

English Ahead

8

Teachers' Guide



Paramount Books (Pvt.) Ltd.
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Guidelines for Reading Comprehension

Reading comprehension is a crucial skill that empowers students to understand and interpret texts effectively. As an English language teacher, you can employ various strategies and techniques to improve understanding and comprehension abilities of students while enhancing their overall reading skills. Here are some guidelines to achieve these objectives:

Pre-Reading Strategies

a. Activate Prior Knowledge: Before introducing a new text, engage students in a brief discussion or brainstorming session related to the topic. Encourage them to recall any relevant experiences or information they may have.

b. Preview the Text: Have students scan the text's title, headings, subheadings, and any accompanying images. Ask them to make predictions about the content based on these elements.

During Reading Strategies

a. Encourage Active Reading: Teach students to highlight or underline key points, unfamiliar words, or any confusing sections. Encourage them to jot down questions or comments in the margins.

b. Monitor Comprehension: Periodically pause during reading and ask students to summarize what they have understood so far. Address any misconceptions or confusion that may arise.

c. Use Graphic Organizers: Provide students with graphic organizers, such as mind maps, story maps, or Venn diagrams, to help them organize information and visualize relationships between ideas.

Post-Reading Strategies

a. Summarization: Have students summarize the main ideas or events in the text in their own words. This activity promotes comprehension and helps students focus on the essential information.

b. Discussion and Peer Sharing: Encourage students to engage in small group or whole-class discussions about the text. This allows them to share their interpretations, insights, and questions, enhancing their comprehension through collaborative learning.

c. *Questioning*: Provide a set of comprehension questions related to the text. This enables students to critically think about the material and validate their understanding. The reading passages in the textbook have ample of exercise questions.

Vocabulary Development

a. *Teach Context Clues*: Train students to use context clues to decipher the meanings of unfamiliar words. Encourage them to look for nearby words or phrases that provide hints about the word's meaning.

b. *Word Walls*: Create word walls in the classroom, displaying important vocabulary words encountered during reading. Regularly review and reinforce these words to build students' vocabulary.

Diverse Reading Materials

a. *Offer Varied Texts*: The textbook offers a mix of fiction, non-fiction, poetry, and other genres to expose students to a range of reading styles and content. This encourages them to become well-rounded readers.

b. *Personal Reading Choices*: Encourage independent reading by allowing students to choose books or articles that align with their interests and reading levels. This fosters a love for reading and intrinsic motivation to comprehend texts.

Assessments

a. *Use Comprehension Quizzes*: Periodically assess students' understanding with comprehension quizzes or short written responses. This helps you track their progress and identify areas that need improvement.

b. *Informal Observations*: Observe students' engagement and participation during reading activities. Take note of their comprehension strategies and provide feedback for improvement.

Remember to create a positive and supportive learning environment, where students feel comfortable asking questions and seeking help with challenging passages. By implementing these guidelines, you can help students develop strong reading comprehension skills and become confident readers across various subjects and disciplines.

Guidelines for Listening Comprehension

Listening comprehension is a critical skill that enables students to understand spoken language and process information effectively. As an English language teacher, you can employ various strategies to improve students' listening skills. Here are some guidelines to achieve these objectives:

Active Listening Techniques

a. Teach the importance of attentive listening: Explain to students that active listening involves focusing on the speaker, and minimizing distractions.

b. Encourage note-taking: Teach students how to take brief notes while listening to key points, important details, or unfamiliar vocabulary. This helps them stay engaged and retain information.

c. Use visual aids: Use pictures, diagrams, or gestures to support the content of the spoken text. Visual cues can enhance understanding and make the listening experience more enjoyable.

Pre-Listening Strategies

a. Set the Purpose: Before listening to a passage, introduce the topic and the main objectives of the listening activity. This helps students focus on the key information they need to extract.

b. Activate Prior Knowledge: Connect the listening activity to students' previous experiences or knowledge on the subject. This helps them make relevant connections and predictions.

During Listening Strategies

a. Chunking: Break the listening passage into smaller chunks or segments. After each chunk, pause and allow students to discuss or summarize what they have heard before proceeding to the next segment.

b. Think-Pair-Share: Pause the recording at key points and have students discuss the content with a partner. This encourages active participation and reinforces comprehension.

c. Listen and Draw: Ask students to draw images or symbols that represent what they hear. This activity encourages visualization and helps reinforce understanding.

Post-Listening Strategies

a. Comprehension Questions: Provide a set of comprehension questions related to the listening passage. This helps students reflect on the content and reinforces their understanding.

b. Retell the Story: Have students retell the main events or key points from the listening passage in their own words. This activity assesses their comprehension and encourages them to practice summarizing skills.

Hands-On Activities

a. Role-Play: Organize role-playing activities where students act out characters or situations from the listening passage. This promotes empathy, understanding of context, and linguistic skills.

b. Listen and Solve: Provide students with problem-solving scenarios based on the listening passage. Encourage them to use the information they heard to find solutions.

Tips to Improve Listening Skills

a. Regular Practice: Incorporate listening activities into daily lessons to build students' listening stamina and skills.

b. Authentic Materials: Use authentic audio resources like podcasts, interviews, or news clips to expose students to different accents and real-life language use.

c. Encourage Reflective Listening: After each listening activity, encourage students to reflect on their experience, noting any challenges faced and strategies used to overcome them.

d. Establish a Safe Environment: Create a supportive and inclusive atmosphere where students feel comfortable asking for clarifications or expressing uncertainties.

By implementing these guidelines, you can help students enhance their listening skills, become more attentive listeners, and improve their overall understanding and comprehension of spoken language. Remember to provide constructive feedback for a positive learning experience.

Guidelines for Speaking Skills

The ability to speak English fluently is an essential skill for anyone who wants to succeed in today's globalized world. However, for many learners, speaking English can be a daunting task. They may be afraid of making mistakes, or they may not have enough opportunities to practice.

To build self-confidence in students encourage an inclusive and non-judgmental atmosphere in the classroom. Make the students feel comfortable to express themselves in English. Provide positive feedback and praise their efforts.

1. Promote Regular Practice:

- Incorporate speaking activities into daily lessons.
- Encourage students to engage in English conversations with their peers outside the classroom such as lunch breaks, group discussions, or casual interactions.
- Suggest language learning apps or platforms for additional practice.

2. Utilize Prompts from Books:

- Use prompts from the textbook to initiate discussions and role-plays.
- Encourage students to respond to the prompts creatively and with their personal experiences.

3. Suggest Additional Topics:

- Introduce topics of interest that appeal to students' hobbies, dreams, and aspirations.
- Discuss current events, popular culture, or global issues to stimulate engaging discussions.

4. Build Confidence in Speaking:

- Organize group activities, debates, and presentations to improve their public speaking skills.
- Conduct regular speaking assessments in pairs or small groups to minimize anxiety.
- Provide opportunities for students to lead discussions or debates.

5. Work on Pronunciation:

- Play audio clips or videos of native speakers to help students familiarize themselves with proper pronunciation.
- Practice tongue twisters and pronunciation drills to enhance clarity.
- Encourage students to listen to English songs and repeat the lyrics to improve pronunciation and rhythm.

6. Incorporate Role-plays and Drama:

- Assign role-plays or skits to students to encourage creativity and expression.
- Organize drama sessions where students act out scenarios using English.

7. Record Speaking Practice:

- Use audio or video recording devices during speaking exercises to review their progress and identify areas for improvement.
- Allow students to listen to themselves and identify pronunciation or fluency issues.

Guidelines for Writing Skills

Improving writing skills involves nurturing creativity, organization, and attention to detail. As an English language teacher, you can use various strategies to help students develop better writing skills and reduce grammatical and proofreading errors. Here are some guidelines to achieve these objectives:

Teach the Writing Process

a. Pre-writing: Encourage students to brainstorm and outline their ideas before starting to write. Emphasize the importance of organizing their thoughts to create a clear and coherent piece.

b. Drafting: Guide students in writing their first draft without worrying about perfection. Encourage them to focus on expressing their ideas and thoughts.

c. Revision: Teach students to review and revise their writing for clarity, coherence, and relevance to the topic. Highlight the significance of refining their work to convey their message effectively.

d. Editing and Proofreading: Show students how to identify and correct grammatical errors, spelling mistakes, and punctuation errors. Stress the importance of careful proofreading before submitting their final work.

Provide Writing Prompts and Models

a. Offer a variety of writing prompts: Present diverse topics that cater to different interests and perspectives. This encourages students to explore new ideas and express their creativity.

b. Provide writing models: Share well-written essays, short stories, and personal accounts as models for students to analyze. Discuss the effective use of language, organization, and style in these examples.

Incorporate Peer Review

a. Peer Editing: Encourage students to exchange their writing with peers for feedback. Provide a structured peer editing process that focuses on both strengths and areas for improvement.

b. Writing Groups: Organize small writing groups where students can share their work and receive constructive feedback from their peers.

Grammar and Language Instruction

a. Grammar Mini-Lessons: Integrate short grammar lessons into writing classes to address common errors or specific grammatical concepts. Keep the lessons interactive and engaging.

b. Language Exercises: Use language exercises and quizzes to reinforce grammar rules and improve students' language skills. Offer practice opportunities to apply what they have learned.

Frequent Writing Practice

a. Writing Journals: Encourage students to maintain writing journals, where they can freely express their thoughts, observations, and feelings. This regular practice helps them develop a writing habit and refine their skills.

b. Timed Writing: Assign timed writing exercises to help students build their writing speed and overcome writer's block. Short and focused prompts allow them to practice concise and organized writing.

Celebrate and Share Writing

a. Author's Corner: Create an "Author's Corner" in the classroom to showcase students' best writing pieces. Celebrate their accomplishments and efforts to motivate them.

b. Writing Competitions: Participate in writing competitions or hold in-class writing contests to encourage healthy competition and recognize outstanding work.

By implementing these guidelines, you can help students improve their writing skills, minimize grammatical and proofreading errors, and become confident writers across various genres, including essays, short stories, letters, and personal accounts. Foster a supportive and encouraging environment where students feel empowered to express themselves through writing. Remember to provide constructive feedback and celebrate their progress to motivate them on their writing journey.

Unit 1: My Family and Me

Countable and Uncountable Nouns

Since the students already have a basic understanding of countable and uncountable nouns, start the lesson with brain-storming questions to activate their prior knowledge. Then, explain countable and uncountable nouns through real-life examples, discuss their usage, and where they are commonly used.

Begin the lesson by asking the students a series of brain-storming questions related to countable and uncountable nouns:

- Can you give examples of countable nouns?
- What are some things we cannot count?
- When do we use "a" or "an" with a noun?
- How do we make uncountable nouns countable?

Briefly explain the concept of countable and uncountable nouns using real-life examples.

Countable Nouns: Countable nouns are things we can count, such as "book," "chair," and "pen." We can use "a" or "an" with singular countable nouns and "some" or "many" with plural countable nouns.

Uncountable Nouns: Uncountable nouns are things we cannot count, like "water," "milk," and "rice." We do not use "a" or "an" with uncountable nouns. We use "some" or "much" with uncountable nouns in the affirmative and "any" in the negative and interrogative sentences.

An "apple" is a countable noun because we can say "one apple" or "two apples." However, "water" is an uncountable noun because we cannot say "one water" or "two waters."

Divide the class into small groups and assign them topics related to countable and uncountable nouns. Encourage them to discuss and present their findings to the class.

The best way to learn countable and uncountable nouns is to practice using them. Have students practice using countable and uncountable nouns in sentences and conversations. Assign exercises from the textbook (pg.19) and workbook (pg. 8) for students to solve independently. Monitor their progress and provide assistance as needed.

Provide a challenging worksheet that incorporates countable and uncountable nouns in different contexts. Encourage students to apply what they have learned from the lesson to solve the worksheet.

To assess students' understanding of countable and uncountable nouns, you can use a variety of methods, such as:

- Quizzes
- Tests
- Oral presentations
- Written assignments

Articles

As students already have a basic understanding of definite and indefinite articles, start the lesson with brainstorming questions to activate their prior knowledge. Then, explain definite and indefinite articles through real-life examples, discuss their usage, and where they are commonly used. Incorporate various teaching methodologies to keep the students engaged and encourage independent learning.

Begin the lesson by asking the students a series of brainstorming questions related to articles:

- What are definite articles?
- What are indefinite articles?
- When do we use "a" or "an" with a noun?
- How do we use "the" with nouns?

Explain the concept of definite and indefinite articles using real-life examples:

- **Definite Article:** The definite article "the" is used before specific nouns that both the speaker and the listener know about. For example, "the book," "the school," and "the cat."
- **Indefinite Article:** Indefinite articles "a" and "an" are used before non-specific nouns. Use "a" before nouns that begin with a consonant sound and "an" before nouns that begin with a vowel sound. For example, "a car," "an apple," and "an umbrella."

For examples:

- The cat is on the mat.
- A cat is sitting on the fence.
- I saw the dog in the park.
- I saw a dog in the street.

- I have the book you were looking for.
- I have a book about cats.

Use various teaching methodologies to engage the students:

Divide the class into small groups and ask them to find examples of articles in newspaper articles, magazines, or online texts.

Assign exercises from the textbook and workbook for students to solve independently. Monitor their progress and provide assistance as needed.

Provide a challenging worksheet that requires students to apply their understanding of definite and indefinite articles in various sentence structures.

Unit 2: School Days

The Road not Taken

The famous poem "The Road Not Taken" by Robert Frost is a classic piece of literature that offers valuable lessons about choices, individuality, and the consequences of our decisions.

Begin by providing an overview of the poem. You can use the following points as a guide:

Robert Frost was an American poet known for his ability to capture the complexities of human nature in his works. "The Road Not Taken" is one of his most well-known poems.

The poem describes a traveler who comes across a fork in the road and is forced to choose one path over another. The speaker reflects on this decision and ponders the implications of taking the less traveled path.

The poem explores the idea of choices and their impact on our lives. It encourages us to consider the significance of individuality and the unforeseen consequences of our decisions.

Divide the students into small groups and encourage them to discuss the following questions:

- What choices have you made in your life that had a significant impact on you?
- How did those choices affect your life? Were there any unforeseen consequences?
- Do you believe that choices define who we are as individuals?

After the group discussions, have each group share their thoughts with the class, fostering a whole-class discussion on the importance of choices.

Extension Activities

Ask students to create a visual representation of the poem using drawings, collages, or any other artistic medium. Instruct them to depict the two paths diverging and to include symbols or images that represent the themes of choice, individuality, or consequences. After completion, have students explain their artwork and how it connects to the poem.

Divide the poem into sections and assign each section to a group of students. Have them practice and perform their assigned section as a reader's theater, emphasizing the tone and emotions conveyed in the

poem. This activity helps students explore the poem's language and understand its impact when spoken aloud.

Ask students to write a reflective essay on a significant choice they made in their own lives. Encourage them to discuss the factors that influenced their decision, any unexpected outcomes, and what they learned from the experience. This activity helps students connect the poem's message to their own lives and promotes self-reflection.

By engaging in discussions, interactive activities, and personal reflections, students can deepen their understanding of the poem's themes and connect them to their own lives. Remember to create a supportive and inclusive classroom environment where every student feels comfortable sharing their thoughts and opinions.

Pronoun Case

As students already have a basic understanding of pronouns, we'll start the lesson with brainstorming questions to activate their prior knowledge. We'll then explain subjective, objective, and possessive pronouns through real-life examples, discuss their usage, and where they are commonly used.

Begin the lesson by asking the students a series of brainstorming questions related to pronouns:

- What are pronouns?
- Can you give examples of personal pronouns?
- What is the difference between subjective and objective pronouns?
- How do we use possessive pronouns in sentences?

Explain the concept of subjective, objective, and possessive pronouns using examples:

- **Subjective Pronouns:** Subjective pronouns are used as the subject of a sentence. Examples include "I," "you," "he," "she," "it," "we," and "they."
- **Objective Pronouns:** Objective pronouns are used as the object of a verb or preposition. Examples include "me," "you," "him," "her," "it," "us," and "them."
- **Possessive Pronouns:** Possessive pronouns show ownership or possession. Examples include "mine," "yours," "his," "hers," "its," "ours," and "theirs."

Assign exercises from the textbook (pg. 32) and workbook (pg. 16) for students to solve independently. Monitor their progress and provide assistance as needed.

Extension Activities

Have students create dialogues using subjective, objective, and possessive pronouns in different situations.

Divide the class into small groups and ask them to identify pronouns in different texts or sentences.

Ask students to search for pronouns in a short story or passage and categorize them as subjective, objective, or possessive.

Pronoun-Antecedent Agreement

Begin the lesson by explaining that pronoun-antecedent agreement is the principle that a pronoun must agree in number, gender, and person with its antecedent in a sentence. Define "pronoun" as a word that takes the place of a noun, and "antecedent" as the noun or pronoun that the pronoun refers to. Provide some simple examples to illustrate the concept:

- "John is a good student. He loves to read." Here, "John" is the antecedent of the pronoun "he," and both refer to the same person.
- "The girls are playing. They are having fun." Here, "girls" is the antecedent of the pronoun "they," and both refer to the same group of people.

Singular Antecedent and Pronoun

When the antecedent is singular, the pronoun that replaces it must also be singular. For example, "The **boy** finished **his** homework."

Plural Antecedent and Pronoun

When the antecedent is plural, the pronoun that replaces it must also be plural. For example, "The **students** finished **their** homework."

Gender Agreement

Pronouns must also agree in gender with their antecedents. For example, "The **girl** finished **her** homework," and "The **boy** finished **his** homework."

Indefinite Pronouns

Some indefinite pronouns, such as "everyone," "anyone," "someone," and "everybody," are singular and require singular pronouns. For example, "**Everyone** brought **his/her** book."

For the details of pronoun-antecedent agreement students can also be asked to refer pg. 34 of the textbook.

Extension Activities

Provide sentences with missing pronouns, and ask students to fill in the correct pronouns that agree with their antecedents.

Give students a passage or text and ask them to find pronouns and their antecedents.

Divide students into groups and provide sentences with pronoun-antecedent disagreement. Ask them to discuss and correct the sentences.

Assign exercises from the textbook (pg. 34) and workbook (pg. 18) for students to solve independently. Monitor their progress and provide assistance as needed.

Unit 3: Women in Sports

The Hand that Rocks the Cradle

"The Hand that Rocks the Cradle" by William Ross Wallace explores the significant role of mothers and the impact they have on shaping the future generation. The guide includes an explanation of the poem and interactive activities to engage and enhance your students' understanding.

Start by providing an overview of the poem. You can use the following points as a guide:

William Ross Wallace was an American poet known for his works on social issues. "The Hand that Rocks the Cradle" is one of his most famous poems.

The poem celebrates the vital role of mothers in society. It highlights their influence in nurturing and shaping the character and values of future generations.

The central theme of the poem is the immense power and responsibility that mothers hold. It emphasizes their impact on society's well-being and the importance of recognizing and appreciating their contributions.

Encourage students to share personal anecdotes or stories that exemplify the positive impact of mothers in their lives.

Initiate a class discussion to explore students' initial thoughts and understanding of motherhood and its significance. Ask questions such as:

- What does the phrase "The Hand that Rocks the Cradle" mean to you?
- How do you perceive the role of mothers in society?
- What qualities or values do you associate with a nurturing and influential mother?

Guide students in identifying and analyzing the use of figurative language and poetic devices in the poem. Provide explanations and examples of the following:

- Metaphor: "The hand that rocks the cradle is the hand that rules the world."
- Symbolism: Explore the symbolic meaning of the cradle and the hand in the poem.
- Imagery: Discuss the vivid imagery used to evoke emotions and create a powerful visual impact.
- Rhyme scheme and rhythm: Analyze the poem's structure and its impact on the overall tone and mood.

Extension Activities

Prepare a multimedia presentation featuring images and videos that depict various aspects of motherhood across different cultures and time periods. Discuss the commonalities and differences in the portrayal of mothers and their roles. This activity encourages students to think critically about the universality of the poem's message.

Ask students to write a personal response or a letter to their mothers or a mother figure in their lives. Instruct them to express their gratitude, share memories, or reflect on the influence their mothers have had on their development. Encourage students to use poetic devices or metaphors to convey their emotions effectively.

Prepositional Phrases

Begin the lesson by asking the students a series of brainstorming questions related to prepositional phrases:

- What are prepositions?
- Can you give examples of prepositions?
- What do you think prepositional phrases are?
- How do prepositional phrases add information to a sentence?

Explain the concept of prepositional phrases with examples:

Prepositional Phrase

A prepositional phrase is a group of words that begins with a preposition and includes the object of the preposition. For example, "on the table," "under the bed," and "between the trees."

Prepositional phrases add information and details to a sentence. They show relationships between nouns, pronouns, or other parts of a sentence. They are commonly used to describe location, time, direction, possession, and other relationships.

The cat is sitting **on the table**.

I will meet you **after school**.

She has a piano lesson **at 3 o'clock**.

The dog is sleeping **in front of the fireplace**.

They met **at the park**.

Use visuals and context-rich materials to support understanding and retention. Show students images and have them describe the relationships between objects or locations using compound prepositions and prepositional phrases.

Extension Activities

Have students create sentences using prepositional phrases to describe different scenarios.

Ask students to find prepositional phrases in texts, articles, or poems they are reading.

Assign exercises from the textbook (pg. 48) and workbook (pg. 24) for students to solve independently. Monitor their progress and provide assistance as needed.

Compound Prepositions

By now, students have an adequate knowledge of prepositions and prepositional phrases, we'll start the lesson with brainstorming questions to activate their prior knowledge. We'll then explain in detail what compound prepositions are, discuss their usage, and where they are commonly used.

Begin the lesson by asking the students a series of brainstorming questions related to prepositions and prepositional phrases:

- What are prepositions?
- Can you give examples of prepositions?
- How do prepositional phrases add information to a sentence?
- Have you encountered any phrases with more than one word acting as a preposition?

Explain the concept of compound prepositions using real-life examples.

A compound preposition is a combination of two or more words acting as a single preposition. For example, "in front of," "out of," "on top of," and "by means of." Refer to pg. 50 of the textbook for some more examples.

Compound prepositions are used to show relationships between objects or ideas. They add more specific details to a sentence than single-word prepositions. They are commonly used in both formal and informal writing, as well as in spoken language.

1. The package was delivered **by means of** a courier service.
2. **Contrary to** popular belief, she actually enjoyed the horror movie.
3. **Apart from** his love for cooking, he is also a talented painter.
4. Mrs Khalid chose to walk home **rather than** take the bus.
5. The England and Australia cricket match was canceled **because of** heavy rain.

In each of these sentences, the compound prepositions are used to show specific relationships between the nouns or pronouns in the sentence. "By means of" indicates the method of delivery, "contrary to" shows a contrast with popular belief, "apart from" indicates an exception to the person's interests, "rather than" presents a choice, and "because of" indicates the reason for the cancellation.

Use pictures or diagrams to illustrate different compound prepositions and their meanings. Have students create sentences using compound prepositions to describe different situations. Present contextual examples where compound prepositions are used, and ask students to interpret their meaning.

Assign exercises from the textbook (pg. 50) and workbook (pg. 26) for students to solve independently. Monitor their progress and provide assistance as needed.

Unit 4: That's Entertainment

Verbs

Start the lesson by introducing the three types of verbs (teacher-student can also refer to pg. 59-60 of the textbook):

Helping Verbs

Helping verbs, also known as auxiliary verbs, are used together with the main verb to express tense, mood, or voice. Common helping verbs include "am," "is," "are," "was," "were," "has," "have," "had," "do," "does," "did," "can," "could," "will," "shall," "would," "should," "may," and "might."

She is studying for the exam.

They had finished their homework.

Linking Verbs

Linking verbs connect the subject of the sentence to a subject complement, which can be a noun, pronoun, or adjective, that describes or renames the subject. Common linking verbs include "being", "seem", "become", "feel", "look", "smell", "taste", "sound" and "appear".

Noun Complement:	He is a teacher.
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Adjective Complement:	The flowers smell beautiful.
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State Verbs

State verbs, also known as stative verbs, describe a state of being, emotion, possession, measurement, or cost that doesn't involve a specific action. These verbs are not generally used in continuous tenses. Examples of state verbs include "like," "love," "hate," "belong," "know," "understand," "believe," "own," "cost," "weigh," and "seem."

Emotional	She loves reading books.
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Possession	They own a new car.
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Mental	He understands the concept.
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Measurement	The table weighs 50 kilograms.
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Cost	The dress costs \$50.
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Encourage students to identify and apply these verb types in their writing and speaking to reinforce their understanding. Create a supportive learning environment where students feel confident exploring and applying these verb types in different contexts.

Assign homework exercises from the textbook (pg. 60) or workbook (pg. 32) to reinforce the concepts learned in class.

Extension Activities

Divide the class into groups and have them find examples of helping, linking, and state verbs in a given text or passage.

Conduct a survey activity where students ask each other questions using different verb types.

Provide a mix of sentences and ask students to sort them into groups based on the verb type used.

Modal Verbs

As the students have already learned about modal verbs in previous classes, now it's time to revise and reinforce their understanding of modal verbs. Modal verbs are essential in expressing abilities, possibilities, obligations, and permissions.

Start the lesson by asking students a series of brainstorming questions related to modal verbs:

1. What are auxiliary verbs?
2. How do modal verbs differ from regular auxiliary verbs?
3. Can you name some common modal verbs?
4. What do modal verbs express?
5. Can you use modal verbs to talk about the past?
6. How do modal verbs change in different tenses?

Provide ample examples and explanations of modal verbs to revisit what the students have already learned:

1. Can/Could: Expressing abilities or possibilities.

She can speak three languages.

They could arrive early if they left now.

2. Must: Expressing obligations or strong recommendations.

You must finish your homework before going out to play.

Students must attend the workshop.

3. Should: Expressing advice or suggestions.

He should exercise regularly for good health.

We shouldn't waste water.

Display a variety of practice exercises related to modal verbs on the board, for example:

Fill in the blanks with the appropriate modal verb:

You **should/shouldn't** eat too much junk food.

She **can/can't** play the guitar very well.

We **must/mustn't** arrive on time for the meeting.

Rewrite the sentences using a different modal verb to express a different meaning:

He can swim. -> He **may/might** swim.

They should study. -> They **ought to** study.

Correct the sentences with modal verb mistakes:

She can to speak French. -> She **can** speak French.

Conclude the lesson with a recap of the main points discussed during the revision. Assign homework exercises from the textbook or workbook for further practice.

By the end of the revision, students will have a solid grasp of modal verbs and be better prepared for their future English language studies.

Extension Activities

Create a board game where students answer questions using modal verbs to move forward. Reward correct answers with points.

Provide different scenarios where students act out situations using modal verbs to express their preferences, permissions, or opinions.

Divide the class into teams and conduct a quiz show-style game with questions related to modal verbs.

Unit 5: A Place to Live

Tenses – Present and Past

As students have a sound knowledge of present and past tenses, we'll start the lesson by activating their prior knowledge. We'll then explain in detail the different aspects of the tenses, including positive, negative, and interrogative sentences. We'll discuss their usage and where they are commonly used.

Begin the lesson by asking the students a series of brainstorming questions related to present and past tenses:

- What are present and past tenses?
- Can you give examples of present and past tense verbs?
- How do we use present and past tenses in sentences?
- Can you identify positive, negative, and interrogative sentences in both tenses?

Explain the present and past tenses in detail, including positive, negative, and interrogative sentence.

Present Tense

The present tense indicates actions happening now or regularly. For positive sentences, we use the base form of the verb. For example, "I play hockey." For negative sentences, we add "do not" or "does not" before the base verb form. For example, "He does not like coffee." For interrogative sentences, we use "do" or "does" before the base verb form. For example, "Do you like pizza?"

Past Tense

The past tense indicates actions that have already happened. For positive sentences, we add "-ed" to regular verbs or use irregular forms. For example, "She studied yesterday." For negative sentences, we add "did not" before the base verb form. For example, "They did not watch the movie." For interrogative sentences, we use "did" before the base verb form. For example, "Did you finish your homework?"

Extension Activities

Have students act out scenarios using present and past tenses, including positive, negative, and interrogative sentences.

Ask students to create sentences in different tenses based on provided prompts.

Present real-life situations to the students and ask them to respond using appropriate tenses and sentence forms.

Assign exercises from the textbook (pg. 73) and workbook (pg. 40) for students to solve independently. Monitor their progress and provide assistance as needed.

By applying different teaching methodologies and encouraging students to solve exercises on their own, you can help them strengthen their understanding and usage of present and past tenses. Remember to create a supportive learning environment where students feel confident in exploring and applying their language skills.

Present and Past Perfect Continuous Tenses

As the students are not experts in these tenses, we'll explain them in detail through examples, covering positive, negative, and interrogative sentence forms. We'll discuss their usage and where they are commonly used.

Begin the lesson by introducing the present perfect continuous and past perfect continuous tenses. Ask the students to recall what they know about the present perfect and past perfect tenses as a foundation for learning the continuous forms. Then, conduct a brainstorming session to activate their prior knowledge:

- What do you remember about the present perfect and past perfect tenses?
- How are these tenses different from simple present and past tenses?
- Can you think of any examples of continuous actions in the past or present?

Explain the present perfect continuous and past perfect continuous tenses in detail, including positive, negative, and interrogative sentence forms.

Present Perfect Continuous Tense

This tense is used to express actions that started in the past, are still ongoing in the present, and may continue into the future. For positive sentences, we use "have/has been" + the present participle (-ing form) of the main verb. For example, "She has been studying for two hours." For negative sentences, we add "not" after "have/has." For example, "They haven't been playing games." For interrogative sentences, we use "have/has" before the subject. For example, "Have you been waiting long?"

Past Perfect Continuous Tense

This tense is used to describe actions that were ongoing in the past before another past action took place. For positive sentences, we use "had been" + the present participle (-ing form) of the main verb. For example, "He had been working for the company for five years before he got promoted." For negative sentences, we add "not" after "had been." For example, "She hadn't been living

here for long." For interrogative sentences, we use "had" before the subject. For example, "Had they been waiting for a long time?" Provide a timeline on the board and ask students to place events in the correct tenses, including the present perfect continuous and past perfect continuous.

Assign exercises from the textbook (pg. 75) and workbook (pg. 42) for students to solve independently. Monitor their progress and provide assistance as needed.

Extension Activities

Share a short story using these tenses, and have students identify and discuss the continuous actions in the narrative.

Divide students into pairs or small groups and ask them to create conversations using the present perfect continuous and past perfect continuous tenses.

Provide real-life situations and ask students to write sentences or short paragraphs using the appropriate tenses.

Encourage students to use these tenses in their own writing and speaking to reinforce their understanding.

Unit 6: Science

The Future

This comprehensive guide will assist you in teaching future tenses. Right now, students are not experts in these tenses. We'll explore their usage and contexts where they are commonly applied. For the brief summary teacher-students can refer to pg. 86 of the textbook.

Start the lesson by introducing the future tenses: simple future, future continuous, and future perfect.

Future Simple: This tense is used to express actions that will happen in the future. We use "will" + the base form of the main verb to create positive sentences. For example: "I will travel next week." To make negative sentences, add "not" after "will": "They will not attend the party." For interrogative sentences, use "will" before the subject: "Will he come to the concert?"

Future Continuous: This tense is used to describe actions that will be ongoing or in progress at a specific time in the future. We use "will be" + the present participle (-ing form) of the main verb for positive sentences: "They will be playing tennis tomorrow." For negative sentences, add "not" after "will be": "She will not be studying late tonight." For interrogative sentences, use "will" before the subject: "Will they be waiting for us?"

Future Perfect: This tense is used to express actions that will be completed before a specific time in the future. Use "will have" + the past participle of the main verb for positive sentences: "By tomorrow, she will have finished her project." For negative sentences, add "not" after "will have": "He will not have completed his assignment by then." For interrogative sentences, use "will" before the subject: "Will they have arrived by the time we leave?"

Pro Tip:

Explain each future tense in detail with a variety of examples.

Assign exercises from the textbook (pg. 86) and workbook (pg. 49) for students to solve independently. Monitor their progress and provide assistance as needed.

Extension Activities

Create a timeline on the board with different future events, and ask students to use the appropriate future tense to describe each event.

Present scenarios to students and have them predict actions using the correct future tense.

Engage students in a discussion about their future plans, using the future tenses to express their aspirations and goals.

Encourage students to use these tenses in their writing and speaking to reinforce their understanding.

Future Perfect Tense

Begin the lesson by revising the future perfect tense and explaining that it is used to describe actions that will be completed at a specific point in the future. Ask the students to recall what they know about present, past, and future tenses as a foundation for learning the future perfect tense. Conduct a brainstorming session to activate their prior knowledge:

- What do you remember about present, past, and future tenses?
- Can you think of any examples of actions that will be completed in the future?
- How might we form sentences to describe those actions?

Explain the future perfect tense in detail, including positive, negative, and interrogative sentence forms.

The future perfect tense is used to express actions that will be completed before a specific time in the future. For positive sentences, we use "will have" + the past participle of the main verb. For example, "I will have finished my homework by 7 PM." For negative sentences, we add "not" after "will have." For example, "She will not have arrived by then." For interrogative sentences, we use "will" before the subject. For example, "Will they have left by the time we arrive?"

Assign exercises from the textbook (pg. 88) and workbook (pg. 51) for students to solve independently. Monitor their progress and provide assistance as needed.

Extension Activities

Ask students to write sentences predicting their own future actions using the future perfect tense.

Have students imagine they are writing a letter to their future selves, using the future perfect tense to describe their accomplishments and goals.

Divide students into small groups and have them create a story together, using the future perfect tense to describe future events and actions.

Encourage students to use this tense in their own writing and speaking to reinforce their understanding.

Unit 7: Emergency

The Child's Invocation

The poem, *Dua (Lab Pe Aati Hai Dua Ban Ke Tamnna Meri* – translated in English by Mohammed Mehboob Hussain Azad as *The Child's Invocation*) written by Allama Muhammad Iqbal, is a beautiful expression of a child's prayerful desire to become a righteous and virtuous person. This guide focuses on understanding the meaning of the poem, its themes, literary devices, and encourage students to engage in interactive activities to enhance their comprehension and appreciation of the poem.

Start the lesson by introducing the poem *The Child's Invocation (Lab Pe Aati Hai Dua Ban Ke Tamnna Meri)* by Allama Muhammad Iqbal. Provide some background information about the poet and the context in which the poem was written. Set the stage for a meaningful exploration of the poem's themes and emotions.

Have the students read the poem silently first. Then, play an audio recording of the poem or read it aloud yourself to the students. Encourage students to listen attentively and follow along in their copies of the poem.

Explain any challenging vocabulary words or phrases from the poem, ensuring that the students understand the meanings. Discuss the overall meaning and message of the poem. Encourage students to share their interpretations and emotions evoked by the poem.

Identify and discuss the literary devices used in the poem. These may include metaphors, similes, imagery, and repetition. Explain how these devices contribute to the poem's emotional impact and artistic expression.

Engage the students in a discussion about the themes conveyed in the poem. Themes could include prayer, aspiration, hope, humility, and the desire for moral and spiritual growth. Encourage students to provide evidence from the poem to support their interpretations.

Extension Activities

Ask students to imagine themselves as the child in the poem and write a diary entry expressing their feelings and desires.

Encourage students to create visual representations of the poem through drawings, paintings, or collages that capture its essence.

Organize a poetry recitation session where students can perform the poem individually or in groups, emphasizing emotions and expressions.

Ask students to write a reflective essay or a creative piece inspired by the poem. They can express their own dreams, desires, and prayers, and how they relate to the themes in the poem.

Conduct a group discussion to share the students' written reflections and creative pieces. Encourage the students to listen and appreciate each other's work.

By incorporating interactive activities, discussions, and creative expression, students will have a deeper understanding and appreciation of the poem's emotional richness. Encourage students to relate the poem's messages to their own lives and experiences. Foster a love for poetry and literary appreciation in your students, helping them develop a deeper connection to the world of literature.

Punctuation

Punctuation is essential in writing as it helps convey meaning, clarity, and tone. Correct punctuation ensures that sentences are well-structured and easily understood. We will cover various punctuation marks such as full stop, comma, question mark, exclamation mark, apostrophe, inverted commas, semicolon, colon, parentheses, and hyphen.

Explain to students the importance of using correct punctuation in writing. Punctuation helps to:

- Make sentences clear and well-structured.
- Indicate pauses, intonation, and emphasis.
- Distinguish between different sentence types (e.g., statements, questions, exclamations).
- Clarify the meaning of sentences and avoid ambiguity.

Explain each punctuation mark in detail with examples:

Full Stop (Period): Used to end a declarative or imperative sentence.

Example: I love to read books.

Comma: Used to separate items in a list, set off non-essential information, and indicate pauses. Example: She likes apples, oranges, and grapes.

Question Mark: Used to end a direct question. Example: Are you coming to the party?

Exclamation Mark: Used to show strong emotion or surprise. Example: Wow! What a beautiful sunset!

Apostrophe: Used for contractions and to show possession.

Example: It's raining. (contraction of "it is")

The dog's toy is lost. (possession)

Inverted Commas (Quotation Marks): Used to enclose direct speech or quotations. Example: She said, "I'll be there in a minute."

Semicolon: Used to connect two closely related independent clauses.

Example: "She likes to dance; he prefers to sing."

Colon: Used before a list, explanation, or direct quotation.

Example: "The ingredients for the cake are: flour, sugar, eggs, and butter."

Parentheses: Used to set off additional information or as an aside.

Example: "I have (finally) finished my homework."

Hyphen: Used to join words together or to separate syllables of a word.

Example: "well-known," "mother-in-law"

Explain how to identify where to place punctuation marks in sentences. Teach students to:

- Use a full stop at the end of declarative and imperative sentences.
- Place a comma between items in a list or before conjunctions to join independent clauses.
- Use a question mark at the end of direct questions.
- Use an exclamation mark to show strong emotions or exclamations.
- Place an apostrophe to indicate contractions or possession.
- Enclose direct speech or quotations in inverted commas.
- Use a semicolon to connect closely related independent clauses.
- Use a colon before a list or explanation.
- Place parentheses to set off additional information or as an aside.
- Use a hyphen to join words together or separate syllables.

Provide lots of example sentences demonstrating the usage of each punctuation mark:

Full Stop:	I enjoy reading books. She loves to cook.
Comma:	My favorite colors are red, blue, and green. My friend, who lives next door, is coming to the party.
Question Mark:	When will the movie start? Do you want to join us for lunch?
Exclamation Mark:	What a beautiful sunset!

	Hooray! We won the game!
Apostrophe:	I don't like coffee. The dog's leash is red.
Inverted Commas:	She said, "I'll be there in a minute." "The poem begins with the line, 'Two roads diverged in a yellow wood.'"
Semicolon:	She enjoys playing the piano; he prefers the guitar. The weather was terrible; nevertheless, they had fun.
Colon:	The ingredients for the cake are: flour, sugar, eggs, and butter. He told me a secret: he is planning a surprise party.
Parentheses:	The cat (who was black) sat on the windowsill. The concert (scheduled for tomorrow) was canceled due to rain."
Hyphen:	She is a well-known singer. The mother-in-law is visiting us.

Include various activities to reinforce punctuation skills. Assign exercises from the textbook (pg. 101) and workbook (pg. 57) for students to solve independently. Encourage them to review their work for correctness and seek clarification if needed.

Extension Activities

Assign students a short passage to find and correct punctuation errors.

Students act out different punctuation marks, and the class guesses which mark they represent.

Divide the class into teams. Provide sentences with missing punctuation marks. Each team member must add the correct punctuation before passing the sentence to the next team member.

Conjunctions

The students already have basic knowledge of conjunctions such as "and," "but," "for," and "nor," we will begin with a brain-storming session to review these conjunctions. We'll then explain in detail what conjunctions are, their importance, usage, and significance in writing. Through various examples and engaging activities, we'll ensure students comprehend the topic effectively.

Start the lesson by asking brain-storming questions related to conjunctions:

1. Can you provide examples of sentences using "and"?
2. How about using "but" in sentences?
3. When do we use "for" in sentences?
4. Can you give an example of a sentence with "nor"?

Test the students' knowledge by writing sentences on the board using the above conjunctions. Ask students to identify the conjunction used in each sentence.

Introduce the subordinating conjunctions to the students as given in the textbook pg. 103. For example:

Whether: Used to introduce two or more alternatives or possibilities.

For example: I don't know *whether* it will rain or not. In this sentence, "whether" introduces two possibilities (rain or no rain).

Whatever: Used to indicate anything or everything that is chosen or happens.

For example: You can wear *whatever* you like to the party. In this sentence, "whatever" suggests any choice of clothing is acceptable.

While: Used to indicate two actions or events happening at the same time.

He studied *while* his sister watched TV. In this sentence, "While" shows two actions happening at the same time.

Though: Used to show a contrast or concession between two ideas.

He is talented, *though* he lacks confidence. In this sentence, "Though" indicates a contrast between talent and confidence.

Explain the importance of using conjunctions in writing:

- Conjunctions help combine sentences, clauses, and ideas, making writing more cohesive.
- They indicate relationships between different parts of a sentence, clarifying the meaning.
- Proper use of conjunctions enhances the flow and readability of written texts.

Provide lots of example sentences demonstrating the usage of conjunction:

Whether:	"I wonder whether she will attend the party or stay home."
Whatever:	"He can choose whatever he wants from the menu."
While:	"She played the guitar while her friend sang a song."
Though:	"He is tired, though he will not give up."
Since:	"Fatima has been studying diligently since the beginning of the semester."
Either/or:	You can <i>either</i> eat the chocolate cake <i>or</i> have a slice of apple pie for dessert."
Not only/ but also:	the book is not only informative but also beautifully illustrated."

Include various activities to reinforce the understanding of conjunctions. Assign exercises from the textbook (pg. 103) and workbook (pg. 59) for students to

solve independently. Encourage them to review their work for correctness and seek clarification if needed.

Extension Activities

Assign students to find and highlight different conjunctions in a text.

Students act out the meaning of different conjunctions for the class to guess.

Provide students with clauses and ask them to combine them using appropriate conjunctions.

Encourage students to apply these conjunctions in their writing to enhance sentence structure and coherence.

Unit 8: Life Stories

If

The poem, "If" by Rudyard Kipling, imparts valuable life lessons about resilience, character, and perseverance. Begin the lesson by providing an overview of the poem.

Rudyard Kipling was an English writer known for his works that often offer moral lessons. "If" is one of his most celebrated poems.

The poem offers a series of hypothetical scenarios that exemplify various qualities of character, such as courage, patience, and integrity. It presents a roadmap for living a virtuous and fulfilled life.

The central theme of the poem is the development of character through challenges and the importance of maintaining self-discipline and a positive mindset.

Divide the poem into several stanzas and assign each stanza to a small group of students. Instruct them to read and analyze their assigned stanza closely. Ask them to identify and explain the qualities of character emphasized in that stanza and their relevance to real-life situations. Have each group present their findings to the class, promoting a comprehensive understanding of the entire poem.

Extension Activities

Ask students to create a character collage featuring images and quotes that represent the virtues and qualities described in the poem. Provide magazines, newspapers, or online resources for them to find suitable images and words. After completing their collages, have students present and explain their choices, fostering discussions about the importance of these qualities in their own lives.

Create hypothetical scenarios that reflect the challenges mentioned in the poem, such as "triumph and disaster." Divide the class into groups and assign each group a scenario. Have them role-play how a person with the qualities described in the poem might respond to the situation. Encourage creativity and critical thinking during the role-play, and discuss the different approaches and outcomes.

Ask students to write a reflective essay on a specific quality mentioned in the poem that they believe is essential for personal growth and success. Instruct them to provide real-life examples of how they have seen or experienced this quality in action. Encourage students to share their

reflections with the class, promoting open discussions about the poem's relevance to their lives.

Teaching "If" by Rudyard Kipling offers Grade 8 students valuable insights into building strong character and facing life's challenges with resilience. By engaging in stanza analysis, creating character collages, role-playing scenarios, and personal reflections, students can deepen their understanding of the poem's themes and connect them to their own experiences. Encourage an environment of respect and active participation, where every student feels comfortable sharing their thoughts and perspectives.

Adverb Phrases, Clauses, and Degree of Comparison

In this lesson, we will focus on teaching adverb phrases, clauses, and degree of comparison to students. Before delving into the topic, we'll test their basic knowledge of adverbs to gauge their understanding. Then, we'll provide a detailed explanation of adverb phrases, clauses, and degree of comparison, along with their importance, usage, and significance in writing.

Start the lesson by asking students to demonstrate their basic knowledge of adverbs:

1. Can you provide examples of adverbs modifying verbs? (e.g., quickly, slowly)
2. How do adverbs modify adjectives? (e.g., very beautiful, extremely happy)
3. Give examples of adverbs modifying other adverbs. (e.g., quite nicely, very carefully)

Provide a detailed explanation of each concept given below:

Adverb Phrases

Usage: An adverb phrase is a group of words that functions as an adverb, modifying verbs, adjectives, or other adverbs.

He speaks *in a calm and confident manner*.

He sings *with great passion*.

They traveled *through the dense forest*.

Adverb Clauses

Usage: An adverb clause is a group of words containing a subject and a verb that functions as an adverb, providing information about the action in the main clause.

She went to bed *after she finished her homework*.

She runs <i>whenever she feels stressed</i> .
He will come back <i>if the weather improves</i> .

Degree of Comparison

Usage: Adverbs can have different degrees of comparison: positive, comparative, and superlative.

Positive	She paints <i>well</i> .
Comparative	He paints <i>better</i> than her.
Superlative	Hira paints the <i>best</i> in the class.
Positive	He speaks <i>loudly</i> during the performance.
Comparative	She speaks <i>more loudly</i> than him.
Superlative	The singer sings the <i>most loudly</i> of all.

Explain why understanding adverb phrases, clauses, and degree of comparison is crucial in writing:

- Adverb phrases and clauses add depth and detail to sentences, making writing more descriptive and engaging.
- Proper use of adverb phrases and clauses helps convey specific meanings and nuances.
- Understanding degrees of comparison allows for more precise expression of differences and qualities in writing.

Assign exercises from the textbook (pg. 114) and workbook (pg. 65) for students to solve independently. Encourage them to review their work for correctness and seek clarification if needed.

Extension Activities

Assign students to find and highlight adverb phrases in a text.

Provide sentences with missing adverb clauses. Students must complete the sentences using appropriate clauses.

Conduct a quiz with sentences, and students must identify the correct degree of comparison used in each adverb.

Encourage students to apply this knowledge in their writing to enhance sentence structure and descriptive abilities.

Types of Sentences

As students already have a sound knowledge of types of sentences, we will begin by testing their prior knowledge through oral exercises. Afterward, we'll explain in detail the usage and significance of each type of sentence in writing with relevant examples. We'll also include engaging group activities to reinforce their understanding.

Start the lesson by asking students to solve oral exercises related to types of sentences:

1. Can you provide an example of a declarative sentence?
2. How would you change a declarative sentence into an interrogative sentence?
3. What type of sentence is used to give commands or instructions?
4. Give an example of an exclamatory sentence expressing surprise or excitement.

Explain each type of sentence in detail with examples:

Declarative Sentence:

Usage: States a fact or conveys information.

The sun rises in the east.

She loves to read books.

Interrogative Sentence:

Usage: Asks a question and ends with a question mark.

Are you coming to the party tonight?

Will you join us for the movie?

Imperative Sentence:

Usage: Gives commands, requests, or instructions.

Please pass me the book.

Close the door, please.

Exclamatory Sentence:

Usage: Expresses strong feelings and ends with an exclamation mark.

What a beautiful sight!

What a fantastic performance!

Explain the importance of using different types of sentences in writing:

- Declarative sentences provide essential information and form the basis of informative writing.
- Interrogative sentences engage readers by encouraging their participation and eliciting responses.
- Imperative sentences help establish authority and guide readers in specific actions.

- Exclamatory sentences add emotion and intensity, making writing more expressive.

Assign exercises from the textbook (pg. 116) and workbook (pg. 67) for students to solve independently. Encourage them to review their work for correctness and seek clarification if needed.

Extension Activities

Prepare a mix of different types of sentences and ask students to sort them into categories (declarative, interrogative, imperative, or exclamatory).

Students act out sentences, and the class guesses which type of sentence is being portrayed.

Divide students into groups and assign each group a type of sentence. Each group must create sentences of that type and present them to the class.

Give each group a set of sentences and ask them to transform each sentence into a different type (e.g., change declarative to interrogative, imperative to exclamatory).

Unit 9: Impact of Population

Reported Speech: Yes/No Questions

Students already have basic knowledge of direct and indirect speech; we'll begin by testing their understanding with some sentences. Then, we'll provide a detailed explanation of how to deal with yes and no questions, how to change direct speech into indirect, and indirect speech into direct speech with relevant examples.

Start the lesson by testing the students' basic knowledge of direct and indirect speech:

1. Rewrite the following sentence in indirect speech:
Direct: She said, "I am reading a book."
2. Change the following sentence into direct speech:
Indirect: He told me that he would visit his grandparents.
3. What is a Yes/No Question?
4. Provide an example of a yes/no question.

Explain in detail what is a Yes/No Question.

A Yes/No Question is a question that can be answered with a simple "yes" or "no." For example:

- Are you going to the store?
- Did you finish your homework?
- Can you help me with this?

Explain and discuss why is it important to use Yes/No Questions in narrations?

Yes/No Questions are important in narrations because they allow the narrator to convey information and engage the reader. For example, a narrator might use a Yes/No question to:

- Ask a character a question to get information.
- Pose a question to the reader to make them think about the story.
- Create suspense or mystery by asking a question that the reader doesn't know the answer to.

How to change direct speech (Yes/No questions) into indirect speech?

To change direct speech into indirect speech, you need to do the following:

1. Change the verb tense to the past tense.
2. Remove the question mark.
3. Add the word "if" or "whether" before the subject and verb.

- Use the subject pronoun "he," "she," "it," "they," "we," or "you" instead of the direct object.

For example, the direct speech sentence "Do you like ice cream?" would become the indirect speech sentence "He asked me if I liked ice cream."

Here are some examples of how to change these direct speech sentences into indirect speech:

Direct Speech	Indirect Speech
"Are you going to the store?" she asked.	She asked me if I was going to the store.
"Did you finish your homework?" the teacher asked.	The teacher asked me if I had finished my homework.
"Can you help me with this?" I asked.	I asked him if he could help me with this.

Assign exercises from the textbook (pg. 126) and workbook (pg. 74) for students to solve independently. Encourage them to review their work for correctness and seek clarification if needed.

Encourage students to apply this knowledge in their writing and communication to convey information accurately.

Reported Speech: WH Questions

In this guide, we will focus on teaching narrations with WH questions. Students by now have a good understanding of direct and indirect speech, begin by testing their knowledge with some sentences written on the board. Then, provide a detailed explanation of how to deal with WH questions, how to change direct speech into indirect, and indirect speech into direct speech, with relevant examples.

Start the lesson by testing the students' understanding of direct and indirect speech:

- Rewrite the following sentence in indirect speech:
Direct: She asked, "Do you read books?"
- Change the following sentence into direct speech:
Indirect: He told me that he didn't like pizza.
- What is a WH question?
- Provide an example of a WH question.

What is a WH question?

A WH question is a question that begins with a WH word, such as who, what, when, where, why, or how. For example:

- Who are you?
- What is your name?
- When did you arrive?
- Where are you going?
- Why did you do that?
- How did you do that?

Ask students Why is it important to use WH questions in narrations? Note their replies and then, explain and discuss the importance of WH questions in conversation and text.

WH questions are important in narrations because they allow the narrator to gather information, clarify information, and engage the reader. For example, a narrator might use a WH question to:

- Ask a character a question to get information.
- Clarify a point of confusion.
- Create suspense or mystery by asking a question that the reader doesn't know the answer to.
- Engage the reader by asking them a question that they can answer themselves.

To change direct speech WH questions into indirect speech, you need to do the following:

- Change the verb tense to the past tense.
- Remove the question mark.
- Add the word "who," "what," "when," "where," "why," or "how" before the subject and verb.
- Use the subject pronoun "he," "she," "it," "they," "we," or "you" instead of the direct object.
- Also pay attention to the changes in time expressions, and reporting verbs.

For example, the direct speech sentence "Who are you?" would become the indirect speech sentence "He asked me who I was."

Here are some examples of how to change these direct speech sentences into indirect speech:

Direct Speech	Indirect Speech
"Who are you?" he asked.	He asked me who I was.
"What is your name?" she asked.	She asked me what my name was.
"When did you arrive?" the teacher asked.	The teacher asked me when I had arrived.
"Where are you going?" I asked.	I asked him where he was going.
"Why did you do that?" they asked.	They asked me why I had done that.
"How did you do that?" she asked.	She asked me how I had done that.

Assign exercises from the textbook (pg. 128) and workbook (pg. 76) for students to solve independently. Encourage them to review their work for correctness and seek clarification if needed.

Encourage students to apply this knowledge in their writing and communication to accurately report what others have said.

Unit 10: Channel Zapping

Reported Speech

In this revision lesson, we will focus on narrations to reinforce students' knowledge of direct and indirect speech. By now students have a sound understanding of direct and indirect speech, including Yes/No Questions and WH Questions, we'll conduct a comprehensive revision. Test their knowledge with various exercises and activities to ensure they grasp the concepts effectively.

Start the lesson with a quick warm-up exercise to refresh their memory:

1. Rewrite the following sentence in indirect speech:
Direct: "I love to bake cookies."
2. Change the following sentence into direct speech:
Indirect: She said that she would call me later.
3. Provide an example of a Yes/No Question in indirect speech.

Revisit the whole concept of narrations with your students:

- Review the key rules for changing direct speech into indirect speech and vice versa.
- Review how to deal with Yes/No Questions and WH questions in reported speech.
- Emphasize the importance of accurate reporting and maintaining the intended meaning.

Conduct guided exercises to assess students' understanding:

1. Rewrite the following sentences in indirect speech:
 - a) Direct: "I am going to the cinema tonight."
 - b) Direct: "Can you pass me the book, please?"
2. Change the following sentences into direct speech:
 - a) Indirect: He said that he was busy.
 - b) Indirect: She asked where the nearest supermarket was.

Extension Activities

Divide the class into pairs or groups. Assign each group a different scenario involving reported speech. Students role-play the conversation using reported speech.

Students work in pairs to report a news story to the class. One student presents the news in direct speech, and the other rephrases it in indirect speech.

Show images to the students, and they write captions using reported speech to describe the scene.

Assign exercises from the textbook (pg. 136) and workbook (pg. 82) for students to solve independently. Encourage them to review their work for correctness and seek clarification if needed.

Through exercises and engaging activities, they will gain confidence in accurately reporting what others have said. Foster a supportive learning environment where students feel confident in their understanding and application of reported speech.

Connectors

In this guide, we will focus on teaching connectors, also known as linking words or transitional words. Connectors play a vital role in making writing cohesive and organized. Explain in detail the usage and significance of some common connectors such as meanwhile, in brief, afterwards, subsequently, finally, therefore, as a result, and for instance, using relevant examples, for a detailed list and usage refer to pg. 138 of the textbook. Encourage students to practice using connectors in their writing and provide exercises in the textbook and workbook for independent practice.

Start the lesson by introducing the concept of connectors:

- Explain that connectors are words or phrases used to link ideas or sentences together in a text.
- Emphasize that connectors help create coherence and improve the flow of writing.

Explain the usage of some common connector in detail, providing examples for better understanding.

Meanwhile: Used to show a contrast between two actions happening simultaneously.

Example: "She was studying hard for the exam. Meanwhile, her friends were out playing."

In Brief: Used to summarize or give a brief explanation of something.

Example: "The novel is about a young boy's adventure. In brief, it is a coming-of-age story."

Afterwards: Used to indicate an action that occurs after another action.
Example: "They had dinner at the restaurant. Afterwards, they went for a walk by the beach."

Subsequently: Similar to "afterwards," it indicates a sequence of events.
Example: "She won the competition. Subsequently, she received a scholarship."

Finally: Used to indicate the last point or event in a series.
Example: "We visited the museum, had lunch at the cafe, and finally, we went shopping."

Therefore: Used to show a cause-and-effect relationship or draw a conclusion.
Example: "The weather was terrible; therefore, the outdoor event was canceled."

As a Result: Similar to "therefore," it indicates the consequence of an action or event.
Example: "She worked hard for the exam, and as a result, she scored the highest marks in the class."

For Instance: Used to provide an example or illustration of a point.
Example: "Many cities around the world have bike-sharing programs. For instance, London's 'Boris Bikes' are popular among commuters."

Assign exercises from the textbook (pg. 138) and workbook (pg. 84) for students to solve independently. Encourage them to review their work for correctness and seek clarification if needed.

Extension Activities

Prepare a mix of connectors on cards. Ask students to sort them based on their usage (cause and effect, time sequence, summarizing, etc.).

Divide students into groups. Provide a paragraph with missing connectors, and each group must fill in the appropriate connectors to complete the paragraph.

Through detailed explanations, examples, and interactive activities, students will gain confidence in using connectors effectively. Encourage students to practice incorporating connectors in their writing to improve the overall quality of their compositions.

Unit: 1 My Family & Me

Name: _____

Date: _____

Read each sentence carefully and fill in the blank with the correct countable or uncountable noun.

1. There are three _____ in the garden.
2. Can you pass me some _____?
3. He bought a new _____ for his birthday.
4. The chef prepared delicious _____ for dinner.
5. We need to buy _____ for the recipe.
6. She has two _____ and a dog.
7. The children played with _____ in the playground.
8. There is a lot of _____ in the jar.
9. She is reading an interesting _____.
10. The team won several _____ in the championship.

Fill in the blanks with the correct article (a, an, the).

1. I saw ___ cat in ___ tree.
2. ___ dog is ___ good pet.
3. I like to eat ___ apple every day.
4. ___ boy is ___ student in ___ class.
5. ___ woman is ___ teacher in ___ school.

Unit: 2 School Days

Name: _____

Date: _____

Read each sentence carefully and identify the correct pronoun case (Subjective, Objective, Possessive) that should be used. Choose the appropriate pronoun from the options provided.

1. John and _____ are going to the park.
a) he b) him c) his
2. Sarah and _____ won the science fair.
a) her b) she c) hers
3. The teacher gave the book to _____.
a) I b) me c) my
4. The puppy wagged _____ tail excitedly.
a) its b) it's c) it
5. Mary is taller than _____.
a) I b) me c) my
6. The letter is addressed to _____ and _____ siblings.
a) me, my b) I, mine c) me, mine
7. The car in the driveway is _____.
a) hers b) her c) she
8. _____ and Lisa are best friends.
a) Me b) My c) I
9. The teacher asked _____ to answer the question.
a) him b) he c) his
10. Mark's favorite subject is _____.
a) math b) him c) his

Unit: 3 Women in Sports

Name: _____

Date: _____

Read the following sentences and underline the prepositional phrases.

1. She traveled across the country during her summer vacation.
2. We had a picnic under the shady tree.
3. The book is inside the bag.
4. The children are playing by the river.
5. The keys are in my pocket.
6. She found her lost necklace between the cushions of the couch.
7. The ball rolled down the hill.
8. We are going on a vacation during the summer.
9. The movie starts in half an hour.
10. We'll have a meeting on Monday.
11. They are arriving at midnight.
12. The party will be on Saturday evening.
13. The store opens at 9 a.m. and closes at 6 p.m..
14. He completed the project before the deadline.
15. The concert will begin in a few minutes.

Unit: 4 That's Entertainment

Name: _____

Date: _____

Read each sentence carefully and choose the correct modal verb that best completes the sentence. Pay attention to the context and meaning of each sentence.

1. The weather forecast says it _____ rain later today.
a) can b) could c) may d) might
2. I _____ believe how fast she solved that puzzle!
a) can b) could c) may d) must
3. If you study hard, you _____ pass the exam with flying colors.
a) can b) could c) may d) will
4. She _____ come to the party tomorrow if she finishes her work on time.
a) can b) could c) may d) will
5. You _____ take your umbrella with you. It looks like it might rain.
a) can b) could c) must d) should
6. I wish I _____ help you with your project, but I have a busy schedule.
a) can b) could c) may d) must
7. He _____ stay up late tonight because he has an early morning appointment.
a) can b) could c) may d) must
8. We _____ visit our grandparents this weekend if they are feeling better.
a) can b) could c) may d) will
9. You _____ have asked for help if you were struggling with the assignment.
a) can b) could c) should d) would
10. The movie _____ start in 15 minutes. We better hurry.
a) can b) could c) may d) will

Unit: 5 A Place to Live

Name: _____

Date: _____

Read the following story carefully. Change this story from the present tense to the past tense. Pay attention to the changes in verbs, pronouns, and time expressions.

Title: The Enchanted Forest

In a quaint little village nestled at the edge of the woods, a young girl named Lily embarks on a magical adventure. Every day, she explores the enchanting forest, captivated by the vibrant flora and fauna that surround her. The forest seems to come alive with whispers of mythical creatures and secrets waiting to be discovered.

One sunny morning, as Lily ventures deeper into the woods, she stumbles upon an ancient-looking book tucked beneath a moss-covered stone. Intrigued, she opens it and finds a map leading to a hidden treasure, rumored to grant any wish. Excited, Lily sets out on her quest to find the treasure, guided by the map's mystical symbols.

As she traverses the forest, she encounters talking animals who offer her assistance. A wise old owl becomes her guide, leading her through the labyrinthine paths. Along the way, she befriends a mischievous squirrel named Pip, who cheerfully joins her on the adventure.

Together, they encounter challenges and obstacles, but Lily's determination never wavers. They brave treacherous ravines, cross sparkling streams, and pass by majestic waterfalls. The forest seems to test their courage, but their bond grows stronger with every step.

Finally, after a thrilling journey, Lily and Pip reach the heart of the forest, where the treasure is said to be hidden. They uncover an ancient chest adorned with glowing runes. With bated breath, Lily opens the chest, revealing a shimmering crystal that radiates ethereal light.

As she holds the crystal, Lily closes her eyes and makes her heartfelt wish. She wishes for the forest to be forever protected, its beauty preserved for generations to come. Suddenly, the forest shimmers with magic, and Lily knows her wish has been granted.

Overwhelmed with joy, Lily and Pip dance and laugh amidst the enchanted woods. The forest rejoices with them, and the trees seem to whisper their gratitude.

Unit: 6 Science

Name: _____

Date: _____

Read each sentence carefully and identify the appropriate future tense used. Choose the correct option from the given choices: Simple Future, Future Continuous, or Future Perfect.

1. By the time I arrive at the party, everyone _____ already _____ the cake.
a) will, be eating **b)** will, have eaten **c)** will, eat
2. Next month, we _____ to a new city because of my father's job transfer.
a) will move **b)** will be moving **c)** will have moved
3. At this time tomorrow, they _____ for their vacation in the mountains.
a) will be leaving **b)** will leave **c)** will have left
4. By the end of this week, she _____ her art project for the exhibition.
a) will have finished **b)** will finish **c)** will be finishing
5. I'm not sure where I _____ this time next year.
a) will be working **b)** will have worked **c)** will work
6. Don't call me in the morning; I _____ an important meeting at that time.
a) will be having **b)** will have had **c)** will have
7. By the time they reach the airport, the flight _____ .
a) will leave **b)** will have left **c)** will be leaving
8. We _____ our trip to the amusement park if it rains tomorrow.
a) will cancel **b)** will be canceling **c)** will have canceled
9. By the time he finishes his studies, he _____ abroad for higher education.
a) will be going **b)** will have gone **c)** will go
10. By next year, they _____ each other for ten years.
a) will know **b)** will have known **c)** will be knowing

Unit: 7 Emergency!

Name: _____

Date: _____

Identify the subordinating conjunctions in the following sentences.

1. We will go to the park if it is not raining.
2. I will eat my vegetables because they are good for me.
3. He will study for the test while I am listening to music.
4. I will go to bed early so that I can get a good night's sleep.
5. My father will go to the store unless he has to stay home and help my mom.
6. I will go to the park whatever the weather is like.
7. Hira will order vegetables either boiled or steamed.
8. Zeeshan will study for the test whereas his friend will go to the movies.
9. Ali went to the bed early even though he was not tired.
10. Erum will not go to the gym neither today nor tomorrow.

Unit : 8 Life Stories

Name: _____

Date: _____

Read each sentence carefully and identify its type. Choose the correct option from the given choices.

1. What time does the train depart?
a) Declarative b) Interrogative c) Imperative d) Exclamatory
2. The sun sets in the west.
a) Declarative b) Interrogative c) Imperative d) Exclamatory
3. Please pass me the salt.
a) Declarative b) Interrogative c) Imperative d) Exclamatory
4. Wow, what a fantastic performance!
a) Declarative b) Interrogative c) Imperative d) Exclamatory
5. Shut the door quietly.
a) Declarative b) Interrogative c) Imperative d) Exclamatory
6. Have you finished your homework?
a) Declarative b) Interrogative c) Imperative d) Exclamatory
7. She won the first prize!
a) Declarative b) Interrogative c) Imperative d) Exclamatory
8. Let's go to the park tomorrow.
a) Declarative b) Interrogative c) Imperative d) Exclamatory
9. The movie was excellent.
a) Declarative b) Interrogative c) Imperative d) Exclamatory
10. How tall is the Eiffel Tower?
a) Declarative b) Interrogative c) Imperative d) Exclamatory

Unit: 9 Impact of Population

Name: _____

Date: _____

1) Change the following direct speech sentences into indirect speech.

1. "Are you going to the store?" she asked.

2. "Did you finish your homework?" the teacher asked.

3. "Can you help me with this?" I asked.

4. "Do you like ice cream?" he asked.

5. "What is your name?" she asked.

2) Change the following indirect speech sentences into direct speech.

1. She asked me if I was going to the store.

2. The teacher asked me whether I had finished my homework.

3. I asked him if he could help me with this.

4. He asked me if I liked ice cream.

5. She asked me what my name was.

Unit: 10 Channel Zapping

Name: _____

Date: _____

Read each sentence carefully and rewrite the given sentence in indirect speech. Pay attention to the changes in pronouns, verb tenses, and reporting verbs. Use "that" or "if" as necessary.

Maheen said: "I can solve this puzzle easily."

Teacher: "We are going on a field trip next week."

Faizan said: "I will be attending the science fair."

Teacher: "Have you completed your homework, Jack?"

Student: "Yes, I completed it last night."

Student A: "How did you score in the math test?"

Student B: "I scored 95%."

Teacher: "Please submit your project by Friday."

Student: "Don't forget to bring your textbooks tomorrow."

Teacher: "You should always be kind to others and help those in need."

Listening Transcript

UNIT 1

1.2

Page 15-16

File Name: English Ahead_Level 3_Track

1.2 (Page 15-16)

Vocabulary 1

Exercise 1

Ahmad, 14, Larkana, Pakistan

I live with my mother and father, and two sisters. My grandfather and grandmother also live with us now and they are very old. My family is really important, so at most weekends we visit relatives or invite them to our house. My older sister, Faiza, has already gotten married and lives with her husband, my brother-in-law, in Karachi. They've just had a son, Amir. My nephew is amazing and it's cool being an uncle. Obviously, my younger sisters both love being aunts.

Karen, 15, Nottingham, UK

I live with my mum and my younger brother, Daniel. I've got four cousins, but to be honest, I don't really see them very often. My older brother lives with his family in Australia. I talk to him and my niece, Carla, every week online. My mum is close to my dad's sister, her sister-in-law, and we often see her.

1.3

Page 17

File Name: English Ahead_Level 3_Track

1.3 (Page 17)

The Ming Dynasty

Life in China in the 1300s was not an easy time for its people. Its rulers, the Mongols,

were too busy fighting amongst themselves to care about the people. Additionally, terrible diseases were killing millions, and the country had been hit by many natural disasters, including huge floods and earthquakes. Change was needed and would come from one family.

Zhu Yuan Zhang was the leader of a group of Chinese rebel soldiers fighting the Mongol rulers. Born to a family of poor farmers, Zhu joined the rebel soldiers in 1352 and rose to become their leader. By the end of 1358, Zhu's army had attacked the capital Nanjing and beaten the Mongol army there. Zhu continued fighting the Mongols until 1368, when he finally controlled the whole country and became emperor. In contrast to the dark times before, Zhu wanted to be seen positively, so he named the new government 'Ming', which means bright or brilliant in the Chinese language.

The new emperor, who called himself Hongwu, wanted to build a tightly controlled system to rule the country. To do this, he set his eldest son as successor to the throne and sent his many other sons across China to rule large areas of the country for him. However, this plan was not successful. Hongwu's eldest son died early, so when Hongwu died in 1398 power went to his grandson, Zhu Yunwen, who became Emperor Jianwen. The new emperor didn't like how his uncles used their power, so he killed many of them. Four years later, the remaining uncles, led by Zhu Di, the fourth son of Hongwu, organised an attack on Jianwen and killed him.

Zhu Di became Emperor Yongle and China became richer and more powerful under him. Yongle moved the capital from Nanjing

to Beijing and built the famous Forbidden City. A large number of wooden ships were also built, which his close friend and explorer, Zheng He, used to travel across the world. Zheng He sailed to Arabia, Africa, and Europe and formed partnerships with many countries. He also introduced international trade to the Chinese. Europeans were particularly interested in Chinese silk and porcelain. In fact, one of the first truly global fashions was the iconic blue and white Ming porcelain.

Over the next 276 years, 19 Ming Emperors all from the same family ruled China. During this time, the country established itself as a cultural and economic force. For the first time, China's influence was felt across the world. This influence has been felt ever since. China hasn't forgotten what it gained from the many years of Ming rule, and it's unlikely that it would have become such an important global power without it.

1.4

Page 20

File Name: English Ahead_Level 3_Track

1.4 (Page 20)

Vocabulary 2

Exercise 2

Teens talking: Families

We asked some young people about their family values and this is what they told us.

Zehra, 14

Ankara, turkey

My family is very traditional so my parents expect me to be obedient and do what they say. We also believe that it's important to be respectful to everyone in the family, especially parents and grandparents.

Sean, 15

Limerick, Ireland

I come from a large family. When I was growing up, my parents were very fair and made sure all us children got the same. I also learned to be considerate of everyone. My parents taught us to be loyal to the family, because it's the most important thing we have.

Haruka, 13

Osaka, Japan

My family is really caring. My grandparents both live with us and we all help look after them. I think in a family everyone is responsible for everyone else. This makes us all feel safe and protected.

1.5

Page 22

File Name: English Ahead_Level 3_Track

1.5 (Page 22)

Listening

Exercises 3, 4 and 5

History of the Family

Good morning, everyone and thank you Professor Reed for inviting me.

A question, what does the word family mean to you? A mother and father, children and perhaps grandparents living together and with a few variations, this type of family has existed since ancient times.

In ancient Europe, Egypt and Asia, countries and territories were ruled by family dynasties over hundreds of years, and that power, land, and wealth was passed down the generations. But which came first, the

family or the power? I know that Professor Reed here has a theory about these family dynasties, so I think it's probably best if I don't express mine.

In Roman times, the household, the people that live in the same house, consisted of a father, mother and both young and grown-up married children. Interestingly, this family structure is similar to the one that developed in China around the same time. It has been suggested that these two developments are related, but really, I prefer to look at what is known. It was the Chinese teacher and philosopher, Confucius, around 2500 years ago, who taught people to obey their parents and take care of their family. And so, a Chinese family structure developed where the husband ruled, the wife took care of the children and the husband's parents lived with them. This extended family structure spread across Southeast Asia and is still common today.

By the Middle Ages, two types of family structure had emerged in Europe. In most of southern and eastern Europe, men in their late 20s would marry younger women. They would live in the same home as one set of parents, along with other siblings, with women sharing the childcare. These extended families would also produce their own food, educate the young, and look after the old. However, in northwestern Europe, it was typical for men and women to be around the same age when they marry, usually in their 20s. Once married, the couple would leave their parents

houses and set up their own home. This became known as the nuclear family. These families had fewer children and also more. Then the northwestern European countries became the first to industrialize. It was once thought that the Industrial Age brought about the nuclear family, but now we know that nuclear families were around long before industrialization and actually helped countries to industrialize. In today's industrialized countries, the nuclear family is still the most successful. Why, as far as I'm concerned, it is more flexible, more convenient, and more efficient. It is simply most suited to the modern world. Well, let's take some questions now from.

1.6

Page 23

File Name: English Ahead_Level 3_Track

1.6 (Page 23)

Speaking

Exercises 2 and 3

Have you seen this new video game celebrity families? You can choose your favorite celebrities and then live with them in a big house. The longer you keep everyone happy, the more points you get. It's really funny. Do you want to play?

Sounds great. So, who are we going to choose for our celebrity family, Ben.

I like the idea. Of Jackie Chan as my celebrity dad. He's really funny and he can protect everyone too. What do you think, Rafi?

I'm quite keen on Moin actor. I think he will get on well with everyone because he's funny.

I don't think Moin actor would be as fun as Jackie Chan. Not only is Jackie Chan funny, he can also teach us Kung Fu.

Ok. Let's go with Jackie Chan then. What about a celebrity Mum?

I'd up for Michelle Yeoh.

I'd rather go for Oprah Winfrey. Why, Michelle Yeoh Mira?

I've chosen her because I think she'll be really kind and helpful to everyone.

Ok. We need to make a decision.

Can we agree on Michelle Yeoh?

Ok, that's agreed.

UNIT 2

2.1

Page 27

File Name: English Ahead_Level 3_Track

2.1 (Page 27)

Open House

Will your child be leaving primary school this summer? Are you looking for a secondary school that focuses on the creative arts? Then come to our next open house and find out how the Northern School of Arts can help them to reach their fullest potential. From 5 to 8 PM on the 15th and 16th of May, staff and students

would like to invite parents and children to join us at the school to find out what we do and what we can offer your children.

You have the chance to visit our brand-new art studio where you can chat with students while they work and see some of their award-winning work in the campus gallery. For children with a flair for photography, they can join us at our visual design studio and see how students use a variety of image editing techniques.

Also, those interested in TV and video can visit a state-of-the-art multimedia studio and even take part in a live streaming of the evening. Apart from practical creative arts, lessons will also show you how the northern School of Arts provides students with a complete secondary education that includes Maths, English, modern foreign languages like French and Mandarin, History, science, and PE.

In the school library there will be a displayed by our final year history students called 20th Century Asia and in the canteen some of our teachers will be available for a chat over coffee. We are expecting huge interest in our open house so, if you'd like to come, please register at our website www.northernschool.org. We look forward to seeing you there. The Northern School of Arts, where creativity shines.

2.2

Page 27-28

File Name: English Ahead_Level 3_Track

2.2 (Page 27-28)

Vocabulary

Exercise 1

Sirada, 15, Australia

I'm at a large international school in Melbourne that prepares me to sit for the IGCSE. It's a private school, so my parents have to pay for my education. It's co-educational, and all the lessons are taught in English. It has a kindergarten for the very young children, a primary school for the first five grades, and secondary school too.

Logan, 15, USA

I'm at a boarding school, which means we study, sleep and eat at school. It is a private all-boys school and I've made lots of friends here. I'm in the middle school, which is for students aged 12–15, but next year I'll start in the high school. When I finish, I hope to study medicine at university.

Jasmine, 13, Hong Kong

I'm at a girls' secondary school. It's a state school run by the government with over 1,000 students. We don't need to pay any school fees. In the evening, I also go to a private tuition centre to improve my results. Some people call it a cram school because we study a lot in a short amount of time.

2.3

Page 29-30

File Name: English Ahead_Level 3_Track

2.3 (Page 29-30)

Reading

Exercise 3

Lucy and Linh

A MUST READ FOR TEENS

Every so often, a novel comes along that will capture your imagination so much that you won't be able to put it down. Alice Pung's first novel for young adults, *Lucy and Linh* is certainly one of those books. And having just finished it, I know I'll be thinking about it for many weeks.

Set in Melbourne, Australia, it tells the story of 15-year-old Lucy, an academically gifted teenager and the daughter of Chinese immigrant parents who work hard in low-paid jobs to support their daughter. When Lucy wins a scholarship to study at one of the city's top private schools, the Laurinda Academy, everyone thinks that this opportunity will be positive for both Lucy and her family. However, Lucy has to leave behind her old school and her old school friends, including Linh, a determined girl, whom Lucy looks up to. The story is told in a series of letters Lucy writes to Linh.

Life at Lucy's new school is far from easy. The students are wealthy and privileged and from very different backgrounds to Lucy. There are also many extra things students are expected to do, which Lucy simply can't afford. However, three of the school's most powerful girls, who are in a group called The Cabinet, make friends with Lucy and become her guide to the school. Lucy soon realises how unpleasant the girls are to the school's staff and their fellow students. As the story unfolds, Lucy begins to compare her home life, where her family eats dinner together on the floor and goes shopping in the cheapest shops, with the luxury and privilege of her classmates' lives. At first this causes her embarrassment, but eventually she learns an important lesson about what is really important in life.

Lucy's letters to her friend Linh are beautifully written, full of moving and realistic descriptions, and mature observations of her life in and out of the school, while Linh's replies, which Lucy imagines, are honest and straightforward. The characters are easy to identify with and students around the world will be able to relate to Lucy's description of school life. Having the story told through letters works very well, but best of all, the plot is full of mystery and the story has plenty of genuine emotion.

Alice Pung clearly understands the struggles teenage girls face and in *Lucy and Linh* she expertly conveys this. It's an excellent read which you won't be putting down in a hurry. It's also a must for teenagers, parents and teachers. And I'm sure, like me, once you've read this novel, you'll be waiting to see what Alice Pung writes next.

2.4

Page 35

File Name: English Ahead_Level 3_Track

2.4 (Page 35)

Listening

Exercises 2, 3 and 4

Home Schooling

Welcome to this week's Learning Zone live cast. This week, we'll be talking about home schooling versus going to a traditional school. I'm joined in the studio by Lucy Turner, head teacher of the Westfield International School in Bristol and Alex Lee, an Oxford University student who was homeschooled by his parents. Lucy, why are schools important?

Hello, everyone. It's simple schools are the best places for children to mix and make friends. Learn valuable social skills, participate in extracurricular activities, and, of course, gain a first-class education.

It's a strong argument. So, Alex, what's your opinion?

Well, firstly, it's really important to say that schools might not be the best places for all children because some of us found going to school very difficult and they certainly aren't the only places to get a first-class education as my own experience shows.

So, what was your experience like at school?

I really enjoyed primary school. I made a lot of friends and learned a lot from the teachers. But going to secondary school was a big shock. There were over 1000 students, so many rules, a different teacher, and a different classroom for each subject, which wasted time moving around. For an 11-year-old it was confusing and frustrating. And I couldn't learn what I wanted.

Lucy, can you understand Alex's problems?

Yes, I can, but unfortunately schools are like society. They aren't perfect and they have to be run for the benefit of the whole school and not individuals. And while having different teachers for each subject may be troublesome for students. It allows students to be taught by experts in individual fields, which is something you won't get at home.

I must disagree. After I left school, I was taught by my parents and used the Internet to make sure I got an amazing education. I could choose the subjects that were

important to me and work at the pace that was right for me and didn't have to deal with the negative aspects of school like bullying.

I'm really pleased that it worked for you, Alex, but unfortunately not everyone has parents who have the time to do that. As I know, being a teacher is a full-time job and most parents already have one of those. And of course, no child should be bullied, ever. But there are also so many positive aspects of school life. You can make lifelong friendships, learn to be part of a team, share experiences with others.

Of course. However, being home schooled, I actually had more time to join clubs and teams outside school so I could benefit from all those things as well.

Ok, I'd like to open this out now and ask our listeners to share their experiences by calling us.

2.5

Page 36

**File Name: English Ahead_Level 3_Track
2.5 (Page 36)**

Speaking

Exercises 2, 3 and 6

Schools of the Future

I'd like to begin by saying that although lots of things have been written about what schools of the future will be like, no one can really predict the future with complete accuracy. But it is clear that technology will play a very large part in education and how we will learn.

Many people agree that soon paper and books will not be used in schools as all the course books and notebooks will be available on tablets. This will make going to school a much better experience for students. For instance, they will not have to carry heavy books every day.

Furthermore, all students will be able to communicate with each other and the teacher outside of the classroom, which means it will become easier for students to work together and student homework will be automatically corrected by a computer which will give the teacher more time to teach.

In addition, classrooms will look very different to how they are now. For example, students won't need to work from desks and will have more space to move around.

In conclusion, schools in the future will make learning easier, more comfortable, and more enjoyable for students.

They will also allow teachers more time to plan and teach their lessons, which will improve the standard of education for everyone.

SELF CHECK A

Page 40

**File Name: English Ahead_Level 1_Track A
(Page 41)**

Self-Check A

Exercise 4

1

Who lives in Joe's house?

Do you come from a big family, Joe?

I wish I did, Peter, but I'm an only child.

So, it's just you and your parents at home. Do you sometimes wish you had a brother?

Ah... Sometimes, yes, but I'm too busy most days to think about it. Also, my grandmother lives with us and I spend my free time watching TV and chatting with her.

Sounds like a cool grandma.

2

Which club is the boy going to join?

Hannah, have you decided which club to join?

I am thinking of joining a charity club. I like reaching out to the community.

I think that would suit you. You're a very kind and caring person. I'm interested in the photography club, but I think photography is an expensive hobby.

I guess it is.

I'll sign up for the chefs club instead. Baking and cooking are my hobbies too.

Don't forget to bake me a special cake on my birthday.

3

Who chose the bag?

That's a nice bag Amira. Is it new?

Yes, my sister-in-law bought it for me recently. My brother was the one who chose it though.

You are lucky. I wish I had a sister-in-law to buy me nice things.

I'm sure you will when your brother gets married.

Are you serious? My brother is still in middle school.

4

What is the girl's favorite subject?

What's your favorite school subject?

Maths Of course, I like working with numbers.

I really like Maths too.

So, Maths is your favorite subject as well.

No, I prefer history. Reading about the past is fun, but I think what I like best is reading and analyzing stories, poems, and plays. Now, can you guess my favorite subject?

Of course.

5

Where will the boy and girl take their uncle and family?

Uncle David is coming from Canada with Aunt Emma and your two cousins. Do you want to plan some activities for them?

Let's go to the zoo.

Boring. I'm sure they have zoos in Canada.

Ok.

How about the beach?

Great. They love the sun and the sea. It's quite cold where they live.

Yay, I love swimming too, and we can take them to the theme park, too. Our cousins will love the roller coaster ride.

Nah, I think they have more exciting theme parks over there.

3.1**Page 45****File Name: English Ahead_Level 3_Track****3.1 (Page 45)****Famous Women Entrepreneurs**

Women are working brilliantly in every field with men. They are successful tycoons. The country with the highest proportion of victorious females in the field of business owners is the West African country of Ghana, where women own 46.4% of all businesses, according to a research in 2018. Many Pakistani women filled with the spirit of resilience have contributed to the business world and worked to empower women.

The first woman entrepreneur in history – Madam C.J. Walker Sarah who is also known as Madam C.J. Walker was an African American entrepreneur, philanthropist, and political and social activist. She is the woman who had the world at her feet when it comes to entrepreneurship. She is known as the first female self-made millionaire in America as recorded in the Guinness Book of World Records. Filled with passion, she developed and marketed cosmetics and hair care products for black women and founded, Madam C. J. Walker Manufacturing Company. She died at the age of 51, on May 25, 1919, from kidney failure and complications of hypertension. At the time of her death, she was recognized as the wealthiest African-American businesswoman. Walker's success is largely due to her sale skills, perseverance, creativity, and commitment.

Women Entrepreneurs in Pakistan

There are many Pakistani women who have worked very hard and brought name and

fame to our country in the field of business. Let us read about some of their accomplishments. Saba Gul is the founder & CEO of the Fashion Enterprise BLISS, a hand bag company. She established BLISS with the mission of producing fair wage jobs for poor Pakistani women. Her work has been acknowledged nationally and internationally. Sheba Najmi was a highly honored lead designer for Yahoo Mail, the company's flagship service, with over 260 million users. Sheba is also the Executive Director of Code for Pakistan, a technology-driven non-profit building civic innovation ecosystem to improve quality of life across Pakistan. She is also the founder of Tech for Change, which is a non-profit organization aiming to bring entrepreneurs, developers, and designers on one platform to help and get rid of Pakistan's civic problems. Kalsoom Lakhani is the founder and CEO of Invest2Innovate, which supports startups and the broader entrepreneurship habitat in developing markets, especially in Pakistan. She deserves a glowing tribute for her efforts to train young entrepreneurs, and civil society leaders in Cambodia, Ireland, Ukraine, and Kazakhstan. Sidra Qasim, a very young entrepreneur who worked her fingers to the bone to introduce her handcrafted shoes on the internet. She is the co-founder of Shoe Company Markhor (in Pakistan) and Atoms (in the US). Maria Umar is the creator and president of the Women's Digital League (WDL). This is a social enterprise that was founded in 2009 to provide digital education training and work to Pakistani women. Jehan Ara is acting as president of Pakistan Software Houses Associations. She moved to Pakistan from Hong Kong in the mid-1990s and started her own multimedia

company, in 1994. Her roaring success was acknowledged by many and in 2016, Ara was invited by US President Barack Obama to speak at

Global Entrepreneurship Summit.

Sabeen Mahmud was a Pakistani human rights activist and welfare worker who founded The Second Floor Cafe in Karachi to provide a community space for open dialogue and promote communication and conflict resolution through intellectual and cultural engagement. The platform encourages healthy discussions and debates on current issues in Pakistan.

Roshaneh Zafar is an activist in Pakistan. She works in the field of women's financial empowerment. She is the founder of the first specialized microfinance organization in Pakistan, the Kashf Foundation. She was awarded the Tamgha-e-Imtiaz, which is one of Pakistan's most reputable civilian awards, for her efforts to empower women.

Nabila Maqsood, the very hardworking and talented Pakistani makeup artist who opened her first salon in 1986 which was a howling success. She was hardly eleven years old when she first started cutting her friends' and family members' hair. She is now an eminent makeup artist, stylist, and an international icon.

Salina Haroon is a prominent figure in telecommunications and technology and one of the famous business advisories. She is the editor-in-chief of "Pakistan CIO" magazine. CIO is the world's leading business technology magazine. It is printed in many countries in the world including Pakistan.

Samina Fazil is the lady who opened the first clothing store in Islamabad. She is the owner of Mishas Group, a small company engaged in children's clothing business. She began to promote her clothes by preparing

brochures, participating in exhibitions, distributing TV show clothing, and publishing photographs in newspapers. The strategy worked and the business flourished like a green bay tree.

Maheen Rahman served as the CEO of an Investment Management Company that grew to be one of the largest asset management companies in Pakistan. During her tenure, the assets of the company doubled by leaps and bounds within a year.

Masarrat Misbah is an outstanding entrepreneur, esthetician, and philanthropist. She established Depilex Smile again Foundation, a nonprofit organization to bring positive changes to the lives of people who have experienced arson incidents. In recognition of her conscientious efforts, she has won many prestigious awards like the "Presidential Pride of Performance Award" and she was the first Pakistani woman to receive an Italian government award on Women's Day in recognition of her courage, perseverance, and dedication.

In terms of numbers, our women may not be on the crest of a wave right now in the field of entrepreneurship but their contributions prove that the women of Pakistan have the ability to work and excel in this field.

3.2

Page 51

File Name: English Ahead_Level 3_Track 3.2 (Page 51)

The modern Olympic Games are international summer and winter sports competitions in which athletes from more than 200 nations participate. The Olympic Games are held every four years, and since 1994, the Summer and Winter Olympics are

held every two years during the four-year period.

Women first took part in the Olympics of 1900, with 22 participants competing in only golf and tennis. Since that time, women's participation in the games has been increasing. In the 2012 London Olympic Games, women made up more than 44% of participants.

Pakistani women have also been a part of the Olympic Games. Shabana Akhtar is an Olympic athlete from Pakistan. She became Pakistan's first woman to compete at the Olympics. She took part in the women's long jump at the 1996 Olympics. She also represented Pakistan at the World Championships, South Asian Games, Women's Islamic Games, and Women's International Games.

Shazia Hidayat is another Pakistani athlete who participated in the 2000 Summer Olympics in Sydney. She was the second woman to represent Pakistan in an Olympic event.

We are also proud of Najma Parveen, a Pakistani sprinter. She represented Pakistan at the 2016 and 2020 Summer Olympics. In 2021, she was the national record holder in 200m, 400m and 400m hurdles.

Skillful and determined Rubab Raza is an Olympic and national-record-holding swimmer from Pakistan. She became Pakistan's first female Olympic swimmer when she swam at the 2004 Olympics. Among the female players of the Olympic Games Nigara Shaheen a refugee from Afghanistan is worth mentioning. She made her Olympic debut in Tokyo, inspiring others and speaking up for women's rights in Afghanistan, Pakistan, and beyond. She faced many obstacles and threats to achieve her dreams.

The interest of females in sports is growing and hopefully there will be more female

players from Pakistan showcasing their talents in the Olympic Games.

UNIT 4

4.1

Page 55

File Name: English Ahead_Level 3_Track

4.1 (Page 55)

What do you watch on TV?

Exercises 1 and 2

Speaker A

I don't really watch much TV nowadays. I mean, most of it is pretty awful. I can't stand these reality shows and talent shows, they keep on showing. It's just cheap TV for the uneducated. If I do turn on the TV, I tend to watch programs where you actually learn something about the world Like wildlife programs and documentaries. There was a fascinating one on last night about farmers in Mongolia.

Speaker B

I don't really get why people watch drama on TV when you can watch how real people react in difficult situations. Instead, my favorite reality show is called Our House, where 10 people are given everything they need and then have to build their own house. It isn't just entertaining; you learn a lot from it as well.

Speaker C

I'm a big fan of TV drama, but I don't mean those endless soap operas, which are just so predictable and boring. I'm talking about more serious drama series that unfold week by week and keep you on the edge of your seat. These days you'll find some of the best actors and writers working in TV drama. I

usually watch three or four episodes online in one go at the weekend.

Speaker D

When I come home from work, all I want to do is to be entertained. I mean, the last thing I want to watch on TV is some documentary or one of these serious dramas. No, I'll always go for something that makes me laugh like a good sitcom. My favorite one at the moment is called Oh, no, it's Granddad. It's hilarious.

Speaker E

To be honest, I don't really watch TV. My husband's a big fan of American drama, but it's not for me. In fact, the only program I watch every day is the news. Well, I think it's really important to know what's happening around the world, even if it's mostly bad news these days.

4.2

Page 55

File Name: English Ahead_Level 3_Track

4.2 (Page 55)

Vocabulary 1

Exercise 1

We are What We Watch

Have you ever thought about what your favorite films and TV shows say about you? If you enjoy action films, you might be looking for more excitements in life. But if science fiction is more your thing, you probably believe that there is hope in this world or in others. People who enjoy watching real people on TV in reality shows

or soap operas tend to like being part of a community and are friendly, warm, and understanding. However, fans of the news and documentaries may be better educated but also more individualistic. Drama fans have an interesting people and are usually more realistic, but if you enjoy laughing at sitcoms on TV, then you're probably more optimistic and want to enjoy life. Finally, if you like TV talent shows, you might have a wish to show off a talent of your own on stage one day.

4.3

Page 57

File Name: English Ahead_Level 3_Track

4.3 (Page 57)

Ms Sajada is a very patriotic teacher. Her class pays tribute to Pakistani personalities from 1st August till the celebration of Independence Day as they are our national pride. Today four students from her class are paying tribute to famous Pakistani folk singers who have brought glory to the nation. The songs they sing are related to Sufism or tell folk stories and rituals like qawwalis. In most of the folk songs, musical instruments like flute, dholak, duff, harmonium, idiophones, rabab, sarangi, surna, tabla, and chimta are used. On stage, we see four students taking up the role of famous folk singers of Pakistan. The first one picks up the microphone and begins to speak:

I am Abida Parveen a Pakistani singer, composer, and musician of Sufi music. I am grateful to the people who have honoured me with titles like the 'Queen of Sufi music',

“Global Mystic Sufi Ambassador”, ‘Peace Ambassador’. I was brought up in Larkana into a Sindhi Sufi family, and was trained by my father Ustad Ghulam Haider who was a famous singer and music teacher. I started performing in the early 1970s and became globally recognized in the 1990s. I have performed nationally and internationally as a singer and judge in contest shows. I sing in Urdu, Sindhi, Saraiki, Punjabi, Arabic, and Persian. I also sang a famous song in Nepali language. I have received a number of awards but I am proud to be awarded the Pride of Performance Award in 1984, then Sitara-e-Imtiaz in 2005, Hilal-e-Imtiaz in 2012, and eventually the highest civilian award Nishan-e-Imtiaz in March 2021 by the President of Pakistan. I also received Latif Award (twice), Sindh Graduate Association Award, Lifetime Achievement Award at various places, Wonder Woman of the Year 2013 and PISA Lifetime Achievement Award 2020. These are just a few awards that I have mentioned.

I am Alam Lohar. Since childhood, I read Sufiana Kalaam, a collection of Punjabi stories and poetry, and started singing. I became one of the most listened to singers in South Asia during the 1970s. In the 1970s, I started to tour different countries including the United Kingdom, Canada, Norway, the United States, and Germany to entertain the South Asian communities living there. I modified a new style of singing the Punjabi Vaar, a folk tale which made me popular. I am famous for my rendition of Waris Shah’s Heer along with other songs such as Saif ul Maluk. I recorded my first album at the age of 13. Do listen to some of my songs and be a proud Pakistani!

I am Allan Fakir from Jamshoro District, Sindh. I am a Pakistani folk singer and one of the foremost exponents of Sufi music in Pakistan. I am particularly known for my ecstatic style of performance, marked with extreme devotional rhetoric and Sufi dance-singing. When I was only a teenager, I developed a habit of singing melancholy songs, which were not liked by my father. Deprived of motherly love, I went off in search of someone who could replace that love. I reached at the tomb of Shah Abdul Latif Bhitai at Bhit Shah and started living there. I was initially trained in singing by my father. I started singing Bhitai’s poetry at the shrine and ultimately spent the next twenty years there until I meet Abdul Karim Baloch, who introduced me to Radio Pakistan and Pakistan Television Corporation in Hyderabad. Eventually, people recognized me as a performing legend. My songs are mostly in Sindhi language except a few in Urdu. One of my famous songs is a duet with pop singer Muhammad Ali Shehki, “Allah Allah Kar Bhayya, Humma Humma” which became a huge hit and tremendously increased my popularity. In appreciation of my services to folk culture, I was given a job and a small house at the Institute of Sindhology. I also received prestigious awards like President’s Pride of Performance award in 1980, Bukhari Award, Shahbaz Award, Shah Latif Award, and Kandhkot Award. I now live in the hearts of my Pakistani people.

I am Reshma, a Pakistani folk singer. I was discovered by a local producer at the age of twelve while singing at the shrine of Lal Shahbaz Qalandar in Sehwan, Sindh. I then started to sing and record various folk songs for the Pakistan Radio. My first project with the company, “Laal Meri”, was an instant hit, and I was launched with several

television appearances in the 1960s. I spent much of my childhood singing at the shrines of the mystic saints of Sindh, Pakistan. I appeared on television, recorded songs for films, and performed in live concerts in Pakistan and abroad. People say that my voice connects them to Rajasthan, Cholistan and Sindh. I have received awards like Sitara-e-Imtiaz by the President of Pakistan in 2008, Pride of Performance Award in 1982 by the Government of Pakistan, and the best singer award in 2000 at a PTV Award ceremony.

4.4

Page 63

File Name: English Ahead_Level 3_Track

4.4 (Page 63)

Listening

Exercises 2, 3 and 4

Dialogue 1

I'm glad that you're both here because I have something really important, I need to tell you.

That's nice, Jack. Isn't that nice, John? Because I've got some news too. You know, Mrs. Wilkins, her from number 26. Well, do you know why no one has seen her for two weeks?

I've no idea, Sue.

Mum, can you just listen for a minute? There's something I want to tell you and Dad.

Sorry, son. Is this going to take long? The football starts in 15 minutes and my dinner's getting cold.

It won't take long. Well, this might come as a total surprise, but I just wanted to tell you both that I'm...

Dialogue 2

Captain, we found some unexpected changes in the main computers code.

What do you mean?

We cannot trace their source to anyone on board. So, it seems that the computer has started to change its own code and is programming itself. We're deeply concerned.

Well, what can we do? The computer flies this ship. It navigates it, provides us with oxygen. It regulates the temperature. It communicates with Mission Control, and it can hear our every word.

I know, captain. We've got our best people on board working on it at the moment. They are monitoring what is happening closely and will report back very soon.

Dialogue 3

Absolutely brilliant. I love the way you juggle the fire torches. I love your showmanship and I love you. I had many heart stopping moments, but I think you're going to have a massive future in this business.

Wow. Thanks so much. I just can't believe you like it. It's a total surprise.

And on to Steven.

I have to say, I don't think you know how good you really are. That was world class and your performance tonight is going to change your life.

And finally, Sarah.

I didn't like it. I loved it. You are a master juggler in the making.

Ah, thank you, judges. And now on to our next contestant.

Dialogue 4

Jude Smith spent his teenage years in Somerset, New Jersey, making up stories in his head, and now those stories have translated into some of today's bestselling novels for young readers.

Yes, Sir. Thank you very much. As a boy, I remember growing up with the same issues that often plague teenagers such as my weight, appearance, and so forth. So, I try to cope with these issues by imagining myself as random characters who would cope with these issues in a funny way, and that's how my stories were born.

Your stories have clearly made an impression on your readers. You must have heard how your publisher is often flooded with queries about when your next book is coming out.

Speaking about that, I'm now in the midst of writing a new book that is set in a high school. It will take on the form of a diary and it's filled with characters that teenagers can relate to. Oops, I shan't say too much about it, or else I'll be giving the story away. So dear readers, stay tuned and look out for the book that is coming out next summer.

Dialogue 5

If we can get to the airport before Doctor Crud and his men, there's a small chance we can stop them from hijacking the president's plane.

We have to stop him, otherwise it'll be a complete disaster. But the traffic is terrible. Can we go any faster?

Sure, I know a shortcut.

Oh. Watch out for that truck.

Yay...

4.5

Page 64

File Name: English Ahead_Level 3_Track 4.5 (Page 64)

Speaking

Exercises 5 and 6

In our survey, we interviewed 15 students aged 15 and 16 years old, about their TV viewing habits. We wanted to find out how much, where, and how they watch TV as well as what types of programs they watched most. We noticed a number of interesting trends which I'd like to share with you. First of all, we asked how much TV everyone watched. A small number of the students watch less than one hour a day, while most of them watched between one and two hours or between two and four hours. In fact, almost half of the students we spoke to watched between 2 and 4 hours a day, which does seem quite a lot. Moving on to where they watch TV. The most popular place was the living room. In fact, all of the students said they watched TV there. A few also watch TV in their bedrooms and in the kitchen. The most interesting thing we learned was how the students watch TV. While all of them said they watched on a TV set, which isn't a great surprise, about 2/3 of the students said they watched TV on a tablet or on their

phone. Around half of the students watched on their computers. With regards to what types of TV programs were popular, all of the students liked sitcoms and a large number of them liked dramas. Around half liked reality shows, but only two of the students like documentaries. Finally, we found that the majority of students watched over 50% of programs in English. In conclusion, it's fair to say that TV plays a very important part in the lives of our students and is watched mostly for entertainment. While watching in English will help improve our language skills, I would also recommend more students to watch documentaries so they can learn more about the world.

SELF CHECK B

Page 67

**File Name: English Ahead_Level 1_Track B
(Page 67)**

Self-Check B Exercise 4

I'm happy to have police Inspector Robertson in the studio with me. He's going to share with us some of his thoughts on crime in our city.

Thank you, Miss Park.

Inspector Robertson, what is the most common crime in our city?

The most common crime is definitely shoplifting. It is usually done without much planning and involves small items that don't cost a lot of money.

Hmmm. Besides shoplifting, what other crimes are common here?

Well, vandalism and traffic crime are also quite common. Public property like our underground stations, buses, playgrounds, and road signs are often vandalized. Even school property gets vandalized sometimes and people do like to take risks and often park illegally for their own convenience. Some drivers also find it thrilling to drive at high speeds, hoping that they won't be caught.

What about a more serious crime like kidnapping?

Fortunately, kidnapping hardly happens here. The last one I remember was back in the 1980s, and it was a failed job with the police arresting the kidnappers the very next day.

And high-tech crimes like computer hacking?

Oh yes, that's becoming more common these days. In fact, we have just set up a new department in the police force to look into computer hacking.

I guess it's the price we have to pay for modernizing and becoming more high tech, but it's really comforting to know that our city seems to be quite safe from violent crime. Well, it's backed up. Any tips on how we can prevent ourselves from becoming victims of crime?

When in crowded places, people should take special care of their personal things. And of course, we should try not to go to quiet and lonely places on our own. Also, when families are away on holiday, they must lock up their homes safely and ask their neighbors to keep a look out for. As for high tech crimes, don't click on

suspicious links and use good passwords. Don't tell your passwords to others and change them every now and then.

And what can the government do to make our city even safer?

Keep an effective police force, reduce unemployment, and educate people that crime doesn't pay.

Thank you, Inspector, for spending this evening with us. And special thanks to our city's police force for keeping our city a good and safe place for all of us.

UNIT 5

5.2

Page 69-70

File Name: English Ahead_Level 3_Track

5.2 (Page 69-70)

Vocabulary 1

Exercise 1

My family moved to Lahore from the UK last year when my dad got a job here. He works for a large pharmaceutical company in a factory in one of the industrial areas of the city. We live in a really nice suburb called Defence Housing Authority, Lahore. It's quiet, clean and it doesn't feel any more polluted than London.

The old city is really picturesque, and you can find many ancient and historic monuments and some great shopping bazaars. But the narrow streets can get really crowded, especially at the weekend.

But if you're into fashion, the best place for shopping is in the trendy shopping district of Gulberg. Gulberg is also one of Lahore's most important business districts and is always bustling with shoppers and office workers. At first, I wasn't sure I would like it in Lahore, but now I love it! It's such a great city.

5.3

Page 71-72

File Name: English Ahead_Level 3_Track

5.3 (Page 71-72)

Reading

Exercise 2 and 3

Copenhagen: Europe's happiest capital

Visitors to Denmark's capital city, Copenhagen, won't be surprised to learn that the Danes are among the happiest people in the world and the city is one of the greenest. Could it be because less than 30% of households own a car and 55% of people in the city cycle to work or school every day? Perhaps it's because in Denmark, people love to create a friendly, warm and cosy atmosphere and enjoy the good things in life wherever they go. They even have a word for it: *hygge*.

In Copenhagen, it isn't difficult to find your own *hygge*. You can start each morning with a delicious sweet Danish pastry, such as a cinnamon snail in one of the many colourful cafés in Nyhavn. Then you can either take a boat ride or walk around the harbour and along the quiet canals. Whether you prefer a quiet walk or an exciting adventure, you should visit Tivoli Gardens. There are beautiful gardens filled with exotic plants and interesting architecture to see, as well as one of the

world's oldest theme parks with rollercoasters both old and new. And if you go in the evening, thousands of coloured lights create an amazing atmosphere.

After a day's sightseeing, there's no better place to experience traditional Danish hospitality and *hygge* than at home with a Danish family. But don't worry if you haven't got any Danish friends as there's now a website that will introduce you to local people who would love to share their dinner, their home and their *hygge* with you. If you really want to experience the city as the locals do and get fit at the same time, either hire a bicycle from one of the city's many cycle shops or borrow one of the new electric smarties' bikes that you'll find all over the city. And with over 350 km of safe cycling paths, it's no surprise that it has been voted the best city in the world for cycling.

But what makes Copenhagen one of the greenest cities in the world is happening away from the canals, the cafés and the gardens. For a city that gets very cold in winter, it's important to keep warm, and it has one of the most efficient central heating systems in the world. In fact, over 98% of homes are connected to the city's heating system, which uses large amounts of renewable, clean energy. Keeping cool in the summer is also important, so recently the city has developed a unique central air-cooling system that uses the cold water from the canals and harbour to help do that.

So, if you're looking for a green, healthy and happy place to visit where you're sure to find *hygge*, you can rely on Copenhagen. See you there!

5.4

Page 74

File Name: English Ahead_Level 3_Track

5.4 (Page 74)

Vocabulary 2

Exercises 1 and 2

1

Daniela, California, USA

We live in a popular tourist area. Some people don't like to talk to them, but I think it's important to build bridges between the locals and tourists. My parents have made some really good friends with some of the tourists who come here again and again. In fact, we go back years with a couple of families from Europe.

2

Harry, Norfolk, UK

We've just moved to Norfolk. It was tough at first because we got off on the wrong foot with our neighbours when my dad parked his car in the wrong place. We didn't see eye to eye for a while, but we get on like a house on fire now.

3

Tan, Kuala Lumpur, Malaysia

We live quite close to one of the big TV studios here. If you're lucky you can sometimes rub shoulders with celebrities in some of the local cafés.

4

Aisyah, Jakarta, Indonesia

There are people from all over the world living in Jakarta. Some keep themselves at arm's length from the local people, but I've made some really good friends at my international school. It's cool that you can be on the same page as people from around the world.

5.5

Page 74

**File Name: English Ahead_Level 3_Track
5.5 (Page 74)**

**Vocabulary 2
Exercise 3**

My neighbors and I are always disagreeing about something. It's really upsetting.

I prefer not to become friends with my neighbors as I don't want them to know all about my life.

At the film premiere, I met some really famous people, including two of the stars of the film.

My friends and I really understand each other, so it's so easy to hang out with them.

Whenever I meet my neighbors, we always laugh a lot and have so much fun.

When two of my good friends stopped talking to each other, I did my best to help them understand each other's feelings and eventually got them to meet for a coffee.

When I first met my best friend, we had a big argument and didn't get on at all, but we quickly became really good friends.

5.6

Page 76

**File Name: English Ahead_Level 3_Track
5.6 (Page 76)**

1

The car that had been following us finally stopped.

2

I hadn't been sleeping long when I woke up.

3

Had you been waiting long before the bus arrived?

4

Jess hadn't been feeling well, so she went to the doctor.

5

Had your friends been playing cricket for a long time before it started to rain?

6

I had been listening carefully, but I didn't understand my teacher's explanation.

5.7

Page 77

**File Name: English Ahead_Level 3_Track
5.7 (Page 77)**

Listening

Exercises 2, 3 and 4

I was watching a science fiction film recently that showed life in a city 30 years from now.

What was it like?

It was really negative, but it got me thinking of what cities in the future could be like.

I often think about that too. So, what do you think?

For me. One of the most important things is how people get around. At the moment, people rely on their cars too much and we really need to do something about that. I

think fewer people will drive and roads will become cycle paths with gardens in them, and also perhaps they'll be overhead monorails to carry people in and out and around the city.

I'm not sure about that. I think that electric self-driving vehicles are the future. But I don't think people will own them as they do now. I think people will use their smartphones to call a taxi, bike, or bus whenever they need one.

Like you can do at the moment with taxis.

Yes, exactly. I think it would help reduce the number of cars on the road and I'm sure we would both agree on that. Have you thought about what kinds of jobs people will have in the future?

Yeah, I think a lot more manual and office jobs will be done by robots or computers, but I still think people will be needed to program and design the computers and robots. But I expect a lot more people will work from home or wherever they want as everything moves online.

You can see that happening now, but also you see big companies like Google building huge offices that are more like cities where people work, socialize, eat, and even sleep. So, I think there'll still be lots of offices in the future, but they'll be quite different to how they are now and people will see their work in quite a different way.

That's really interesting. What about how we spend our free time. Do you think that will change?

Some people seem to think that people will stay at home more because they'll be able

to get all the entertainment, they need without going out, but I disagree. I think people will still go to the cinema and theatre.

I'm not sure I agree with you. I think virtual reality will become much more popular and much more realistic and people will be able to have these experiences at home. I also think people will use it to travel to new places or without leaving their living room.

I hope not. Personally, I'd much prefer to lie on a beach in Thailand than lie on my sofa wearing a virtual reality headset.

Me too.

5.8

Page 78

File Name: English Ahead_Level 3_Track

6.3 (Page 78)

Speaking

Exercises 2 and 3

What do you think makes a good neighbor, John?

As far as I'm concerned, I don't think it's important to get on like a house on fire with your neighbors. It's more important to be respectful and considerate.

What do you mean?

For instance, not watching TV at a loud volume and not using the washing machine at night when they might be sleeping.

Good point. I think it's also important to keep the areas you share with them clean and tidy. What's your opinion, Chan?

As I see it, your neighbors should be good friends as well. You see them more often than most of your other friends, so it's really important that you're close to them and on the same page. That's how it is with our neighbors. Do you agree?

I'm not sure I agree with you, Chan. We prefer to keep our neighbors at arms length. What's your view, Hannah?

I don't think you're right. Our neighbors are also good friends as well, which means that if there are any problems with them, it's much easier for us to talk to them. If you don't know your neighbors then there can be a lot more problems, and it also means that we can trust them to look after our apartment when we are away.

I couldn't agree more. Our neighbors are also friends, and that makes us both more considerate and understanding.

Exactly, that's what I think.

Well from my point of view, it isn't necessary as long as you respect your neighbors, be considerate and help them when they need it, I don't think you need to be friends.

UNIT 6

6.1

Page 82

File Name: English Ahead_Level 3_Track

6.1 (Page 82)

**Melbourne International Science Center
Exercises 1 and 2**

Have you ever wondered what the Moon is made of. Do you know how a computer chip

works? Can you explain what keeps aero planes in the sky? If you'd like to know the answers to all these questions are more than the new Melbourne International Science Center is definitely the place for you. Opening on the first day of next month, this brand-new interactive center features four different landing zones focusing on space, computing, the Earth, and the body. With over 500 interactive displays and a special exhibition on the history of science 'Learning through Time', you are sure to have a fantastic time. Other featured facilities include a large event space for lectures and concerts, and a comfortable rooftop cafe with a large open-air terrace. Built with the support of the City of Melbourne, the University of Melbourne and Science Australia, admission to the center will be free for those under 16 years old and will cost \$12.00 for adults.

Additionally, residents of Melbourne are entitled to a 50% discount. The center will be open every day of the year from 10:00 AM till 8:00 PM and will be closed on public holidays. Finally, look forward to our late Night Live themed events on the 1st Friday of every month when the museum will be open till 11 pm. You will find all the details on our website www.misc.org.au.

The Melbourne International Science Center, where Science comes to life.

6.2

Page 82-83

File Name: English Ahead_Level 3_Track

6.2 (Page 82-83)

**Vocabulary 1
Exercise 2**

Science in Asia

Innovation, or the introduction of new ideas, is nothing new in Asia. Throughout history, scientists have made some important scientific discoveries while engineers and inventors have been responsible for a number of key inventions here.

Around 2,100 years ago, there was a revolution in writing and record keeping which changed the world, when paper was invented in China. It also led to the development of paper money around the seventh century, an initiative that would also change the world.

Around a thousand years after they invented paper, the Chinese also invented the printing press. This was a huge advance, which would give birth to both the publishing and printing industries.

More recently, in 2001, an engineering student from Malaysia called Phua Khein Seng, produced the world's first USB flash drive. This was a major breakthrough in how computer users could store their data.

6.3

Page 84

File Name: English Ahead_Level 3_Track 6.3 (Page 84)

Humans are progressive by nature and have crossed many mile stones in the journey from darkness to light, Stone Age to Digital Age and from walking miles to flying around the world and landing in space. Technology has accelerated progress and because of it, the spread of knowledge and skills is no more caged in the four walls of an educational institution. It offers us freedom with accountability; therefore, we need to be digitally smart.

In the age of information, expecting people to exclude technology from their lives is impractical as change is embraced according to the need of time. In the past, people used the reed pen and the quill pen (feather pen) to write which were later replaced by the metal nibs and ball points. In this computerized age, digital gadgets have reduced the use of pen and paper being more productive in terms of speed, information, communication, and cost. The Coronavirus pandemic also advocated an increasingly digital, interconnected cyber world where there were online classes, shopping, work, and business.

The use of computers, smart phones, electronic tablets, and other web-accessible devices are very common these days but judging the quality of information received from these digital gadgets is of utmost importance. There are chances of people falling in the trap of fake news and watching videos of people suggesting remedies to diseases or obesity which may not be corrected. Before liking or forwarding such information to others, question the authenticity if in doubt, and then cross check with a fact-checking organization. The need of the hour is to develop skills like critical thinking, collaboration, communication, creativity, and problem solving which will help to be more alert and smart when using electronic devices.

There is no doubt that we are digital citizens but to be more effective we need to respect ourselves and others. We should refrain from plagiarizing material, sharing personal information, and posting strong political or religious opinions that will offend others. Abusive language, threatening messages, and body shaming comments should also be avoided. When someone is cruel on a social

platform, tell the person to stop the act or avoid responding. If the matter is out of control, then capture and save the evidence, block, and report the problem to the service. Also talk and seek help from someone who is proficient in technology.

There are pros and cons of everything, but the technological world is a great opportunity of advancement and an easy life. To live in such a world, digital literacy is the only armour that will help us to survive.

6.4

Page 87

File Name: English Ahead_Level 3_Track

6.4 (Page 87)

Vocabulary 2

Exercise 1

In the physics laboratory, a physicist is studying lasers, while a researcher analyses all the data.

A chemist is testing the effect of a new drug on cells. A technician is using a microscope.

This biologist is studying the effects of pollution on plants. She is a specialist in plant sciences.

These software developers are writing the code for a new app to help scientists analyse data.

In this room, an inventor is explaining his new idea. The engineers will help him design and build it.

6.5

Page 88

File Name: English Ahead_Level 3_Track

6.5 (Page 88)

Exercise 2

1

By the end of Tuesday, he won't have visited his grandma in hospital.

2

Will he have acted in the school play by the end of Wednesday? No, he won't.

3

By Thursday, he'll be able to cycle at night because he will have bought a light for his bike.

4

Will he have gone skateboarding by Sunday? Yes, he will.

5

When will he have finished his school project? By the end of Tuesday.

6.6

Page 89

File Name: English Ahead_Level 3_Track

6.6 (Page 89)

Listening

Exercises 2, 3 and 4

Good morning, everyone. My guests today are the presenters of a new show on Channel 9, 'Bad Ideas', where they find some of the worst inventions of all time. Welcome to the studio, Eddie Jacks and Sally Brody.

Hi.

So, it sounds like a great idea for a show. Sally, can you tell us about some of the inventions you found?

Well, let's start off with one of the stupidest and most dangerous, the parachute jacket. It was designed in 1910 by the Austrian tailor and inventor Franz Reichelt, who

thought it would be a great idea for pilots whose planes were in danger. It's worth remembering that at this time, flying was still very new and dangerous.

Wow, what did it look like?

It was a large piece of fabric on a rectangular frame that would be attached to a person's arms, legs, and body. Certainly, it would have been impossible to wear it while flying a plane.

So, tell us, was it successful? Unsurprisingly, No. To begin with, Reichheld tested his invention on dummies rather than real people, and did so by dropping them out of the window at his apartment building, it kind of worked then. Eventually, he managed to get permission to test it from the Eiffel Tower. Unfortunately, rather than using a dummy, he insisted on testing it on himself and sadly the parachute didn't open up and he died.

That's awful. And Eddie, what terrible inventions did you particularly like?

Oh very recent one was phone fingers.

Hmmm. Interesting. Tell us more.

Well, apparently some people really don't like getting dirty fingerprints on their smartphone screen. So, a company in Austria manufactured a cover which you place over your finger and thumb every time you want to use your phone.

Be honest, it doesn't sound like a great idea.

No, it wasn't. The main problem was that it wasn't very easy and quick to get your

fingers in and out of the covers. A very bad idea.

Yes, I can imagine. What else Did you guys find?

One of my favorites was the Smell-O-Vision, which was a system that allowed cinema goers to smell what was happening in a film as well as well see it.

It sounds quite similar to the 4D cinemas we have today.

Yes, kind of. It was invented in the 1950s, when the cinema was losing audiences to TV. It was a large machine that worked by automatically releasing certain perfumes or smells at certain times during the film, which were then pumped through pipes below every seat in the theater. Unfortunately, it was very expensive to install the system into a cinema and the machines didn't work very well initially. Plus, the few films made using the technology weren't very good at all, and soon people lost interest.

Well, I'm sure no one is going to lose interest in your show. Personally, I can't wait to see it. Thanks a lot for joining us today.

6.7

Page 90

File Name: English Ahead_Level 3_Track 6.7 (Page 90)

Speaking

Exercises 2, 3 and 4

Is life better or worse with a mobile phone? That's the question we're going to debate today. Jenny and Maria are going to speak

in favor of the topic and Vanya will speak against. Denny, and Maria can start.

In my experience, life is so much better with a mobile phone. It enables you to stay in touch with friends and family wherever you are, and what's more, you can find out lots of information very quickly.

Looking at it from my point of view, having a mobile phone brings people together. For instance, last week I was shopping when I got a text from some friends who were meeting for lunch nearby because I had my phone, I could join them and it was great fun.

Vanya, what do you think?

I think it's true to say that mobile phones can make people very unhappy. For instance, people can become very addicted to checking their phones, and this means they miss out on everything that is happening around them. Furthermore, phones mean people spend less time talking to each other and that can't be a good.

I don't think that's fair at all. Mobile phones make it easier to meet your friends and spend time with them.

In my experience, I see lots of people with their friends in cafes these days, but no one talks to each other. Because they are all looking at their phones.

They're probably chatting with someone else.

But don't you think it's strange that people want to be somewhere else and with someone else all the time? They are missing

out on being with the people they are actually with.

But if they didn't have a phone they probably wouldn't have been able to meet with their friends in the café to begin with.

That's not true. People were missing their friends for thousands of years before they had mobile phones.

Ok, let's move on and talk about another point.

SELF CHECK C

Page 93

File Name: English Ahead_Level 1_Track C (Page 93)

Self-Check C

Exercise 4

1

You will hear an announcement about a young inventor's competition.

Are you creative? Is there something you would like to invent that you think will make life easier? If your answer is yes, then sign up for the 'Young Inventors Competition' this year. You can get an application form from your school office or from any community club near you. Applicants must be between 13 and 19 years old and all applications have to be sent to the address on the phone by the 1st of November. There are attractive prizes to be won, so hurry and get your form today.

2

You will hear a girl telling a friend about a place she visited while on holiday.

So, what was the most interesting place you visited?

Well, I really like this little English village, our guide took us to. We saw a picturesque row of cottages that made me feel like I had just stepped into the world of fairy tales. The walls of the cottages were covered with colorful roses as it was summer. The roses were in full bloom.

Did you look inside the cottages?

No, too bad I couldn't. They were private houses, not for tourists. But I did go into a little forest and saw some lovely ducks swimming in a pond.

3

You will hear two friends talking about a sci-fi film they have just watched.

Wow, that was really fast-paced and exciting. I couldn't take my eyes off the screen at all.

And I caught myself holding my breath at some points as the excitement was so great.

I don't quite like the hero Ivan, though I think he appears a bit weak next to the bad guy.

Hmmm, I think he's quite cool. He does look weak, but that's what helps him to defeat the bad guys eventually. They didn't realize that Ivan had all those fantastic superpowers that he could use to get himself out of any situation.

True. But I still like heroes to be strong and good looking.

4

You will hear a girl talking about why she wants to be a vet.

I think I'd really like to be a vet in the future. Yes, a vet, an animal doctor. I've

always liked animals and I think sometimes we humans don't appreciate them enough. We really depend quite a lot on animals, for example farm animals give us food and pets help some of us not to feel lonely. And what's great about them is that they don't expect anything in return. So, I'd really like to do my part for them and show them that we care when they suffer and we are here to help them too.

5

You will hear two friends talking about a school science project.

Have you finished your science project?

Nope, I haven't even started. Well, I've been doing lots of research and that's the problem we're supposed to write a report about a famous scientist, but there are so many scientists that I can't decide who to write about.

I know what you mean. I had the same problem at first, but then I decided to write about an Asian scientist. Why don't you decide which area of scientific research you're interested in, and then write about a scientist in that field?

Sounds like a good idea.

6

You will hear two sisters talking about their new home.

I wish we didn't have to move here.

Why? Don't you like it here in the city center. The shops are practically downstairs and we can even walk to school. No more getting up early in the morning just to wait for the school bus.

I know it is very convenient here. But it's a bit noisy and I miss the friends at our old school.

I miss my friends too, but then there's always social media, you know, and I like meeting new people. But the noise bothers me too. I just tell myself it's a small price to pay for the convenience.

UNIT 7

7.2

Page 96-97

File Name: English Ahead_Level 3_Track
7.2 (Page 96-97)

Vocabulary 1 Exercise 1

Planet Earth can be a dangerous place because, sometimes, nature gets angry!

Under the Earth, there is a hot liquid called magma. Volcanic eruptions occur when magma is forced to the surface.

Huge clouds are formed when the air above warm ocean water rises. This sometimes causes hurricanes, which can be very strong.

Dust storms are common in dry areas. They occur when strong winds blow sand or dirt into the air.

Hail storms are storms where hard balls of ice fall onto the ground!

When the temperature is high for many days, woodland gets very dry. This is when wild fires start.

Avalanches occur when snow falls down a slope quickly. They're spectacular and very dangerous!

The surface of the Earth consists of tectonic plates, which move slowly. When they hit each other, earthquakes occur. Earthquakes can cause rocks and earth to move downhill. This is called a landslide.

7.3

Page 102

File Name: English Ahead_Level 3_Track
7.3 (Page 102)

Vocabulary 2 Exercise 1

The 33

On 5 August 2010, the roof collapsed in a mine in the Atacama Desert in Chile. 33 men were trapped 700 metres underground. Engineers made several deep holes to locate the men, and after 17 days they found them. The engineers then had to build a machine to rescue them. While the men waited for their rescue, close relatives camped next to the mine, and volunteers also arrived to help. A government official kept the families informed of progress. While the men were trapped in the mine, psychologists communicated with them using video cameras on drones.

After 69 days, rescue workers finally brought all the men to the surface. Paramedics checked their health before they were taken to hospital. There were no fatal casualties and very few serious casualties although all the men had lost a lot of weight. The brave survivors became heroes in Chile and around the world.

7.4

Page 104

File Name: English Ahead_Level 3_Track 7.4 (Page 104)

Listening

Exercises 3 and 4

A tsunami isn't just a high wave caused by a storm or tropical cyclone. It's something much more serious than that. Tsunamis are a series of enormous waves created by geological activity under the ocean, such as an earthquake, landslide, or volcanic eruption, and they are extremely dangerous. If you receive a tsunami warning from the local authorities, you need to take it extremely seriously. If they tell you to leave immediately, do it and take any pets with you too. Don't try to be a hero and don't stay in your house and don't think that it would be cool to go to the beach to look at the tsunami in the distance before you leave. If you can see the wave, you will be too close to escape. And if you can't escape, you probably won't survive. You need to act quickly, so don't think about bringing lots of possessions with you. But before you leave, check on any of your neighbors who may need special help. Old people living on their own, disabled people, and so on. Once you've done that. Move away from the coast as quickly as possible. You need to get at least one kilometer away and to move to high ground if possible. And if there is a traffic jam, consider that it might be quicker to walk than to take your car. If after you leave, you remember someone who needs to be rescued, informing the local police. Do not go back. Many people have been killed or injured trying to rescue others. You should only return home after local officials have told you that it is safe. This is very important because the tsunami may continue for

hours. Do not assume that after one wave the danger is over. The next wave may be larger than the first one. When you come back, don't enter any buildings that have water around them. They may be damaged and even collapse. Be extremely careful when reentering your own home. Even if you can't see any water and watch every step you take. If you live in an area with a high risk of tsunamis, you should also have an emergency kit prepared. That should include water and food for three days, a battery powered radio, a charged mobile phone battery, a torch and a first aid kit. You should also talk to everyone in your family about what to do if there is a tsunami warning so that everyone is prepared in advance. When you hear the warning, you might not be able to use your mobile phone because you might not get a signal. So, it's vital that all the members of your family already know. How to act? If you follow this advice, you shouldn't have any big problems? So, for your safety and the safety of your family, please don't ignore it.

7.5

Page 105

File Name: English Ahead_Level 3_Track 7.5 (Page 105)

Speaking

Exercises 1 and 2

Did you know that everyone in this room is very lucky? It might sound strange, but it's true. We all have clean water to drink, enough food to eat, a bed to sleep in and a loving family. But not everyone is as lucky as us.

A terrible hurricane hit the people of Haiti last week. Hundreds of people have lost their lives and many have lost their homes or without food. Just look at these tragic

photos. Don't they break your heart? Imagine if that was your family. But we mustn't lose hope and we must help these people before the situation gets even worse. Every penny counts. Together, we can help the victims of this disaster to get safe drinking water, food, shelter, and vital health care. So, are you with me? Let's act now before it's too late.

UNIT 8

8.1

Page 109

File Name: English Ahead_Level 3_Track
8.1 (Page 109)

Aiden's Plans

Exercises 1 and 2

I'm in my early 20s. I graduated in art and design last year at the Manchester School of Art. After that I got a job working in an advertising agency. The people there are really nice, but to be honest I don't really like working for a company. I'm quite independent really, so I'd like to start my own business one day. But I'm not sure in what area. Perhaps I will open my own design studio. At the moment I'm living in Manchester because that's where I work. It's a beautiful city in the northwest of England with many pretty buildings. But it can get quite chilly at some times of the year. One day I'd like to move to the country because I love nature and it is much better for my health.

8.2

Page 109-110

File Name: English Ahead_Level 3_Track
8.2 (Page 109-110)

Vocabulary 1 Exercise 1

1

Akas Sadana, late teens

I was born in the town of Zarif Shaheed in the Punjab area of Pakistan. However, my family moved to the city of Multan, a few miles away, when I was only one. So, I grew up there. I left school when I was fourteen. Luckily, I'm good with my hands, so I got a job working for my uncle. He's a mechanic.

2

Ruby Williams, mid-twenties

I graduated in computer science from the Victoria University of Wellington, New Zealand three years ago. I started working at a software company as soon as I left. Just this year, I got promoted to be senior software programmer and also started my post-graduate studies. Life's so good!

3

Caesar, late fifties

The best thing I've done in my life is to start my own business. I started out working as a teacher in Athens, Greece, but I left the school after five years to focus on my private tuition business. Now, I'm finally retired after running my business for 30 years. I'm looking forward to travelling around the world with my wife and enjoying our golden years.

8.3

Page 111-112

File Name: English Ahead_Level 3_Track
8.3 (Page 111-112)

Coming of Age Ceremonies around the World

Many societies have special events to celebrate boys or girls becoming adults or 'coming of age'. Here we look at two of them, in two very different cultures. The Inuit people have lived for thousands of years in the far north – Canada, Greenland,

Alaska and north Russia. Although they now use the typical amenities of the 21st century – flat-screen TVs, the Internet, etc – they also like to keep their old traditions alive. On Baffin Island, off the coast of Canada, Inuit men teach their sons to hunt as soon as they are strong enough – usually at the age of 11 or 12. While they're hunting, they live in tents in the wilderness, play traditional games and eat what they catch. If the boys manage to catch something on his own, everyone feels very proud because hunting has a very special place in Inuit culture. The Inuits' word for man and hunter is the same because, traditionally, a boy was not considered to be a man until he could hunt. However, things are changing. Now, girls are often taken on these hunting trips, too!

For Muslim girls growing up in some parts of Malaysia, their 11th birthday is a very special occasion. At an event called the *Khatam Al Quran*, which takes place in a mosque, they read the final chapter of the Quran. By the time that the girls do the *Khatam Al Quran*, many years of their lives will have been spent studying the Quran and they will have practised saying the verses out loud hundreds of times. It's a big event – all their family and friends attend, so the girls often feel quite nervous! During the ceremony, they wear a veil and they usually put their hands together while they are reading, as a sign of prayer. Afterwards, there is a special celebration meal.

8.4

Page 115

File Name: English Ahead_Level 3_Track

8.4 (Page 115)

Vocabulary 2

Exercise 1

How did you feel on your first day at work?

My supervisor didn't talk to me once on my first day! I felt really discouraged because I thought he was friendly during the final interview – but I was obviously wrong!

I was so excited that I was in a new environment and beginning a new phase in life.

I felt happy and satisfied that I was chosen among the many other people who applied for the job.

To be honest, I felt a sense of disappointment because the day didn't feel so special.

Before the day, I was really nervous, and at the end of the day, I felt quite relieved I felt a real sense of responsibility because I would be in charge of my own money from then on.

I felt very hopeful about the future and starting a new job.

I had a big sense of satisfaction and of achievement because my classmates said I would never get a good job... but they were wrong!

I was disappointed because I had the flu and was not on my best form.

I felt so proud because my family and friends were congratulating me for getting a job at a famous multinational company.

8.5

Page 117

File Name: English Ahead_Level 3_Track

8.5 (Page 117)

Listening

Exercises 3 and 4

1

Hello, I'm Jerry. The first time I rode a scooter was on the beautiful island of Colanta in Thailand. I told the man in the shop I had never ridden one before, but for some strange reason he gave me a really big one. I tried to start it but it didn't move. "Stop using the brake", the owner said immediately the scooter moved forward very quickly. I almost went into a wall and I couldn't stop the scooter. "Take your hand off the accelerator", someone else shouted and I stopped immediately. I felt so embarrassed.

2

Hi, my name is Sophia. I was excited and quite nervous on my first day at university. What would the other people be like? Would they like me? My parents drove me there. When we got there, we had a cup of tea together in the cafeteria. When we said goodbye, my mom started to cry. I felt really strange when they left. Sad to see them go very alone in my room and nervously looked forward to meeting some other first year students. But then another student knocked on my door. We started chatting and I forgot about all my worries.

3

Hi my name is Wafik. My first trip abroad was to England when I was 8. My mum, my older brother and I went to visit my aunt. It was my first time travelling by plane and I absolutely loved it. My aunt was living in a small town. It was a completely new experience for me because I grew up in the middle of Dubai in the United Arab Emirates. I really enjoyed playing in the garden with my cousins and their friends and I learned to climb trees and to ride a bike. I also learned to speak some English

because obviously my cousins' friends didn't speak any Arabic.

4

Hi, I'm dawn before my first marathon I was pretty nervous. Because I knew that I was going to suffer. The first few kilometers were quite unpleasant because I was in the middle of lots of runners. And it felt like a traffic jam. Then spaces started to appear and I relaxed and enjoyed the race. Everything was going well until I hit a wall after 33 kilometers. Suddenly I didn't have any power in my legs and I was running more and more slowly. The last few kilometers were torture, but I got to the end. The sense of achievement was incredible.

5

Hello, my name is Derek. Last year my school put on a play. I'd never acted before, so I was quite surprised when I was given one of the biggest roles. I had to learn a lot of new skills, such as how to project my voice. I think we were all quite nervous just before the play started and we were. Terrified of the same thing, forgetting our lines. But once we started, the performance went really well.

8.6

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File Name: English Ahead_Level 3_Track 8.6 (Page 117)

Listening

Exercise 5

Extract 1

I told the man in the shop I had never ridden one before, but for some strange reason he gave me a really big one.

Extract 2

I almost went into a wall and I couldn't stop the scooter.

Extract 3

I was excited and quite nervous on my first day at university. What would the other people be like? Would they like me?

Extract 4

When we said goodbye, my mom started to cry.

Extract 5

It was my first time travelling by plane and I absolutely loved it.

Extract 6

The last few kilometers were torture

8.7

Page 118

File Name: English Ahead_Level 3_Track 8.7 (Page 118)

Speaking

Exercise 1

Dialogue 1

I hope I'll have moved to the city Lahore in five years' time.

That's interesting. I always thought you preferred to live in Karachi.

Dialogue 2

I think I'll probably have found a good job by the time I'm 30.

Do you really think so? It's not easy. There's lots of competition in the job market.

Dialogue 3

I reckon I'll have started my own business by the time I'm 25.

Let's hope you're right. Perhaps you'll be rich and famous.

Dialogue 4

I'll definitely have passed my driving test in five years' time.

Yes, I hope I'll have done that too. I can't wait to have my own car.

SELF CHECK D

Page 121

File Name: English Ahead_Level 1_Track D (Page 121)

Self-Check D

Exercise 4

Moving somewhere and loving it!

In today's world, most people will probably move to a new place at least once in their lifetime. This could happen because they go to university, get a new job in another city or country, or they could get married and move into a new home. Unfortunately, the process of moving can be very stressful. So how can you prepare yourself to move and adapt to life in a new environment?

Here are some tips that might help.

First, prepare for the move by finding out more about the new place. Search the Internet and talk to people who know about the place. Find out the advantages and disadvantages of living there. If you get to know the place before you go, you won't have unpleasant surprises. Next, go with an open mind. It's natural to miss the places and the people you are familiar with. It is also natural to be unsure about a new place full of strangers. But give yourself and the new place a chance. Go out and explore the

surroundings. Make friends with the local people. Don't forget to keep in touch with your friends back home. Follow what's happening in their lives and share with them what's happening in yours. This will make you feel happier as you adapt to your new environment. Finally, don't spend all the time comparing where you are living now with where you were living before. You need to live in the present and not in the past. If you have to move to a new place, see it as an opportunity to expand your world and enjoy all the new experiences you have.

UNIT 9

9.1

Page 129

File Name: English Ahead_Level 3_Track

9.1 (Page 129)

A rapid increase in population means more people coming to the job market which makes employment impossible for everyone. Rising population makes it difficult for economically backward countries to solve the problem of employment.

Overpopulation means more competition and this can result in employees being hired on low wages or left frustrated without jobs. In other words, population growth negatively affects income and when income is affected people will not be able to save or invest. According to research about 197 million people globally, were without a job in 2012. Seeing it from a broader perspective we can realize that unemployment means many people will not have houses to live, food to eat and then the undernourishment of people will lower their productivity of work. Growth in population in an underdeveloped country increases the poverty and crime rate.

Unemployment in this generation will have an impact on the next generation too because of the vacuum of education in their lives. According to research around 150 million children are working to support their families, which negatively impacts their development and health.

UNIT 10

10.1

Page 133-134

File Name: English Ahead_Level 3_Track

10.1 (Page 133-134)

Vocabulary 1

Exercise 1

The Top 10 News Stories

1

Forest fires in the north of Spain. Police say that there is evidence that they were started deliberately.

2

No final explanation for why French cruise ship sank, says investigator.

3

How were the pyramids built? Archaeologists finally discovered the solution.

4

Size of the universe is still a big puzzle, says famous scientist.

5

The secret of our success is preparation and hard work, says famous football coach.

6

Important new clue shows how famous painting was stolen, say police.

7

Global warming is definitely not a hoax, declares climate minister.

8

Police are investigating the disappearance of a famous American TV chef and his wife.

9

"I won't tell you how the movie is going to end, but I'll give you a hint," says Hollywood star.

10

Lion, seen in a park in Kuala Lumpur, police say it is a complete. Mystery how it got there.

10.2

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In this modern era, people are magnetized to media as it educates them. It is the perfect companion for socialization and entertainment. It is also the mysterious enemy when it comes to brainwashing people. Media is the bank of information and the lifelong teacher who develops the knowledge and skills of people. Knowledge can be acquired from the radio, television, newspapers, magazines, books, and the internet. However, this generation prefers the internet over other mediums of information. One cannot deny the fact that social media plays a vital role in life-long informal learning. Social media can be used as a research tool, to search for specific topics and discuss with other people of the same interest. Digital media offers learners with a variety of research journals, articles, e-books, online dictionaries, encyclopedias, biographies, autobiographies, travel journals, documentaries, and the list never ends.

The blessings of media are uncountable, but one needs to be aware of the propaganda showcased on media. Propaganda is a communication that presents information to convince people with a personal,

political, or business motive. Several advertisements on television, billboards, newspapers, and internet promote their own product over another, so that the customer's views about that brand are changed. In addition, famous sports persons and stars are paid heavily to promote clothes, shoes, food, cosmetics, and products to reduce fat or regain hair that are not even approved by FDA (Food and Drug Administration). They even use famous cartoon characters and catchy dialogues from movies to attract customers. Such advertisements mint money by misleading and lying to people. Celebrities also endorse these advertisements as they are paid to be the ambassador of them. They present a claim without any proof like "It's the best fairness soap", "It's the best toothpaste for cavities". These claims are not backed up by research. These celebrities even go to the extent of promoting a particular diet and people are motivated to try the diet themselves without even researching the side effects of it.

Propaganda is not limited to the advertisement of products but politicians also use them to gain the votes or sympathies of public. A politician will present an image or a slogan that makes people believe voting for him or her will reduce that threat. At times a high rating of an average movie, restaurant, hotel or saloon may tempt a customer to opt for it.

Why we should be deceived by such propaganda, when media has made us knowledgeable, developed our analytical skills and above all we have options to research and cross check on media if the information is true or not. Now it depends on us to make media our perfect friend by learning from productive platforms or

embrace propaganda and get enticed by all the hype created.

10.3

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Student A

Social Media: A Blessing or a Curse?

While some argue that it connects people across the globe. Others contend that it breeds anxiety and addiction. On one hand, it allows for instant communication and promotes social activism. Conversely, its excessive use hampers face to face interactions and leads to a loss of privacy. In conclusion, the impact of social media depends on its usage. When utilized responsibly, it can be a powerful tool, but when abused it can transform into a detrimental force in society.

Student B

Social Media: A Blessing or a Curse?

Unfortunately, it seems the former outweighs the latter. Firstly, social media fuels the spread of misinformation, leading to a polarized society. Moreover, it promotes a superficial and self-centered culture where validation is sought through likes and followers. Additionally, it invades privacy and exposes users to cyber bullying. Consequently, the negative consequences of social media overshadow any potential benefits, rendering it occurs in today's digital age.

Student C

Social Media: A Blessing or a Curse?

Undeniably, it leans more towards being a blessing. Firstly, it enables global connectivity, allowing people to foster relationships, and bridge cultural gaps.

Additionally, it serves as a platform for knowledge sharing, empowering individuals with information and educational resources. Moreover, social media has facilitated social activism amplifying voices and sparking real world change. Despite its drawbacks, the positive impacts of social media cannot be overlooked. Making it a true blessing in the modern era.

10.4

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Freedom of expression is one of the basic pillars of a democratic society. The media is used to share opinions of people, criticize, and make assumptions or value judgments. Freedom of expression protects individuality in a democratic society as we all are different and our opinions and ideas may be different. Freedom of expression makes people tolerant and it strengthens society with different perspectives, leads to the discovery of truth and in this way allows society to develop and progress. To bring a change in society we need to have the right to speak and express our thoughts. When freedom of expression was given the world's perspective changed about some stereotype thoughts related to race and gender.

Freedom of speech is important, but allowing complete free speech on social media may also have negative impacts, as it would encourage cyber bullying or hate speech. Freedom of speech should not be abused by being indecent, disrespectful, and spreading hate or violence. The purpose of freedom of speech is to prosper, grow and release our minds from slavery but if it is used for hatred, violence, and destruction then it's not freedom but freedom. The freedom is doomed.

10.5

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Speaking

Exercise 2

**File Name: English Ahead_Level 3_Track
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Student 1

Hey guys, have you ever thought about the concept of freedom of expression in the 21st century? It seems like such a relevant topic given our modern world.

Student 2

Definitely with the rise of social media and the Internet, expressing ourselves has become easier than ever. But at the same time, it feels like there are new challenges and controversies surrounding freedom of expression.

Student 3

I completely agree. On one hand, we have the power to share our opinions and ideas with a global audience. It allows us to connect with people from different backgrounds and learn from diverse perspectives. But on the other hand, there are concerns about misinformation, cyber bullying and even censorship.

Student 1

Yes, it's a double-edged sword for sure. While social media platforms provide a platform for free speech, we have also seen cases where harmful content or hate speech spreads like wildfire. It raises questions. About the responsibility of these platforms to regulate such content without infringing on freedom of expression.

SELF CHECK E

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Self-Check E

Exercise 4

You will hear a radio interview with a young mystery writer called Adina.

Hi Adina, your latest book has just sold 8000 copies. That's a big achievement for a 19-year-old writer. How do you feel about it?

I am thrilled, of course, and pleasantly surprised. I didn't expect so many people to buy it.

Why do you think that's happened?

I guess people are starting to like Sonia, the young Asian detective and want to discover what she'll do next. This is my second book about her, you know.

Oh yes, and I really enjoyed the first one. So, when did you start writing mystery stories?

I wrote my first one when I was 5.

Can you remember what it was about?

Oh yes. It was a very simple story about a little bag got lost in a forest.

And how old were you when your first book got published?

That happened when I was 10. My English teacher entered a short story I had written for a story writing contest. I won it and they published my story as a real book. I felt so happy. That's when I decided, I wanted to become a writer.

How do you find the time to write and do your schoolwork?

Well, I do most of my writing during the school holidays. When I have a good idea for a story, I write it down in a little notebook that I carry with me all the time, but I don't work on the story until the holidays. My parents say that I need to put school first.

Do you only write mysteries?

I have written a few other kinds of stories, but I think that writing mysteries is what I do best.

Who is your favorite writer?

It's definitely Agatha Christie. She was a writer of detective and mystery novels. In total, she wrote 66 of them, and she wrote a large number of short stories too. She also wrote a play called *The Mousetrap*. It was first performed in 1952, and it's still running today. I think she's simply awesome and she's my inspiration. She said that the simplest explanation for a mystery is always the most likely. I try not to forget that when I write my own stories, you need to make the reader keep guessing, but the solution must seem almost obvious in the end.

So, do you think you'll become the new Agatha Christie?

Oh no. There's only one Agatha Christie. She is unique.

Well, thanks for being with us today, Adina, it's been fun talking to you.