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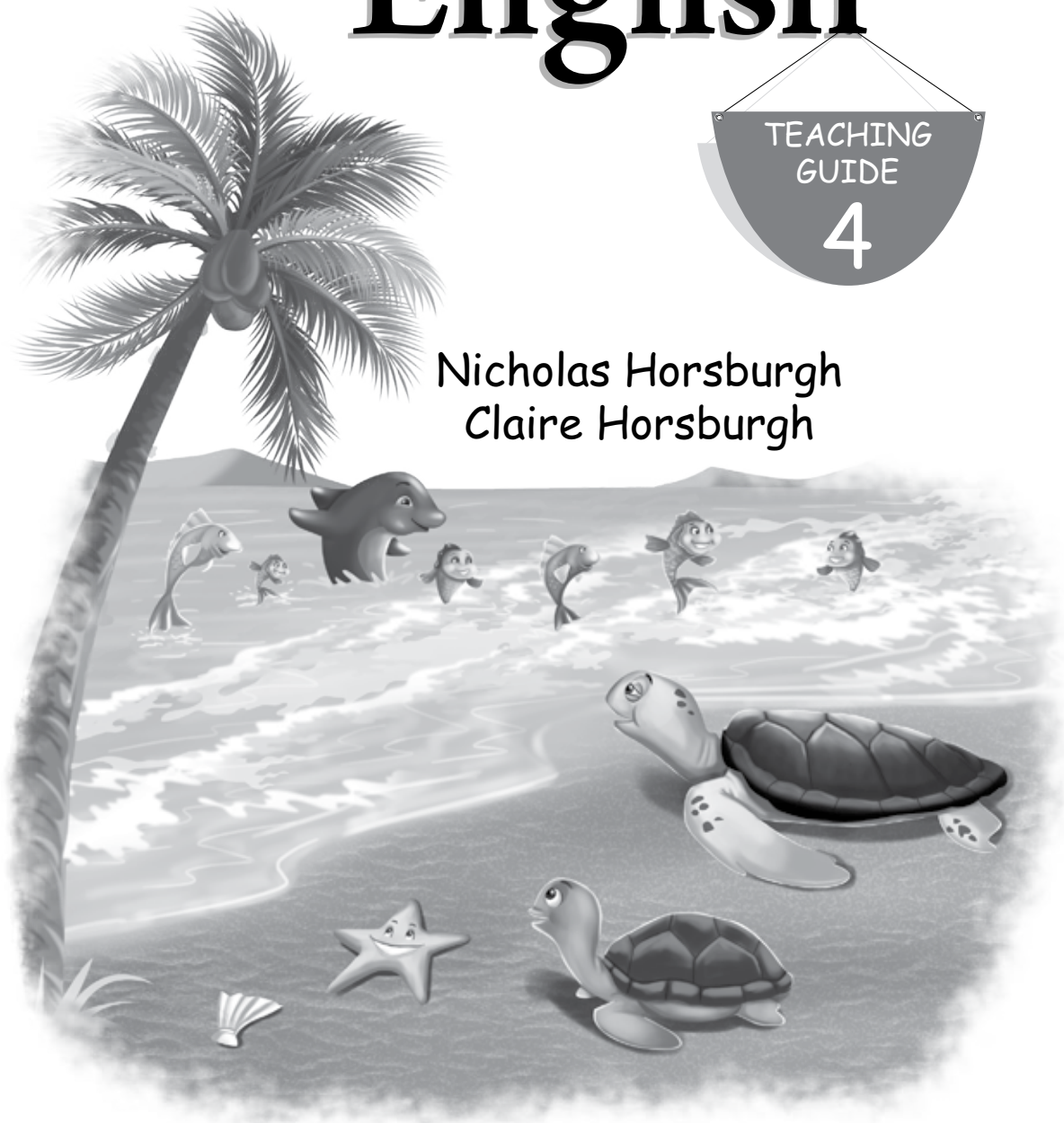
3rd Edition

New
**Oxford
Modern
English**

TEACHING
GUIDE

4

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Introduction

Introduction

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

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

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

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

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

1. Components of the course

The Student Books

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

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

Of the various methods of teaching reading, it has been shown that a blend of phonics and the ‘look-and-say’ methods 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 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 textbooks, 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 writes is called a *pen* or *pencil*, the object he throws up in the air is a *ball*, and when he is moving forward quickly he 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 with the words of the language through practical activities and concrete examples. He 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 Book. 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 textbooks. 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 the 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, 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 all pupils do not 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, textbooks 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 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 class. 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 textbook 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 (as 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 a CD player to play music and songs to the pupils.
8. Use a tape recorder 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-and-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 textbook 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: don't 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* textbook. 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.

Checklist

The vocabulary and structures used in the Student Books are carefully controlled and graded. If the Student Books are used in conjunction with supplementary readers and other reading books provided by the teacher, the pupils should have no difficulty in learning to read. With the phonic skills learnt in Primers A and B, the pupils should be able to tackle new material with ease. However, some pupils may experience certain difficulties in reading.

The reading checklist contains items that cover the first few years of reading.

Reading checklist—table

1.	Initial single consonants	b c d f g h j k l m n p q r s t v w x y z
2.	Short vowels	a e i o u
3.	Sound blending	hat wet pin job mud van leg sit fox gun
4.	Left to right sequencing	saw/was on/no ten/net for/from
5.	Letter shape recognition	b/h h/n c/e g/q t/f u/a g/y
6.	Recognition of orientation	b/d p/q n/u m/w
7.	Naming letters a) Sequence b) Random c) Caps/Small	A B C D E F G H I J B G M R P T F U W Mm Tt Ss Ff Gg Ll Rr Qq
8.	Long/short Vowels	hat/hate bit/bite not/note tub/tube
9.	Association rhyme/sort	cat/bat/mat big/dig/jig pot/hot/cot t—ten/tap/tin a—bag/cap/mat
10.	Variations in sounds	g (go, giant); s (has, sit, sugar); c (cat, city); y (yes, sky, very)
11.	Vowel digraphs	ai ay ar ea ew ee oo oi oy oa ou
12.	Consonant digraphs and silent letters	th (think, then); sh (shop); ph (phone); ch (chip, chord); wh (when, who); wr (write); kn (know); gh (high); mb (climb); gn (gnat)
13.	Double consonants	bb dd ff gg ll mm nn pp rr ss tt zz (cc—accord, accept)
14.	Consonant blends: initial	bl br cl cr dr fl fr gl gr pl pr sc sk sl sm sn sp st sw tr tw
15.	Consonant blends: end and medial	-nk -ng (Also triple blends: <i>thr scr str spr -ckl- -mpl-</i> etc.) -ck -ct -ft -lb -ld -lk -lm -lp -lt -mp -nd
16.	Prefixes	ab- ad- be- com- con- dis- ex- inter- pre- pro- re- sub- un-
17.	Suffixes	-al -ance -ence -ent -ness -ful -less -able -ion -sion -tion -tive -ary -ery -ible
18.	Other endings	-s -ing -er -ed -es -ish -ly -y
19.	Contractions	can't don't we'll won't we've you're
20.	Syllabication (Word attack)	in/ter/est gar/den cab/in ru/ler but/ton

21.	Anticipation of words, tenses, phrases, outcomes	Plurals (was/were) Pairs (Hot and) Tenses (has/had)
22.	Reading aloud	Reads smoothly with expression, inflexions, and stress. Awareness of punctuation. Varies speed.
23.	Referencing skills	Uses a dictionary, index, contents page, glossary.
24.	Reading strategies and comprehension	Silent reading. Skims for outline. Scans to locate specific information. Studies factual information critically. Integrates information from different sources. Understands literal content. Uses inference to extend understanding. Integrates information and personal knowledge for further understanding.

In order to keep a record of your pupils' progress, you might like to tabulate the information and keep a record sheet for each pupil.

Here is an example:

Alphabet Recognition					
Name:				Class:	
Date:		Taught:		Known:	

Letter sound	Letter name	Initial position	Middle position	End position	Capital (ABC)
a					
b					
c					
d					
e					
f					
g					
h					

Blends					
bl	br	cl	cr	dr	dw
fl	fr	gl	gr	pl	pr

The column headings of the table can be altered as the level increases.

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 eye-hand 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.

6. Structures

Lists of structures are given in the Contents' list for each book. Structures are presented in a graded manner throughout the series. These are introduced at an appropriate level and then revised at a later stage, in the same book or perhaps in the next.

Teachers should be aware of the structures being introduced, but it is not imperative that these are drilled, unless it is obvious that the pupils do need the practice. Do not spend too long on one structure; pupils soon learn the correct formula and can get all the answers right. These are better learnt over a long period of time with constant usage in a meaningful context—for example, in general conversation in class, or through a game.

Take note of recurring errors when the pupils speak amongst themselves or to you. There is no need to correct these errors every time they are made in general conversation, but if you are aware of the mistakes that are being made, you can put these right by ensuring that the pupils making the mistakes practise the correct drills at an appropriate time later on.

Here is a basic list of structures for use in the early stages of learning English. They are not in any particular order of introduction. Many additional structures will be used in oral work.

This is a/an + common noun.

This is + proper noun.

This is my/your + common noun.

These/Those are ...

This is my right ...

That is my left ...

It is a/an ... It's a/an ...

It's my/your ...

They are ...

They're my/your ...

What is this/that? (What's)

What are these/those?

Is this/that/it a/my/your ...?

Yes, it's a/my/your ...

Yes, it is. No, it isn't.

No, it isn't a .../my/your ...

Are these/those/they .../my/your ...?

Yes, they're .../my/your ...

No, they aren't .../my/your ...

Yes, they are. No, they aren't.

Is this/that a/my/your ...? or

Are these/those .../my/your ...? or

My/Your/His/Her name is ...

What is my/your/his/her name?

What is this/that boy's/girl's/man's/woman's name?

His/Her name is ...

He/She is/is not a

This/That/It is ...'s ...

This/That/It is his/her ...

These/Those/They are ...'s ...

These/Those/They are his/her ...

You are/are not a/my boy/friend/pupil.

I am/am not a/your teacher/dog.

This/That/It is the ...

This/That ... is on the/my/your/his/her/John's ...

It is on the/my/your/his/her/John's ...

These/Those ... are near the ...

They are near the ...

This/That/It is a ... (adj) ... (n)

These/Those/They are ... (adj) ... (n.pl)

The ... (adj) ... (n) is/are on the/my ...

Where is/are the?

the: Is the boy cold? No, he is not. He is hot.

The ceiling is white.

Is the boy happy? No, he is not.

Prepositions: in, on, under, behind, beside, in front of, near

Adjectives: small, big, young, old, tall, short, thin, fat, etc.

Adjectives: The cat is small. It is a small cat.

Adjectives: + prepositions. The green ball is on the table.

Imperatives: stand, sit, open, close, look at, say, pick up, hold up, draw, write.

of the: Touch the top of the desk.

The girl is at the top of the stairs.

Plural forms of nouns:

Numbers 1 to 10 and 10 to 20.

There are on the plate.

There is in the room.

Is there a ... on the table?

No, there is not. There is not a ... on the ...

How many are there? There are

They: *What are these? They are*

We/You. *We are Yes, you are*

We/You/They. *Are you girls? No, we are not.*

Present Continuous tense: *He is walking. She is jumping. What is he doing? He ising.*

Yes/No questions: *Is he shouting? Yes, he is. He is*

Are they ...? No, they are not.

Direct object: *What is he pulling? He is pulling a car. She is writing a letter.*

The man is catching mice.

Adverbials: *What is Moiz doing?*

He is coming out/on/for/in/along/to/with/over.

have: *I have a book. Have you a book? Yes, I have. (+ not)*

has: *Danish has a kite. Has he got a book? No, he has not.*

Who: *Who has a pencil? Shaima has.*

Who: *Who are sitting down?*

What: *What time is it?*

Uncountable nouns: *sugar, grass, salt, tea, bread, rice; piece of, plate of, glass of, bottle of*

Please consult the Guides for the levels below and above this one. They may contain ideas and suggestions that could be adapted and used in preparation of lesson plans for the Units at this level. For example, the Guide for the Primers contains a number of ideas about supplementary materials that can be made and used in class, and the words of over 70 songs, rhymes, and short poems.

Pippi is a lively and entertaining character. She is unusual. Read the story with expression.

While Reading: Pupils will give their own views. Ask them to give reasons for their opinions.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

Pupils will answer the questions in their own words. You may ask them to give oral or written answers. They should use their own words. The answers to the comprehension questions may at times be given as notes, not as full answers.

- The name of Pippi's house was Villa Villekulla.
- While Tommy and Annika were standing by the gate they were thinking about: what they should do; whether anything exciting was likely to happen, or whether it was going to be one of those dull days when they couldn't think of anything to play.
- The unusual thing about Pippi's morning walk was that she walked with one foot in the gutter and one foot on the sidewalk/pavement. On the way back, she walked backwards.
- Three places mentioned are the Congo, Egypt, and South America.
- Pippi's mother was dead and her father was on a cannibal island.
- Annika told Pippi that it is wicked to lie.
- While he was speaking to Pippi, Tommy realised that he was not going to have one of those dull days. Meeting Pippi was something new and exciting in his life.
- Pippi's pet monkey's name is Mr Nilsson.
- We know that the pet monkey was polite because he takes off his hat and bows politely.

These questions are more difficult. Discuss them first.

- Pupils may pick out a range of details. Pippi's pet and her appearance, actions, words, and situation are all remarkable.
- Pupils may debate whether or not the things Pippi says are true. Discuss a few of her claims. They should be encouraged to give a reason for their view. We know that she lies when she says that people in Farthest Asia walk along on their hands.

2. Say whether the following statements about the story are true (T) or false (F).

- a. True b. False c. False d. False e. True f. True

Challenge: Pupils to come up with their own responses.

3. Answer the questions about this line from the story.

We can be friends anyway, can't we?

- Pippi
- Tommy replies, saying 'Oh, sure.'

- c. Annika had said it was wicked to lie so perhaps Pippi thought they would not want to be friends with her. Pupils may have other explanations; accept them if they are plausible.

B WORKING WITH WORDS

Use the following words and phrases from the passage in sentences of your own.

Pupils will make up their own sentences. Make sure these are interesting and that the words and phrases are used correctly. If they make mistakes in their own compositions, ask them to find the words in the text, read the sentence again, and to copy it. Then they can try again.

C LEARNING ABOUT LANGUAGE

Participles

1. Fill in the blanks in the following; the first one has been done for you.

Participles: The verbs should be used in oral sentences. For example: simple past: She broke her arm. He showed me the way to school. Past participle: Her arm was broken. The way to school was shown to me (by him).

- | | | | | | |
|-----------|----------|----------|-----------|---------|---------|
| a. break | broke | broken | b. show | showed | shown |
| c. go | went | gone | d. cheat | cheated | cheated |
| e. stream | streamed | streamed | f. hear | heard | heard |
| g. say | said | said | h. spread | spread | spread |

2. Use all the words in the end columns in sentences of your own.

Pupils will compose their own sentences. Check that they have used the correct tense and that the sentences make grammatical sense.

Articles

3. Add articles to the following where necessary. Note that not all the blanks require an article.

Once upon **a** time there lived **a** king who was **a** fine man. **The** kingdom he ruled was () very large and all **the** people who lived in it () were happy and prosperous. One day **a** great flood of () water came pouring down from **the** mountains and swept away **the** palace and most of **the** city. Many of **the** people were drowned but **the** king sent his army and carried some of them to high () ground. In this way he saved () many people from () death.

Using 'who' or 'which'

4. Join the following sentences with *who* or *which*. Remember that we usually use *who* for people and *which* for things.

- This is the dog which has a strange name.
- This is the bin which the dog tipped over.
- This is the teacher who told the boys to be quiet.
- These are the children who are throwing water at us.
- This is the fence which they looked over.
- This is Mohid who lives next door.
- This is the cat which comes into our house every night.

5. Underline the nouns in the following sentences.

- Once upon a time there was an old **man** called **Ramiz**.
- One **day** he took his **dog** and went to the **forest**.

- c. Suddenly out of the **bushes** came a fierce **tiger**.
- d. **Ramiz** was afraid, but his **dog** feared no **man** or **creature**.
- e. It took one **step** towards the **tiger** and barked.
- f. **Ramiz** stood with his **back** against a **tree**.
- g. Soon the **tiger** ran into the **forest**.
- h. **Ramiz** went **home** and told his **wife** about their brave **pet**.
- i. 'Well done!' she said in a loud **voice**, and the **dog** wagged its **tail**.

D LISTENING AND SPEAKING

Listen carefully, and repeat the following words aloud. They are all from the story you have read. Mark the stressed syllables. Then say the words aloud again.

- | | | | | |
|-----------------|----------------|--------------|--------------|--------------|
| a. AL'ways | b. OTH'er | c. NEV'er | d. LOVE'ly | e. PLAY'mate |
| f. SUMM'er | g. MORN'ing | h. RE'alized | i. LOOK'ing | j. adMIT'ted |
| k. MON'key | l. BACKward | m. LY'ing | n. LIT'tle | o. 'WIDest |
| p. conSID'ering | q. eNOUGH' | r. SHOUL'der | s. inDEED' | t. WICK'ed |
| u. AN'gel | v. MO'ment (n) | w. COUR'age | x. reMEM'ber | |
| y. conTIN'ued | z. BREAK'fast | | | |

You could also try other words.

- | | | | |
|-------------|------------|---------------|--------------|
| deLIGHT'ed | HAP'pily | SPLASH'ing | disapPEARED' |
| underSTAND' | resPEC'ted | imMED'iate | EV'erywhere |
| themSELVES' | arRIV'al | inTELL'igence | |

E COMPOSITION

Read the description of Pippi Longstocking in the third paragraph of the story again. Pick one of the people in the pictures below. Describe them in detail.

Pupils should first discuss the description. What makes it effective? They should make some notes about the character they choose before they begin to write.

Workbook: pages 2–4

A NOUNS, VERBS, AND ARTICLES

Oral: Revision of noun, verb, and articles (adjectives too, if you wish).

Here is a game to revise nouns, verbs and adjectives:

Read the text. Ask pupils to give you examples of nouns (persons, places, things), verbs, and adjectives. Make lists, under different headings on the board. Pupils can suggest words one at a time, or you might like to turn this into a game with two or more teams.

Form the teams. Write the headings: Nouns—with three subsections for persons, places, things—Adjectives, and Verbs. You will need a watch or clock with a second hand to keep time. In one corner of the board, draw boxes—one for each team—in order to keep the score. (You might even use different colours to write the words, and then count them up later.)

Ask each team in turn to suggest a particular word:

A noun (person) beginning with the letter *T*. If the answer is Tahir, write the word on the board in the appropriate column (and give the team a point). If a wrong answer is given, or if the time (say, five seconds) is exceeded, then subtract a point AND give the following team an extra point if they get the answer to their question correct.

Make sure you have a list of words so that you don't have too many nouns or too many verbs, and there is a balanced number of each kind.

Other questions: a verb beginning with *F*; an adjective beginning with *M*; a noun (thing) beginning with *Z*; and so on. You could make the questions more difficult: a noun (place) ending with *A*; an adjective that is the opposite of *BIG*; and so on.

Choose suitable words from the box and fill in the blanks.

Pippi was leaving the ship to start **an** adventure. Pippi **took** two things with her from the **ship**: a little **monkey** whose name was Mr. Nilsson and a big **suitcase** full of gold pieces. The sailors **stood** upon the deck and **waved**.

Pippi held **the** suitcase tightly and **walked** off with Mr. Nilsson on her shoulder.

Nouns: ship, monkey, suitcase, Pippi

Verbs: took, stood, waved, walked

Articles: an, the

Can pupils provide their own (alternative) words to go in the blanks? Can they identify the adjectives (little, big, gold)? Can they replace the adjectives, add other adjectives to describe the nouns, or change the existing adjectives to more interesting words?

B USEFUL WORK – PROFESSIONS: ‘WHO’, ‘THAT’ CLAUSES

Oral: Questions about what work is done by the pupils' parents, brothers, sisters, uncles, etc. which can be turned into statements like those on this page. Again find out what various people do, and write the pupils' suggestions on the board. Only a few occupations are mentioned on this page. These have not been chosen because they are the most popular occupations. Introduce any others, but start with those followed by the parents of the pupils in your class.

There are hundreds of occupations and new words for the pupils to learn about. Here are a few: accountant, actor, advocate, ambassador, architect, artist, astrologer, baker, banker, barber, barrister, business person, butcher, carpenter, clerk, dentist, designer, director, doctor, economist, engineer, editor, farmer, financial manager, lawyer, physician, politician, professor, programmer, sculptor, shopkeeper, soldier, travel agent, tutor, veterinarian, watchman, writer, yoga teacher, zoologist...

1. Talk about what these people are doing.

Pupils can say what they like; the more they say about each picture, the better. Ask questions about other people too. What does a teacher do? A teacher teaches. A teacher is a person who teaches. What does a watchman do? A watchman is a person who guards a place. (Also mention other details.)

2. Write sentences like this:

- a. A driver is someone who drives.
- b. A nurse is someone who nurses.
- c. A painter is someone who paints.
- d. A boxer is someone who boxes.

Point out that all the words for occupations are nouns, too.

3. What do we call these people?

- a. A baker
- b. A conductor
- c. A fishmonger

4. Write sentences about these things. Follow the example.

- a. A clock is something that tells us the time.
- b. A toy is something children play with.

Show the pupils pictures of other objects, and ask them to make up similar sentences. (A car, a knife, a pencil, a paintbrush, a book, a hammer, etc.)

C WHOSE OR WHO'S?

Oral: Read through the text with the pupils. Ask the pupils to make up their own sentences. Emphasize the *is* in *who's*. Explain that the apostrophe stands for *is* or *has*. When we speak quickly we do not make a distinction between *whose* and *who's*.

Who's taken my book? (Who has taken my book?)

Who's sitting in my chair? (Who is sitting in my chair?)

Whose pencil is this? (To whom does the pencil belong?)

Who's going to speak first? (Who is going to speak first?)

Write the two words (*Who's*, *Whose*) on the board, one on the left and the other on the right. Say a sentence aloud using one of the words. Pupils should put up their left hand or right hand, depending on which word has been used (and where the word is on the board). You can do this with individual pupils or with the whole class. The problem with using the whole class is that everyone will follow those in front.

1. Fill in the blanks with *whose* or *who's*.

- a. The policeman helped the old lady **whose** purse was stolen.
- b. He is the man **who's** (*who is*) always helpful.
- c. **Who's** (*Who is*) the thief who stole the purse?
- d. He's the man **who's** (*who has*) taken lots of purses from old ladies.
- e. Do you know **whose** purse he took last week?
- f. I don't want to know anyone **who's** (*who has*) got a friend like that!

2. Now write your own sentences using *whose* or *who's*.

- a. This is Salim **who's** always playing tennis.
- b. Here is Raheel **whose** father is a policeman.
- c. The man spoke to Latifa **who's** always worked in their house.
- d. The doctor was helping a man **whose** leg was broken.

Lesson Plans

For detailed suggestions, refer to pages 1–5.

LESSON 1

Textbook Time: 40 min

Aims:

- To develop vocabulary
- To develop reading skills
- To develop comprehension skills
- To encourage answering in complete sentences

Task	Time
1. Read the text—the children should be encouraged to read aloud in turns.	10 min
2. Discuss the unfamiliar words and questions.	10 min
3. Attempt Exercise A.1.	15 min
4. Recap the main points of the text.	5 min

LESSON 2

Textbook Time: 40 min

Aims:

- To assess comprehension skills
- To introduce reference to context
- To develop thinking skills
- To develop oral skills
- To introduce the articles

Task	Time
1. Continue with Exercises A.2. and A.3.	15 min
2. Attempt Exercise B.	15 min
3. Attempt Exercise C—if the pupils manage to finish their work, an introduction to the articles 'a', 'an', 'the' can be given. The exercise can then be given as homework.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To join sentences using 'who' or 'which'
- To increase vocabulary
- To develop listening and speaking skills
- To develop creative writing

Task	Time
1. Continue with Exercise C—the sentences should be read carefully before written work is attempted.	10 min
2. Attempt Exercise D.	10 min
3. Attempt Exercise E. A brief discussion should precede the written work. Unfinished work can be given as homework.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- To revise nouns, verbs, and adjectives
- To encourage students to follow a number of instructions for an exercise

- To introduce various professions

Task	Time
1. Revise concepts of the previous lessons.	5 min
2. Attempt Exercise A.	15 min
3. Introduce Exercise B and attempt B.1., B.2., and B.3.	20 min

LESSON 5

Workbook Time: 40 min

Aims:

- To practise writing descriptive sentences
- To practise the use of 'whose' and 'who's'

Task	Time
1. Continue with Exercise B.4.	5 min
2. A brief explanation and discussion of Exercise C.	10 min
3. Continue with Exercises C.1. and C.2.	15 min
4. Revise the main points of the unit.	10 min

A Night in June

William Wordsworth wrote a great number of poems. Pupils might like to hear some other poems about nature. Read some to them, without too many explanations. Allow them to read poems too.

More about Wordsworth:

http://en.wikipedia.org/wiki/William_Wordsworth

For a full list and the words of Wordsworth's poems:

http://www.everypoet.com/Archive/Poetry/William_Wordsworth/william_wordsworth_contents.htm

Do the pupils know what a cuckoo looks like? It is a bird, but what type? Ask them to find out about some other birds. They have already read about an owl and sparrows, and now a cuckoo and thrushes. Let them find out about other birds too, and find a picture of a cuckoo. More about cuckoos:

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

Discuss the unfamiliar words and use them in sentences.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- The stars are appearing by twos and threes.
- The birds have not stopped their singing; they are 'piping yet'.
- The little birds are among the bushes and trees.
- Little birds piping, a wind that is rushing, water that is gushing, and the cuckoo's sovereign cry can all be heard.
- The cuckoo's cry fills the sky.

These questions are more difficult. Discuss them first.

- They are appearing like this because although the sun has set, there is still light in the sky. As the sky gets darker, more stars become visible.
- The cuckoo's cry is loud enough to 'fill' the sky and so seems superior to the other sounds.

2. Answer the questions about this line from the poem.

The little birds are piping yet

- ii. the birds are still piping even though it is late
- It is evening.
- Among the bushes and trees.
- Little birds, a cuckoo, two thrushes.

3. Note down the rhyming words in the poem.

set/yes, threes/trees, thrushes/rushes/gushes, cry/sky

4. Do the rhyming words form a pattern?

Point out that the rhyming is in the odd lines and even lines (for the first four lines), then an odd fifth line, which happens to rhyme with the next two lines. The last four lines are rhyming couplets. The scheme or pattern is:

a b a b — c — c c d d

5. Find the odd one out in each of the following lists.

Look for sound patterns, especially in the vowels. The odd ones in each list do not rhyme with the others.

- a. eat b. peace c. bushes d. neigh

B WORKING WITH WORDS

1. Use these words in sentences of your own.

Pupils will write their own sentences. You might like to read all the responses for *c. among*, and check that the sentences are correct.

Note: *between* is used for two, and *among* for more than two. When exactly two things are referred to, then *between* is the only option. (The war *between one country and another*; the choice *between good and evil*.) When more than two entities are mentioned, we use *among*. (The children of the class shared the sweets *among themselves*.) Pupils will learn to use the terms correctly in time.

2. Use these words in oral sentences of your own. If you are not sure of the exact meaning, look in a dictionary.

Each word describes a particular way in which liquids flow. Some of the words may be used equally well in the same contexts (flow/pour). *The water poured/flowed out of the pipes and into the fields.* However, we would not say: *The rain flowed down yesterday.* We would say: *The rain poured down yesterday.* Pupils should look up all the words, write definitions, and even draw pictures of water, trickling, dripping, spouting, spurting, flowing... from a pipe, if they can. Encourage more than one pupil to give an example of a particular word used in a sentence. In this way, all the various examples can be compared.

Telling the time

Talk about telling the time. Give them more examples of the time from a twenty-four-hour clock and using a.m. and p.m. before getting them to do the exercises.

3. Write the time using a twenty-four hour clock.

- a. 1500 hours b. 0600 hours c. 1600 hours
d. 1930 hours e. 1700 hours f. 2200 hours

4. Write the time using a.m. and p.m.

- a. 12 p.m. b. 10.30 p.m. c. 09.00 a.m. d. 4.45 p.m.

C LEARNING ABOUT LANGUAGE

Punctuation

1. Can you write out the paragraph on page 12 clearly? Separate the words and put a full stop at the end of each sentence.

Pupils should achieve something like this:

A long time ago people wrote without putting any breaks between words; this made reading very difficult. You can see what I mean from this example. It is better to separate the words and sentences.

Using 'yet'

2. Use yet and rewrite the following.

Note: 'yet' may be placed either before the verb or at the end of the sentence.

E.g. He has not yet arrived. He has not arrived yet.

Note also that 'as yet' is an idiom, meaning 'up to the present time; up to now'.

- The man has not yet finished the work.
- Faiza has not told her parents yet.
- Muneer has not left the hospital yet.
- The children have not eaten their lunch yet.
- The postman has not yet brought the letters.

3. Note the following uses of yet. Make up some sentences like those above.

Pupils may like to make up some oral sentences first, in order to get the meaning of both contexts clear.

In a., the word is an adverb meaning 'up to this specified time', but in b. the word 'yet' is a conjunction and means 'nevertheless; and despite this'.

Verbs

4. Underline the verbs in the following.

- Once upon a time there was a man who lived in a village.
- One day, in the forest, he was chopping down a tree for his fire.
- He felt very hungry in the afternoon and wanted some food.
- Suddenly, he saw a black cloud coming towards him.
- Heavy rain poured down and the man took shelter under the tree.
- Then he noticed the fruit in the tree and ate some.
- When the rain stopped, he picked up his axe and went home.

Note that pupils should be aware that all the verbs tell us what happened or what was happening *in the past*. They are all in the past tenses. Some verbs consist of more than one word (*is sitting, was playing, did see*).

But what happened next? Perhaps the pupils will tell you what they think?

D LISTENING AND SPEAKING

- Listen and repeat the following verse quickly and clearly, and
- Listen to the following. Then say the sentences aloud.

Pupils can have fun trying to say these tongue-twisters without making a mistake.

E COMPOSITION

Write a short description of one of the birds.

The pupils should try to write a fairly accurate and objective description of the bird, leaving out flowery language.

Create a class display about birds.

There are two parts to the task. If you have time, set the pupils the questions as a research task (keep it simple by giving each/some pupils one of the simple questions). You could get the pupils to cut out bird shapes on coloured paper and write out the questions, answers, and their descriptions on the cut outs before using these to form a display.

Workbook: pages 5–8

A YET AND ALREADY

Read the sentences and talk about the uses of *yet* and *already*. The pupils will be familiar with *yet* from the work in the textbook.

He has not finished his homework *yet*. (Up to now, he has not finished his homework.)

He has *already* finished his homework. (He finished his homework before we expected him to finish it.)

1. Use *yet* or *already* in the blanks below.

- They have **already** had their lunch.
- We do not know if he has arrived **yet**.
- Haven't you taken the dog for a walk **yet**?
- The children have **already** put away their books and pencils.

Did you notice where the word *yet* was placed in the sentences?

Discuss this. Pupils may remember that 'yet' may be placed either before the verb or at the end of the sentence. Whereas **yet** normally refers to present and future circumstances, **already** normally refers to something that is in the present or recent past. It is mainly used in questions and affirmative sentences and usually expresses surprise that something has happened sooner than expected.

Already is usually in mid position in the clause.

2. Make three sentences of your own using the word *yet*, and three sentences using the word *already*.

Pupils will make up their own sentences.

B SPELL AND WRITE

Oral: None, apart from some explanation about the use of a dictionary. (See Ex. C.) Do ensure that the pupils use a dictionary to look up the meaning of words and to find spellings. It is easier for them to ask you, and quicker that way, but they will never learn to use the dictionary properly and efficiently if you do not allow them this opportunity. In the title, is it right?

1. Arrange these lists in alphabetical order. First find the word that does not fit in the list, and cross it out.

The odd words appear in bold.

- Colin Hasan Mariam Nick **Quetta** Zaid
- any **bank** every few lots only some
- basket bell bison boat **bring** bullet bus

2. Write the opposites of the following.

- big (large) b. light c. hot d. dark (unfair) e. blunt
- f. dim (dull) g. out h. under i. poor

C USING A DICTIONARY

1. Find these words in a dictionary. See how fast you can do it. Write down the meaning of each word.

- giraffe: African four-legged, leaf eater with spotted skin, and a long neck.
- oyster: an edible creature in a shell. Lives in the sea.
- stag: a male deer.

Ask the pupils to look up other words, too, and to write definitions.

D A CROSSWORD

Across

- | | |
|--|-------|
| 1. When you are tired you... down. | LIE |
| 4. It gives us heat and light. | SUN |
| 6. This is the opposite of small or little. | LARGE |
| 7. The female of 'he'. | SHE |
| 8. You sleep in one or flowers grow in it! | BED |
| 12. A piece of furniture with a flat top. | TABLE |
| 13. 'Belonging to him'. | HIS |
| 14. Today he is sitting in a chair. Yesterday he... in the same chair. | SAT |

Down

- | | |
|---|-----------|
| 1. This year I am reading Book 4. year I read Book 3. | LAST |
| 2. These large animals have trunks but do not pack them. | ELEPHANTS |
| 3. If you want to catch a rat you have to use a... | TRAP |
| 4. These are made up of words. A few of them make up a paragraph. | SENTENCES |
| 5. A bird's house. | NEST |
| 9. 'Hey diddle diddle, etc., the... ran away with the spoon'. | DISH |
| 10. Toothpaste is usually in a... | TUBE |
| 11. The opposite of worst. | BEST |

E DO YOU KNOW WHY?

Oral: Ask questions based on the same pattern, and ask the children to change the questions. Note how the form of the verb changes.

1. Change these questions in the same way.

- Do you know where the post office is?
- Do you know what the postmaster's name is?
- Do you know where the postmaster lives?
- Do you know what the postmaster does?
- Do you know when the postmaster comes to the office?
- Do you know when he goes home?
- Do you know where his children go to school?
- Do you know why the postmaster is so happy?

Lesson Plans

For detailed suggestions, refer to pages 8–12.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate a poem
- To develop vocabulary

- To introduce the topic of birds
- To develop comprehension skills

Task	Time
1. Reading of the text and explanation of the unfamiliar words.	15 min
2. Attempt Exercise A.1.	15 min
3. Continue with Exercise A.2.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- To identify the rhyming words and the rhyme scheme of the poem
- To develop vocabulary
- To practise correct pronunciation

Task	Time
1. Continue with Exercises A.3., A.4., and A.5.	20 min
2. Attempt Exercises B.1. and B.2.	10 min
3. Attempt Exercises B.3. and B.4.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To introduce the use of ‘yet’
- To develop listening and speaking skills
- To develop language skills
- To develop creative writing and expression

Task	Time
1. Attempt Exercise C.	15 min
2. Attempt Exercise D.	10 min
3. Attempt Exercise E—a discussion can precede written work. The exercise can then be completed as homework and assembled as a display at the start of next lesson.	15 min

LESSON 4

Workbook Time: 40 min

Aims:

- To develop written expression
- To use yet and already in sentences
- To increase spelling and vocabulary

Task	Time
1. Revise the previous lessons. Assemble/complete display.	20 min
2. Attempt Exercises A.1. and A.2. in the workbook.	20 min

LESSON 5

Workbook Time: 40 min

Aims:

- To practise using dictionary
- To develop vocabulary

Task	Time
1. Attempt Exercises B.1. and B.2.	15 min
2. Attempt Exercise C.	15 min
3. Revise the main points of the unit.	10 min

LESSON 6

Workbook Time: 40 min

Aims:

- To develop vocabulary
- To develop oral expression
- To develop written expression, using 'Do you know...'

Task	Time
1. Attempt Exercise D.	15 min
2. Attempt Exercise E.	15 min
3. Revise the main points of the unit.	10 min

2

Pip Meets a Convict

This adapted extract from the beginning of *Great Expectations* is a great opportunity to introduce the pupils to Charles Dickens, the greatest writer of the Victorian era. The pupils may be unfamiliar with aspects of the setting so spend some time explaining where the events take place and talking about the characters and events as you read. In this way you can prepare the pupils for the comprehension questions and ensure that they appreciate the story. To set the scene, you may want to talk about what life was like in the past before beginning. Pip is scared of the convict and his actions; read the story with expression to convey this.

While Reading: Let pupils answer and point out details about why Pip would conclude that the man is an escaped convict: the iron chain on his leg, his ragged appearance, etc.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- Pip's full name was Philip Pirrip. (Not that easy to pronounce!)
- Pip lived in his sister's house with his sister and her husband, the blacksmith, Mr Joe Gargery.
- Pip started to cry in the graveyard one day because he realized that he was an orphan and felt sad. He is also made to feel sad by the grey land and sky.
- The convict told Pip to get him a file and some grub (food).
- The convict wanted to meet Pip early the next morning at the Battery.

These questions are more difficult. Discuss them first.

- The convict picked Pip up and put him on top of a gravestone. He turns Pip over and bends him backwards while holding on to him. He threatens Pip by saying that another man is hiding with him and that he will attack him and eat his innards!
- We know that the convict was cold and hungry because he was shivering, his teeth were chattering (probably due to his wet, ragged clothes) and because he asked Pip to bring him some food. The final paragraph contains descriptions that convey that the convict was cold. We also learn, at the start of the story, that it was a cold, grey day.
- Pupils will give their own opinions as to whether or not there was another man hiding with the convict. Ask them to give reasons for what they think. It is likely that he tells Pip this because he wants to make sure that Pip is too frightened to tell anyone about him.

2. Answer the questions about this line from the story.

The man jumped and made a short run, but then he stopped and looked over his shoulder.

- The convict.
- He thought that Pip's parents were close by.
- He realized that Pip was pointing to the gravestones which had his parents' names on them.

D LISTENING AND SPEAKING

What will Pip do, and why?

Divide the class into groups. Appoint a chairperson for each group (the CONTROLLER) and give them a few minutes to choose which item they are going to speak in favour of, and to note down valid points that are made to support their view. The speaker need not be the chairperson. When a presentation has been made, a member from each of the other groups should ask questions in turn. The questions may be answered by other members of the speaker's group.

E COMPOSITION

Think of a time when you have been frightened. Was it something you saw or watched? Did something or someone make you jump? Write about it.

Discuss this first. Allow pupils to share stories and ask them questions to draw out what was frightening, how they reacted, etc. Often when we are made to jump we end up laughing about it. Give an example first if you like. Example: hearing a noise in the kitchen, imagining it to be made by a burglar or intruder, and creeping in to see what it is only to discover it is a pet cat! Encourage them to use suspense (as in this example) or threat (as in the passage).

Workbook: pages 9–13

A ADJECTIVE PHRASES

1. Underline the phrases in the following:

- They spoke to us for a minute.
- He will be back in a minute.
- She goes for a run now and then.
- At the circus, we saw an elephant.

2. Underline the adjective phrases in the following:

- The man in the suit is my brother.
- She is a person of great beauty.
- The book with the old cover was lying on the floor.

B SUFFIXES: MAKING ADJECTIVES

You may mention other suffixes too: *-er, -est, -ier, -iest, -ment, -ation*, etc. But concentrate more on the change of spelling in *-ful(l)*. Also note: *-fully*. The addition of the suffixes *-ful* and *-less* create adjectives.

1. Add suffixes to these words to make adjectives.

- a. and b. harmless/harmful, c. painless/painful, d. thankless/thankful, e. truthful, f. careless/careful, g. useless/useful, h. hopeless/hopeful, i. playful, j. tasteful/tasteless, k. pointless, l. useful/useless

C LEARNING WORDS

1. and 2. Here is a list of the parts of a motor car. Write the number of each part in the circle connected to that part. You may have to check the meanings in a dictionary.

You may mention other parts, too: wheel, tyre, wipers, sidelights, bumper, number plate, fuel cap, etc.

Pupils may look in a dictionary to find the meaning of the words hub, radiator.

- a. A car radiator contains water to cool the engine.
- b. A hub is the centre part of a wheel.

D EITHER/OR

Oral: First give examples of *either* and *or* used together. Go on to the second usage. This may be done by asking simple questions to pairs of children, e.g. Rahim, do you like frogs? No? How about you, Mona, do you like frogs? No? Well, Rahim doesn't like frogs and Mona doesn't like them, *either*.

Drill: Either you or X should do the work now. (Don't worry if *neither* and *nor* come into the conversation. You may use these words, but concentrate on the others.)

Before written work is begun, point out that a comma should be used before *either* or *too*.

1. Complete these sentences using *either*.

Note that the verb is always the same in the response.

- a. Bilal doesn't have a job. His wife doesn't have one, *either*.
- b. George isn't a student. His sister isn't a student, *either*.
- c. I can't skate on ice. Maha can't skate on ice, *either*.
- d. A dog hasn't got two legs. A cat hasn't got two legs, *either*.
- e. Elephants don't have suitcases. Zebras don't have suitcases, *either*.

E TOO

Note that 'too' is used here to mean 'also' or 'as well'.

1. Write sentences using *too*.

- a. I am ten years old. Rehan is (ten years old), *too*.
- b. The baby has ten little toes. I do (have ten toes), *too*.
- c. Kabir likes sweets. I do, *too*.
- d. James has a pink shirt. Henry has one, *too*.
- e. Arif wants to go to sleep. The children do, *too*.

F TRIPLETS

1. Make oral sentences of your own about the three girls in the picture below. Use the words given in the box.

Discuss the pictures. Use the structures: same as/isn't the same as/different from.

2. Write sentences about the three girls. Use *the same as* and the word in the brackets.

- a. Maham's cat is the same as Naima's.
- b. Maham's hair is the same as Reema's.
- c. Maham's bag is the same as Naima's.

3. Use *isn't (aren't) the same as* in three more sentences about the girls.

- a. Reema's hair isn't the same as Naima's.
- b. Maham's blouse isn't the same as Reema's.
- c. Reema's shoes aren't the same as Naima's.

4. Use *different from* in three more sentences about the girls.

- a. Reema's bag is different from Naima's.

- b. Maham’s watch is different from Reema’s.
- c. Reema’s earrings are different from Maham’s.

G PARAGRAPHS

1. Look at the pictures below. Write two paragraphs in your notebook about each picture. The questions below will help you to think of what to write.

Oral: Discuss each picture; they are not connected in any way. Choose the main idea or theme of the picture and stick closely to that idea—do not digress too much. Let the children suggest possible ideas as to who the characters are and what they might be doing.

Writing: Two simple paragraphs are to be written about each picture. The questions in the box will help.

Explain a little more about paragraphs, and read with the pupils a paragraph or two from any book. Try to find out what each paragraph is about.

Lesson Plans

For detailed suggestions, refer to pages 15–19.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate a humorous story
- To develop reading and comprehension skills
- To increase vocabulary

Task	Time
1. Reading of the text and explanation of the unfamiliar words.	20 min
2. Begin with Exercise A.1.	15 min
3. Discuss Exercise A.2., and then give the task as homework.	5 min

LESSON 2

Textbook Time: 40 min

Aims:

- To practise using a dictionary
- To increase vocabulary
- To revise adjectives
- To introduce phrases

Task	Time
1. Attempt Exercise B.1.	10 min
2. Attempt Exercise B.2.	10 min
3. Attempt Exercise C.1.	5 min
4. Continue with Exercises C.1. and C.2. (Phrases and adjective phrases)—unfinished work should be given as homework.	15 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop conversational skills
- To encourage group work

Task	Time
1. Continue with Exercise C.3.	10 min
2. Attempt Exercise D.	15 min
3. Continue with Exercise E.	15 min

LESSON 4

Workbook Time: 40 min

Aims:

- To revise adjective phrases
- To introduce suffixes
- To develop vocabulary

Task	Time
1. Unfinished work from the previous lesson to be completed.	10 min
2. Revise the previous lessons.	5 min
3. Attempt Exercise A.	10 min
4. Attempt Exercise B. Continue with Exercise C or set it as homework.	15 min

LESSON 5

Workbook Time: 40 min

Aims:

- To develop vocabulary
- To be able to use either/or correctly
- To be able to use too

Task	Time
1. Attempt Exercise D.	15 min
2. Attempt Exercise E.	15 min
3. Attempt Exercise F.1.	10 min

LESSON 6

Workbook Time: 40 min

Aims:

- To be able to make comparisons using the phrases is/are the same as; isn't/aren't the same as; different from
- To compare and discuss pictures
- To develop creative writing skills
- To be able to write in paragraphs

Task	Time
1. Continue with Exercises F.2. and F.3.	15 min
2. Attempt Exercise F.4.	5 min
3. Attempt Exercise G. Unfinished work can be given as homework.	15 min
4. Revise the main points of the unit.	5 min

The Storyteller

A poem about the pleasure of listening to stories when young. The use of the past tense indicates that this is a memory. The speaker remembers the great stories told by 'him'—so great that they are still told today (final stanza). The punctuation needs to be taken note of when reading the poem so that the feelings of wonder and affection are conveyed. Discuss words and the meanings conveyed. For example: *cuddled in bed*—seems like they are comfortable, warm and cozy; *hugged by the bed*, *awe*—means respect and wonder/fear, *fables of yore*—yore is an old fashioned word, fables often had morals, conveys a sense that the stories were full of wisdom, *phantoms*—ghosts/things imagined; again, the idea of learning from an elder through their stories is conveyed because the phantoms only occur if *they'd not prayed*. Cover the questions while talking about the poem before the pupils do any writing.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- a. The stories were told at the end of the day.
- b. We know they are comfortable and at ease because they are bathed, well fed and cuddled in bed.
- c. We know the stories were interesting to the children because they listen in awe, with their eyes open wide. We open our eyes wide when we are amazed, surprised, highly interested...
- d. Fables of yore are stories from a long time ago. Look up the word fable (see below).
- e. The shadows would creep when they were asleep and the phantoms would appear when they had not prayed. Perhaps the poem is suggesting that the stories would affect their dreams.
- f. Now the children (now grown up) tell the stories to their families (young and old).

These questions are more difficult. Discuss them first.

- g. These are some of the clues in the poem which tell us that the stories were really good: The exclamation mark at the end of *What stories he told the children!* shows that they were awesome/exciting/good. *They listened in awe*. *They repeat them still*—we repeat things we find interesting/like. *stories of gold*—conveys the idea that they are precious.
- h. Pupils will say whether they think they are frightening or not. Ask them to support their view. Accept both interpretations. Some of the stories are about *shadows that crept* and *phantoms* which could seem like frightening subjects. However, the *phantoms* play and the children sleep *soundly* so maybe the stories contain moral messages that are not frightening to good children. Pupils may also bring up the use of the word *awe* in stanza 2 and the *chill* that is still felt (stanza 4) as evidence that the stories were frightening.
- i. Pupils will say whether they think the storyteller was good or not. Ask them to support their view. The last stanza states that the children repeated the stories long after they were first told, so this could imply that the storyteller was a good one.

2. More questions!

- a. Use a dictionary to look up the words. Discuss the differences. A story is an account of people and events, real or imaginary, told for entertainment. A fable is: a short story, typically with animals

as characters, conveying a moral; a story, typically a supernatural one which includes elements of myths and legends.

- b. Get the pupils to pick out verbs (tired, play, cuddled...). Many of these verbs describe feelings, sensations and actions that are to do with being still—they are appropriate for a poem about memory, listening, feeling, and sharing. Comment on the use of adjective phrases too.
- c. Can the pupils identify the a, b, b, c, c, a rhyme scheme?
children/then, day/play, fed/bed, wide/side, awe/yore, crept/slept, played/prayed, chill/still, old/gold

3. Answer the questions about this line from the poem.

If first they'd not prayed!

- a. The children.
- b. Phantoms would come out to play; shadows would creep.
- c. They feel a chill.

B WORKING WITH WORDS

1. Find words in the poem that rhyme with the following.

- | | | | |
|------------------|-----------|------------|------------|
| a. old/gold/told | b. fables | c. tired | d. feel |
| e. prayed/played | f. repeat | g. fed/bed | h. cuddled |

Discuss which words have a similar spelling pattern and which ones do not. Do they know any words which sound exactly the same but have different spellings: *pray/prey; rain/rein/reign; pain/pane; vein/vain*, etc.

2. Put the following in alphabetical order.

Addison, Alcott, Blyton, Bond, Dickens, Dryden, Gardner, Keats, Ludlum, Quincey, Shakespeare, Shelley, Sterne, Wodehouse, Yeats, Xenophon

Surname: the name that identifies somebody as belonging to a particular family

Can you guess the profession of the people above?

All the people were famous authors. Ask the pupils to find their names in an encyclopaedia and report at least one piece of information about each (or most of the authors) to the class.

The full names are: Joseph Addison (English politician and writer), Louisa May Alcott (American novelist), Enid Blyton (author), Michael Bond (author), Charles Dickens (author), John Dryden (poet), Erle Stanley Gardner (American author of detective novels), John Keats (poet), Robert Ludlum (American author of thrillers), Thomas de Quincey (author), William Shakespeare (playwright and poet), Percy Bysshe Shelley (poet), Laurence Sterne (novelist), Pelham Grenville Wodehouse (author and humorist), William Butler Yeats (Irish poet and dramatist), Xenophon (Greek philosopher, ca. 430–354 BC).

C LEARNING ABOUT LANGUAGE

Exclamations

1. Find an exclamation in the poem about the storyteller. Make three exclamations based on the poem. Write them in your notebook.

Note that exclamations often start with what is normally regarded as a 'question word' (what, how). 'What stories he told the children!' is an exclamation. 'What did he tell the children?' (with a different intonation) is a question. Exclamations also begin with pronouns: My aunt! My goodness! You fool!

Make up three exclamations based on the poem.

What a frightening story! How sweet! What a comfortable bed! I wish I could listen to that story! etc.

Using 'No'

2. Give short answers to the following questions. Each one must start with *No*.

- | | | |
|------------------------------|--------------------------------|------------------------------|
| a. No, I cannot/I can't. | b. No, she will not/she won't! | c. No, I do not/I don't. |
| d. No, it does not/doesn't. | e. No, I did not. | f. No, I have not/I haven't. |
| g. No, he has not/he hasn't. | h. No, she is not/isn't. | |

Reported speech

Note how the verb changes when we report what happened; *are* becomes *were*. The simple present tense becomes the simple past tense.

Illustrate this with some examples on the board first.

3. Now change the following sentences in the same way.

- He asked Anum where they were.
- They said they were young.
- She told us she was Mona.
- He told me he liked mangoes.
- He said it was dead.
- They said they were tired.

You may give the pupils additional sentences in direct speech to rewrite as reported speech.

D LISTENING AND SPEAKING

1. Listen to the following carefully and repeat aloud.

Pupils will enjoy saying these tricky sentences. Check that they are pronouncing the words clearly and correctly.

2. Sometimes when you hear one word, you immediately think of another. Write down the first word you think of when you see the following words. The first one has been done for you.

Pupils will think of their own words. Discuss the words they have chosen and ask what the connection is. Here are some examples:

- | | | | |
|-------------|---------------------------|--------------|--------------------------------|
| a. doctor | patient | b. engine | driver (train) |
| c. school | uniform (bus, work...) | d. beautiful | lady (star, colourful) |
| e. exciting | goose pimples (joy) | f. house | work (points, home...) |
| g. hospital | doctor (sick, ill) | h. tiger | animal (fierce, roar, stripes) |
| i. jeep | engine (driver, truck...) | j. cruel | mean (ugly, frightened) |
| k. sleep | snore (rest, dream) | l. mangoes | fruit (juicy, green...) |

What words did you choose and why? Discuss.

Pupils will find that they came up with completely different words (in some cases). Encourage pupils to explain any strange connections that they have made.

E COMPOSITION

If you were the storyteller, which scary story would you tell?

Ask pupils to first think about what scary stories they know. Share a few ideas and get them to make some notes about the plot, characters and setting before they write a short version of the story. Creating a word bank of effective vocabulary might also help. If time is short, writing an effective opening to a scary story will be sufficient.

Workbook: pages 14–18

A NO, NO, NO!

1. Write suitable questions for these answers.

Some suggestions. Pupils will write their own questions.

- a. Has he done the work?
- b. Can she come to the party?
- c. Are they going to Multan?
- d. Are they eating biscuits?
- e. Did Parvez sing?
- f. Can I see it from here? (Can you see it from there?)
- g. May they go out to play?
- h. It is good?

B REPORTED SPEECH

Read the example and give the pupils additional sentences in direct speech to turn into indirect or reported speech.

1. Note the differences between sentence 1 and sentence 2 on page 14. Now complete the list below. The list has been started for you.

Sentence I	Sentence II
a. direct speech	reported speech
b. inverted commas	no inverted commas
c. said to the storyteller	told the storyteller
d. We	they
e. like	liked
f. your	his

2. Do you remember what these words become in reported speech?

- | | |
|-------------------------------------|------------------------------------|
| a. <i>this</i> becomes <i>that</i> | e. <i>I</i> becomes <i>he/she</i> |
| b. <i>here</i> becomes <i>there</i> | f. <i>we</i> becomes <i>they</i> |
| c. <i>now</i> becomes <i>then</i> | g. <i>is/am</i> becomes <i>was</i> |
| d. <i>are</i> becomes <i>were</i> | h. <i>can</i> becomes <i>could</i> |

3. Change the following sentences into reported speech.

- a. The old man stood up and said (told us that) he was going right then (at that very moment).
- b. The teacher said that it was never too late to say sorry (to say one was sorry).
- c. They said that they could do it.
- d. She asked what she could do.

C SYNONYMS

Oral: Some explanation necessary, especially for homophones. Do not confuse these with homonyms = same name, e.g. bear. This word refers to a kind of animal, but the same word (same spelling) has two other meanings.

1. Choose synonyms from the box given on the next page for the following words.

- | | | | | |
|---------------|------------------|-----------------|-------------|--------------|
| big/large | hidden/concealed | actor/performer | labour/work | thing/object |
| heavy/weighty | strong/tough | hairless/bald | pick/choose | |

D HOMOPHONES

1. Choose words from the box and fill in the blanks. Look in the dictionary if you want.

- a. The **heel** on my shoe came off.
I hurt my foot but I hope it will soon **heal**.
- b. The poor **bear** had a thorn in its foot.
The shelves in the supermarket were **bare**.
- c. He wants to **dye** his white shirt blue.
When people grow very old, they **die**.

There are hundreds of homophones in English. Can the pupils think of any others? Some are given below.

board/bored, carat/carrot, cereal/serial, colonel/kernel, days/daze, doe/dough, ewe/you/yew, eye/I/aye, fare/fair, know/no, lone/loan, meat/meet, night/knight, principal/principle, read/red, read/reed, right/write/rite, pause/paws, see/sea, there/their, etc.

E WRITING STORIES

Oral: Read and discuss. Build on their experience of writing a scary story for this unit in the textbook.

Use the ideas on this page and write your own story in your notebook.

The children can be asked to write a longer outline before they actually start to write their story.

Lesson Plans

For detailed suggestions, refer to pages 22–26.

LESSON 1

Textbook Time: 40 min

Aims:

- To develop vocabulary
- To read a poem with appropriate expression

Task	Time
1. Reading of the poem and understanding of the unfamiliar words.	15 min
2. Begin with Exercise A.1.	15 min
3. Continue with Exercises A.2. and A.3. Discuss and complete for homework.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop vocabulary
- To develop observation skills
- To encourage the use of the dictionary
- To learn about exclamations and using 'no'

Task	Time
1. Attempt Exercise B.1.	10 min
2. Attempt Exercise B.2. The professions can be looked up for homework.	10 min
3. Attempt Exercise C—Exclamations.	10 min
4. Continue with Exercise C—Using 'no'. Unfinished work can be completed as homework.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To learn about reported speech
- To develop listening and speaking skills
- To develop vocabulary
- To develop creative writing skills

Task	Time
1. Attempt Exercise C—Reported speech.	10 min
2. Attempt Exercises D.1. and D.2.	15 min
3. Attempt Exercise E. A few minutes can be spent discussing the topic. They may need a lesson to complete the opening/story and revise the unit, or it can be set as homework.	15 min

LESSON 4

Workbook Time: 40 min

Aims:

- To reinforce learning about questions for answers using 'no'
- To reinforce indirect/reported speech
- To understand and be able to use synonyms correctly

Task	Time
1. Attempt Exercise A.	10 min
2. Attempt Exercises B.1. and B.2.	10 min
3. Attempt Exercise B.3.	10 min
4. Exercises C and D can be discussed and the task given as homework.	10 min

LESSON 5

Workbook Time: 40 min

Aims:

- To develop vocabulary
- To reinforce the use of adjectives
- To write grammatically correct sentences
- To develop descriptive and creative writing skills

Task	Time
1. Attempt Exercise E with a brief discussion and explanation.	30 min
2. Revise the main points of the unit.	10 min

While Reading: Pupils will give their own views. Ask them to give reasons for their opinions.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- The witch's name was Five. She did not like it because all through her life people had laughed or looked surprised when they heard that was her name.
- The witch was stirring her big cooking pot and saying a spell in her garden.
- Anansi was pleased because he heard the witch and he thought he would be able to use her spell to make some money or get some food.
- The first animal that Anansi tricked was Mrs Rabbit.
- Miss Frog and Mrs Shrew were not fooled by Anansi.
- At the market you could buy yams, beets, pulses, grains, sweet potato, pies, and mouth-watering delicacies. Pupils may find some or all of the items listed.
- Mrs Shrew was going to the market to try to sell the pies she had made. She wanted to buy some mouth-watering delicacies for her family at the market.
- Anansi got angry with Mrs Shrew because she would not say the number 5.
- There are six characters in the story: the witch, Anansi, Mrs Rabbit, Mr Duck, Miss Frog, and Mrs Shrew. The families of Mrs Shrew and Anansi are also mentioned.

This question is more difficult. Discuss it first.

- Pupils can pick out any of a range of clues which tell us that Anansi was not a nice spider: he is a trickster; he scowls; his first thoughts upon hearing the witch are that he can use it to his advantage; he is dishonest; he tricks nice characters; he does not share his food; he does not think about his family, and he gets angry when things do not go the way he wants them to.

2. Fill in the blanks with suitable words from the story.

- | | | |
|--------------|------------|--------------|
| a. difficult | b. peeked | c. delicious |
| d. scurrying | e. nearest | f. grinned |

3. Answer the questions about these lines from the story.

'1. 2. 3. 4, and this one that I am sitting on.'

- Mrs Shrew
- Mounds of earth
- Mrs Shrew avoids saying the number 5. She was not a fool; she guesses that Anansi is trying to trick her; she knows he wants her to say all the numbers, so she does not do it.
- Anansi gets so cross that he says the number and disappears.

Challenge: The moral of the story is that greed will bring you trouble. We could also say that causing trouble for others brings you trouble. Pupils can express this in their own words.

B WORKING WITH WORDS

1. See if you can find the answers to the following descriptions. Unscramble these four words to use in the spaces.

a. doctor b. nurse (doctor) c. teacher d. dentist

2. Who are the following people? Write three or four sentences like those above about the people shown below.

Allow the pupils to write their own sentences, so that you can then ask what professions they have chosen to write about. Recall the words for professions they have learnt already (see the notes in this TG for Unit 1, Workbook, Ex. B.) How many more can they think of?

3. The opposites of these words are all in the story. Find them.

The words below are from the story. Pupils may also think of alternative synonyms that could be used alongside these. E.g. difficult, hard, troublesome, etc.

a. difficult b. furthest c. kind d. pleased e. disappeared
f. hated g. high h. heavy i. unpleasant

Punctuation

Go over the text with the pupils, and look for examples. Some may be found in the story. Ask the pupils to find an example of a full stop and a comma. Write, 'Do it again. Say all the numbers!' on the board. Show how this can be changed to: 'Do it again; say all the numbers!' Also show how semicolons can be used in a list. E.g. *At the market, there were men with baskets and sacks; women with babies and bags; and children and old people with chickens and ducks.* Note how the semicolon here is used to separate the items in a list.

4. Separate these sentences using semicolons, commas, and full stops. (Don't forget to start each new sentence with a capital letter.)

- a. He shot an arrow; they just watched.
b. They were good archers; he was good at everything.
c. The dog did not die; it could not bark or eat.
d. I have two brothers, Noman and Khalid; he has a sister, Ayesha.
e. We like to swim every day; she does not.

C LEARNING ABOUT LANGUAGE

Adverbs

Choose suitable adverbs from the box to add to the sentences given below.

Pupils will choose suitable adverbs for the sentences. Remind them that an adverb is a word that tells us something more about an action. Adverbs describe how actions are done. Many adverbs end in -ly. Some adverbs do not. Adverbs can be formed from adjectives.

quick → quickly (add -ly); happy → happily. (change y to i and add -ly); true → truly. (drop e and add -ly)

Discuss their choices. Check for correct placement and agreement of tense. Alternatives are possible but here are some suggestions for possible placement—the adverbs in each example should not all be used together! Yesterday can be used with all of the sentences in the past tense. Tomorrow can only be used with e.

- a. **Yesterday**, he **swiftly/carefully** wrote a letter to his sister.
b. He **bravely** faced the tiger, which was **swiftly** leaping **angrily** at his throat.
c. The man with the bad leg **slowly/painfully** climbed the mountain track.
d. The arrow flew **smoothly/straight** through the air at the target.

- e. I am going to my father's house **tomorrow/immediately**.
- f. The man with the bundle shouted **loudly/angrily** at his donkey.
- g. The girl danced **beautifully/gracefully**, but did not sing at all.
- h. The boy sped **straight** down the steep road on his cycle.

Writing questions

Change the following into questions.

- a. Can a salesman travel far?
- b. Does Sodium Benzoate have a particular smell?
- c. Are the hotel's rooms expensive?
- d. Is the cash drawer full of notes?
- e. Is Sibi a place in Balochistan?
- f. Are the salesman's goods offered at a discount?

D LISTENING AND SPEAKING

What are my initials?

Pupils should mark the relevant squares. After the squares have been marked, they can be joined together to form a letter. (The letters to be formed are: M and S, but the pupils should find this out for themselves.) Ask pupils what they think the letters stand for.

The 1st letter of my first name.				
M	s	t	g	e
g	R	6	“”	u
3	i	j	2	H
F	t	9	A	b
g	H	T	Y	4

The 1st letter of my surname.				
U	4	g	T	‘
b	z	3	f	j
u	e	a	i	g
7	,	Q	w	z
R	M	.	d	+

E COMPOSITION

Write a conversation between Anansi and one of the animals he tricks. Try to give each character at least five lines of dialogue. Set it out in the form of a play script.

Write the example on the board and take some suggestions to add to it. Some students will be able to use this as their starting point while others may be able to choose another character from the story.

Workbook: pages 19–23

A MAKING ADVERBS

Oral: Perform various actions and describe them.

I am walking to the door. How am I walking?

I am walking *slowly*. Now I am walking to the desk.

I am walking *briskly*. Now I am racing across the floor.

I am walking *quickly*. etc.

Spelling: Write various words on the board and ask the pupils to add *-ly* to form adverbs, e.g. rough, pretty, sincere, fair, bright, secret, shady, boring, tremendous.

1. Add suitable adverbs to the following from the box.

- a. bitterly b. promptly c. soundly d. quickly e. truthfully

2. Form adverbs from these adjectives. Use five of them in sentences of your own. Write them in your notebook.

- | | | | |
|------------|-----------------|-------------|------------|
| a. luckily | b. proudly | c. shakily | d. equally |
| e. noisily | f. successfully | g. jokingly | h. gently |
| i. briskly | j. carefully | k. loudly | l. madly |
| m. ably | n. nimbly | o. faintly | p. bravely |

B FORMING QUESTIONS

1. Put the words into the correct order to form questions. Don't forget to add a question mark at the end.

- Where did the children go yesterday?
- How old is his younger brother?
- Did they say when they could start the work on the building?
- Why has he not come to work three for days?
- What present did she give the child on his birthday?
- Who is the owner of that tall building?

C SO MANY CLOUDS!

Oral: Quiz about whether nouns are countable or uncountable. Tea, bread, milk, flour, butter, tobacco, petrol, wood, etc. are all uncountable.

1. Try to think of five countable and five uncountable nouns. Write them here:

Countable : trees, baskets, cows, fingers, pens, desks, boys, etc.

Uncountable : wool, plastic, land, bread, ink, tobacco, sugar, money, etc.

2. Use *so many* or *so much* to fill in the blanks. The picture clues on the next page will help.

- Akbar has ***so much money*** that he can buy what he likes.
- There are ***so many clothes*** in the cupboard that it won't shut.
- There was ***so much tea*** in the teapot that we all had two cups.
- Sana read ***so many*** books that her eyes ached.
- There were ***so many*** clouds in the sky that we couldn't see the sun.
- The boys wasted ***so much*** paint that the teacher was cross.

D SO EASY

Oral: Use of *so*. Give the pupils adjectives and ask them to make up sentences using the adjective with *so*.

1. Make your own sentences. Use *so... that* in each one. Choose any adjective from the box below.

Examples:

- | | |
|---|----------------------------------|
| a. The watch is (was) so expensive that | b. The man is so old that |
| c. The matchbox is (was) so cheap that | d. The room is so quiet that |
| e. The baby is so tired that | f. The elephant is so heavy that |

- g. The sun is so hot that
- i. The man was so hungry that

- h. The suitcase is so large that
- j. The radio was so loud that

Lesson Plans

For detailed suggestions, refer to pages 29–33.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate a story
- To develop vocabulary
- To develop comprehension skills

Task	Time
1. Reading and discussion of the text.	20 min
2. Begin with Exercise A.1. Discuss the questions.	10 min
3. Attempt Exercise A.2. The task can be given as homework.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop vocabulary
- To develop correct sentence structure
- To practise the use of commas, semicolons, and full stops

Task	Time
1. Continue with Exercise A.3. A brief discussion to recap the story from the previous lesson should precede the written work.	15 min
2. Attempt Exercises B.1. and B.2.	15 min
3. Attempt Exercise B.3.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To practise punctuation
- To identify subjects and objects of verbs
- To change statements into questions

Task	Time
1. Continue with Exercise B.4.	15 min
2. Attempt Exercise C (Adverbs).	15 min
3. Discuss Exercise C (Writing questions) and give the task for homework.	10 min

LESSON 4

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To encourage students to speak about their own experiences
- To write a personal account

Task	Time
1. Attempt Exercise D.	15 min
2. Attempt Exercise E. A brief discussion should precede written work. Unfinished work can be completed as homework.	15 min
3. Revision of the concepts covered so far.	10 min

LESSON 5

Workbook Time: 40 min

Aims:

- To form adverbs from adjectives
- To make grammatically correct sentences
- To introduce the use of countable and uncountable nouns

Task	Time
1. Attempt Exercise A.1.	15 min
2. Continue with Exercise A.2.	15 min
3. Attempt Exercise B.1.	10 min

LESSON 6

Workbook Time: 40 min

Aims:

- To revise the use of countable and uncountable nouns
- To be able to make sentences using so...that

Task	Time
1. Give a brief recap of countable and uncountable nouns from the previous lesson, then begin Exercise C.1.	15 min
2. Attempt Exercise C.2.	10 min
3. Attempt Exercise D, then recap of the main points of the unit with emphasis on punctuation, subjects and objects, adverbs, etc.	15 min

Leisure

In the poem, beauty is spoken of as a person; she glances and dances with her beautiful feet; she smiles. Discuss this and show through other examples, how we sometimes (usually in poetry) invest abstract things with human qualities. This is called personification; we turn things, or inanimate objects, into people with human emotions and characteristics. We also refer to certain things by calling them, for example, 'she': as in, *the Moon revealed her face; she shone on the travellers*.

Unfamiliar words/phrases: boughs, her feet (line 10: Beauty's glance, her feet, etc.)

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- a. 'Leisure' means a time to rest and relax from work.
- b.
 - i. having work and responsibilities: troubled, worried
 - ii. reflected light sparkling on the surface of moving water.
 - iii. during the day, when things can easily be seen

These questions are more difficult. Discuss them first.

- c. Either the first or the last stanza because the main question is answered here.
- d. Pupils will give their own opinions, but should offer a reason, too.
- e. Beauty looks (glances), dances, and smiles like a person.

2. Answer the questions about these lines from the poem.

No time to wait till her mouth can

Enrich that smile her eyes began.

- a. Beauty (personified)
- b. There should be time to stand and stare (at all the beautiful things in nature).
- c. To make rich; to improve the quality of something

B WORKING WITH WORDS

1. Do you know what these prefixes stand for?

Discuss each of the following and ask the pupils to give you further examples. If necessary, they should look in their dictionaries and find suitable words. Not all words beginning with the letter combinations below are prefixed. (E.g. engine, end, etc., are words in themselves.)

en- (enrich, enable): to make more.

un- (unlikely, unsuitable, unable): not ...

in- (incorrect, inability, inaccurate): not ...

dis- (dissatisfied, disappear): not ...

2. Copy the prefixes and words into your notebook. Add more words to each list.

Pupils to find words in a dictionary.

3. Look at these clues. You will have to think of the correct word and then write down the first letter of the word; these make the answers.

- | | | | | | |
|-----------------|-------------|--------------|----------|--------------|---------------|
| a. i. aeroplane | ii. night | iii. toes | | Answer: ANT | |
| b. i. forty | ii. Italian | iii. Leisure | iv. many | Answer: FILM | |
| c. i. test | ii. right | iii. ink | iv. city | v. king | Answer: TRICK |

4. Make up similar puzzles of your own.

Encourage the pupils to first choose a word, then write the clues. They can then pass these on to other pupils to solve.

C LEARNING ABOUT LANGUAGE

Subjects and objects

1. Do you remember what you have learnt about subjects and objects? Underline the subjects in the following sentences.

- The girl ran down the road.
- The girl and the boy ran down the road.
- The tall girl and the short boy climbed the fence.
- Three old men, two young girls, and a dog were waiting for the bus.
- The man who gave me the money is sitting in that shop.

Direct and indirect objects

Explain with further examples.

2. Underline the direct object and circle the indirect object in each of the following.

- She brought me a cake.
- They gave some food to the traveller.
- I sang a song to her.
- The teacher showed the class a video.

Using 'to'

3. Change the following sentences and put in the word *to*.

- I gave the book to him.
- I sent a letter to my uncle.
- I lent my pen to her.
- They showed the lake to us.

D LISTENING AND SPEAKING

Take turns to perform the four actions and describe them to the others in class.

Pupils should follow the instructions. They should make at least four sentences and practise starting each new sentence in the way suggested. 'Then' may be used once.

E COMPOSITION

Write a paragraph about what you think the poet is trying to tell us. Do you agree with the poet?

Discuss the exercise in class before allowing the pupils to proceed with writing. They should come up with valid reasons to support their choice.

Workbook: pages 24–28

A WHAT'S THE OBJECT?

Look at the pictures, and read the text.

Oral: Go over the text with some explanations.

1. Put a line under the subject in the following.

- a. The boy asked a question.
- b. She went to the market.
- c. The children played under the old banyan tree.
- d. Rehan and Rida talked to the clown.
- e. The big brown bear climbed the rocky path.
- f. The man who sold me the bicycle is walking down the road.

2. Fill in the blanks with suitable subjects.

Pupils will use their own words, but make sure the subjects are interesting ones. E.g. The neighbours woke me up with a scream. The squabbling neighbours woke me up with a scream. The woman told the boy to go home. The woman at the supermarket checkout told the boy to go home, etc.

B WHO DID WHAT TO WHOM?

1. Read and talk about the sentences below.

Oral: A few examples of object (direct and indirect).

2. Underline all the direct objects in the following sentences.

- a. My father sang a song.
- b. The children danced a jig.
- c. My father lost an extremely valuable watch.
- d. My mother found a hundred-rupee note.
- e. The children spent the money.

3. Underline the direct objects and circle the indirect objects in the sentences below.

- a. He sent the box to his mother.
- b. She found a present for her husband.
- c. The man bought a carpet for himself.
- d. Moiz threw the ball to his brother.
- e. I gave the balloon to the child.

C STILL SHOUTING

Oral: Drill opposites. Give the class instructions to do the opposite of what you say.

E.g. Arif, stand up. (Arif keeps sitting.)

'I asked Arif to stand up but he kept sitting.'

Maham, close your left eye.

'I asked Maham to close her left eye but she closed the right one.'

When you have drilled *but*, go on to use *still hasn't*.

Arif still hasn't stood up.

Maham still hasn't closed her left eye.

1. Match the following and write them in the spaces provided.

- a. I told him to get up but he is still lying down.
- b. I told him to come quickly but he still hasn't arrived.
- c. I told him to fix the car but he still hasn't fixed it.
- d. He told her to read the book but she still hasn't read it.

2. Look at the pictures given on the next page and make up your own sentences. Use the phrases that are given under the picture. Write the sentences on the next page.

Examples:

- a. I told you to mend the vase, but it is still broken.
- b. I have been waiting for half an hour, but the bus is still not here.
- c. I want to use the telephone, but she is still talking.

D BETTER OR WORSE?

Oral: Some oral work with the comparative and superlative, using objects or pictures.

Remember to emphasize the use of *the* with the superlative— (the biggest, the grandest, the meanest).

Here are some spelling rules to follow when we add -er or -est.

Think of other examples for 1–5 below.

Revise the rules and ask pupils to suggest adjectives.

1. Try doing these.

- | | | | | | |
|----------|---------|----------|------------|--------------|--------------|
| a. heavy | heavier | heaviest | b. broad | broader | broadest |
| c. fine | finer | finest | d. lazy | lazier | laziest |
| e. fat | fatter | fattest | f. curious | more curious | most curious |

E BIGGER AND BETTER

1. Write sentences of your own using the adjectives below.

- a. The first house is bigger than the second house.
- b. The second house is more beautiful than the first house.
- c. The second house was cheaper to build than the first house.
- d. The second house is older than the first house.
- e. The second house is better than the first house.
- f. The second house is more comfortable to live in than the first house.
- g. The second house is more interesting than the first house.
- h. The first house is more expensive than the second house.

Lesson Plans

For detailed suggestions, refer to pages 35–38.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate a poem
- To introduce the concept of personification
- To develop vocabulary
- To develop comprehension skills

Task	Time
1. Reading and understanding of the poem and the unfamiliar words.	10 min
2. Begin with Exercise A.1.	15 min
3. Attempt Exercise A.2.	15 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop vocabulary
- To learn the meanings of prefixes en, un, in, dis
- To distinguish between direct and indirect objects

Task	Time
1. Give a recap of the previous lesson.	5 min
2. Attempt Exercises B.1. and B.2. Questions 3 and 4 can be given as homework.	15 min
3. Attempt Exercise C.	20 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To develop oral presentation skills and verbal confidence
- To develop writing and analytical skills

Task	Time
1. Attempt Exercise D (Use 5 minutes to do the puzzles pupils made for homework.)	20 min
2. Attempt Exercise E. A brief discussion should precede the written work. Unfinished work can be given as homework.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- To revise subject and object
- To reinforce direct and indirect objects

Task	Time
1. Discuss and attempt Exercise A.1.	15 min
2. Discuss Exercise A.2. The task can be given as homework.	10 min
3. Continue with Exercises B.1. and B.2.	10 min
4. Exercise B.3. can be started and continued in the next lesson.	5 min

LESSON 5

Workbook Time: 40 min

Aims:

- To practise the use of 'still' in sentences
- To develop oral expression
- To use comparative and superlative forms of adjectives

Task	Time
1. Unfinished work from the previous lesson to be completed.	5 min
2. Continue with Exercises C.1. and C.2.	20 min
3. Attempt Exercise D.	15 min

LESSON 6

Workbook Time: 40 min

Aims:

- To use the comparative and superlative forms of common adjectives
- To write comparative sentences with correct grammatical construction

Task	Time
1. Attempt Exercise E. A discussion can precede written work.	30 min
2. Recap the main points of the unit.	10 min

Perhaps the pupils will be inspired by this to organize a variety entertainment show of their own.

While Reading: Let pupils share their impressions based on how the characters behave differently in class and what they elect to do for the variety show.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- Mr Khan called the class together to make an announcement about a forthcoming variety entertainment.
- Daniyal thought he was going to scold the class; Feroz disagreed; Maham thought it would be good news.
- Mr Khan stared at Ali with a look that could kill because he was cross with Ali for interrupting.
- Pupils from other classes, members of staff, parents, and guests came to see the variety entertainment.
- Ali announced to the audience that he was going to make his dog disappear.
- Smokey leapt out of Ali's arms to go after the biscuits kept under the table.
- The audience thought Ali's trick was wonderful.
- Ali's classmates did not know how the trick was done, until he told them the following day.

This question is more difficult. Discuss it first.

- The audience liked the show because they clapped and cheered loudly.

2. Make a list of Ali's classmates mentioned in the story. Against each name, write down what act they performed in the variety entertainment.

Sadia: dance; Maham and Hania: mime; Yasir, Feroz, and Anjum: pop song; Daniyal: poem; Moin, Atif, and Sara: shadow play; Ali: magic show.

3. Answer the questions about this line from the story.

Everyone clapped as he walked on to the stage, wearing a green robe and a tall, pointed hat painted with stars and crescent moons.

- Ali
- He was performing on stage, at the variety entertainment, as a magician.
- He was going to make his dog, Smokey, disappear.

Challenge: Get the pupils to gather some notes. Talk about Mr Khan's comments and expressions.

Examples: he *smiles*—he is friendly/nice; '*Ahem!*' said *loudly* and he *glowers*—he can be strict and expects good behaviour (*a look that could kill*); he makes sure everyone is included—he asks Ali what he is going to do; what do the pupils make of his warning to Ali?

B WORKING WITH WORDS

- 1. On the next page are some words taken from the passage. Write them in your notebook and then use a dictionary to find their meanings. Use them in sentences of your own.**
 - munching: chewing food purposefully; usually with a crunching sound
 - allowed: given permission for something to happen or somebody to do something
 - variety: collection of varied things; entertainment made up of different kinds of acts
 - entertainment: something produced or performed for an audience
 - favourite: much loved, most wanted
 - applaud: clap, cheer, show approval
 - vanish: to disappear from view
 - gasped: breathed in with surprise or pain
 - wriggling: small, quick twisting movements
- 2. Match the person to the descriptions of what they do.**
 - A shopkeeper is a person who manages a store and sells items.
 - A holy (wo)man is a person who is very religious.
 - A washer(wo)man is a person who washes clothes.
 - A water-carrier was a person who transported water from wells to homes before pipes were common.
 - A minister is a person who works in the government.
 - A king/queen is a person who rules a country!
 - A milkmaid/cowman is a person who looks after cows and milks them.
 - A police officer is a person who prevents crime and keeps order.

C LEARNING ABOUT LANGUAGE

Types of sentences

- 1. Write the following in your notebook. Say whether they are statements, questions, exclamations, or commands.**
 - command
 - statement
 - command
 - exclamation
 - question

There are many examples of each to be found in the story. Ask the pupils to find some and to write some of their own.
- 2. Change the following statements into questions.**
 - Is my father coming with me to Murree tomorrow?
 - Are we going by bus?
 - Is the road very steep?
 - Don't I like travelling by bus?
 - Shall we get there at 5.30?

Tenses

Explain with further examples.

- 1. Say which of the following are past, present, or future.**
 - past (went)
 - present (is eating)
 - future (will take)

2. Now use the following groups of words to form sentences in the tense shown in brackets. You will have to change the tense of the verb.

- a. I am eating an apple. (Also: I eat apples.)
- b. The two boys (will) go (are going to go) to school next term.
- c. My sister went to school. (Also: My sister was going to school, ... has gone to ...)

3. Now make interesting sentences of your own using the following words.

Pupils will make up their own sentences. Make sure the sentences are interesting.

D LISTENING AND SPEAKING

Work in a small group.

The first person says, 'My grandmother went to the market and she bought (something beginning with A, for example: an amazing apple pie).' The next person has to repeat that and add an item beginning with B. The next person repeats all that and adds something beginning with C. Keep going until you get to Z!

E COMPOSITION

You have been asked to do your own act for a variety entertainment show. What will you choose to do? Write about it.

Pupils might like to make up a 'programme' saying who is going to do what. This can be discussed and produced in the form of a brochure, with illustrations and small biographical sketches of the 'stars'. What about the advertising for their show? Can someone design a poster to attract an audience? There are a lot of useful language development exercises that can be initiated in class from this lesson.

Workbook: pages 29–32

A MR WASEEM AND MR NASEEM: GENERAL PRESENT TENSE

Ask the pupils to:

- a. write a timetable.
- b. draw a picture of themselves.
- c. write a description of their daily routine.

1. Read about Mr Waseem and discuss the timetable.

Oral: Some questions comparing the two timetables should be asked.

2. Answer these questions.

- a. Mr Waseem wakes up at six o'clock.
- b. Mr Waseem takes twenty-five minutes to walk to work.
- c. Mr Waseem drinks his tea at four o'clock.
- d. Mr Waseem plays tennis at half past five.

3. Now look at Mr Naseem's timetable and ask your own questions.

Encourage pupils to ask their own questions and for others to answer. Questions should refer to the timetable.

4. Write a similar paragraph about Mr Naseem.

Sample paragraph.

Every day Mr Naseem wakes up at nine o'clock. He runs to catch the bus at a quarter past nine. At half past nine he arrives at work. At a quarter to ten he eats his breakfast. Mr Naseem stops work at twelve o'clock (midday). He goes to the cafeteria for lunch at half past twelve. At half past one, he returns to work. He usually drinks tea at three o'clock. At half past three he goes home. By four o'clock he is watching TV.

B SPELLING TIPS

No oral work necessary.

1. Add **-er** to the following words. Be careful; not all the end letters are doubled.

- | | | | | |
|------------|------------|------------|-------------|-----------|
| a. rubber | b. shopper | c. swimmer | d. beginner | e. robber |
| f. striker | g. player | h. digger | i. winner | j. runner |
| k. boxer | l. fitter | | | |

2. Now try these. All the verbs end in **-y**; the **-y** is changed to **-i** before **-er** is added.

- | | | | |
|------------|----------|------------|-------------|
| a. replier | b. drier | c. worrier | c. supplier |
| d. frier | e. flier | f. carrier | g. crier |

3. Match the following to make compound words.

birdcage bulldog toothbrush butterfly dustbin overcoat teapot matchbox armchair ashtray

Try some others too: toothpaste, bedroom, broomstick, nightfall, policeman, headache, newspaper, motorcycle, etc. You might like to give the pupils the first word and ask them to make a compound noun by adding a suitable ending.

C SOUNDS RIGHT

Oral: The pupils should be able to do this on their own. You could go through the list in the box encouraging the children to supply names of things which produce each noise. You could also give them some instances where noise of some kind is produced and ask them to supply suitable words to describe the noise. E.g. a lorry getting stuck in thick mud—what kind of noise will the tyres produce? Show how sounds are onomatopoeic.

1. Fill in the blanks using the words in the list above.

I hear the hoot of an owl,
the patter of raindrops
the trumpeting of an elephant,
the ringing of a doorbell,
the beat of a drum,
the roar of a lion,
the ticking of a clock,
the slam of a door
the buzzing of bees,
the rumble of thunder,
the toot of a horn,
the clatter of horses' hooves,
the cry/howl of an animal in pain,
the tinkle of tiny bells,

the bellow of a bull,
the bleat of a lamb.

2. Use five of the expressions in interesting sentences of your own. Write them below.

Pupils will write their own sentences: make sure these are more interesting than 'I heard the bellow of a bull.' Better: The bull bellowed loudly and sped towards us.

Lesson Plans

For detailed suggestions, refer to pages 41–45.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate narrative writing
- To develop reading and comprehension skills
- To develop vocabulary

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

LESSON 2

Textbook Time: 40 min

Aims:

- To develop vocabulary
- To learn about the different kinds of entertainment performers
- To write grammatically correct sentences

Task	Time
1. Attempt Exercise A.2.	10 min
2. Continue with Exercise A.3.	10 min
3. Attempt Exercises B.1. and B.2. The sentences in Question 1 can be given as homework.	20 min

LESSON 3

Textbook Time: 40 min

Aims:

- To identify sentences as statements, questions, exclamations, or commands
- To introduce the past, present, and the future tenses

Task	Time
1. Attempt Exercises C.1. and C.2. (Types of sentences).	15 min
2. Continue with Exercise C (Tenses). Attempt 1, 2, and 3.	20 min
3. Revise all concepts learnt so far.	5 min

LESSON 4

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To introduce the concept of time
- To develop creative writing skills

Task	Time
1. Attempt Exercise D.	20 min
2. Continue with Exercise E.	20 min

LESSON 5

Workbook Time: 40 min

Aims:

- To describe daily activities in the present tense
- To answer in complete sentences
- To give a narrative account of a timetable

Task	Time
1. Attempt Exercise A.1.	10 min
2. Attempt Exercise A.2.	10 min
3. Continue with Exercises A.3. and A.4.	20 min

LESSON 6

Workbook Time: 40 min

Aims:

- To increase spelling
- To introduce compound words
- To know the names of the sounds made by different animals and objects
- To derive words from given clues

Task	Time
1. Continue with Exercises B.1. and B.2.	10 min
2. Attempt Exercise B.3.	10 min
3. Exercises C.1. and C.2. can be discussed briefly and begun. Unfinished work can be given as homework.	15 min
5. Recap the salient features of the unit.	5 min

From a Railway Carriage

Note that the poem is about a railway train rattling along the tracks; the poem should be read in such a manner that this motion and action is evident. The pace can be picked up at appropriate points in the rendition.

Discuss the notes about the poem and the unfamiliar words.

Robert Louis Stevenson (1850–1894) wrote a great number of poems and stories for children (as well as adults).

For more information about the poet:

http://en.wikipedia.org/wiki/Robert_Louis_Stevenson

Pupils might like to hear more poems by Stevenson. You can find the text of some of his poems at:

http://www.poetryloverspage.com/poets/stevenson/stevenson_ind.html

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- Bridges, houses, hedges, ditches, meadows, horses, cattle, hills, plain, painted stations, a child, a tramp, a cart, a man, and a river can be seen from the railway carriage.
- The train is 'whistling by'; the stations are standing still.
- A tramp is a person who travels from place to place on foot in search of work or as a beggar.
- Brambles are prickly shrubs, especially blackberry shrubs. To gather brambles is to pick blackberries.

These questions are more difficult. Discuss them first.

- The rhythm of the poem is fast-moving, just like a train running along at high speed.
- Pupils will make their own lists, from their own experience or imagination, before sharing ideas.

2. Answer the questions about this line from the poem.

Lumping along with man and load;

- a. and b. The word suggests that the road is full of holes, the cart is going fast (and being bumped around), and the cart is full.
- From a railway carriage.
- The scenes are all seen fleetingly, as the train speeds along the track.

B WORKING WITH WORDS

1. Make a list of all the words in the poem that describe movement.

faster, charging along, through, fly, driving, wink, whistle by, clambers, scrambles, gathering, stringing, run away, lumping along, gone.

2. Make another list of words that describe sound.

battle (obviously noisy), driving rain, whistle, lumping (suggesting bumping and falling into holes)

3. Write out the full form of the following abbreviations and use them in sentences of your own.

- | | |
|--|------------------|
| a. Mistress/Missus | b. Mister |
| c. British Broadcasting Corporation | d. Before Christ |
| e. Anno Domini (in the year of our Lord) | f. East |
| g. West | h. South |
| i. North | j. kilogram |
| k. inch | l. metre |

Pupils will make up their own sentences.

4. See if you can fill in the blanks in the following; the first one has been done for you.

- | | |
|-----------|----------|
| English | French |
| Pakistani | Dutch |
| Iraqi | African |
| Spanish | Italian |
| German | Canadian |
| Chinese | American |

Also introduce other countries and ask the pupils to tell you the adjective formed from the name.

5. Write the singular of these nouns. The first one has been done for you.

Discuss the spelling rules.

- a. leaf b. wolf c. half d. child e. shelf f. life g. calf h. woman

C LEARNING ABOUT LANGUAGE

Pronouns

1. Underline all the pronouns in the following sentences about Joan of Arc.

- She lived in France many years ago.
- One day, another country attacked her beloved France.
- The soldiers came and burnt its villages.
- Joan met the General; she asked him for a horse.
- Then she rode it into battle.
- She beat the army which was attacking them.
- Unfortunately, many people did not like her.
- They thought she was a witch.

Adverbs

2. Underline all the adverbs in the following sentences.

- Shirin walked slowly down the street towards the river.
- She put her feet into the swiftly running water.
- 'Oh!' she said aloud, 'it's very cold!'
- Suddenly she heard someone shouting loudly down the river.
- She ran quickly along the bank.

Prepositions

3. Put suitable prepositions in the blanks in the following sentences.

- a. in b. from, below c. out of, down d. In e. at f. up, at

D LISTENING AND SPEAKING

Read the poem aloud with a steady rhythm, like that of a train rattling along the tracks. Stress the sounds on the parts of the words in italics. Clap to keep the rhythm.

Pupils will have fun trying to keep the same beat, especially when a large group is involved. They need not shout. They might like to form a line (imitating carriages) and march about the classroom, stamping their feet, left, right, left, right, while some pupils recite the poem aloud, and others keep the beat by clapping.

E COMPOSITION

Try to write a poem with a lot of movement in it.

Pupils may like to make a list of appropriate words (and check the spelling) so that they have these to hand before they start composing their poem.

Workbook: pages 33–37

A PRONOUNS

1. Find the pronouns in the following. (There are 20.) Write out each pronoun and say whether it is singular (S) or plural (P).

- They told me that they were going to see the film. (3)
They (P), me (S), they (P)
- I told them that I had seen the film already. (3)
I (S), them (P), I (S)
- We have a lot of work to do; it has to be completed by tomorrow. (2)
We (P), it (S)
- Can you tell her that they are from me and that I shall send her more tomorrow? (6)
you (S/P), her (S), they (P), me (S), I (S), her (P)
- They made us laugh, speaking like that. (3)
They (P), us (P), that (S)
- It is hot today; I shall stay at home, if you don't mind. (3)
It (S), I (S), you (S/P)

B ADVERBS

1. Add suitable adverbs of your own, and rewrite these sentences to make them more interesting. Where will you add the adverbs?

Pupils will add adverbs of their choice to the sentences. They may wish to refer to the list of adverbs they made in Unit 3, Ex. A.2. Discuss where the adverbs are placed (adverbs of manner usually placed after the verb they describe; adverbs of frequency are usually placed before the main verb). The pupils should be encouraged to change the wording to make the sentences more interesting.

Simple examples:

- (Yesterday) The children chatted happily/loudly/excitedly on their way to the cinema.
- The bubbly, blue water splashed noisily on the stones below the waterfall.
- The crowd chanted excitedly/loudly when the stars (suddenly) appeared on the stage.
- Animals often cry when they are hurt badly.
- She spoke sternly to the boy who had sneakily taken her pencil without asking.

C PREPOSITIONS

1. Add prepositions in the blanks.

- a. in, at b. in, at c. on, in, at d. from/to, at e. on f. at, with, on g. in, from

D IF

Oral: Discuss the picture. Use *if*. Follow the sequence of possible events; if X happens then Y will follow as a consequence.

1. Answer the questions given on the next page using the clues given in the box.

- If the boy drops the stone, the dog will wake up.
- If the dog wakes up, it will chase the cat.
- If the dog chases the cat, it will climb the tree.
- If the cat climbs the tree, the mother bird will fly away.
- If the mother bird flies away, the babies will have no dinner.

E PUNCTUATION RULES

1. Punctuate the following sentences and write them correctly.

- 'I don't know what to do,' said Nazia.
- 'Where is Rehan?' asked Shaima.
- The book, the pencil, the card, and the pen are all on the table.
- 'Phew!' exclaimed Anila. 'That was a tough test!'
- Salman, Hina, and Arif's friends are going to New York.

2. Read the rules for using capital letters. Not all of them are correct! Put a tick mark against the correct rules.

Oral: Some discussion/explanation about capital letters.

3. Write the letters of the correct rules here. There are five.

Except for a and c, all the rest are correct.

F SPEECH AND SPELLING

1. Read this aloud a few times.

Pupils will read the rhyme and enjoy this tongue twisting poem. Focus on pronunciation.

2. Plural nouns

Choose (or ask pupils to suggest) random words, and ask others to provide the plural form. Also ask the pupils to write the plural form on the board, when a singular form has been suggested. Perhaps you can make separate boxes on the board, so that the words can be written in the correct boxes, depending on how they end (with -s or -es).

3. Add s or -es to the following words.

- | | | | | | |
|------------|-----------|-------------|-----------|------------|------------|
| a. shops | b. tails | c. branches | d. bats | e. pencils | f. peaches |
| g. watches | h. bushes | i. months | j. gloves | k. wishes | l. dresses |
| m. boxes | n. cars | o. books | | | |

4. Do you know the plural of these?

- a. oxen b. women c. men d. children

5. Put a circle round the silent letters in the words below.

KNIFE (k, e), OUGHT (gh), WEIGHT(gh), WEDNESDAY (the first d)

Lesson Plans

For detailed suggestions, refer to pages 47–51.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate a poem
- To understand new and unfamiliar words
- To develop comprehension skills

Task	Time
1. Reading and understanding the poem.	15 min
2. Attempt Exercise A.1.	15 min
3. Continue with Exercise A.2.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop vocabulary
- To understand some common abbreviations
- To learn the adjectives associated with certain countries

Task	Time
1. Attempt Exercises B.1. and B.2.	15 min
2. Continue with Exercises B.3., B.4., and B.5.	15 min
3. Revise pronouns, adverbs, and prepositions briefly. Exercise C can be given for homework.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop reading skills
- To develop thinking skills
- To appreciate the rhythm of the poem
- To encourage expression through poetry

Task	Time
1. Attempt Exercise D.	15 min
2. Attempt Exercise E. Unfinished work can be given as homework.	20 min
3. Revise all concepts learnt so far.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- To revise pronouns, adverbs and prepositions
- To develop vocabulary
- To be able to write complete sentences using the given clues
- To develop thinking skills

Task	Time
1. Attempt Exercise A.	10 min
2. Attempt Exercise B.	10 min
3. Attempt Exercise C.	10 min
4. Briefly discuss Exercise D. This can be given for homework.	10 min

LESSON 5

Workbook Time: 40 min

Aims:

- To revise punctuation
- To reinforce the correct use of capital letters
- To develop vocabulary
- To reinforce plural nouns
- To identify silent letters in words

Task	Time
1. Begin with Exercises E.1. and E.2.	10 min
2. Attempt Exercises F.1., F.2, and F.3.	15 min
3. Attempt Exercises F.4. and F.5.	10 min
4. Revise the main points of the unit.	5 min

Test-1

Workbook: pages 38–42

This test covers textbook and workbook units 1–4.

A READING

1. Read the poem aloud to your teacher.

Listen for fluency and expression.

2. Answer the questions about the poem.

- a. The poet visited the house for a short while, 'I stayed but a moment'.
- b. Tiptoeing husband; wife humming a lullaby; tiny cloth shoe; a little hat; picture book; a toy dog; bright faces of the couple
- c. The words used to convey that the father is being quiet are: 'tiptoeing' and 'still as a mouse'. He is compared to a mouse (twice). Perhaps he is keeping quiet because the baby is asleep upstairs.
- d. wife was humming; a look on the face of the mother, a pleased look; the faces so bright
- e. (Pupils will use their own words.) There must be a baby in the house because nothing else could be the cause of these things.

3. If someone suddenly arrived in your classroom (without passing through the rest of the building), how would they know it was a classroom? Make a list of the 'evidence' they might see.

Pupils will make their own lists. Marks should be given for originality.

E.g. desks in rows, teacher's planner, textbooks, students in uniforms, etc.

B TEXTBOOK QUIZ

1. Give short answers to these questions.

- a. In a graveyard
- b. The children
- c. The teacher in the story called Variety Entertainment
- d. The places that the train passes
- e. Tommy and Annika
- f. A night in June
- g. Five
- h. *We have no time to stand and stare*

2. Give complete answers to these questions from your textbook.

- a. Ali was a student in Class 4 (Mr Khan's class). During the Variety Entertainment, Ali performed a magic show in which he made his dog, Smokey, disappear.
- b. He bought them in South America. They were much too big for Pippi.
- c. Mr Joe Gargery is Pip's sister's husband. He is a blacksmith.

C WORKING WITH WORDS

1. Write the plural form of the following.

- a. leaves b. calves c. shelves
d. women e. children f. roofs

2. Write the meaning of each of these words:

- a. cable a group of wires which carry electrical signals
b. thrush a type of bird
c. doze to sleep for a short time; a short sleep
d. crescent a thing which is curved, broad in the middle and tapered at the ends; the shape of the waxing or waning moon
e. bough a branch

3. Add suitable adjectives to the following, beginning with the letters given.

Pupils will write their own words; make sure these are adjectives.

Examples:

- a. silvery/shining/setting sun b. interesting/illustrated/impossible story
c. grocer's/garden/garment shop d. train/terrible/tiring journey

4. Rewrite the following with the correct punctuation.

'Well, Anansi.' He said. 'It is quite simple. Start with 1, then it's 2, 3, 4, and 5!' Mr Duck disappeared instantly.

5. Fill in the blanks with *who's* or *whose*.

- a. The banker, **whose** name is Thomas, spoke to me yesterday.
b. He is the man **who's** coming to see me today.
c. I wonder **who's** going to come with him?

D LEARNING ABOUT LANGUAGE

1. Underline the direct objects in the sentences below.

- a. She sold me the painting for five thousand rupees.
b. Saima gave her kitten a new collar.
c. They took us to see the film on Tuesday.
d. All my friends, including Nasir and Sara, have bought tickets already.

2. What is a phrase? Give two examples of phrases.

A phrase is a group of words. It is not a sentence, but part of a sentence. A phrase gives us an idea, but does not contain a verb.

E.g. in a minute, not in here, under the cupboard, in a dish, up the tree, etc.

3. Underline the subjects in the following sentences.

- a. The bus stopped at the tree.
b. He was wearing a green hat and yellow trousers.

4. Change the following into questions.

- a. Do chickens lay eggs?
b. Are the eggs sold in the market?
c. Is his shop in the town?

E COMPOSITION

Write two paragraphs (on a sheet of paper) about any of the stories you have read in your Textbook. Describe briefly what it is about, and then say why you like it.

Pupils may make their own choice. Make sure one paragraph briefly describes the story itself, and the other is a personal opinion or preference.

Lesson Plans

For detailed suggestions, refer to pages 53–55.

LESSON 1

Workbook Time: 40 min

Aims:

- To revise the previous 4 units
- To assess reading and verbal expression
- To assess comprehension skills
- To assess the ability to write grammatically correct answers

Task	Time
1. Attempt Exercise A.	20 min
2. Attempt Exercise B.	20 min

LESSON 2

Workbook Time: 40 min

Aims:

- To recap characters from the previous 4 units
- To assess how well concepts taught in the previous units have been understood

Task	Time
1. Attempt Exercise C.	20 min
2. Attempt Exercise D.	20 min

LESSON 3

Workbook Time: 40 min

Aims:

- To check if grammatical concepts have been understood
- To assess directed writing skills

Task	Time
1. Attempt Exercise E.	40 min

A Russian tale about a clever and wise lady.

While Reading: Pupils to come up with their own plans. Encourage them to be creative.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- a. The Russian nobles were boasting of their strength, fame, wisdom, wealth, trusted horses, and themselves.
- b. The prince was angry with Stavr for saying that he (the prince) was no match for his wife, Katrina.
- c. Katrina took a band of thirty archers, thirty chessmasters, and thirty musicians with her to Kiev.
- d. The Greek ambassador wanted the prince to pay tribute, failing which he was to agree to let the ambassador marry his niece, Zabava.
- e. The prince thought that Katrina was a man because of the clothes (armour) she was wearing, and because she behaved like a man.
- f. Zabava was the niece of Prince Vladimir. She refused to marry the Greek ambassador because she thought he was not a man at all but a woman.
- g. Katrina got Stavr out of the dungeon by challenging the prince to a fight. The prince was frightened to fight, but when Katrina asked if there was no brave warrior in the dungeons to fight her, the prince remembered Stavr Godinovich, and had him brought out of the dungeon.

This question is more difficult. Discuss it first.

- h. Make sure that pupils give reasons for their answers. Suggestions:
 - Katerina and Stavr Godinovich—happy: they are both free and are laughing as they leave
 - Zabava—relieved/annoyed with the prince—she was crying when the prince ordered her to marry the Ambassador and the prince did not believe her when she said that the Ambassador was a woman
 - Prince Vladimir—shocked/defeated/embarrassed: he was wrong about many things, he knew he would lose against Katerina, he had been fooled by Katerina

2. Who do you think said or would have said the following?

- a. Stavr Godinovich
- b. Katrina
- c. The prince (and all the people of the kingdom)
- d. Prince Vladimir
- e. Stavr Godinovich

3. Answer the questions about this line from the story.

'You have gone too far this time.'

- a. Prince Vladimir said these words to Stavr Godinovich.

- b. Stavr had told the prince that he (the prince) was no match for his wife, Katrina.
- c. The prince ordered one of his guards to take Stavr away, throw him into the dungeon, and give him nothing to eat and drink except oats and water.

Challenge:

harp: a musical instrument that has many strings stretching from the top to the bottom of a frame. You play the harp with your fingers.

pardon: sorry, excuse me

archer: a person who shoots with a bow and arrow at a target

interrupt: to stop somebody speaking or doing something

Pupils will make their own sentences.

B WORKING WITH WORDS

1. Match the following.

Note that the second column contains *defining relative clauses*. These explain which person or thing is being talked about. These clauses are a kind of qualifier.

- a. This is the man who met me on the road.
- b. This is the map which helped me find the cave.
- c. This is the path which took me to the cave.
- d. This is the dog that guarded the cave.
- f. This is the treasure which I brought back to show you.

2. Find the meaning of these words. Then use them in sentences of your own.

- a. harp: a musical instrument that has many strings stretching from the top to the bottom of a frame. You play the harp with your fingers.
 - b. pardon: sorry, excuse
 - c. archer: a person who shoots with a bow and arrow at a target
 - d. interrupt: to stop somebody speaking or doing something
- Pupils will make their own sentences.

C LEARNING ABOUT LANGUAGE

Verbs

Underline the verbs in the following.

Once upon a time there was a crocodile who lived in the river. One day he was swimming along in the warm water. He felt very hungry that morning and wanted some food. Suddenly he saw a boy on the bank. The boy was fishing in the stream, and did not see the crocodile. The crocodile crept towards the boy.

Note that pupils should be aware that all the verbs tell us what happened or what was happening *in the past*. They are all in the past tenses. Some verbs consist of more than one word (*is sitting, was playing, did see*).

But what happened next? Perhaps the pupils will tell you what they think?

Subject and predicate

Explain with further examples.

1. Divide the following into subject and predicate.

Subject	Predicate
a. My father	climbed a very high mountain yesterday.
b. My sister	went with him although it was snowing.
c. My father	slipped on a rock and hurt his ankle.
d. My sister	bound up the ankle with a piece of cloth.
e. She	helped my father to come down the mountain.
f. Our family	was very glad to see them again.

2. Find the subject and predicate in the following.

Subject	Predicate
a. Old buildings and mosques	are to be found all over Pakistan.
b. The man (who lives next door)	is my grandfather.
c. My father and mother and both my brothers	will attend the wedding.
d. She	does not live with her family.
e. Aqeel and Tom	wrote to Faraz last week.
f. The mangoes and guavas	have become ripe.

D LISTENING AND SPEAKING

Your teacher will read you a short account of a strange creature called the Loch Ness Monster. Listen carefully, then answer the questions below.

Read the text given on pages 144–145 of the Student's Book.

- d.
- a.
- a.
- A large, snake-like body with a long neck.
- b.
- People claim to have taken photographs, but the photos are fake.
- The lake is too deep and dark for a camera to be used successfully.
- They found no trace of a monster.

Work done by the pupils (writing and drawing) should be displayed for all to see. For more information, and a picture:

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

http://en.wikipedia.org/wiki/Loch_Ness_Monster

E COMPOSITION

What do you think the prince did after Katrina rescued her husband? Did he let them go, or did he try to regain his honour? Write about it.

Discuss this. Remember, there is no 'correct' answer. Pupils should use their imagination.

Workbook: pages 43–47

A SUBJECT AND PREDICATE

1. Using the word in brackets, add suitable subjects to the following sentences.

Pupils will use their own words along with the ones given. Examples:

- a. The *injured soldiers* washed themselves in the stream.
- b. The *stolen necklace* was found under a bush.
- c. The *burning car* could be seen a long way off.
- d. *Older children* are not allowed in the playground.
- e. *My father* married my mother in 2000.

2. Add suitable predicates to the following:

Examples:

- a. These rotten apples were lying on the ground.
- b. Azhar, the businessman, called to see me today.
- c. The winning actors went up to the stage for their prizes.
- d. This rare diamond was last seen a hundred years ago.
- e. I have finished this exercise.

3. Underline the subjects in the following. Remember that the subject does not always come at the beginning of the sentence!

- a. We always stay at the same hotel in Lahore.
- b. It's not often that we stay somewhere else.
- c. If you don't come, we will leave without you.
- d. When is she arriving?
- e. She is never on time.

B LETTERS

Oral: With the help of the board, describe the various letters—official and personal—that can be written. Don't forget to talk about envelopes and how addresses should be written.

Look at the letter above. Notice the following things:

Discuss all the points noted, with reference to the letter.

1. Write a letter to your uncle telling him about the things you did during your school holiday.

Pupils will write their own letters; make sure they follow the conventions noted on the previous page in the textbook.

2. Write the address on this envelope.

It may be a good idea to bring to class a few addressed envelopes. Show the pupils how these have been addressed, and where the stamp is placed.

C SPELL AND SPEAK

1. Draw a circle round all the silent letters in the following.

Discuss some words and letters which are silent. Some letters do not sound the way they are spelt, e.g. enough, phone.

- a. high b. bought c. wreck d. knock e. knee
 f. knit g. eight h. knot i. above j. enough
 k. comb l. stitch

Note:

enough: In this word, the letters 'gh' combine to produce the sound 'f', and therefore 'gh' is an odd pronunciation, but not silent.

Another example of a word with a silent letter: debt

2. Look at these words.

Discuss spelling rules.

3. Change these into the singular.

Discuss the spelling rules.

shelf, wife, thief, knife, half, scarf, calf, elf, leaf,

4. Copy the rhyme into your notebook. Write it beautifully! Learn to say it quickly.

Pupils should write beautifully as they copy the rhyme into their notebook. It is a tongue twister so it is not easy to learn to say it quickly.

D CROSSWORD PUZZLES

Oral: Explain that sensible clues must be given. You can gauge whether the clues are too easy or too difficult by encouraging the pupils to make up the clues and then give the puzzle to another pupil to try and solve.

1. Write your own clues for this puzzle. The answers have been written in the spaces provided.

Pupils will make up their own clues; here are some examples.

Across

- 1. As straight as an... or Used with a bow.
- 4. This vegetable brings tears to my eyes.
- 5. Trials/Examinations

Down

- 1. A fight? (a bout). Around.
- 2. A train travels on these.
- 3. Birds fly with these.

2. Now write clues for this puzzle.

Pupils will make up their own clues.

3. Now solve this crossword.

¹ W	H	² E	E	³ L
E		N		O
⁴ A	C	T	O	R
R		E		R
⁵ S	O	R	R	Y

Lesson Plans

For detailed suggestions, refer to pages 56–60.

LESSON 1

Textbook Time: 40 min

Aims:

- To develop reading skills
- To develop vocabulary
- To develop comprehension skills

Task	Time
1. Reading and understanding of the text.	20 min
2. Attempt Exercises A.1. and A.2.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop vocabulary
- To use defining relative clauses
- To reinforce the concept of verb, subject, and predicate

Task	Time
1. Continue with Exercise A.3.	10 min
2. Attempt Exercises B.1. and B.2.	15 min
3. Attempt Exercise C (Verbs) and continue with Question 1 of Subject and Predicate. Question 2 should be given for homework.	15 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To develop prediction skills
- To develop creativity and imagination

Task	Time
1. Continue with Exercise D.	15 min
2. Attempt Exercise E.	20 min
3. Revise all concepts covered so far.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- To revise subject and predicate
- To compare different styles of letter writing

Task	Time
1. Begin with Exercises A.1. and A.2.	15 min
2. Attempt Exercise A.3.	5 min
3. Attempt Exercises B.1. and B.2. Unfinished tasks can be given as homework.	20 min

LESSON 5

Workbook Time: 40 min

Aims:

- To identify silent letters in commonly used words
- To identify singular forms of given plurals
- To provide meanings for given words

Task	Time
1. Attempt Exercise C.	15 min
2. Attempt Exercises D.1., D.2., and D.3. Unfinished crosswords can be completed for homework.	15 min
3. Give a recap of the unit.	10 min

The Snare

James Stephens was born in Dublin, Ireland, in 1882. He died in 1950. He grew up in Dublin, and then lived and worked there till 1924. In 1925 he moved to London. He wrote a number of novels, short stories, and poems in which he embraced fantasy, comedy, and philosophy. He had a somewhat troubled life, and later suffered from failing mental health. His colleagues considered him a genius. He is remembered by the Irish for he revealed their true life in his works.

Oral: Notice the urgency building up in the poem. The speaker is gradually becoming more desperate because he cannot find the snare or the little rabbit trapped there and in considerable pain. The poet repeats a number of times that he can hear the cries of the rabbit, making us feel more sorrow for the trapped creature. Note also that the last line of each verse is repeated as the first line of the following verse. Look for other phrases that are repeated.

Revise how to write the rhyming scheme of a poem.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- The person hears a sudden cry of pain.
- The cry is sudden, painful, frightened.
- Scrunching up, making lines appear on the face
- His paw
- The first line

These questions are more difficult. Discuss them first.

- Yes. The repetition of *I cannot*, the repeated lines (see g), the exclamation marks and *Oh, Little One!* tell us that the listener is upset.
- But I cannot tell from where* and *And I cannot find the place* are repeated lines. They convey that he is searching desperately.

2. Can you write out the rhyming scheme of the poem?

(Stanzas 1–4)

1. a b a b 2. b c b c 3. c d c d 4. d b e b

The last stanza has an odd line.

3. Answer the questions about these lines from the poem.

*Now I hear the cry again,
But I cannot tell from where.*

- The rabbit.
- His paw is in a snare.
- For help/aid.
- The listener can hear the cry of pain but cannot tell from where it is coming. The listener searches and gets more and more agitated and concerned.

B WORKING WITH WORDS

1. Write the singular form of the following words.

- a. worry b. lorry c. cherry d. lady e. lily

2. See if you can find the nouns which help to make these adjectives.

- a. health b. strength c. great d. beauty e. weight

Ask the pupils to use both words in each set in sentences of their own. Remember that the nouns formed from such words are all abstract nouns.

C LEARNING ABOUT LANGUAGE

Discuss transitive and intransitive verbs with further examples. Look in a good dictionary and note which verbs are transitive (v.t.) and which are intransitive (v.i.); then make up sentences with the verbs. Note also how some verbs may be used transitively as well as intransitively, depending upon whether or not an object is introduced. (E.g. Intransitive: He *Painted*. The men *rested*. Transitive: He *Painted* a picture. The men *rested* their heads.)

1. Underline only the transitive verbs in the following.

- a. Qamar played hockey. (transitive: the object is *hockey*)
b. The boys swam in the river. (transitive: the object is the river)
c. The eggs in the basket broke suddenly. (intransitive: *broke* has no object)
d. The man broke the stick. (transitive: the object is *the stick*)
e. I ate the banana quickly. (transitive: the object is *the banana*)

2. Underline only the intransitive verbs in the following.

- a. The children sang beautifully. (intransitive)
b. She *spoke* Urdu. (transitive: the object is *Urdu*)
c. Amir *closed* the door. (transitive: the object is *the door*)
d. I ate quickly. (intransitive)

D LISTENING AND SPEAKING

Work with a classmate. Ask your classmate questions, and let your classmate ask you questions. Find out what you both have in common.

The exercise is for pupils to try and find something that they and their partner have in common. In order to do this, they have to ask each other questions—full questions, not one-word queries.

E.g. Do you have any sisters and brothers? What are their names? What does your father do? Where do you live? Do you have any pets? Which month were you born in? Where were you born? What's your height? What kinds of food do you like? Do you have a bicycle? Do you share a room at home or do you have your own room?

These are some of the questions they should be asking each other. When a common feature is arrived at, it should be noted down.

When pupils have established a number of common features (and the allocated time is up), they should then report (in pairs) to the class what those common features are. You can award extra marks for originality (finding the most obscure common feature) and for the number of common features found. Which pair has members who are most like each other?

Pupils may then be asked to swap partners and repeat the exercise.

E COMPOSITION

What is the saddest sight you have seen? What is the saddest sound you have heard? Write about it.

Again, first make a list of useful words that might be used. It might be a good idea to tell the pupils a sad story or play them a melancholy tune so that they get into the right mood. (But, don't send them home crying.)

Workbook: pages 48–50

A VERBS: TRANSITIVE AND INTRANSITIVE

Explain with further examples.

1. Underline the transitive verbs. Draw a circle round the direct object.

- We saw the ships.
- The children asked questions.
- The dog and the cat played games.
- The young girl sang songs.
- The old men drank tea.

2. Write your own sentences. Follow the example.

Pupils will make up their own sentences. Make sure the pattern is followed.

B COUNTRIES AND PEOPLE

1. Fill in the blanks with the names of countries.

- | | | | |
|-------------|------------|----------|-------------|
| a. Pakistan | b. Germany | c. Italy | d. Malaysia |
| e. Russia | f. America | g. Egypt | h. Wales |

2. In which book will you find out where these countries are?

An atlas.

C RHYME AND SPELL

1. Read this poem aloud.

Discuss rhyming words, and show how the spellings need not be the same. E.g. ten/again.

2. Find rhyming words for the following. Remember that the spelling can be quite different; the sound must be the same.

Pupils will find their own words.

- | | | | |
|-----------------|-------------------|-----------------|-----------------|
| a. sand, band | b. boat, float | c. fly, buy | d. stick, lick |
| e. flight, bite | f. straight, gate | g. bid, skid | h. bit, kit |
| i. mess, guess | j. hurl, pearl | k. ease, sneeze | l. pills, bills |

3. Find words with the same letters. Fill in the blanks.

bl	ch	gh	st	pr	ble
able	itch	eight	first	praise	table
blue	stitch	bought	stand	approach	fable
blow	chain	bough	still	price	blend
stable	cheer	cough	last	print	blew
capable	school	enough	mast	prove	stable

Use this idea to give further exercises with other consonant blends.

Lesson Plans

For detailed suggestions, refer to pages 63–65.

LESSON 1

Textbook Time: 40 min

Aims:

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

Task	Time
1. Reading of the poem and understanding of the unfamiliar words.	15 min
2. Attempt Exercise A.1.	15 min
3. Continue with Exercise A.2.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop vocabulary
- To identify the singular form of plurals ending in -ies
- To identify the noun forms of given adjectives
- To distinguish between transitive and intransitive verbs

Task	Time
1. Attempt Exercise A.3.	10 min
2. Attempt Exercises B.1. and B.2.	10 min
3. Continue with Exercises C.1. and C.2.	20 min

LESSON 3

Textbook Time: 40 min

Aims:

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

Task	Time
1. Revise the concepts covered in the previous lessons.	5 min
2. Attempt Exercise D.	20 min
3. Attempt Exercise E. Unfinished work can be given as homework.	15 min

LESSON 4

Workbook Time: 40 min

Aims:

- To practise transitive and intransitive verbs
- To enhance general knowledge

Task	Time
1. Attempt Exercises A.1. and A.2.	20 min
2. Continue with Exercises B.1. and B.2.	15 min
3. Recap all concepts covered so far.	5 min

LESSON 5

Workbook Time: 40 min

Aims:

- To increase spellings
- To practise rhyming words
- To identify words with the given consonant blends

Task	Time
1. Begin with Exercise C.1.	5 min
2. Continue with Exercise C.2.	10 min
3. Attempt Exercise C.3.	15 min
4. Revise all concepts covered in the unit.	10 min

6

The Story of Doctor Dolittle

This is from the opening of this classic story. What if animals could talk? What would they say? What personalities do we give animals?

While Reading: This was because he always had animals around which people did not like. Let pupils suggest reasons for why the people did not like the animals.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- The dogs and the children.
- No, he lived with his sister, Sarah.
- A duck, a dog, a parrot, an owl, goldfish, rabbits, white mice, a squirrel, a hedgehog, a cow and a calf, an old lame horse, chickens, and many other animals lived with Doctor Dolittle.
- He says he likes the animals better than he likes the 'best people'.
- The Cat's-meat-Man.
- She says, 'Ka-kaoi-ee, fee-fee?' which means, 'Is the porridge hot yet?'
- Doctor Dolittle wrote down the Birds' alphabet and bird words in his butcher's book.

This question is more difficult. Discuss it first.

- Doctor Dolittle became poor because people stopped coming to see him about their illnesses. This was because he always had animals around which people did not like.

2. Answer the questions about this line from the story.

'You are ridiculous,' said his sister and walked out of the room.

- Sarah Dolittle to her brother Doctor Dolittle.
- They were speaking about their different views on Doctor Dolittle's habit of keeping so many animals in the house and how this has affected the townspeople's view of him.
- Sarah left the room because Doctor Dolittle says he likes animals more than he likes the 'best people'; she is upset, frustrated, and cross with him.
- The Doctor got more and more animals, people came to see him less and less until, eventually, his only visitor was the Cat's-meat-Man.

B WORKING WITH WORDS

1. Fill in the blanks with words from the story. You will not find these sentences in the story.

Pupils will write their own sentences. Some suggestions below. Pupils will have to look for suitable vocabulary and, sometimes*, adapt it to make the sentences grammatically correct.

- | | | | |
|---------------|------------|--------------|--------------|
| a. by sight | b. edge | c. favourite | d. grumbled* |
| e. ridiculous | f. dusted* | g. rushed | |

Challenge: Pupils will give their own responses. Collect a few ideas from them.

C LEARNING ABOUT LANGUAGE

Infinitives

In addition to the information presented to the pupils on the page, you may point out that in the sentences there is also a finite verb. The finite verb is the main verb of the sentence telling us about the action performed by the subject. Study the following examples:

Subject and predicate consisting of a finite verb: *I want. He likes.*

Subject and predicate consisting of a finite verb + object: *I want food. He likes toys.*

Subject and predicate consisting of finite verb and infinitive (as an object): *I want to go. He likes to play.*

Point out that 'to' is also a preposition. Pupils should not confuse this with the infinitive, e.g.

Preposition: He went *to* the market.

Infinitive: He went *to eat*.

1. Underline the infinitives in the following sentences; in some sentences there is no infinitive.

- The boy wanted to enter the playground.
- He tried to climb the high wall round the playground.
- When he got to the top the park-keeper saw him.
- The keeper tried to catch him.
- He looked at the keeper and decided to jump.

Direct and indirect speech

Use other examples and practise changing sentences from direct to indirect and vice versa. Note that in indirect speech, the verbs used in the direct speech are changed to the past tense.

1. Change these sentences into indirect speech.

- He said that his father was a carpenter.
- The girl said that she had a good idea.
- The old man said that he was the greatest magician in the world.
- The visitor said that he was my (his) friend.

2. Change the following from direct to indirect speech.

- She asked him if he was eating an apple.
- She asked him if it was raining.
- She asked her if her school was very big.
- They asked him if the meeting was over.
- She asked me if I had bought the cakes.

3. Now try to make these into questions in direct speech.

- 'Mina, are you ten years old?' he asked.
- 'Did you like the book?' she asked.
- 'Is the Post Office over there?' she wondered.

D LISTENING AND SPEAKING

Reporting questions

Take turns to ask somebody a question. The pupil sitting next to you will report your question, then ask another question.

Pupils may take a little while to get used to first naming a person and then reporting their question. Once they get used to the idea, the questions should flow. Make sure you stop someone if the question is not turned into reported speech in the correct way.

E COMPOSITION

Write a short account beginning with the sentence:

If I could talk to animals, I...

A descriptive passage is required. Some discussion and note-taking before beginning will be helpful.

Workbook: pages 51–54

A TO BE OR NOT TO BE: INFINITIVES

Go over the examples with the pupils.

1. Write down eight verbs with *to* in front of them. All the verbs must be in the present tense.

Pupils will choose their own verbs. Make sure the form is correct: to buy, to ask, to dance, to fall, to sing, to play, etc.

2. Write three sentences in the spaces below. Start with a subject, then write any verb followed by an infinitive.

Subject	Verb	Infinitive	Anything more
a. The man	wants	to know	the answer.
b. She always	tries	to help	her friends.
c. The tiger	comes	to drink	at the river.

B DIRECT AND INDIRECT SPEECH

1. Which sentence is written as direct speech and which is indirect?

- a. indirect b. direct

2. Use direct speech to complete the following sentences. Put in the correct punctuation marks too.

Pupils will make up their own sentences. Check that the correct punctuation has been used.

- a. 'Do you have any purple paint?' the man asked the shopkeeper.
b. 'I've bought you a new hat,' the lady said to her husband.
c. Asad, who was lost, asked the policeman, 'Please can you tell me how to get to the bus station?'.
d. 'Stop bothering me,' complained the girl, as she brushed away the fly.
e. 'Home time!' shouted the Headmaster, when the bell rang.

3. Using the adverbs in brackets, change the sentences from direct to indirect speech.

- a. The father angrily asked his son where he had been. Angrily, the father asked his son where he had been.
b. She sweetly asked the guest to sit down.
c. The children repeatedly shouted that they had won.

C SAY IT SHORTLY!

1. Write abbreviations for the following.

- a. Dec. b. asst. c. F d. Mrs e. Mr f. N g. Rd h. Sat.

2. Now match the following. Some of the letters are quite different from the first letters of the words, so be careful.

care of (c/o)

ounce (oz.)

before noon (a.m.)

kilometres per hour (kph)

and all the rest (etc.)

pound (lb)

after noon (p.m.)

for example (e.g.)

doctor (Dr)

kilogram (kg)

cubic centimetres (cc)

D BISCUIT OR DOG?

Oral: Recall page 24 and 25 and give some further explanation.

1. Change the following sentences and put in the word **to**.

- a. I gave the mango to him.
- b. She sent a letter to my friend.
- c. They lent the books to my father.

2. Now change the following sentences and leave out **to**.

- a. I gave the child the top.
- b. I sent the manager the letter.
- c. I paid the shopkeeper the money.
- d. I showed the visitors the house.

Lesson Plans

For detailed suggestions, refer to pages 68–71.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate a story
- To develop reading skills
- To develop comprehension skills

Task	Time
1. Reading and understanding of the unfamiliar words.	15 min
2. Attempt Exercise A.1. The questions may already have been discussed during the explanation. You can add more questions if required.	15 min
3. Continue with Exercise A.2.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop thinking skills
- To structure a sentence correctly
- To learn about infinitives
- To practise direct and indirect speech

Task	Time
1. Continue with Exercise B.	10 min
2. Attempt Exercise C (Infinitives).	15 min
3. Continue with Exercise C (Direct and indirect speech), Question 1.	15 min

LESSON 3

Textbook Time: 40 min

Aims:

- To reinforce and revise direct and indirect speech
- To report a question from direct speech
- To practise direct and reported speech orally

Task	Time
1. Recap concepts from the previous two lessons.	5 min
2. Continue with Exercise C (Direct and indirect speech), Questions 2 and 3.	15 min
3. Attempt Exercise D.	10 min
4. Discuss Exercise E. The exercise can then be given for homework.	10 min

LESSON 4

Workbook Time: 40 min

Aims:

- To further practise infinitives
- To develop understanding of direct and indirect speech
- To develop vocabulary

Task	Time
1. Begin with Exercise A.1.	10 min
2. Attempt Exercise A.2.	10 min
3. Attempt Exercises B.1., B.2., and B.3. Complete for homework.	20 min

LESSON 5

Workbook Time: 40 min

Aims:

- To introduce more common abbreviations
- To revise and practise direct and indirect object
- To develop vocabulary
- To develop sentence construction

Task	Time
1. Attempt Exercises C.1. and C.2.	15 min
2. Attempt Exercises D.1. and D.2. Any unfinished work to be completed as homework.	15 min
3. Give a recap of the unit with emphasis on infinitives, direct and indirect speech, abbreviations, and direct object.	10 min

A humorous story about appearances, arrogance, and a good haircut! DNP is an interesting character so talk about his words and actions as you read the story. The happy, comic ending should also be reflected on: Why is DNP suddenly in the mood to celebrate? How does being called young man affect DNP's mood and actions?

While Reading: Pupils will give their own views. Ask them to give reasons for their opinions.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- People marvelled at DNP's name. (Also, the beard he grows when he is an adult is described as marvellous.)
- DNP grew a beard because he thought that people would think more highly of him if he did so.
- DNP decided to have a haircut after people gave him money because they thought he was a tramp. He realised that his long hair and grey beard looked scruffy ('crumpled').
- The name of the barber's shop was funny because it contained a spelling mistake/homophone. A stile is an arrangement of steps that allows people but not animals to climb over a fence. It should say style.
- Mr Sami's way of speaking was strange because he spoke in broken English, using one or two word sentences.
- One of the assistant barbers gave DNP a haircut.
- DNP argued with Mr Sami because he had asked for his beard to be trimmed but the assistant barber had shaved it off.
- The lady at the bus stop made DNP feel happy because she called him 'young man' when she asked him what time it was.

These questions are more difficult. Discuss them first.

- DNP's teachers and friends called him DNP; his mother called him DN; his sister called him D. All of them shortened his name because it was long and bit of a tongue twister. At the end of the story, the old lady called DNP young man. This was probably because he was clean-shaven and younger than her.
- DNP grew a beard when he became an adult. The beard turned very grey as he grew older then DNP let his hair grow longer and he started to look a bit like a tramp. After his haircut and shave, DNP looked younger.

2. Answer the questions about this line from the story.

'Where did these come from?' he asked himself, looking bemused.

- DNP said the words after he woke up on the bench in the park.
- These refers to the coins people had left in his hat.
- DNP looked bemused because he was confused about how the coins had come to be in his hat because he had been asleep when people had put them in there.

d. He decided to get a new look/have a haircut.

Challenge: Pupils will give their own views. Ask them to give reasons for their opinions.

B WORKING WITH WORDS

1. Punctuate the following.

- 'Yes, it's all looking a little crumpled,' he thought to himself.
- 'Sitting, please,' said the man, pointing to an empty chair.
- 'Ah!' said Danish Nasiruddin Pirzada to himself as he sat down. 'Two words!'
- 'Where is it?' I asked you to trim my beard, not shave it off.

2. Find words in the story that have the opposite meaning to the following.

Pupils will need to think about possible antonyms and then look carefully through the story. The most obvious antonym may not be the one that the author has used. If a thesaurus is available, it can be used to help.

- | | | | |
|----------|--------------|----------|---------------|
| a. first | b. precisely | c. fell | d. incorrect |
| e. few | f. closed | g. speed | h. remembered |

Note: For B.2. f, you will find the present tense of the opposite of this word in the text.

C LEARNING ABOUT LANGUAGE

Present participles

1. Complete the following. Add a present participle and any other words.

Pupils will compose their own sentences; make sure they have added a present participle as required. Examples:

- The man caught the boys eating mangoes from his tree.
- We spent the afternoon dreaming of the sea.
- She locked the cupboard containing the gold jewellery.

The future tense and 'going to'

2. Change the following. Put *going to* in place of *the future tense (shall/will)* and *the future tense (shall/will)* in place of *going to*.

- | | |
|---|---|
| a. My father will build a boat next Saturday. | b. I am going to sail on the lake. |
| c. It looks as if it's going to rain soon. | d. I am going to (go to) the lake on Saturday. |
| e. There is going to be a holiday on Saturday. | |

Using 'ought to'

3. Write a reply to each of the following, using *ought to*.

Pupils will write their own answers. Examples:

- | | |
|---|-------------------------------------|
| a. You ought to get them down. | b. You ought to try to get her out. |
| c. You ought to take her to the doctor. | d. You ought to change it. |
| e. You ought to put some in. | |

D LISTENING AND SPEAKING

True or false?

Work in groups of three. Sit with the members of your group and think of three short stories to tell to the class.

When everybody is ready, tell your stories to the others in the class. Can the others guess which is the false story your group has told?

The 'stories' could be personal experiences; two true and one false. E.g. I was once at home alone. There was a thunderstorm. All the lights went out. Suddenly they came on again, and so did the radio and the television.

E COMPOSITION

Use one of the stories you have heard (it might be your own) to make a longer story. Write about it. Read it out to the class.

Pupils should use their imagination to think how they might develop the story to make it interesting. They will need to develop the detail and descriptions.

Workbook: pages 55–58

A PRESENT TENSES

Oral: Deal with the text and give further examples.

1. Write sentences in the present continuous and the simple present.

The basic answers have been given below, but pupils might add other words (as provided in the brackets for 1 and 2 below).

- | | |
|--|--|
| a. I went to school yesterday.
I am going to school (now).
I go to school (every day). | b. I ate my lunch quickly, (because I was late).
I am eating my lunch quickly, (so that I can go out to play).
I eat my lunch quickly (every afternoon). |
| c. My mother cooked the dinner.
My mother is cooking the dinner.
My mother cooks the dinner. | d. I did my work carefully.
I am doing my work carefully.
I do my work carefully. |

B OUGHT

1. Write answers for these statements.

Pupils will make up their own sentences. Suggestions:

- 'You ought to stop eating more right now (or else you will get a stomach ache)!'
- 'You ought to lie down for a while and rest.'
- 'She ought to go and see why the baby is upset.'
- 'We ought to ask permission first.'
- 'You ought to be more careful.'
- 'You ought to keep it clean.'

C AUNT'S LETTERS

Imagine that you received this letter from your aunt. Write a reply, saying that you will spend your winter vacations with her.

Briefly recall pages 44–45 of the Workbook, before proceeding with this exercise.

D WORD GAME

1. Try to make words from the letters in the box.

This exercise should be done on a sheet of paper as the number of words found may be considerable. Give the pupils a set time (say, ten minutes) and check to find out how many words they have found. This could be organized as a team event or as a competition.

sit, sat, set, sag, sane, site, star, stir, stare snake, snare, seat, sent, sing, sink, stink, sting, skin eat, east, ear, earn kite, kit, king, kin, knit ask, air, age, at, an, ate, ark, anger, ant	neat, near, net, nit, nest race, rat, rain, rate, raise, rear, rage, reign, range, rang, ran task, tiger, tin, ten, tan, tank, tang, tear, tea, tanker, tie, tag in, it, ire, irate, ink, is gain, gate, gear, get, grin, great, grain
---	--

E SPELLING

1. Add the missing syllable to each of these.

Pupils may think of other syllables than those given below. Here are some alternatives:

- | | |
|-------------------|--------------------|
| a. cannot/canteen | b. somehow/someone |
| c. garage/manage | d. hotel/hotter |
| e. honest/lowest | f. flying/trying |
| g. reply/report | h. lower/higher |
| i. manage/manner | j. repent/silent |

2. The vowels –a, e, i, o, u– are missing from these words. Can you put them in?

Pupils may come up with a range of possible answers, especially if they use a dictionary.

- | | | | |
|----------------------|------------------------------|-----------|------------------------|
| a. heart/hurt/hart | b. find/fend/fond/fund/found | c. remove | d. fill/full/fall/fell |
| e. return | f. mind/mound/mend | g. thirst | h. marry/merry |
| i. silly/sally/sully | j. enter/inter | k. under | |

Lesson Plans

For detailed suggestions, refer to pages 74–77.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate a story
- To develop vocabulary
- To develop comprehension skills

Task	Time
1. Reading and discussion of the story.	20 min
2. Attempt Exercises A.1. and A.2. Many of the questions may already have been discussed. Each pupil should be given a chance to participate. If the work cannot be completed in this lesson, it can be given as homework.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To revise punctuation
- To identify the syllables of a word correctly
- To use the present participle to complete a sentence
- To practise using the modal verb *ought*

Task	Time
1. Attempt Exercises B.1. and B.2.	15 min
2. Attempt the first two sections of Exercise C (Present Participle and <i>going to</i>)	15 min
3. Attempt Exercise C (Using <i>ought to</i>). If the work cannot be completed in this lesson, it should be given as homework.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

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

Task	Time
1. Continue with Exercise D.	20 min
3. Discuss and begin Exercise E. If the work cannot be completed in this lesson, it should be given as homework.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- To differentiate between the present continuous tense and the simple present tense
- Further practice of the modal verb *ought*

Task	Time
1. Revise concepts covered in the previous lessons.	10 min
2. Attempt Exercise A.	20 min
3. Attempt Exercise B.	10 min

LESSON 5

Workbook Time: 40 min

Aims:

- To write a reply to a letter
- To develop spelling and vocabulary
- To form words by adding syllables to given groups of letters

Task	Time
1. Attempt Exercise C. Unfinished tasks can be given as homework.	15 min
2. Exercise D to be discussed and given as homework.	10 min
3. Attempt Exercises E.1. and E.2.	10 min
4. Revise the salient features of the unit.	5 min

My Doves

Louisa May Alcott (1832–1888) was an American novelist, best known for her work *Little Women*.

More information:

http://en.wikipedia.org/wiki/Louisa_May_Alcott

For short stories and other works:

<http://www.online-literature.com/alcott/>

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- a. Every day the doves come to a roof opposite the poet's window, and sometimes to her window ledge.
- b. The doves are described as having shining necks and snowy feathers; little rosy, tripping feet; twinkling eyes and fluttering wings. They have cooing voices, which are low and sweet.
- c. The poet is happy to see the doves because she watches them daily. She also says that they 'feel her love'.
- d. The poet gets the doves to sit on her window ledge by placing crumbs of bread on it.
- e. The poet hides behind a curtain so that the birds are not frightened. By feeding them daily, they become less frightened.

These questions are more difficult. Discuss them first.

- f. The poem is full of description. Pupils could collect any of the following points (and more!):
 - the appearance: in flocks, with shining/gleaming necks, snowy feathers, little rosy feet, twinkling eyes
 - the sounds: cooing, a low and sweet sound but also the word flutter is somewhat onomatopoeic.
 - how they move: tripping feet; fluttering wings; stretch their necks; shyly; gracefully; circle downward in soft flight
- g. Pupils will give their own views. A suggestion: kindness and patience allows us to get close to and observe nature/beauty.

2. Answer the questions about these lines from the poem.

And my alms are freely taken

By the shyest little dove

- a. The poet is giving the alms and the doves are taking them.
- b. The alms are given in the form of bread crumbs.
- c. The result of the giving of alms is that even the shyest of the doves ceases to be frightened of the poet, and comes to her window to coo, stretch its neck and greet her.

3. **Look carefully at the way the lines rhyme. Also notice that the first line of every couplet (pair of lines) is longer than the second.**

Go through the poem again, with the above statements in mind. Check that this is true. Ask the pupils to count the syllables too.

The rhyming scheme is: abcb defe. The number of syllables in the lines is 8/7.

4. **Can you tell how many syllables there are in each of the following words?**

a. 1 b. 1 c. 2 d. 2 e. 2 f. 5 g. 2 h. 3 i. 2 j. 1 k. 4 l. 1

B WORKING WITH WORDS

Match the adjectives in column A with the nouns in column B.

as black as midnight	as flat as a pancake
as cold as ice	as free as a bird
as blind as a bat	as graceful as a swan
as deaf as a post	as hungry as a wolf
as fit as a fiddle	as red as a rose

C LEARNING ABOUT LANGUAGE

More about tenses

1. **Say whether the following are in the simple present or present continuous tense.**

a. pc b. sp c. sp d. sp e. pc

D LISTENING AND SPEAKING

1. **Note the stressed syllables in bold. Clap when you read the stressed syllables aloud.**

Try reading some other poetry in this fashion. This will draw the pupils' attention to the fact that many poems have strong rhythms. However, when reading poetry aloud, this should not be overstressed; the lines should flow naturally. The beat or rhythm will be underlying.

2. **Read the poem a few times. Read it aloud. Make sure you pronounce all the words correctly.**

Pick out the words with long vowel sounds and drill these. Here are some sounds to try:

- a. store, more, for, shore, bore, law, draw, gnaw, ignore, lore, thaw
- b. over, own, blown, show, crow, low, owe, throw, go, mow
- c. far, bar, car, hard, card, part, start, art, garden
- d. air, fair, bear, care, lair, there, mayor, rare, stair, pair, dare
- e. cloud, loud, round, bound, found, clown, drown, brown, noun, bout

E COMPOSITION

1. **What do you do every day? Write a paragraph about what you do every day. Which tense will you use?**
2. **Write another paragraph about what you are doing at the moment. Which tense will you use?**

Pupils have done a similar exercise before. Make sure that this piece is quite different from that one. The first piece should be (as far as possible) in the simple present tense; the second in the present continuous tense.

Workbook: pages 59–62

A THE PRESENT TENSES

1. In the following sentences, underline the verbs that are in the simple present tense. (Don't underline verbs in any other tense.)
a. visits b. come c. throws d. waits e. give f. take, spend
2. Write the verbs you have underlined above in the brackets below. Use the verbs in sentences of your own, but this time use them in the present continuous tense. Remember that the action should be *taking place now*.

Pupils will write their own sentences. The verbs should be in the present continuous tense: *is/are/am visiting, coming, throwing, waiting, giving, taking, spending*

B SPELLING RULE

Recall work done on page 46 of the workbook.

1. Copy the words above into your notebook.
2. Write the plurals of the following:

heroes	cliffs	cargoes	tomatoes	roofs	leaves	scarves
pianos	banjos	solos	potatoes	wives	halves	gulfs

Also note:

hoofs

C SAY IT CORRECTLY

Pupils can practise saying this rhyme and focus on getting the R sound right.

*There are no 'R's in **that**.

D BAKER OR JUDGE

1. What do we call the people who do the following?

Discuss what these people do. Mention other jobs as well.

- | | | | |
|-------------------|------------|--------------|-------------------------|
| a. typist | b. artist | c. coalminer | d. hairdresser (barber) |
| e. player | f. farmer | g. owner | h. potter |
| i. window-cleaner | j. butcher | | |

2. Fill in the blanks with suitable words from the box.

- | | | | |
|-------------|-------------|------------|-----------|
| a. judge | b. optician | c. model | d. umpire |
| e. reporter | f. grocer | g. cashier | h. jockey |

E IF/OR

1. Write sentences as in the example above.
 - a. Go now, or you will miss the bus.
 - b. Wear a coat, or you will feel cold.
 - c. Stop playing with that knife, or you will cut yourself.

- d. Work hard, or you will not get into college.
- e. Take this tablet, or you will be ill.

F IN THE KITCHEN

Unfortunately, the letters of these ‘kitchen words’ have been jumbled. Can you write them correctly?

- a. ONE V oven
- b. OF RARER TIGER refrigerator
- c. FINE K knife
- d. NO SOP spoon
- e. CROOK E cooker
- f. O VEST stove
- g. A SUN CAPE saucepan
- h. GRANNY FIP frying pan
- i. SKIN sink
- j. ALL DE ladle

Lesson Plans

For detailed suggestions, refer to pages 80–83.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate a poem
- To develop vocabulary
- To develop comprehension skills

Task	Time
1. The poem should be read and discussed. During reading, words related to the poem can be explained.	15 min
2. Attempt Exercises A.1. and A.2. Many of the questions may already have been discussed. Unfinished tasks can be given as homework.	15 min
3. Attempt Exercises A.3. and A.4.	10 min

LESSON 2

Textbook Time: 40 min

Aims:

- To form similes
- To develop vocabulary
- To further practise the simple present tense and present continuous tense
- To develop listening and speaking skills

Task	Time
1. Attempt Exercise B.	10 min
2. Continue with Exercise C.	10 min
3. Attempt Exercises D.1. and D.2.	20 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop vocabulary
- To complete directed writing tasks using simple present and present continuous tenses
- To develop spelling

Task	Time
1. Continue with Exercises E.1. and E.2.	20 min
2. Workbook—Attempt Exercises A.1. and A.2.	15 min
3. Attempt Exercise B. This exercise can be given for homework after a brief discussion in class.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- Oral practise: pronouncing R
- To introduce more jobs
- To explain the use of 'if' and 'or' in sentences

Task	Time
1. Attempt Exercise C (oral practise).	5 min
2. Attempt Exercises D.1. and D.2.	10 min
3. Attempt Exercise E.	15 min
4. Exercise F to be discussed and the task given as homework.	5 min
5. Give a recap of the unit.	5 min

8

The Wise Villagers

The pupils might like to consider other acts that the people of the village may have decided to do in order to make the townsfolk assume they were mad. A question you may also like to discuss: What price does one have to pay for 'progress'? Is a simple life made more complicated by progress, or does progress lead to a simple life?

Discuss the unfamiliar words (fertile, townsfolk, route, destroyed, curious) and expressions such as 'spread like wildfire' (spread very quickly).

While Reading: The last two lines in the first paragraph show us that the villagers were nice people. *They had no enemies and lived peacefully. They troubled no one and no one troubled them.*

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- The villagers were happy and wealthy; they had no enemies and lived peacefully. They troubled no one and no one troubled them.
- The new road would go through some of the villager's best fields, and the fields would be destroyed.
- The villagers were taking water out of the river with a rope and a cup.
- The villagers were cutting down trees with penknives.
- The villagers were carrying the ants, one by one, in a basket out of the village.
- The villagers said that their methods were slow, but that they always worked.

This question is more difficult. Discuss it first.

- The villagers were clever. They gave the impression they were mad, by doing things in a strange way, and this led the townsfolk to believe that a road going past this village would not be such a good idea.

Challenge: Pupils will give their own opinions and reasons for them.

2. Some of the following sentences are true and some are false. Copy the true sentences into your notebook. Can you make the false sentences into true sentences?

- True
- False (The trunk was two metres wide.)
- False (women)
- True
- False (changed the plan)
- False (wise)

3. Answer the questions about these lines from the story.

The villagers were very angry. They sat in the meeting for three whole days, but at last they thought up a plan.

- They were angry because a road was going to be built through some of their best fields close to the village.

- b. They talked about what they were going to do to stop the road from being built.
- c. Their plan was to act as if they were all crazy, and they then did some strange things—taking out water from the river with a cup, cutting trees with penknives, and carrying away ants one at a time.
- d. Yes, it did.

B WORKING WITH WORDS

1. Find words in the story which have the same meaning as the following.

- | | | | |
|------------|--------------|--------------|----------------|
| a. crazy | b. construct | c. townsfolk | d. undisturbed |
| e. discuss | f. route | g. announced | |

2. Use these words and phrases in sentences of your own.

Pupils will make up their own sentences.

C LEARNING ABOUT LANGUAGE

Past participles

1. Fill in the simple past and past participles of the following words in the list given below. The first one has been done for you.

- | | | | |
|-----------|---------|-----------|--------|
| a. walked | walked | b. spent | spent |
| c. wrote | written | d. jumped | jumped |
| e. ate | eaten | f. spoke | spoken |

2. Add suitable past participles to the following sentences.

- a. This book was **read** by me.
- b. This tea was **made** by my mother.
- c. All the cakes were **eaten** by the children.
- d. This building was **built** by my father.
- e. When the branch was **shaken**, the apples fell down.
- f. This picture was **painted** by my uncle.
- g. The books were **given** to the school by Maha.

D LISTENING AND SPEAKING

Make statements about the two illustrations. Use 'should have' or 'should not have' in all the statements you make.

Pupils should work in pairs and first make a list of all the differences. They should then, each in turn, make statements about what the Yousufs should have had in their house.

Statements can begin with:

The house should have... (had two floors, had a fountain at the front, etc.)

The house should not have... (had a straight driveway, garage connected to it, a raised platform at the front, etc.)

Some of the obvious differences:

House 1	House 2
Two storeys	One storey with a room on flat roof Terrace
3 windows on each floor	Four windows
Veranda in front with pillars and railing	Porch
One step up to veranda	No veranda, but raised platform in front
Pointed tiled roof	Three steps to front door
Two gates at the front	Single (straight) drive from the gate
Crescent driveway	Fence round property
Fountain in middle of pond	
One tree in garden, rest lawn	
Wall round property	

E COMPOSITION

Imagine you are one of the villagers. Write a letter to a friend or relation in another village to complain about the road being built close to the village and ask them for their advice. Remember to set out your letter properly.

Briefly remind the pupils about the form of an informal letter.

An informal letter will include the following: the address of the sender and a date, a suitable greeting with a comma after it, a suitable ending.

A formal letter has the following: the address of the sender along with the address of the recipient. The ending should be formal too: *Yours faithfully*, if the receiver is addressed as *Dear Sir* or *Dear Madam*; *Yours sincerely*, if the name of the receiver is used—*Dear Mr Khan*, *Dear Ms Ahmed*, etc.

Workbook: pages 63–66

A SHOULD HAVE USED A PAST PARTICIPLE

Oral: Read through the timetable and ask questions.

Note the use of the present perfect form (*have arrived*, *have flown*, etc.).

1. Write sentences. Follow the example. Note that all the verbs should be past participles.

- They should have arrived in Chilas on Wednesday, but they didn't.
- They should have visited the fort on Friday, but they didn't.
- They should have reached Skardu on Sunday, but they didn't.
- They should have visited Satpara on Monday, but they didn't.
- They should have driven to Hunza on Wednesday, but they didn't.
- They should have visited Aamir and his family on Friday, but they didn't.
- They should have returned to Lahore on Saturday, but they didn't.
- They should have had a rest (rested) on Sunday, but they didn't.
- On Monday they should have been back at work, but they weren't.

2. Write five sentences of your own using *should have*.

Pupils will write their own sentences. Make sure they are using the past participle form (*driven*, *read*, *eaten*, *seen*, *been*, etc.) with *should have* in each sentence.

B CONJUNCTIONS

Oral: More examples of conjunctions, as shown in the text on pages 56–57 of the Workbook.

1. Add suitable conjunctions in the blanks below.

- He can sing **but** he can't whistle.
- You can take **either** the big book **or** the small book.
- Nadeem is **neither (not only)** tall **nor (but)** heavy.
- Shakir is **neither (not only)** handsome **nor (but)** clever.
- Will you come tonight **or** tomorrow morning?
- My uncle **and** my aunt came, **but** my cousins did not.
- She **not only (neither)** visited her friend in hospital **but also (nor)** took him some (any) grapes.
- The car was **not only** old **but also** very expensive.
- Abid is young **but** very clever.

C I DON'T KNOW/I SHALL ASK

Oral: Give the pupils an example with 'I don't know...' and 'I shall ask...' Then ask them questions.

E.g. 'Hina, where does your friend's father work?'

Ans: I don't know. I don't know where... etc.

or I shall ask him/her. I shall ... etc.

1. Make similar sentences.

- I don't know. I don't know what I got for my birthday six years ago.
- I shall ask them. I shall ask Mr and Mrs Aslam when they eat their lunch.
- I don't know. I don't know why my brother came home late.
- I don't know. I don't know what my friend said to his father.
I shall ask him. I shall ask my friend what he said to his father.
- I don't know. I don't know where Hina went for her holiday.
I shall ask her. I shall ask Hina where she went for her holiday.
- I don't know. I don't know how I got that sum right.
- I don't know. I don't know why my father always sings in the bathroom.
I shall ask him. I shall ask my father why he always sings in the bathroom.
- I don't know. I don't know where my neighbour takes his dog every evening.
I shall ask him. I shall ask my neighbour where he takes his dog every evening.

Lesson Plans

For detailed suggestions, refer to pages 85–88.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate narrative writing
- To develop comprehension skills
- To develop vocabulary
- To correct a false statement

Task	Time
1. Reading and understanding of the text.	20 min
2. Attempt Exercises A.1. and A.2. Some of these questions may have been discussed already. Unfinished work can be given as homework.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop vocabulary
- To use given words and phrases in sentences
- To introduce the use of the past participle

Task	Time
1. Continue with Exercise A.3.	10min
2. Attempt Exercises B.1. and B.2.	20 min
3. Attempt Exercises C.1. and C.2. Unfinished work should be completed in the next lesson.	10 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To develop observation skills

Task	Time
1. Work from the previous lesson to be completed.	10 min
2. Attempt Exercise D.	20 min
3. Revise everything that has been learnt so far.	10 min

LESSON 4

Textbook Time: 40 min

Aims:

- To reinforce letter writing with the correct format
- To reinforce the use of the past participle

Task	Time
1. Exercise E should be discussed and begun. If more time is needed, the task should be given as homework.	20 min
2. Workbook—Attempt Exercises A.1. and A.2.	20 min

LESSON 5

Workbook Time: 40 min

Aims:

- To introduce conjunctions
- To be able to give answers starting with 'I don't know...' or 'I shall ask...'
- To use the prefixes un and dis correctly

Task	Time
1. Attempt Exercise B—a discussion and practise with more examples should precede the exercise. Incomplete work can be completed as homework.	15 min
2. Attempt Exercise C.	15 min
3. Revise the salient features of the unit.	10 min

9

Beauty and the Beast (I)

A play based on the classic tale. Pupils should be given the opportunity to take a role. Emphasise the importance of delivering lines in character, using the appropriate tone of voice and body language.

While Reading: Pupils to pick their own lines. Encourage them to act out their lines with emotion.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- There are seven characters in the room at the start of the play. They are the merchant, Jack, Joseph, George, April, June, and Beauty.
- The merchant owns a warehouse. He imports things to sell.
- Beauty is the most hardworking of the children. She is always busy such as when she is cooking for everyone while they are doing nothing.
- The first misfortune that the family suffers is that the Merchant's warehouse burns down.
- The second piece of bad news for the family is that the ship full of the Merchant's new goods to sell sinks.
- The sons and the father go to find some work because there is no work where they are.
- June asks her father to bring them new clothes and April asks him to bring them some jewellery.
- Beauty asks for her father's safe return and a rose.
- The Beast is angry because the Merchant has entered his garden and picked a rose.

These questions are more difficult. Discuss them first.

- April and June were concerned about the jewels and dresses they would not be able to have whereas Beauty commented that the news was terrible. Jewels and new dresses are not essential items; the more serious issue was that their father's business was ruined. This tells us that April and June are selfish—they only thought about how it affected them. Beauty seemed more concerned about her father which tells us that she is a caring person.
- Beauty is a good person because she is kind, helpful and thinks of others. For example, she made her father some tea because he looked weary. She also asked for something simple, a rose. Also, her brother, Jack, defends her when her sisters are being unkind.

2. Which of these statements are true?

- | | | |
|-------------------------------|------------------------------|--------------------------------|
| a. T | b. F (dresses, jewellery...) | c. F (because he looked weary) |
| d. F (Jack went to find work) | e. T | |

3. Answer the questions about these lines from the play.

Yes, yes. If I return and if I have some money.

- The Merchant says these words to April and June.
- He is planning to go away to find some work. There is no work available where they are.
- He promises to bring April and June new jewellery and new clothes.

- d. The speaker says, 'And what about you, Beauty? What would you like me to bring you?' next. He addresses his words to Beauty.

Challenge: They are not hard-working: they go last when the family leaves to put out the fire; they are described as 'not being industrious' at the start of Scene II; they offer to look after the house while their father is away but say that Beauty should stay to look after them which seems to suggest that they will not do much more than boss her about. They only seem to be interested in clothes and jewels.

B WORKING WITH WORDS

1. Find words in the story which have the same meaning as the following.

- a. owning b. warehouse c. trick d. cinders e. safe f. difficulty

2. Follow these instructions and complete the crossword.

- a and b. 2. SPARE 3. AFFORD 4. TREASURE 5. COMMOTION 6. UGLY

c and d. Pupils will choose a word with the letter 'b' in it and write it in the first line of the crossword. Encourage them to search for a few words with the letter 'b' in them before choosing one. They will then write a clue for the word in the space provided (1.). Possible word choices include: BEAST, BEAUTIFUL, BOTH, TROUBLE.

Prefixes

3. See if you can add the correct prefix (*un-* or *dis-*) to the following.

- a. unhappy b. disagree c. displease d. disappear e. disbelieve
f. disallowed g. disappoint h. unclear i. unattached j. dissatisfy
k. dishonest l. unable m. unlimited n. uncertain o. uneducated

C LEARNING ABOUT LANGUAGE

Present Participles

1. Underline the present participles in the following sentences; say whether they are used as verbs or adjectives. If they are used as verbs, put a circle around the object. If they are used as adjectives, draw a box round the noun they describe.

- a. One day I saw a man reading a book. (reading used as verb)
b. I saw another man painting a wall. (painting used as verb)
c. The man reading a book was standing up. (reading and standing used as verbs)
d. The man painting the wall was standing up too. (painting and standing used as verbs)
e. The man reading a book was using a magnifying glass. (reading used as a verb, magnifying used as an adjective)
f. The man painting the wall was using an old rotting brush. (painting used as a verb, rotting used as an adjective)
g. Suddenly, I saw a fierce dog running towards them. (running used as verb)
h. The men saw the dog approaching them. (approaching used as verb)
i. They began to run, leaving their things on the ground. (leaving used as verb)
j. The dog went to sleep.

D LISTENING AND SPEAKING

Who is who?

This is a tough exercise, but the pupils should have some fun with it. Don't worry if they don't get the answers right the first time. Draw another grid, and start again.

1. Look carefully at the pictures of the four girls. Talk about what you can see. Answer your teacher's question.

- Ask the pupils to study the pictures of the four girls for a minute. Do not say anything more.
- When they have had a chance to think about the pictures, ask some questions.

Have any of the girls got long hair? Which ones?

What can you say about the blouses?

Which girls have short hair?

Which girls have ribbons? ... and so on.

Do not worry about the answers; the point is to get the pupils to think about the differences and similarities.

2. Your teacher will read some statements about the girls. Mark an x next to each name, if the description is correct. You may have to mark a x next to more than one name.

Explain what is to be done.

The girls are called Sadia, Nadia, Hadia, and Tania. But which picture shows which girl? They have to find out.

You will read out a statement. The pupils will mark a X next to the name under the picture, if the description fits. Note that a X will have to be put next to two names if the description fits two girls, and next to three names if the description fits three girls. Allow the pupils sufficient time to mark the X in the correct columns. Repeat the statement if necessary, and go very slowly at first, till they get the idea.

For your benefit, after each statement below, the Xs on the right show which box the pupils should have marked. You can make a couple of statements, then check to see if the pupils are marking the columns in the correct way.

The first statement is: Nadia wears sunglasses. So the pupils have to mark a X in the Nadia box under each girl who has sunglasses. Explain that one of these two girls must be Nadia!

Here are the statements.	Boxes to be marked			
1. Nadia wears sunglasses.	NX		NX	
2. Sadia wears sunglasses, too.	SX		SX	
3. Tania has stripes on her blouse.		TX	TX	
4. Sadia has stripes on her blouse, too.		SX	SX	
5. Tania has ribbons in her hair.	TX	TX		
6. Nadia too has ribbons in her hair.	NX	NX		
7. Sadia does not have long hair.			SX	SX
8. Hadia does not have long hair, either.			HX	HX
9. Hadia is not happy.		HX		HX
10. Nor is Tania.		TX		TX
11. Nadia has a mole on the cheek.	NX	NX		NX

12. Tania has one too.	TX	TX		TX
13. And so does Hadia!	HX	HX		HX
14. Sadia is very happy.	SX		SX	
15. So too is Nadia.	NX		NX	
16. Nadia has dots on her blouse.	NX			NX
17. Hadia has the same kind of dress as Nadia.	HX			HX
18. Nadia does not have curly hair.	NX	NX		NX
19. Tania does not have curly hair, either.	TX	TX		TX
20. Hadia's hair is just as straight, but shorter.				HX

The pupils' tables should look like this:

Sadia	XX	Sadia	X	Sadia	XXXX	Sadia	X
Nadia	XXXXXX	Nadia	XXX	Nadia	XX	Nadia	XXX
Hadia	XX	Hadia	XX	Hadia	X	Hadia	XXXXX
Tania	XXX	Tania	XXXXX	Tania	X	Tania	XXX

The pupils should now be able to tell who is who, and write the correct names under the pictures. In the first column NADIA got six Xs, so the girl is NADIA. In the second column, the girl with most Xs was TANIA. So, TANIA is the second girl... and so on.

The pictures show from left to right, NADIA, TANIA, SADIA, and HADIA.

E COMPOSITION

Write a short description of a friend. Try to describe all his/her features: face, nose, eyes, hair, and so on. If someone reads what you write, will they be able to tell who you have written about? Draw a picture too.

Pupils might like to draw the picture first. They will observe the features better by doing this, and will then have something to write about. You may discuss words that might be used: round, square, oval, long, short, dark, light, brown, black, pink, blue, close, far apart, hairy, bushy, thin, fat, plump, dimples, forehead, eyebrows, lips, nose, eyes, ears, hair, curly, straight, narrow, jaw, cheek, chin, teeth, nostrils, sharp, rounded, droopy,... etc.

Workbook: pages 67–70

A PRESENT PARTICIPLES

Oral: Revision.

1. Underline the present participles in the following sentences.

- a. crying b. sinking c. laughing d. rolling e. interesting

2. Is the present participle a verb or an adjective?

- a. The **climbing** monkey made funny faces at us. (adjective)
 b. We noticed an old man **coming** down the path. (verb)
 c. The man found a puppy **howling** for its mother. (verb)
 d. The **screaming** child was taken away by his mother. (adjective)
 e. **Seeing** the beggar with his bowl, we gave him a coin. (verb)

- 3. Write two sentences in your notebook; in one use a present participle as a verb and in the other use it as an adjective. Your teacher will help you.**

Pupils should try to do this on their own. If they are stuck, then help with some suggestions of present participles.

As an adjective: dripping tap, falling leaves, screaming child, fading light, bellowing calf, singing birds, laughing monkeys...

As a verb: tap dripping all day, leaves falling on the lawn, the child screaming with pain, the light fading in the evening, the calf bellowing for its mother, a bird singing from the tree, a monkey laughing at the children...

B WORD BUILDING

Some examples are given below. The pupils will produce their own pyramids. They may have a problem with *f* and *g*. Ask them to look for words in the dictionary. Apart from the first letter, the other combinations should make up real words. Pupils can check in a dictionary to see whether or not the words they have made do exist!

- 1. Try these. The first two have been completed.**

b, be, bet, best, beast

e, be, bed, bead, bread

- 2. Now try these:**

t, it, sit, spit, spite

s, so, sop, stop, stoop

n, an, ran, rang, range

Others to try:

f, of, oft, soft, ...

g, go, got, goat, goats (gloat)

g, go, ago, sago, ...

C COMPARISONS

Oral: No help for the first part.

- 1. Complete these well known comparisons.**

a. as black as night

b. as cold as ice

c. as deaf as a post

d. as flat as a pancake

e. as graceful as a swan

f. as red as a rose

g. as free as a bird

h. as fit as a fiddle

- 2. Here are some new comparisons. Try completing them. The pictures will help.**

a. as soft as butter

b. as brave as a lion

c. as ripe as an apple

d. as hard as nails

e. as silly as a goose

f. as regular as clockwork

- 3. Now complete these:**

a. a herd of cattle

b. a gaggle of geese

c. a swarm of bees

d. a shoal of fish

e. a bunch of roses

f. a crowd of people

g. a bunch of keys

h. a range of hills

D A PROVERB

1. Write the meaning in your own words.

Many hands make light work.

When there are many people to help (lend a hand), the work is completed easily and quickly.

E ALWAYS, OFTEN, USUALLY, NEVER

Oral: Some general observations using: *always, often, usually* and *never*.

1. Discuss these sentences. Are they true?

Note that if the adverb is replaced, the meaning is altered and the statement may become false.

E.g. Sugar is *never* sweet. False

All the statements are true.

2. Complete the following sentences using *always, often, usually* or *never*, and use one of the phrases from the box below.

- | | |
|---|---|
| a. A fountain pen usually contains ink. | b. An envelope is usually made of paper. |
| c. A library always (usually) contains books. | d. A shirt is often made of cotton. |
| e. A goat usually eats leaves. | f. A baby often cries loudly. |
| g. A good policeman never takes a bribe. | h. A vegetarian never eats meat. |
| i. A stool usually has three legs. | j. A sentence always ends in a full stop. |

Lesson Plans

For detailed suggestions, refer to pages 91–96.

LESSON 1

Textbook Time: 40 min

Aims:

- To develop reading skills
- To read a play (in two parts) with expression
- To develop comprehension skills

Task	Time
1. Reading and discussion of the text, and explanation of the unfamiliar words.	20 min
2. Attempt Exercises A.1., A.2., and A.3. Unfinished tasks should be completed as homework.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop vocabulary
- To develop understanding of prefixes
- To identify the use of the present participle as a verb or adjective
- To develop listening and speaking skills
- To develop observation skills

Task	Time
1. Discuss Exercise B and give the tasks for homework.	10 min
2. Attempt Exercise C.	10 min
3. Attempt Exercises D.1. and D.2.	20 min

LESSON 3

Workbook Time: 40 min

Aims:

- To write an accurate description of a person
- Further practise of the present participle

Task	Time
1. Exercise E should be discussed and the task given as homework.	15 min
2. Workbook—Attempt Exercises A.1., A.2., and A.3.	20 min
3. Give a recap of the previous lessons.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- To develop vocabulary
- To learn more similes
- To understand the meaning of a given proverb
- To use always, often, usually, and never correctly in sentences

Task	Time
1. Attempt Exercises B.1. and B.2.	10 min
2. Continue with Exercises C.1., C.2., and C.3.	15 min
3. Attempt Exercise D.	5 min
4. Attempt Exercises E.1. and E.2. The task can be completed as homework.	10 min

The second part of the play. Recall what happened in part one and, again, try to get the pupils to perform.

While Reading: Pupils to pick their own lines. Encourage them to act out their lines with emotion.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- The merchant and George are returning from the Beast's castle in the forest.
- The merchant brings back good news and bad news.
- The merchant made a promise to the Beast that he would send one of his three daughters to him.
- George says he will go with Beauty to keep her safe.
- Beauty says that she has returned because the Beast gave her permission to do so. Somehow the Beast had known that the merchant was ill.
- The Beast treats Beauty well: he is kind and generous to her.
- April and June do not want Beauty to go back (because they want her to look after their father, the house and them).
- Beauty says that she wants to return to the castle because she wanted to keep her promise and because she had a dream that the Beast was ill.
- Beauty agrees to marry the Beast when he arrives at her house.

This question is more difficult. Discuss it first.

- When the Beast transforms he changes into a handsome prince; he marries Beauty and she becomes a princess; her father is happy for them and gives his blessing; they live (happily ever after?) in the castle. We can presume that her sisters will not be too happy about all this. Perhaps they, and the rest of the family, will also benefit from the generosity of the Beast and Beauty.

2. Who said the following?

- | | | | |
|-----------|--------------|-----------------|-----------|
| a. Beauty | b. Jack | c. the merchant | d. Joseph |
| e. June | f. the Beast | g. Beauty | |

3. Who might have said the following?

- | | | | |
|------------------|-----------------|-----------|----------------------------|
| a. April or June | b. the merchant | c. Beauty | d. Beauty and/or the Beast |
|------------------|-----------------|-----------|----------------------------|

Challenge: No, the behaviour of April and June does not improve in the later parts of the play. Some suggestions: When their father returns they rudely say that they hope he did not bring them roses. They are quick to encourage Beauty to go to the Beast, even though it may be dangerous. They are selfish when they say that they will use the treasure for themselves. Their comments about Beauty's dress perhaps indicate jealousy. They want Beauty to stay so that she can look after the father because they do not want to... There are more examples for the pupils can find and discuss.

4. Answer the questions about this line from the play.

At last! My wish has come true!

- a. The merchant is speaking to Beauty.
- b. Beauty has been away for over two months. Her father is worried about her.
- c. The merchant's wish was that the beast would allow Beauty to come home for a day or two before he died.
- d. The wish coming true brings new life into the merchant's old body; he feels much better.

B WORKING WITH WORDS

1. Here are some common phrases in English. They are split into two parts. See if you can match them.

again and again	(repeatedly)
more or less	(nearly; roughly the same)
now and then	(happening infrequently; from time to time)
once or twice	(occasionally; not very often)
here and there	(in this place and that)

2. Use the completed phrases in sentences of your own.

Pupils will write their own sentences.

C LEARNING ABOUT LANGUAGE

Use some of these expressions in sentences of your own.

Pupils will write their own sentences; but go through the list of expressions with them and use all of them orally.

D LISTENING AND SPEAKING

Put the pupils into mixed ability groups and talk through the instructions and some ideas. Then allow the pupils to work on summarising their ideas for new scenes in their groups. Get each group to present their summary before choosing one (or two) to work on. The scene can be written in their groups or as a whole class. Keep it short and interesting!

E COMPOSITION

Write a short description of the Beast and his castle. Draw a picture with the description.

Purely descriptive and objective. Pupils could approach this as a 'project' and work can be displayed on the display board.

Workbook: pages 71–74

A SPECIAL PHRASES; SPECIAL MEANINGS

1. Use the verbs above with the words in brackets to complete the following. (You have read about these expressions in your Textbook.)
 - a. Wahid did not tell anyone about our conversation because he can always **keep a secret**.
 - b. I will **keep my promise** and take you to see a film on your birthday.
 - c. They **took their seats** just before the music began.
 - d. The headmaster **called a meeting** after the last lesson, and all members of staff attended.

- e. The photographer asked the children to say 'Cheese' before he **took the photograph**.
- f. Socrates **took poison** and died while he was in prison.

2. Use the following expressions in the blanks.

- a. again and again
- b. more or less
- c. now and then

B MISS PELLING

- 1. This is what Miss Pelling wrote. Underline all the spelling mistakes.
- 2. Write the correct spelling of all the words in the passage which Miss Pelling cannot spell. How many words did she misspell?

The words are in bold.

Last **week** I **travelled** by train to Multan. The **journey** was **very exciting**. At the **station** the **porter** put my **luggage** in my first **class compartment**. My father had an argument about how much **money** was to be given to the **porter**. He **paid** him **eighty rupees** and the **porter** went away **satisfied**. My father wished me **goodbye** and got **off** the train.

The train started and I looked out of the window. We **passed** many interesting **scenes**. I saw a lot of **bullock-carts**, **buses** and other **vehicles** on the road. When we got out of the **city there** were other things to **see**.

I had my lunch on the train. I unpacked all the food in my little **basket**. I had a real **feast!** My **mother** had packed a **whole** pile of **sandwiches**, **cucumbers**, **tomatoes**, raw **carrots**, **chocolates**, a **currant loaf**, and a large bottle of **lemonade**.

By the time I **reached** Multan I could hardly walk!

C NOUNS FROM VERBS

Oral: Discuss the first part of the page, giving further examples.

Find the nouns which are formed from these verbs. Some are easy and others are difficult; a dictionary will help.

- a. settlement b. admiration c. investigation d. subtraction
- e. addition f. payment g. departure h. perfection
- i. division j. government

D LISTS

Oral: Ask the children to describe their own bedrooms. Go through the list of words on the page. Additional words may be added to the lists. Other rooms may also be included.

2. Can you make a similar list for the following?

A bathroom

- taps towels razor sink bucket bathtub mat toilet
- mirror soap powder cupboard pipes shampoo chair water heater
- shower shaving cream tiles comb toothbrush toothpaste hairbrush

A kitchen

- sink cups forks gas (electric) cupboards plates bottles oven
- stove saucepans tins kettle matches spoons tap ladle
- food knives cloths mixer vegetables refrigerator

A sitting room

chairs books ashtray table cupboard pictures
cushions ornaments television settee newspapers radio
carpet magazines record player lamp curtains telephone

Lesson Plans

For detailed suggestions, refer to pages 98–101.

LESSON 1

Textbook Time: 40 min

Aims:

- To develop reading skills
- To read a play with expression
- To develop comprehension skills
- To develop reading skills

Task	Time
1. Read the text and explain the unfamiliar words.	20 min
2. Continue with Exercises A.1., A.2., A.3., and A.4. Some of these questions may have been discussed. Each pupil should be given a chance to participate. Unfinished work should be completed for homework.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop vocabulary
- To identify some commonly used phrases
- To use the given verbs as idioms
- To make complete sentences

Task	Time
1. Attempt Exercises B.1. and B.2.	10 min
2. Discuss Exercise C. The exercise can be given as homework.	10 min
4 Attempt Exercise D.	20 min

LESSON 3

Textbook Time: 40 min

Aims:

- To be able to look up information from various sources
- To give a presentation in class
- To write a factual account based on personal research
- To be able to use given phrases in sentences

Task	Time
1. Discuss Exercise E. The written work can then be given as homework.	20 min
2. Workbook— Attempt Exercises A.1. and A.2. The task can be given for homework.	15 min
3. Revise all concepts covered in the unit so far.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- To develop vocabulary
- To reinforce correct spelling
- To form nouns by adding suffixes to verbs

Task	Time
1. Attempt Exercises B.1. and B.2.	15 min
2. Continue with Exercise C.	10 min
3. Exercise D should be discussed and the task given as homework.	10 min
4. Revise the salient features of the unit.	5 min

Test-2

Workbook: pages 75–79

This test covers textbook and workbook units 1–10.

A READING

Read the following aloud to your teacher.

Make sure pupils read with expression. The first part is a narrative; the storyteller is speaking. When the conversation begins, the voice should be modulated to reflect the speaker's character and mood. If pupils are directed not to read out the name of the speaker in each case, then they will have to modulate their tone to show who is saying what.

B COMPREHENSION

1. Answer these questions about the reading passage.

- The owner of a large Japanese company is coming; Adil is going to meet him, but the plane has arrived early, so Adil is hurrying.
- He decides to tell the officer a number of stories.
- Yes, he is. He asks questions politely and says 'please'.
- The Superintendent is puzzled because none of the information that he has been given by the arresting police officer is proving to be correct.
- These are Adil's stories: he does not have a licence because it was taken away after his previous driving offence; he cannot show the vehicle owner's card because it is not his car, he stole it; he has a gun in the glovebox; he shot and killed the owner of the car and put her body in the boot.
- Adil would probably have got a lot more than a fine if the Superintendent had proved that the police officer had been telling the truth and that Adil had been lying. Accept any answer from the pupils, if it is given with reasons.

C TEXTBOOK QUIZ

1. Give short answers to these questions from your Textbook.

- Stavr Godinovich (The Ambassador's Disguise)
- People's language and bird language (The Story of Doctor Dolittle)
- The poet's (Louisa May Alcott) alms are taken by the doves. (My Doves)
- The wise villagers (The Wise Villagers)
- Danish Nasiruddin Pirzada (Haircut)

2. Give complete answers to these questions about your Textbook.

- People stopped using him as their doctor because his house was always full of animals.

- b. The prince ordered Zabava to marry the Ambassador. The Ambassador had threatened to attack if the tribute could not be paid, and if the tribute could not be paid then the prince was to give him Zabava's hand in marriage.
- c. The Beast was kind and generous. He treated Beauty well.
- d. He was asleep the bench and, with his long hair, crumpled clothes and long, grey beard, he looked like a tramp.
- e. The wise villagers were moving the ants away so that they did not eat everything.

D WORKING WITH WORDS

1. What is it? Who is it?

- a. trumpeting
- b. a group of letters added at the end of a word to form another word (e.g. *-ful*, *-ed*, *-less*.)
- c. Egyptian
- d. vegetarian
- e. optometrist/optician
- f. jockey
- g. miner

2. To which of the following words may we add *-ful(l)* and *-less*?

- a. painful/painless b. thankful/thankless c. year d. pointless e. backless

3. Write the plural for each of the following:

- a. oxen b. women c. children d. boxes e. halves f. shelves

4. Fill in the blanks with suitable 'sound' words.

Alternatives are possible.

- a. the *boom/clap/rumble/crash* of thunder
- b. the *tinkle/clanging/jingling* of bells
- c. the *boom/beat/rattle* of a drum
- d. the *ticking/chiming* of a clock

5. Write three words which have the letters *-gh-* in them.

Pupils will write their own words.

ghost, right, eight, might, sigh, plough, though, dough, enough, ought

6. How many syllables are there in the following words?

- a. ac/tor (2) b. to/ma/to (3) c. po/lice (2)
- d. flower (1) e. min/is/ter (3) f. con/nec/tion (3)

7. Write one proverb that you know.

Pupils will write any of the proverbs that they have learnt.

Many hands make light work; The early bird catches the worm; Too many cooks spoil the broth, etc.

E LEARNING ABOUT LANGUAGE

1. Name three uncountable nouns.

Examples: sugar, milk, sand, salt, cement, water, air, etc.

2. Use the word *still* in a sentence of your own.
Example: Rida has still not told her parents.
3. Join the two sentences. Use *who* or *which*.
 - a. This is Jack who built a large house.
 - b. These are the red flowers which we see in the fields in June.
4. Change these adjectives into adverbs.
 - a. promptly b. jokingly c. ably d. carefully
5. Put a line under the nouns and circle the verbs.
She sent the letter and parcel with her young son and he lost them.

F COMPOSITION

Write a short description of what you can see in this picture.
Pupils should describe what they can see, and mention all the items.

Lesson Plans

For detailed suggestions, refer to pages 103–105.

LESSON 1

Workbook Time: 40 min

Aims:

- To assess reading and comprehension skills
- To assess writing skills
- To assess sentence construction

Task	Time
1. Attempt Exercise A.	20 min
2. Attempt Exercise B.	20 min

LESSON 2

Workbook Time: 40 min

Aims:

- To revise the previous units
- To check how well concepts have been understood
- To assess understanding and correct usage of the suffixes -ful and -less
- To assess spelling and vocabulary

Task	Time
1. Attempt Exercises C.1. and C.2.	15 min
2. Attempt Exercises D.1. to D.7.	25 min

LESSON 3

Workbook Time: 40 min

Aims:

- To assess the understanding of grammatical terms
- To check understanding of the various language structures introduced
- To assess directed writing skills

Task	Time
1. Attempt Exercises E.1. to E.5.	15 min
2. Continue with the writing activity in Exercise F.	25 min

Limericks

Read the pupils some other limericks; many are very amusing. Ask them to compose some limericks of their own. To see some of Edward Lear's sketches and drawings and to read some of his limericks, go to this site:
<http://www.nonsenselit.org/Lear/>

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- It was not afloat so it was either on dry land or it sank!
- The man from Ewell ate gruel with mice in it!
- The lady of Russia screamed.

This question is more difficult. Discuss it first.

- Pupils will give their own answers.

2. Answer the questions about these lines from one of the limericks.

When they said, 'No! you ain't!'

He was ready to faint,

- An old man in a boat who thinks he is afloat, but isn't.
- 'No! you ain't' means 'No! you are not'.
- Perhaps he was shocked that he was not afloat.

3. Can you write the rhyming scheme for the limericks?

The rhyming scheme for all limericks is: a a b b a

4. Count the number of syllables in each line. Copy the limericks into your notebook. Mark each line like this:

Number of syllables in the first limerick: 8, 8, 6, 6, 9

Number of syllables in the second limerick: 9, 9, 5, 6, 10

Number of syllables in the third limerick: 9, 9, 6, 6, 10

Note that these are syllables and not feet. A foot consists of a number of syllables (1, 2, 3 or more). Feet are divided like this:

There **was** an / old **man** in / a **tree**,

Whose **whis** kers / were **love** ly / to **see**

(The feet used in a limerick can vary. Some limericks contain amphibrach feet—a stressed syllable between two unstressed syllables—and others are made up of the anapaestic foot—two short syllables followed by a long syllable. This information is for you.)

B WORKING WITH WORDS

Match the following.

- | | |
|------------------------------|--------------------------|
| 1. All's well | that ends well. |
| 2. Cut your coat | according to your cloth. |
| 3. Don't count your chickens | before they hatch. |
| 4. Look | before you leap. |
| 5. A stitch in time | saves nine. |
| 6. All that glitters | is not gold. |

C LEARNING ABOUT LANGUAGE

Past participles

Remind the pupils about participles.

1. Find the past participles of the following.

Present participle	Simple past tense	Past participle
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
buy	bought	bought
catch	caught	caught
come	came	come
draw	drew	drawn
drive	drove	driven
fight	fought	fought
find	found	found
play	played	played
fly	flew	flown
give	gave	given
go	went	gone
hear	heard	heard
hit	hit	hit
learn	learnt (learned)	learnt
put	put	put
read	read	read
say	said	said
see	saw	seen
sell	sold	sold

send	sent	sent
shut	shut	shut
shoot	shot	shot
sing	sang	sung
sleep	slept	slept
smell	smelt (smelled)	smelt
stand	stood	stood
steal	stole	stolen
swim	swam	swum
teach	taught	taught
tell	told	told
think	thought	thought
write	wrote	written

2. Use five of the past participles from those above in sentences of your own.

Pupils will write their own sentences.

D LISTENING AND SPEAKING

Choose one of the expressions in *Working with Words*, and write down in your own words what it means. Think about a situation or short story in which you can use the expression.

Remember that this is primarily a speaking exercise. Pupils should not spend too long thinking/writing about the expression they have chosen. The idea is for the pupils to think quickly about how they can link a story or incident to the given expression, make a few notes (mainly to remind them of what they are going to say) and then to speak for a minute or two, as fluently and coherently as possible.

E COMPOSITION

Try to write your own limerick.

Note that limericks usually, but not always, begin with a line that defines the theme. This is usually a person.

There was a young man of . . . but this could be, old man, young lady, plump baby, tall boy, etc.

Limericks are also usually funny.

Illustrate the limericks. Put up the limericks on the display board.

Workbook: pages 80–83

A PAST PARTICIPLES

1. Can you complete this table?

drive	drove	driven
eat	ate	eaten
rise	rose	risen
bite	bit	bitten

2. Look at the pictures. With the help of the clues, write sentences.

Note that other verbs may be used.

- a. The picture was painted by the girl.
- b. The tree (trunk) was blown down/uprooted/destroyed/broken by the wind.
- c. The carpet/rug was eaten/destroyed/spoilt/gnawed/torn by rats.

B THE BROKEN WINDOW

Here is a story in pictures. Write the story in your notebook.

You may discuss the pictures first or leave it to the pupils to complete on their own.

Pupils should be reminded to make their stories interesting, to give all the people names, use adjectives and some dialogue.

C ASKING QUESTIONS

Oral: Try some statements with the pupils and see if they can give the correct questions.

Can you write the questions for these answers?

Alternatively, questions may be asked. To check whether or not a correct question has been asked, ask the question and see if the answer is the one that would normally be given; if it is not, then rephrase the question.

Some possible questions:

1. Does this pen belong to you?
2. Where is Sara?
3. Do you learn German?
4. When are... coming to see you?
5. Has the postman brought any parcels?
6. Is that Nida's cousin?
7. What is that?

D MORE PARTICIPLES

More practice with participles. Introduce other verbs as well.

1. Write sentences like those on page 82.

- a. The horse has been ridden by a jockey.
- b. The sweater has been knitted by my mother.
- c. The house has been destroyed by the storm.
- d. The aeroplane has been flown by a pilot.
- e. The biscuit has been eaten by ants.

Lesson Plans

For detailed suggestions, refer to pages 107–110.

LESSON 1

Textbook Time: 40 min

Aims:

- To read the limericks with the correct rhythm and stress
- To develop listening and speaking skills
- To assess comprehension skill

Task	Time
1. Read the limericks; discuss the unfamiliar words.	20 min
2. Attempt Exercises A.1. and A.2. All the pupils should be encouraged to take part in the discussion.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To identify the rhyming scheme and rhythm of the limericks
- To be able to count the syllables in each line (to help in the understanding of the rhythm)
- To develop vocabulary
- To encourage creativity

Task	Time
1. Attempt Exercises A.3. and A.4.	15 min
2. Attempt Exercise B.	10 min
3. Exercise C should be explained in class. Perhaps some sentences can be worked on if time permits, the rest can be given for homework.	15 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop vocabulary
- To develop creativity

Task	Time
1. Attempt Exercise D.	20 min
2. Continue with Exercise E. Unfinished task can be given as homework.	15 min
3. Revise all concepts covered in the unit.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- To develop vocabulary
- To revise the use of the past participle
- To give an interesting and a vivid description of a visual scene

Task	Time
1. Attempt Exercises A.1. and A.2.	15 min
2. Continue with Exercise B.	25 min

LESSON 5

Workbook Time: 40 min

Aims:

- To develop vocabulary
- To form questions for a given set of answers
- Further practice of past participles
- To write sentences with a correct grammatical construction

Task	Time
1. Attempt Exercise C.	15 min
2. Continue with Exercise D.	15 min
3. Give a recap of the unit.	10 min

A story about an elderly lady who makes a mistake. We all make mistakes from time to time. Ask the pupils if they have ever made a mistake like this. Have they ever suspected that somebody has done something or taken something of theirs, and blamed them? And did they find that they had blamed them mistakenly? What happened? How did they feel?

While Reading: The lady noticed that the woman's clothing was old and worn, and assumed that she must be poor and ready to steal money.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- The man shook his wife gently to wake her up (but not frighten her).
- No, she did not get up immediately.
- Bags, baskets, sacks, boxes, and trunks were being carried on the bus.
- The lady sat on the edge of a seat, next to a heavy woman.
- The bus stopped suddenly because a large box had fallen off the roof of the bus.
- The lady opened the woman's bag because she thought the woman had taken her money.
- A young boy helped the lady.
- The woman looked upset because she had lost a thousand rupees.

This question is more difficult. Discuss it first.

- The man scratched his head and looked puzzled because he knew his wife had left the thousand-rupee note at home. He wondered where she had got the money to buy so many things.

2. Fill in the blanks with suitable words from the story.

- a. hurry, miss b. gently c. grabbed d. dismay e. traffic f. luckily

3. Answer the questions about these lines from the story.

She felt sorry for her, but she also felt very cross. She decided not to make a big fuss or call for the police.

- The lady felt sorry for the woman on the bus. She felt sorry for her because the woman had a dirty bag and clothes which were old and torn. The woman was obviously not rich.
- She was cross because she thought the woman had taken her money.
- She decided instead to open the woman's bag and take back (what she thought was) her money.

Challenge:

Talk about the things that the lady could have done differently. Could she have got out of bed earlier? Could she have thought more carefully about whether or not she had picked up the money? Could she have spoken to the woman? She saw that the woman's clothes were old and worn and presumed that because she was poor, she was dishonest—she was wrong to presume this. She stole the woman's money. Could she try to find the woman to give her back the money?

B WORKING WITH WORDS

1. Complete the following sentences by finding a suitable end in the boxes below.

- The man woke his wife with a cup of tea.
- When she reached the bus stop, she was huffing and puffing.
- She walked up and down the market and stopped to look at the people.
- In the town there are wonderful things to look at in the shops.
- It was not too uncomfortable as she had a nice plump cushion on one side.

2. Use the following in sentences of your own.

Pupils will write their own sentences. Ask them to first find the words in the passage and to note how they have been used.

3. Find the opposites of these words. They are all in the story.

- uncomfortable
- opened
- carefully
- quickly/hastily
- dirty
- loudly

C LEARNING ABOUT LANGUAGE

Adverbs

Revise adverbs. Note again that not all adverbs end in *-ly*.

1. Underline the adverbs in the following.

- Rahim ran quickly after the burglar.
- Rehana sat comfortably in her chair.
- Slowly, Sonny walked to the telephone.

2. Use the adverbs of time from the box to complete the sentences.

Pupils may use alternative words. Ask them to check in the dictionary to find out whether the words they have used are in fact adverbs.

- tomorrow
- yesterday
- next week
- yet
- at the moment
- usually

3. Use adverbs of place from the box to complete the sentences.

- Don't go **outside** because it is dangerous.
- The tiger ran **along** the road.
- Samir comes **here** every day.
- The boys marched **past** and saluted the flag.

(Note that *past* is not the same as *passed*!)

D LISTENING AND SPEAKING

Form small groups and talk about the following drawings. Describe the pictures, then compare them. Use the words and expressions under each set of pictures.

You may start by asking the pupils to make statements about any two objects in the classroom, or by drawing two simple figures on the blackboard. (Two trees, two flowers, two cats, two houses, etc.) This house is good. This one is better. Which house is better? etc.

Pupils should use the comparative and superlative forms of words when describing the various features illustrated in the pictures.

E.g. Drawing a. is not as good as drawing b. Drawing b. is better than drawing a.

Note that the definite article 'the' is placed before the superlative: the fastest, the best, the meanest.

E COMPOSITION

Have you ever made a mistake like the lady on the bus? How did you set it right? What lesson did you learn from your mistake? Write about it.

Everyone makes mistakes. Perhaps you can start the ball rolling by telling the pupils about a mistake (mistaken identity, wrong number dialled, wrong message passed on, etc.) that you have made. Then encourage them to tell you their own stories.

Workbook: pages 84–88

A ADVERBS

Oral: Recall work done on page 16 of the Workbook.

1. Write the adverbs formed from the following adjectives.

- | | | |
|------------|----------------|-----------------|
| a. happily | b. confidently | c. accidentally |
| d. quickly | e. fortunately | f. attractively |

2. Choose five words from the box and write your own sentences. Use each word twice, once as an adjective and once as an adverb.

Examples:

- | | |
|-----------------------|--|
| the early bird (adj.) | go to bed early (adv.) |
| the far hills (adj.) | they went far (adv.) |
| the fast car (adj.) | the car travelled fast (adv.) |
| the high road (adj.) | they flew high (adv.) |
| a hard stone (adj.) | worked hard (adv.)—not <i>hardly</i> . |

3. Use these adverbs of time and place in interesting sentences of your own. After writing each sentence, underline the adverb and say which kind it is.

Pupils will make up their own sentences; check to see whether they have used the words correctly.

- | | |
|-----------------------------|-----------------------------|
| a. already – adverb of time | b. below – adverb of place |
| c. finally – adverb of time | d. nearby – adverb of place |

B FOR AND SINCE

Oral: *for* is used with a *period of time*. (e.g. three weeks)

since is used with a *point in time*. (e.g. last Monday)

Go over the examples with the pupils.

1. Write three sentences with *for* and three with *since*.

Pupils will make up their own sentences; check to see whether they have used the words correctly.

C SINCE AND FOR!

Look at the pictures and the information below. Write the correct numbers in the boxes.

- This boy is called Rameez. He ...
- This crow is making a big noise. It ...
- This man's name is Mr Tariq. He ...

2. Write two sentences about each picture. The first is done for you.

- b. Rameez has been going to school for seven years.
He has been going to school since 2002.
- c. This crow has been making a big noise for hours.
It has been cawing since 6 o'clock this morning.

D SUBJECT AND PREDICATE: REVISION

Oral: Deal with the text, and give further examples.

1. In the sentences below, underline the subject.

- a. The boy walked to the market.
- b. He bought a basket of mangoes.
- c. The basket of mangoes was very heavy.
- d. An old man and a donkey were passing by.
- e. The boy asked the old man for help.
- f. The old man put the basket on the donkey's back.

2. Now underline the predicate. Remember that the verb is part of the predicate.

- a. Roshan and Zia sat comfortably in the boat.
- b. The boatman pushed the boat into the water.
- c. He jumped into the boat.
- d. The boat turned over.
- e. The boys and the boatman got very wet.
- f. The three of them swam ashore.

Lesson Plans

For detailed suggestions, refer to pages 113–116.

LESSON 1

Textbook Time: 40 min

Aims:

- To read and appreciate narrative writing
- To develop reading and comprehension skills
- To develop vocabulary

Task	Time
1. Reading of the text and explanation of the unfamiliar words.	20 min
2. Attempt Exercises A.1. and A.2. Some of these questions may already have been discussed during reading. They can be asked again to reinforce comprehension.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To write clear sentences
- To develop vocabulary
- To introduce some more adverbs

Task	Time
1. Continue with Exercise A.3. The pupils should be encouraged to work on their own.	10 min
2. Attempt Exercises B.1., B.2. and B.3.	15 min
3. Attempt Exercises C.1. and C.2. Discuss C.3. and give the task for homework.	15 min

LESSON 3

Textbook Time: 40 min

Aims:

- To practise comparisons
- To develop writing skills
- To develop listening and speaking skills

Task	Time
1. Attempt Exercise D.	20 min
2. Exercise E should be discussed and the task given as homework.	15 min
3. Revise all concepts covered in the unit so far.	5 min

LESSON 4

Workbook Time: 40 min

Aims:

- To develop vocabulary
- To learn more about adjectives and adverbs
- To use for and since in sentences

Task	Time
1. Attempt Exercises A.1., A.2., and A.3.	20 min
2. Attempt Exercise B. Begin Exercise C, if time allows.	20 min

LESSON 5

Workbook Time: 40 min

Aims:

- More practice of for and since
- To develop writing skills
- To revise and practise subject and predicate

Task	Time
1. Attempt Exercises C.1. and C.2.	15 min
2. Attempt Exercises D.1. and D.2.	15 min
3. A brief revision of all the concepts learnt in the unit.	10 min

The Mock Turtle's Song

This piece of classic 'nonsense literature' is full of strange and impossible images. This is a great poem for pupils to attempt to read aloud—can they twist their tongues around the words and read with pace and precision? This poem has a fast pace and uses lots of rhyme and repetition. Talk about it. Read the poem a number of times before and during the lessons.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Answer the following questions.

- The snail is invited to join the dance.
- Whiting (a type of fish); snail (mollusc); porpoise (aquatic, marine mammal—similar to a dolphin); lobster (marine crustacean), and turtle (reptile—can be fresh-water or sea-dwelling). Look at pictures if you can.
- The whiting is referred to as 'his scaly friend'.
- Seven

These questions are more difficult. Discuss them first.

- The dance involves being picked up by the tail and thrown out to sea.
- It means don't be frightened. Try to help the pupils to work this out rather than telling them!

2. Write the rhyme scheme for the poem.

Get them to work it out! Stanzas 1 and 2: abcbbdefeee; stanza 3: ababdefeee

3. Answer the questions about these lines from the poem.

But the snail replied 'Too far, too far!'

And gave a look askance—

- the whiting
- The phrase has an idiomatic and literal meaning—discuss it. To go 'Too far' means to behave in a way that upsets or annoys someone; the snail would not survive being thrown out to sea—it would be too far.
- to look at someone with doubt or mistrust—the snail thinks the whiting is lying about how much fun the dance will be!

B WORKING WITH WORDS

1. Can you complete these well-known phrases?

- | | | |
|--------------------|---------------------------|---------------------------|
| a. again and again | b. more or less | c. up and away/down |
| d. far and near | e. neither here nor there | f. backwards and forwards |
| g. here and there | h. once or twice | |

2. Find the meanings of these words in the dictionary. Use them in sentences of your own.

- a. advance—move forwards in a purposeful manner; make progress
- b. notion—a conception of a belief about something; an impulse or desire
- c. scaly—covered in scales
- d. pale—light in colour or shade

C LEARNING ABOUT LANGUAGE

Give some examples on the board first; then ask one pupil to make a simple statement (possibly, start with imperatives: Go to the door. Stand still. Scratch your head. Walk around the classroom. etc.), and another pupil to report to the others what was said. Ensure that a number of (if not all) pupils participate.

1. Turn the following into indirect speech; make sure you change the pronoun.

Note that in these examples the action is still going on. The verbs used are in the present continuous tense and the simple present tense. If, for example, the speaker and the listener are in the same room, and someone is translating what has just been said, the reporter might use the words: 'He says' or 'He was (just) saying', e.g. He was just saying he was not there. However, even in such cases, the past tense would normally be used. 'He said he was not there.'

- a. He told me he was going to the market.
- b. He said he was eating his dinner then.
- c. She explained that that was her house. (She told me that that was her house.)
- d. She was saying she is a girl (and she is a girl still!). (She said she was a girl.)
- e. They were saying they are boys. (They said they were boys.)
- f. He was saying his father is a builder. (He said his father was a builder.)
- g. He was saying he works in a very big factory. (He said he worked in a very big factory.)

2. Now try and change these sentences into direct speech.

- a. 'I am eating now,' he says.
- b. 'I am working hard,' she says.
- c. 'Our friend is not here,' they say.
- d. 'My father is a writer,' he tells me.
- e. 'I am not well today,' Amna tells me.

D LISTENING AND SPEAKING

1. With a classmate, practice reading out the last two lines of the first two stanzas of the poem.

Who can read the lines quickly, clearly and correctly? Can everyone try?

2. Read the following aloud.

Phonic sounds: *qu*, *th*, and *ew*.

Ask the pupils to find as many words as they can with 'qu', then with 'th', and finally with 'ew'. Perhaps this can be turned into a team game. The teams can think of words (without looking in the dictionary), add the words to their list, and then read out their lists. Which team will find the most words?

E COMPOSITION

Write a paragraph describing one of the creatures in the poem.

Again, ask the pupils to first think of appropriate words and images, and make a list of useful words before writing their description.

Workbook: pages 89–92

A DIRECT AND INDIRECT SPEECH: USING WHETHER

Oral: Work in pairs.

Child A—question; Child B—report the question.

Strictly speaking, we should use the past tense for the verbs; but here the present could also be used.

Hina asked Mr Khan whether he speaks/spoke French.

Mrs Zaidi asked Adnan whether he has/had a camera.

Nida asked Sara whether she tells/told stories to the children.

B WORKING WITH A DICTIONARY

Oral: Practical work with the use of dictionaries. Choose your own words and see how quickly the children can find them. Make sure each pupil has a dictionary to hand.

Go through the points in the list with the pupils.

1. Follow the instructions above and fill in the blanks below.

a. curtain b. carton c. cotton d. collar e. colours f. carrot

2. Find these words in the dictionary. They are all nouns.

a. sandal b. oasis c. hurdle d. perfume e. hangar

At each stage ask the pupils to consult a dictionary.

C GROUPS

Only four groups are given here. From time to time you may ask the pupils to write down as many words as they can think of under any other subject heading. Who can think of the most words? This is a good way to encourage them to think, and to write words and learn to spell them. Words that they have not included in their own lists can be added later, when they have heard what other pupils have included in their own lists.

Fill the sacks with nouns given in a box on page 92, belonging to the correct group.

Flowers	Buildings	Occupations	Trees
daisy	school	astronaut	ash
lily	mansion	builder	oak
rose	hospital	servant	casuarina
pansy	garage	pilot	pine
violet	hut	teacher	tamarind
bluebell	shed	gardener	pipal
marigold	palace	banker	eucalyptus
tulip	museum	scientist	banyan

Lesson Plans

For detailed suggestions, refer to pages 118–120.

LESSON 1

Textbook Time: 40 min

Aims:

- To read, understand, and appreciate a poem
- To identify the rhyming scheme of a poem
- To develop vocabulary

Task	Time
1. Reading of the text and understanding of the unfamiliar words.	20 min
2. Attempt Exercises A.1., A.2., and A.3.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To complete incomplete phrases
- To practise using a dictionary
- To revise direct and indirect/reported speech

Task	Time
1. Continue with Exercises B.1. and B.2.	15 min
2. Attempt Exercises C.1. and C.2	20 min
3. Revise the previous lessons.	5 min

LESSON 3

Textbook Time: 40 min

Aims:

- To practise correct pronunciation
- To develop vocabulary
- To encourage group activity
- To develop directed writing skills

Task	Time
1. Continue with Exercise D.	20 min
2. Attempt Exercise E. Unfinished task can be given as homework.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- More practice of direct and indirect/reported speech
- To practise using a dictionary

Task	Time
1. Begin with Exercise A.	20 min
2. Attempt Exercises B.1. and B.2. Unfinished work can be completed in the next lesson.	20 min

LESSON 5

Workbook Time: 40 min

Aims:

- To identify nouns belonging to various groups
- To increase spelling
- To develop vocabulary

Task	Time
1. Complete unfinished work from the previous lesson.	10 min
2. Attempt Exercise C.	20 min
3. Revise the main points of the unit.	10 min

A two-part story, this time about a hobby, stamp collecting. Pupils might like to tell you about their own hobbies, so ask if they have any.

You may, however, want to defer this till they get to Exercise D., when you can discuss hobbies that the pupils enjoy. In what ways are hobbies useful? This particular hobby certainly proved to be a good one for Asim.

Discuss and use the unfamiliar words in sentences: mist, gloomily, common, ordinary, forged, envelope, precious, occasion.

While Reading: Pupils to come up with their own answers. Possible adjectives could be kind, interesting, friendly, thoughtful...

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- Asim got up as soon as he woke up. He felt pleased when he woke up because it was a bright day and he was going to play football with his friend Yasir.
- Thunder makes a loud crashing noise and a deep rumbling noise.
- Uncle Mike gave Asim his stamp album.
- Uncle Mike gave the album to Asim because his own children had all grown up and gone abroad. He no longer had any use for it.
- The first postage stamp was called 'The Penny Black.'
- On every 21st stamp on a sheet of 100, there was a tiny, coloured mark under the princess's eye that looked like a tear. These princess stamps were rare so they were more valuable than others.
- We know that Uncle Mike liked *puris* because he came to their house on Sundays at breakfast time because he loved Asim's mother's cooking, especially her *puris*. He thought that Asim's mother was the best cook in the world.

These questions are more difficult. Discuss them first.

- People paid high prices for the forged stamps because they thought they were real.
- Pupils will give their own answers.

2. Answer the questions about this line from the story.

He gave him the packet and as soon as they got inside the house, Asim opened it.

- Uncle Mike
- Uncle Mike usually came to visit Asim's family at this time on a Sunday because he loved eating *puris*, and thought that Asim's mother was the best cook in the world.
- An album and a box of stamps
- It was a going to be a rainy day, so it was a useful gift. Asim would be able to sort out the stamps indoors.

Challenge: When the weather changed and he heard thunder, Asim became gloomy. He became sad because now he would not be able to go out and play football. He was pleased when he got the album.

B WORKING WITH WORDS

1. Match the following abbreviations and their meanings.

lb pound(s) (weight) Dec. December F Fahrenheit H hour(s)
mph miles per hour NE northeast MA Master of Arts BC Before Christ

2. There are many adjectives in the passage. Find ten adjectives and match them with the following.

a. bright day b. loud noise c. old Austin d. large packet
e. tall Englishman f. weeping princess g. rare stamps h. stamp album
i. delicious puris j. metal box

C LEARNING ABOUT LANGUAGE

Mixed tenses

Look at these sentences. Note the different tenses.

Discuss all the examples given in the textbook, and give further examples on the board.

1. See if you can say what the following tenses are.

1. My brother *was jumping* over the fence. (past continuous)
2. He often *jumps* over the fence. (simple present)
3. Suddenly, he *fell* over. (simple past)
4. Salim *is saving* all his money. (present continuous)
5. The soldiers *fought* bravely. (simple past)
6. She *was singing* as she worked. (past continuous)

D LISTENING AND SPEAKING

Do you have a hobby? What is it?

If pupils do not have a hobby, they might think of one that they would like to take up. They should say why.

E COMPOSITION

Find any postage stamp and draw it in your notebook. Write a few sentences about it.

Pupils could write an accurate description (objectively) about the stamp. Alternatively, they might describe the stamp colourfully, and invent a reason why the figure, design or portrait was put on the stamp.

Workbook: pages 93–95

A MR JAMIL: USING MIXED TENSES

Oral: After the pupils have read the passage, ask questions. Don't restrict yourself to the questions on page 94. Use *while* in your questions, e.g. While he was driving home, what did Mr Jamil see?

Read the story, and then answer the questions on page 94.

1. While Mr Jamil was on his way home, he saw a tortoise crossing the road.
2. Mr Jamil sat in his car and waited patiently, while the tortoise made its slow journey across the road.
3. While Mr Jamil was reflecting on the life of a tortoise, he heard the sound of a distant horn.

4. Mr Jamil was leaping about on the road because the bus was getting closer and closer and it might run over the tortoise.
5. Mr Jamil's explanation to the driver was that he did not want the him to crush the tortoise (which must have moved out of the while they were talking).

B MORE OPPOSITES

1. Match the following adjectives in boxes below with their opposites. Write the pairs here.

heavy/light	pretty/ugly
empty/full	rude/polite
tasty/tasteless	cloudy/clear
wavy/straight	steady/shaky
tiny/huge	early/late

2. Try to write the opposites of these words.

- | | | |
|---------------------------------|-----------------------------|-------------------------|
| a. sweet/sour/sharp/bitter | b. evil/good/pure | c. glad/sad |
| d. foolish/wise/sensible/clever | e. mature/immature/childish | f. deep/shallow |
| g. awake/asleep/dozy | h. kind/unkind/cruel | i. active/lazy/inactive |
| j. rough/smooth/tender | k. expensive/cheap | l. tender/hard/tough |

Lesson Plans

For detailed suggestions, refer to pages 123–125.

LESSON 1

Textbook Time: 40 min

Aims:

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

Task	Time
1. Reading of the text and explanation of the unfamiliar words.	20 min
2. Attempt Exercises A.1. and A.2.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- More practice with adjectives
- To use tenses correctly
- To reinforce some commonly used abbreviations

Task	Time
1. Attempt Exercises B.1. and B.2.	20 min
2. Continue with Exercise C.	20 min

LESSON 3

Textbook Time: 40 min

Aims:

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

Task	Time
1. Attempt Exercise D.	20 min
2. Discuss Exercise E and give the task for homework.	20 min

LESSON 4

Workbook Time: 40 min

Aims:

- To revise and reinforce tenses
- To develop vocabulary
- To introduce more opposites

Task	Time
1. Attempt Exercise A.	20 min
2. Attempt Exercise B.	10 min
3. Revise key aspects of the unit.	10 min

Recall what happened in the first part of this story.

Associated words you might like to use: philately (pron: phiLAT'ely), philatelist, revenue, watermark, postal, forgery, perforations, gum, tweezers, franking, postmark, first-day cover...

While Reading: We are told that he was very excited. He also mentions to his father how interesting the stamps are, and even after the rain stops, he does not feel like playing football.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- a. Asim began to sort out his stamps when he went to his room. Asim emptied the stamps on to the floor and then sorted them into small piles. He put the stamps into envelopes according to which country they had come from.
- b. Yes.
- c. He wrote the name of a country on each envelope and put stamps from that country in it.
- d. Asim's father advised him to soak the stamps that were stuck to envelopes in water so that they came off easily and did not get damaged.
- e. On some pages of the album there were nine or ten stamps; on other pages there were only two or three stamps. They were arranged in sets.
- f. On each page, at the bottom, in very neat writing, there was something written about the stamps.
- g. Michael Davidson was Uncle Mike.
- h. Toronto is a big city in Canada. Pupils can find more information.
- i. When Asim found the 'Weeping Princess', he leapt into the air, shouting.
- j. Uncle Mike's car was an old Austin.

This question is more difficult. Discuss it first.

- k. Asim continued working with the stamps even though the rain had stopped because he was very interested in them. He does not feel like playing football anymore and thinks that the ground would still be wet from the rain. However, these seem more like excuses; he is more interested in the stamps and the possibility of finding the 'Weeping Princess'.

2. Answer the questions about these lines from the story.

'Don't pull them off, but leave them to soak in some water. Then they will come off easily and won't be damaged.'

- a. Asim's father was giving the advice to Asim.
- b. The stamps were stuck on to envelopes, and if they were not treated with care they would be damaged.
- c. After this, and after lunch, Asim went back to his room and went through the pages of his stamp album.

Challenge: Asim did not read the letters because they were not his and he remembered that his parents had told him not to read other people's letters. Pupils will give their own views.

B WORKING WITH WORDS

1. Find words in the passage which have the same meaning as the following.

- | | | | |
|-------------|---------------------|------------|--------------|
| a. envelope | b. magnifying glass | c. weeping | d. carefully |
| e. stamp | f. examined | g. half | h. rare |
| i. raced | j. pile | | |

C LEARNING ABOUT LANGUAGE

Tenses

Review the tenses mentioned.

1. What is the tense of each of the following sentences?

- The man *is sitting* on a chair. (present continuous)
- Michael and Moiz *went* to England last year. (simple past)
- She *sleeps* for an hour after lunch. (simple present)
- Bina *was talking* about the books. (past continuous)
- Yesterday, Maria *typed* fifteen pages. (simple past)
- He *is eating* a yellow banana. (present continuous)
- The children *were playing* under the banyan tree. (past continuous)
- Rahim *plays* cricket very well. (simple present)

Transitive and intransitive verbs

Review transitive and intransitive verbs. Ask the pupils to give you examples, and to use them in sentences.

2. Which of the following verbs are transitive?

- She *makes* delicious cakes. (Transitive: object cakes)
- The children *played* well. (Intransitive)
- My aunt *showed* the house to her neighbours. (Transitive: object house)
- He *drove* the bus into a tree. (Transitive: object bus)
- The pencil *broke* into small pieces. (Intransitive)
- The boy *broke* the pencil. (Transitive: object pencil)
- Our school team *played* cricket yesterday. (Transitive: object cricket)

D LISTENING AND SPEAKING

What do you think Asim did with the 'Weeping Princess'?

Explain that they can think of the obvious (Asim sells the stamp; Asim frames the stamp and keeps it.) or something more interesting. This is what they have to discuss and decide. Then they should report what he does with it.

E COMPOSITION

Imagine you are Asim. Write a letter to the director of the company. Ask for more information about the stamp. How much is it worth? Are there any other stamps available? Where should you keep them?

Pupils should study the information provided. The address of the company, contact person and other details are all there, so they should use this in their formal letter requesting information. The stamp will need to be described too.

Workbook: pages 96–100

A TRANSITIVE AND INTRANSITIVE VERBS

Go through the examples with the pupils. Pupils will write their own sentences. Suggestions:

a. **follow**

- a. You can follow me. /Spring follows summer.
- b. We followed. /I'm going to school; you can follow shortly.

b. **play**

- a. He played the piano.
- b. He played well.

b. **swung**

- a. I swung the bat.
- b. The pendulum swung.

d. **spoke**

- a. She spoke to the teacher.
- b. At the meeting, she spoke softly.

B PARTICIPLES

Make sure the pupils understand that both exercises A and B should be **read** before written work is begun. Each verb in the box should only be used once.

1. Fill in the blanks with the **past tense** of a verb from the box.

- a. held b. sent c. threw d. swam e. struck

2. Fill in the blanks with the **participle** of a verb from the box.

- a. forgotten b. shaken c. sown d. flung e. written

3. Can you complete this table?

Present tense	Past tense	Participle
buy	bought	bought
spring	sprang	sprung
show	showed	shown
wind	wound	wound
swear	swore	sworn

C I CAN'T BECAUSE

Oral: Some examples with *because*.

1. Match the two halves of the sentences in columns A and B.

- a. I can't buy any sweets because I don't have any money.

- b. I can't sit down because the chair is broken.
- c. The car won't start because there is no petrol in the tank.
- d. The man is angry because he has lost his money.

2. Write sentences of your own. Each sentence must contain the word *because* and one of the phrases below.

Some examples:

- a. The baby can't climb trees because he is too young.
- b. The policemen can't catch the thief because he is too quick.
- c. I didn't buy the silk shirt because it was too expensive.
- d. I can't see the road because it is too dark.
- e. The small boy could not sit still because he was too excited.
- f. The little girl won't speak to me because she is too shy.
- g. They can't buy a new oven because they are too poor.
- h. I didn't win the race because I was too slow.
- i. He couldn't carry it home because it was too heavy.
- j. My uncle says he can't run because he is too old.

D MAY OR MAY NOT

Oral: Discuss the pictures. Use *may*.

1. Write sentences about the pictures below using the word *may*. The first one has been done for you.

- b. If the boy beats the drum hard, it may break.
- c. If the bicycle has a puncture, they may fall off.
- d. If that man cuts down the tree, the dog may get hurt.

2. Now match the following.

- a. You may have to wait in the lift for two hours, if the electricity goes off.
- b. You may drown, if you go to sea in a storm.
- c. You may have to leave the house, if you don't pay the rent.
- d. You may knock into things, if you can't see very well.
- e. You may not be able to eat this biscuit, if your teeth are loose.

Note that the clauses can be interchanged: If you do X, Y may happen.

E CROSSWORD PUZZLE

Pupils will write their own clues.

F ANAGRAMS

1. Rearrange the letters in the following to make new words.

Some solutions:

- | | | | |
|-------------------|----------------|--------------|-----------|
| a. TAR/ART | b. TAPES/SPATE | c. RATS/ARTS | d. SHAPE |
| e. TEAM/MATE/TAME | f. SWEAR | g. TEAR | h. SILENT |
| i. POTS/POST/TOPS | j. QUITE | k. MALE | |

2. Now try to make anagrams from the following. Make two new words from each word below.

Discuss the example.

- a. RAT IN/ART IN b. THEY SEE c. REAL FUN

Lesson Plans

For detailed suggestions, refer to pages 127–131.

LESSON 1

Textbook Time: 40 min

Aims:

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

Task	Time
1. Reading of the text and explanation of the unfamiliar words.	20 min
2. Attempt Exercises A.1. and A.2.	20 min

LESSON 2

Textbook Time: 40 min

Aims:

- To develop vocabulary
- To revise and reinforce the use of the present tense, past tense, and participles
- To revise the use of transitive and intransitive verbs

Task	Time
1. Attempt Exercise B.	15 min
2. Continue with Exercise C. Unfinished work to be set as homework.	20 min
3. Revise everything covered in the unit so far.	5 min

LESSON 3

Textbook Time: 40 min

Aims:

- To develop listening and speaking skills
- To predict the end of the story
- To encourage working in groups
- To develop writing skills
- To practise formal letter writing

Task	Time
1. Attempt Exercise D.	20 min

2. Continue with Exercise E.	20 min
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LESSON 4

Workbook Time: 40 min

Aims:

- To revise and reinforce the use of transitive and intransitive verbs
- More practice of tenses
- To develop vocabulary

Task	Time
1. Attempt Exercise A.	20 min
2. Attempt Exercises B.1., B.2. and B.3.	20 min

LESSON 5

Workbook Time: 40 min

Aims:

- To make a sentence by joining two halves
- To write sentences using because and given phrases
- To write sentences using may or may not

Task	Time
1. Attempt Exercises C.1. and C.2.	20 min
2. Attempt Exercises D.1. and D.2.	15 min
3. Revise the salient features of the unit.	5 min

LESSON 6

Workbook Time: 40 min

Aims:

- To develop vocabulary
- More practice of tenses

Task	Time
1. Attempt Exercise E.	15 min
2. Attempt Exercises F.1. and F.2.	15 min
3. Revise the salient features of the unit.	10 min

Test-3

Workbook: pages 101–105

The test covers textbook and workbook units 1–21.

A UNSEEN COMPREHENSION

1. Read the passage aloud.

This is a factual account and should be read in a neutral tone. No doubt pupils will show some hesitation over reading some of the more unfamiliar words, but they should try to work out what these words are and attempt to read independently.

2. Answer the following questions.

- Pyramids are found in Nigeria, Sudan, Greece, Indonesia, Peru, and Egypt. Most of them are in Egypt.
- A bull elephant can weigh around 6 tonnes.
- Great Pyramid of Khufu or Pyramid of Cheops.
- The theft of the covering stones means that the height of the Great Pyramid is now 137 metres. With them, it was 146.5 metres. The height was reduced by 9.5 metres.
- It was of fine quality.

3. Circle the best answer for each of the following. (The words are in bold in the passage.)

- | | | |
|-------------------|-----------------|-------------------|
| a. iii. king | b. i. meet | c. ii. four-sided |
| d. i. three-sided | e. ii. the Nile | |

B TEXTBOOK QUIZ

1. Who do you think *might* have said the following?

- | | |
|--|--|
| a. Tommy or Annika (Pippi Long Stocking) | b. someone in the audience (Variety Performance) |
| c. Pip (Pip Meets a Convict) | d. The lady (The Thousand Rupee Note) |
| e. The parrot (The Story of Doctor Dolittle) | |

2. In which poems do you find these lines or things?

- | | | |
|--------------------|----------------------------|------------|
| a. A night in June | b. The snare | c. Leisure |
| d. Limericks | e. From a railway carriage | |

3. Write two sentences about one of the following.

Pupils will frame their own sentences. Here are some facts we know from the text:

- | | |
|-------------------------|--|
| a. Katrina | wife of Stavr Godinovich, disguises herself as an Ambassador, demands tribute or the hand of Zabava (the Prince's niece), rescues her husband, is clever and brave |
| b. Mr Joe Gargery | husband of Pip's sister, a blacksmith, Pip lives with him |
| c. The Weeping Princess | a stamp issued in 1936 in Canada to mark the 25 th anniversary of King George V of England to the throne; it showed the king's daughter, |

Princess Elizabeth; stamp had an error; on every 21st sheet printed there was a tiny mark which looked like a tear on the princess's cheek, hence the name 'The Weeping Princess'; the stamp is rare

C WORKING WITH WORDS

1. Write these words in alphabetical order.

jack, jam, jar, jelly, jig, joke, jolly, jump

2. Write the opposites of the following.

- a. blunt b. dull(dim) c. ill (sick)
d. poor e. unkind (mean) f. beautiful

3. What is it? Who is it?

- a. fishmonger b. a, e, i, o, u c. sentence
d. tortoise e. deer (dear)

4. Complete the following:

- a. as free as a bird (the air) b. as graceful as a swan

5. What are homophones?

Homophones are words which have the same sound as other words but different spellings and different meanings.

6. Give two pairs of words that are homophones.

- Examples: a. deer/dear b. bare/bear c. site/sight
d. sail/sale e. fur/fir f. bore/boar

D LEARNING ABOUT LANGUAGE

1. What is an adjective?

A word that describes a noun or a pronoun

2. Give three examples of adjectives.

Examples: a. big b. small c. amazing

3. Use the word 'because' in a sentence.

Example: He was sent home because he forgot to bring his notebook.

4. Use the word 'if' in a sentence.

Example: If it rains, we shall not be able to play outside.

5. Underline the subjects in these sentences.

- a. Rehan and Sadia went to Murree last year. b. The children of Class Five went on a picnic.

6. Underline the direct objects in these sentences.

- a. My father found a small ivory box. b. The man at the museum examined it carefully.

7. Underline the indirect object in these sentences.

- a. Anum bought a sweet for her brother. b. He showed the stamp to me.

8. Use *for* or *since* and fill in the blanks.

- a. Mr and Mrs Riaz have been married since 1992. b. They have lived together for many years.

9. Is the underlined verb in this sentence transitive or intransitive?

Transitive (the sword is the direct object)

10. Into which three groups are tenses usually divided?

Past, Present and Future.

11. Underline the infinitives in the following sentences.

- a. Bilal tried to eat the sandwich.
- b. The boys wanted to swim but the girls wanted to paint.

12. Put adverbs of place in the spaces below.

- a. The children walked **away** from school.
- b. Please come **here** tomorrow; don't be late.

13. What is the difference between a transitive and an intransitive verb? Give an example of each, used in sentences.

A transitive verb has a direct object.

- E.g. The boys *played* football.
- The children *ate* sandwiches.

An intransitive verb does not have a direct object.

- E.g. The boys *played*.
- The children *slept*.

14. Use the following in sentences of your own.

Pupils will compose sentences of their own. Check them for proper structure.

E COMPOSITION

You have met one of the following people and learnt about their work. Write a letter to your friend describing their work.

Pupils will write about one of the people suggested. Look out for the form of the letter, and also the content—the more observant and descriptive the better.

Lesson Plans

For detailed suggestions, refer to pages 133–135.

LESSON 1

Workbook Time: 40 min

Aims:

- To assess reading skills
- To assess comprehension skills
- To assess writing skills

Task	Time
1. Attempt Exercise A.1.	20 min
2. Attempt Exercises A.2. and A.3.	20 min

LESSON 2

Workbook Time: 40 min

Aims:

- To assess comprehension of lessons learnt
- To assess memory
- To assess vocabulary

Task	Time
1. Attempt Exercises B.1., B.2., and B.3.	20 min
2. Attempt Exercises C.1. to C.6.	20 min

LESSON 3

Workbook Time: 40 min

Aims:

- To assess understanding of the grammatical concepts introduced
- To assess directed writing
- To assess letter-writing ability

Task	Time
1. Attempt Exercises D.1. to D.12.	20 min
2. Attempt Exercise E.	20 min

