

Broadway

A Multi-Skill Course in English

Teaching Guide 6

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1. Introduction

The **Broadway** series recognizes learners' concerns. The activities promote a clear sense of self-worth in learners; the tasks direct learners to the goal of personalization; the textual content reflects the learners' context.

In essence, the series emphasizes the three important notions of course design: *textual content* (such as the inclusion of a large number of engaging narratives, several with a literary flavour), *editorial exploitation* (such as a sharper sensitivity to the need for both simple and challenging tasks), and *physical presentation* (such as the use of attractive colours and illustrations, the provision of ample white space, and the inclusion of authentic photographs).

Materials package

Comprising coursebooks, workbooks, literature readers, and teaching guide, the **Broadway** series is based on a specially developed syllabus that takes the themes and the linguistic and communicative needs of learners, recommended by the latest curriculum reforms, into account. The comprehensive syllabus includes the specific objectives for the teaching of listening, speaking, reading, writing, study skills, communication skills, and literary appreciation skills; and linguistic content specified in terms of both grammatical structures and their functional exponents for teaching English as a second language.

The Coursebook (CB)

Objectives

A primary objective of the course is to develop the learners' reading skills and to provide them with a rich reading experience. The **Coursebooks** consist of stories, folktales, plays, poems, interviews, biographical and autobiographical writing, and expository texts that have a distinct local flavour. Importantly, the contents of the reading texts are based on the themes prescribed by the latest curriculum reforms.

Editorial treatment

The **table of contents** given at the very beginning clearly defines the themes, subthemes, and text types of each unit in accordance with the recommendations of the latest curriculum.

A distinctive feature of the **Broadway** Coursebooks 6 to 8 is their thematic patterning of units. Each unit begins with an interactive **Starter** which helps the learners understand the theme. The **Starter** is followed by two or three major sections, each with a specific design. The texts portray different facets of the theme.

The sections of each unit are generally divided into eight major segments: reading comprehension, vocabulary, spelling/pronunciation, grammar, writing, study skills, speaking, and listening.

Overall, the reading text is followed by **Learn to read–1**, **Learn words**, **Learn spelling/Learn pronunciation**, and **Learn grammar**.

The first segment, **Learn to read–1**, primarily deals with factual comprehension (i.e. the ability to understand information explicitly stated in the text) and inferential comprehension (i.e. the ability to draw conclusions not explicitly stated in the text but implied by the facts provided).

Learn words generally has two tasks to help learners explore the deeper, and sometimes the wide, significance of words in context. The assortment of task types deals with major areas of word building such as synonymy, antonymy, affixes, word families, and collocation.

In the **Learn spelling** segment, the learners' attention is drawn to the spelling of thematically relevant or high-frequency words through exercises that require, for example, the use of semantic clues to identify words. A range of accuracy-specific exercises on areas like pronunciation and word stress appear in the **Learn pronunciation** segment.

In some sections, the reading text is followed by the segment **Learn to analyse** which helps the learners to analyse the technical aspects of the text like its features.

Learn grammar is an important segment that focuses on all structural items traditionally regarded as essential, as well as their functional realization. As a rule, the grammatical item in question is explained with reference to its use in the reading text. The explanation leads to meaningful practice through a range of tasks that always emphasize language in use.

In some sections, the reading text is followed by **Learn to read–2**, **Learn to write**, **Learn to study**, **Learn to speak**, and **Learn to listen**.

The segment **Learn to read–2** encourages learners to evaluate character, make a personalized assessment of events, and extrapolate from the ideas in the text.

Learn to write aims to involve learners in the process of writing by encouraging them to carry out meaningful composition tasks, guidance for which invariably emerges from the content or theme of the reading text. The tasks, therefore, help them to integrate their understanding of the text with their need to make a purposeful, personalized, and often an imaginative written response.

Learn to use the dictionary/Learn to study is a key segment: by working through the different tasks, learners will not only realize the immense value of the dictionary as a resource book, but also learn the rudiments of useful self-study strategies like summarizing, note-making, and information transfer.

Learn to speak offers high-interest classroom material that encourages learners to perform oral tasks that highlight the use of English in dynamic and functional contexts.

The last segment, **Learn to listen**, takes a constructive approach to the teaching of listening by incorporating notions like listening for meaning (where, for instance, learners are trained to identify the main point of the speaker's message) and listening for a purpose (where, for example, learners are trained to carry out a set of instructions).

Section 3 can cover prose of different types or poems. Exercises from the first two sections can be repeated, or the poems can be used: to reinforce the theme of the unit, and to offer a distinct literary perspective. The editorial treatment of the poem sensitizes learners to the interpretative value of poetry through the segment **Learn to appreciate the poem** and enhances their sense of literary appreciation through a thematically relevant **Activity**.

Support Materials

Companion materials in the form of workbooks, literature readers, and teaching guides give the **Broadway** package balance and roundedness.

The Workbook (WB)

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

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Each worksheet has at least four sections. The first section focuses on reading skills. The pivot is a short reading text, often thematically similar to the corresponding text in the Coursebook. Learners interact with the text to obtain additional training in the different kinds of reading comprehension introduced in the Coursebook, in particular *factual* and *inferential* comprehension. **Learn to read** uses a variety of task types to achieve its objective: open-ended responses, binary and multiple choice questions, true-false items, and chronological ordering of events.

The second section, **Learn words**, reinforces learners' vocabulary as well as offering them opportunities for vocabulary expansion. The tasks cover a wide range of lexical areas, like synonymy, antonymy, word families, compound words, and collocation.

Learn grammar is an important section that provides an overt grammatical link between the Workbook and the corresponding Coursebook. The chief objective of the grammar tasks is to help learners internalize the grammatical items through mind-engaging activity. The tasks include reformulating and transforming sentences, combining sentences for a grammatical purpose, and choosing contextually appropriate grammatical items.

The concluding section, **Learn to write**, is extremely important for learners: it provides them with the guidance and prompts to produce a range of functional and imaginative written texts. The tasks usually emerge from the theme of the unit's reading text so that there is a natural integration of reading and writing.

What makes the Workbook genuinely user-friendly is the inclusion of two sample **oral tests**, two sample **written tests**, and a sample **examination paper**. These test papers have a dual purpose: to act as points of reference for revision, and to provide models of formal assessment.

The Literature Reader (LR)

The Literature Readers are an intrinsic component of the **Broadway** package. They are designed to sharpen learners' interpretative skills, and to provide them with a valuable literary experience through a range of literary genres such as fiction, poetry, drama, and autobiography. Selected for their interest, relevance, spread, pluralism, and impact, the reading texts embody universal themes ensuring that their appeal is wide enough for learners to read them with relish and motivation.

While the Literature Readers for classes 1 and 2 offer only the rudiments of literary appreciation, the Literature Readers for classes 3 to 8 provide a gently graded initiation into the many facets of literary discourse.

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The **warm-up** note that precedes the reading text in the Literature Reader is a necessary resource. It is designed to put learners directly into the situation they will encounter in the text, and to illuminate possible ways of responding to the text. The questions that follow the text, in the **Read for appreciation** section, are intended to guide learners towards a level of comprehension so that they will begin to perceive the uniqueness of literary texts. They are also aimed at encouraging learners to express their personal opinions on matters of plot, character, and style.

The **Activity** section that appears at the end of the unit is meant to enhance learners' involvement with the reading text by encouraging them to branch out into a parallel context, solve a crossword puzzle, attempt a creative task such as illustrating the theme or writing a poem, or explore the nuances of literary expression such as figurative and idiomatic usage.

The Teaching Guide

No course is complete without a Teaching Guide. The **Broadway** Teaching Guide gives the course a justifiable sense of completeness. Designed to provide the teacher with a reliable and practical tool in the classroom, it has two parts. Part I contains a detailed introduction to the course, an introduction to Communicative Language Teaching, methodological notes on the teaching of reading, writing, listening (including complete transcripts of the passages in the coursebooks), speaking, grammar, vocabulary,

reference and study skills, a note on teaching poetry, a detailed list of higher-order thinking skills and life skills, and a detailed lesson plan each to teach a prose unit and poetry. The obvious intent of this Part is to familiarize the teacher with the pedagogical techniques and procedures required for able handling of the course. Part II contains an exhaustive answer key to the exercises and tasks in the Coursebook and the Literature Reader.

We hope that the *Broadway* series will encourage students to become more successful language learners by becoming better thinkers, and that they will use English as an essential means to understanding our multicultural and pluralistic society.

2. Communicative Language Teaching

The *Broadway* series is a communicative course. It has been fashioned from the fundamental principles of Communicative Language Teaching (CLT). What are these principles?

1. CLT believes in identifying, as clearly as possible, the needs of learners and using them to design teaching materials. *Learner-centredness* is the guiding principle of the Communicative Approach to the teaching of English. As Roger Bowers (1980) remarked: 'If we accept that a student will learn best what he wants to learn, less well what he only needs to learn, less well still what he neither wants nor needs to learn, it is clearly important to leave room in a learning programme for the learner's own wishes regarding both goals and processes.'
2. The emphasis in CLT is on the *content* of the language activity/task, rather than on overt language learning. In other words, CLT concentrates on *what* is said or written rather than on *how* it is said or written.
3. CLT focuses on the *meaning or communicative function* of what is said or written rather than on its grammatical form. That is, it is concerned with the purpose for which a grammatical form or structure is used. (For example, the imperative 'Do it now' can be a command, an instruction, an appeal, a piece of advice, or a warning *depending on who is saying it to who, when, and where*. In other words, several functions can be realized through one form. On the other hand, several forms can be used to perform one function. For example, the different grammatical forms—'I'm not quite sure I agree,' 'I don't think it's right,' 'You could be right, but I think ...', and 'Nonsense!'—are all ways of showing disagreement.
4. CLT does not encourage learners merely to produce grammatically correct sentences. It encourages them to use the sentences they know *appropriately*, in order to achieve a communicative purpose. That is, it would expect learners to be contextually appropriate.

5. Unlike a structural course, a communicative course uses materials that are *authentic* (that is, not originally intended for language teaching at all) or which simulate authenticity.
6. A ‘communicative’ classroom has a *supportive environment*. It promotes guilt-free participation by the learners in all classroom activities. This means that the language teacher’s role should be that of a sympathetic facilitator rather than that of a stern judge.
7. The ‘communicative’ classroom also promotes techniques *that encourage student participation in natural environments*. It is, therefore, not a teacher-dominated classroom but one in which there is a great deal of group work, pair work, role play, and simulation.
8. In a ‘communicative’ classroom, the teacher cannot really predict what language is to be used by the learners because they will be engaged in ‘natural’ language activity—whether reading, listening, conversing, or writing.
9. *Errors are tolerated as a natural part of the process of language acquisition*. This is the cardinal principle of CLT. Fluency, rather than mere grammatical accuracy, would be the main concern of a communicatively-oriented teacher. Such a teacher realizes that learners cannot help but make grammatical mistakes when engaged in a fluency activity like a group discussion. The teacher will therefore resist the temptation to correct a student’s grammar or pronunciation when they are in the thick of a conversation with their classmates, as interrupting learners to correct their grammar will only make them unwilling to communicate. Remember what Jespersen said in 1904: ‘Whoever wants to speak well must murder the language.’

3. Teaching Reading

What are the aims of teaching reading?

‘To enable students to read without help unfamiliar authentic texts, at appropriate speed, silently and with adequate understanding,’ says Christine Nuttall (1982). A primary aim of the **Broadway** series is to develop learners’ reading skills and to provide them with a rich reading experience.

Why is reading important?

- *Proficiency in reading is important because it contributes the most to self-dependence in learning.*
- *A good reader is more likely to become an efficient user of the language rather than one who is deficient in reading.*

Who is an efficient reader?

The aim of a comprehensive language course like **Broadway** is to train learners to become efficient readers. The important characteristics of efficient readers are:

- They have the ability to read with maximum comprehension in the minimum possible time.
- They read silently and rapidly.
- They are able to adapt their reading speed to suit their purpose and the difficulty of the reading material. They know, for example, that maximum comprehension is required when reading a manual on how to operate a scientific instrument but that a lesser degree of comprehension is usually adequate when reading a story for pleasure.
- They have learnt to use standard aids to reading, such as a glossary and a dictionary.
- They have learnt to employ a variety of reading strategies. For example, they know how to *skim*: to read through a text rapidly in order to get its main idea or gist. They know how to *scan*: to read a text quickly in order to look for a particular piece of information that they believe is in it.
- They have developed the right ‘physical’ habits for reading: no head movement, no lip movement, no murmuring, no going back and forth on the line, and no running a pencil or finger on the line. In addition, they have learnt to read words in sense groups and not merely one word at a time.

How can reading comprehension and higher-order thinking skills be developed?

1. *By using comprehension questions that challenge the mind in different ways*
 - *Factual or literal questions*: These involve the ability to extract explicitly stated largely factual information from a text. *See CB 6, Learn to read–1, questions 1, 3 and 4, Unit 4, etc.*
 - *Inferential or interpretative questions*: These require the learners to read between the lines, i.e. they require the ability to draw conclusions not explicitly stated in the text but implied by the facts provided. *See CB 6, Learn to read–1, questions 2 and 3, Unit 3, etc.*
 - *Critical or evaluative questions*: These demand an understanding of what is stated and implied in a text as well as the ability to judge the ideas in light of the learners’ own experiences. *See CB 6, Learn to read–2, Unit 4, questions 1 to 7, etc.*
 - *Extrapolative questions*: These involve using the information in a reading text to go beyond the text to express original and creative ideas. *See CB 6, Learn to read–2, Unit 2 question 5.*
2. *By using comprehension questions that demand two opposing levels of comprehension*
 - *Global questions* that necessitate an overall understanding of the text. *See CB 6, Learn to read–1, question 5 in Unit 2, etc.*
 - *Local questions* that necessitate an understanding of some specific details of the text. *See CB 6, Learn to read–1 question 3 in Unit 2, etc.*

3. *By using a variety of question types*
True/False, Yes/No, Wh-type, multiple choice, completion, fill in the blanks, matching, and rearrange-in-the-right-sequence questions are required to make the teaching of reading interesting and meaningful.
4. *By making the reading process meaningful*
Trained readers recognize that the reading text will extend their knowledge or skill in some way, provide fresh perspectives on prior knowledge, offer new information, or aid intellectual, emotional or spiritual development.
5. *By showing learners that reading is an interactive process*
When learners read they agree, disagree, question, or respond. Their reaction to a text is therefore determined by their previous knowledge of the content or theme of the text, their attitude to the content, who the author is, the genre, and the degree of interest they have in the subject matter.
6. *By linking reading to the development of writing skills and study skills*
Reading can be profitably integrated with the teaching of writing and study skills such as note-making and referencing.

The reading tasks in the *Broadway* books are based on this checklist of subskills:

1. Using reading as a tool for learning
2. Giving evidence of having mastered desirable habits of silent reading
3. Understanding explicitly stated information in a text
4. Understanding information not explicitly stated in a text, through making inferences
5. Deducing the meaning of unfamiliar lexical items through an understanding of word formation (stem/roots, affixation, derivation, compounding) and contextual clues
6. Understanding texts that are linguistically straightforward and have a very clear underlying structure e.g., chronological ordering
7. Recognizing conceptual meaning, especially quantity and amount, location and direction, and comparison and degree
8. Identifying the main idea, or important information, and significant details in a text that is not linguistically complex
9. Understanding relations between parts of a text through basic lexical cohesion devices such as anaphoric reference and comparison
10. Understanding relations between parts of a text through basic grammatical cohesion devices such as anaphoric reference and comparison
11. Skimming to obtain a general impression of a text
12. Scanning to locate specifically required information in a text
13. Evaluating characters in a narrative text
14. Reading extracts from simplified classics for pleasure

General guidelines for teaching reading

- Ask learners to read the passage concerned *silently* and on their own.
- Do not always read a passage aloud and explain or paraphrase it. Remember that our main aim is to help learners become independent readers. However, where necessary, you can explain or paraphrase a text *after* learners have read it. Read out a text only when the focus of the lesson is on showing learners how a text should be read aloud with correct pronunciation, word stress, sentence stress, intonation, and pauses.
- Always set a reasonable *time limit* for your learners to read a passage silently. It is useful to ask them to read the passage once in order to get its global idea. A more detailed reading of the passage should follow when learners can attend to the local content of the passage.
- Tell learners that while they are reading a text they should look up the *glossary* provided.
- After learners have finished reading the text in question, start probing their comprehension of it. A good way of beginning this phase of the lesson is by asking a few students to attempt an *oral summary* of the text (especially in the case of stories).
- Almost as a rule, the comprehension tasks should be worked *orally* before learners are asked to write down their responses to some of the questions.
- Remember not to turn the reading comprehension sessions into memory tests. Our focus here is not on recall but on *comprehension*. Encourage learners to refer to the text as they work through the comprehension questions.
- Do not turn reading comprehension sessions into mere question-answer sessions. It is important to encourage learners to not only come up with responses but also to *justify* them.
- Always remember to give learners *feedback* on their responses. Explain whether a particular response is acceptable or not and why it is so. In the case of evaluative comprehension questions, where reader responses might vary, *avoid* insisting on one correct answer. What is crucial is the justification offered by individual learners in support of their responses.
- On occasions, it might be necessary for you to *add* to the questions in the reading section so as to make it more accessible and meaningful.
- In the final part of the reading comprehension session, attempt a *recapitulation* of the reading text.

4. Teaching Words

Words constitute an important part of language learning. Therefore, it is necessary to pay attention to enlarging the learner's store of words.

The *Broadway* course ensures that a learner adds to his or her word-store. Each unit contains a section, **Learn words**, that builds on vocabulary related to the topic/theme of the unit and/or extends it in ways that enable them to be used in a variety of communicative situations. The sections **Learn pronunciation** and **Learn spelling** provide additional support so that 'knowledge' of a word is translated into the ability to use it in speech and in writing.

What aspects of vocabulary should we teach?

The exercises in the *Broadway* series are carefully planned and developed so that the different aspects of 'word knowledge' are covered. The exercises cover the following aspects:

1. *Recognition of spoken and written forms*: The words covered in the section **Learn words** should become part of the learner's repertoire. To this end, it is necessary to make sure that learners recognize words when they occur as part of connected speech. During the course of an exercise, ensure that they have the opportunity to hear the words. Where possible, they should hear it used in a variety of contexts or example sentences.
2. *Use in speech (pronunciation) and writing (spelling)*: The next step in coming to grips with a word is to know how to pronounce it correctly in speech and to spell it correctly in writing. The sections **Learn pronunciation** and **Learn spelling** focus on this aspect of word use. The exercises provide practice in the use of words, and rules that help the learner understand basic spelling patterns. It is important to ensure that correct pronunciation habits are established. The earlier books in the *Broadway* course focus on this element in the **Learn pronunciation** section. If there is any doubt about the pronunciation of a word in the text, use a dictionary that gives the pronunciation of words using phonetic symbols.
3. *Grammatical forms*: Knowing a word means knowing the various grammatical forms of the word. For instance, it is important for the learner to know that *talked* and *talking* are different forms of the verb *talk*, while *smaller* and *smallest* are forms of *small*. A word may also have different functions; it may function as a noun and a verb, or as a noun and an adjective, e.g. *kick* (n., v.), *invalid* (n., adj.).
4. *Other meanings*: Many words have more than one meaning. Throughout a reading text, learners are likely to encounter only one

meaning of a word. Exercises in **Learn words** take the learner further by introducing other meanings of the words. This is particularly useful as many of the earliest and commonest words learners come into contact with are those that have several meanings, e.g. *fair* can mean—quite good, just, light complexion, fine weather.

5. *Synonyms and antonyms*: One of the most useful ways of understanding words is by comparing them with others with a similar meaning—synonyms. See *CB 6, Unit 5*. They also serve to provide the learner with words that can express different shades of meaning: a *big* house, a *large* house, a *huge* house. While teaching synonyms it is important to stress that a word does not mean exactly the same as its synonym but is similar in meaning to it. Therefore, we can talk about a *big* house and a *large* house but not a *gigantic* house or an *immense* house. This aspect of synonyms is best conveyed by teaching words in context, as in the examples above. A word can sometimes also be understood by contrasting it with a word with the opposite meaning—antonyms. For example, *light* is easily understood when contrasted with *heavy*.
6. *Prefixes, suffixes, and compound words*: The ability to increase your word-store is multiplied several times once you learn how to recognize and use prefixes and suffixes. Knowledge of the most common prefixes and suffixes enables learners to develop their vocabulary without always depending on the teacher. This is also true of compound words. See *CB 6, Units 4 and 5*.
7. *Collocations*: A very important aspect of using words correctly in speech and in writing is knowing how words relate to each other—collocations. For example, one can ‘say a prayer’ but not ‘tell a prayer’. Collocations in English are ‘fixed’, and not knowing how they operate can make one’s English sound ‘strange’ and ‘peculiar’. This is an aspect that needs attention because words collocate differently across languages. While in some languages it is correct to ‘drink a cigarette’ (Urdu) or ‘eat a cigarette’ (Bengali), in English neither ‘drink’ nor ‘eat’ is acceptable as ‘cigarette’ collocates only with ‘smoke’. See *CB 6, Unit 5*.
8. *Connotations*: In the early stages, learners are likely to come across words used in their main or actual meaning—denotational meaning. However, as learners progress to higher levels, knowledge of the connotations of words helps them understand that words can be used to convey attitudes and feelings in addition to the actual meaning. For example, ‘white’ represents a ‘colour’ but it can also stand for ‘peace’, ‘purity’, ‘goodness’, or even ‘surrender’ (‘a white flag’).
9. *Idiomatic use—phrasal verbs, similes*: The ability to use words correctly is an important aspect of learning a language. However, effective and ‘natural’ communication is dependent in large measure on the ability to use language idiomatically. Idioms, like collocations, are ‘fixed’ and cannot always be explained by the strict rules of

grammar. One of the most common is the class of phrasal verbs (or multi-word verbs). These usually have one-word equivalents, but the phrasal verb often gives a more idiomatic and ‘natural’ flavour to speech whereas its one-word equivalent would be more formal and therefore more suited to writing. *See CB 6, Unit 6.*

10. *Word families:* The **Learn words** sections also carry a variety of exercises that show learners how words are classified. This is particularly useful at the earlier levels because it helps learners to increase their vocabulary by relating words to those they already know.

5. Teaching Grammar

The main purpose of the Grammar section in the *Broadway* series is to provide a comprehensive coverage of grammatical structures and to enable the learners to internalize them.

What is grammar?

Grammar can be defined as the way words are put together to make correct sentences in a language. It can also be defined as the rules of a language that govern the different ways in which words are strung together to produce meaningful sentences. A sentence is grammatical if it follows the rules of grammar, and ungrammatical if it doesn't. For example, ‘She is happy’ is grammatical but ‘She are happy’ is not. ‘She’ is singular and so takes the verb ‘is’, unlike ‘are’ which is used with plural subjects.

Why does a teacher need to have a sound knowledge of grammar?

A language teacher usually has no trouble identifying an ungrammatical sentence. She may, however, have a problem explaining why the sentence is ungrammatical. It is important, therefore, for her to have both implicit and explicit knowledge of grammar so that not only does she use grammatically acceptable sentences herself but is also able to explain the rules of the language to her students. Such knowledge will also help her select appropriate techniques when presenting grammar items, analyzing learners’ errors, and providing feedback and correction.

What features of classroom activities support the learning of grammar?

- *Activities should be meaningful.*
They should relate to the learners’ own needs and therefore engage them as people. *See CB 6, Learn grammar in Units 3 and 4.*
- *Activities should be purposeful.*

They should involve the learners and hold their interest. Learners appear to learn better when personal involvement is required (*See CB 6, Learn grammar*)

- *Activities should have a social function.*

They should persuade learners to interact with one another, and with others so that they get a sense of the usefulness of the language they are learning. *See CB 6, Learn grammar in Unit 4 and Unit 7.*

- *Activities should provide plenty of practice.*

They should encourage the recycling of structural items so that learners have an opportunity to use them in different contexts and also have increased exposure to them. *See CB 6, Learn grammar, Unit 5 and Unit 6.*

- *Activities should provide variety.*

Children at the primary level have short attention spans and therefore the teacher needs to use a spread of activities to keep them attentive. For example, a variety of activities can be used in the teaching of the imperative.

Game: Simon says (Shake your head, touch your nose, etc.)

Rhyme: One, two, buckle my shoe, etc.

Song and mime: If you're happy and you know it, clap your hands, etc.

Physical activity: Stand up, sit down, stretch your hands, etc.

Information gap: Learners work in pairs to draw a picture, etc. by giving and receiving instructions

- *Activities should encourage active participation.*

Children enjoy doing things, so the teacher needs to think of activities that will encourage them to interact with one another in a threat-free environment. One example of such an activity is 'Find someone who...'

Prepare a task sheet for each of the learners in class. Tell the learners to move around and ask each other questions to complete the task sheet.

Find someone who...

1. can speak three languages
2. can ride a bicycle
3. can stand on his head
4. can make an omelette
5. can play chess

What are the stages in the teaching of grammar?

The *Broadway* course has the following stages built into its grammar sections across the Coursebooks: *Selection* (of the grammar items), *Gradation*, *Presentation*, *Practice*, *Production*, *Revision*, *Testing*, and *Remediation*—in that sequence. We will offer a few helpful comments about only three of the stages: Presentation, Practice, and Production.

Presentation

Presentation is the stage in a grammar lesson when a new grammatical structure is introduced to the class. This includes letting learners listen to

the form and see it in writing, and helping them understand how it is used and what it means. Presentation also means introducing the form in an appropriate context. The **Broadway** Coursebooks almost always introduce a new grammatical structure in the context of the main reading text in which it appears. An important point for the teacher to bear in mind at the presentation stage is whether the underlying rule should be brought to the learners' attention. She also needs to decide whether to elicit it from the learners on the basis of examples (*the inductive method*), or to give it herself and invite them to produce examples (*the deductive method*).

Practice

Practice is the stage in a grammar lesson when learners focus attention on the new structural item, so that they can gain fluency in it and learn the correct word and pronunciation of the item. At this stage, the teacher's job is to help learners memorize/internalize the item through intensive, controlled practice. This stage also enables her to provide feedback, and correction if required. The **Broadway** Coursebooks and Workbooks help with this stage by including a variety of practice activities.

Production

Production, which sometimes overlaps with the Practice stage, is clearly a crucial stage in the teaching and learning of grammar. The teacher's job at this stage is to nudge learners away from form-focussed accuracy to a fluent but acceptable production of the grammatical item. This means that she should reduce control and encourage learners to explore the item they have learned, and to help them use it to express their own content. When this happens, learners will realize the usefulness of the item/form they have learned. The production stage in the **Broadway** Coursebooks and Workbooks is manifested in several ways including information gap, problem solving, and 'personal experience' tasks.

What are the qualities of good grammar tasks and activities?

The **Broadway** series assumes that the learning of grammar is most effective when learners enjoy what they are doing, and when the teaching is relevant to their needs. The course, therefore, sees the qualities of good grammar tasks as those that:

- guide learners towards meaningful and purposeful use of the language
- avoid mindless manipulation
- frequently focus on the communicative functions that grammatical structures perform. *See CB 6, Learn grammar; Unit 4 and Unit 7.*
- teach grammar through a combination of sentence-based work and discourse (or sentences in combination).
- present grammar in contexts that the learners can relate to.

What are the main principles of teaching grammar?

The teacher should bear in mind that

- grammar is talking about the language and not language itself

- grammar can strongly support the language experience but cannot replace it
- only the most essential labels, definitions, and rules should be used
- in tests and examinations, the ability to apply rules of grammar should be tested, not the ability to reproduce them.

6. Teaching Dictionary and Study Skills

‘A teacher is indeed wise who does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind,’ said Khalil Gibran (1926). It is now universally accepted that the primary aim of education is to enable learners *to learn how to learn*. In an era of information explosion and narrow specializations, teachers cannot any longer aspire to be omniscient gurus. Their primary role is to help learners locate suitable sources of information, access relevant information from the identified sources, and record the gathered information in an easily retrievable format. In the context of language teaching, the teacher of English is required to help learners develop a crucial set of study skills that will eventually enable them to become autonomous and self-dependent: reading and making notes, listening and taking notes, summarizing useful information, transferring information from a verbal mode to a non-verbal mode and vice-versa, and accessing different sources of reference (e.g. a dictionary).

The main objective of the Study Skills section in the *Broadway* Coursebooks is to familiarize learners with the use of a dictionary. The exercises in **Learn to use the dictionary** are based on the following checklist of dictionary skills:

1. Locating words in alphabetical order
2. Using guidewords to locate headwords
3. Finding the pronunciation of words using the system of phonetic symbols employed in a dictionary
4. Dividing words into syllables
5. Interpreting word stress
6. Finding the spelling of a word, and variations in spelling if any
7. Finding the meanings of words
8. Interpreting typical dictionary definitions
9. Selecting the one meaning appropriate to the context from the different meanings provided
10. Understanding the collocation of words
11. Recognizing word families and derivatives
12. Finding synonyms and antonyms
13. Distinguishing between homonyms, homophones, and homographs
14. Understanding the usage of a word and its grammatical context
15. Using cross-references to obtain more information about words

16. Finding the meanings of idiomatic expressions
17. Finding the meanings of phrasal verbs
18. Using the notes provided to avoid common errors.

7. Teaching Writing

It is worth recalling what Harold Rosen (1981) said about the nature of writing: *'The writer is a lonely figure cut off from the stimulus and corrective of listeners... He is condemned to monologue; there is no one to help out, to fill in silences, put words in his mouth, or make encouraging noises.'* Not surprisingly, writing poses a problem for learners of English: the need to organize ideas and arguments, to be linguistically accurate, to use a variety of words and grammatical structures, and to be stylistically appropriate.

What aspects of writing should we emphasize?

- *Writing as a channel for learning English.* Writing, along with listening, speaking, and reading are tools in the process of learning significant elements of English and developing a command over the language.
- *Writing as a goal of learning English.* The development of writing skills is necessary to fulfil purposes such as writing letters, reports and messages, making notes, and preparing summaries.
- *Writing with coherence and cohesion.* Employing various rhetorical and linguistic means by which the parts of a written text are made to relate to one another and to constitute a continuous, organized whole.

What are the developmental stages in learning to write?

1. Writing as a mechanical activity
The focus, at this stage, is on writing as an end in itself. Learners spend considerable time on pre-communicative activities through which they learn the mechanics and conventions of writing (handwriting, spelling, and punctuation) which are necessary for written communication.
2. Writing as a linguistic activity
At this stage, the aim is to provide learners with practice in writing error-free sentences or paragraphs on given topics. The exercises are usually completely or partially controlled and are a means for getting learners to practice a specific language point. This kind of writing is characterized by maximal teacher, and minimal learner, input.
3. Writing as communication
This stage represents real written communication, which is characterized by a sense of purpose, a sense of audience, and a sense of direction. The abilities a learner requires to produce a competent piece of continuous writing include:
 - getting the grammar right
 - having a range of vocabulary

- punctuating meaningfully
- using the conventions of layout correctly, e.g. in letters
- spelling accurately
- using a range of sentence structures
- linking ideas and information across sentences to develop a topic
- developing and organizing the content clearly and convincingly
- employing a style suitable for the purpose, reader, and occasion.

What are the steps in writing a composition?

1. Studying the topic announced by the teacher or decided on collectively by the class
2. Generating ideas through pair, small group, or class discussion or individual listing of ideas
3. Selecting and organizing the generated ideas, and producing a plan or outline
4. Writing the first draft based on the prepared plan
5. Getting feedback on the draft from the teacher/classmates on points of content and meaning
6. Revising/rewriting the draft by incorporating the suggested changes
7. Proofreading the second draft
8. Getting the second draft edited by the teacher
9. Producing the final version
10. Getting the composition ‘published’ in the class newspaper or displayed on the bulletin board

The writing tasks in the *Broadway* series are based on this checklist of subskills:

1. Showing evidence of having learnt to write fairly neatly and legibly, but rather slowly
2. Using spacing, capitalization, and basic marks of punctuation, e.g. the *full stop*, *question mark*, and *comma*
3. Spelling familiar, frequently-used words correctly
4. Giving evidence of control over basic grammatical features, e.g. word order, inflection, and concord
5. Giving evidence of control over basic grammatical structures and the syntax of basic coordination and subordination
6. Expressing relations between parts of a text through basic lexical cohesion devices such as repetition and synonymy
7. Expressing relations between parts of a text through basic grammatical cohesion devices such as pronominal substitution and comparison
8. Attempting conscious organization of a text using paragraphing and a few basic discourse markers (*See CB 6, Unit 5*)
9. Showing some awareness of style vis-à-vis the purpose of writing and the intended audience. (*See CB 6, Units 4 and 6*)
10. Supplying personal information on simple forms, and writing short messages, narratives, and descriptions. (*See CB 6, Units 2 and 7*)

11. Revising their written work and correcting the more obvious errors of spelling and punctuation

8. Teaching Speaking

Why is speaking often regarded as the most important of the four language skills? Perhaps because, as Penny Ur (1996) says, '*People who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.*'

What is the main objective of teaching speaking?

The single most important reason for teaching speaking is to develop *oral fluency*, that is, the ability to express oneself intelligibly, reasonably accurately, and without undue hesitation. Donn Byrne (1976) argues that to meet this objective, learners will have to be brought from the stage where they merely imitate a model or respond to cues to the point where they can use the language to express their own ideas and feelings, processes that must to a large extent be in simultaneous operation.

For oral fluency to be attained, learners will need two complementary levels of training. **Broadway** Coursebooks offer an introduction to these two levels: practice in the *manipulation of the fixed elements* of English (or accuracy-based elements such as pronunciation) and practice in the *expression of personal meaning* (or fluency).

Why do learners need oral fluency in English?

Learners of English will want to use speech principally for two reasons:

- To give and receive information, that is, for transactional or message-oriented purposes
- To maintain good social relationships, that is, for interactional purposes focused on sharing personal experiences and opinions.

What are the principles of teaching speaking?

1. *Take account of the student as a person*
 - be sensitive, sympathetic, and encouraging
 - select material that is motivating and within their ability
2. *Reduce anxiety by moving from easy to less easy*
 - help students take short turns
 - provide a familiar, private environment
 - use information-gap activities
 - try the activity yourself first!
3. *Maintain a careful balance between accuracy and fluency*
 - provide practice in pronunciation, word stress, sentence stress, intonation, and pause
 - provide opportunities for fluent use of speech

4. *Provide a good model for students to imitate*
 - learn to speak English acceptably yourself!
 - repeatedly use target speech patterns
 - consciously teach correct pronunciation, etc
5. *Provide appropriate stimuli for eliciting speech*
 - pictures, stories, songs, conversations, etc
 - books, radio, TV, cinema, audio and video cassettes, etc
6. *Vary classroom interaction modes*
 - individual to whole class
 - pair work
 - group work
7. *Give clear instructions*
 - speak loudly, slowly, and clearly
 - demonstrate the proposed task
8. *Monitor student activity continuously*
 - encourage those who find the activity difficult
 - note down common and recurring errors
 - praise students who perform well or try hard
9. *Prepare well for class*
 - make a checklist of things to obtain
 - make a checklist of things to do
10. *Handle errors sensitively and effectively*
 - ignore performance errors
 - ignore errors that are repeated
 - correct errors in language areas that you taught recently
 - correct errors that might shock listeners (e.g. 'childrens')
 - correct errors in structures that need to be used frequently by the student (e.g. *'What means this?' instead of 'What does this mean?')
 - correct errors through *modelling*
(S: *M's mother was died.
T: M's mother was dead.)
 - correct errors through *flooding* to 'wash them out'!
 - correct errors through *explanation*
11. *Remember correction depends on:*
 - the *phase* of the lesson (*Is it the accuracy phase?*)
 - the *self-confidence* of the student

(*'Whoever wants to speak well must first murder the language'*—Jespersen, 1904)

The speaking tasks in the *Broadway* series are based on this checklist of subskills:

- Articulating English sounds in words and connected speech with a fair degree of accuracy.

- Articulating basic stress patterns within common words fairly accurately (*See CB 6, Learn pronunciation, Unit 1*)
- Manipulating variations in stress in connected speech to produce intended meaning with a fair degree of success
- Producing basic intonation patterns in connected speech to produce intended meaning with a fair degree of success
- Using basic courtesy formulas, conventional greetings, and formulaic expressions (*See CB 6, Unit 6 Learn to speak, Units 2 and 4*)
- Conveying a simple message in person or by telephone
- Framing simple questions to elicit the desired response, and providing appropriate responses to simple questions (*See CB 6, Unit 6 Learn to speak*)
- Presenting information in sequence in simple narratives and descriptions, using a few discourse markers and cohesive devices (*See CB 6, Unit 6 Learn to speak, Units 4 and 5*)
- Participating in simple discussions on familiar topics. (*See CB 6, Learn to speak, Units 6 and 7*)
- Expressing ideas, opinions, and feelings in simple English. (*See CB 6, Learn to speak, Units 1, 3, 6 and 7*)
- Reading familiar textual material aloud, with reasonable fluency and accuracy
- Reciting rhymes and simple poems, and singing popular songs with reasonable fluency and accuracy (*See CB 6, Learn to listen in Unit 2*)

9. Teaching Listening

It is worth recalling a famous quotation: ‘*Listening is not merely not talking... it means taking a vigorous human interest in what is being told us. You can listen like a blank wall or like a splendid auditorium where every sound comes back fuller and richer.*’ (Alice Duer Miller)

The **Broadway** series is one of the rare school courses in the language curriculum that emphasizes the importance of listening and the need for learners’ active participation in the listening process.

The section **Learn to listen** incorporates the two fundamental processes of listening comprehension: *top-down* and *bottom-up* processing. Top-down processing requires learners to use background knowledge and other clues to achieve comprehension, while bottom-up processing requires them to make sense of elements, like words and sentences in a listening text, to arrive at meaning.

Why should we overtly teach listening in the English classroom?

1. Listening is a necessary part of our routine. As Wilga Rivers (1981) remarked: ‘We listen twice as much as we speak, four times as much as we read, and five times as much as we write.’

2. Listening effectively involves a unique set of skills that are quite different from those of the other language skills.
3. Listening is as important as speaking. We cannot communicate face-to-face unless the two are developed in tandem.
4. Since listening and speaking are, in many contexts, reciprocal skills, learning to speak well depends crucially on learning to listen well.

How can we help learners develop their listening skills?

- *By helping them listen for a purpose.* If they have a clear purpose, they will be able to employ an appropriate listening strategy, such as listening for key words or listening for information.
- *By helping them listen for meaning.* If they are trained to locate the main point or gist of the listening text, they will learn that the aim is not to recall the specific words or phrases the speaker used but to understand the main idea.
- *By helping them listen in realistic contexts.* If they learn to listen to a range of texts including *interactional* (or social) talk and *transactional* (or informative) talk, they will easily build a bridge between the classroom and the real world.
- *By helping them listen flexibly.* If they are encouraged to listen to the same input several times, each for a different purpose, they will develop their own goals for listening, like ‘skimming’ for gist and ‘scanning’ for specific information.
- *By helping them recognize the organization of a listening text.* If they are trained to recognize *advance organizers* (like ‘I will first talk about...’) they will learn to cope more easily with academic texts across the curriculum.

What are the general guidelines for teaching listening in the *Broadway series*?

- Do a short ‘warm up’ or ‘pre-listening’ activity based on the theme or topic of the listening text.
- Set one or two overview or gist questions for learners to answer when they listen to the text.
- Read the transcripts of the listening texts once, and ask learners to answer the gist questions.
- Discuss the answers.
- Direct learners to the task in the Coursebook, and ask them to study it.
- Read the transcripts of the listening texts again.
- Give learners a few minutes to complete the task (or check their answers if they did the task while listening to the text).
- Discuss the answers, and confirm them by reading the relevant portions of the text if necessary.
- Use the topic, or the language of the listening text, as a stimulus for an extension activity involving discussion or writing.

The listening tasks in *Broadway* are based on this checklist of subskills:

- Discriminating between the basic sounds and phonological features of English including vowels, consonants, diphthongs, and consonant clusters (*See CB 6, Learn pronunciation exercises*)
- Discriminating between the basic patterns of word stress, sentence stress, and intonation
- Recognizing basic discourse features in short spoken texts
- Responding to simple oral instructions, requests, and directions, conveyed in person or by telephone (*See CB 6, Learn to listen exercises*)
- Understanding and responding appropriately to simple questions, statements, and courtesy formulas.
- Understanding the main ideas, and some significant details, of simple spoken narratives and descriptive texts (*See CB 6, Learn to listen exercises*)
- Listening for a specific purpose, e.g. news broadcasts and telecasts, commentaries, and railway station announcements (*See CB 6, Learn to listen in Unit 7*)
- Understanding the most frequently occurring contracted forms, e.g. *I'm, it's, don't, can't, isn't*
- Listening to and appreciating popular rhymes, poems, and songs (*See CB 6, Learn to listen in Unit 2*)

10. Teaching Poetry

Here is a set of procedures that could be employed in teaching a poem:

1. Introduce the theme of the poem by using individualized work, pair work, group work, or a class discussion.
2. Read the poem aloud after instructing learners to keep their books shut. Now ask a (global) question or two to help them recall words, phrases, and even whole lines from the poem.
3. Read the poem aloud again. (Remember, learners' books are still shut.) Again, help your class rebuild the poem from memory.
4. Read the poem aloud yet again, but this time ask the learners to follow it in their books. This step will help the class combine their auditory and visual experiences as you read.
5. Now ask the class to study the poem silently. Encourage them to consult the glossary/notes as they read. Supplement the glossary with additional explanations, if necessary.
6. After the learners have read the poem on their own, discuss the content, structure, and style of the poem using comprehension questions provided in the section **Learn to enjoy the poem**. Ask supplementary questions if necessary. During this phase, do not attempt to paraphrase

the poem but do ensure that all or most learners participate in the discussion.

7. After you have discussed the poem, read it out again or have it read aloud by one or more learners or use the taped version. This is a splendid method of reconstituting the poem after its 'dissection' in the previous phase.
8. Read out a thematically similar poem, if you can find a suitable one.

11. Multiple Intelligences and Higher-order Thinking Skills

Howard Gardner, who proposed the existence of multiple intelligences, said in 1987: '*It is of the utmost importance that we recognize and nurture all of the varied human intelligences, and all of the combinations of intelligences. We are all so different largely because we all have different combinations of intelligences. If we recognize this, I think we will have at least a better chance of dealing appropriately with the many problems that we face in the world.*' **Broadway** endorses Gardner's basic argument that we should respect the many differences between people, and the varied tasks and activities in the Course reflect the essentials of these eight intelligences:

1. *Logical-mathematical*: Skills related to mathematical manipulation and the discerning and solving of logical problems (related careers: scientist, mathematician)
2. *Linguistic*: Sensitivity to the meanings, sounds, and rhythms of words, as well as to the function of language as a whole (related careers: poet, journalist, author)
3. *Bodily-kinaesthetic*: Ability to excel physically and to handle objects skilfully (related careers: athlete, dancer, surgeon)
4. *Musical*: Ability to produce pitch and rhythm as well as to appreciate various forms of musical expression (related careers: musician, composer)
5. *Spatial*: Ability to form a mental model of the spatial world and to manoeuvre and operate using that model (related careers: sculptor, navigator, engineer, painter)
6. *Interpersonal*: Ability to analyze and respond to the motivations, moods, and desires of other people (related careers: counsellor, political leader)
7. *Intrapersonal*: Knowledge of one's feelings, needs, strengths, and weaknesses; ability to use this knowledge to guide behaviour (related benefit: accurate self-awareness)
8. *Naturalist*: (Gardner's most recently defined intelligence) Ability to discriminate among living things, to classify plants, animals, and minerals; a sensitivity to the natural world (related careers: botanist, environmentalist, chef, other science- and even consumer-related careers)

Higher-order Thinking Skills and Life Skills in CB 6

Unit	Section	Skill
1 <i>Media</i>	Starter Learn to read–1 Learn to read–2 Learn to write Posters	Problem-solving Deduction Reflection Evaluation Justification Analysis Interpretation Deconstruction
2 <i>Relationships</i>	Starter Learn to read–2 Poem	Expressing opinion Evaluation Reflection Extrapolation Justification Extrapolation Interpretation
3 <i>Teachers</i>	Starter Learn to read–1 Learn to speak Poem	Categorization Deduction Reflection Evaluation Justification Comparison Interpretation
4 <i>Adventure Sports</i>	Learn to read–2 Learn to speak Poem (qn. 6)	Expressing opinion Evaluation Comparison Justification Deduction Deduction Justification Analysis
5 <i>Folklore</i>	Starter Learn to read–1 Learn to read–2 Learn to listen	Problem-solving Evaluation Justification Extrapolation Evaluation Expressing opinion Evaluation

<p>6 <i>Feathered Friends</i></p>	<p>Starter Learn to read–2</p> <p>Learn to write</p>	<p>Inference Deduction Analysis Interpretation Reference Categorization</p>
<p>7 <i>Science and Technology</i></p>	<p>Starter Learn to read–1</p> <p>Learn to speak</p> <p>Learn to listen</p>	<p>Argument/Debate Inference Evaluation Evaluation Interpretation</p> <p>Interpretation</p>

12. Lesson Plan for Teaching a Poem

Metamorphosis

Warm-up

1. Start by asking the students whether they have noticed how little children behave on their first day at school. *What have they noticed?* Let students discuss this for a few minutes in pairs or groups. Encourage them to share their ideas with the rest of the class.

Listening and active recall

2. Read the poem aloud while the students listen with their books shut.
Ask: Is the poem about why children are reluctant to go to school? (The students will hopefully say 'No'.) What is the poem about? (Students respond.)
Can you recall any words or phrases from the poem that describe the children and the teacher? Get as many responses as possible.
3. Read the poem aloud once more while the students listen with their books shut. Attempt to recreate the poem with help from the students.

Combining auditory and visual experience

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

Analysing the poem

5. Ask the students to read the poem silently. Draw their attention to the glossary of unfamiliar words. Add additional explanations to these, if necessary. If you decide that there are other words/phrases that might create problems for students, provide meanings/explanations of these.

6. After students have read the poem
 - encourage a discussion of it using the questions under **Learn to appreciate the poem**. Add questions of your own to ensure fuller coverage of the poem, and to make sure that students understand it. [Make questions your teaching tool rather than ‘explanations’. Explanations and paraphrasing prevent learners from making the effort to understand the poem on their own. Keep the questions short and simple. Do not demand complete sentences as answers.]
 - draw attention to the use of *language* (e.g. phrases like ‘A tangle of tears and smiles’, ‘rustling of their wings’)
 - draw attention to the *cyclical structure* of the poem (e.g. the poem begins and ends in a similar way)
 - discuss the use of metaphors in the poem, like the life cycle of a butterfly and a journey
 - draw attention to the use of alliteration and other poetic devices
 - make them do the exercise under **Activity**

Recreating the experience

7. Encourage students to read the poem aloud. [When teaching poetry initially, this reading can be done by the class (with the teacher leading) or by small groups taking turns with a stanza each. At a later stage, individual students can take turns to read the poem aloud.]
8. (*Optional*) A good follow-up activity would be to encourage students to write a short description of their first teacher.
9. If you can find a thematically similar poem, read it out to the class.

13. Lesson Plan for Teaching a Prose Unit

Teachers

PREPARING TO READ

Starter

1. Ask the students to see the picture on page 53 read the lines and questions on the page.
2. Ask the students to supply the answers to the questions given on page 53.
3. Ask the students in groups:
 - Do you think the teachers are largely responsible for the success of their students?
 - Or, do you feel successful adults would have become popular even without the support of the teachers?

6. Ask them to give the names of a famous teacher-student pairs they know.
7. Ask students if they can guess what they are going to read about in this unit.
(Students will probably read out the title of Section-1.)
6. Ask students what they think the passage will tell them about this person.
Encourage a variety of responses. (If students say, ‘About his life’, encourage them to be more specific.) Put student responses up on the blackboard and leave them there.
7. Tell students that they can find out if their guesses are correct by reading the passage.

Section—I

READING

STAGE ONE

1. Ask the students to silently read the introduction and first five paragraphs of the passage.
2. Direct their attention to the meanings of difficult words, which are given in the glossary screen.
3. When they have finished reading, direct their attention to the blackboard. Ask them if the passage, so far, has given them any of the information they were expecting. Students should be able to identify some of these. As they call them out, erase these from the board leaving the others intact.
4. Turn to Learn to read–1 and ask students the first five questions.
 - Allow students to refer back to the text when answering.
 - Ask a question, and allow several students to answer before affirming the correct answer. Ask a student who answered correctly to go back to the text and tell you where the information is. The student should read out the portion of the text that contains the answer. Ask others if they agree.
 - Read the relevant portion aloud yourself, so that the whole class can hear it. If any student gave you a wrong answer initially, check briefly if he/she now understands why his/her answer was wrong. Ask the student to state the correct answer or read the relevant portion from the text.
 - DO NOT attempt to correct grammar or pronunciation at this point. Concentrate on allowing students to express their understanding of what they have read.

5. Go on to the next five questions. For each one, repeat steps as in 4 above.

STAGE TWO

6. Ask students to read to the end of the passage.
7. After they finish, turn to the blackboard and repeat step 3.
8. Turn to Learn to read-1 and ask students questions 6, 7.
9. Repeat step 4, above, for each question.
10. Draw the students' attention to their correct predictions. Ask them how they guessed so many correctly. If there are any 'guesses' still on the blackboard, tell them that not all our predictions about a story turn out to be correct but several do.
11. Homework: Questions 1-7 can be set for homework. Ask the students to write out the answers on their own.

VOCABULARY

Learn words

1. Learn words exercise 1: Draw their attention to the dictionary meaning of the word 'troupe'. Explain the meaning of the word 'troupe' through examples. Tell them about other 'group words' that are used to describe people involved in the same job or occupation.
 - Ask them to attempt the exercise.
 - When they finish the exercise, ask them to supply the answers.
 - Discuss the answers.
 - Then ask them which 'group word' can be used for swimmers.

Repeat the same for b, c, d, e, f, g.

2. Learn words exercise 2:
 - Ask them attempt the exercise.
 - Take feedback from the students randomly.
3. Gender nouns:
 - Draw the students attention towards the types of gender nouns in the coursebook.
 - Ask them to attempt the exercise.
 - Take feedback randomly from students and discuss the answers.
 - Ask students to explain why they thought their choice was the odd one out.

GRAMMAR

Learn grammar

A. The present perfect tense

1. Put up, on the blackboard, a few sentences that are in the present perfect tense.

2. Draw attention to the form: *have/has + participial (-ed/-en) form of the verb.*
 3. Explain the uses of the present perfect tense. Draw their attention to the rules given in the box. Explain the rules.
 4. Ask them to give more examples of sentences in the present perfect tense.
 5. Ask them to then attempt exercise 1.
 6. Discuss the answers.
 7. Next, draw their attention to the input paragraph before exercise 2. Tell them that the verbs in the input are in the present continuous form. Ask them to underline the verbs. Then instruct them to attempt exercise 2.
 8. Discuss the answers. Point out how the change from the present continuous to the present perfect form brings about a change in the meaning of the sentences.
- B. Enquiring about experiences using *ever* and the *present perfect*
1. Tell them that the *present perfect* form can also be used to enquire about experiences.
Draw their attention to the interrogative form: *Have + you + ever + participial form of the verb*
 2. Put up a few examples on the blackboard.
 3. Instruct the students to do the activity. Ask them to ask questions using *Have + you + ever + participial form of the verb*

Section—2

READING

1. Ask them to silently read the first four paragraphs of the passage.
2. Ask a few questions to make sure they have understood the passage.
(*Keep the questions short and simple.*)
 - Allow the students to refer back to the text when answering.
 - Ask a question and allow several students to answer before affirming the correct answer. Ask a student who answered corrected to go back to the text and tell you where the information is. The student should read out the portion of the text that contains the answer. Ask others if they agree.
 - Read the relevant portion aloud yourself so that the whole class can hear. If any student gave you a wrong answer initially, check briefly if he/she now understands why his/her answer was wrong. Ask the student to state the correct answer or read the relevant portion from the text.
 - DO NOT attempt to correct grammar or pronunciation at this point. Concentrate on allowing students to express their understanding of what they have read.

3. Then direct them to read till the end of the passage.
4. Ask them to turn to Learn to read–2.
5. The questions in this section, **Learn to read–2**, do not always have one and only one correct answer. Responses may differ from student to student. Encourage as many responses as you can. Make sure that there is a lot of discussion and participation in the class. Spend at least five minutes on each question. Answers to some of the questions may be written down after discussion. Other questions can be used for discussion only.
6. Question 5: Ask students to pick the words that describe Tansen, and for each word that they pick ask them to give reasons. If a student picks a word that does not immediately appear correct, do not dismiss it. Ask the student to give a reason for his/her choice. Be prepared to accept it if the reasoning is convincing. This holds good for all the questions in Learn to read–2.

WRITING

Learn to write

1. Ask the students to read the information on page 61– 62.
2. Ask questions and let them answer (not necessarily in order):
When was the Iqbal-i-Kamal award instituted? And why? Who is it given to? What do the awardees get as prize? Name a few awardees.
3. Ask the students to do the task in their notebooks.
4. Ask some of them to read out what they have written.

SPEAKING

Learn to speak

1. Ask the students to work individually and make a list of five qualities that they think are important for a teacher.
2. Ask them to form pairs and compare their list with that of their partner.
3. At this stage, students are expected to discuss, with each other, the qualities they have in their lists and arrive at a consolidated list of qualities.
4. Go around the class and listen to what the students are saying. Offer help where necessary.
5. Then ask each pair to read out the qualities mentioned in their consolidated list and put up the words on the blackboard. Avoid repetition.
6. Have a whole class discussion and discuss differences of opinion.

LISTENING

Learn to listen

(For this activity, read the script aloud, ask one of the students to come forward and read it with you).

1. Ask the students to read the questions in the book.
2. After they have done so, ask them to close their books. Tell them that they are going to listen to information about Anne Sullivan, Helen Keller's teacher. Ask them if they can guess what the text is about. Acknowledge their responses with a 'Let's listen and find out'.
3. Tell them that you will read the transcript for the text twice. The first time, they will listen with their books closed.
4. Read the relevant passage for the text given at the end of the coursebook. Ask a few general questions like: *Do you think Anne Sullivan was a good teacher? Why do you think so?* Discuss the answers briefly.
5. Tell the students you will read the listening passage again. Ask them to keep their books open and tick the correct answers as they listen to the interview.
6. Read the listening passage once more.
7. Check the answers. If they are wrong, do not give them the correct answer yourself. Instead, read the listening passage again and stop at the appropriate point and let students check for themselves. Before you go on to the next question, announce the correct answer so that there is no doubt about what is correct. Repeat this process with the other questions.

14. Key to the Coursebook

1. Media

Starter (pages 12–13)

Some possible answers:

1. The brochure is trying to convince the readers to be cautious of fake news; how to identify authentic news.
2. Yes, if we check the facts thoroughly. Ensure the data is being conveyed by a reliable source of information or cross-check information from reliable sources.

Section I TV Interview

Learn to read–1 (page 17)

1. (b)
2. (c)

3. Mahjabeen mentions that she is proud of her job to the interviewer. As a child, she found the job very important and says that was necessary for a city to function smoothly.

4. Some possible answers:

(a) It can get very hot on some days or when there is a lot of traffic and drivers are rash, it can cause problems.

(b) When the weather is hot, traffic controllers keep their water bottles close by and stand under umbrellas at cross roads.

Whereas, for rash drivers, there are traffic regulations in place to punish the offenders.

5. Possible answer:

Mahjabeen's husband supports her by taking care of things at home when she is not there.

A strong support system is necessary, because of this she does not have to worry about things at home and can focus on her job.

6. Some possible answers:

1. But it's a good thing because I have a lot of support.

2. I would love to meet more, and welcome more girls into this field!

3. I am glad to be featured on a TV show about women working in different professions.

The answers will vary. The students should be encouraged to explain why they think the sentences are positive.

7. Some possible answers:

Since the text is written as a dialogue, the names of the speaker are written before their statements.

Also, since this is an interview, it is obvious the interviewer is the one asking the questions and the interviewee is giving answers.

8. Some possible answers:

Fact: There are around 60 to 70 minor or major accidents in the city everyday.

Opinion: I would love to meet more, and welcome more girls into this field.

Learn words (page 18)

1. is

2. was

3. walks

4. swims

5. play

6. eat

Learn pronunciation (page 18)

A. gar-den

hel-ping

pun-gent

nestl-ing

o-pined

fes-ti-vals

in-cess-ant

con-sign-ment

es-tab-lish

mul-ti-plied

B. 1. th

2. sh

3. ch

4. wh
5. th
6. sh
7. ch
8. wh

Learn grammar (pages 19–20)

Some possible answers:

- A. 1. Neither, nor
2. and
3. as
4. so that
5. where

B. Some possible answers:

1. because it is very steep and dangerous.
2. because they live in very cold places and igloos keep them warm.
3. because they did not know how to build houses.
4. because they help us in many ways and maintain the ecological balance.
5. because they have poor eyesight and cannot see properly without spectacles.

Section II From Timber to Sixer

Learn to read–2 (page 25)

1. Javed terms India's tour to Pakistan in 1978–79 as the turnaround for cricket following in the country which opened up new ventures for business in the sector.
2. Previously, cricketers used slim bats which did not match the competition on concrete. The curved-shaped bats had a thick blade and executed powerful strokes, scoring runs at a faster pace was made possible with them. This also suited the aggressive style of Pakistani cricketers. Eventually, when Pakistani cricketers started using this bat and its success became world-wide, Brian Lara, one of the finest batsmen ever known in cricket signed him on.
This led to curved-shaped bats being used as a norm in cricket tournaments.
3. Charaghudin Abdul Rasheed was the founder of the sports goods manufacturing company which went on to manufacture curved shaped bats. His predecessors used his initials to put on the innovative bat. This innovative bat created a sensation in the world and internationally renowned bat manufacturing companies like Gray-Nicolls wanted to know how it is made.

4. It was a wait of almost a decade and a half that CA got to sign its first international cricketer.

This was significant because it gave a chance for the CA bats to be tried out at an international level and because of its outstanding performance, other international players also wanted to have the CA bat. This led to the popularity of the bat.

5. Denotative meaning is the literal meaning of the word whereas connotative means the implied meaning. Synonymous words may have the same literal meaning but their implications are different. For example, stubborn and steadfast, they both mean to be determined not to change, but stubborn is often used as a negative attribute whereas steadfast is used in a positive connotation.

6. To

Mr Rohail Azam
Cricketer's Academy
Lahore Road
9 March 2022

Subject: Exciting new sports equipment

Dear Sir

Hope you are doing well. I am delighted to tell you know about our exciting new sports equipment which is being launched in the next few weeks.

Our company's mission is to provide international standard sports equipment to our esteemed customers. All our equipment is manufactured in our locally based, state-of-the art factory. Our factories have been setup with imported machinery. Once the manufacturing process is complete, the equipment goes through a strict quality control check, to ensure that we provide the perfect product to you.

Our equipment is also exported world-wide to various countries such as the Middle East and Europe, where they are often used in International Tournaments.

Enclosed with this letter, you will also find our latest catalogue. You can find our best-sellers and our vast range of products in there. You can also customize the products you choose to your liking.

Our 24-hours helpline is always at your disposal. Please feel free to reach out to me personally as well if you have any queries or concerns to share.

Looking forward to positive response.

Yours sincerely,
Mrs Rihana Saleem

Learn to write (page 26)

A cartoon story

1. The cartoon strip describes a funny incident that happens in Calvin's class. Calvin is taking a test and, as usual, does not know what to write. So he asks his friend, Susie, whether he can copy from her paper. When Susie says 'No', he thinks of a clever idea. He takes out a telescope-like instrument from his desk, and tries to look at her paper through it. The teacher, however, notices this and calls out angrily to him. This incident shows how imaginative and clever Calvin is.
2. Calvin is an intelligent six year old who is not really successful at school. He is, however, very clever and has an excellent imagination. He thinks of original and new ideas to solve his problems. He is very funny too.

Learn to speak (page 27)

1. *Let the students form pairs and take turns to ask and answer questions.*
2. *After the pairs complete the activity, they can report any interesting things that they have learnt about their partner's sense of humour.*



Learn to listen (page 28)

1. Let the students listen to the jokes and match the jokes and the pictures.
Answers: A-3 B-1 C-2
2. This time, ask the students to work in pairs and give each joke a score between 0-3.

Section III Protesting Through Posters

Learn to write (page 31)

Discuss the art of poster making with the students. Provide a few sample posters with the students to help them grasp the concept of different kinds of posters. Divide the class into groups and ask them to design posters on a given topic. Remind them that they must stick to the theme of the given topic. Provide help where and if required.

Activity (page 31)

1. Let the students make a list of the things they liked or found useful and another one of the things they did not like. The answers will be opinion-based and will vary. Encourage a variety of response.
Some possible dialogues can be:
 - Did you see the poster with the bright colours.
 - Yes, I did! I think these posters are very eye-catching and vibrant.
 - There are also very informative.
 - Yes, but I would like to have more pictures and less txt.

2. Relationships

Starter (pages 32–33)

1. They show relationships within a family, parent and a child, relationship between teammates, relationship between teachers and students, international relations, relationship between children and pets, and between colleagues at the workplace.
2. *A possible answer:* In any relationship we look for trust, understanding, friendship, commitment, love, and affection.
3. *A possible answer:* Relationships help us practise our interpersonal skills, we learn how to interact positively and effectively; avoid conflicts; communicate effectively; learn to regulate our emotions, etc.
4. *A possible answer:* Honesty, being polite, communicating effectively; co-ordination with one another, etc.

Section I How I Have Suffered

Learn to read–1 (page 39)

1. sharp-tongued: Maria would often chide Edward and the author for troubling her or for making fun of their mother's English.
loving: She wanted to go and stay at Carol's house and look after her; was worried about Edward's wife not feeding him enough.
bossy: She made all the decisions, who should eat the steak and who the hamburger.
loyal: She was faithful and loyal to the family and to the author's mother.
complaining: She often complained about aches and pains and how she was suffering in the household.
caring: She often got worried about the children not eating enough.
devoted: She served the family for thirty four long years and left all her money to the children.
2. (a) Maria and the writer's mother did not know enough English to speak to each other.
(b) Maria did not want anyone to find out what was inside it.
3. Maria became almost deaf and therefore rarely heard the phone or the doorbell ring. So, the family often couldn't enter the house and once had to stay outside in a snowstorm for half an hour.
4. (a)
5. Maria showed that she really cared for Alia and Umair by always worrying about them. She wanted to go and live with Alia in her new home and take care of her. In the end, she left all her possessions to them.
6. *Answers may vary:* Maria was the writer's housekeeper, yet, she almost behaved like a member of the family. She loved the writer a lot and constantly worried about her not eating enough. When the writer got

married and moved to her own house, Meta wanted to go with her and look after her, and felt hurt when the writer explained the difficulty in having her to stay. Maria loved her very much and left all her money and possessions to her and her brother. In turn, the writer too was very fond of Maria and had an emotional attachment to her.

Learn words (pages 40–41)

2. Subject (My brother and I) - verb (were) - adverb (stunned)
3. Subject (She) - verb (worried) - us (object)
4. Subject (Our Maria) - verb (was) - indestructible (adjective)
5. Subject (They) - Verb (do and say) - Adverb (differently)
6. Subject (she) - verb (cried) - adverb (heatedly)
7. Subject (She)- verb (was) - noun (legend)
8. Subject (I) - verb (am) - adjective (grown) - noun (woman).

Learn pronunciation (page 41–42)

1. 'boss-y 'scold-ing 'con-tents 'quar-ter 'strong-ly
'bril-liant 'wis-py 'birth-days 'awe-some 'crea-tures
2. Practise pronouncing the words orally. Mark the second syllable for adding stress.

Learn grammar (pages 42–44)

- A.
 1. I play football every weekend.
 2. I can see that the children are playing in the garden.
 3. He always reads before going to bed.
 4. She is reading the book I gave her.
 5. We frequently visit out family.
- B.
 1.
 - (a) The basket has lesser apples than the tree.
 - (b) The plate has lesser rice than in the bag.
 - (c) The cup has lesser tea than in the flask.
 - (d) The garden has more flowers than the vase.
 - (e) The pond has lesser water than the river.
 2.
 - (a) Most of
 - (b) more of, Most of
 - (c) Most of
 - (d) more of

Section II The Night the Ghost Got in

Learn to read–2 (page 50)

1. The author gives two reasons for feeling sorry for paying attention to the footsteps of the ghost:
 - (a) It made his mother throw a shoe through the window of the neighbour's house.

- (b) It made his grandfather shoot at the policeman.
- The writer thought the sounds were rather unusual because they began at about quarter past one in the morning, and were of footsteps going round and round the dining table.
 - Mother did not want to use the phone at home because it was downstairs and she didn't want to go down as she thought there were burglars there.
 - (a) True (b) True (c) False (d) False
 - Order: 2, 4, 1, 5, 3
 - The answers will vary. Encourage children to respond individually. It is important that they give reasons for their choice. One possible answer:* The grandfather is funnier because he mistakes the police for deserters. He slaps a policeman and even shoots at one of them.
 - One possible answer:* (1) Mother throwing a shoe out of the window, (2) Grandfather slapping the policeman, (3) the writer is dressed in his mother's blouse and a reporter looks at him strangely when he hears of a ghost.
 - The answers will vary. Encourage individual responses.*

Learn to speak (page 51)

- Let the students take turns to practise the dialogues.
- Let the students work in pairs, prepare dialogues, and practise them.

Some examples:

- (a) Riaz: Rahim, I am extremely sorry. By mistake my sister spilt ink over the cover of your notebook.
Rahim: That's alright. It is only on the cover.
- (b) Amir: Sorry, Pervez. I couldn't attend your party last night. I had my usual migraine headache. I hope you understand.
Pervez: That's OK. Next time, do make it to the party.
- (c) Kiran: I am very sorry, Aunt. Your lovely porcelain vase slipped out of my hand and broke.
Aunt: Never mind. Be careful next time.



Learn to listen (page 51–52)

Sing the song from the end of the coursebook, and let the students listen to it. Make sure they know what to do. Repeat the instructions once before you begin.

Refer to the song given at the end of the coursebook, to find the answers for the blanks.

3. Teachers

Starter (page 53)

- A possible response:* Teachers play an important role in shaping the future of their students by giving imparting education and values to

them. They help them hone their skills and determine what career they would like to choose once they grow up. Teachers shape children to be model and contributing citizens, which in turn helps build an educated and strong society.

2. *A possible response:* Teachers guide students, help them when in trouble, teach them moral values, encourage them to work hard, inspire them to perform better.

Section I Major Langlands

Learn to read–1 (page 56)

1. Major Langlands arrived in the subcontinent as a young man on a troop carrier.
2. (b)
3. Major Langlands' daily routine tells us that he is a very punctual and disciplined person.
4. (c)
5. The Langland's School and College is the finest in Chitral because it has a record of academic excellence. Its students have gone on to study in Lahore, Australia, and America.
6. Major Langlands is a living legend because of his extraordinary contribution to education in Pakistan.
7. (*Answers may vary.*) devotion, hard work, discipline, sincerity, loyalty, patience.

Learn words (pages 56–58)

- A. 1. (a) swimmers (b) a book
(c) a hospital (d) teachers
(e) robbers
(f) runners in a race (g) cricketers
2. (b) proper noun: Italy (c) common noun: cat
(d) abstract noun: friendship (e) common noun: city
(f) proper noun: Moin (g) common noun: beach
(h) abstract noun: danger
- B. 1. bridegroom
2. glass
3. duchess
4. niece

Learn pronunciation (pages 58–59)

- A. 1. There, their
2. hare, hair
3. heard, herd
4. seen, scene
5. whether, weather

- B. 1. injury
2. past tense of dive
3. a type of fish
4. a small winged creature

Learn grammar (pages 59–61)

- A. 1. has decided, has already been, have done.
2. The decorating committee has made paper stars and has hung them up on the stage. The food committee has prepared items of food and has put up the food stalls. The entertainment committee has made arrangements for some music. The ticket committee has sold the tickets and the publicity committee has made posters.
3. *Answers will vary:* Have you ever seen the Mohatta Palace? Yes, I have.
Have you ever climbed a mountain? No, I haven't.
Have you ever written a poem? No, I haven't.
Have you ever seen a comet? Yes, I have.
Have you ever visited a museum? Yes, I have, in Hyderabad.
Have you ever travelled by ship? No, I haven't.
Have you ever been to a planetarium? Yes, I have been to the PIA Planetarium.
Have you ever been go-carting? No, I haven't.

Learn to write (pages 61–62)

Ask the students to read the given information. Ask a few questions orally to check whether they have understood it. Then make them do the exercise. You can also discuss the importance of such awards.

The Government of Pakistan instituted the Izzat-i-Kamal award under the Decorations Act 1975 to honour teachers and scholars. It is given by the Ministry of Education to teachers and scholars for valuable services in various fields of education. The recipients of this award are given a cash prize of Rs 1,000,000, a medal, and a certificate which are presented by the President of Pakistan.

Several Pakistani teachers and scholars from various fields have won this award. In 1992, Dr Ahmed Hassan Dani received the award for history. In the field of zoology, Professors Muzaffar Ahmed and Abdul Rauf Shakoori received the award in 1993 and 1996, respectively. (*The students can continue in this way...*)

Learn to speak (page 63)

(A possible answer)

Patience: A teacher has to be patient with learners and help them to understand the subject.

Sympathetic: Since all learners are not at the same level, a teacher must show sympathy to weak students.

Friendly: A good teacher is like a friend. She should have a good rapport with the learners, share her experiences with the learners, and listen to their experiences too! This is important for success in the classroom.

Encouraging: A teacher should encourage students to do better, and also be supportive because a class consists of students of different abilities.

Communication skills: A teacher should be able to communicate her ideas effectively. She should explain clearly, and must have a pleasing way of talking.



Learn to listen (page 63)

Before you begin, ask the students to read the exercise carefully.

Read out the passage to them. After listening, ask them to do the exercise.

Check the answers. If there is a doubt about an answer, read that portion of the text to confirm it.

Answers:

1. (b)
2. (a)
3. (c)
4. False
5. True
6. False

Section II Metamorphosis

Learn to appreciate the poem (pages 65–66)

1. ...the little children who enter a school for the first time.
2. The young children are reluctant to leave their mothers' hands because they are scared to be alone in a new environment.
3. (a)
4. The cocoon provides a safe environment for the growing chrysalis and is also the place where it undergoes a lot of changes. Similarly, a classroom is a safe and secure place for young children where they learn a lot of things and grow in a number of ways.
5. 'I can't', 'I'll try', 'I did it!' These expressions show that children are diffident in the beginning and are reluctant to participate in the class activities. Later, they gain confidence and are willing to try out things, and finally, when they do things, they have a sense of achievement.
6. True
7. Yes, the teacher is loving, kind, and gentle. Phrases to suggest this are: 'Calmly, reassuringly I take their hands in mine...' 'My heart is filled with pride and celebration...' 'I turn with tear-filled eyes...'
8. In school, young children learn a number of things and grow into young adults. They undergo a lot of physical changes and mental development. In the same way, caterpillars change into pupas and then into adult butterflies!

9. 'fragile frame'– There are two more in stanza 3: 'chrysalis called classroom' 'hang heavy'

Activity (page 66–67)

C. Encourage students to write at least a few lines. The lines do not need to rhyme.

4. Adventure Sports

Starter (pages 68–69)

1. bungee jumping, skydiving, windsurfing, waterskiing, hang-gliding, river rafting
2. *Illustration:* (From l to r) river rafting, skydiving, bungee jumping, windsurfing, hang-gliding, waterskiing

Section I Women Mountaineers: Pinnacle of Success

Learn to read–1 (page 72)

1. Junko Tabei: Japanese; first woman to climb Everest.
Liliane Barrard: French; first woman to climb Nanga Parbat.
Wanda Rutkiewicz: Polish; first woman to climb K2.
2. (a) False. (b) False. (c) True. (d) False. (e) True.
3. Wanda's dream was to climb all the fourteen of the eight-thousanders. Although she successfully climbed eight of the tallest mountains, she was not able to make her dream come true.
4. 1978: became the third woman, first European, and first Pole to climb Everest.
1985: climbed Nanga Parbat
1986: became the first woman to climb K2.
5. The ability to fight against all the odds, mountaineering skill, grit and determination

Learn words (pages 73–74)

1. Subjective pronoun
2. Reciprocal pronoun
3. interrogative pronoun
4. Demonstrative pronoun
5. Objective pronoun
6. Possessive pronoun
7. Subjective pronoun
8. Demonstrative pronoun

Learn to use the dictionary (pages 74–75)

1. excursion
2. trip
3. journey

4. voyage
5. travels

Learn spelling (pages 75–76)

1. (a) smog (b) camcorder (c) docudrama (d) Infotainment
2. (a) keys (b) emergencies (c) holidays (d) qualities
3. (a) vicious (b) cautious (c) gracious (d) infectious
4. (a) artificial (b) presidential (c) beneficial (d) residential

Learn Grammar (pages 76–77)

1. main verb: raining, helping verb: is
2. main verb: inspired; helping verb: has
3. main verb: swimming; helping verb: am
4. main verb: go; helping verb: should
5. main verb: run; helping verb: could
6. main verb: begin; helping verb: shall
7. main verb: pay; helping verb: must
8. main verb: call; helping verb: ought to

Section II Sea Swimming

Learn to read–2 (page 80)

1. An organization was needed to verify that the swimmers had indeed swum the Channel and to verify their crossing timings.
2. Brojen Das' three biggest achievements were that he was the first Pakistani and first Asian to swim across the English Channel, he crossed the Channel six times between 1958 and 1961, and he created a world record for the fastest crossing in 1961.
3. Also in international competitions, he accomplished, with credit, 12 and 26 miles swims, as well as non-stop 48 hours of swimming. He secured the first position in the 23-nation Bili Batlelans Channel swimming competition. He has swum from Capri to Naples in Italy.
4. adventurous courageous hardworking strong
determined pioneering daring
5. Brojen Das was awarded the Pride of Performance in 1959 from the Pakistan Government. He also earned the trophy of King of the Channel from the Channel Swimming Association in 1986, and a national award in 1976 for his contribution to sports.

Learn to write (pages 80–81)

The Principal
National Institute of Mountaineering
Skardu
Pakistan

29 July ...

Dear Sir

INFORMATION ABOUT A LISTED COURSE

I have read your advertisement about the three courses you offer at your Institute. I am interested in joining your course in Adventure. Could you please give me information about the following:

- the basic requirements for the course—minimum age, educational qualification, etc.
- the duration of the course
- the fees
- food and accommodation details
- whether a medical fitness certificate should be produced

Please send me the details at the earliest.

Thank you

Yours faithfully

.....

Learn to speak (pages 82–83)

A. Divide the class into small groups. Give them time to read the rules and understand them. Explain the rules if necessary. Encourage children to speak freely.

Rules are necessary for the safety of the trekkers since trekking can be dangerous at times! Rules also help to conserve the environment.

- (a) It is necessary to follow the route given by the Department of Tourism to avoid getting lost or facing problems on the way. It would be safer to do so.
- (b) Unauthorized guides may not know the best and safest route for trekking. They may lead you astray or cause problems for you. They may also loot you on the way!
- (c) It is important to follow this rule because many trekkers destroy trees and cause damage to the environment.
- (d) Hunting is strictly prohibited in order to protect wild life.

- (e) We must be careful while lighting a match because wooded areas catch fire easily. Forest fires cause damage to both life and property.
- B. (a) A: Excuse me, do you know where Hotel Viceroy is?
B: It's next to the railway station.
- (b) A: Excuse me, can you tell me the route to Park Street, please?
B: Walk down the station road, turn right on Jinnah Road, and then turn left on Parliament Road, and from there take the first turning on the right. That's Park Street.



Learn to listen (page 83)

Tell the students that they will now mark a route on the map using a pencil. Read the relevant conversation from the listening exercises section at the end of the coursebook. As they listen, let the students mark the route on the map.

Section III The Balloonists

Learn to appreciate the poem (page 85)

1. The 'passengers upon the wind' are the people who are in the basket of the hot air balloon—the hot air balloonists.
2. (b)
3. False
4. The balloonists see cars, trains, planes and their vapour trails. Probably, the cars look attractive because they appear like a speck on the road—almost like colourful toy cars!
5. (b)
6. The poet uses 'bubble of air' to describe the balloon. It's a suitable description because it is light and floats like a bubble and is filled with air.
7. drifting, sailing, floating
8. Balloonists see what is below them most of the time—they are all the time on the move, floating above the ground—they feel they are 'flying' in the open air almost like birds! On the other hand the passengers in a plane are inside the aircraft and cooped up all the time. (*Students may come up with some more differences. Encourage them to participate in the discussion*)

Activity (page 86)

1. *Answers will vary.* Encourage students to write a draft using the given features of an opinion piece.

5. Folklore

Starter (page 87)

1. *Answers will vary:* yes, Heer Ranjha, Sassi Pannu, The Thirsty Crow, The Fox and the Grapes
2. *Answers will vary:* The Thirsty Crow: There was once a crow who was thirsty and could not find water anywhere he flew. The weather was quite dry and hot. He spotted a pot under a tree and flew down to check it for water. He saw very little water at the bottom and could not reach down to drink it. The crow being desperate and thirsty started to think of an idea to get to the water. He looked around and found very small pebbles. The crow started to put the pebbles in the pot and the water started to rise up. Eventually the water reached up near the top and the crow was able to quench his thirst. The story gives us a lesson that we should never give up and persevere, where there is a will there is a way.

Section I Grateful Animals, Ungrateful Man

Learn to read-1 (pages 91-92)

1. (a) The lion says these words to the good man who rescued him.
(b) The two men are a barber and a goldsmith.
(c) The good man did not follow the advice.
(d) Yes, it was good advice.
2. True
3. (b)
4. The snake and the lion kept their promises. The snake put his mouth to the wound and drew back the poison, and saved the queen. Thus, the good man escaped death. When the good man tried telling the king that he had helped the snake, the lion and the two men from the well, the two men pretended that they did not know him. However, the lion appeared with his pride and roared so loudly that the king was convinced that the good man was telling the truth, and thus the good man was saved.
(The answers will vary. Encourage the students to take a position and justify their answers.)
5. We would normally expect the men to be grateful and not the animals. However, ironically, the wild animals in this story turn out to be more trustworthy than the human beings!
6. We should not trust anyone blindly.

Learn words (pages 92-94)

- | | |
|---------------------------|-----------------|
| A. 1. Attractive-Gorgeous | Happy-Jolly |
| Far-Wide | Worried-Nervous |
| Big-Colossal | Small-Petite |

2. (a) healthier (b) more expensive (c) worse
(d) strangest (e) best (f) most beautiful
- B. 1. say a prayer; recite a poem; narrate a story; recite a prayer; tell a joke; narrate a poem

Learn pronunciation (page 94)

1. k
2. n
3. w
4. t

Learn grammar (pages 94–97)

- A. 1. bowler
2. rider
3. manager
4. instructor
5. painter
6. wrestler
7. governor
8. collector
9. employer
10. runner
- B. 1. lengthy; magical
2. financial; tragic
3. bookish; famous
- C. 1. I think she's very insensitive.
2. She's very inefficient.
3. I thought he was very ungrateful.
4. He is quite irresponsible.
5. He is very immature.
- D. 1. had known
2. had lost
3. were eating
4. was sleeping

Section II The Gifts of Wali Dad

Learn to read–2 (page 105)

1. We know that Wali Dad did not care about wealth because
 - (a) He exchanges his coins for a gold bracelet and gives it to the Queen of Khaistan.
 - (b) He gives away all the silk to the King of Nekabad.
 - (c) He gives away all the gifts given by the king to the queen.
2. They both give gifts to Wali Dad in return for his gifts. Both are curious about Wali Dad and decide to visit him.

3. ...he had been generous and had given away all his riches.
4. generous, simple, contented
5. Rarely can we find such people in the world. In this materialistic world, people like Wali Dad are indeed unusual!
6. *Answers will vary.* Encourage a variety of responses.

Learn to write (pages 105–106)

The order of sentences:

1. f, b, c, e, d, a, g, k, h, m, n, i, l, j
2. Encourage students to write out the story in their notebooks. They can draft their story first and then proofread it. Ask them to write the final version in their notebooks.

Learn to use the dictionary (pages 106–107)

2. (1)
3. (5)
4. (3)
5. (2)

Learn to speak (pages 108)

1. *The students can form pairs and carry out the survey. Then they can report their findings to the class.*
2. *Chain story (The children can choose any story and do this activity in the class.)*



Learn to listen (page 109)

Read the story. Let the students listen to it first. Then ask them to look at the pictures and complete the exercise.

Answers:

- 4, 1, 3, 2, 6, 5

6. Feathered Friends

Starter (pages 110–111)

1. False
2. True
3. False
4. True
5. True

Section I Birdwatcher

Learn to read–1 (pages 116–119)

1. Both Cyril and Dr Reese were fond of birds and interested in bird watching.
2. Dr Reese did not believe Cyril when he said he had seen them because they were rare birds and could not be spotted easily.
3. Dr Reese was anxious to save the black robins because they were rare birds and were on the brink of extinction. Only five birds were known to be living. Dr Reese planned to remove the eggs from the nests and

transfer them into other birds' nests. This way the black robins would lay a fresh set of eggs and thus the number of eggs could be doubled every season.

4. The eggs are tiny and delicate, and damp and dirty hands may transfer bacteria right into the eggs through their porous shells.
5. The eggs were transferred to two warbler nests. The two trees were marked for easy identification so that Cyril would be able to keep track of the eggs when they hatched.
6. Cyril wanted to keep the cup-shaped nest of the black robins (which he had pulled down) as a souvenir to remind himself of the role he had played in saving them.
7. Cyril's photograph appeared in the newspaper in recognition of the important work he had done to preserve one of the rarest birds in the world.
8. He wanted to study well at school so that he could become an expert on birds.

Learn words (pages 117–118)

- A. 1. until
2. to
3. over
4. under
5. in
6. since
7. for
- B. (a) 4. (b) 2. (c) 1. (d) 3.

Learn grammar (pages 119–121)

- A. 1. gerund
2. participle
3. gerund
4. gerund
5. participle
6. participle
- B. 1. Interrogative
2. Interrogative
3. Exclamatory
4. Exclamatory
5. Declarative
6. Imperative
7. Imperative
8. Declarative

Learn spelling (page 121)

1. Eagle
2. Vulture
3. Hawk
4. Buzzard
5. Harrier

Section II The Kakas of New Zealand

Learn to read–2 (page 125)

1. (a) True (b) False (c) False (d) True
2. Yes, George was fond of the Kakas. He named the birds, called out to them by their names, and fed them dates regularly.
3. (a) he was scared that the bird might bite his ear off with its sharp beak if he stopped feeding it.
(b) their feet slipped and because they wanted to have a better grip.
(c) they realized that humans were harmless beings who fed them delicacies like dates.
4. timid
5. Yes, the writer's description of the Kakas is humorous.
(a) The description of the birds hanging upside down and peering at the people
(b) The male bird sitting on the head of the narrator
6. The narrator is suggesting that we should leave the animals and birds alone. We should not hunt them or destroy their natural habitat.

Learn to write (page 126)

Example article: Do you know that Pakistan has 660 species of birds out of the 9000 species existing in the world? Of this, nearly 4 per cent of the birds face extinction. Presently, 26 species of birds in Pakistan are endangered and many more are under threat. These include the Great Indian bustard, the Siberian crane, the Cheer Pheasant, the falcons, the forest owlet, Jerdon's courser, the Himalayan quail, the white-rumped vulture, and the long-billed vulture.

The pink-headed duck and the mountain quail have already become extinct.

The major threat is from hunting, illegal trade, habitat destruction, and pesticide poisoning. Loss of their natural habitat is the greatest threat to most Pakistani birds. Most of these threatened species live in forests, grasslands, or wetlands—the three habitat types that are the most threatened by human encroachments. Due to urbanization and the conversion of grasslands into agricultural lands, the natural shelter of birds and animals is getting diminished and these creatures are finding it difficult to survive.

The government has to take strict measures to preserve the birds in specially made bird sanctuaries, and punish those who indulge in poaching and the illegal bird trade. Unless we act fast, more birds will disappear from the face of the earth!

Learn to use the dictionary (pages 127–128)

1. pulled away
2. pulled over
3. pulled out of
4. pulled out of
5. pull through

Learn to speak (pages 128–129)

1. Ask the students to work in pairs and ask and answer questions.
 - (a) 1m
 - (b) 1.5m
 - (c) 21 kg
 - (d) 134 kg
 - (e) hummingbird
 - (f) hummingbird
2. Divide the class into small groups and choose one member of each group as the leader. Give them 15–20 minutes to discuss the topic and list the reasons for the disappearance of the birds. Then ask the leader to present the views of the group to the class. When all groups have presented their views, consolidate the ideas by putting them up on the blackboard.

The students may come up with the following reasons:

1. poaching
2. habitat destruction
3. bird trade
4. pesticide poisoning
5. deforestation
6. ecological imbalance (less rainfall)
7. poor management at zoos and sanctuaries
8. lack of proper rules and legislation for their protection
9. lack of awareness among the people
10. pollution



Learn to listen (page 129)

Let the students listen to the talk. As they listen, they can do the exercise.

Answers:

<i>Name of the bird</i>	<i>Where it lived</i>	<i>Causes for its disappearance</i>
1. moa	<u>New Zealand</u> /Australia	<u>killed for food</u> /cutting down of grasslands
2. dodo	<u>Mauritius</u> /Madagascar	pesticide poisoning/ <u>killed for food</u>

3. passenger pigeon	<u>North America</u> /North Africa	cutting down of trees/ <u>hunted for their flesh</u>
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7. Science and Technology

Starter (page 130)

1. *Answers will vary:* Internet, mobile phones, computer
2. *Answers will vary.* Encourage students to add varied responses
3. *Answers will vary:* The internet provides us with information at our fingertips. With just typing a few key words of our query we can get in depth information about the topic. The internet also provides us with educational and authentic journals, documents, new incidents, videos, etc.

I wanted to research online on a science topic, Elements. By just typing the topic's name in Google, I had numerous articles, videos, documents. I had to select what information I require. With the internet, we are also provided with a lot of learning opportunities as well.

Section I Studying Online

Learn to read-1 (page 131)

1. Preventive measures against COVID-19
2. Coronavirus disease 2019
3. (a) I—A silhouette of a girl wearing a mask.
(b) The general public
(c) To avoid being infected by the disease and to curb its spread.
4. (c)
5. (b)
6. Answers will vary, accept suitable responses. A sample answer:
Quarantine yourself if you are or fear that you are infected.

Learn words (pages 133–134)

1. Indirect speech.
2. Direct speech
3. Indirect speech
4. Direct speech
5. Indirect speech
6. Direct speech
2. Direct speech: He said, 'I am happy.'
Indirect speech: He said that he was happy.
3. Direct Speech: She said, 'I live in Karachi.'
Indirect speech: She said that she lives in Karachi.
4. Direct speech: Rayan said, 'I am working at the office.'
Indirect speech: Rayan said that he was working at the office.

5. They told me, 'We go to the factory every day.'
They told me that they went to the factory every day.

Learn pronunciation (pages 134–135)

Students will be reading the paragraph with appropriate intonation and pauses.

Learn grammar (page 135)

1. He will play tennis tomorrow.
2. I will go to the park in the evening.
3. They will go swimming in the local pool.
4. We will sit at the desks.
5. My parents will read the newspaper tonight.
6. I will buy a fancy car.

Section II Study Tips for Essay Writing

Learn to read–2 (page 137)

1. Set exact goals, to decide exactly what you are going to work on. If you are clear of your primary goal it will make it easier to accomplish quickly.
2. Find a quiet space, pick a time when you can study without distractions. Distractions cause you to break concentration.
3. (a)
4. (b)
5. time
6. Students. The reason being that it talks extensively about studying and learning, as if preparing for an exam.
7. helpful, concise
8. Answers will vary, accept answers that are reasonable.
10. Yes, I think this can be an actual website.

Learn to write (page 138)

Let the students read out the text on the web page first and then ask questions orally about key elements they might want to include in their narration.

An example: My siblings and I were very excited to attend the 23rd March Pakistan Day Festival.

We had been preparing for the festival for days now, we bought small Pakistani flags and also green and white clothes to match the colours of our flag.

Father had promised to take us to the Pakistan Day festival being held in our neighbourhood park. All the neighbours had decorated the park with flags. There were national songs playing and many food stalls were also set up. The organisers made sure that there would be dustbins at every

corner or few steps so that people do not litter.

The festival was to start at 9 in the morning and we were up since 6! we had our breakfast and quickly got ready. Mother gave us our water bottles to carry and told us, 'Be very careful and hold each others hands, do not get lost over there.' We promised we will stick together and not get lost. Mother then asked us, 'Do you know what happened on 23rd March?' My oldest sister instantly replied, 'Yes mother, on 23rd March the Muslims living under British rule, gathered in Lahore at Minar-e-Pakistan and unanimously decided to demand a separate nation for Muslims to live freely.' Mother said, 'Yes dear, we must always remember our history and never forget that Pakistan was built after a lot of sacrifice and hard work, we should never take our beloved country for granted.'

The time finally came when we sat in our car and Father took us to the park. 'Oh! I can't wait to reach the park' exclaimed my sister. 'We'll have a lot of fun' said my youngest brother.

My father cautioned us, 'Do not go running around the entire place, stay close by. Tell me when you want to go on a ride or eat something and we'll go together.'

We reached the park soon enough, as it was not far from our home. With all our parents instructions in mind, we stepped out of the car and skipped to the entrance. National songs were playing loudly, the decorations were very vibrant. Everything was very colourful. We made a beeline for the rides set up in the park and requested father to buy us tickets. After a round on all of the rides over there, we were quite tired.

Father was keeping a watchful eye on us sitting on the bench nearby. We went over to him and exclaimed, 'We are so tired and hungry now!' Father smiled at us and said, 'But did you have fun?' We chorused, 'Yes father!' Then father took us to one of the stalls selling biryani and ordered for us. We all ate the delicious biryani to our fill and responsibly discarded the paper plates in the dustbin. Father asked us if we would like to go home now and since we had started becoming very tired, we all agreed to go home.

We returned home, took a bath and changed our clothes and dozed off for a nap. We were all tired but very happy at the wonderful day we had.

Learn to use the dictionary (pages 139–140)

- | | | |
|------------|-------------------------|----------|
| 1. magic | 2. magical | 3. magic |
| 4. magical | 5. magician, magically. | |

Learn to speak (pages 140–141)

Ask the students to see the example 'Giant giraffes attack school' in the Coursebook. Discuss it. Then ask the students to work in groups and think of an unusual story for the two other headlines. Ask one of them from each group to present their stories to the class.



Learn to listen (pages 141–142)

Explain about film reviews and film critics. Let the students listen to it. As they listen, let them do the exercise. You can read the passage twice.

Answers:

1. Harry Potter and the Order of the Phoenix
2. (a)
3. Yes
4. False
5. mind-blowing
6. False

Section III Health Care

Learn to write (page 145)

- 1 Students will share their responses in the form of a mind map.
- 2 Misha, Zain, and Omar have a discussion about health services and applications found online. Misha asks Omar and Zain if they know how they can use the internet to take care of their health. She tells them about a website which is used by her family to check whether they have eaten enough fruits within the week. She tells them that they write down what fruit they ate everyday and then enter the data on the website over the weekend with their mother's help. Zain remarked if there was a website that helped avoid junk food or to avoid skip meals. Omar replied there might be, he knew of an online application that helps track sleep schedules. Zain said that it was important to go for regular check-ups to the doctor. Misha agreed but expressed her concern that it was difficult to keep track of scheduled appointments. Omar told them that there are applications with built-in calendars to help track appointments. Zain remarked that a useful online health application shares emergency helpline numbers of the hospitals and ambulances in the vicinity. Omar agreed that these websites and applications are indeed very useful.

B.Sample letter:

Arif Awan
H.No Xyz,
Karachi

15 February 2023

Raheem Ahmed
H.abc
Lahore

Dear Raheem

How are you? It's been quite some time since I last wrote to you. I hope you are in good health and everyone else in the family is also doing well.

I could not wait for the vacations to visit you to tell you about this amazing health application I found. It's name is 'Health is Wealth', It is so easy to navigate and install on your phone. Some of it's features are that it keeps a track of your diet, steps, exercises, water intake, sleeping cycle and all other related health issues. You can input your height, weight, and age in the application. It also gives you customized meal plans according to your information and needs. It also has a directory option which tells you about the nearest hospitals and emergency services.

I would like you to also install the application in your phone so that we can add each other on it. This way we can also motivate each other to remain healthy.

Let me know when you also install the application.

With lots of love,

Arif

Activity (page 147)

Encourage students to be creative.

An example:

SCHOOL HEALTH CLUB
Let's pledge to be healthy and active!
Dr. Abdul Bari and his associates will conduct a talk on 14
November at 5:00 p.m. in the school auditorium.
ALL ARE WELCOME TO ATTEND THIS BENEFICIAL TALK.

15. Key to the Workbook

1. A Long Story

Learn to read (pages 9–10)

1. (a) It would be good company for Gohar.
(b) It would help him reduce weight on the stomach.
2. The writer decided to tell a serial story as he found that he had no creativity left in him for writing stories after thinking of, and telling, Gohar a different story every day. The serial story was about a man-eating leopard that carried a different victim off each day.
3. The writer chose the townsfolk as the victims in the story: the town gossip, the clerk, the barber, and the shopkeeper, because he wanted to take revenge on them for the wrongs they had committed against him.
4. True
5. (b)
6. Answers will vary. E.g. the end of the story when the writer says that the leopard died of acute indigestion!
7. The answers will vary. A creative imagination, narrative skills.

Learn words (pages 10–11)

- A. 1. taking 2. give 3. make 4. do
5. doing 6. take 7. made 8. having
9. take
- B. 1. world-famous 2. bulletproof 3. air-conditioned
4. handmade 5. sugar-free 6. record-breaking
7. top-secret 8. suntanned

Learn grammar (pages 12–13)

- A. 1. once, twice, once, once, thrice
2. (b) I visit my dentist thrice a year.
(c) I brush my teeth twice a day.
(d) I went on a picnic just once last year.

- (e) I eat at a restaurant twice a month.
- B. 2. Mr Tahir gave up smoking because it was bad for his health.
3. Rita was unable to buy the notebooks because the shop was closed.
4. Rohail was very unhappy because his sister forgot his birthday.
5. The Khans stayed at home because it was raining.
6. Feroze did not go to the cinema because he was unwell.

Learn to write (pages 13–14)

In the first frame we see Calvin walking on the road with an umbrella. On the way, it starts to drizzle. Calvin promptly opens the umbrella, but not to protect himself from the rain. Instead, he opens the umbrella, places it upside down on the road, fills it with rain water so that it looks like a puddle, and then starts jumping with joy in it. This shows his love for having fun.

2. The Man of the House

Learn to read (pages 17–18)

- (a) He lights the fire for her.
(b) He makes her breakfast.
(c) He goes to the chemist to buy cough syrup for her.
- We know that there was no one else in the family except for the mother and son because the son decides to stay back from school to look after his mother because there is no one else at home. When he is away at the chemist's, Minnie Ryan sits with his mother to give her company.
- Minnie Ryan was the writer's mother's friend. Yes, she was concerned about the mother. This is evident when she firmly tells her that she cannot get up even if she feels better.
- loving, caring, concerned, devoted, sacrificing
- This extract highlights the importance of caring for one's loved ones.
- The title is suitable because the son takes on all the responsibilities of the house, and really behaves like the man of the house.

Learn words (pages 18–19)

- (a) responsible (b) kind (c) devoted
(d) loving (e) caring (f) hardworking
(g) concerned (h) compassionate
- bring the house down—to make everyone laugh or cheer, especially at a performance in the theatre
get along/on like a house on fire—to become friends quickly
go all round the houses—to do something or ask a question, in a very complicated way instead of a simple and direct way
keep house—to cook, clean, and do all the other jobs around the house
put your own house in order—to organize your own business, or improve your own behaviour, before you try to criticize somebody else

Learn grammar (pages 20–22)

- A. 1. There are more grapes on the vines than in the bunch.
2. There is less sugar in the bowl than in the sack.
3. There is less tea in the cup than in the flask.
4. There are more mangoes on the tree than in the basket.
- B. 1. Most of
2. more of, Most of
3. Most of
4. more of, more of
5. Most of, more of
- C. abandoned, broken, burnt, torn, locked, stolen, frightened

Learn to write (pages 22–23)

Answers will vary.

3. Professor Anita Ghulam Ali

Learn to read (page 26)

- (d)
- False
- True
- Professor Anita is Pakistan's most inspiring teacher because she is committed to the ideas of progress, excellence, and honesty.
- She has served as Vice President, Pakistan Teacher's Association; President, Pakistan College Teacher's Association; and Sindh Minister for Education. At present, she is the Managing Director of the Sindh Education Foundation (SEF).
- Correct answer: teachers who show excellence in their field.
- Because she is a role model for all teachers and educators.

Learn words (pages 27–28)

- turn up
 - turned away
 - turn back
 - turned on
 - turn off
 - turned out
 - turn over
 - turn back
 - turn to
 - turn down
- to do somebody a good turn—to do something helpful for somebody
in turn—one after the other in a particular order
take turns—to do something one after the other to make sure it is fair
the turn of the year/century—the time when a new year or century starts

wait your turn—to wait until the time when you are allowed to do something

Learn grammar (pages 29–30)

- A. 1. (b) seen it already.
(c) finished cooking.
(d) been here only once.
(e) met her before.
(f) gone out of town.
(g) lived here all my life.
(h) given them to Amir.
(i) taken my medicines, so should be better soon.
(j) left the place.
- B. Have you ever broken anything at home?
Have you ever read a ghost story?
Have you ever drunk soya milk?
Have you ever worn anything made of satin?
Have you ever forgotten to carry money?
Have you ever given clothes to an orphanage?
Have you ever seen a flying saucer?
Have you ever written a radio play?
Have you ever been to an amusement park?
Have you ever eaten Mexican food?

Test-1

Unseen comprehension (page 32)

1. Karakoram Travels is a company that organizes adventure expeditions. Its office is in Islamabad.
2. Rafting, trekking, fishing
3. eight
4. True
5. True

Coursebook comprehension (page 33)

1. Mahjabeen really likes her job and thinks it is very important in order to maintain travel in the city. Yes, I agree with her as smooth traffic helps citizens reach their destination on time and helps achieving progress.
Major Longhand's daily routine tells us that he is a very punctual and disciplined person.
2. wooden tennis rackets for lawn tennis.

OR

Maria showed that she really cared for the writer and her brother by worrying about them constantly. She wanted to go and live with the

writer in her new home and take care of her. In the end, she left all her possessions to them.

3. This was more suited to the Pakistani aggressive style of batting.
4. The young children are reluctant to leave their mothers' hands because they feel insecure and scared in a new place.
5. She threw a shoe at the neighbour's window and conveyed to him that there are burglars in their house. The neighbour then called the police.

Vocabulary (pages 33–34)

1. (a) excursion
(b) peal
(c) roared
2. Her handwriting is illegible.
3. compliment—here *-ment* is not a suffix.

Grammar (pages 34–35)

1. I have been mowing the lawn. Have you seen the lawn?
I have cut it nice and short.
2. more of, Most of
3. abandoned, broken, locked, torn, misspelt

Writing (pages 35–37)

An example:

Karakoram Travels (Pakistan) Ltd.
N-8 First Floor, Green Park Main
Islamabad: 110 016

Date:

Dear Sir,

I saw your advertisement in the newspaper recently. My cousin, who lives in England, is visiting Pakistan this summer and is keen on visiting Gilgit-Baltistan. We would like to go river rafting.

Can you make reservations for two people on the Great Escape package tour for 16 April? If you let me know the cost of the package, I will send a demand draft in advance.

We will be reaching there on 15 April, by our own vehicle, and will stay till 20 April. Can you make arrangements for our accommodation for the period of our stay? Do please confirm our booking immediately so that I can inform my cousin.

Thanking you,

Yours sincerely,

.....

Literature Reader comprehension (page 37)

1. Ayah was unhappy to see the family leave Dehra because she had nowhere else to live. Moreover, she was attached to the family. She was very fond of the narrator and was concerned about him.
2. When the giant understood that the children's presence alone had brought spring into his garden, he realized how selfish he had been earlier. So he decided to let the children play in his garden. The children could now play in the garden the whole day!
3. (a) the octopus had eight tentacles.
(b) its hump tended to get frost-bitter.
4. Yes, I think it was the right choice. It was the right choice because the lotus is as delicious as the rose and stately as the lily. It is both red and white in colour.
5. Tricki had grown fat because his mistress had started feeding him extra food and sweets. Also he wasn't getting enough regular exercise.

Oral Test—1 (pages 38–39)

Each student will have to be assessed individually. Ask the students to come up one by one and take the test.

1. Give 2 marks for saying which word has one syllable only.
2. Read out each set of words and pause. Then ask the student to put the stress mark on the syllable that is stressed. Give ½ mark for each correct answer.
3. Let the student read the words aloud with the correct stress. Give ¼ mark for each.
4. Ask the student a question and let him/her answer. Then go on to the next question. Give one mark for each correct answer.
5. Let the students read the story silently beforehand. Then ask them to read it aloud. (Before an oral test, the teacher should give students practice in reading short passages aloud.)
6. Play the recording of the conversation. Let the students listen. Then ask them to read the questions given. Play the recording again. This time, let them do the exercise. Give 1 mark for each correct answer.

Transcript of listening text

Rita: Okay, I guess we are finished.

Kareem: I am tired. Let's go out to dinner.

Rita: Good idea. I don't want to cook. Maya, do you want to go with us?

Maya: Where are you going?

Kareem: Well, let's see. There is a new Chinese restaurant nearby.

Rita: I went there last week. I love Chinese food but that restaurant ... well...

Kareem: It's not very good, er...

Rita: No. Let's go to some other place. I know there is a nice restaurant called 'Thai'. They serve really good Thai food. Hey, Maya, have you ever had Thai food?

Maya: Sure, but I don't like spicy food too much.

Rita: Well, this place has really spicy food. I guess we can't go to 'Thai'.

Maya: Sorry.

Rita: No, that's okay.

Kareem: Let's see. Can't go to the Thai place, can't go to the Chinese restaurant.

Rita: Pizza.

Kareem: Oh, come on. We had pizza last night and Sunday night too.

Rita: Yes, We have been eating a lot of pizza.

Kareem: Pizza's great but not tonight.

Rita: Okay, no pizza.

Maya: I have an idea. Let's go to 'The Darbar'. They serve delicious Mughlai food.

Rita: Well, I guess that would be okay.

Kareem: Yes, that would be fine. I haven't had Mughlai food in a long time.

Maya: Come on. I am hungry.

Answers:

(a) iii (b) loves, she doesn't think it is good (c) ii (d) spicy (e) True

4. Tree Climbing

Learn to read (pages 41–42)

1. False
2. False
3. Tree climbing is an adventure sport because it is a challenging sport that generates a lot of excitement among the climbers.
4. No
5. The tall trees are the magical place, because one can forget everything, including one's disabilities, while climbing.
6. he finds oneness with nature above the ground and it gives him immense pleasure.
7. People with disabilities and abused children have benefited the most from the programme.
8. As part of the Tree-hab programme, a wheelchair-bound woman was invited to climb a tree. Being in a wheelchair, she was used to people looking down at her. But, on the tree, she felt equal to everyone else. She was face to face with the other climbers, and could look down to see people on the ground. In the tree, she felt she was flying—something for which she didn't need legs!

Learn words (pages 43–44)

- | | | |
|--------------------|-----------------|-------------------|
| 1. make sandwiches | do crosswords | play the guitar |
| make paper dolls | play netball | play badminton |
| play chess | play kabaddi | do glass-painting |
| | | go dancing |
| do gymnastics | do embroidery | play kho-kho |
| do sewing | play the violin | play table-tennis |
| go hiking | | go cycling |
2. (a) badminton racquet, shuttlecock
(b) club
(c) tennis ball
(d) stick
(e) running shoes
(f) hoop
(g) boxing gloves, helmet

Learn grammar (pages 44–47)

- A. 1. (a) They have been practising hard.
(b) What have you been doing?
(c) I have been working in the kitchen.
(d) They have been sunbathing.
(e) He has been digging the garden.
(f) I have been shopping.
(g) She has been painting the fence.
2. have been doing
has been teaching
have you been learning
have been clearing
have been reading
have been watching
- B. very far...
very far...
How far is...
It's quite near.
How far is
It's very near.
very far.
- C. 1. herself
2. yourself
3. themselves
4. himself
5. myself
6. himself, herself
7. themselves
8. themselves

Learn to write (pages 47–49)

Ask the students to read the given information. Then encourage them to develop the ideas into four paragraphs and write an article.

An example:

River rafting is an adventure sport in which expeditions are taken down rivers. Anybody can participate in it. Unlike other sports, specialized training is not necessary. For river rafting you need special equipment and a safety briefing which you are given.

All rivers are not suitable for rafting. It is said that the River Kunhar is not easy for rafting because it has a number of rapids. The Indus is considered to be perfect for beginners. People enjoy rafting on such rivers. Rivers like the Chitral River, which flow in harsh climatic regions, are a source of great adventure for experienced rafters.

Generally, people wear simple and comfortable clothes like T-shirts and tights (which dry quickly) when they go on a rafting expedition. Sometimes, when the sun is out, they wear bathing suits. But, while rafting in rivers like the Chitral River, which flows from the Chitral Valley, people wear wet suits and woollen thermals.

The equipment needed for rafting consists of a rubber raft (made of tear-resistant nylon), an oar for the guide, paddles for the members of the team, helmets, wet suits, and life jackets. It is also important to carry camping equipment like tents, dry bags, food, etc.

5. A Lesson for a Young Man

Learn to read (pages 51–52)

1. Lee Whang was a famous scholar in Korean history. He was known for his scholarship, virtue, and wisdom.
2. (c)
3. (a) The young scholar said these words to Lee Whang
(b) Lee Whang willingly carried the young man on his back and began to cross the stream. At that time, the young scholar asked him whether he knew Lee Whang. When he realized that it was Lee who was carrying him on his back, the young scholar felt embarrassed and wanted to get off his back. But Lee continued to carry him till they crossed the stream.
(c) It shows the humility of the speaker and his good qualities.
4. He felt embarrassed. He requested the old man to let him get off his back.
5. His virtue is revealed by his carrying the young man on his back. This shows his humility and goodness. The fact that he continues to carry him, till they cross the stream, shows how practical and wise he was.
6. (b)

Learn words (page 53)

1–2

2–5

3–1

4–3

5–4

Learn grammar (pages 53–56)

- A. (a) You mustn't (b) You must (c) You mustn't
(d) You must (e) You must
- B. 1. should, should 2. should, should 3. should, ought to
4. ought to 5. should, should
- C. Punctuation

How Rana Became a Jester

In a village, there lived a clever boy called Rana. Once, a wandering magician was impressed by the boy's looks and clever ways. So, he taught him a chant and told him, 'If you go to the woods one night and recite these words three million times, a witch will appear before you and give you what you ask for—if you don't let her scare you.'

Rana went to the woods near his village and did as he was told. As he finished his chant, the witch appeared before him with her thousand faces and two hands. When the boy looked at her horrific appearance, he wasn't frightened. He fell into a fit of laughter. Offended, she asked him, 'You little scallywag, why are you laughing at me?'

He answered, 'We humans have enough trouble wiping our noses when we catch a cold, though we have two hands and one nose. If you, with your thousand faces, should catch a cold, how would you manage with just two hands for all those runny noses?'

The witch was furious. She said, 'Because you laughed at me you'll make a living only through laughter. You'll be a *vikatakavi*, a jester.'

'Oh, a *vi-ka-ta-ka-vi*! That's terrific! It's a palindrome. It reads *vi-ka-ta-ka-vi* whether you read it from right to left or left to right,' replied Rama. The witch was pleased with Rana's cleverness that saw a joke even in a curse. She at once said, 'You will be a *vikatakavi*, but you will be a jester to a king.' And she vanished.

Soon after that, Rana began to make a living as a jester to the king of the country.

Learn to write (pages 57–58)

Ask the students to look at the pictures. Get students to construct the story orally. Help them interpret the pictures by asking questions. Put up, on the blackboard, words that might help the students. Examples: pundit, heron, rumour (Written answers will vary.)

The Heron in the Mouth

A man was crossing a field on his way home. He had a fit of coughing and spat on the ground. He was surprised to see that he had spat out a white feather along with his phlegm. He couldn't explain it. He thought about it over and over in his mind till he could bear it no longer. As soon as he reached home, he called his wife and said to her,

'Something is worrying me. I have to tell someone. But if I tell it to you, will you promise not to tell anyone about it?'

‘Of course, I won’t tell a soul. I promise,’ said the wife. Then he told her about the white feather he had found in his spit.

But she couldn’t keep it to herself. So, as soon as she saw a neighbour, the first thing she said to her was this: ‘My mind is full of something. Will you promise not to tell anyone if I tell you about it? I promised my husband not to tell anyone about it.’

‘Of course,’ said the neighbour, ‘You know how good I am at keeping secrets. I won’t breathe it to a soul. Tell me.’

‘All right, I’ll tell you. I know you are a good friend. When my husband was crossing the field on his way home, do you know what he spat out? He coughed up herons’ feathers, lots of them! I don’t know what’s happening to him. I’m quite worried,’ said the wife.

‘Oh, you shouldn’t worry about it. Such things happen. It will pass. But it is a good idea not to tell anyone about it. They’ll spread rumours.’

But she couldn’t wait to tell it to someone. As she hurried home, she looked around for someone to whom she could tell this secret that was bursting out of her. And as soon as she met a friend, she came out with it.

‘Promise not to tell anyone. I told the neighbour’s wife I would keep her secret. Do you know what happened today? The man coughed up a whole big heron in the field,’ she said.

‘A whole heron? It’s such a big bird! How could he? Strange man! But I’ll tell no one, depend on me.’

Soon after that, another neighbour heard that several flapping herons had flown out of the man’s mouth. By the end of the day, the news was all over town that flights of herons, storks, cranes, and all sorts of big birds had come flying out of the man’s mouth. The villagers made their way to the man’s house to see this monstrous happening. The poor man nearly went mad. He ran away and hid himself in a tree till the news had died down.

6. The Sanctuary

Learn to read (page 61)

1. It is Asia’s largest pheasantry.
2. The species of pheasants at the Dhodial Pheasantry include *cheer*, *kalij*, *koklass*, *monal*, and Western Tragopan.
3. *Answers will vary.*
4. ...raising a species after its has become extinct in an area.
5. ...increasing the number of birds or animals of a species.
6. The biggest achievement of the Dhodial Pheasantry is the re-introduction of *cheer*, which was believed to be extinct in the country.

Learn words (page 62)

1. (a) fascinate (b) prepare (c) participate
(d) imagine (e) immigrate (f) exclaim
2. (a) description (b) alteration (c) completion
(d) explanation (e) invitation
3. (a) unjust (b) disloyal (c) inconvenient
(d) unsuitable (e) inefficient (f) disorder

Learn grammar (pages 63–64)

- A. 1. So Mr Laiq has to be in the office by 9 o'clock.
2. You must maintain silence in the library.
3. So now visitors have to report to the security officer.
4. So the small boy has to wipe his feet when he comes in.
5. All students must report to the examination hall by 10 o'clock.
- B. Punctuation

Salim Ali

Bang! A bird fluttered for a few seconds and fell to the ground. A ten-year-old boy, who had shot the bird, ran and picked it up. The bird looked like a house sparrow, but to the boy's surprise, it had a yellow patch on its throat. Puzzled, the boy took it to his uncle, Amiruddin Tyabji, and asked him, 'What is the name of the bird, Uncle?' The uncle did not know. So he took him to the office of the Natural History Society.

There, the Secretary, W. S. Millard, opened a drawer full of sparrows. He picked up a sparrow and showed it to the boy. Sure enough, the bird was exactly like the one he had brought with him. 'The yellow-throated sparrow, Uncle Millard!' the boy exclaimed. 'I didn't know there were so many kinds of birds. I wish to learn about them all!' The boy was Salim Moizuddin Abdulali, better known as Salim Ali—one of the greatest bird scientists.

Learn to write (pages 65–67)

An example.

(Your address)

.....

.....

.....

(Date).....

Dear.....,

I'm excited about your trip! At last we will be able to see each other and spend some time together.

Here is some information on one of the biggest bird sanctuaries in Pakistan, the Dhodial Pheasantry. The sanctuary is situated in the Dhodial village, which is nearly 40km from Abbottabad in the province of Khyber Pakhtunkhwa. The Dhodial Pheasantry was created by the Department of Wildlife in 1984. Initially, it covered an area of 4 acres, but today it has been extended to 8 acres.

Although it is primarily a pheasantry, it is a home to many other endangered species of birds. The main functions of the pheasantry include the observation of birds, and the re-stocking and re-introduction of endangered birds. At the pheasantry, you will find 16 different species of birds, including pheasants, ducks, cranes, *cheer*, *kalij*, *koklass*, *monal*, and tragopan. One of the biggest achievements of the Dhodial Pheasantry is the re-introduction of *cheer*, which was believed to be extinct in Pakistan.

If you'd like to visit this sanctuary, let me know immediately. I'll make the necessary arrangements.

Looking forward to your visit.

With best wishes,

Yours sincerely,

.....

7. Magic with a Heart

Learn to read (page 70)

1. False
2. Sorcar Junior has made magic into a spectacular show by adding modern techniques like three-dimensional choreography, mixture of tradition and modern music, classical dance, and technical and mechanical instruments to the art.
3. entertain people, linked to happiness.
4. False
5. (b)

6. • He shows deep concern for the poorer sections of society.
- He does free shows for the disabled, orphans, and those bedridden in hospitals.
- He gives money he has earned through magic for charity.

Learn words (pages 71–72)

1. (a) makes films
 - (b) sets music for a film
 - (c) directs a film
 - (d) writes the words for a song
 - (e) introduces the people who are performing in a television show, theatre show, etc.
 - (f) entertains people in a circus by dressing in funny clothes and doing things to make people laugh
 - (g) keeps three or more objects moving through the air by throwing and catching them very quickly
2. (a) couple, steps
 - (b) ground
 - (c) newspaper
 - (d) marriage

Learn grammar (pages 72–73)

- A. 1. (a) used to eat
 - (b) used to swim
 - (c) used to play
 - (d) used to live
 - (e) used to pick
 - (f) used to eat
 - (g) used to wake up
 - (h) used to pack
2. An example:
Mother: visit my aunt in Dadu
Mother: go to piano classes
Mother: comedy shows regularly
Mother: kabaddi
Mother: Mathematics
- B. Nida: What a surprise!
Nida: Congratulations!
Sidra: It's beautiful!

Learn to write (pages 73–75)

Ask the students to read the instructions carefully. Make sure they have understood the steps of the trick. Then make them work in pairs. Ask one student from each pair to do the trick while the other gives instructions. After all the pairs finish the activity, make them write out the instructions.

First, get a piece of paper, a pen, and an envelope.

Next, write down, on the paper, the four-figure number that is 2 times the current year.

Now, seal the paper in the envelope. This is your magic number.

Now, write down the year you were born in.

Then, write down the year in which an important event took place in your life.

Next, write the age you are now, or will be on your birthday this year.

After that, write the number of years that have passed since the important event.

Finally, total all the numbers.

What did you get? The total is the same as the number you have already written and sealed in the envelope. Now, open the envelope and show your magic number to the people around you.

Test—2

Unseen comprehension (page 78)

1. Rohail was living with his grandfather, and not his parents, because there was no school in the village where his parents lived and they were keen that he should attend school.
2. He had eaten the other cherries!
3. Rohail went to the corner of the garden, where the earth was soft and yielding, and planted the seed there.
4. He found a well-rooted tiny tree in the place where he had planted the seed. He was excited because he had planted the seed that the tree was growing from.
5. (b)

Coursebook comprehension (page 81)

1. Yes. Brojen Das' swimming achievements were a source of inspiration to all swimmers.

OR

She summited 8 peaks, she was writer and photographer, and film maker. She was a founding trustee of the Mountain Wilderness Organization. She was given the Sitara-i-Imtiaz and the King Alert Medal of Merit.

2. Both the snake and the lion kept their promises. The snake put his mouth to the wound and drew back the poison, and saved the queen. Thus, the good man escaped death. When the good man tried telling the king that he had helped the snake, the lion, and the two men from the well, the two men pretended that they did not know him. However, the lion appeared with his pride and roared so loudly that the king was convinced that the good man was telling the truth, and thus the good

man was saved. Neither one nor the other's help was greater—both helped greatly in their own way.

OR

- (a) He exchanges his coins for a gold bracelet and gives it to the Queen of Khaistan.
 - (b) He gives away all the silk to the king of Nekabad.
 - (c) He gives away all the gifts given by the King to the queen.
3. (a) True (b) False (c) False (d) True
 4. The creatures are the birds, reptiles, animals like bison, bulls, and other wild animals. They sped because Zeus had invited them to the wedding and they knew he would be angry if they didn't attend the feast.
 5. In 1997, CA signed one of the finest batsmen known to cricket, Brian Lara.

Vocabulary (pages 79–80)

1. (a) stared (b) glanced (c) peered (d) observed
2. A bird in hand is worth two in the bush—It is better to be satisfied with what one has than to risk losing everything by trying to get much more. The bird has flown—The wanted person has escaped. Birds of a feather flock together—People of the same sort are found together. Kill two birds with one stone—To achieve two things at the same time

Grammar (page 80)

1. (a) You must switch (b) You must not allow (c) You must not make
2. (a) I used to eat a lot of ice cream when I was a child. (b) You must lock the door...
3. One day, Akbar drew a line with his royal hand on the floor of the open court, and commanded, 'Make this line shorter, but don't, by any means, erase any part of it.' Everyone was stumped by this puzzle. When it was Birbal's turn, he at once drew a longer line next to the first one. He didn't touch the first line. Everyone at the court saw it and said, 'That's true, the first line is shorter.'

Writing (pages 81–82)

Once, an old man was sitting by the bank of the river and praying. Suddenly, a rat fell on his outstretched palms. Even before he could react, the rat turned into a beautiful girl. Since the old man had no children, he decided to take her home and bring her up as his daughter.

Many years went by. The girl grew up into a beautiful woman. The old man wanted to get her married to the strongest person. So he went to the sun and said, 'Oh, sun, will you marry my daughter?'

The sun said, 'Why don't you ask the cloud? He is stronger than me because he can cover me and hide my brilliance.'

So the old man went to the cloud and asked him to marry his daughter. But the cloud said, 'The wind is stronger than me because he can blow the cloud away. Therefore, you should ask the wind to marry your daughter.'

When the old man went and asked the wind, he refused to marry the girl saying the mountain was stronger than him because he could not move the mountain an inch. Then, the old man approached the mountain and requested him to marry his daughter because he was the strongest. The mountain said, 'Yes, I am stronger, but the rat is stronger than me! He can make holes in my side. I am powerless before a rat.'

When the old man heard this he grew sad and went home disappointed. But, a surprise awaited him there. His daughter had turned into a rat once again! He then decided to get her married to a rat. After all, wasn't the rat the strongest of them all?

Literature Reader comprehension (page 85)

- 1 The wings are described as sorrowful because the bird is caged and doesn't have the freedom to fly.
2. Answers will vary.
3. Yes. The ending is a bit unexpected and seems such an anticlimax to the build up in the play.
4. (a) Prospero to Ariel when the latter asks whether he brought Antonio's ships to the island seeking revenge.
(b) Miranda to her father, Prospero, on seeing Ferdinand.
(c) Antonio asks Ariel why he is troubling them when Ariel appears as a harpy and tries to trouble Antonio and Alonso with his talons.
(d) Prospero to Alonso and Antonio when they see Miranda and Ferdinand standing hand in hand and very much in love with each other
5. The cricket says these words to the ant. It tells us that the cricket wasted away its time and did not plan wisely for the difficult days ahead.

Oral Test—2 (pages 84–85)

1. *Each student will have to be assessed individually. Ask students to come up one by one and take the test. Give ½ mark for each pair of words if there is a clear shift in stress from the first syllable to the second syllable in each pair.*
2. *Ask the student to read the pairs of sentences aloud. Check whether the stress is on the correct syllable in the italicized words. Give 1 mark for each correct pair of words.*
3. *Let the student read the speech silently beforehand. Then ask him/her to read it aloud.*
4. *Ask the student a question and let him/her answer. Then go on to the next question. Give 1 mark for each correct answer.*
5. *Play the recording of the interview. Let the students listen. Play the recording again. This time, as they listen, let them do the exercise. Give 1 mark for each correct answer.*

Transcript of listening text

Interviewer: Good morning, Mrs Shah. I'd like to ask you a few questions about what you do during the day. You have a very busy life, I hear.

Mrs Shah: Yes, I do. Please call me Sidra, by the way. I get up at eight and have breakfast with my daughter, Nida, and my son, Talha.

Interviewer: What do you do next?

Mrs Shah: I take Nida to school at nine, and then drive on to my office in Park Street. I arrive at ten.

Interviewer: What do you do during the morning?

Mrs Shah: I usually work on designs until about one o'clock. Sometimes, we have meetings to plan the week's work.

Interviewer: And in the afternoons?

Mrs Shah: Between two and five, I usually have meetings with clients. Sometimes, I go out all afternoon to look at new collections of materials, furniture, and so on. Today, for example, I am going to look at a new range of kitchen furniture.

Interviewer: What time do you leave the office?

Mrs Shah: Fairly late, at about seven.

Interviewer: What do you do in the evenings?

Mrs Shah: I reach home at eight, and then I usually have dinner and read for a little while. I am usually very tired, so I go to bed early, about ten.

Interviewer: You have two children, I believe. How old are they?

Mrs Shah: My daughter is 14 and my son is 16.

Interviewer: What do you do in your spare time? At the weekend for example?

Mrs Shah: I play quite a lot of tennis and I also pray.

Interviewer: Thank you very much, Sidra. It's been very interesting talking to you.

Examination

Unseen comprehension (page 88)

1. being hunted by planters who want to protect their palm plantations; rain forests for timber and agriculture.
2. To protect the orangutans, Malaysia has set up a wildlife conservation centre at Sepilok. It is a rescue centre where orangutans are helped to lead normal and useful lives again.
3. To survive in the forest an orangutan needs the skills of climbing, survival, that is, skills of finding food, and building nests.
4. (b)

5. This is when the authorities decide whether the orangutans have learnt the necessary skills to survive in the wild on their own.

Coursebook comprehension (pages 90–92)

1. (a) His assumption of Pakistan style of cricket was derived from a fact that there have always been more concrete wickets and fewer turfs.
(b) Answers will vary. The ability to fight against all odds, mountaineering skill, and grit and determination
(c) Maria was the writer's housekeeper, yet, she almost behaved like a member of the family. She loved the writer a lot and constantly worried about her not eating enough. When the writer got married and moved to her own house, Maria wanted to go away with her and look after her, and felt hurt when the writer explained the difficulty in having her at home. Maria loved her so much that she left all her money and possessions to the writer and her brother. In turn, the writer, too, was very fond of Maria and had an emotional attachment to her.
(d) They both give away gifts to Wali Dad, in return for his gifts. Both are curious about Wali Dad and decide to visit him.
(e) Cyril's photograph appeared in the newspaper in recognition of the important work he had done to preserve one of the rarest birds on Earth.
(f) Answers will vary, accept answers with just reasoning.
(g) Brojen Das' achievements were a source of inspiration to other swimmers.
2. (a) (i) Metamorphosis
(ii) A mix of emotions: joy, sadness, and fear
(iii) The frightened children learn a number of things and grow in confidence.
(iv) Because the classroom is a safe environment where children undergo a lot of changes, as a pupa does inside a chrysalis.
- (b) (i) The Flying Machine
(ii) The aeroplane
(iii) The plane is huge and makes a lot of unpleasant and harsh grating sounds. It has no freedom to fly where it wants, and is completely controlled by man.
(iv) 'Caught in a bind in your iron cage like a puppet on strings...'

Vocabulary (pages 90–91)

1. (a) racquet (b) cycling
(c) flash (d) waves
2. (a) sole (b) groan, pain (c) weather
(d) fare (e) peek
3. (a) irreplaceable (b) inedible (c) illegal
(d) unbreakable (e) disobedient (f) immeasurable

4. (a) team (b) gang (c) team
 (d) band (e) group (f) troupe
5. (a) make a mistake (b) enter a competition
 (c) do a favour (d) break a promise
 (e) take a photograph (f) catch a cold
 (g) play a trick (h) open an account

Grammar (pages 92–93)

1. (a) have been building, have built
 (b) has been doing, has done
 (c) have run, have been running
 (d) has been delivering, has delivered
 (e) have been playing, have been playing
2. (a) Because they show their respect that way.
 (b) Because it is a way to remember Prophet Ibrahim’s sacrifice.
 (c) Because it is a tradition to do so.
 (d) Because Jesus Christ was born on that day.
 (e) Because it is celebrated at the time of spring.
3. *The answers will vary.*
 (b) Students should come, neatly dressed, to school.
 (c) Students must do their homework regularly.
 (d) Students should participate in all extra-curricular activities.
 (e) Students ought to respect all the rules and regulations.
4. Rehan: What should I do?
 Doctor: You must get your eyes tested.
 Rehan: I have to read for long hours...
 Doctor: You should not strain... You must drink...
 Rehan: I have to be more...
5. Kon-Tiki was once a chief of the Polynesian tribe. He, perhaps, got his name from the sun king called Kon Tiki.-Kon-Tiki crossed the Pacific Ocean on a raft made of balsa wood.
 ‘Kon-Tiki crossed the ocean safely, so why can’t I?’ thought a man called Thor. ‘And, like Kon-Tiki I’ll cross it on a raft.’
 ‘You’re mad,’ said many of his friends. ‘It’s dangerous. You can’t do it.’
 But Thor did not listen to them. Instead, he began to prepare for the journey. A lot of things were necessary for the voyage—food, medicine, tents, clothes, books, cameras, films, and a radio set. He even took a parrot along. He collected only light things. After all, he was going to travel on a raft for about 8000 kilometres across a vast ocean!

Writing (pages 94–95)

World Wildlife Fund

.....
.....

Date:

Dear Sirs,

I am deeply pained by the increase in the killing of birds and animals for various reasons. As we know, tigers continue to be hunted for their skins, rhinos for their horns, and whales and other animals for their body parts. The trend is frightening. If this continues, I am afraid that most of the wildlife will disappear from the face of the earth.

This will also affect the balance in nature, and the food chain in particular. Soon, the next generation will get to see animals only in pictures!

I am sure organizations like yours will not allow this to happen. I know you have been doing a lot for the conservation of animals and endangered species, but I feel more needs to be done. We should make the people aware of the problems and send out appeals through e-mails, newspapers, and other media. In countries like Pakistan, we need more conservation centres and stricter laws for the protection of wildlife. Poachers have to be punished severely and illegal trade practices banned. I hope you will take strict action and make all efforts to preserve and protect the animals.

Thank you,
Yours sincerely,

.....

Literature Reader comprehension (page 96)

1. Yes, the title is suitable because the wish of the narrator, to stay back at Dehradun, comes true at the end.
2. *The answers will vary. One answer could be:* I like the part when the selfish giant lifts the little boy and places him on the tree. It shows the softer and gentler side of the giant and his love for children.
3. Grandma knits clothing items for the creatures: scarves, caps, suits, socks, flowered skirts, speckled pants, pullovers, ear-muffs, bootees, a sock, a bonnet, mittens.
4. Love went to Flora to settle the dispute because Flora is the Roman goddess of flowers.
5. Justice is meted out in the end, when Miranda and Ferdinand fall in love and Antonio realizes his mistake and is reconciled with his brother. They decide to rule Milan together and end their days in peace.

6. (a) Mrs Beauwhistle says these words to Louis.
- (b) She wants Jane to leave because another guest, Dora, is also planning to visit her during the same time, and Dora and Jane do not get along.
- (c) Louis promises to send Jane away before Dora arrives. He agrees to do this in exchange for a loan.
- (d) It happens, in a way, but Mrs Beauwhistle is not grateful about it because, by then, she gets news that Dora is not coming.
7. The men used a pocket knife, scissors, and the mast to open the tin.
8. No. They were patient with the naughty boy. They did not harm him in any way and were, instead, troubled by his naughty ways!
9. The poet uses exaggeration to bring out the humour in the situation. It is a funny poem in which exaggeration is used as a poetic device to add to the effect.
10. The ant was probably right. The cricket had to be taught a lesson for his laziness.

16. Key to the Literature Reader

1. The Tempest

Read for appreciation (pages 14–15)

1. Prospero caused the storm. The lines that tell us so are: ‘As he raised... inky clouds’ and ‘Father!’ shouted the young woman. ‘What are you doing? Everyone aboard that ship will be killed!’
2. (a) Miranda is Prospero’s daughter.
- (b) Prospero’s brother Antonio had joined hands with Alonso, the King of Naples, to overthrow Prospero, the Duke of Milan, and had occupied his place. He had also put Prospero in an open boat with Miranda and cast them adrift on the sea to die.
- (c) No Prospero does not tell Miranda about it.
3. Prospero calls Caliban a ‘treacherous wretch’ because he had once tried to kidnap Miranda.
4. ‘sweet spirit’, ‘Faithful Ariel’ and ‘my Ariel’
5. Caliban was shaped like a man but his skin was covered with glistening green scales and the eyes were as yellow as the lizard’s. Ariel was a young boy with golden skin and white wings on his heels.
6. (a) Prospero to Ariel, when the latter asks him why he had used magic to bring Antonio’s ships to the island whether he was seeking revenge on Antonio.
- (b) Miranda to her father Prospero, on seeing Ferdinand
- (c) Ariel appears as a harpy and troubles Antonio and Alonso with his talons. So Antonio asks Ariel why he is troubling them.

- (d) Prospero to Alonso and Antonio, when they see Miranda and Ferdinand standing hand-in-hand
7. Yes, there is reconciliation between the two brothers and Prospero decides to go back to Milan.
 8. The phrases that illustrate the story's magical elements are: wizard, magic, enchanted sleep, spells, bewitched
 9. Prospero: magical, discontented, powerful, just
Miranda: soft, sweet, gentle, innocent, trusting
Caliban: cunning, evil, greedy
Ariel: faithful, mischievous, loyal, obedient, magical

Activity (page 16)

1. The flickering streaks of lightning across the dark skies are compared to snakes's tongues lashing out.
The sudden lift of a huge wave is compared to the rearing of a startled horse.
2. Deferred dreams dry up like a raisin in the sun.
Deferred dreams fester like a wound and run.
Deferred dreams stink like rotten meat.
Deferred dreams become hardened like a crusted sweet.
Deferred dreams hang like a heavy load.
Deferred dreams explode.

2. The Wish

Read for appreciation (pages 22–23)

1. (a) The house had to be sold because the family had no money for their journey back to England.
(b) Their belongings were sold at throwaway prices because Grandma was in a hurry to dispose of them before she left Dehradun
2. Ayah was unhappy to see the family leave Dehradun because she had nowhere else to live. Moreover, she was attached to the family and was very fond of the narrator.
3. True
4. (a)
5. The platform was crowded like a bazaar and there were a lot of vendors selling all kinds of things and making a lot of noise as they do in a bazaar. Yes, the word 'bazaar' describes the atmosphere of the station very well because all kinds of goods were being sold there. Moreover there was so much noise and confusion that it reminded one of a bazaar.
6. Yes, Ayah was extremely fond of the boy. She cautioned him several times about sticking his neck out of the window and warned him about strangers. She seemed very unhappy to see him leave Dehradun.
7. (a) sensible, practical, concerned, careful, thoughtful
(b) possessive, affectionate, concerned, faithful, superstitious

8. Ayah had once told him that if he did that and wished on a shooting star his wish would be granted.
9. The title of the story is appropriate as, towards the end of the story, the boy makes a wish on a shooting star. His wish comes true and he returns to Dehradun for good. In that sense, the story is all about a wish and its fulfillment.
10. Yes. The narrator had left Dehra forever with his grandmother, but she died on the way before reaching Bombay and the narrator had to return. Since his only relative lived on Dehradun, he returned forever, unexpectedly.

Activity (pages 24–25)

1. (a) clatter, clang, thud, rustle, hiss, patter, bang, rumble.
 (b) (i) clattering (ii) rustling
 (iii) rumbling (iv) patter
 (v) banged (vi) clang
 (vii) thud (viii) hissing
2. flags flutter, leaves stir, cars swerve, horses gallop, clouds drift, trains travel, snakes creep, trees sway

Grandma

Read for appreciation (page 28)

1. No, Grandma does not knit for children.
2. Wasps' jerseys get shabbier and thinner because they toil all summer tirelessly to earn their food.
3. the ticking sound of clocks. Yes, this is an apt comparison because the rhythmic sound made by the knitting needles is like the regular ticking of a clock.
4. The goldfish are under the ice. It is very cold there, particularly when there are blizzards in winter. They have no form of heating. So Grandma knits colourful woolly suits to keep them warm.
5. (a) the shrubs in Grandma's garden have scarves and pullovers and the birds have ear-muffs to keep away the cold.
 (b) an octopus has eight tentacles.
 (c) it has a hump on its back on which a tea-cosy would fit perfectly.
 (d) it has a hood for which a bonnet would be useful.
6. (b)
7. Yes, the poem makes me feel happy and makes me smile. It presents a delightful picture of a warm grandmother who is kind to living creatures. The thought of shrubs, birds, octopuses, camels, goldfish, and cats wearing woollen clothes in winter is amusing.
8. suits, socks
 toil tirelessly
 blizzards beating

Activity (Page 29)

1. scarves, caps, suits, socks, flowered skirts, speckled pants, pullovers, ear muffs, booties, mitten, tea cosy, sock, bonnet. The baby items are booties and bonnet.
2. velvet ribbon, silk dupatta, cashmere shawl, leather boots, cotton shirt corduroy trousers,
3. *Encourage children to think about their grandmothers and write a short poem. It need not rhyme.*

3. The Selfish Giant

Read for appreciation (page 36)

1. The writer describes him as a selfish giant because he behaves selfishly in the beginning. He does not let any child enter and play in, his garden. He builds a wall around it and puts up a notice board saying, ‘Trespassers will be prosecuted.’
2. When the Giant understands that the children’s presence alone has brought spring into his garden, he realizes how selfish he had been earlier. So he decides to let the children play in his garden. They are now allowed to play in the garden the whole day!
3. ...little children are not allowed to enter it.
4. The Giant loves to see the flowers and listen to the sweet music of birds. Therefore he eagerly waits for spring to come to his garden. This tells us that there is a soft and gentle side to the Giant’s character.
5. *The answers will vary. Encourage several responses. One response could be:* It is believed that children are very close to nature and therefore, when children enter the garden, the trees are happy and product flowers. Probably the trees were happy with the Giant for letting the children in, and so, began to blossom.
6. (b)
7. ...they were as beautiful and colourful as flowers.
8. The little boy was probably he an angel. He had come to take the Giant to his garden, that is, to heaven, as a reward for letting the children play in his garden, and for being particularly kind to the little boy who had stood under the tree crying.
9. kind—he lets the children play.
gentle and loving—he lifts the little boy gently and places him on the tree, and loves him deeply.
harsh and selfish—initially, he prevents them from playing in his garden.
repentant—he realizes his mistake.
10. *Answers will vary. Encourage different responses. The students must give reasons for their choices.*

Activity (page 37)

1. Answers will vary: flowers, chirping of birds, colour, pleasant weather, festivals
2. Let the students talk about spring and the activities they do in spring. Then, encourage them to use the words associated with spring to write a short poem. Ask them to read the poems aloud in class.

Lotus

Read for appreciation (page 39)

1. Love went to Flora because Flora was the Roman goddess of flowers.
2. 'Rivals for that honour' here means that the rose and the lily were vying with each other for the honour of being the queen of flowers.
3. 'Bard of power had sung their claims' means powerful and famous poets had written about the beauty of the rose and lily and had praised them.
4. (a)
5. the rose and the lily
6. Love wanted a flower which was as sweet-smelling as the rose and as majestic and grand as the lily—a flower that is both red and white in colour.
7. (b)
8. Yes. It was the right choice because the lotus is as sweet smelling as the rose, and grand and majestic as the lily. It is found in both colours: red and white.
9. Five words to describe Flora: clever, creative, just, fair, intelligent

Activity (page 40)

1. (a) flower, power, tower, bower (b) queen, been, between
(c) pride, provide (d) chose, rose, blows
2. Ask students to read the model carefully. Analyse the model in class. Tell them that the first paragraph describes the flower and the second its uses. Then ask them to describe the lotus in a similar way orally before you make them write.

4. A Triumph of Surgery

Read for appreciation (pages 47–48)

1. Mr Herriot was worried because Tricki had become hugely fat and looked unwell.
2. Tricki had grown fat because his mistress had been feeding him extra food and not giving him regular exercise.
3. (a) Mr Herriot was expecting a call from Mrs Pumphrey.
(b) He was expecting a call because he knew Tricki was unwell and needed help.
(c) The call was about Tricki being unwell.

- (d) After the call, Mr Herriot took Tricky away saying he needed hospitalization for two weeks.
4. The cure was to let Tricky exercise and play with other dogs, and to eat normally.
 5. Tricky was dull and inactive.
 6. Initially, he had no energy to play with the other dogs. But, slowly, when the other dogs began to sniff around him, he started to follow them around. At feeding time, too, he began to jostle with the other dogs for food, and thus slowly began to play and enjoy their company.
 7. (c)
 8. (a) There were tears in Mrs Pumphrey's eyes because Tricky had become alright and looked healthy.
 (b) This tells us that she was totally devoted to the dog, and was a highly emotional person.
 (c) The phrase refers to the success of the treatment given to Tricky, the return of his health.
 9. caring, silly, indulgent, anxious, devoted, rich, ignorant
 10. Yes, the story is funny—when Mrs Pumphrey fusses over Tricky and cries when he leaves home to be hospitalized.

Activity (pages 48–49)

1. growl, whine, squeal, roar, howl, snarl, moan, yelp
2. *Let the students discuss the topic in groups and present their views.*

My Bird Sings

Read for appreciation (page 51)

1. The wings are described as 'sorrowful' because the caged bird has no freedom to fly.
2. The speaker's bird can sing, build nests, fly very high in the sky in joy and freedom.
3. ...it sings of sorrowful things.
4. (b)
5. (a) pipes (b) behind bars (c) soar
6. The free bird is happy because it is free to fly and sing as it likes.

Activity (page 51)

The free bird is: *little, brown, wild, shy, free*

The caged bird is: *pretty, half-alive, sad, crippled*

5. A Tin of Pineapples

Read for appreciation (pages 55–56)

1. (b)
2. The men used a pocket knife, scissors, and the mast to open the tin.
3. (c)

4. No. Even after making several attempts using different ways, they were unable to open the tin.
5. The speaker probably hit George on the head with the mallet instead of the tin which was aiming for. George must have hurt his head badly.
6. *Answers will vary.*
7. *Answers will vary.*

Activity (page 56)

Explain the following expressions from the story:

1. The speaker normally didn't like mustard very much.
2. The person who would have brought them some mustard would have been given everything he wanted.
3. They would not have really given everything to the person who brought them mustard.
4. The three men became upset because they had no mustard.
5. He hit himself in his eye.
6. George probably hurt his skull, while Harris only got a wound on his skin.

The Ant and the Cricket

Read for appreciation (pages 58–59)

1. The cricket says this because there is no food at home and it is winter time.
2. The cricket was famished with hunger and was wet and trembling with cold.
3. No
4. The cricket says these words to the ant. It shows that the cricket had wasted away its time and did not plan wisely for the difficult days.
5. 'Go then,' said the ant, 'and dance winter away.' Thus ending, he hastily lifted the wicket and out of the door turned the poor little cricket.
6. The answers will vary. Encourage different responses and have a discussion in class.
7. (b)
8. Answers may vary hardworking, careful, wise, cruel, hard-hearted
9. I would like to be the ant. It is important to work hard and save for the future. It is also necessary to be self-dependent.

Activity (page 59)

1. *Explain the statement.*
2. *Ensure students understand the task.*
3. *Divide them into groups.*
4. *Initiate discussion.*
5. *Give each group a chance to express its opinion.*

Anyone who knows the whereabouts of this boy should get in touch with the Summit Police.

Telephone: (110) 3422 1009

Finder will be given \$2000 as a reward.

The Boy Who Boasted

Read for appreciation (page 77)

1. Yes, John is a compulsive bragger. Maybe, because he was born with a big head, or because he was arrogant and proud!
2. No, it does not suggest that.
3. The statement 'I'm the fastest ...' is completely false. The statement 'I'm loudest at singing,' is true.
4. John floated away into the sky because his head grew large like a hot-air balloon.
5. People stared at him because he looked funny with an unbelievably large head and a small body!
6. *The responses will vary. The students should give reasons for their choices.* A possible answer:
The statement 'The American President...' seems unbelievable because you need to be specially trained to go in a rocket to the moon. Moreover, John, with his big head, is not likely to fit into a rocket!
7. ...he was strange in an odd sort of way.
8. Two examples that show that John had grown unbelievably big are: he came to school in a lorry, and he couldn't fit into the classrooms.
9. Three examples of exaggeration in the poem are: He couldn't fit into, classrooms, he had to be lowered into the hall by a crane, his head was as big as a hot-air balloon.
10. Answers will vary: seen-queen, boast-coast, June-moon, sorry-lorry, said-head

Activity (page 78)

1. 'I'm the fastest at running in school', 'I'm the quickest at sums', 'I'm loudest at singing', 'I'm the best playing football', 'I'm brilliant at chess'.

7. The Miracle-Merchant

Read for appreciation (page 93)

1. Louis regularly browned money from Mrs Beauwhistle. When, at the breakfast table, Louis says, 'I want to ask you...', Mrs Beauwhistle finishes the statement by saying 'whether I could lend you twenty pounds I suppose?' This suggests that this was a regular occurrence.
2. Louis considers Dora's visit awkward because Jane Martlett is already staying with Mrs Beauwhistle, and Jane and Dora do not get along with each other.

3. (a) Mrs Beauwhistle says these words to Louis
 (b) She wants Jane to leave because another guest, Dora, is also planning an visiting her at the same time. Dora and Jane do not get along.
 (c) Louis promises to make the miracle happen by sending Jane away before Dora arrives. He agrees to do this for money.
 (d) In a way, it does happen. But, Mrs Beauwhistle is not excited about it because by then she gets the news that Dora is not coming.
4. Mrs Beauwhistle tries to persuade Jane to attend the Mackenzie-Hubbard wedding on Thursday, trying to tempt her by saying that the wedding is in a pretty church and Louisa Hubbard is a good friend. No, she does not succeed because Jane decides not to attend the wedding.
5. (a) Matilda was a guest who stayed with Mrs Beauwhistle last summer. Louis tells her that Sturridge took it into his head that Matilda was the Prophet Elijah, and so refused to serve her food.
 (b) He tells to Jane about Sturridge's delusions so that she would get frightened and leave the house.
6. Louis tells Jane that Sturridge is under the delusion that Jane is the ghost of Queen Anne. Since Queen Anne is dead, he might, in a violent moment, kill Jane. Louis thus tries to frighten Jane and hopes to get rid of her.
7. Louis asks him to remove the sheath and carry the naked sword to Jane and give it to her. He thinks that, seeing the sword in Sturridge's hand, Jane would get frightened and think that he is going to kill her. Yes, Jane gets scared and decides to leave the house immediately.
8. *The answers will vary.*
9. Yes. The incident of the sword, and the hurry with which Jane leaves the house, are really funny.
10. The title refers to Louis. He describes himself as the supplier of miracles. Yes, I do thank it is a suitable title to some extent.
 Encourage students to think of other titles for the play.

Activity (page 94)

1. 1-b 2-e 3-d 4-c 5-a
2. *Divide the class into groups of five. Assign roles in each group. Help them understand the play and the characters' roles. Do a few rehearsal sessions with each group. Ask each group to take turns and act out the play. Choose the best actors from among the groups and help them act the play on stage.*

17. Lesson Plans

Unit 1 Media

Section I—TV Interview

Lesson 1— Learn to read-1

Objectives

By the end of the lesson, students will be able to:

- infer meanings of words in the passage through reading
- answer comprehension questions
- recognise facts and opinions
- identify supporting statements to their answers

Methodology

Pre-reading: Ask the students, to look at the picture on page 14 of the coursebook, without reading any caption or giving them any context. Ask the students who do they think this person is and what does she do?

Elicit various responses from the students. In the end, explain that this lady is a woman traffic police officer and she regulates the traffic.

Write the word 'Traffic Rules' on the board and elicit responses from students on what traffic rules are they aware off. Elicit their prior-knowledge and reinforce the importance of upholding traffic rules as it is crucial for safety on the roads and also in development of civic sense.

Ask the students to read pages 14–15 and underline the words with numbers in superscripts written against them, e.g., profession¹

While reading: Pair up the students and ask them to read the sentences with the underlined words in them. Ask them to infer the meaning of the words by reading the sentences, they can read the next sentence or the sentence prior the word. Ask them not to look at the glossary boxes on the pages. Elicit their responses and then ask them to check the glossary boxes to see if they were correct. Ask the students to finish reading the passage on page 16 of the coursebook.

Post-reading: Ask the students to scan through the text and identify any new piece of information that they have learnt after reading the passage. Elicit responses from the students.

Learn to read-1: Facilitate the students to complete the comprehension questions on page 17. Ask the students to skim the text once more after reading the questions Qs. 1 and 2 to scan for the answer.

For Qs. 3–6: Ask the students to underline sentences from the passage that support the question statement. They can be directly quoted from the text as evidence to support their answers.

Qs. 7. First Person Perspective: Recall the different perspectives of writing

with the students. You can make the following table on the board, elicit responses from the students to fill the table. The finished table should look something similar to this:

First person	In first-person point of view writing, a character tells the story from his or her perspective using 'I' pronouns. By choosing this point of view, the writer can deeply explore the character's personality through his or her own words that reveal thoughts, feelings, and reactions to the events that occur in the story. This perspective is used mostly while writing autobiographies or personal recounts.
Second person	In second person point of view writing, the writer uses 'you' to put the reader in the hot seat. This method is difficult to sustain in long works of fiction, but it has the effect of putting the reader in the action of the story.
Third person	In third-person point of view writing, the author narrates the story from an outside perspective, referring to characters by name or using pronouns like he, she, and they. This perspective is mostly used while writing stories.

Ask the students to revisit the interview and identify the perspective the interview is written from, facilitate the students to identify which speaker is speaking at which moment.

Qs. 8: Draw a table with two columns on the board. Give a heading 'Facts' on one column and 'Opinions' on the other. Elicit responses from the students as to what they think are facts and opinions, add on to their responses from the definition given on page 17 of the coursebook and write it under their respective headings in the table.

Next, ask the students to share examples of what they consider is a fact, for example, The Earth is round; the sun rises in the East, etc. Similarly ask them for examples of what they think is an opinion, for example, I think Biryani is the most delicious dish in the world; I like the colour blue, etc. Write their responses in the respective columns in the table. Draw the attention of the students towards the differences between a fact and an opinion.

A fact is a universally agreed truth and can be proven; whereas an opinion is a feeling or thought an individual may have for anything or anyone, it does not have to be true or false.

Facts	Opinions
Example: The Earth is round; the sun rises in the East	Example: I think Biryani is the most delicious dish in the world; I like the colour blue

In pairs, ask the students to scan through the interview and focus on sentences that convey a fact or an opinion. Ask the pairs to underline a fact with a red colour pencil and an opinion with a blue colour pencil.

- For example: Fact: There are around 60 to 70 minor or major accidents everyday. Opinion: Well, yes, on some days when the temperature is very high or when there is too much traffic it can be tough.
- Take responses from pairs willing to participate.
- Once the pairs have done the activity, the students can write two facts and two opinions in their notebooks.

Lesson 2—Learn Words—Subject-Verb-Agreement

Objectives

By the end of the lesson, students will be able to:

- identify what is the subject and verb in a sentence
- recall subject-verb-object-agreement
- identify the correct verb in a sentence

Additional resources

- Chart paper
- Red and blue markers

Methodology

Starter: Write a simple sentence on the white/blackboard, e.g.,

The cat is drinking milk.

Ask the students to identify the verb in the sentence. Help them recall that a verb is a word that shows an action being performed in a sentence, if they have trouble identifying a verb.

Underline the verb in the sentence written on the board (drinking).

Ask them to identify the subject of the sentence. Help them recall that a subject is a noun which is doing the action. Circle the subject of the sentence, i.e., cat.

Ensure the concepts of subject and verb are clear to the students. Write the definitions of subject and verb on the board for reference.

Write several more sentences on the board and invite students to come underline the subject and circle the verb in each sentence written on the board. (Examples: My cats chase mice. The boy runs home.)

Exposition: Tell students that there are certain grammar rules we have to follow when we write a sentence. Explain that subject-verb agreement is

when the subject of the sentence and the verb in the sentence agree in number. On a sheet of chart paper, use a red marker to write: **A singular subject goes with a singular verb. Remind students that singular means one.** On the chart paper, write an example sentence with a singular subject and verb (e.g. The teacher helps me.) Underline the subject and circle the verb.

Explain that either the subject or verb will have an 's' at the end. Point out that if the subject is singular (like one teacher) the verb gets the 's'. On the chart paper, use a blue marker to write: A plural subject goes with a plural verb. Remind students that plural means more than one.

On the chart paper, write an example sentence with a plural subject and verb (i.e. Two teachers help me.) Underline the subject and circle the verb.

Point out that in this example with **a plural subject (teachers), the subject gets the 's' at the end.**

Rule #1: A singular subject goes with a singular verb.

Example: The teacher helps me with my work.

Rule #2: A plural subject goes with a plural verb.

Example: The teachers help me with my work.

Remember! If the subject is singular, the VERB gets the S.

If the subject is plural, the SUBJECT gets the S.

Pin up the chart paper on a softboard or display board for the students to keep referring too.

Guided Practice: Draw the attention of the students to the example on page 18 of the coursebook. Ask the children whether the subject i.e., girl is in singular or plural form. Instruct them to immediately notice whether the verb in the sentence (in the green box) is singular or plural.

Similarly ask the students to look at the second sentence in the example and notice the subject-verb relationship. A plural subject (girls) has a plural verb (eats).

Individual Exercise: Facilitate the students to complete the exercise on page 18. Remind them to revise the rules of subject-verb-agreement.

Wrap up: Ask students to think about what would happen if the subject and verb didn't agree.

Write a few incorrect sentences (e.g. The dogs chases the cat.) on the board and ask the students to identify the mistake.

Explain that subject-verb agreement is important because without it a sentence can be confusing. To communicate clearly in English, we must follow grammatical rules like this one.

Lesson 3 – Learn Pronunciation – Syllables and digraphs

Objectives

By the end of the lesson students will be able to:

- identify that syllables are units of sounds in a word
- recognise the number of syllables in a word
- recognise a digraph is a single unit of sound produced by combining two letters

Methodology

Starter—Syllable game: Gather the students in a circle or if space does not permit carry out the activity where the students are seated.

Introduce the Syllable Game, where students learn to clap out the syllables in their names. Call out each student's name with a clap and count for each syllable.

For example: Ah (clap) med (clap), two syllables.

Explain that each clap counts out a sound that is called a syllable. A syllable is a single unit of sound in a word. Every word can be broken into the sounds it is pronounced in, which are called its syllables.

A word can have no less than one syllable and as much 6 or 7 seven syllables.

Model the game with your own name and clap for each syllable. Ask students to note the number of syllables.

Have the students play the Syllable Game with their own names turn wise. The whole class can join in together to note the syllables.

Exposition: Draw the attention of the students to pages 18 and 19 of the coursebook. Ask them to say out the words given on page 18 under the Syllables heading. Read the words with the class breaking them into syllables. Draw the attention of the students towards the fact that each syllable has a vowel sound.

Exercise: Pair up the students to attempt the exercise on page 19 of the coursebook. Facilitate them by doing the first few examples with them.

Diagrams: now the students have practices syllables, introduce digraphs to them.

Prior-knowledge: On the board write the digraphs th, sh, ch. Ask the students to recall the sounds of these pairs of letters. Elicit responses from them. Explain that even though each pair of letters has individual letters and sounds but when brought together they produce a singular sound.

Draw the attention of the students to the words with digraphs on page 19 and ask the students to read aloud the words and identify the digraph.

Exercise: Ask the students to do the exercise on digraphs on page 19. Once they are done ask them to swap their books with their partner for *peer assessment*.

Wrap up: Play a quick game with the students. Tell the students that they will be given 60 seconds to think of as many words as they can that use diagraphs. Write the words on the board as students share them.

Lesson 4—Learn grammar—Conjunctions and Transition Words

Objectives

By the end of the lesson students should be able to:

- identify what are conjunctions and transition words and their uses
- use conjunctions to complete an exercise
- use because to complete ideas

Additional resources

- A simple recipe with transition words written in a different coloured marker

Methodology

Starter: Write the sentence ‘The kept the cars flowing smoothly _____ they helped in cases of accidents’ on the board.

Ask the students to read the sentence while ignoring the blank. Ask them if the sentence makes sense.

Next, ask them to add a word that would make the sentence make sense.

Elicit responses which, should mostly be conjunctions. Write the words separately from the sentence.

One by one add the words in the blank and then ask the students to the read the sentence, is it making sense? Add the word ‘and’ and then ask the students to read the full sentence again.

Circle the connecting word ‘and’ and explain to the students that this word is called a **conjunction**.

Write the explanation on the board, ‘A **conjunction** is a word that joins words, phrases or sentences, for example ‘*and*’, ‘*but*’, ‘*or*’ or ‘*because*’ The word *and* is used as a conjunction in the sentence on the board.

Write a few more simple sentences on the board, for example: I like biscuits and jam; She reached school but she was late, etc.

Invite students to come to the board and circle the conjunction word. They can also answer from their seats.

Activity—Transition words: Bring the sample recipe using transition words on a chart paper. The transition words you have used should be in a different colour to highlight it. You can use the following recipe for a pizza cover the transition words with a detachable strip of paper:

How to make a Pizza

1. **First**, kneed the dough and flatten it into a circle.
2. **Next**, spread the tomato sauce all over the pizza.
3. **Then**, add the tomatoes, mushrooms, sausage, and cheese on top of the pizza.
4. **Finally**, put the pizza into the oven and bake for 15 minutes.

Pin up the chart paper on the board, ask the students to read the recipe first. Then cover the transition words and then ask the students to re-read the recipe.

Can they notice any difference. Elicit responses from the students and emphasise that without these additional words the recipe doesn't seem to be coherent.

Explain to the students that these are **transition words**, these words are like the glue that connect two separate ideas together. These are words that are used to indicate a transition between one topic and another. They are necessary because they show the relationship between what has been said and what is being said next.

Draw the students' attention to page 20 of the coursebook. Ask the students to read the explanation of conjunctions and transition words along with how they can be used. Explain that the words used in the recipe were used to indicate sequence. Give similar examples for the rest of the indicators.

Individual work: Facilitate the students in completing the exercise.

Expressing reasons using because (mini lesson)

Prior-knowledge: Elicit responses from students on when do they use the conjunction 'because'

Explain to the students that we use because when a reason needs to be given for the initial clause in the sentence.

Draw the attention of the students to page 20. Ask them to read the sentence given and underline where the word 'because' and notice the accompanying the reason in the sentence.

Pair work: Pair up the students to brainstorm ideas for Q. B. Students can write their reasons on a separate sheet of paper and share their responses with the class.

Wrap up: Ask the students to share their understanding and importance of using conjunctions and transition words in their writings.

Section II—From Timber To Sixer

Lesson 5—Learn to read-2

Objectives

By the end of the lesson students will be able to:

- skim and scan reading passage to answer comprehension questions
- identify words have denotative and connotative meanings
- predict what will happen next based on information they have read

Methodology

Pre-reading: Pair up the students to perform a **Reflective Listening Activity** (RLA). An RLA involves partners to listen to each other while they share their thoughts with their partner and recount what their partner told them to ensure they listened attentively. The listening partner does not interrupt while

their partner is speaking. This activity is beneficial for enhancing listening skills and developing the habit of taking turns while speaking.

The pairs will discuss what their favourite sport is and why they like it. Give the pairs 5 minutes to discuss and then take feedback from random pairs on what their partners shared with them.

Introduce the passage they will be reading 'How a Pakistani Bat Manufacturer Shaped Cricket' on page 22 of the coursebook. Elicit responses from the students on what they think a newspaper article is. Explain to the students that newspaper articles appear in newspaper and are non-fiction. They share information on any topic, person, or incident.

Ask the students to silently read pages 22–23 of the passage. They can refer to the glossary box for meanings of difficult words.

While reading—Prediction: Ask the students to read till page 23 and stop. Ask questions from the students on what have they read till now. Then, ask the students before reading on what they think will be the future of Javed's curved shaped cricket bats.

Elicit various responses from the students and write them on the board as points. Ask the students to remember their predictions and they will revisit them after they finish reading the passage.

Ask the students to finish reading the remaining passage on page 24.

Post-reading: After the students finish reading, revisit their predictions and ask them how many of the students had predicted rightfully so. Ask them if they can answer, what made them make their predictions.

Next, ask the students to reflect on Javed's character. Ask them to describe Javid's character in a few words.

Qs. 1–4: Ask the students to read Qs. 1–4 on page 25 and then scan through the text again to find the answers. Instruct them to write answers in their own words rather than copying text from the passage.

Qs. 5: Connotative and denotative meanings:

Begin by introducing the concepts of connotative and denotative meanings of words. Explain that denotative meaning is the dictionary definition of a word, while connotative meaning is the emotional or cultural associations that come with a word.

For example: Home: The denotative meaning refers to the physical structure or place where one lives, while the connotative meaning can evoke feelings of warmth, security, and belonging.

Ask the students to share more similar words. Write their responses on the board.

Next, write the following words on the board: snake, blue, old, cheap

Ask students to identify the denotative meaning of each word. Then, ask them to identify any connotative meanings associated with each word.

Discuss how the connotative meanings can be positive or negative, and how they can vary depending on the context in which they are used.

For the teacher's reference, the connotative and denotative meanings are mentioned below:

1. Snake: Denotative meaning refers to a long, legless reptile, while the connotative meaning can be negative and associated with deceit, danger, or evil.
2. Blue: Denotative meaning refers to a color that is a primary hue, while the connotative meaning can be associated with feelings of sadness or melancholy.
3. Old: Denotative meaning refers to being advanced in age, while the connotative meaning can be negative and imply weakness or obsolescence, or positive and suggest wisdom, experience, or tradition.
4. Cheap: Denotative meaning refers to being inexpensive, while the connotative meaning can be negative and imply poor quality or lack of value.

After this activity, then ask the students to answer Qs. 5 in their notebooks.

Lesson Plan 6—Learn to read-2—Writing A Formal Letter

Objectives

By the end of the lesson students will be able to:

- identify different parts of a formal letter
- consolidate their ideas in a draft
- compose a formal letter according to the set parameters

Additional Resources

- Samples of formal letters (one for each group)
- Template for writing a formal letter

Methodology

Introduction – Prior-knowledge: Ask the students if they have written an application to the school. Elicit responses to how they wrote it and what were the things they were careful about. Jot them on the board.

Explain that letters, applications, etc. written to people other than family and friends are called formal letters. **A formal letter is a written communication between two or more people in a formal setting, such as a business or government organization, head of the school, your teacher, a company manager, etc.**

Group Activity: Divide the class into groups of four, give each group a sample formal letter and explain to them that they have to discuss what features they can identify in the sample letter. Keep one copy of the sample letter with you.

The sample letter can be something like this:

Happy Primary School,
Gulshan,
Karachi.

30 May 2023

Magnificent Centre of Science,
West Wharf,
Karachi

Dear Mr Sami,

I am writing to say thank you to you and your team for the recent scientific experience that I attended with my school at your Magnificent Centre of Science. We were able to do so many different activities all of which were so much fun!

The workshop about the Space in the auditorium was fantastic, I really liked finding out how we can travel through space and if we can find new life on other planets. I also liked conducting the science experiments on electricity, these helped me in understanding how electricity works as well.

I would recommend your centre to anyone who likes having fun and who wants to learn more about the science.
I would love to visit again one day.

Yours sincerely,
Ahmed Nadeem
Class 6
Happy Primary School

Give the students 10–15 minutes to discuss and note down features.

Start taking responses from each group about their findings and note them on the board. Elicit the features and format of a formal letter in this manner. Take a copy of the sample letter and paste it on the board, now one by one start highlighting the components of the formal letter on your copy of the letter. Refer to the given sample

Remind the students of the following points to remember as well:

- Use a professional tone and avoid slang, contractions, or informal language.
- Address the recipient by name and use their appropriate title.
- Be clear and concise in your writing and organize your letter logically.
- Proofread your letter carefully for spelling and grammar errors before sending it.

Ahmed Nadeem **[your name]**
Happy Primary School, **[your address]**
Gulshan, Karachi.

30 May 2023 **[date]**

Mr Sami **[recipient's name]**
Magnificent Centre of Science, **[recipient's address]**
West Wharf,
Karachi

Dear Mr Sami, **[salutation]**

[body of the letter] I am writing to say thank you to you and your team for the recent scientific experience that I attended with my school at your Magnificent Centre of Science. We were able to do so many different activities all of which were so much fun!

The workshop about the Space in the auditorium was fantastic, I really liked finding out how we can travel through space and if we can find new life on other planets. I also liked conducting the science experiments on electricity, these helped me in understanding how electricity works as well.

I would recommend your centre to anyone who likes having fun and who wants to learn more about the science.

I would love to visit again one day.

Yours sincerely, **[signing off]**
Ahmed Nadeem **[your name]**
Class 6
Happy Primary School

Pair activity: Pair up the students and turn to page 25 of the coursebook. Ask the students to read Qs. 6 thoroughly and underline the purpose of the letter.

Ask the pairs to first brainstorm ideas for writing the letter. Keep the purpose of the letter in mind.

You can share the following template with the pairs or paste a copy on the board for students to study.

<p>[Your Name] [Your Address] [City]</p> <p>[Date]</p> <p>[Recipient Name] [Recipient Title] [Organization Name] [Address]</p> <p>Dear [Recipient Name],</p> <p>Opening Paragraph: Begin your letter by introducing yourself and explaining why you are writing. If you are responding to a specific request, mention it here. Be clear and concise in your opening paragraph.</p> <p>Body Paragraph(s): Use this section to provide more details about your request, to explain your position or to provide additional information. Each paragraph should focus on a single idea and be organized logically. Provide evidence or examples to support your position.</p> <p>Closing Paragraph: Summarize your main points and conclude your letter with a call to action or a request for a response. Thank the recipient for their time and consideration.</p> <p>Sincerely, [Your Signature] [Your Name]</p>

Individual work: Using the guidelines taught, students can discuss their ideas in pairs and then complete their letters individually in their notebooks. Remind them to stay in the word limit of 200–250 words.

Wrap up: Once done the students can swap their letters for a pair review and write what positive aspect they observed from their peer’s work.

Lesson 7—Learn to write

Objectives

By the end of the lesson students will be able to:

- observe cartoons and derive what is happening
- write a short story based on the cartoons
- describe a character using appropriate descriptive vocabulary

Methodology

Oracy: Ask the students if they have read comic strips. Ask them to share with the class what comics they have read and why did they like them.

Pair Activity: Ask the students to open to page 26 of the coursebook and observe the comics. In pairs, think of what is going on in the cartoons and take notes on what is happening in the pictures.

Individual work: Ask the students to go through their notes and draft a story about the incident. Remind them to use proper transitional words so that there is a flow to their writing. Ask them to proofread their work in the end.

Whole class: Ask the students to describe someone they know only using descriptive words. Elicit various adjectives describing people from the students and write them on the white/blackboard.

Ask the students to revisit their stories about Calvin and think about Calvin's character. Elicit responses from the students and build a collaborative word bank on the white/blackboard.

Individual work: Ask the students to go through the list of descriptive words they have compiled and compose a few sentences describing Calvin in their notebooks.

Lesson 8—Learn to speak—Learn to listen

Objectives

By the end of the lesson students will be able to:

- listen attentively to their partners and wait for their turn to speak
- share ideas and views on different questions
- listen to a passage and answer relevant questions to the passage appropriately

Methodology

Learn to speak

Pair work: Pair up the students and ask them to open up to page 27 of the coursebook. Ask them to read the questions on the page as partners.

Reflective Listening Activity: One partner will speak at one time, the other partner will attentively listen to the partner speaking, once the partner has finished, the listening partner can reiterate what he/she heard and understood from the partner.

Then, the partner who was listening would have his/her chance to speak and follow the same pattern.

The pairs can now answer the questions by taking turns accordingly.

The teacher can take rounds around the class and listen in on the activity being carried out and intervene where necessary

Wrap up: Ask the pairs randomly if they learnt anything interesting about their partners and would they be willing to share. Teach the students to ask their partners if they can share about their partners.

Learn to listen

The listening passages for all the units can be found at the end of the coursebook on page 148.

Methodology

Introduction: Tell the students that they will be listening to three jokes and they will have to listen carefully to each of them. After the first listening they will be allowed to the questions given on page 28.

The teacher will read out the listening passage on page 148 for Unit 1 Media. Once she has carefully read out the passage instruct the students to open up to page 28 of their coursebooks and carefully go through the questions. If they can recall any information accurately, they can answer the questions in the space given on the coursebook.

The teacher will read the passage for a second time and the students can answer the questions as they listen.

At the end of the reading aloud, give the students 5 minutes to answer anything they have missed out.

Section III—Protesting Through Posters

Lesson 9—Learn to write and Activity

Objectives

By the end of the lesson, the students will be able to:

- observe the posters given and share their views
- identify different aspects of the posters about any topic.
- fill in dialogues for a conversation in speech bubbles

Additional Resources

- Chart paper divided into number of groups in the class
- Markers/crayons/colour pencils/pens for every group

Methodology

Group activity: Make groups of four student. Ask the groups to open up to pages 29–30 of their coursebooks. Tell them to observe the posters given, ask them to notice the messages on the posters. Tell them to notice any distinct and common features of the posters.

After a few minutes ask the groups to present their findings, note down their ideas on the board.

Consolidate their feedback and summarise the features of a poster:

- Should have appealing visuals
- Bold, eye-catching headlines
- Concise but relevant information

Ask them to turn to page 31 of the coursebook and read the aspects they need to keep in mind while designing a poster. Instruct them to first make a rough draft first of the poster they want to design. Tell them to keep in mind that the poster should be aimed to spread information to people and the message should be clear.

Once the students have designed their posters they can pin them up across the class.

Gallery walk: Ask the groups to go around the class discuss the posters amongst themselves. In the end ask the groups which poster (they cannot name their own) they found to be most informative and eye-catching and why.

Activity: Using their experience of the gallery walk, instruct the students to fill in the speech bubbles given on page 31. They can add more dialogues if they wish.

Unit 2 Relationships

Section I—How I Have Suffered

Lesson 1—Learn to read-1

Objectives

By the end of the lesson, the students will be able to:

- analyse given lines in the passage for their usage
- draw a pictorial depiction of their choice of text from the passage
- answer comprehension questions pertaining to the text
- describe a person

Additional Resources

- A4 sheets
- Colour pencils, markers etc (for drawing and colouring)

Methodology

Pre-reading: Ask the students if they have ever met someone unusual. Give them a few minutes to think. Someone unusual can be someone who says and does things differently, and they are memorable. Elicit responses from the students and discuss their ideas. Be cautious that someone unusual does not mean they highlight someone's disability or make fun of a person just because they are different.

While-reading – analysis: Ask the students to read the passage till page 36. Have a discussion on the metaphorical use of words in the passage. Refer to the first paragraph of the passage (on page 34). Draw the attention of the students towards the following lines in the passage. You can also write them on the white/blackboard:

- still *looms an awesome figure* in my memory
- Yet she taught us more, *in her own way*, about trust and love and loyalty than any book, any school, any single person I know.
- I always remember her as being *dried up and old, like a piece of yellow rice paper*.
- Our family made her '*thin and ugly*'
- *We had melted away the very flesh from her bones.*

Pair activity: Ask the students to read the lines in context to the passage and discuss with their partner, emphasise on the italicised phrases. What do they think is meant by these phrases? Why do they think the author used to convey his thoughts in this manner? What effect did it have on the reader? Give the pairs a few minutes to discuss their ideas and then take feedback from random pairs. Emphasise that using words in such a manner, adding similes, metaphors, and hyperbole enhances the text and adds vividness to the passage. The text becomes more interesting to read and evokes imagination in the reader's mind.

Post-reading—pictorial depiction: Ask the students to read the passage till the end, remind them to refer to the vocabulary box on the pages to refer to meanings of difficult words while reading. Have a discussion on Maria's personality. Ask the students to first describe her in their own words. Ask them to how they feel about her, what type of a personality did she have. Ask the students to pick a paragraph from the passage and make their own pictorial depiction of the incident/or they can pick a personality from the story and draw him/her. Provide the students with A4 sheets to draw their interpretation of the scene/personality.

Qs. 1 – 5: Ask the students to go through questions 1 – 5 of the comprehension questions. Ask the students to recall their post-reading activity and pick out adjectives that they think better suit Maria. Facilitate the students in completing the rest of the questions.

Qs. 6: Ask the students to share a few adjectives that can help describe a relationship, elicit responses from the students. Words can include: loving, harmonious, fearful, respectful, supportive, trusting, caring, respectful, committed, honest, negative, strong, equal, etc.

Elicit responses from the students as to who was the writer? What relationship did she have with Maria? Elicit responses on what she learnt from Maria, etc. Make a mind map on the board eliciting responses and filling in the map. Ask the students to make a draft of their ideas, proofread and then write their finalised paragraph in their notebooks.

Wrap up: Ask the students to share what they felt about a person like Maria, who are seemingly harsh and rude but may have a heart of gold.

Lesson 2—Learn to write – Writing a description

Objectives

By the end of the lesson, the students will be able to:

- recognise the importance of character description in storytelling.
- analyze and identify key characteristics and traits of a character.
- use descriptive language to create a detailed character description.
- revise and edit their writing to enhance clarity and effectiveness.

Methodology

Introduction—Discussion: Begin the lesson by engaging students in a

discussion about the importance of well-developed characters in stories. Ask questions like: What makes a character memorable? How does a detailed character description enhance the reading experience? Can you think of any examples of books or movies with memorable characters?

Exposition: Ask the students to turn to pages 39 – 40 of the coursebook. Ask them to read Maria’s description and then the following descriptions on page 40. Illustrate the power of descriptive writing in bringing characters to life. Ask the students what do they think the story would have been like if a character description like Maria’s would not have been given in the story, would the story have turned out to be so interesting?

Analysing character traits: Ask the students to come up with various descriptive words that can be used to describe a person. Physical features (face, eyes, nose, hair, skin), their clothes, and their general appearance. We also describe their height and build, character and qualities, e.g., *tall, plump, friendly, helpful, cheerful, kind*. Encourage students to use words that evoke vivid imagery and convey the traits and qualities of the person effectively. Elicit words from the students, some words that can be used can be:

Adaptable, assertive, resourceful, kind-hearted, ambitious, compassionate, generous, gentle, honest, imaginative, persistent, resilient, wise, warm-hearted, courageous, humble, rude, witty, supportive, sincere, untrustworthy, short-tempered, disloyal, witty, persistent, friendly, patient, optimistic, pessimist, loving

Remember, when describing a person, it’s helpful to provide specific examples or anecdotes that illustrate these traits. This will make the description more engaging and memorable.

Creating Character Sketches: Ask the students to go through Qs. 1 and 2. Tell them to think carefully about the characters they are selecting and to not bluntly add descriptive words but to also add detail and descriptions like examples and anecdotes. Give a word limit of 100 words for question 1 and around 200–250 words for question 2.

Peer Review and Revision: Instruct students to pair up with a classmate. Ask each student to exchange their character sketches for peer review. Encourage students to provide constructive feedback on the clarity, coherence, and effectiveness of the descriptions. Students should revise their work based on the feedback received.

Conclusion and Sharing: Invite a few students to share their revised character sketches with the class. Encourage the class to provide positive feedback and praise for the effective use of descriptive language.

Summarize the key points discussed throughout the lesson, emphasizing the importance of descriptive writing in bringing characters to life. Conclude the lesson by highlighting the progress made by students in their ability to write detailed character descriptions.

Extension Activity/homework:

Create visual representations of their characters through drawings, collages, or digital media.

Write a short narrative or scene featuring their character to showcase their character's traits in action.

Discuss how characters change and evolve throughout a story and how their descriptions might be updated as the story progresses.

Lesson 3—Learn words—Sentence patterns

Objectives

By the end of the lesson, the students will be able to:

- recall sentences, phrases, and clauses
- identify different pattern sequences of sentences

Additional Resources

- Cards/charts with sentence pattern sequences written on them (one card for each pattern) to be pinned/stuck to the board
- Various sentences based on different sentence patterns written on slips of paper (at least 10 of each pattern, to be distributed to groups of four—make according to your classroom strength)

Methodology

Introduction—prior knowledge: Ask the students to recall sentences, phrases, and clauses. Elicit responses from them and take feedback on the white/black board. Remind the students that:

- A *sentence* has a subject (the noun or pronoun part) and predicate (the part containing a verb and stating something about the subject). It can often be composed of more than one clause.
- The words 'For years' form a phrase. A *phrase* refers to words that can be grouped together, but do not have a subject or a verb.
- The words 'our family had no name' form a clause. *Clauses* are groups of words that have both subjects and predicates.
- They can sometimes act as a sentence, but some clauses can't be used on their own and need to be used with an independent clause to complete their meaning.

Elicit responses from students on what is the pattern they follow when composing sentences.

Exposition: Ask the students to turn to page 41 of the coursebook. Ask them to go through the various subject patterns:

S + V = Subject + Verb

Example: Her face brightened.

S + V + O = Subject + Verb + Object

Example: I bought a dress.

S + V + A = Subject + Verb + Adjective

Example: He looks tired.

S + V + A = Subject + Verb + Adverb

Example: She sings beautifully.

S + V + N = Subject + Verb + Noun

Example: The woman is a professor.

Paste the **S + V = Subject + Verb** card on the board. Ask the students to pick the subject and the verb in the example given on page 41 (face—subject; brightened—verb). Explain the simplest sentence pattern sequence and elicit more such examples from the students.

Similarly, paste the rest of sentence pattern sequence cards on the board and elicit examples from the students one by one. Ensure that the students are able to differentiate between the sentence patterns.

Sentence Pattern Sort: Prepare sentence slips with different sentences written in different sentence patterns on them. For example, you can have cards with subject + verb; subject + verb + object; subject + verb + adjective; subject + verb + adverb; subject + verb + noun sentences.

Divide the students into small groups and give each group a set of sentence slips. Ask them to sort the slips into different categories based on their sentence patterns taught. This activity will help students identify and recognize different sentence patterns.

Elicit responses from the students and ask them to share an example of the sentences they have sorted from each category.

Individual work: Ask the students to go through the exercise given on page 41 of the coursebook. Go through the first example with the students. Facilitate them to complete the rest of the exercise individually.

Wrap up: Rapid fire round, call out a sentence pattern sequence and ask the students to quickly share an example sentence of the pattern you called out.

Lesson 4—Learn pronunciation—Syllables

Objectives

By the end of the lesson, the students will be able to use stress appropriately while pronouncing words in multi-syllabic words

Methodology

Introduction—prior-knowledge: Ask the students to recall how a word is divided into syllables. Remind them that a syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word.

Exposition: Discuss that when we are saying a word we need to stress one part of a word more than the others. *Example: beau-ti-ful sea-sons fam-i-ly.* (the italicized part needs to be stressed). Ask the students to open up to page

41 and 42 of the coursebook and go through the explanation given on the pages. Discuss the short upright dash (') in front of and above the syllable which is stressed. Ask the students to first break the word in syllables and then read it out aloud to determine which syllable would be stressed. Give examples of the following from the Q1.:

Bossy: The stress falls on the first syllable.

Pronunciation: BOSS-y

Take feedback from the students for the rest of the parts. Correct them and practice correct pronunciations.

Move on to the next part, and explain that just as some words with two syllables take the stress on the first syllable, there are other two-syllable words that take the stress on the second syllable.

Example: de|stroy suc|ceed

Explain that they will now have to do the opposite of what they did in Q1. Practise the first few parts of Qs. 2 and take responses from the students for the rest of the parts.

Lesson 5—Learn grammar—Simple present tense and present continuous tense

Objectives

By the end of the lesson, the students will be able to:

- identify what are simple present and present continuous tenses
- use the correct tense in sentences

Methodology

Introduction—prior-knowledge: Ask the students such questions that they would answer in simple present tense. For example, where do you live? Where do you go to school? etc. Write a few sentences on the white/blackboard. Ask them to identify the verb used and the tense used, for example: I live in Karachi.

Discuss the simple present tense, emphasise on the point that the action is in the present time. Recall the definition of the tense: **The form of a verb that expresses an action that is happening now or at the time of speaking.**

Similarly, ask the students questions that they would answer in the present continuous tense. For example, What are you doing right now? Write a few responses on the board and ask the students to identify the verb and the tense used.

Ask the students to identify the difference in the verbs in both simple present tense and present continuous tenses.

Draw their attention to the explanation given on page 43 of the coursebook of the tenses. Emphasise that **simple present tense** is used to talk about fixed habits or routines—things that don't change. **Present continuous tense** is used to talk about actions which are happening now but will soon finish.

Simple present tense usually uses the base form of the verb and present

continuous tenses use *-ing* at the end of the verb to indicate something at the exact time.

Individual work: Ask the students to go through the questions, elicit responses from the students for the first question. Ask the students to consider if the even is a fixed habit or something which is happening just at the moment. Facilitate the students to finish the rest of the exercise in their notebooks.

Wrap up: Ask the students to share an example of using simple present tense and present continuous tense.

Lesson 6—Learn grammar—Words of comparison

Objectives

By the end of the lesson, the students will be able to:

- identify words used to compare two or more things
- use words of comparison in sentences to describe things

Methodology

Introduction activity: Place two piles of books one taller than the other in front of the students, ask them to compare them. Elicit responses from the students and write the key comparison words on the white/blackboard, for example, more than, less than etc. emphasise that these words are telling us the comparison of the two objects on the table.

Ask the students to open to page 43 of the coursebook and read the sentence given as an example: There was *more* money in the pouch *than* in all my possessions. Elicit more words of comparison from the students, like most of, more of, stronger than, taller than, etc

Ask the students to notice the use of words of comparison and read the examples given in the page. Draw the students' attention towards the sentences that with every word of comparison, the word *than* needs to be added in the sentence.

Ask the students to look at Qs. 1. Explain that they have to write sentences to compare the objects given in the parts of the question. Elicit responses from the students for the first part.

Draw the attention of the students to the use of *more of* and *most of* to compare quantities. *More of* and *most of* can also be followed by determiners and pronouns.

Remember a determiner is a type of word used in grammar to introduce or specify a noun or noun phrase. Determiners provide information about the number, quantity, ownership, or definiteness of the noun. They typically come before the noun they modify.

Draw the attention of the students towards Qs. 2 and draw their attention towards the solved first question. Ask the students to also emphasise on reading the sentence after choosing their answer and check if the sentence makes sense.

Give the students some time to complete Qs. 1 and 2 individually. Facilitate them in completion of the questions.

Wrap up: Ask the students to share sentences using comparison words.

Section II—The Night the Ghost Got In

Lesson 7—Learn to read-2

Objectives

By the end of the lesson, the students will be able to:

- share a funny incident from their personal experiences
- perform a role-play on given scenes
- answer questions pertaining to the text

Methodology

Oracy: Ask the students to think about a funny incident that occurred with them. Give them a few minutes to think and form their recollection in their minds. Remind them before you start eliciting responses that they have to quietly listen to the classmates while they share their incidents. Ask the students to share their incidents, encourage and motivate students to share more. Reinforce correct language usage by repeating the correct sentence if they are incorrectly saying something.

While-reading—prediction: Tell the students that they are going to read a funny story. Ask the students to silently read till page 46. Remind them to refer to the glossary boxes on the pages to refer to meanings of difficult words.

Ask the students who they think is downstairs making all that noise? Are there burglars in the house like mother said or a ghost like the writer and his brother think. Ask them to give a reason for their answer.

Take responses from the students and encourage them to give reasonable reasons to their answers.

Ask the students to read on till the end of the story to find out whose footsteps could be heard.

Post-reading—Role play: Once the students have finished reading, ask their opinions about the ending of the story and what did they find out about the footsteps.

Divide the students into groups of four or five and ask them to pick an incident from the story to perform a role-play on. Tell them to pick the dialogues and add more if they feel necessary. Ask the students to rehearse their scripts and encourage them to use objects from their surroundings as props.

Once the groups are ready, ask them to perform in front of the class.

Wrap up: After their performance you can ask the students to reflect on their performances and share positive points and a point to improve.

Comprehension questions: Ask the students to go through the questions on page 50 and to skim through the passage to find answers pertaining to

the questions. Remind the students that questions that ask for reasons need to have reasonable reasons and evidence quoted from the passage for their answers to be valid. Facilitate the students in finishing the questions.

Lesson 8—Learn to speak

Objectives

By the end of the lesson, the students will be able to:

- read dialogues with appropriate expressions and intonation
- prepare dialogues to imagine a scenario offering an apology

Methodology

Oracy: Ask the students to share an incident when they had to apologise to someone over something. Elicit responses on how they began, what words did they use, were they sincere in apologising. Discuss the expressions and words they used, write their responses on the board.

Ask the students to open to page 51 of the coursebook and read the examples of expressions given: *Can you please forgive me? / I'm sorry. / I'm very sorry. / I'm really very sorry. / I must apologize. / I am extremely sorry.*

Pair activity: Pair up the students and ask them to practice the dialogues given in 1. Instruct the students that they need to read the dialogues with appropriate expressions and intonation. They need to wait for their turn as they speak and then say out their dialogues.

Ask a few pairs to read out their dialogues (after they have practiced) in front of the class.

Ask the students to look at the three situations given in 2. Ask them to prepare a brief script with a few dialogues. Emphasise that they need to use apologetic expressions and appropriate responses to the apologies.

Give the students an appropriate time to prepare and then ask the pairs to perform their dialogues with appropriate expressions in front of the class.

Lesson 9—Learn to listen

Objectives

By the end of the lesson, students will be able to:

- listen to a text being read attentively
- answer questions pertaining to the text they have heard

Methodology

Pre-listening: Ask the students what they think is important for a relationship. Elicit various responses from the students. Tell them that they are going to listen to a wonderful song about world peace and harmony.

Instructions: Instruct the students that they will be listening to a piece of text being read out. They will listen to it carefully, while you read it and then they will open up to page 52 of the coursebook. They can note the blanks appearing in the song.

You will read out the complete song for the second time from the listening exercises given at the end of the coursebook. While listening they can fill out the blanks.

Give them a few minutes after the second reading to complete any blanks they have missed out.

Listening: Begin reading the relevant song from the end of the coursebook with a clear voice. Try reading with proper expressions and intonation.

Students can fill in the blanks while they listen to the second reading.

Give the students some time after you finish the second reading to complete their answers.

Wrap up: Ask the students what their perception is of having a harmonious world with peace and serenity, what benefits would it have?

Unit 3 Teachers

Section I—Major Langlands

Lesson 1—Learn to read-1

Objectives

By the end of the lesson, students will be able to:

- share their thoughts about an inspiring personality
- answer questions pertaining to the text

Methodology

Pre-writing: Ask the students to reflect and share about a personality that they think is truly inspirational, someone who they think does inspiring things and you can learn from them. Elicit responses from the students and encourage them to share more.

Tell them that they are going to read about such an inspiring person in the passage ‘Major Langlands’

While-reading: Ask the students to begin reading the passage and to silently read till page 54. Ask the students to analyse the passage and identify what form of narrative is being used, in which person is the text written in. Explain to the students that the text they are reading is a biography. Ask the students if they know what a biography is. Explain that a biography is a text in which a person is writing about someone else’s life and events. A biography is written in third person.

Ask the students to skim through the page and note down the events of Major Langlands’ life. They can underline the key events and number them. Give the students a few minutes and then take feedback randomly from the students.

Ask the students to continue reading till the end of the passage. Remind them to refer to the vocabulary boxes within the passage to refer to meanings of difficult words.

Post-reading: Ask the students to comment on the extraordinary work Major Langlands did in the field of education and his services to Pakistan. Ask them to share ideas on how they can promote education in Pakistan.

Qs. 1–4: Ask the students to read through questions 1–4 and to skim read the passage again to find and note the answers.

Qs. 5–7: For these questions students will be to critically think and respond to the questions. Ask them to skim through the text for contextual clues as they will be needed to give reasons and evidence for their answers. Ask the students to carefully draft their questions.

Facilitate the students to answer the questions in their notebooks.

Lesson 2—Learn words—types of nouns

Objectives

By the end of the lesson, students will be able to:

- recall different types of nouns
- identify the type of noun used in a sentence

Methodology

Introduction: Ask the students to recall what is a noun. Remind them that a *noun* is a word that refers to a person (such as Anum or doctor), a place (such as Karachi or city) or a thing, a quality, or an activity (such as plant, joy, or tennis).

Ask them to recall different types of nouns. Elicit responses and jot their feedback on the board.

Exposition: Write the word *troupe* on the word and ask the students if they know what it means, explain the meaning of the word, that it is as a group of entertainers and actors, especially in a circus or a ballet. Ask the students if they can identify which type of noun does the word *troupe* belong too. Elicit responses from the students. Explain to the students that *troupe* is a **collective noun**. This is because the noun is describing a group of people. Any noun which is used to refer to a *collection* of something is considered as a collective noun.

Ask the students to share more examples of collective nouns. Examples can include:

herd (of cows), swarm (of mosquitoes), school (of fishes), murder (of crows), hive (of bees), fleet (of ships), staff (of employees), stack (of books), bunch (of keys), bouquet (of flowers), etc.

Draw the attention of the students towards Qs. A1. Explain to the students that they have to identify the wrong example given in each part of the question, the first one has been done. A company can be used to talk about actors, opera singers but not swimmers.

They can use the dictionary for some assistance in understanding the meaning of the words given.

Revisit the different types of nouns elicited from the students in the beginning of the lesson. Ask the students to share examples to elaborate the different types of nouns other than collective nouns can include:

Common: A noun that refers to people or things in general.

Examples: boy, country, bridge, day.

Proper: A noun that identifies a particular person, place, or thing. In written English, proper nouns begin with capital letters.

Examples: Anum, Karachi Pakistani, Monday.

Concrete: A noun which refers to people and to things that can be seen, touched, smelled, heard, or tasted.

Examples: dog, building, tree, rain.

Abstract: A noun which refers to ideas, qualities, and conditions—things that cannot be seen or touched.

Examples: truth, happiness, time, humour

Some nouns can act in an interesting manner, such as nouns written in plural form which are in fact singular, for example, scissors, binoculars, police.

The noun game: Tell the students that they will now play a simple noun identification game. You will call out certain nouns and the students have to identify and call out the type of noun called out within 5 seconds. You can call out an assortment of various nouns like, school, building, girl, flower, sad, angry, troupe, murder, Pakistan, city, village, etc.

Ask the students to go through Qs. 2. Read the first sentence in Qs. 2(a). Ask them why they think day is being considered as a common noun. Elicit responses from the students and explain that since day refers to the day in general and does not specify if it is a day of the week, or a special day etc.

Similarly ask the students to go through the next sentence and when they identify the noun they need to understand why they are choosing it as a noun. Facilitate them in completing the questions.

Wrap up: Ask the students if they can select a noun which they would like to use the most, ask them to share examples of the noun.

Lesson 3—Learn words—Gender of Nouns

Objectives

By the end of the lesson, students will be able to:

- recall different genders of nouns
- Identify the different gender of noun from a given set of nouns

Methodology

Introduction: Ask the students to recall gender nouns. For example, ask them if a boy is masculine or a feminine etc. Similarly ask them to share

more examples of gender nouns.

Explain to the students that other than masculine and feminine nouns there can be more categories of gender nouns:

Masculine: A noun that refers to a male figure or male member of a species

Examples: boy, man, king, actor

Feminine: A noun that refers to a female figure or female member of a species

Examples: girl, woman, queen, doe

Common: A noun which does not refer to any specific gender (it can be masculine or feminine)

Examples: baby, parent, friend, student

Neuter: A noun which refers to things that have no gender

Examples: property, rock, table, bottle

You can play the noun game for different genders of nouns as well with the students. Call out different genders of nouns and ask the students to identify the gender of the noun being called out.

Ask the students to go through Qs. B on page 58 of the coursebook. Solve the first part of the question with the students. Ask them to thoroughly read the nouns given and identify which noun has a different gender. Facilitate them in finishing the exercise.

Lesson 4—Learn pronunciation—Homophones and Homographs

Objectives

By the end of the lesson, students will be able to:

- recall what are homophones and homographs
- use the correct homophone and homograph in given sentences

Methodology

Introduction—Prior-knowledge: Write the words sun and son on the board, ask the students to say them out loud, emphasise that they sound the same. Ask the students what the difference between the two words is. Elicit responses from the student and lead the discussion towards the different meanings of the two words.

Ask the students to recall what are homophones. Elicit responses from the students and ask for more examples from the students. Remind the students that some words are pronounced in the same manner but have different meanings or spellings. They are called **Homophones**.

Ask the students to go through Qs. A1. Explain the first part, telling them that they should first focus on the meaning of the words first and then place them accordingly in the blanks.

Homographs: Write the word *ring* on the white/blackboard and ask the students if they remember the different meanings the word has. Elicit responses from the students and write them on the white/blackboard. Ask the students to share more examples of words that have the same spelling but have different meanings and may also be pronounced differently.

Explain to the students Some words are spelled in exactly the same way but have different meanings and sometimes different pronunciations. They are called *homographs*. *Example: ring* (a circular object with a hole in the middle) and *ring* (a piece of jewellery worn on fingers)

Ask the students to go through exercise B. Discuss the first part of the exercise. Ask the students to read and comprehend the sentence thoroughly first to understand which meaning will be applicable in the sentence. For example, in the first sentence, the correct meaning will be injury as the sentence is mentioning being hurt.

Facilitate the students in completing the exercise.

Wrap up: Ask the students to share a sentence using a pair of homographs.

Lesson 5—Learn grammar—Present Perfect Form

Objectives

By the end of the lesson, students will be able to:

- recognise present perfect verbs
- use present perfect verbs in their writing and conversations

Methodology

Introduction: Begin the lesson by asking students if they know what the present perfect tense is. Write their responses on the board. Explain that they will be exploring the present perfect verb form, which is used to talk about past actions or events that have a connection to the present.

Explanation and Examples: Provide a clear definition of the present perfect tense and its purpose: Generally, the *present perfect* form is used to talk about actions in the past which have no definite time reference, while the *simple past* form is used to talk about actions with a definite time reference.

Write the following sentence on the board:

‘...he has lived a life of algebra and adventure.’

Ask the students to identify the verb in the given sentence. Underline the phrase has lived, the verb *has lived* is in the *present perfect* form.

Write example sentences on the board, highlighting the structure of the present perfect tense:

(subject + have/has + participle (-ed/-en) form of the verb)

Use relatable examples to illustrate the concept, such as finding a lost item or completing a task.

Write the following sentences on the board:

I have taught algebra. (present perfect)

I taught algebra for three years. (simple past)

Ask the students to identify the difference in the sentences especially how the verbs are used.

The *present perfect* form is used to talk about actions that were begun in the past and that are still important in the present for the speaker, i.e., at the moment when he is speaking. In the sentence ‘Teaching has been my whole life ...’, the speaker means that the action (teaching) that was begun in the past has continued up to the present moment, i.e., the moment when he is speaking. In other words, the action has current relevance: it is still a part of his experience.

Explain the usage thoroughly to the students.

Key Phrases and Signal Words: Introduce common keywords and phrases associated with the present perfect tense, such as ‘*already,*’ ‘*yet,*’ ‘*just,*’ and ‘*since.*’

Explain that these words often indicate the use of the present perfect tense in a sentence. Ask the students to share examples of sentences using these words and present perfect verbs. Write some responses on the board with these signal words and discuss their usage.

Ask the students to read the example given on page 60 of the coursebook.

Qs. 1: Ask the students to read Qs 1 on page 60 of the coursebook and explain what they need to do. Draw their attention towards the solved example in the coursebook. The phrase in the bracket is just complete, and the answer given is has just completed. Draw the attention of the students towards the usage of has and the verb changed to a past participle form.

Qs. 2 – Pair and individual work: Discuss the situation given in Qs. 2 of the topic. Pair up the students to discuss the given situation. Ask them to draft a few questions they think the principal of the school would ask. They can practice the questions and answer them using present perfect forms of verbs.

Give the students some time to complete questions 1 and 2 in their notebooks.

Qs. 3 – Group work: Form groups of four in the class and ask the students to go through the questions in Qs. 3. Ask the groups to ask each other the questions and answer them using present perfect verbs.

Take rounds around the class to check in on how the groups are performing the activity.

Wrap up: Ask the students to form sentences using present participle verbs and share one sentence each with the class.

Lesson 6—Learn to write—Paragraph Writing

Objectives

By the end of the lesson, students will be able to:

- identify the essential elements of a paragraph, including a topic sentence and supporting details
- compose an effective paragraph.

Additional Resources

- Handouts on writing a paragraph

Methodology

Introduction—Prior-knowledge: Begin by asking students what they know about paragraphs. What are the essential elements of a paragraph? What makes a paragraph effective? Write their ideas on the white/blackboard.

Ask the students to open up to pages 61 and 62 of their coursebooks and read the information given on *Izaz-i-kamal* awards. Ask the students questions about what the *Izaz-i-Kamal* award is? for what, and to whom, is it given?

Tell the students that today they will be writing meaningful paragraphs on the *Izaz-i-Kamal* awards. Revisit their responses given in the introductory activity. Distribute the following handouts to the students:

Paragraph Writing A paragraph is a group of sentences that are all about the same topic. Paragraphs are important because they help readers understand the main points of your writing. To write an effective paragraph, you need to do the following:

1. Choose a topic. What do you want to write about?
2. Brainstorm supporting details. What information can you provide to support your topic?
3. Write a topic sentence. The topic sentence is a sentence that states the main idea of your paragraph. It should be placed at the beginning of the paragraph. It covers the main idea of the paragraph. An effective topic sentence acts as a frame for the paragraph as well as the entire text. It uses specific words or figures of speech to be noticeable for the reader.
4. Write supporting sentences. The supporting sentences provide more information about the main idea of your paragraph. They should be placed after the topic sentence.
5. Write a concluding sentence. The concluding sentence summarizes the main idea of your paragraph. It should be placed at the end of the paragraph.

An example of a paragraph:

My Favourite Animal [topic] My favourite animal is the dog. [Topic Sentence] Dogs are loyal and friendly. They make great companions. They can also be trained to do many different things. [Supporting Sentences] I love dogs because they are such loving and versatile creatures. [Concluding Sentence]

Practice Writing Paragraphs

The best way to learn how to write effective paragraphs is to practice. Try writing paragraphs about different topics, such as your favourite food, your favourite book, or your favourite place. You can also practice by writing paragraphs for class assignments.

Tips for Writing Effective Paragraphs

- Make sure your paragraphs have a clear topic sentence.
- Provide adequate supporting details.
- Use transition words to connect your ideas.
- Write in a clear and concise style.
- Proofread your paragraphs carefully before submitting them.

With practice, you will be able to write effective paragraphs that will help you communicate your ideas clearly and concisely.

Ask the students to carefully go through the handouts and underline important points in the handouts. Discuss the components of an effective paragraph with the students.

Ask them to refer to the information given on pages 61 and in the table on page 62. For each paragraph, have students brainstorm a list of supporting details. These details should provide more information about the main idea of the paragraph.

Once students have brainstormed a list of supporting details, have them write a topic sentence for each paragraph. The topic sentence should state the main idea of the paragraph.

Have students write their paragraphs, using their topic sentences and supporting details. They can refer to the given handout as well as the following template (you can make this on the board or provide it in the form of a worksheet):

Topic Sentence

[This is the sentence that states the main idea of your paragraph. It should be placed at the beginning of the paragraph.]

Supporting Sentences

[These sentences provide more information about the main idea of your paragraph. They should be placed after the topic sentence.]

Concluding Sentence

[This sentence summarizes the main idea of your paragraph. It should be placed at the end of the paragraph.]

When students are finished writing, have them share their paragraphs with the class if they choose to do so.

Peer review: Ask the students to form pairs and swap their work with their partners. Each partner will review their partner's work on the following set of criteria (write them on the board):

- Did the paragraphs have a clear topic sentence?
- Did the paragraphs have adequate supporting details?
- Were the paragraphs well-written?

Wrap up: Elicit the features of an effective paragraph from the students.

Lesson 7—Learn to speak

Objectives

By the end of the lesson, the students will be able to:

- share qualities of a good teacher
- discuss and compare ideas

Methodology

Oracy: Ask the students in their opinion, what they think are the good qualities a teacher should possess. Elicit responses from the students and write few on the white/blackboard. Ask the students why they think these qualities are important.

Give the students a few minutes to list down the qualities and add their own to them as well. Tell them they should be ready with reasons as well.

Pair activity: Pair up the students and ask them to compare their lists. Remind the students that they should be mindful of taking turns to speak and listen to their partners carefully, they can repeat what their partner said once they have finished speaking to reiterate what was spoken.

Tell the students that they need to respect each others' opinions and not become aggressive while discussing. They can state their opinions respectfully and agree to disagree on certain points.

Give the students ample time to discuss and compare opinions with each other. Take rounds in the class to help facilitate discussions where needed.

Wrap up: Take feedback from random pairs and ask them how they liked each others' lists.

Practice the dialogues given in 1. Instruct the students that they need to read the dialogues with appropriate expressions and intonations.

Lesson 8—Learn to listen

Objectives

By the end of the lesson, students will be able to:

- listen to a text being read attentively
- answer questions pertaining to the text they have heard

Methodology

Pre-listening: Ask the students how they should treat people who are differently-abled. Elicit responses from them and reinforce the concept of kindness and inclusivity. Tell them that they are going to listen to a text based on a famous person named Hellen Keller, who was visually and hearing impaired.

Instructions: Instruct the students to listen carefully to the text you are going to read out. Then they will open up to page 63 of the coursebook. They can read the questions.

You will read out the passage for the second time and while listening they can fill out the blanks.

They will be given a few minutes after the second reading to complete any questions they have missed out.

Listening: Begin reading the relevant text from the end of the coursebook with a clear voice. Try reading with proper expressions and intonation.

After the first reading ask the students to go through the questions on page 63. Read out the passage for a second time and ask the students to answer the questions while they listen to the second reading.

Give the students some time after you finish the second reading to complete their answers.

Wrap up: Ask the students their opinions on Hellen Keller and how she made a difference to people who are differently-abled. Would she have been able to achieve so much if she did not have a teacher like Miss Anne Sullivan?

Section II—Metamorphosis

Lesson 9—Learn to appreciate the poem

Objectives

By the end of the lesson, the students will be able to:

- analyse the theme of a poem
- answer questions pertaining to the poem

Methodology

Introduction—theme of the poem: Write the word METAMORPHOSIS on the board. Ask them what they think it means, have they heard the word before in their life? Elicit various responses from the students.

Ask them to read the introduction of the poem given on page 64 of the coursebook. The poem they are going to read is based on transformation and growth. Briefly discuss the life cycle of a butterfly. Revisit the definition of a metamorphosis again. Ask them if they have any clue on what could the word mean after reading the introduction on page 64. Elicit responses from the students focusing on the change and growth the introduction talks about. Explain to the students that the word metamorphosis has two meanings, one is a scientific one, it means:

- **metamorphosis (of something) (into something)** (*biology*) the process in which an insect or an amphibian (such as a frog) changes from its young form to its adult form in two or more separate stages.
- **metamorphosis (from something) (into something)** (*formal*) a process in which somebody/something changes completely into something different.

SYNONYM transformation

Write the words transformation and growth under metamorphosis and explain to the student the poem's theme will be about transformation and growth.

Elocution: Read out the poem with proper intonation and pronunciation. Read a few stanzas and then ask a few students to read out a few stanzas with proper intonation and pronunciation.

Discuss the meanings of the difficult words with the help of the glossary boxes.

Elicit responses from the students about the message of the poem. Ask them if they now completely understand what the poet is trying to convey.

Qs. 1 – 3: Ask the students to go through the questions and skim through the poem to find the answers.

Qs. 4 – 9: Discuss questions 4 to 9 with the students. Encourage the students to analyse the questions and the poem. To support their answers they will have to take references from the poem. Reinforce that the poem's message about transformation and change. Facilitate the students in completing the answers with valid reasoning.

Lesson 10—Activity—Figures of Speech

Objectives

By the end of the lesson, students will be able to recognise various figures of speech

Methodology

Introduction: Ask the students to refer to the poem, 'Metamorphosis' and recall how the poet conveyed her message. How did she compare the children? Elicit responses from the students if they know what this sort of comparison is known as. Drive the discussion towards defining what are metaphors. Explain to the students that: **Equating two things for the sake of comparison or symbolism is a type of rhetorical device called a metaphor. A metaphor is a figure of speech used to describe somebody/ something else, in a way that is different from its normal use, in order to show that the two things have the same qualities and to make the description more powerful.**

Exposition: Write the terms 'Figures of Speech' on the board. Ask the students if they know what are figures of speech and what is their purpose in writing. Elicit responses from the students. Explain to the students that: Figurative language, or *figures of speech*, are rhetorical devices used by writers and speakers to give words meaning beyond their usual, literal definition. Ask the students if just like metaphors, they know of more such figures of speech. Other types of figures of speech include:

Simile: a word or phrase that compares something to something else, using the words *like* or *as*, for example *a face like a mask* or *as brave as a lion*.

Personification: the practice of representing objects, qualities, etc. as humans, for example, *the wind howled*.

Hyperbole: the practice of using exaggeration to express strong emotion, to emphasise a point, or to evoke humour, for example, I am so hungry, I could eat a horse.

Ask for more examples for each of the above figures of speech. Reinforce their understanding more by asking the students to share the figures of speech in sentences.

Alliteration: Write the words ‘cautious caterpillars’ on the board. Ask the students if they notice anything about pronunciation of both the words. Elicit various responses and drive the conversation towards the fact that both begin with the same sound /k/. Explain to the students that the repetition of a sound like this, in poetry, is called alliteration.

Ask the students to Pick out another set of words from the poem that show alliteration. (See stanza 2.)

Explain to the students that alliteration is a poetic device used to enhance a poem’s meaning, or intensify a mood or feeling. Ask the students if they can share any more examples of poetic elements. Elicit responses on the board and write them on the board.

Rhyme: A word that has the same sound or ends with the same sound as another word, for example, *night* and *flight*.

Rhythm: A strong regular repeated pattern of sounds or movements. Explain to the students that when rhyming words or alliteration is used in a pattern through a poem, it helps create rhythm throughout the poem.

Meter: The arrangement of strong and weak stresses in lines of poetry that produces the rhythm. It’s created by the number of syllables in each line and the stress on those syllables.

Ask the students to look at Qs. C. and draft a simple poem describing objects or places, using the figures of speech and poetic elements mentioned above.

Ask the students to draft a poem on a topic of their choosing, edit and proofread their work before finalising it in their notebooks. Facilitate the students in completing their poems.

Wrap-up: Ask the students to illustrate their poems in their notebooks and list the figures of speech they used in the poem.

18. Student Learning Outcomes

Unit 1

- Develop conversation for clarity and effect to engage a listener.
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- Deduce meaning from context in both short and extended talk on a range of general and curricular topics.
- Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.
- Ask and respond to questions with correct language making meaning explicit.
- Present an argument and viewpoint with clarity of purpose and a convincing manner.
- Use familiar patterns (such as digraphs, blends, chunks, affixes) in an unfamiliar word, mark vowel sounds to decode it and pronounce it correctly. Identify any silent letters, suffixes and prefixes in the word to facilitate reading.
- Explain how readers make choices about the texts they like reading, e.g., by author or genre.
- Apply strategies to comprehend questions by marking keywords, verbs and tenses in literal/factual questions and tag questions.
- Distinguish between fact and opinion. Distinguish between positive and negative imperative language.
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Follow rules for discussions, set specific goals and deadlines, and define individual roles as needed.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Identify different points of view in stories/poems. Differentiate between developing and static characters in the story.
- Categorize literary works as fiction, nonfiction, poetry, or drama. Present a response by retelling the story, rating the book, sharing opinions.
- Find out the meaning of words (dictionary meaning i.e., denotative and contextual meaning i.e., connotative). Use dictionary/ Thesaurus to:
 - Locate guide words.; Locate entry word. Choose appropriate word definition.; To identify pronunciation of a word with the help of a pronunciation key.; Identify syllable division.; Identify the part of speech of a word through abbreviation used.; Identify correct spellings. ; Use a thesaurus to locate synonyms/antonyms.; Identify phrases through keywords; Understand various abbreviations used in a dictionary.
 - Identify the speaker of a poem or story (e.g., first-person, third person).
 - Read and view a variety of reading age-appropriate and high-interest books and texts from print and non-print sources:
 - Poetry (e.g., rhymes, alliteration, repeated beats, shape poem, acrostic poem); Personal recounts (e.g., diary entries, biographies); Narratives (e.g., fables, historical fiction, fairy tales, folktales, realistic stories); Procedures (e.g., lists, recipes, directions, instruction manuals) ; Information reports and texts (e.g., reports, fact sheets); Interpersonal texts (e.g., letter, notices, notes); Drama (speech bubble and cartoon strips, dialogues); Lists
 - Explain functions of different conjunctions/ transitional devices used for addition (e.g., and, too, as well as), sequence (e.g., then, while, before), reason (e.g., because, as, for*), purpose (e.g., so that, in order to, so as to), place (e.g., where, wherever), choice (e.g., either...or..., neither...nor). Identify the difference.
 - Write a short dialogue between two people.
 - Participate in solo, paired and group assignments, including role play. Show insight into texts and issues through choice of speech, gesture, movement, within role-play.
 - Skim the text to extract the main idea and relevant information from a text/paragraph. Predict the content of a short piece of text from topic/ picture, title/headings, bold/italicized print etc. by using prior knowledge, asking questions and contextual clues (topic sentence, synonyms, antonyms, definition, explanation, restatement).
 - Write multiple paragraphs on a single topic (on the given text types), using correct capitalization, punctuation and spelling, by using prewriting strategies - brainstorm, mind mapping, writing a first draft, seeking peer feedback, incorporating teacher's feedback, developing a final draft.
 - Use appropriate pronoun-antecedent relationships and transitional devices within a paragraph. ; Use chronological/sequential order of arranging detail. ; Write a clear topic sentence using specific words, vivid verbs, modifiers, etc.; Focus on clarity of ideas that show cohesion, cause and effect relationship.; Use words that express emotions.; Decide purpose

- and audience.; Check sentence variety and transitions.; Introduce topics, state an opinion, create an organizational structure, provide a reason to support a perspective and conclude appropriately.
- Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
 - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.; Use dialogue and description to develop experiences and events or show the responses of characters to situations.; Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely.; Provide a conclusion that follows from the narrated experiences or events.
 - Write informative/explanatory text like a book blurb, poster to examine a topic and convey ideas and information.
 - Introduce a topic clearly and group related information in short paragraphs and sections; include formatting (e.g., headings).
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within categories of information using words and phrases (e.g., another, for example, because).
 - Use precise language and domain specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.
 - Write informal letters to people in extended social and academic environments for various purposes. e.g., a thank you letter. Follow conventions of informal letters concerning layout, salutations etc. Use of appropriate vocabulary, style and tone in informal letters. Write the address on the envelope clearly and in a proper format. Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context. – Fill in, correctly and legibly, simple forms requiring personal information (Form of library membership, school ID card form, etc.)
 - Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).
 - Proofread and edit texts for errors of:
 - Sentence structure.; Subject/verb agreement.; Noun/pronoun agreement.; Connectives.; Punctuation and spelling.
 - Look for the meaning of words from the text in a dictionary and compare them with the meaning of those words in the text.
 - Spell and write accurately using knowledge of phonic elements, words.
 - Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied. Explain whether predictions about the content of a text are acceptable or should be modified and why.

Unit 2

- Develop conversation for clarity and effect to engage a listener.
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- Deduce meaning from context in both short and extended talk on a range of general and curricular topics.
- Adopt rhetorical patterns in one’s own speech (e.g., by providing facts: “The Earth revolves around the Sun”, opinions: “I think it will rain today”, descriptions: “It is a sunny morning”, etc.) Recite poems or read prose aloud with proper intonation and expression to engage the audience.
- Skim the text to extract the main idea and relevant information from a text/paragraph. Predict the content of a short piece of text from topic/ picture, title/headings, bold/italicized print etc. by using prior knowledge, asking questions and contextual clues (topic sentence, synonyms, antonyms, definition, explanation, restatement).
- Perform a drama/playscript showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- Spell and write accurately using knowledge of phonic elements, words.
- Participate in solo, paired and group assignments, including role play. Show insight into texts and issues through choice of speech, gesture, movement, within role-play.
- Read aloud short and simple texts (fiction and nonfiction) frequently with sufficient accuracy, some expression and correct pronunciation. Identify the writer’s purpose and what makes it interesting.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly:
- Follow rules for discussions, set specific goals and deadlines, and define individual roles as needed.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)
- Use familiar patterns (such as digraphs, blends, chunks, affixes) in an unfamiliar word, mark vowel sounds to decode it and pronounce it correctly. Identify any silent letters, suffixes and prefixes in the word to facilitate reading.
- Look for the meaning of words from the text in a dictionary and compare them with the meaning of those words in the text.
- Identify the use of language structure, vocabulary and presentation to predict and to understand the meaning. Identify the topic sentence as the main idea and supporting details in a paragraph. Recognise a paragraph as a meaningful unit of expression with its own topic sentence and supporting details. Recognise features of an effective topic sentence using specific words and vivid verbs. Identify sentences in a paragraph that support the main idea through:
 - Definition,; Example, and/or; Evidence.
 - Analyse organisational patterns in a text:
 - List/sequence of ideas/ events; Comparison/contrast; Cause/effect; Problem/solution
- Identify different points of view in stories/poems. Differentiate between developing and static characters in the story.
- Find out the meaning of words (dictionary meaning i.e., denotative and contextual meaning i.e., connotative). Use dictionary/ Thesaurus to:
- Locate guide words.; Locate entry word. Choose appropriate word definition.; To identify pronunciation of a word with the help of a pronunciation key.; Identify syllable division.; Identify the part of speech of a word through abbreviation used.; Identify correct spellings. ; Use a thesaurus to locate synonyms/antonyms.; Identify phrases through keywords.; Understand various abbreviations used in a dictionary.
- Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).
- Read and view a variety of reading age-appropriate and high-interest books and texts from print and non-print sources:
- Poetry (e.g., rhymes, alliteration, repeated beats, shape poem, acrostic poem); Personal recounts (e.g., diary entries, biographies); Narratives (e.g., fables, historical fiction, fairy tales, folktales, realistic stories); Procedures (e.g., lists, recipes, directions, instruction manuals) ; Information reports and texts (e.g., reports, fact sheets); Interpersonal texts (e.g., letter, notices, notes); Drama (speech bubble and cartoon strips, dialogues); Lists
- Recognise the form, functions; and use of: Simple present tense.
- Recognise the form, functions of present continuous tense.
- Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied. Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Differentiate between phrases and clauses.
- Apply strategies to comprehend questions by marking keywords, verbs and tenses in literal/factual questions and tag questions.
- Classify and use sentences with simple and compound structures. Use simple pattern sentences.
- SV: Subject-Verb (intransitive); SVO: Subject- Verb-Object; SVA: Subject-Verb-Adjective; SVA: Subject-Verb-Adverb; SVN: Subject-Verb-Noun
- Write a short dialogue between two people.
- Write a simple descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation, complex vocabulary and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft and final draft.
- Proofread and edit texts for errors of:
- Sentence structure.; Subject/verb agreement.; Noun/pronoun agreement.; Connectives.; Punctuation and spelling.

Unit 3

- Adopt rhetorical patterns in one's own speech (e.g., by providing facts: "The Earth revolves around the Sun", opinions: "I think it will rain today", descriptions: "It is a sunny morning", etc.) Recite poems or read prose aloud with proper intonation and expression to engage the audience.
- Identify the use of language structure, vocabulary and presentation to predict and understand the meaning. Identify the use of some figures of speech like simile, metaphor, personification, and hyperbole.
- Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).
- Develop conversation for clarity and effect to engage a listener.
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- Read and view a variety of reading age-appropriate and high-interest books and texts from print and non-print sources:
- Poetry (e.g., rhymes, alliteration, repeated beats, shape poem, acrostic poem); Personal recounts (e.g.,

- diary entries, biographies); Narratives (e.g., fables, historical fiction, fairy tales, folktales, realistic stories); Procedures (e.g., lists, recipes, directions, instruction manuals); Information reports and texts (e.g., reports, fact sheets); Interpersonal texts (e.g., letter, notices, notes); Drama (speech bubble and cartoon strips, dialogues); Lists
- Identify the use of language structure, vocabulary and presentation to predict and to understand the meaning. Identify the topic sentence as the main idea and supporting details in a paragraph. Recognise a paragraph as a meaningful unit of expression with its own topic sentence and supporting details. Recognise features of an effective topic sentence using specific words and vivid verbs. Identify sentences in a paragraph that support the main idea through:
 - Definition,; Example, and/or; Evidence.
 - Analyse organisational patterns in a text:
 - List/sequence of ideas/ events; Comparison/contrast; Cause/effect; Problem/solution
 - Find out the meaning of words (dictionary meaning i.e., denotative and contextual meaning i.e., connotative). Use dictionary/ Thesaurus to:
 - Locate guide words.; Locate entry word. Choose appropriate word definition.; To identify pronunciation of a word with the help of a pronunciation key.; Identify syllable division.; Identify the part of speech of a word through abbreviation used.; Identify correct spellings. ; Use a thesaurus to locate synonyms/antonyms.; Identify phrases through keywords.; Understand various abbreviations used in a dictionary.
 - Determine the meaning of words and phrases as they are used in a text, including figurative. language such as metaphors and similes.
 - Apply strategies to comprehend questions by marking keywords, verbs and tenses in literal/factual questions and tag questions.
 - Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied. Explain whether predictions about the content of a text are acceptable or should be modified and why.
 - Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. Identify poetic elements for e.g., rhythm, similes, metaphors, and sensory images in poems. Identify problem solution in a text (e.g., by linking an issue to its problem source).
 - Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
 - Participate in solo, paired and group assignments, including role play. Show insight into texts and issues through choice of speech, gesture, movement, within role-play.
 - Analyse rhyme, rhythm, metre, and various techniques (e.g., colour, pictures, sound effects) used in written and visual texts to enhance the meaning of the text and impact on the reader.
 - Skim the text to extract the main idea and relevant information from a text/paragraph. Predict the content of a short piece of text from topic/ picture, title/headings, bold/italicized print etc. by using prior knowledge, asking questions and contextual clues (topic sentence, synonyms, antonyms, definition, explanation, restatement).
 - Look for the meaning of words from the text in a dictionary and compare them with the meaning of those words in the text.
 - Respond to a text with, e.g.,
 - Reasons; Simple judgement; Personal interpretation
 - Deduce meaning from context in both short and extended talk on a range of general and curricular topics.
 - Spell and write accurately using knowledge of phonic elements, words.
 - Recognise and use simple binomial pairs (neat and tidy/far and wide). Comprehend and use simple phrasal verbs (e.g., blow up get angry) and Idioms (e.g., lend a hand/help) in the different texts. Differentiate between homophones (whether/ weather, seen/scene, herd/heard, hare/hair), they're/ there/their). Understand and identify homographs words spelled the same, with different pronunciation.
 - Understand and utilize figurative language: similes, metaphors, personification given in the text and make sentences. Comprehend the role of compound words in vocabulary building and make compound words.
 - Use the types of nouns i.e., common, proper, collective, concrete and abstract nouns. Use postmodifiers to go after a noun (e.g., the man in the blue shirt).
 - Recognise and use nouns that are written in plural form but are in fact singular e.g., scissors.
 - Use familiar patterns (such as digraphs, blends, chunks, affixes) in an unfamiliar word, mark vowel sounds to decode it and pronounce it correctly. Identify any silent letters, suffixes and prefixes in the word to facilitate reading.
 - Sort the nouns by gender i.e., masculine, feminine, and common (e.g., baby), neuter (e.g., property).
 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly:

- Follow rules for discussions, set specific goals and deadlines, and define individual roles as needed; Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Use apostrophe with nouns (singular, plural) ending with missing sounds e.g., Keats' poetry, Boys' college, etc.
- Recognise and use the forms and functions of present perfect tense.
- Follow the technique of writing topic sentences and supporting details. Recognize that a paragraph comprises of a group of sentences that develop a single idea. Write a simple unified paragraph on a given topic:
- Write a clear topic sentence using specific words, vivid verbs, modifiers, etc.; Add adequate supporting details to complete the idea.
- Write multiple paragraphs on a single topic (on the given text types), using correct capitalization, punctuation and spelling, by using prewriting strategies - brainstorm, mind mapping, writing a first draft, seeking peer feedback, incorporating teacher's feedback, developing a final draft.
- Use appropriate pronoun-antecedent relationships and transitional devices within a paragraph. ; Use chronological/sequential order of arranging detail. ; Write a clear topic sentence using specific words, vivid verbs, modifiers, etc.; Focus on clarity of ideas that show cohesion, cause and effect relationship; Use words that express emotions.; Decide purpose and audience.; Check sentence variety and transitions.; Introduce topics, state an opinion, create an organizational structure, provide a reason to support a perspective and conclude appropriately.
- Write informative/explanatory text like a book blurb, poster to examine a topic and convey ideas and information; a. Introduce a topic clearly and group related information in short paragraphs and sections; include formatting (e.g., headings); b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; c. Link ideas within categories of information using words and phrases (e.g., another, for example, because); d. Use precise language and domain specific vocabulary to inform about or explain the topic; e. Provide a concluding statement or section related to the information or explanation presented.
- Write a poem describing objects or places.
- Proofread and edit texts for errors of:
- Sentence structure.; Subject/verb agreement.; Noun/pronoun agreement.; Connectives.; Punctuation and spelling

Unit 4

- Develop conversation for clarity and effect to engage a listener.
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- Perform a drama/playscript showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied. Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Apply strategies to comprehend questions by marking keywords, verbs and tenses in literal/factual questions and tag questions.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly:
- Follow rules for discussions, set specific goals and deadlines, and define individual roles as needed; Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Present an argument and viewpoint with clarity of purpose and a convincing manner.
- Deduce meaning from context in both short and extended talk on a range of general and curricular topics.
- Participate in solo, paired and group assignments, including role play. Show insight into texts and issues through choice of speech, gesture, movement, within role-play.
- Use familiar patterns (such as digraphs, blends, chunks, affixes) in an unfamiliar word, mark vowel sounds to decode it and pronounce it correctly. Identify any silent letters, suffixes and prefixes in the word to facilitate reading.
- Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)
- Spell and write accurately using knowledge of phonic elements, words.
- Read and view a variety of reading age-appropriate and high-interest books and texts from print and non-print sources:

- Poetry (e.g., rhymes, alliteration, repeated beats, shape poem, acrostic poem); b. Personal recounts (e.g., diary entries, biographies); c. Narratives (e.g., fables, historical fiction, fairy tales, folktales, realistic stories); d. Procedures (e.g., lists, recipes, directions, instruction manuals); e. Information reports and texts (e.g., reports, fact sheets); f. Interpersonal texts (e.g., letter, notices, notes); g. Drama (speech bubble and cartoon strips, dialogues); h. Lists
- Use common, grade appropriate affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Use common roots (e.g., cycl, form, ped) and affixes (e.g., anti-, inter-, intra-, post-, -able, -less, -tion) to construct multisyllabic words.
- Proofread and edit texts for errors of:
 - Sentence structure.; Subject/verb agreement.; Noun/pronoun agreement.; Connectives.; Punctuation and spelling
 - Understand and utilize figurative language: similes, metaphors, personification given in the text and make sentences. Comprehend the role of compound words in vocabulary building and make compound words.
 - Look for the meaning of words from the text in a dictionary and compare them with the meaning of those words in the text.
 - Find out the meaning of words (dictionary meaning i.e., denotative and contextual meaning i.e., connotative). Use dictionary/ Thesaurus to:
 - Locate guide words.; Locate entry word. Choose appropriate word definition.; To identify pronunciation of a word with the help of a pronunciation key.; Identify syllable division.; Identify the part of speech of a word through abbreviation used.; Identify correct spellings. ; Use a thesaurus to locate synonyms/antonyms.; Identify phrases through keywords.; Understand various abbreviations used in a dictionary.
 - Recognise and use personal pronouns as subjective, objective, possessive cases, and demonstrative, interrogative, reciprocal and reflexive pronouns (this, that, one another, myself).
 - Demonstrate use of pronoun-antecedent agreement recognizing their relationship. Identify relative pronouns and use relative pronouns (who, whose, whom, which, that) to join relative clauses.
 - Skim the text to extract the main idea and relevant information from a text/paragraph. Predict the content of a short piece of text from topic/ picture, title/headings, bold/italicized print etc. by using prior knowledge, asking questions and contextual clues (topic sentence, synonyms, antonyms, definition, explanation, restatement).
 - Demonstrate the use of main verbs and helping verbs.
- Recognise and demonstrate function and use of modal verbs can/ cannot, may/may not and should, shall, will, could, might, etc. to express ability, inability, permission, offers, invitations, requests, prohibition, doubt, obligation etc. in affirmative, negative and interrogative sentences.
- Write multisyllable words at grade level with correct spelling, using spelling rules and strategies: noting sound and visual patterns in words, applying vowel-consonant patterns (e.g., blends, doubling of consonants, changing the ending of a word from -y to -ies when forming the plural; /ʃs/ spelt with -tious and cious. Exception:- xious; /ʃəl/ spelt with -tial, -cial and exceptions. Making analogies from familiar words.
- Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).
- Write multiple paragraphs on a single topic (on the given text types), using correct capitalization, punctuation and spelling, by using prewriting strategies - brainstorm, mind mapping, writing a first draft, seeking peer feedback, incorporating teacher's feedback, developing a final draft.
- Use appropriate pronoun-antecedent relationships and transitional devices within a paragraph. ; Use chronological/sequential order of arranging detail. ; Write a clear topic sentence using specific words, vivid verbs, modifiers, etc.; Focus on clarity of ideas that show cohesion, cause and effect relationship.; Use words that express emotions.; Decide purpose and audience.; Check sentence variety and transitions.; Introduce topics, state an opinion, create an organizational structure, provide a reason to support a perspective and conclude appropriately.
- Write informative/explanatory text like a book blurb, poster to examine a topic and convey ideas and information; - Introduce a topic clearly and group related information in short paragraphs and sections; include formatting (e.g., headings); - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; - Link ideas within categories of information using words and phrases (e.g., another, for example, because); - Use precise language and domain specific vocabulary to inform about or explain the topic; - Provide a concluding statement or section related to the information or explanation presented.
- Write opinion piece on topics or texts, supporting a point of view with reasons and information; - Introduce a topic or text, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose; - Provide reasons that are supported by facts and details.
- Write a formal letter/email (application, complaint).

Unit 5

- Ask and respond to questions with correct language making meaning explicit.

- Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied. Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly:
- Follow rules for discussions, set specific goals and deadlines, and define individual roles as needed.; Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Participate in solo, paired and group assignments, including role play. Show insight into texts and issues through choice of speech, gesture, movement, within role-play.
- Skim the text to extract the main idea and relevant information from a text/paragraph. Predict the content of a short piece of text from topic/ picture, title/headings, bold/italicized print etc. by using prior knowledge, asking questions and contextual clues (topic sentence, synonyms, antonyms, definition, explanation, restatement).
- Use familiar patterns (such as digraphs, blends, chunks, affixes) in an unfamiliar word, mark vowel sounds to decode it and pronounce it correctly. Identify any silent letters, suffixes and prefixes in the word to facilitate reading.
- Deduce meaning from context in both short and extended talk on a range of general and curricular topics.
- Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- Develop conversation for clarity and effect to engage a listener.
- Look for the meaning of words from the text in a dictionary and compare them with the meaning of those words in the text.
- Read a wider range of fiction and nonfiction books and find the meaning of words from the text in a dictionary and compare them with the meaning of those words in the text.
- Read and view a variety of reading age-appropriate and high-interest books and texts from print and non-print sources:
- Poetry (e.g., rhymes, alliteration, repeated beats, shape poem, acrostic poem); Personal recounts (e.g., diary entries, biographies); Narratives (e.g., fables, historical fiction, fairy tales, folktales, realistic stories); Procedures (e.g., lists, recipes, directions, instruction manuals); Information reports and texts (e.g., reports, fact sheets); Interpersonal texts (e.g., letter, notices, notes); Drama (speech bubble and cartoon strips, dialogues); Lists
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- Determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text. Use summary skills to:
 - Extract salient points and develop a mind map to summarize an expository text.; Transfer the written text to a table, diagram, flowchart, or work plan.
 - Select, collate and summarise ideas from texts by paraphrasing them in the simple but correct language. Draw conclusions and make simple generalisations (such as the moral of a story).
 - Apply strategies to comprehend questions by marking keywords, verbs and tenses in literal/factual questions and tag questions.
 - Find out the meaning of words (dictionary meaning i.e., denotative and contextual meaning i.e., connotative). Use dictionary/ Thesaurus to:
 - Locate guide words.; Locate entry word. Choose appropriate word definition.; To identify pronunciation of a word with the help of a pronunciation key.; Identify syllable division.; Identify the part of speech of a word through abbreviation used.; Identify correct spellings. ; Use a thesaurus to locate synonyms/antonyms.; Identify phrases through keywords.; Understand various abbreviations used in a dictionary.
 - Use common, grade appropriate affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Use common roots (e.g., cycl, form, ped) and affixes (e.g., anti-, inter-, intra-, post-, -able, -less, -tion) to construct multisyllabic words.
 - Distinguish between the literal and nonliteral meanings of words and phrases in context (e.g., take steps) and use them appropriately in writing.
 - Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).
 - Form adjectives from nouns. Identify adjectival phrases. Identify adjectives of quantity, quality, size, shape, colour, and origin. Change and use degrees of adjectives: positive, comparative, superlative. Change and use degrees of regular and irregular adjectives.
 - Recognise and use the forms and functions of past perfect tense. Understand and use gerunds. Understand the use of since and for Understand and use gerunds and participles. Use aspects of time correctly in speech and writing.

- Spell and write accurately using knowledge of phonic elements, words.
- Use past continuous in writing and past perfect for a past action occurring before another past action (e.g., I had done my homework before my father reached home).
- Write multiple paragraphs on a single topic (on the given text types), using correct capitalization, punctuation and spelling, by using prewriting strategies - brainstorm, mind mapping, writing a first draft, seeking peer feedback, incorporating teacher's feedback, developing a final draft.
- Use appropriate pronoun-antecedent relationships and transitional devices within a paragraph. ; Use chronological/sequential order of arranging detail. ; Write a clear topic sentence using specific words, vivid verbs, modifiers, etc.; Focus on clarity of ideas that show cohesion, cause and effect relationship.; Use words that express emotions.; Decide purpose and audience.; Check sentence variety and transitions.; Introduce topics, state an opinion, create an organizational structure, provide a reason to support a perspective and conclude appropriately.
- Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.; Use dialogue and description to develop experiences and events or show the responses of characters to situations.; Use a variety of transitional words and phrases to manage the sequence of events.; Use concrete words and phrases and sensory details to convey experiences and events precisely.; Provide a conclusion that follows from the narrated experiences or events.
- Use summary skills to write an objective summary of the given text, distinct from personal opinion and judgement.
- Proofread and edit texts for errors of:
 - Sentence structure.; Subject/verb agreement.; Noun/ pronoun agreement.; Connectives.; Punctuation and spelling.
- Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure.
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)
- Apply strategies to comprehend questions by marking keywords, verbs and tenses in literal/factual questions and tag questions.
- Deduce meaning from context in both short and extended talk on a range of general and curricular topics.
- Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied. Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Use familiar patterns (such as digraphs, blends, chunks, affixes) in an unfamiliar word, mark vowel sounds to decode it and pronounce it correctly. Identify any silent letters, suffixes and prefixes in the word to facilitate reading.
- Look for the meaning of words from the text in a dictionary and compare them with the meaning of those words in the text.
- Identify the use of language structure, vocabulary and presentation to predict and to understand the meaning. Identify the topic sentence as the main idea and supporting details in a paragraph. Recognise a paragraph as a meaningful unit of expression with its own topic sentence and supporting details. Recognise features of an effective topic sentence using specific words and vivid verbs. Identify sentences in a paragraph that support the main idea through:
 - Definition.; Example, and/or; Evidence.
 - Analyse organisational patterns in a text:
 - List/sequence of ideas/ events; Comparison/contrast; Cause/effect; Problem/solution
 - Distinguish between fact and opinion. Distinguish between positive and negative imperative language.
 - Find out the meaning of words (dictionary meaning i.e., denotative and contextual meaning i.e., connotative). Use dictionary/ Thesaurus to:
 - Locate guide words.; Locate entry word. Choose appropriate word definition.; To identify pronunciation of a word with the help of a pronunciation key.; Identify syllable division.; Identify the part of speech of a word through abbreviation used.; Identify correct spellings. ; Use a thesaurus to locate synonyms/antonyms.; Identify phrases through keywords.; Understand various abbreviations used in a dictionary.
- Skim the text to extract the main idea and relevant

Unit 6

- Develop conversation for clarity and effect to engage a listener.
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.

information from a text/paragraph. Predict the content of a short piece of text from topic/ picture, title/headings, bold/italicized print etc. by using prior knowledge, asking questions and contextual clues (topic sentence, synonyms, antonyms, definition, explanation, restatement).

- Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. Identify poetic elements for e.g., rhythm, similes, metaphors, and sensory images in poems. Identify problem solution in a text (e.g., by linking an issue to its problem source).
- Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).
- Read and view a variety of reading age-appropriate and high-interest books and texts from print and non-print sources:
- Poetry (e.g., rhymes, alliteration, repeated beats, shape poem, acrostic poem); Personal recounts (e.g., diary entries, biographies); Narratives (e.g., fables, historical fiction, fairy tales, folktales, realistic stories); Procedures (e.g., lists, recipes, directions, instruction manuals); Information reports and texts (e.g., reports, fact sheets); Interpersonal texts (e.g., letter, notices, notes); Drama (speech bubble and cartoon strips, dialogues); Lists
- Take dictation of paragraph/ text of grade level. Keep a record of words (e.g., word wall, word bank, word journal).
- Participate in solo, paired and group assignments, including role play. Show insight into texts and issues through choice of speech, gesture, movement, within role-play.
- Recognise and use simple binomial pairs (neat and tidy/far and wide). Comprehend and use simple phrasal verbs (e.g., blow up get angry) and Idioms (e.g., lend a hand/help) in the different texts. Differentiate between homophones (whether/ weather, seen/scene, herd/heard, hare/hair), they're/ there/their). Understand and identify homographs words spelled the same, with different pronunciation.
- Recall and apply rules for use of articles 'a', 'and', 'an' and 'the' in speech and writing. Identify and use adverb phrases in writing for different purposes.
- Use prepositions of position, time, movement and direction including since and for.
- Punctuate sentences and short paragraphs correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes, and commas. Recognise and rectify faulty punctuation in a given text and own work.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts,

and issues, building on others' ideas and expressing their own clearly:

- Follow rules for discussions, set specific goals and deadlines, and define individual roles as needed.; Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Recognise and use the forms and functions of past perfect tense. Understand and use gerunds. Understand the use of since and for Understand and use gerunds and participles. Use aspects of time correctly in speech and writing.
- Distinguish and write four types of sentences i.e., declarative, exclamatory, interrogative and imperative.
- Practice note-taking for different purposes in a legible and consistent handwriting.
- Spell and write accurately using knowledge of phonic elements, words.
- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, mind mapping using a variety of graphic organizers, mind-mapping, note-taking, picture illustrations and doodles.
- Write the final draft after complete editing and proofreading.
- Write multiple paragraphs on a single topic (on the given text types), using correct capitalization, punctuation and spelling, by using prewriting strategies - brainstorm, mind mapping, writing a first draft, seeking peer feedback, incorporating teacher's feedback, developing a final draft.
- Use appropriate pronoun-antecedent relationships and transitional devices within a paragraph. ; Use chronological/sequential order of arranging detail. ; Write a clear topic sentence using specific words, vivid verbs, modifiers, etc.; Focus on clarity of ideas that show cohesion, cause and effect relationship.; Use words that express emotions.; Decide purpose and audience.; Check sentence variety and transitions.; Introduce topics, state an opinion, create an organizational structure, provide a reason to support a perspective and conclude appropriately.
- Write informative/explanatory text like a book blurb, poster to examine a topic and convey ideas and information.
- Introduce a topic clearly and group related information in short paragraphs and sections; include formatting (e.g., headings). ; Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.; Link ideas within categories of information using words and phrases (e.g., another, for example, because).; Use precise language and domain specific vocabulary to inform about or

explain the topic.; Provide a concluding statement or section related to the information or explanation presented.

- Write a simple descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation, complex vocabulary and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft and final draft.
- Proofread and edit texts for errors of:
- Sentence structure.; Subject/verb agreement.; Noun/pronoun agreement.; Connectives.; Punctuation and spelling.

Unit 7

- Deduce meaning from context in both short and extended talk on a range of general and curricular topics.
- Demonstrate ‘attentive listening’ skills towards others and be sensitive to the rules of turn-taking and discourse.
- Ask and respond to questions with correct language making meaning explicit.
- Participate in solo, paired and group assignments, including role play. Show insight into texts and issues through choice of speech, gesture, movement, within role-play.
- Adopt rhetorical patterns in one’s own speech (e.g., by providing facts: “The Earth revolves around the Sun”, opinions: “I think it will rain today”, descriptions: “It is a sunny morning”, etc.) Recite poems or read prose aloud with proper intonation and expression to engage the audience.
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly:
- Follow rules for discussions, set specific goals and deadlines, and define individual roles as needed.; Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Read aloud short and simple texts (fiction and nonfiction) frequently with sufficient accuracy, some expression and correct pronunciation. Identify the writer’s purpose and what makes it interesting.
- Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark).
- Look for the meaning of words from the text in a

dictionary and compare them with the meaning of those words in the text.

- Identify the use of language structure, vocabulary and presentation to predict and to understand the meaning. Identify the topic sentence as the main idea and supporting details in a paragraph. Recognise a paragraph as a meaningful unit of expression with its own topic sentence and supporting details. Recognise features of an effective topic sentence using specific words and vivid verbs. Identify sentences in a paragraph that support the main idea through:
- Definition.; Example, and/or; Evidence.
- Analyse organisational patterns in a text:
- List/sequence of ideas/ events; Comparison/contrast; Cause/effect; Problem/solution
- Identify themes as big ideas in stories/ poems and other texts. Collate the information and list the major points.
- Develop conversation for clarity and effect to engage a listener.
- Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied. Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- Skim the text to extract the main idea and relevant information from a text/paragraph. Predict the content of a short piece of text from topic/ picture, title/headings, bold/italicized print etc. by using prior knowledge, asking questions and contextual clues (topic sentence, synonyms, antonyms, definition, explanation, restatement).
- Determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text. Use summary skills to:
- Extract salient points and develop a mind map to summarize an expository text.; Transfer the written text to a table, diagram, flowchart, or work plan.
- Select, collate and summarise ideas from texts by paraphrasing them in the simple but correct language. Draw conclusions and make simple generalisations (such as the moral of a story).
- Apply strategies to comprehend questions by marking keywords, verbs and tenses in literal/factual questions and tag questions.
- Read and view a variety of reading age-appropriate and high-interest books and texts from print and non-print sources:
- Poetry (e.g., rhymes, alliteration, repeated beats, shape poem, acrostic poem); Personal recounts (e.g., diary entries, biographies); Narratives (e.g., fables,

- historical fiction, fairy tales, folktales, realistic stories); Procedures (e.g., lists, recipes, directions, instruction manuals); Information reports and texts (e.g., reports, fact sheets); Interpersonal texts (e.g., letter, notices, notes); Drama (speech bubble and cartoon strips, dialogues); Lists
- Find out the meaning of words (dictionary meaning i.e., denotative and contextual meaning i.e., connotative). Use dictionary/ Thesaurus to:
 - Locate guide words.; Locate entry word. Choose appropriate word definition.; To identify pronunciation of a word with the help of a pronunciation key.; Identify syllable division.; Identify the part of speech of a word through abbreviation used.; Identify correct spellings.; Use a thesaurus to locate synonyms/antonyms.; Identify phrases through keywords.; Understand various abbreviations used in a dictionary.
 - Use common, grade appropriate affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Use common roots (e.g., cycl, form, ped) and affixes (e.g., anti-, inter-, intra-, post-, -able, -less, -tion) to construct multisyllabic words.
 - Punctuate sentences and short paragraphs correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes, and commas. Recognise and rectify faulty punctuation in a given text and own work.
 - Use familiar patterns (such as digraphs, blends, chunks, affixes) in an unfamiliar word, mark vowel sounds to decode it and pronounce it correctly. Identify any silent letters, suffixes and prefixes in the word to facilitate reading.
 - Recognise and use the forms and functions of future tense.
 - Differentiate between direct and indirect speech. Change of tense in indirect speech i.e. (present into past tense in simple sentences and interrogative sentences.
 - Write multiple paragraphs on a single topic (on the given text types), using correct capitalization, punctuation and spelling, by using pre-writing strategies - brainstorm, mind mapping, writing a first draft, seeking peer feedback, incorporating teacher's feedback, developing a final draft.
 - Use appropriate pronoun-antecedent relationships and transitional devices within a paragraph. ; Use chronological/sequential order of arranging detail. ; Write a clear topic sentence using specific words, vivid verbs, modifiers, etc.; Focus on clarity of ideas that show cohesion, cause and effect relationship; Use words that express emotions.; Decide purpose and audience.; Check sentence variety and transitions.; Introduce topics, state an opinion, create an organizational structure, provide a reason to support a perspective and conclude appropriately.
 - Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
 - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.; Use dialogue and description to develop experiences and events or show the responses of characters to situations.; Use a variety of transitional words and phrases to manage the sequence of events.; Use concrete words and phrases and sensory details to convey experiences and events precisely.; Provide a conclusion that follows from the narrated experiences or events.
 - Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).
 - Write informative/explanatory text like a book blurb, poster to examine a topic and convey ideas and information.
 - Introduce a topic clearly and group related information in short paragraphs and sections; include formatting (e.g., headings). ; Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.; Link ideas within categories of information using words and phrases (e.g., another, for example, because); Use precise language and domain specific vocabulary to inform about or explain the topic.; Provide a concluding statement or section related to the information or explanation presented.
 - Write informal letters to people in extended social and academic environments for various purposes. e.g., a thank you letter. Follow conventions of informal letters concerning layout, salutations etc. Use of appropriate vocabulary, style and tone in informal letters. Write the address on the envelope clearly and in a proper format. Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context. → Fill in, correctly and legibly, simple forms requiring personal information (Form of library membership, school ID card form, etc.)
 - Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure.
 - Use summary skills to write an objective summary of the given text, distinct from personal opinion and judgement.
 - Spell and write accurately using knowledge of phonic elements, words.
 - Proofread and edit texts for errors of:
 - Sentence structure.; Subject/verb agreement.; Noun/pronoun agreement.; Connectives.; Punctuation and spelling