td>deer</td> <td>mouse</td> <td>elephant</td> <td>horse</td> <td>crocodile</td> </tr> </tbody> </table>	wolf	rabbit	donkey	snake	monkey	bear	tiger	deer	mouse	elephant	horse	crocodile	<p>Verbal Response</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>
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Date and Time	Content and teacher activity			Formative assessment	
	KING LION				
1	2	3	4	5	6
7	8	9	10	11	12
<p><b>Class Work: Working with words:</b></p> <p>It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> <li>• Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'laughed'.</li> </ul> <p><b>Attempt Exercise B.</b></p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>					

Date and Time	Content and teacher activity	Formative assessment																								
<p><b>Day 3:</b> 00/00/00 15 min</p>	<p><b>Activity: Teaching letter writing</b></p> <p>Letter writing is an essential skill. Despite the convenience of emails and text messages, letters cannot be ignored. Here is a chance to help students explore the art of letter writing and establish human connections.</p> <p>1. Familiarizing with the art of letter writing: Ask students if they have ever received a personal letter. Ask them how they felt after reading it. Following questions may act as prompts:</p> <ul style="list-style-type: none"> <li>• What were your feelings as you received the letter?</li> <li>• Did the envelope, the stamps, and the handwriting grab your attention?</li> <li>• What were your feelings as you read the letter?</li> <li>• Did you read the letter over and over again?</li> <li>• Did you share the letter with anyone?</li> <li>• Have you still kept the letter safely?</li> <li>• Did you reply to the letter? When? Why?</li> </ul> <p>2. Classifying the types of letters: Ask the students to classify the following types of letters as formal or informal:</p> <table border="1" data-bbox="280 965 1214 1535"> <tbody> <tr> <td>a</td> <td>Fan mail to a pop singer</td> <td></td> </tr> <tr> <td>b</td> <td>Letter of inquiry to a travel agency</td> <td></td> </tr> <tr> <td>c</td> <td>Letter of complaint to a restaurant</td> <td></td> </tr> <tr> <td>d</td> <td>Letter of congratulations to your sister on having a baby</td> <td></td> </tr> <tr> <td>e</td> <td>Letter to your cousin saying sorry</td> <td></td> </tr> <tr> <td>f</td> <td>Thank you letter to friend for the wonderful birthday gift</td> <td></td> </tr> <tr> <td>g</td> <td>Job application</td> <td></td> </tr> <tr> <td>h</td> <td>Letter to the editor about traffic issues in your area</td> <td></td> </tr> </tbody> </table>	a	Fan mail to a pop singer		b	Letter of inquiry to a travel agency		c	Letter of complaint to a restaurant		d	Letter of congratulations to your sister on having a baby		e	Letter to your cousin saying sorry		f	Thank you letter to friend for the wonderful birthday gift		g	Job application		h	Letter to the editor about traffic issues in your area		<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>
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Date and Time	Content and teacher activity	Formative assessment
	<p><b>3. Structure of formal/business letters:</b></p> <ul style="list-style-type: none"> <li>• The address of the receiver is put on the left-hand side</li> <li>• Mention the date</li> <li>• Formal way of greeting or salutation should be used such as ‘Dear Sir,’ or ‘Madam,’ One may refer to the receiver as Miss, Mrs. or Mr. only if the name of that person is known</li> <li>• The message should be brief, clear, and succinct</li> <li>• Complimentary close should be written such as ‘Yours faithfully,’ or ‘Yours sincerely,’</li> <li>• Signature should be included at the end</li> <li>• Name of sender is written beneath the signature, preferably in block letters (to make sure that the receiver knows exactly who the sender is)</li> </ul> <p><b>Class Work: Learning about Language</b></p> <p>Attempt Ex: C.</p> <p><b>Homework:</b></p> <p>Complete any incomplete work.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Workbook Exercise:</b></p> <p>Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.</p> <p>Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student's learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.</p> <p><b>Advantages of Workbook:</b></p> <ul style="list-style-type: none"> <li>• Making lessons more effective</li> <li>• Introducing fun learning</li> <li>• Development of independent thinking</li> <li>• Ensuring better parent involvement</li> <li>• To keep children engaged</li> <li>• To help reduce screen time</li> <li>• Practice makes perfect</li> <li>• Enable easy revision</li> <li>• Help in gauging student's performance</li> <li>• Help evaluate class progress</li> <li>• Bring a structure to the learning process</li> </ul> <p><b>Workbook: Class work</b></p> <p>Attempt workbook exercises.</p> <p><b>HOMEWORK:</b></p> <p>Complete any incomplete work.</p>	<p>Writing skill</p> <p>Independent thinking</p> <p>Revision</p> <p>Practise</p>

Date and Time	Content and teacher activity	Formative assessment
<b>Day 4:</b> 00/00/00 15 min	<p><b>Activity: Listening and pronunciation skills</b></p> <p>This activity will sharpen the students' listening and pronunciation skills.</p> <p>Divide the class in pairs and ask the students to conduct the activity on their own. Keep an eye on the students to see how they are carrying on, however, let them take charge.</p> <p>Make sure that the students are enunciating the words properly and making the questions correctly. The point of this exercise is not to check their speaking and listening and most importantly their question making skills in a particular tense. Move on when the students are able to speak and convey their message properly to the other party.</p> <p><b>Class Work:</b>            Attempt Ex: D.</p> <p><b>Feedback:</b>            Give feedback on responses and correct any answer if required.</p>	
<b>Day 5:</b> 00/00/00 20 min	<p><b>Activity: Composition</b></p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p><b>Class Work: Composition</b>            Attempt Exercise E in class.</p> <p><b>Feedback:</b>            Give feedback if required.</p>	Verbal response Writing skills Reading skills Speaking skills Listening skills Composition skills
<b>05 min</b>	<p><b>Plenary:</b> Ask the students the following questions: Graphic summary of lesson – steps, flowchart</p>	Brainstorm Written Response

<p><b>ASSESSMENT</b></p>	<p><b>REFLECTION</b></p>
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<b>Topic</b>	<b>Diary of a Nobody</b>	<b>Week</b>	<b>12</b>
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<b>Class</b>	<b>VIII</b>	<b>Duration</b>	<b>60 min</b>
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<b>Learning Outcomes</b>	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Comprehend text post reading</li> <li>• Write composition</li> <li>• Answer while reading question</li> <li>• Write answers to comprehension questions</li> <li>• Read the text on their own</li> <li>• Read and understand the words to know</li> <li>• Understand the moral of the story</li> <li>• Enhance their listening and speaking skills</li> <li>• Enhance their writing skills</li> <li>• Enhance their reading skills</li> <li>• Work on individual tasks</li> <li>• Talk about the author of the story</li> <li>• Work well in pair tasks</li> <li>• Answer challenge question</li> <li>• Revise idiomatic language</li> <li>• Revise synonyms</li> <li>• Revise dictionary work</li> <li>• Revise abbreviation</li> <li>• Revise adverbial clause</li> <li>• Revise punctuation</li> </ul>
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Date and Time	Content and teacher activity	Formative assessment
<b>Day 1:</b> 00/00/00 05 min	<b>Settling time:</b> Ask the students to settle down and share if they have any difficulty or if they have not understood from the previous lesson. Ask them to take out their textbooks and notebooks.	Verbal response

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Starter:</b></p> <p>Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise. Ask the everyone and gently probe and encourage the students to provide answers. Try and gauge their speaking and listening skills as well.</p> <p><b>Class presentation skills:</b></p> <p>If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.</p> <p>Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.</p>	<p>Verbal response</p> <p>Recall</p> <p>Speaking and listening skills</p>
10 min	<p><b>Pre-reading:</b></p> <p>A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.</p> <p><b>TASK:</b></p> <p>Ask students how many of them write diaries, what diaries contain, whom they are addressed to, what kind of language is used when writing diaries, etc. Ask them how a diary is different from a report. Tell them you would like them to keep a diary over the next weekend, detailing all the things they did, they thought about and felt.</p> <p>Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.</p> <p>Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.</p> <p>Gently probe students and encourage them to participate.</p>	<p>Brainstorming</p> <p>Creative thinking</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Classroom procedure (group and pair work)</b></p> <p>The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.</p> <p>After reading the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.</p> <p><b>Focused [Group/Silent] Reading:</b></p> <p>After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.</p> <ol style="list-style-type: none"> <li>1. What is the name of the person who is writing the diary?</li> <li>2. What is the newest thing in Charlie's life?</li> <li>3. What is Charlie's main concern?</li> <li>4. What is the reason for Charlie's diary writing?</li> <li>5. How many days are in record in this unit?</li> </ol> <p><b>Class discussion:</b></p>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Focused reading</p> <p>Brainstorming</p> <p>Skim &amp; scan</p> <p>Group work</p>
10 min	<p>Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.</p> <p>After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers.</p>	
	<p><b>Teacher's Resource: Answers</b></p> <ol style="list-style-type: none"> <li>1. The name of the person is Charlie Pooter.</li> <li>2. Charlie and his wife, Carrie, have just moved to a new place.</li> <li>3. Charlie's main concern is fixing his house.</li> <li>4. Charlie's reason for writing the diary is he thinks his day-to-day life to be of extreme importance.</li> <li>5. Nine days are recorded, from 3 April to 12 April.</li> </ol> <p><b>Feedback:</b></p> <p>Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Reading aloud:</b></p> <p>Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p><b>POST READING</b></p> <p><b>Analyzing linear narrative</b></p> <p>Narrative is the order in which events are presented to us in a text. In <i>Diary of a Nobody</i>, the events are described in a chronological or linear narrative. This means that the events are written in the same order in which they take place. Writing a diary is an example of writing in linear narrative. We write about events by recalling our experiences throughout the day, beginning with waking up in the morning and ending with going to bed. Writers talk about their characters in the same way when they follow a linear narrative. For example, Alexander woke up; then he had breakfast; then he went to the airport; then he boarded the flight, and so on. Linear narratives make it easy for readers to follow the story and remember all the events. But simply listing events makes our writing dull. Sometimes, it is necessary to break the linear narrative. Some stories begin with an important event, such as a wedding or a murder, and then narrate the preceding events in flashback. This stimulates the curiosity of the readers and they become interested in knowing about the events that led to that event.</p> <p>In <i>Diary of a Nobody</i>, the narrative is perfectly linear. Charles Pooter does not pause the narrative, he just adds his comment or personal observation and make it a part of the narrative. For example, when he complains about the broken bells, 'The parlour bell is broken, and the front door rings up in the servant's bedroom, which is ridiculous.' This lets us learn what Charles Pooter thinks, also about things happening around him.</p> <p><b>Extension activity</b></p> <p>Ask the students to write a diary over the weekend. Upon starting school next week, re-draft and share it with friends. The teacher could let them do peer evaluation and let the partner comment on their friend's account in the diary.</p>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>

Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 2:</b> 00/00/00 20 min</p>	<p><b>Comprehension questions</b></p> <p>Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.</p> <p>The students may write the answers after the oral work.</p> <p><b>Class Work: Comprehension</b></p> <p>Attempt Exercise A in class.</p> <p><b>Challenge Question:</b></p> <p>Have a small discussion on 'Challenge Question'.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p> <p><b>Homework:</b></p> <p><b>Extension activity</b></p> <p>'What is your most prideful accomplishment?' Write a personal account in a diary on how you feel when you reflect upon it?</p> <p>(Teachers, this exercise could well become the starter for a writing class on how to write a diary.)</p>	<p>Verbal response</p> <p>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>



Date and Time	Content and teacher activity	Formative assessment
20 min	<p><b>ACTIVITY: IDIOMS</b></p> <ol style="list-style-type: none"> <li>1. Make a list of ten common or well-known idioms.</li> <li>2. Type these out in slightly bigger point-size on the computer in such a way that there is a blank line between each idiom—you will have to cut each idiom out in the form of strips. Ensure that the idiom does not run into two lines but finishes in one line.</li> <li>3. Once you have the sheet(s) with the list of idioms, make photocopies of it equal to the number of teams you plan to make in class. So, if you have five teams, make five copies.</li> <li>4. Now cut out the idioms as paper strips, one sheet at a time. Leave the other sheets aside.</li> <li>5. Once you have the individual idioms, cut each idiom into two parts. For example, if you have the idiom, ‘Make hay while the sun shines’, you could cut it into: ‘Make hay while’ and ‘the sun shines.’</li> <li>6. In this way, you will have all the idioms cut into two parts and now you should mix up all these parts together. Then, put these strips neatly into an envelope. In this way, prepare five envelopes for five teams.</li> <li>7. The team members should take out all the strips from their envelopes and spread them out on the desk. They will be required to join the correct parts so that ten complete and correct idioms are formed.</li> <li>8. The first team to make all the idioms correctly will be the winner. However, there should not be any errors in any of the idioms.</li> </ol> <p><b>ACTIVITY: SYNONYMS AND ANTONYMS</b></p> <ol style="list-style-type: none"> <li>1. You will need as many squares of paper as there are students in the class.</li> <li>2. Get a list of words along with their synonyms or antonyms (use either synonyms or antonyms for a game). Choose words from what you have taught in class or words which are level appropriate.</li> <li>3. Divide the squares into two bunches (even number) so that you can have pairs of squares. Use each pair to write a word on one square and its synonym (or antonym) on the other square.</li> <li>4. Instruct students to approach you one by one and stick one square at the back of each student. Ask them to stand in another part of the classroom and tell them not to read aloud the words yet.</li> <li>5. It is important that students do not know which word they are carrying.</li> <li>6. When all the squares have been stuck, ask the students to go around the class reading one another’s words.</li> <li>7. The goal of the search is to form pairs by combining words with their synonyms (or antonyms as the case may be).</li> <li>8. The students will have to help one another by reading aloud the word stuck on their backs so that they can then look for their corresponding partners.</li> </ol>	<p>Verbal Response</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>

Date and Time	Content and teacher activity	Formative assessment
	<p>9. You could have prizes for the first three places, and these would go to the three pairs of students who form pairs by finding the word, and the synonym (or antonym) that go together.</p> <p><b>ADDITIONAL HELPFUL RESOURCES</b></p> <p><b>A. Tick the correct idioms and proverbs.</b></p> <ol style="list-style-type: none"> <li>1. a. Great minds think alike.</li> <li>   b. Great minds think differently.</li> <li>2. a. Never slap the hand that feeds you.</li> <li>   b. Never bite the hand that feeds you.</li> <li>3. a. New kid on the building</li> <li>   b. New kid on the block</li> <li>4. a. Rise and shine</li> <li>   b. Rise and prize</li> <li>5. a. The best of both worlds</li> <li>   b. The best of every world</li> <li>6. a. The whole one yard</li> <li>   b. The whole nine yards</li> <li>7. a. Under the weather</li> <li>   b. Under the heavy stone</li> <li>8. a. Water under the bridge</li> <li>   b. Petrol under the bridge</li> <li>9. a. You are what you buy.</li> <li>   b. You are what you eat.</li> <li>10. a. Your dress is as good as mine.</li> <li>   b. Your guess is as good as mine.</li> <li>11. a. Between the devil and the deep blue sea</li> <li>   b. Between the devil and the angels</li> <li>12. a. A penny saved is a penny earned.</li> <li>   b. A penny saved is a penny spent.</li> <li>13. a. Charity begins at a function.</li> <li>   b. Charity begins at home.</li> <li>14. a. Fire is a good servant, but a bad master.</li> <li>   b. Fire is a good servant, but a bad officer.</li> <li>15. a. Empty vessels make much noise.</li> <li>   b. Empty mouths make much noise.</li> </ol>	

Date and Time	Content and teacher activity	Formative assessment
	<p>16. a. A man is known by the wallet he keeps. b. A man is known by the company he keeps.</p> <p>17. a. Looks are deceptive. b. Looks are beautiful.</p> <p>18. a. Better be safe than sorry. b. Better commit mistake, and then say sorry.</p> <p>19. a. Ignorance is bliss. b. Ignorance is beauty.</p> <p>20. a. Honey is the best medicine. b. Laughter is the best medicine.</p> <p><b>B. In the sentences given below, underline the synonyms of the words in italics.</b></p> <p>1. One should never abandon pets. It is cruel to forsake them.</p> <p>2. The customers were beguiled into buying the fake souvenirs. The salesman who had influenced and wheedled them into purchasing the goods left the town with the money.</p> <p>3. The coach had asked them to come early in the morning. They thought the instructor was too strict. They found the training too strenuous.</p> <p>4. The villagers found a snake in the well. They knew it was harmless. They took the innocuous creature and left it in the fields.</p> <p>5. The little child was scared and was found cowering in a corner. He had been hiding there since morning.</p> <p>6. They had a lively debate in the auditorium today. It was stimulating and informative.</p> <p>7. Many people sacrificed their lives for the freedom of our country. This emancipation was not won easily.</p> <p>8. You must acquire the document for this case. Unless you obtain it, we cannot proceed.</p> <p>9. The stubborn child refused to leave the shop without a toy. His mother asked him to behave, but he was adamant.</p> <p>10. The conman easily tricked the naive old woman. She was too credulous to see through his lies.</p> <p><b>Class Work: Working with words:</b></p> <p>It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> <li>• Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'laughed'.</li> </ul>	

Date and Time	Content and teacher activity	Formative assessment
	<p><b>Attempt Exercise B.</b></p> <p><b>Feedback:</b> Give feedback on responses and correct any answer if required.</p>	

Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 3:</b> 00/00/00  15 min</p>	<p><b>ACTIVITY: TEACHING PUNCTUATION</b></p> <p>Ask students to work in pairs. Give them 2 slips of papers featuring the following extracts to read paying specific attention to the use of punctuation in both extracts.</p> <p>“The practical thing was to find rooms in the city, but it was a warm season, and I had just left a country of wide lawns and friendly trees, so when a young man at the office suggested that we take a house together in a commuting town, it sounded like a great idea....”</p> <p><b>Taken from The Great Gatsby by F. Scott Fitzgerald:</b></p> <p>“The practical thing was to find rooms in the city. It was a warm season. I had just left a country of wide lawns and friendly trees. A young man at the office suggested that we take a house together in a commuting town. It sounded like a great idea.”</p> <p>Students have to discuss what they think about sentence construction and how effectively the message is conveyed in both extracts. Ask them to report their opinions on both extracts. Generate a discussion about how extract 2 appears simplistic and at times ineffective in expression compared to extract 1. Explain the use of punctuations in both extracts and how extract 2 has deleted all causal relationships within the write-up. Now, take away the slip having extract 1. Ask students to work on their own to combine sentences and improve the passage using appropriate punctuation marks.</p> <p><b>Class Work: Learning about Language</b></p> <p>Attempt Ex: C.</p> <p><b>Homework:</b></p> <p>Complete any incomplete work.</p>	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Workbook Exercise:</b></p> <p>Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.</p> <p>Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student's learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.</p> <p><b>Advantages of Workbook:</b></p> <ul style="list-style-type: none"> <li>• Making lessons more effective</li> <li>• Introducing fun learning</li> <li>• Development of independent thinking</li> <li>• Ensuring better parent involvement</li> <li>• To keep children engaged</li> <li>• To help reduce screen time</li> <li>• Practice makes perfect</li> <li>• Enable easy revision</li> <li>• Help in gauging student's performance</li> <li>• Help evaluate class progress</li> <li>• Bring a structure to the learning process</li> </ul> <p><b>Workbook: Class work</b></p> <p>Attempt workbook exercises.</p> <p><b>HOMEWORK:</b></p> <p>Complete any incomplete work.</p>	<p>Writing skill</p> <p>Independent thinking</p> <p>Revision</p> <p>Practise</p>

Date and Time	Content and teacher activity	Formative assessment
<b>Day 4:</b> 00/00/00 15 min	<p><b>Activity: Listening and pronunciation skills</b></p> <p>This activity will sharpen the students' listening and pronunciation skills.</p> <p>Divide the class in pairs and ask the students to conduct the activity on their own. Keep an eye on the students to see how they are carrying on, however, let them take charge.</p> <p>Make sure that the students are enunciating the words properly and making the questions correctly. The point of this exercise is not to check their speaking and listening and most importantly their question making skills in a particular tense. Move on when the students are able to speak and convey their message properly to the other party.</p> <p><b>Class Work:</b>            Attempt Ex: D.</p> <p><b>Feedback:</b>            Give feedback on responses and correct any answer if required.</p>	
<b>Day 5:</b> 00/00/00 20 min	<p><b>Activity: Composition</b></p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p><b>Class Work: Composition</b>            Attempt Exercise E in class.</p> <p><b>Feedback:</b>            Give feedback if required.</p>	Verbal response Writing skills Reading skills Speaking skills Listening skills Composition skills
<b>05 min</b>	<p><b>Plenary:</b> Ask the students the following questions: Change role – student as teacher. What questions would you ask the class and why?</p>	Brainstorm Written Response

<b>ASSESSMENT</b>	<b>REFLECTION</b>
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<b>Topic</b>	<b>Emblem of the Lion: Nishan-e Haider</b>	<b>Week</b>	<b>13</b>
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<b>Class</b>	<b>VIII</b>	<b>Duration</b>	<b>60 min</b>
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<b>Learning Outcomes</b>	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Comprehend text post reading</li> <li>• Write composition</li> <li>• Answer while reading question</li> <li>• Write answers to comprehension questions</li> <li>• Read the text on their own</li> <li>• Read and understand the words to know</li> <li>• Understand the moral of the story</li> <li>• Enhance their listening and speaking skills</li> <li>• Enhance their writing skills</li> <li>• Enhance their reading skills</li> <li>• Work on individual tasks</li> <li>• Talk about the author of the story</li> <li>• Work well in pair tasks</li> <li>• Answer challenge question</li> <li>• List down the recipients of Nishan-e-Haider</li> <li>• Write a short summary</li> <li>• Fill in the blanks as directed</li> <li>• Revise singular and plurals for nouns</li> <li>• Change gender of nouns</li> <li>• Revise countable and uncountable nouns</li> <li>• Revise gerunds</li> <li>• Revise punctuation</li> <li>• Understand transitive and intransitive verbs</li> <li>• Revise noun clauses</li> </ul>
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<b>Date and Time</b>	<b>Content and teacher activity</b>	<b>Formative assessment</b>
<b>Day 1:</b> 00/00/00 <b>05 min</b>	<p><b>Settling time:</b></p> <p>Ask the students to settle down and share if they have any difficulty or if they have not understood from the previous lesson. Ask them to take out their textbooks and notebooks.</p>	Verbal response

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Starter:</b></p> <p>Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise. Ask the everyone and gently probe and encourage the students to provide answers. Try and gauge their speaking and listening skills as well.</p> <p><b>Class presentation skills:</b></p> <p>If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.</p> <p>Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.</p>	<p>Verbal response</p> <p>Recall</p> <p>Speaking and listening skills</p>
10 min	<p><b>Pre-reading:</b></p> <p>A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.</p> <p><b>TASK:</b></p> <p>Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.</p> <p>Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.</p> <p>Gently probe students and encourage them to participate.</p>	<p>Brainstorming</p> <p>Creative thinking</p>



<b>Date and Time</b>	<b>Content and teacher activity</b>	<b>Formative assessment</b>
<p>10 min</p> <p>10 min</p>	<p><b>Classroom procedure (group and pair work)</b></p> <p>The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.</p> <p>After reading the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.</p> <p><b>Focused [Group/Silent] Reading:</b></p> <p>After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.</p> <ol style="list-style-type: none"> <li>1. Which award is the highest bravery award in Pakistan?</li> <li>2. Is the Nishan-e-Haider given to on-duty army officials?</li> <li>3. Who awards the medal?</li> <li>4. How many martyrs have received Niishan-Haider as of yet?</li> <li>5. Name the first martyred official to receive Nishan-e-Haider in the history of Pakistan.</li> </ol> <p><b>Class discussion:</b></p> <p>Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.</p> <p>After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers.</p>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Focused reading</p> <p>Brainstorming</p> <p>Skim &amp; scan</p> <p>Group work</p>
	<p><b>Teacher's Resource: Answers</b></p> <ol style="list-style-type: none"> <li>1. The Nishan-e-Haider is the highest bravery award in Pakistan.</li> <li>2. No, the award is given posthumously to members of the Pakistan Armed Forces who have died in the line of duty.</li> <li>3. The medal of Nishan-e-Haider is awarded by the government of Pakistan.</li> <li>4. As of yet, there have been eleven recipients of Nishan-e-Haider.</li> <li>5. Captain Sarwar is the first martyred offcial to receive Nishan-e-Haider in the history of Pakistan.</li> </ol> <p><b>Feedback:</b></p> <p>Give feedback on responses.</p>	
<p>10 min</p>	<p><b>Reading aloud:</b></p> <p>Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p><b>WHILE READING</b></p> <p><b>Inferring vocabulary</b></p> <p>Students will read the text individually and highlight familiar words in the text, guess their meaning using context clues, check their conjectures against a reliable dictionary as a home-task, and finally, use them in their own sentences as part of their daily usage. Keeping a vocabulary notebook is also a viable strategy to broaden mental vocabulary.</p>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>

Words	Context clues	Inferred meaning	Dictionary meaning

Date and Time	Content and teacher activity	Formative assessment
<b>Day 2:</b> 00/00/00 20 min	<p><b>Comprehension questions</b></p> <p>Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.</p> <p>The students may write the answers after the oral work.</p> <p><b>Class Work: Comprehension</b></p> <p>Attempt Exercise A in class.</p> <p><b>Challenge Question:</b></p> <p>Have a small discussion on 'Challenge Question'.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	Verbal response Brainstorm Creative thinking Prediction Foreshadowing
20 min	<p><b>ACTIVITY: NOUNS: GENDER</b></p> <ol style="list-style-type: none"> <li>1. Prepare a list of masculine nouns (father, king, brother, bull, groom, lion, and prince).</li> <li>2. Cut strips of writing paper. Then write one masculine noun on each strip. Fold them.</li> <li>3. Use a card sheet to make a card box.</li> <li>4. Shuffle the folded strips and put them into the box.</li> <li>5. Tell the students that they will pass the gender box and pick a strip. They will read the strip and say aloud the feminine noun for the masculine on the strip. Keep aside the used strip. Pass the box to the next student and continue the game until all the strips are used.</li> </ol>	Verbal Response Writing skill Brainstorming Creative writing

Date and Time	Content and teacher activity	Formative assessment
	<p><b>ADDITIONAL HELPFUL RESOURCES</b></p> <p><b>A. Rewrite the following sentences, changing the genders of the nouns.</b></p> <p>1. The lady stood, looking at the peacocks.</p> <p>.....</p> <p>.....</p> <p>2. The boy wearing the blue sweater is my nephew.</p> <p>.....</p> <p>.....</p>	

Date and Time	Content and teacher activity	Formative assessment
	<p>3. My aunt has ducks and rams at the farm.</p> <p>.....</p> <p>.....</p> <p>4. The mare and the doe looked at each other.</p> <p>.....</p> <p>.....</p> <p>5. The witch had cast a spell on the princess.</p> <p>.....</p> <p>.....</p> <p>6. The cows and sheep grazed peacefully in the field.</p> <p>.....</p> <p>.....</p> <p>7. I saw tigers and lions at the zoo.</p> <p>.....</p> <p>.....</p> <p>8. My sister is making a card to give to father.</p> <p>.....</p> <p>.....</p> <p>9. The king was sad because his son was ill.</p> <p>.....</p> <p>.....</p> <p>10. The fox, which was hiding behind the bush, jumped on the cock.</p> <p>.....</p> <p>.....</p>	

Date and Time	Content and teacher activity	Formative assessment
	<p><b>State whether the underlined nouns are countable (C) or uncountable (U).</b></p> <ol style="list-style-type: none"> <li>1. The children are playing in the park. ....</li> <li>2. The bottle is in the cupboard. ....</li> <li>3. I am drinking milk. ....</li> <li>4. I put too much oil in the dish. ....</li> <li>5. Could you give me some glue, please? .....</li> <li>6. Please pour some water in my glass. ....</li> <li>7. The window is made of glass. ....</li> <li>8. His shoes were old and worn out. ....</li> <li>9. I want to adopt all the stray dogs! .....</li> <li>10. The sandwich has a lot of cheese in it. ....</li> </ol>	

Date and Time	Content and teacher activity	Formative assessment
	<p><b>Underline the correct option for each of the following nouns.</b></p> <ol style="list-style-type: none"> <li>1. Glue (countable/uncountable)</li> <li>2. Fleet (collective/uncountable)</li> <li>3. Phenomena (singular/plural)</li> <li>4. Drops (countable/uncountable)</li> <li>5. Teeth (singular/plural)</li> <li>6. Cheese (countable/uncountable)</li> <li>7. Fortress (singular/plural)</li> <li>8. Box (countable/uncountable)</li> <li>9. Lens (singular/plural)</li> <li>10. Words (countable/uncountable)</li> </ol> <p><b>Class Work: Working with words:</b></p> <p>It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> <li>• Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'laughed'.</li> </ul> <p><b>Attempt Exercise B.</b></p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	

Date and Time	Content and teacher activity	Formative assessment
<p><b>Day 3:</b> 00/00/00 15 min</p>	<p><b>ACTIVITY: TRANSITIVE AND INTRANSITIVE VERBS</b></p> <ol style="list-style-type: none"> <li>1. On a sheet, prepare a list of transitive and intransitive verbs written in slightly larger point-size.</li> <li>2. Divide the class into five teams. To each team, hand over two of these sheets so that members may share and read the list.</li> <li>3. Taking turns, each team will have to call out a transitive verb from the list. The team should take care and not call out any intransitive verbs.</li> <li>4. Another team will listen to the transitive verb called out and provide an appropriate object to go with the transitive verb. For example, if the verb called out is 'throw', the other team could add 'stones.'</li> <li>5. Points will be awarded to both teams if a correct verb is called out and an appropriate object is named.</li> <li>6. Do not award any points to the answering team if the object named is not appropriate. For example, 'the house' for the verb 'throw' is not acceptable.</li> <li>7. The team with the highest points will be winner.</li> </ol> <p><b>ADDITIONAL HELPFUL RESOURCES</b></p> <p><b>Underline the verbs in the following sentences and say whether they are transitive or intransitive.</b></p> <ol style="list-style-type: none"> <li>1. Sheema walks to school every day.</li> <li>2. Look, her brother is playing in the garden now.</li> <li>3. Her mother goes to the nearby gym every day.</li> <li>4. The lady opened her purse.</li> <li>5. Her father has worked very hard to reach the top position in his company.</li> <li>6. The children distributed some gifts on the festival day.</li> <li>7. Razak bought an ice-cream cone in the afternoon.</li> <li>8. Razia has brought some books for you.</li> <li>9. Hearing the hilarious joke, they laughed aloud.</li> <li>10. He has invented a small machine.</li> </ol> <p><b>Class Work: Learning about Language</b></p> <p>Attempt Ex: C.</p> <p><b>Homework:</b></p> <p>Complete any incomplete work.</p>	<p>Writing skill</p> <p>Brainstorming</p> <p>Creative thinking skills</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Workbook Exercise:</b></p> <p>Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.</p> <p>Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student's learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.</p> <p><b>Advantages of Workbook:</b></p> <ul style="list-style-type: none"> <li>• Making lessons more effective</li> <li>• Introducing fun learning</li> <li>• Development of independent thinking</li> <li>• Ensuring better parent involvement</li> <li>• To keep children engaged</li> <li>• To help reduce screen time</li> <li>• Practice makes perfect</li> <li>• Enable easy revision</li> <li>• Help in gauging student's performance</li> <li>• Help evaluate class progress</li> <li>• Bring a structure to the learning process</li> </ul> <p><b>Workbook: Class work</b> Attempt workbook exercises.</p> <p><b>HOMEWORK:</b> Complete any incomplete work.</p>	<p>Writing skill</p> <p>Independent thinking</p> <p>Revision</p> <p>Practise</p>
<p>Day 4: 00/00/00</p> <p>15 min</p>	<p><b>Activity: Listening and pronunciation skills</b></p> <p>This activity will sharpen the students' listening and pronunciation skills.</p> <p>Divide the class in pairs and ask the students to conduct the activity on their own. Keep an eye on the students to see how they are carrying on, however, let them take charge.</p> <p>Make sure that the students are enunciating the words properly and making the questions correctly. The point of this exercise is not to check their speaking and listening and most importantly their question making skills in a particular tense. Move on when the students are able to speak and convey their message properly to the other party.</p> <p><b>Class Work:</b> Attempt Ex: D.</p> <p><b>Feedback:</b> Give feedback on responses and correct any answer if required.</p>	

Date and Time	Content and teacher activity	Formative assessment
<b>Day 5:</b> <b>00/00/00</b> <b>20 min</b>	<p><b>Activity: Composition</b>  Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p><b>Class Work: Composition</b>  Attempt Exercise E in class.</p> <p><b>Feedback:</b>  Give feedback if required.</p>	Verbal response Writing skills Reading skills Speaking skills Listening skills Composition skills
<b>05 min</b>	<p><b>Plenary:</b> Ask the students the following questions: Quick-fire oral quiz to review/revisit learning.</p>	Brainstorm Written Response

<p><b>ASSESSMENT</b></p>	<p><b>REFLECTION</b></p>
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<b>Topic</b>	<b>Twelfth Night (Or What You Will)</b>	<b>Week</b>	<b>14</b>
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<b>Class</b>	<b>VIII</b>	<b>Duration</b>	<b>60 min</b>
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<b>Learning Outcomes</b>	<p>Upon completion of this lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Comprehend text post reading</li> <li>• Write composition</li> <li>• Answer while reading question</li> <li>• Write answers to comprehension questions</li> <li>• Read the text on their own</li> <li>• Read and understand the words to know</li> <li>• Understand the moral of the story</li> <li>• Enhance their listening and speaking skills</li> <li>• Enhance their writing skills</li> <li>• Enhance their reading skills</li> <li>• Work on individual tasks</li> <li>• Talk about the playwright</li> <li>• Talk about the play</li> <li>• Work well in pair tasks</li> <li>• Answer challenge question</li> <li>• Learn to read a play</li> <li>• Answer the given questions with reference to the context</li> <li>• Revise how to use dictionary</li> <li>• Enact the play</li> <li>• Learn one of the speeches by heart</li> <li>• Write a short summary</li> <li>• Write a short character sketch on one of the given characters</li> </ul>
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Date and Time	Content and teacher activity	Formative assessment
<b>Day 1:</b> 00/00/00 05 min	<b>Settling time:</b> Ask the students to settle down and share if they have any difficulty or if they have not understood from the previous lesson. Ask them to take out their textbooks and notebooks.	Verbal response



Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Starter:</b></p> <p>Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise. Ask the everyone and gently probe and encourage the students to provide answers. Try and gauge their speaking and listening skills as well.</p> <p><b>Class presentation skills:</b></p> <p>If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.</p> <p>Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate.</p>	<p>Verbal response</p> <p>Recall</p> <p>Speaking and listening skills</p>
10 min	<p><b>Pre-reading:</b></p> <p>A pre-reading activity is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.</p> <p><b>TASK:</b></p> <p>In <i>Twelfth Night</i>, we come across two feuding families—Olivia’s household and Malvolio’s. In real life too, there are people and families who do not get along. What do you think are the benefits of resolving such conflicts?</p> <p>List some ways in which such fights can be resolved. Compare your list with others in the class and rank the most common ways of solving such fights.</p> <p>Teacher to explain the difference between a play and a story.</p> <p>Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.</p> <p>Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.</p> <p>Gently probe students and encourage them to participate.</p>	<p>Brainstorming</p> <p>Creative thinking</p>

Date and Time	Content and teacher activity	Formative assessment
10 min	<p><b>Classroom procedure (group and pair work)</b></p> <p>The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.</p> <p>After reading the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.</p> <p><b>Focused [Group/Silent] Reading:</b></p> <p>After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.</p> <ol style="list-style-type: none"> <li>1. Who is the playwright of this play?</li> <li>2. How many scenes are present in this extract?</li> <li>3. What is the name of the main character in this extract?</li> <li>4. Who is Duke Orisino talking about?</li> <li>5. What does Viola believe?</li> </ol>	<p>Reading skills</p> <p>Comprehension skills</p> <p>Silent reading skills</p> <p>Discussion skills</p> <p>Focused reading</p> <p>Brainstorming</p> <p>Skim &amp; scan</p> <p>Group work</p>
10 min	<p><b>Class discussion:</b></p> <p>Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.</p> <p>After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers.</p>	
	<p><b>Teacher's Resource: Answers</b></p> <ol style="list-style-type: none"> <li>1. This play is written by William Shakespeare.</li> <li>2. There are two scenes present in this extract.</li> <li>3. The name of the main character in this extract is Viola.</li> <li>4. Duke Orisino is talking about Olivia.</li> <li>5. Viola believes that her brother is alive.</li> </ol> <p><b>Feedback:</b></p> <p>Give feedback on responses.</p>	

Date and Time	Content and teacher activity	Formative assessment				
10 min	<p><b>ANALYZING SHAKESPEAREAN COMEDY:</b></p> <p>Plays written by Shakespeare which are ticked under the umbrella of comedy are usually identifiable as plays brimming with irony, fun, and blinding wordplay. Generally, they are bound by cases such as mistaken identities or intentional deception, with plots which are tricky and slightly difficult to follow with planned endings.</p> <p><b>PLOT TWIST:</b></p> <p>Shakespearean plays are riddled with multiple plot lines overlapping characters, settings, situations, etc., making it almost impossible to follow. Towards the middle the plot becomes somewhat like a tangled ball of knitting thread which could not be untangled. However, these twists are always untangled towards the end and straightened out as the characters settle happily.</p> <p><b>USE OF PUN:</b></p> <p>Shakespeare is considered a master of puns and wordplay. His comedies are brimming with witty language games and puns.</p> <p><b>Reading aloud:</b></p> <p>Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.</p> <p><b>POST READING</b></p> <p>Students work in pairs for this activity. Do you think Viola should have disguised herself as a man? What good or bad things came out of her deception? List your responses in the table below. Then, determine which side carries more weight.</p> <table border="1" data-bbox="280 1189 1198 1599"> <thead> <tr> <th data-bbox="280 1189 740 1239">Pros of listening to their families</th> <th data-bbox="745 1189 1198 1239">Cons of listening to their families</th> </tr> </thead> <tbody> <tr> <td data-bbox="280 1239 740 1599"></td> <td data-bbox="745 1239 1198 1599"></td> </tr> </tbody> </table>	Pros of listening to their families	Cons of listening to their families			<p>Reading skills</p> <p>Comprehension skills</p> <p>Discussion skills</p> <p>Close reading skills</p>
Pros of listening to their families	Cons of listening to their families					

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<p><b>Day 2:</b> 00/00/00 20 min</p>	<p><b>Comprehension questions</b></p> <p>Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a class discussion leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.</p> <p>Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.</p> <p>Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.</p> <p>The students may write the answers after the oral work.</p> <p><b>Class Work: Comprehension</b></p> <p>Attempt Exercise A in class.</p> <p><b>Challenge Question:</b></p> <p>Have a small discussion on ‘Challenge Question’.</p> <p><b>Activity:</b></p> <p>Write a short play about two friends, one of whom has experienced a tragedy, and the other friend trying to provide consolation. How might he help his friend feel better? What should he say and do to raise his spirits and help him get back on track?</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal response</p> <p>Brainstorm</p> <p>Creative thinking</p> <p>Prediction</p> <p>Foreshadowing</p>

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20 min	<p><b>HOW TO PARAPHRASE?</b></p> <p>The 4 R's of paraphrasing – Read, restate, recheck, and repair.</p> <p>Steps of Paraphrasing:</p> <p>Step 1: Read the text</p> <p>Step 2: Remove the unnecessary details</p> <p>Step 3: Jot down important details of large passages in short words</p> <p>Step 4: Explain the important details out loud</p> <p>Step 5: Write down what you have paraphrased</p> <p>Step 6: Confirm facts</p> <p>Step 7: Recheck spellings with the original text</p> <p>5 USES OF A DICTIONARY:</p> <p>Use 1: Look up a meaning of a word</p> <p>Use 2: Check or confirm the spelling of a word</p> <p>Use 3: Find out how to use a word in a sentence</p> <p>Use 4: Find out how or from where the word originated</p> <p>Use 5: Find out the synonym of a word</p> <p><b>Class Work: Working with words:</b></p> <p>It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:</p> <ul style="list-style-type: none"> <li>• Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'laughed'.</li> </ul> <p><b>Attempt Exercise B.</b></p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	<p>Verbal Response</p> <p>Writing skill</p> <p>Brainstorming</p> <p>Creative writing</p>

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10 min	<p><b>Workbook Exercise:</b></p> <p>Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.</p> <p>Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student's learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.</p> <p><b>Advantages of Workbook:</b></p> <ul style="list-style-type: none"> <li>• Making lessons more effective</li> <li>• Introducing fun learning</li> <li>• Development of independent thinking</li> <li>• Ensuring better parent involvement</li> <li>• To keep children engaged</li> <li>• To help reduce screen time</li> <li>• Practice makes perfect</li> <li>• Enable easy revision</li> <li>• Help in gauging student's performance</li> <li>• Help evaluate class progress</li> <li>• Bring a structure to the learning process</li> </ul> <p><b>Workbook: Class work</b></p> <p>Attempt workbook exercises.</p> <p><b>HOMEWORK:</b></p> <p>Complete any incomplete work.</p>	<p>Writing skill</p> <p>Independent thinking</p> <p>Revision</p> <p>Practise</p>

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<p><b>Day 4:</b> 00/00/00 15 min</p>	<p><b>Activity: Listening and pronunciation skills</b></p> <p>This activity will sharpen the students' listening and pronunciation skills.</p> <p>Divide the class in pairs and ask the students to conduct the activity on their own. Keep an eye on the students to see how they are carrying on, however, let them take charge.</p> <p>Make sure that the students are enunciating the words properly and making the questions correctly. The point of this exercise is not to check their speaking and listening and most importantly their question making skills in a particular tense. Move on when the students are able to speak and convey their message properly to the other party.</p> <p><b>Extension activity:</b></p> <p>Act out the play before the class. Did you feel more empathy for Viola while reading the play, or by acting out/watching the play?</p> <p><b>Class Work:</b></p> <p>Attempt Ex: C.</p> <p><b>Feedback:</b></p> <p>Give feedback on responses and correct any answer if required.</p>	
<p><b>Day 5:</b> 00/00/00 20 min</p>	<p><b>Activity: Composition</b></p> <p>Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.</p> <p><b>Class Work: Composition</b></p> <p>Attempt Exercise D in class.</p> <p><b>Feedback:</b></p> <p>Give feedback if required.</p>	<p>Verbal response</p> <p>Writing skills</p> <p>Reading skills</p> <p>Speaking skills</p> <p>Listening skills</p> <p>Composition skills</p>

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05 min	<b>Plenary:</b> Ask the students the following questions: Take one minute to compose two statements in your head to explain what we have learnt and how we have learnt it.	Brainstorm Written Response

<p><b>ASSESSMENT</b></p>	<p><b>REFLECTION</b></p>
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