

**Unit:** (2) Famous People  
**Book:** *At the Crossroads*.  
**Level:** 1<sup>st</sup> year Literary

**Approximate time:** ... hours  
**Sequence:** .....  
**Teacher:** .....

## **UNIT TWO (2): FAMOUS PEOPLE ( ONCE UPON A TIME)**

In this unit my pupils will learn to...

### **SEQUENCE ONE**

- listen and respond orally and in writing to a tale
- express likes and dislikes about literary works
- recognise stress in three-syllable words
- recognise and pronounce inflected endings (verb+ed)

### **SEQUENCE TWO**

- read and interpret a blurb on the paper jacket of a book
- read and interpret a literary portrait
- describe people's physical appearance and personality features
- recognise corrective stress.

### **SEQUENCE THREE**

- read and interpret a street map
- read and respond to a short narrative
- ask for and give directions and locate places.

### **STOP and CONSIDER**

- use the past continuous and the past simple + "when" and "while"
- use "besides" and "beside"
- use the relative pronouns "who", "whom" and "which"

### **SEQUENCE FOUR**

- read and write a short biography
- read and interpret a short poem / a folktale
- read and use a street map
- write a folktale

### **PROJECT**

- write a biography
- write a book review.

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**Project:**

- Writing a biography
- Writing a book review.

**Task 1:** select your favourite book of fiction which you will read for your review.

**Task 2:** allocate **the** tasks among yourselves:

- a- A short biography of the author.
- b- A short reminder of the context in which the author wrote his book..
- c- A short summary of the book.
- d- A short portrayal of the characters.
- e- A short description of the setting (place and time).
- f- A short appreciation (why you like the story and what lessons it teaches you).

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### **Sequence One: Listening and Speaking.**

By the end of the sequence, pupils should be able to:

- listen and respond orally and in writing to a tale
- express likes and dislikes about literary works
- recognise stress in three-syllable words
- recognise and pronounce inflected endings (verb+ed)

#### **Anticipate: (p 36)**

1. **Look at the pictures and say which of the following tales from Arabian Nights they illustrate:**

**Aim:** to encourage pupils anticipate developing their guessing skills

**Key:** The pictures illustrate "The Voyages of Sindbad the sailor".

2. **Look at the characters in the picture story, then identify the hero and say who he is:**

**Aim:** to make pupils respond to a tale (identifying characters in pictures)

**Key:** The hero is **Sindbad**; he appears in pictures A, B, E and F.

3. **Look at picture B and say which part of the world the map represents by circling the appropriate letter. Justify your answer:**

**Aim:** to have pupils respond to a tale ( identifying place on a map)

**Key:** The Middle East (The Trigris and Euphrates appear clear in picture B).

#### **Listen and Check: (p 37)**

1. **Listen to the first part of the tale and check your answers to ex. 1, 2 and 3:**

**Aim:** to have pupils listen to a script to check their listening comprehension

2. **The pictures on page 36 are in scrambled order. Reorder them by writing letters A-F in the boxes below:**

**Aim:** to respond to an extract from a tale by putting the narrated events in a logical order.

**Key:** (1-C) – (2-B) – (3-D) – (4-E) – (5-F) – (6-A)

3. **Listen to the second part of the tale and check your answers to ex. 2:**

**Aim:** to have pupils listen to a script to check their listening comprehension

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**4. Here is the picture story in words. The sentences and paragraphs below are scrambled. Reorder them to get a coherent story:**

**Aim:** to

**Key:** (1-B) – (2-D) – (3-E) – (4-F) – (5-A) – (6-C).

**5. Now, close your books and tell Sindbad's tale to your classmates.**

**Aim:** to check pupils' grasping and comprehension of the story.

**Key:**

Sandbad the sailor is one of the unforgettable stories. He made seven voyages. In his first one, he traveled from Bagdad to Basra and from there sailed down chatt el Arab; he continued sailing until he reached an island. Unfortunately, it was not an island but a whale.

**Say it Clear: (p 38)**

**1. Draw a table and indicate how 'ed' is pronounced in each verb. Tick in the right box. Then check with your teacher and say them aloud:**

**Aim:** to

**Key:**

/d/	Travelled – sailed – climbed.[used – called – allowed - followed]
/t/	Stopped.[looked]
/ɪd/	Started – landed.[wanted – suggested ]

**2. Draw the table and write the adjectives according to their stress pattern. Then check with your teacher:**

**Aim:** to transcribe the adjectives as required.

**Key:**

o0o		0oo	
Dramatic	/ drə'mætɪk /	Wonderful	/ 'wʌndəfəl /
Fantastic	/ fæn'tæstɪk /	Saddening	/ 'sædənɪŋ /
Relaxing	/ rɪ'læksɪŋ /	Magical	/ 'mædʒɪkəl /
Exciting	/ ɪk'saɪtɪŋ /		
Depressing	/ dɪ'presɪŋ /		

- In **three-syllable** words, the stress generally falls on the **first syllable**. But if the first syllable is a prefix, the stress moves to the next syllable.
- In words ending with **'-ic'**, the stress falls on the **penultimate** syllable (2<sup>nd</sup> from the end).

**3. Use the adjectives and play a dialogue with your classmate:**

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**Teacher:** .....

Aim: to

**Key:**

**A:** I saw Titanic, last night.  
**B:** What was it like?  
**A:** It was *fantastic*. You really missed something.

**A:** I read a novel, last weekend.  
**B:** What was it like?  
**A:** It was very *exciting*. You should read it.

**The hidden message:**

Decipher the message below and write it with the letters of the alphabet:

Aim: to

/ aɪ laɪk ðə bʊk bɪ'kɒz ɪt hæz gʊd 'kæræktəz /  
I like the book because it has good characters.

**Your Turn: (p 39)**

Respond favourably or unfavourably to one of the books below. Use the nouns and adjectives in the table:

**Aim:** to be able to express literary preferences.

**Key:**

**Student A:** What's your favourite book?

**Student B:** My best book is **Mark Twain's** "The Adventures of Tom Sawyer".

**Student A:** Why are you fond of it?

**Student B:** because it tells a *delightful story* and it has *charming characters*.

**Student A:** I like it very much too.

**Say it in Writing:**

Write a very short review of a book or a film of your choice. Use the book review below as a model:

**Aim:** to make use of the vocabulary suggested in the table and the model paragraph given in the same page to write their own reviews.

**Sequence Two: Reading and Writing.**

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**Approximate time:** ... hours  
**Sequence:** .....  
**Teacher:** .....

By the end of the sequence, pupils should be able to:

- read and interpret a blurb on the paper jacket of a book
- read and interpret a literary portrait
- describe people's physical appearance and personality features
- recognise corrective stress.

### Anticipate: (p 40)

#### 1. Look at the picture of the book cover below and answer these questions:

**Aim:** to be able to interpret and respond to the jacket blurb of a book cover.

**Key:**

- a. The picture shows **the back page of the book cover.**
- b. The author of the book is **Chinua Achebe.**
- c. He's **from Nigeria.**
- d. The blurb gives **an appreciation and a summary of the novel. It's included for commercial reasons.**

#### 2. Try to guess from the jacket blurb how the novel will start. Circle the right letter:

**Aim:** to read and respond to an extract from a novel.

**Key:** The novel will start with a .... portrayal of the hero (**b**).

### Read and Check: (p 41)

#### 1. Read the text and complete the table with information:

**Aim:** to be able to interpret people's physical appearance and personality features.

**Key:**

Character Traits	Okonkwo	Unoka
Physical appearance	Tall and huge, with a dark complexion, a wide nose and bushy eyebrows.	A thin, handsome man.
Personality features	He had a fierce look. He was a very hard worker. He was courageous. He was a hero.	He was lazy and improvident. He was a coward.
Likes and dislikes	He was a man who liked action.	Playing on his flute and talking about music.

#### 2. What tense is used in this text? Why?

**Aim:** to

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**Sequence:** .....  
**Teacher:** .....

**Key:**

The tense used is “*the past simple tense*” because the action took place in a definite time in the past and is over.

**Discover the Language: (p 42 – 43)**

1. Look at the pictures below, then ask and answer questions about the identity of each person. Use the cues in the table:

Aim: to

**Key:**

- A:** Tell me, B! Who’s the man with a thin moustache and a wide nose?  
**B:** It’s Fellag, the comedian and playwright. He’s Algerian, isn’t he?  
**A:** Yes, he is. How do you know?  
**B:** Because he speaks Arabic, Berber and French.  
**A:** Oh, yes! That’s right.

2. Match the questions in column A with the answers in column B:

Aim: to

**Key:** (1-E) – (2-F) – (3-A) – (4-B) – (5-C) – (6-D).

3. Think of a person in the class. Then ask your partner the same questions in ex. 2 to find out who that person is:

Aim: to ask and answer questions about physical appearance and personality traits.

**Write it Right:**

Think about a deceased member of you family whom you miss. Write a short paragraph to describe her/him to your classmates.

Aim: to reminisce about a deceased member of the learners’ families.

**Sequence Three: Developing Skills.**

By the end of the sequence, pupils should be able to:  
-read and interpret a street map

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**Sequence:** .....  
**Teacher:** .....

- read and respond to a short narrative
- ask for and give directions and locate places.

(p 44 -45)

1. Facilities number 5, 6, 10 and 15 are not indicated on the map. Listen to the dialogues and write the number of each in one of the little boxes:

**Aim:** to retrace the itinerary to each of the locations not indicated on the map.

**Key:**

- 6 Railway station between 11 and 12 and opposite 4  
5 Supermarket  
15 Hotel  
10 Bank between 8 and 13 .

2. Use the tactics summary to ask for and give directions to the facilities on the street map:

**Aim:** to

**Key:**

- A:** Excuse me. Is there a *hospital* near here?  
**B:** Yes, there is one *on/at the corner* of Spring Avenue and Duke Street.  
**A:** Can you show me to get there?  
**B:** Let me see. Go *straight ahead* and *turn right at* the roundabout. Walk *along* Spring Avenue until the second roundabout. The hospital is *at the corner* of Spring Avenue and Duke Street.

3. Write a short note or an e-mail to a friend of yours. Give him/her directions where to meet you starting from the bus station:

**Aim:** to

**Key:**

Meet me *at* the school. It is *in* Penbroke Street. *Turn right* as you walk out of the bus station. Then, *cross* Madison Street. Keep to the *right*. It's *opposite* the railway station.

(P 46 – 47)

1. Look at the book cover below and answer these questions:

**Aim:** to

**Key:**

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**Sequence:** .....  
**Teacher:** .....

- a. The author of the book is *Charles Dickens*
- b. Its title is *Hard Times*. I expect it to be *depressing*.
- c. The picture illustrates an *industrial town*. We can see *the smoke* coming out of factories' chimneys and *the polluted canal*.

**2. Read the passage and answer the questions below. Give evidence from the text:**

Aim: to

**Key:**

- a. The author compares Coketown *to the painted face of a savage*.
- b. The canal was black because *it was polluted by water from the factories*.
- c. Most people in Coketown *worked in the textile factories near their homes*.
- d. It was a noisy town because *of the piston engines of the machines*.
- e. *No*, it wasn't because *there was nothing in it except for some rare facilities such as a bank, an infirmary, a school, a town hall, an old church and a prison*.

**3. Complete the sentences below with information from the text:**

Aim: to

**Key:**

- a. The smoke from the factories resembled *serpents trailing themselves*.
- b. The piston engines were similar to *a melancholy elephant*.
- c. The people who lived in Coketown looked like *one another*.

**4. How does the author convey the idea of...**

Aim: to

- a. *Dirty* in §1: the use of words related to *colour* and *smell* (*black town, smoke, black canal, river with purple water, ill-smelling dye*).
- b. *Monotony* in §2: the use of "*streets were like one another*", "*people were like one another*".
- c. *Boredom* in §3: the use of "*There were no recreational facilities*", "*you saw nothing in Coketown*", "*All public inscriptions were written in black and white*", "*All the buildings looked like one another*".

**5. Imagine you are a novelist. Write an introductory paragraph about an imaginary town or village where your story will take place:**

Aim: to

(p 48 -49)

**1. Look at the verbs in the box below. They are all infinitives of irregular verbs. Read the text below and say what the past simple tense of each verb is:**

Aim: to

**Key:**

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**Sequence:** .....  
**Teacher:** .....

To be	To have	To get	To think	To take
<b>Was - were</b>	<b>had</b>	<b>got</b>	<b>thought</b>	<b>Took</b>
To find	To see	To feel	To understand	To go
<b>found</b>	<b>saw</b>	<b>felt</b>	<b>understood</b>	<b>went</b>

**2. Read the text again (the 1<sup>st</sup> two paragraphs and complete the table):**

**Aim:** to

**Key:**

Who are the characters?	What are they doing?	Where and when did the action take place?	What was the weather like?
Alice Her sister Her cat "Dinah" A white rabbit	Alice <u>was sitting</u> in the garden. Her sister <u>was reading</u> . Her cat <u>was mewing</u> .	The action took place <u>in the garden in Spring</u> .	The weather was <u>very hot</u> .

**3. Copy down the verbs from the first two paragraphs of the text. Then say what their tenses are:**

**Aim:** to

**Key:**

Infinitives of the verbs	Past simple	Past continuous
To be	was	Was sitting
To sit		Was reading
To have	had	Was mewing
To read		
To mew		
To find	did not find	
To think	thought	
To feel	felt	
To consider		Was considering
To pass	passed	

**4. What conclusion can you draw about the use of the tenses in the first two paragraphs?**

**Aim:** to

**Key:**

The verbs are either in past *continuous* or past *simple*. They are in past *continuous* to indicate *lasting (long) actions in the past*, but they are in *past simple* to indicate *short actions in the past* or to describe *a state of things*.

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**Teacher:** .....

**5. Read the story very quickly and find who the narrator is. Justify:**

Aim: to

**Key:** The narrator is a third person (an unknown narrator).

**6. Rewrite the first two paragraphs of the story from Alice's point of view. Make any necessary changes in the text:**

Aim: to

**Key:**

It was spring and I was sitting in the garden. I had nothing to do. My sister was reading while her cat Dinah was mewing. But I did not find the book interesting. 'How stupid!' I thought, 'a book with no pictures in it'. The weather was very hot, and I felt I was going to sleep. I was just considering what to do when a white rabbit passed near me.

**7. Join these pairs of sentences from the text above with "while" or "when". Make any necessary changes. Don't look at the text:**

Aim: to

**Key:**

- Her sister was reading **while** her cat was mewing.
- She was considering what to do **when** a rabbit suddenly passed.
- She was looking at the objects **when** she saw a little bottle.

**8. Write a personal story making the best use of the information in the table below:**

Aim: to

**Key:**

It happened on January 10, 2003. It was early afternoon. The weather was very cold and rainy. I was watching a handball game on TV in the living room while my sister and my brother were playing games on the computer. I was having a cup of tea when suddenly the Algerian team scored the first goal. I jumped with joy, dropped the cup and spilt the tea on the carpet...

**Stop and Consider: (p50-52)**

By the end of the sequence, pupils should be able to:

- use the past continuous and the past simple + "when" and "while"
- use "besides" and "beside"
- use the relative pronouns "who", "whom" and "which"

**1. Study the Reminder and the exercise below:**

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**Sequence:** .....  
**Teacher:** .....

**Take turns to ask and answer questions about what you/your friends were doing yesterday at the times indicated under the box:**

**Aim:** to have pupils practise the use of the past continuous tense.

**Key:**

- A:** What *were* Rashid and Karim *doing* at 7:45 a.m. yesterday?
- B:** They *were having* breakfast.
- A:** What *was* Melissa *doing* at 3:30 p.m. yesterday?
- B:** She *was playing* chess.
- A:** What *were* you *doing* at 8:15 p.m. yesterday?
- B:** We *were watching* the news.

**2. Pretend you are John. Use the cues to reply to Peter as in the example:**

**Aim:** to

**Key:**

**John:** I had a terrible day yesterday.

**Peter:** Really? What happened?

**John:** I *was having* a beautiful dream when I *hit* my foot on the bed.

**Peter:** What next?

**John:** While I *was having* a bath, the telephone *rang*.

**Peter:** And then?

**John:** I *was just lifting* the receiver when the telephone *stopped* ringing.

**Peter:** Did anything else happen?

**John:** While I *was walking* in the park, a dog *bit* me.

**Peter:** Incredible! What then?

**John:** I *was running* for the bus when I *fell* over.

**Peter:** Oh no! What did you do in the evening?

**John:** While I *was watching* TV, the TV set *went out* of order.

**Peter:** What next?

**John:** I *was reading* a book when the light *went out* and *let* myself fall sleep.

**3. Read the Reminder below and do the next exercise :**

**In each of the pairs of pictures below, two actions are taking place simultaneously in the past. Give names to the people and make sentences using “while”:**

**Aim:** to have pupils practise the use of the connector ‘while’ to join simultaneous long actions in the past (past continuous)

**Key:**

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He *was playing* golf while she *was playing* tennis.  
The girls *were playing* field hockey while the boys *were playing* volleyball.  
She *was playing* table tennis while he *was skiing*.  
While she *was playing* ice hockey, her friends *were swimming*.

(P 52 - 53)

4. Use “who”, “which” or “whom” to join sentences (a) and (b) in the table below.  
Make any necessary changes. Refer to the Reminder below:

**Aim:** to have pupils practise the use of the relative pronouns to join sentences

**Key:**

- Charles Dickens was born on Friday 7<sup>th</sup>, 1812 in Portsmouth which is a naval town on the south coast of England.
- Charles Dickens’ father was a clerk who worked for the navy.
- In 1814 Charles’ family moved to London which was the financial and industrial centre of the world at that time.
- After that, his family moved to Chatham which is a small town to the east of London.
- When Dickens was twelve, the police arrested his father whom he missed very much.
- Dickens left school and went to work in a factory which was far from his home.
- He experienced the life of exploited children whom he portrayed in his books.
- One of these books is Oliver Twist which Dickens published in 1836.

5. Study the Reminder below and fill in the blanks in the sentences below with “beside” or “besides”:

**Aim:** to have pupils practise the use of ‘beside’ and ‘besides’ to draw the difference between them

**Key:** a- beside b- besides c- beside d- beside e- besides f- besides.

#### Sequence Four: Consolidation and Extension.

- By the end of the sequence, pupils should be able to:
- read and write a short biography
  - read and interpret a short poem / a folktale
  - read and use a street map
  - write a folktale

**Write it Out:** (p 54 - 55)

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**Approximate time:** ... hours  
**Sequence:** .....  
**Teacher:** .....

**1. Read the information below, then ask and answer questions about Shakespeare. Use the question words “who”, “when”, “where”, ...**

Aim: to

**Key:**

Questions	Answers
<i>When</i> was Shakespeare born?	He was born <i>in 1564</i> .
<i>Where</i> was he born?	He was born <i>in Stratford-Upon-Avon</i> .
<i>What</i> was his father?	He was <i>a wealthy glove maker</i> .
<i>Whom</i> did he marry?	He married <i>Anne Hathaway</i> .
<i>Who</i> was his first child?	( <i>Susanna</i> was) his first child (was <i>Susanna</i> ).
<i>What</i> did he <i>do</i> in 1589?	He <i>wrote his first play Henry VI</i> in 1589.

**2. Use the information in the box above and the link words in the box below to complete Shakespeare’s short biography:**

Aim: to

**Key:**

- (1=on) – (2=in Stratford-Upon-Avon) – (3=a wealthy glove maker)
- (4=At the age of) – (5=Anne Hathaway) – (6=Susanna) – (7=Susanna)
- (8=later) – (9=At first) – (10=1589) – (11=when) – (12=1594)
- (13=The Globe) – (14=in 1612) – (15=later) – (16=After).

**3. Read the summary below and replace the underlined words with the words in the box to avoid repetition:**

Aim: to

**Key:**

- (1=tragic plays) – (2=He) – (3=in the capital) – (4=him) – (5=his)
- (6=They) – (7=he) – (8=At the funeral speech).

**4. Use the notes below about Charlie Chaplin and write a short biography. Use link words such as: “later, at first, after, before, ...”:**

Aim: to

**Key:**

Charlie Chaplin was born in London on April 16, 1889. His father and mother were very poor. They were music hall performers. *At first*, he started clog dancing and singing for money in 1894. Ten years *later*, he joined a travelling theatre company and emigrated to America. *In* 1910, a film director offered him a role in a film. *After* four years, he became a film director himself. *From* 1914 *to* December 25, 1966, he made funny films. He died in Switzerland in 1977.

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**Work it Out: (p 56)**

1. Say the order in which you are going to do the following actions in order to find your way in London. Put numbers 1-5 in boxes a-e below:

Aim: to

**Key:** (a-5) – (b-2) – (c-1) – (d-3) – (e-4)

2. Now read the dialogue below and check your answers to ex. 1:

Aim: to

3. Situate yourself on the map above. Then ask for and give directions either to Victoria Coach Station or Victoria Railway Station:

Aim: to

**Key:**

**A:** Can you show me the way to Victoria Railway Station, please?

**B:** Yes, of course. Let's see the street map. We're here in Vauxhall Bridge Street.

You said you wanted to go to Victoria railway Station, didn't you?

**A:** Yes, that's right.

**B:** Well, let's have a look at the index first. Victoria Railway Street is in area E4. So go along this road and turn left into Buckingham Palace Road. Then go straight ahead. It's on your left-hand corner of Buckingham Palace Road and Eccleston Belgrave Road.

**A:** Is it far from here?

**B:** Let's look at the scale of miles. No, it isn't. It's about a mile.

**(p 57)**

1. Listen to your teacher recite the poem about Australia below and note if her/his voice goes up or down at the end of each verse:

Aim: to

**Key:** The voice goes *down* at the end of each verse.

2. Read the poem aloud and pay attention to intonation and rhyme:

Aim: to

3. Read the poem again and answer these questions:

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**Approximate time:** ... hours  
**Sequence:** .....  
**Teacher:** .....

**Key:**

- a. In the second stanza, she is describing the diversity of Australian landscape and beauty.
- b. Pupils should give their appreciation about the poem.
- c. No, it is not. She says: "I know but cannot share it, My love is otherwise."

**4. Now, observe the poem and discuss the following aspects with your teacher:**

Aim: to

**Key:**

- Punctuation: The verses are not sentences.
- Capitalisation: The verses begin with capital letters.
- Number of verses: There are eighteen verses.
- Organisation of verses: these verses are divided into stanzas. The stanzas are not paragraphs.

**5. Rewrite the poem into a prose passage. Make any necessary changes:**

Aim: to

**Key:**

Dear readers, the love of field and coppice, of green and shaded lanes, of ordered woods and gardens is running in your veins. I know that you have a strong love for grey-blue spaces, brown and soft streams, dim skies, but I cannot share it because my beloved country is otherwise.

I love a different part of my country. I love the sunburnt country, a land of sweeping plains, of ragged mountain ranges, of droughts and flooding rains. I love her jewel-sea, her beauty and her terror, and the wide brown land.

**6. Now write a poem about your country, town, and village to say what you love about it. Use the poem above as a model.**

Aim: to

(p 58)

**1. Discuss these sayings in class and try to find their equivalents in your own culture:**

Aim: to

**2. Now, read the two folktales below and find out which of the sayings above each of them illustrates and write it at the end as a moral:**

Aim: to

**Unit:** (2) Famous People  
**Book:** *At the Crossroads.*  
**Level:** 1<sup>st</sup> year Literary

**Approximate time:** ... hours  
**Sequence:** .....  
**Teacher:** .....

**Key:**

The stork and the pitcher ---- **necessity is the mother of invention.**  
The oak and the reeds ---- **it is better to bend than to break.**

**3. Read the folktales again and identify which of the following parts each of them contains:**

**Aim: to**

**Key:**

<b>The stork and the pitcher</b>	<b>The oak and the reeds</b>
a. Description of a situation. b. A little story about what happened because of the situation. d. The moral of the story.	a. Description of a situation. b. A little story about what happened because of the situation. c. A comment from another character on the central character's action. d. The moral of the story.

**4. Think of a well-known folktale from your own culture and write it down using the folktales above as models:**

**Aim: to**