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For Grade 4 **LESSON PLAN
AND ANSWER KEY**



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LESSON PLANS

UNIT 1: WOMEN IN ISLAM		
Grade: IV	Subject: English	Material: Textbook
Teacher:	Date:	Week:
Learning objectives: This section will help learners develop the following skills/competencies: <ul style="list-style-type: none">• understand and discuss the teachings about the improved status and respect for women as exemplified by Hazrat Muhammad.• gain an understanding of the importance of education for women, as emphasised by Hazrat Muhammad.• practice summarising and paraphrasing the main points, which helps to reinforce their understanding and ability to convey information in their own words.• encouraged to think about how they can support and appreciate women in their daily lives by following the examples set by Hazrat Muhammad.		
Overview: The chapter highlights the transformation in the status and respect for women in Arabia brought about by Hazrat Muhammad, emphasising gender equality and the importance of education for women. It also underscores his teachings on kindness, support, and appreciation for women in daily life.		
Success criteria: By the end of the lesson, students should be able to: <ul style="list-style-type: none">• understand the importance of respecting and supporting women, as exemplified by Hazrat Muhammad.• demonstrate knowledge of the significance of education for women and its impact on making informed decisions in life.	Generic skills: <ul style="list-style-type: none">• Collaborative: Students will work together in pairs or small groups to discuss the teachings of Hazrat Muhammad and how they can apply these principles in their daily lives, focusing on respect and support for women.• Analytical: Students will carefully examine the text to understand the significance of gender equality, the importance of education for women, and the teachings of Hazrat Muhammad on kindness and support towards women.	

- describe ways to show kindness and appreciation towards women, inspired by the examples given in the text.

- **Reflective Thinking:** Students will reflect on their behaviours and attitudes towards women, and discuss ways they can improve and implement these teachings in their lives, inspired by the examples given in the text.

Starter:

Activity 1: Discussing the Importance of Kindness

- Begin by explaining that Hazrat Muhammad respected women and treated them with kindness.
- Ask, ‘Why is kindness important for everyone?’ Encourage students to think of examples from their lives where kindness made a difference.
- Invite students to share their responses. Use guiding questions like, ‘How did kindness make you feel?’
- Highlight key points on the board.
- Emphasise that kindness helps build positive relationships.

Activity 2: Comparing Silent and Aloud Reading

- Ask students if they have read a book silently and aloud. Explain both methods’ benefits.
- Ask, ‘How might silent and aloud reading be different?’ and ‘Which helps you remember better?’
- Encourage students to share their thoughts.
- Summarise the benefits of both methods.
- Reinforce that both reading methods are valuable.

Lesson structure:

Reading:

- Start by reading out the text about **Hazrat Muhammad’s teachings on respecting women, education, and kindness**. Ask the students to read along silently. This helps them focus and improves their reading comprehension skills. Use clear and expressive intonation to keep them engaged and interested in the teachings.
- As you read, **highlight the key elements of the text**, such as the status of women before Islam, Hazrat Muhammad’s efforts to improve women’s status, the importance of education for women, and the examples of Hazrat Ayesha and Hazrat Khadija.
- Explain any difficult words or concepts. For example, explain that ‘**inferior**’ means **lower in rank or quality**, and ‘**courteous**’ means being **polite** and **respectful**. Ask the students if there are any other words they find difficult to understand and provide explanations for those as well.

- After reading the text, engage the students in a **discussion**. Ask them whether they liked the text and what they found interesting or important about the teachings of Hazrat Muhammad. Encourage them to share their thoughts and provide positive reinforcement for all responses. For example, if a student says, 'I liked how Hazrat Muhammad encouraged the education of women,' acknowledge their input by saying, 'That's a great observation! Education is very important for making good decisions in life.'
- Discuss the **moral** or **lesson** of the text and **its relevance to everyday life**. Explain that **Hazrat Muhammad's actions teach us the importance of respecting women, the significance of education for both men and women, and the need for kindness** and support in daily life.
- Encourage the students to think about how they can apply these teachings in their own lives. For example, ask them, 'How can you show respect and kindness to the women in your life?' or 'Why is education important for everyone?'

Learn to read:

Question 1:

To teach the question:

- Begin by reading the relevant text aloud and clarify any difficult words.
- Discuss each statement with the students, explaining the concepts of equality in education, the role of education in decision-making, and the importance of kindness and patience.
- Have students mark the statements as True or False in their notebooks.
- Encourage students to discuss their answers in pairs, jotting down key points.
- Conclude by reviewing the answers together as a class, providing feedback and ensuring everyone understands.

Question 2:

To teach the questions:

- Read the relevant text aloud with the students and clarify any difficult words.
- Guide students to answer the questions by understanding the context and referring to the text.
- Have students write their answers in their notebooks.
- Encourage students to discuss their answers in pairs, using their notebooks to jot down key points.
- Review the answers collectively as a class, providing feedback and explaining the reasoning behind each correct response.

Learn words:

- Start by explaining the activity to the class. Begin by telling them that they will be filling in **missing letters** to complete each word.
- Show them an example that has already been completed to give them an idea of what they will be doing. For instance, you could write the word 'mod__sty' on the board and ask the class which letter is missing. Once they provide the correct letter, complete the word together.

- Allow the students time to fill in the missing letters for the remaining words in their notebooks. Encourage them to sound out the words if they are unsure about which letter to use.
- After they have completed the task, go through each word as a class, asking students to share their answers and discuss why each letter completes the word. Confirm the correct letters and address any mistakes, ensuring everyone understands the correct answers. To reinforce their learning, encourage the students to use the completed words in sentences.
- Next, you can explain **irregular plural nouns** to the students. Begin by explaining that some plural nouns do not follow the usual rules and change form completely. These are known as irregular plural nouns. Write a word like ‘tooth’ on the board and show its plural form, ‘teeth’.
- Explain how the word changes from singular to plural. Then, provide a list of singular nouns and their plural forms, and ask the students to match each singular noun to its correct plural form in their notebooks. Encourage them to think about the changes in vowels or form.
- After they complete the matching activity, review the answers as a class. Discuss why each plural form is correct and explain any confusing parts. To further practice irregular plurals, use flashcards or interactive games, reinforcing their understanding through repetition and engagement.

Learn grammar:

- **Adjectives:** Begin by explaining that adjectives are words that describe people, places, animals, or objects. They tell us more about a noun. For example, in the phrase ‘happy dog,’ the word ‘happy’ is an adjective because it describes the dog.
- **Question 1:** Start by reading each sentence aloud to the students: a. Women enjoy a noble position in Islam. b. Men and women are equal in status. c. We are commanded to be honest, kind, and gentle. d. Education is important for both men and women. e. Hazrat Khadija was a successful businesswoman.
- Ask the students to listen carefully and find the words that describe something. For each sentence, guide them to identify the adjectives. For example, in the sentence ‘Women enjoy a noble position in Islam,’ ‘noble’ is the adjective because it describes the position. Have the students underline the adjectives in their notebooks. Discuss their answers as a class, providing support and clarification as needed.
- **Nouns, Adjectives, and Verbs:** Explain that nouns are words that name people, places, things, or ideas. Adjectives, as we’ve discussed, describe nouns. Verbs are action words that tell us what someone or something is doing.
- **Question 2:** Ask the students to create a table in their notebooks with three columns: Nouns, Adjectives, and Verbs. Write a few examples on the board, such as:
 - Nouns: women, education
 - Adjectives: noble, successful
 - Verbs: enjoy, commanded

- Guide the students to find more words from the text and fill in their tables. Encourage them to look around the classroom and find additional nouns to write in their notebooks. Walk around the room to provide support and feedback as they work.
- **Phrases and Sentences:** Explain that a phrase is a group of words that work together to give some meaning but do not form a complete sentence. A phrase does not have both a subject and a verb. For example, 'under the bed' or 'after the rain.' A sentence, on the other hand, is a group of words that expresses a complete thought. A sentence has both a subject and a verb and can stand alone. For example, 'The cat is under the bed' or 'We went outside after the rain'.
- **Question 3:** Read each group of words aloud and ask the students to decide if it is a phrase or a sentence. Have them write 'Phrase' or 'Sentence' next to each group in their notebooks: a. In the morning. Type: Phrase b. The dog barked loudly. Type: Sentence c. After the movie. Type: Phrase d. She finished her homework. Type: Sentence e. Under the table. Type: Phrase f. They played football. Type: Sentence
- Discuss each answer as a class, asking the students to explain why they identified it as a phrase or a sentence. Provide guidance and clarification as needed.

Learn to write:

Question 1: Writing a Formal Invitation

- Begin by explaining what an invitation is and why it is important. Tell the students that they will be **writing a short, formal invitation** to their friends and family members to invite them to an Iftar party at their house. Show them an example of a formal invitation to give them a visual reference.
- Next, go over the key components that should be included in their invitation: a. **Purpose of invitation:** Explain that this tells the guests why they are being invited. For example, 'We would like to invite you to our Iftar party'. b. **Date and time:** Discuss the importance of including the specific date and time of the event. For example, 'The party will be held on 15th April at 6:30 PM'. c. **Venue:** Explain that this is the location of the party. For example, 'The party will be at our house, 123 Maple Street'. d. **Name of addressee and sender:** Explain that they should mention who the invitation is for and who is sending it. For example, 'Dear Grandma and Grandpa, From Ahmed'.
- Have the students write their invitations in their notebooks, including all the components discussed. Walk around the classroom to provide support and feedback as they work. Once they have completed their invitations, ask them to share their work with the class and provide positive reinforcement.

Question 2: Writing a Reply to an Invitation

- Start by explaining the scenario to the students. Tell them to imagine they have received an invitation from a relative to attend an Eid party because they have not met in a long while and would like them to come to their house.

- Explain that they will be **writing a reply to the invitation**, telling their relative that they would love to attend the party. Emphasise the importance of including all components in their reply:
 - Expressing gratitude for the invitation: For example, ‘Thank you so much for inviting me to your Eid party.’
 - Accepting the invitation: For example, ‘I would love to come to your party and see everyone again.’
 - Mentioning any additional details if necessary: For example, ‘I will be arriving with Mum and Dad.’
- Encourage the students to review their replies, checking that they have mentioned all components given, corrected any spelling errors, and used proper punctuation. Walk around the room to provide guidance and feedback as needed.

Learn pronunciation:

Consonant Clusters:

- Begin by explaining that **consonant clusters are groups of two or more consonants that appear together in a word without any vowels between them.**
- Tell the students that these clusters can be found at the beginning, middle, or end of words. Give them examples such as ‘**blue**’ (beginning), ‘**basket**’ (middle), and ‘**lamp**’ (end).
- For Question 1, start by reading each word aloud to the students: brush, clock, flower, grape, and star. Explain that they need to find and underline the initial consonant cluster in each word. For example, in ‘brush,’ the initial consonant cluster is ‘br.’ Write the word on the board and underline ‘br’ to show them.
- Do the same for each word, encouraging the students to identify and underline the clusters themselves.

Syllables:

- Next, explain that a **syllable is a single, unbroken sound of a spoken or written word, usually containing a vowel sound.** Give examples like the word ‘**apple**’, which has two syllables: ‘**ap-ple**’.
- For Question 2, provide examples of one-syllable, two-syllable, and three-syllable words. Write words like ‘**take**’ (one syllable), ‘**tem-ple**’ (two syllables), and ‘**te-le-phone**’ (three syllables) on the board. Clap your hands or tap your desk to demonstrate the number of syllables in each word. Have the students practice saying the words and clapping along to identify the syllables.
- Explain that in English, words with more than one syllable are spoken with extra emphasis (stress) on one of the syllables. This is called word stress. For example, in the word ‘temple,’ the stress is on the first syllable: ‘**TEM**-ple.’

Stress:

- Read the lists of words with stress on the first and second syllables: always, danger, different, happening, pizza (stress on the first syllable); alarm, deliver, police, remember (stress on the second syllable). Ask the students to repeat each word, emphasising the correct syllable. Practice together to help them get the hang of it.

Learn to listen:

- To teach these listening questions, begin by explaining that they will be listening to a story about **Mr Abdul Sattar Edhi**, who was known for his kindness to people and animals. Emphasise the importance of **paying attention to the word sounds** and the **speaker's tone of voice** while listening. This will help them understand the story better and answer the questions correctly.
- Read or play the relevant passage about how Mr Edhi began helping people by scanning the given QR code. Ask the students to listen carefully. You might want to repeat the passage once or twice to ensure they catch all the details.
- Encourage them to focus on the words that are emphasised and how the speaker's tone changes to convey different emotions or important points.
- After listening to the passage, guide the students to the questions on page 7. Explain that they need to choose the correct answer to each question and put a tick mark against it.
 - For question 1a, ask them how much money Edhi got for his pocket-money, and let them choose from the given options (two rupees, two paises, twenty paises). Remind them to recall what they heard in the story.
 - For question 1b, ask what Edhi's mother taught him. Let them choose from the options (to be kind to everyone, to save money, to run an organisation). Again, remind them to think about the key points from the story.
 - For question 1c, ask what Edhi's aim in life was. Let them choose from the options (he wanted to help people, he wanted to be very rich, he wanted to win awards). Encourage them to remember the main focus of Edhi's life as mentioned in the story.
- Once they have chosen their answers, review them together as a class. Discuss each question and the correct answer, explaining why it is correct based on what they heard in the story.
- Provide positive reinforcement and encourage students to share their thoughts on why the correct answer makes sense.

Learn to speak:

- For the **first question**, start by explaining the activity to the students. Tell them they will work in groups of three to discuss the importance of respecting women in our lives.
- Explain that respecting women means treating them with kindness, valuing their contributions, and ensuring they are treated equally. Give some simple examples they can relate to, such as showing respect to their mothers, teachers, and friends.
- Divide the students into groups of three and ask them to discuss points about the importance of respecting women. Encourage each group member to take turns and share at least one point about the topic. Walk around the classroom, listen to their discussions, and provide guidance if needed.
- After the group discussions, ask each group to present their ideas to the class. Remind them to speak clearly and confidently, and to listen respectfully to each other.

- For the **second question**, explain that they will be talking about their favourite season. Begin by discussing the different seasons and asking the students to share which one is their favourite and why. Explain that when they talk about their favourite season, they should try to include a fact, an opinion, and a description.
- For example, if a student's favourite season is summer, they could say, 'Summer is my favourite season. During summer, the weather is hot and sunny (fact). I love summer because I get to play outside with my friends (opinion). The days are long, and the sky is clear and blue (description)'.
- Give the students some time to think about their answers and then ask them to share their favourite season with the class. Encourage them to use different types of sentences in their speech and to speak clearly and confidently.
- Provide positive reinforcement and gentle corrections to help them improve their speaking skills.

Class assessment:	✓	✗
Can the students read about and understand the status of women in Islam?		
Can the students use the irregular plural noun properly?		
Can they use grammar topics (describing words, phrases and sentences) as directed?		
Can the students write and reply to a formal invitation?		
Can the students pronounce consonant clusters, syllables, and stress as instructed?		
Can the students listen to a specific passage and translate its findings in the textbook?		
Can the students work in groups?		

Teacher's notes:

- If students are unable to read about and understand the status of women in Islam, start by reading the text aloud to them. Use clear and expressive intonation to capture their attention and explain any difficult words or concepts as you go along. After reading, discuss the main points together and ask questions to ensure they have grasped the information. Pair stronger readers with those who need additional support to encourage peer learning and reinforcement.
- If students are struggling to use irregular plural nouns properly, provide additional practice through engaging activities. Create flashcards with singular nouns on one side and their irregular plural forms on the other. Play matching games or have students come up with sentences using both the singular and plural forms. Reinforce learning with repetition and positive reinforcement.

- For students having difficulty with grammar topics (describing words, phrases, and sentences), provide more examples and interactive exercises. Use visual aids such as posters or charts to illustrate the concepts. Engage the students in activities where they can identify and use adjectives, phrases, and sentences in context. Offer plenty of practice opportunities and give constructive feedback to help them improve.
- If students are unable to write and reply to a formal invitation, guide them through the process step-by-step. Show examples of formal invitations and replies, explaining the key components. Conduct a class activity where they practice writing invitations and replies together, offering support and feedback as needed. Encourage them to revise and edit their work for clarity and correctness.
- If students are having trouble pronouncing consonant clusters, syllables, and stress, model the correct pronunciation for them. Break down words into their sounds and syllables, and practice together. Use rhythmic clapping or tapping to help them grasp the concept of syllable stress. Engage in activities like tongue twisters and pronunciation games to make learning fun and interactive.
- For students who struggle to listen to a specific passage and translate its findings in the textbook, start by playing the passage multiple times. Discuss the key points and main ideas as a class and ask questions to check their comprehension. Provide graphic organisers or note-taking templates to help them organise the information they hear. Encourage them to summarise the passage in their own words.
- If students are having difficulty working in groups, model good group work behaviour for them. Demonstrate how to take turns, listen actively, and share ideas respectfully. Create clear guidelines for group work and monitor their interactions to ensure they are following the rules. Offer positive reinforcement for good behaviour and provide gentle corrections when needed.

UNIT 2: A TINY SEED

Grade: IV	Subject: English	Material: Textbook
Teacher:	Date:	Week:

Learning objectives:

This section will help learners develop the following skills/competencies:

- respond verbally/in writing in English to questions based on the story read.
- respond to simple instructions, announcements in English made in class/school.
- describe briefly, orally/in writing about events, places and/or personal experiences in English.
- present orally and in writing the highlights of given pictures.

Overview:

This is a real story of Wangari Maathai, the first African Woman to receive a Nobel Peace Prize for her outstanding work in Kenya. This chapter has been included to enable students to recognize how seeds are imperative to human prosperity and the role of plants and trees in our life.

Success criteria:

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

- be sensitized to the importance of plants and trees for our planet.
- identify the issues living beings would face with the destruction of plants.
- recognize the responsibilities we have towards our own planet.
- appropriately use the words 'small', 'little', and 'tiny' in sentences.
- be able to recognize the difference in the usage of the three articles.
- be able to categorize nouns.
- correctly spell words with silent letters.
- know the difference and correctly pronounce words with /s/ sound and /z/ sound.
- enhance their reading, comprehension and writing skills.

Generic skills:

- **Collaborative:** Students will comprehend the passage and answer questions by referring to the story.
- **Analytical:** Students will work on their communication skills by discussing topics given under certain exercises with their classmates.
- **Reflective Thinking:** Students will learn new words, exercise their listening skills, learn correct pronunciation of certain words, develop grammatical, speaking and writing abilities.

Starter:

- To start the lesson, ask the students to look at the two pictures. Picture A shows a green forest, while Picture B shows barren land. Encourage the students to carefully observe and think about the differences between the two pictures. Ask them to share their observations and write down their answers on the board. This interactive activity helps them engage with the visual content and share their thoughts.
- Next, ask the three questions that follow the pictures:
 1. 'What causes the change from Picture A to Picture B?'
 2. 'What happens to human and animal life when the land goes dry?'
 3. 'What role do trees and plants play in our lives?'
- For the first question, listen to their views and write down their answers. This helps you gauge their understanding of environmental changes.
- For the second question, give the heading 'Effects on human and animal life' on the board. Ask the students to answer one by one, noting down their points. Discuss how the absence of water and vegetation affects humans and animals, leading to difficulties in finding food and water. Highlight the dependence of living beings on plants and trees for survival.
- Write 'plants and trees' at the centre of the board. Ask the students the third question and let them come up with answers. Write their answers on the board, and after the list is complete, introduce the chapter by asking the final questions:
 - 'What do plants grow up from?'
 - 'If we had to grow trees on barren land, what would we require?'
- After they answer these questions, explain that they will learn about one of the requirements—seeds. This introduces the topic in a logical and engaging way, helping students understand the importance of seeds in growing plants and trees. By involving the students in discussions and writing their answers on the board, you create an interactive and supportive learning environment.

Lesson structure:**Reading:**

- To begin the lesson, ask the students to carefully examine the pictures and read the text in the boxes. Have them read the first six boxes from 'In a village... to learn more about the world!' Make sure they understand the text by asking follow-up questions:
 - 'What is the name of the girl? Where did she live?'
 - 'How did she help her mother? What work did she do?'
 - 'Where did she want to go and who convinced her parents to send her there?'
 - 'When she excelled in school, where was she invited? Why was she excited?'
- Encourage the students to answer these questions and discuss their responses to ensure they have understood the content.
- Next, ask the students to continue reading the text until '...children were hungry.' After they finish, ask the following questions to check their understanding:

- ‘What did she do after she finished her studies?’
- ‘What was different about Kenya when she returned?’
- If a student has not followed the text, give them an additional two minutes to quickly review it. Ask them the same questions again to ensure they have grasped the meaning.
- Now, have the students read the rest of the text until the end of the graphic story. Then, ask the following questions:
 - ‘What did Wangari do to change the situation?’
 - ‘What did the women do with the trees?’
 - ‘Which prize did Wangari get for her outstanding work?’
- Encourage maximum and varied participation by inviting different students to share their answers. This will help them develop their comprehension and critical thinking skills.
- To further engage the students, provide additional context and explanations where needed. For instance, if a student is unsure about a certain term or concept, take a moment to explain it in simple words and provide examples.
- This will help solidify their understanding and make the lesson more interactive and enjoyable. By creating a supportive and engaging learning environment, you will help your students develop their reading comprehension and critical thinking skills.

Learn to read:

Understand:

- Divide the class in pairs. Ask the students to turn to Learn to Read section. Give them two minutes to discuss the answers of questions 1 (a), (b), (c).
- Now ask one pair to answer a question. If the other pairs have more to contribute or a different answer to give, let them speak.
- For questions 1 (d), (e), and (f), let them refer to the text and discuss the answers with their partners. Ask pairs to answer the questions and tell the portion of the text where the answer can be found.

Infer:

- Questions 1 (g) and (h) require the students to use their ability to reason. Let them discuss the two questions in pairs.
- For question 1 (g), there will be multiple and varied responses. Take all of them into consideration. Ask them to refer to the portion of the text that mentions ‘school’ and read all the text preceding it. There they will find some clues to the answer.
- For the question 1 (h), students can use their imagination or some knowledge of history to bring in relevant facts. Allow them to make educated guesses and ask them the reasons behind their thoughts. Encourage them to think logically.

Reflect:

- For questions 1 (i) and (j), divide the class in groups of 5–6. Ask them to discuss the two questions among themselves. Carefully monitor the discussions to ensure maximum participation of all group members.

Learn words:

- To begin teaching the use of **synonyms**, specifically ‘**small**’, ‘**little**’, and ‘**tiny**’, start by making three columns on the blackboard, each labelled with one of the words. Explain that these words are synonyms, meaning they have similar meanings, but they are used in different contexts.
- Start with ‘**small**’. Explain that ‘small’ is a general term used to describe something **that is not large in size**. Give examples like ‘small dog’, ‘small room’, and ‘small amount’. Write these examples in the ‘small’ column.
- Next, explain ‘**little**’. Tell the students that ‘little’ **often implies a sense of endearment or affection** and is used to describe something small in a cute or sentimental way. For instance, ‘little baby’, ‘little house’, and ‘little kitten’. Write these examples in the ‘little’ column.
- Lastly, explain ‘**tiny**’. Describe ‘tiny’ as a word that emphasises **something very small in size, often to an extreme degree**. Give examples like ‘tiny insect’, ‘tiny amount’, and ‘tiny button’. Write these examples in the ‘tiny’ column.
- Once the explanations are clear, give the students a few examples of nouns and ask them to place them under the appropriate category. For example, ask them to classify ‘puppy’, ‘speck of dust’, and ‘child’ under ‘small’, ‘little’, or ‘tiny’. Discuss their choices and provide feedback.
- Next, ask the students to attempt the fill-in-the-blanks activity by themselves. Provide sentences where they need to choose between ‘small’, ‘little’, and ‘tiny’. For example, ‘The _____ puppy barked loudly.’
- After they complete the activity, discuss the answers with the class. If some students have made mistakes, remind them of the rules you explained earlier and ask them to think of the correct word again. Encourage them to explain their choices to reinforce their understanding.
- For the antonyms exercise, begin by asking the students if they know the meaning of the word ‘antonym’. Explain that antonyms are words with opposite meanings. For example, the antonym of ‘hot’ is ‘cold’, and the antonym of ‘big’ is ‘small’.
- Let the students read the sentences and attempt the exercise by themselves. Provide sentences where they need to find the antonyms of given words. For example, ‘The opposite of ‘happy’ is _____.’
- After they have completed the exercise, discuss the answers with the class. Encourage students to share their answers and explain their reasoning. Make sure to correct any mistakes and provide the correct answers.
- Finally, have the students write the correct answers in their notebooks. This practice will help reinforce their understanding of synonyms and antonyms, enhancing their vocabulary skills. By following these steps, you’ll create an engaging and supportive learning environment for your students.

Learn grammar:

- To teach the concept of the definite article 'the', start by writing the sentence with the article 'a' from the text on the board: 'In a village on the slopes of Mount Kenya in East Africa, a little girl worked in the fields with her mother.' Underline the article 'a' both times it appears in the sentence.
- Explain to the students that this sentence is found at the start of the chapter when the village and the little girl are being introduced, and the context is still unknown to the readers. This is why the indefinite article 'a' is used.
- Next, write the following sentences on the blackboard:
 - 'The people were poor and the children were hungry.'
 - 'She taught the women how to plant trees from seeds.'
- Underline the article 'the' wherever it is used in the sentences. Ask the students to find out where in the text these sentences are located. Explain that 'the' is used here because the context of 'the people,' 'the children,' and 'the women' is now known to the readers, making these nouns specific.
- Let the students attempt the exercise in pairs, identifying where 'the' should be used in other sentences. Discuss the answers with the class and have them note down the correct answers in their notebooks.
- For the 'Two things changing together: The ... the ...' concept, create a table on the board:
The + comparative + subject + verb, the + comparative + subject + verb
- Write example sentences and place each word under the correct heading. For instance:
 - 'The more you practise, the better you become.'
- Ask the students to form more sentences and place the words in the table. For the exercise, read aloud sentence 1 and ask the students for the answer. As they speak out the answer, place their words in the table. Continue this process for the rest of the sentences, having students read aloud and place the words on the board.
- To teach concrete and abstract nouns, create a table from page 16 on the board. Recap the first two types of nouns (which they have already practised) by giving examples. This helps lead them from known to unknown nouns, building their confidence.
- Explain the rest of the nouns with examples from the textbook. Ask students to underline other nouns in the given text and classify them into the correct categories. Correct them whenever they make mistakes to reinforce their understanding.
- Once the students are clear about the concept, let them underline all the nouns in the sentences. Ask one student to read out the nouns in a sentence and place them in the correct category. Then, ask other students if the answer is correct before moving to the next student.
- By providing clear definitions, explanations, and examples, you'll help your students understand the use of the definite article 'the', how to form comparative sentences, and the difference between concrete and abstract nouns.
- This approach will create an interactive and engaging learning environment.

Learn to write:

- To begin teaching the concept of **silent letters**, start by making three columns on the board. In the first column, write down a list of words from the textbook that contain silent letters. For example, you might include words like 'knight', 'wrist', 'autumn', 'hour', and 'gnome'.
- Once the list is written, read each word aloud to the class, making sure to pronounce them clearly. Ask the students to repeat each word after you. This helps them get familiar with the pronunciation and notice the silent letters.
- Next, explain to the students that each word on the board has a **silent letter**. A silent letter is a letter that appears in the spelling of a word but is not pronounced. For example, in the word 'knight', the 'k' is silent. In 'wrist', the 'w' is silent. Provide a few more examples from the list and underline the silent letters to highlight them.
- **Remember:** Silent letters are in words because of how language changes over time. Some letters were once pronounced but are now silent. They help us tell similar words apart, like 'knight' and 'night'. Also, they often show the word's history and origin.
- Ask the students to read each word aloud and identify the silent letter. Encourage them to think of more words that have the same silent letter. For example, if the word is 'knight', they might come up with 'knee', 'knock', or 'knit'. Write these additional words in the second column next to the original words.
- Once the students have a good understanding of silent letters, let them attempt the exercise on their own. Provide a list of words and ask them to identify the silent letters and write them down. Encourage them to think of more examples and add them to their lists.
- After they have completed the exercise, discuss the answers with the class. Go through each word and ask the students to point out the silent letters. Correct any mistakes and provide further explanations if needed. Encourage them to share any new words they thought of with the class.
- By following these steps, you will help the students understand the concept of silent letters, improve their pronunciation, and expand their vocabulary. This interactive approach ensures that the lesson is engaging and effective.

Learn pronunciation:

- To teach the differences between the **/s/ and /z/ sounds**, start by writing the given words on the board as they are listed in the textbook. Make two columns, one for the words with the /s/ sound and the other for the words with the /z/ sound. For example, you might have words like 'rice' and 'rise', 'advice' and 'advise', 'peace' and 'peas'.
- Next, read out the first word with the /s/ sound clearly and slowly. Then, read out the corresponding word in the other column with the /z/ sound. For instance, say 'rice' with the /s/ sound, then 'rise' with the /z/ sound. Ask the students to repeat each word after you, ensuring they pronounce the sounds correctly. If needed, ask them to repeat the words again to reinforce their understanding.

- Continue this process with the first few pairs of words, such as ‘advice’ and ‘advise’, and ‘peace’ and ‘peas’. Encourage the students to pay close attention to the differences in pronunciation. Provide examples and explanations to help them understand. For instance, explain that the /s/ sound is unvoiced, meaning it is produced without vibrating the vocal cords, while the /z/ sound is voiced, meaning the vocal cords vibrate when producing the sound.
- After practising with the first few pairs, allow the students to read the words aloud on their own without any guidance from you. Encourage them to pronounce the sounds correctly and listen to each other. This will help them become more confident in distinguishing between the /s/ and /z/ sounds.
- Make corrections wherever necessary, gently guiding them to the correct pronunciation. For example, if a student pronounces ‘rice’ with a /z/ sound, correct them by saying, ‘Remember, ‘rice’ has an /s/ sound, so it’s pronounced ‘r-eye-s’, not ‘r-eye-z.’
- By following these steps, you will help your students understand and practise the differences between the /s/ and /z/ sounds, improving their pronunciation skills. This interactive approach ensures that the lesson is engaging and effective, allowing students to develop their phonetic awareness in a supportive environment.

Learn to write:

What is paragraph writing?

- Paragraph writing is about **expressing one main idea** clearly in a group of sentences. It starts with a topic sentence that introduces the main idea. Then, **supporting sentences add details, examples, and explanations**. Finally, a **concluding sentence sums up the main points or gives a final thought**.
- All sentences in the paragraph should be connected and flow smoothly, making it easy for the reader to understand. In essence, a well-written paragraph helps communicate your ideas clearly and effectively.

How to write a paragraph:

- Writing a paragraph is like painting a small but detailed picture with words. Start by choosing a main idea or topic for your paragraph. This will be the focus of your writing. Begin with a clear topic sentence that introduces this main idea to your reader. For example, ‘Trees and plants are essential for our survival because they provide numerous benefits.’
- After your topic sentence, add a few supporting sentences that give more details and examples about your main idea. For instance, explain how trees absorb carbon dioxide and release oxygen, which is crucial for clean air. Mention that they offer food like fruits and nuts, provide wood for fuel and timber for building, and have medicinal properties.
- Finally, wrap up your paragraph with a concluding sentence that summarises the main idea and leaves your reader with something to think about. For example, ‘In many ways, trees and plants are the lifeline of our planet, supporting both human and animal life.’

Question 1:

- To teach the students how to write about the usefulness of trees and plants, start by explaining that they will write a **paragraph** using the information provided in the box.
- Read the points aloud to the class, and explain each one in simple terms. For example, 'Trees and plants help in giving us clean air by absorbing carbon dioxide and releasing oxygen.' Then, explain how this process is important for our health and the environment.
- Discuss each point in the box with the students. Explain how trees and plants are natural food sources for humans and animals, provide wood for cooking, and timber for furniture. Also, mention their medicinal properties and how they help in controlling temperature by keeping the earth cool and attracting rain. Encourage students to take notes as you explain.
- Next, ask the students to write a paragraph in their notebooks, using the information discussed. Give them a few minutes to organise their thoughts and start writing. Walk around the classroom to provide support and answer any questions they may have. Encourage them to use complete sentences and connect the points logically.
- Once the paragraphs are written, ask a few students to read their work aloud. Provide feedback, highlighting the strengths and suggesting improvements where needed. This will help them refine their writing skills and understand how to structure their paragraphs effectively.

Question 2:

- For the second part of the lesson, explain that the students will create a comic strip with the theme 'Save the Planet'. Start by discussing what a comic strip is and how it uses panels and speech bubbles to tell a story. Show them examples of comic strips, pointing out how the characters use speech bubbles to communicate.
- Ask the students to brainstorm ideas for their comic strip, focusing on ways to protect the environment, such as recycling, saving water, or planting trees. Encourage them to think about the characters they want to include and what they will say.
- Provide them with blank comic strip templates, and ask them to create at least three panels. Remind them to use speech bubbles to show what the characters are saying. Discuss the importance of using appropriate vocabulary, tone, and style of expression for the topic.
- Give the students time to work on their comic strips. Walk around the classroom to provide guidance and support as needed. Encourage creativity and help them develop their ideas.
- Once the comic strips are complete, ask the students to share their work with the class. Discuss the different ways they have shown how to protect the environment and provide feedback on their use of speech bubbles and storytelling.
- By following these steps, you will help the students develop their writing and creative skills, while also teaching them important lessons about the environment. This interactive approach ensures that the lesson is engaging and effective.

Learn to listen:

- To teach the students how to complete a listening exercise, start by explaining the purpose of the activity. Let them know that they will be listening to an interview with Iqra and need to answer questions based on what they hear. Emphasise the importance of listening carefully to catch the details.
- Begin by reading the questions aloud to the students, making sure they understand each one. For example: a. 'What would Iqra like to study at the university level?' b. 'Where would she like to study?' c. 'What would she like to design?' d. 'Which country would she like to work in?' e. 'Which kind of place would she like to work in?'
- Next, play the relevant passage or sentences from the coursebook that contain Iqra's interview. Remind the students to listen carefully for the specific answers to each question.
- After playing the passage once, give the students a few moments to tick their answers. Encourage them to do their best and reassure them that it is okay if they miss something.
- Play the passage a second time, allowing the students to check and confirm their answers. After the second listening, go through each question together as a class. Ask the students to call out their answers and discuss whether they got them right or wrong.
- If a student has an incorrect answer, gently correct them and explain the correct answer. For example, if a student ticks 'medicine' for the first question but the correct answer is 'design', explain why 'design' is correct based on the interview.
- Allow the students to listen to the passage one more time if necessary to ensure they have the correct answers. Emphasise that it is okay to make mistakes, as listening and learning are processes that improve with practice.
- By following these steps, you will help students develop their listening skills, improve their ability to focus on important details, and understand how to extract information from an audio passage.

Learn to speak:

- To teach the students how to conduct a partner interview and describe their partner, start by dividing the class into pairs. Explain to the students that they will be working with their partner to ask and answer a set of questions from their textbooks. This activity will help them practise their speaking and listening skills.
- First, ask the students to open their textbooks to the exercise with the set of questions. Read through the questions together as a class to ensure everyone understands them. For example, the questions might include, 'What is your favourite hobby?' or 'What is your favourite subject in school?'
- Next, instruct the students to take turns asking and answering the questions with their partners. Encourage them to listen carefully and make notes of their partner's answers. For instance, if the question is 'What is your favourite hobby?' and the partner answers 'Playing football,' the student should note that down.

- Once both partners have completed asking and answering the questions, tell them to arrange their notes in a way that best describes their partner. For example, they could write a short paragraph like, 'My partner's name is Ali. His favourite hobby is playing football, and he enjoys studying science.'
- After everyone has finished arranging their notes, ask a few students to read out their descriptions to the class. This gives them an opportunity to practise their speaking skills and share what they've learned about their partner.
- Provide positive feedback and gentle corrections if needed, encouraging the students to speak clearly and confidently. This activity not only helps them improve their communication skills but also fosters a sense of community and understanding among classmates. By following these steps, you'll create an engaging and interactive learning experience for your students.

Here are some **key etiquettes** to remember when working with a partner:

1. Listen attentively to your partner and value their opinions.
2. Clearly express your ideas and encourage your partner to do the same.
3. Encourage each other and provide constructive feedback.

Class assessment:	✓	✗
Can the students read about and understand the importance of education?		
Can the students use the synonyms (small, little, tiny) and antonyms appropriately?		
Can they spell words with silent letters? Do they know why are letters silents in certain words?		
Can the students pronounce the /s/ and /z/ sounds appropriately?		
Can the students write a paragraph on the given topic?		
Can the students listen to a specific passage and translate its findings in the textbook?		
Can the students work in pairs?		

Teacher's notes:

- If students are unable to read about and understand the importance of education, first read the text aloud to them, explaining difficult words and concepts as they go along. Use real-life examples and stories to make the topic more relatable and engaging. Encourage students to ask questions and participate in discussions to deepen their understanding.

- If students are struggling with using synonyms like ‘small’, ‘little’, and ‘tiny’, or antonyms appropriately, provide more practice exercises. Use visual aids, such as flashcards, and engage students in interactive activities like matching games. Offer clear examples and explain the context in which each word is used.
- If students have difficulty spelling words with silent letters, first explain why silent letters exist. Conduct spelling drills and provide lists of commonly used words with silent letters. Encourage students to practise by writing sentences using these words. Use phonics-based activities to reinforce their learning.
- If students are unable to pronounce the /s/ and /z/ sounds appropriately, model the correct pronunciation and ask students to repeat after them. Use visual aids, like mouth diagrams, to show how the sounds are produced. Engage students in activities such as tongue twisters and pronunciation games to make practice fun and effective.
- If students cannot write a paragraph on a given topic, start by explaining the structure of a paragraph. Provide a clear example and break it down into topic sentence, supporting sentences, and concluding sentence. Guide students through the process of brainstorming ideas and organising them logically. Offer constructive feedback on their drafts to help them improve.
- If students are struggling to listen to a specific passage and translate its findings in the textbook, play the passage multiple times, allowing students to take notes. Encourage active listening by asking comprehension questions after each playthrough. Discuss the passage as a class and guide students in translating and summarising the main points.
- If students have difficulty working in pairs, set clear expectations for collaboration and communication. Model respectful and effective partnership behaviour. Assign roles within pairs to ensure equal participation, such as one student asking questions and the other answering. Provide positive reinforcement and guidance to help students develop teamwork skills.

UNIT 2: TWO TREES (EXTENSIVE READING)

Grade: IV	Subject: English	Material: Textbook
Teacher:	Date:	Week:

Learning objectives:

This section will help learners develop the following skills/competencies:

- recite poems with appropriate expressions and intonation.
- respond verbally/in writing in English to questions based on the poem read.
- speak briefly on any familiar issue and experiences of day-to-day life.
- describe briefly, orally/in writing about events and/or personal experiences in English.

Overview:

This poem has been included to enable students know the importance of all living things in our life, develop their compassion towards them, to understand their nature and appreciate their presence around us. Through this poem, the young learners will self-reflect on their attitude towards birds and animals in our surroundings.

Success criteria:

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

- appreciate a poem and enjoy its rhythm and language.
- answer factual, inferential, referential and evaluative questions.
- think about the presence of other living beings on the planet besides humans.
- understand the use of metaphors and make up their own for effective communication.

Generic skills:

- **Collaborative:** Students will work in groups to analyse the poem and draw out its meaning. Students will also work together to think about the use of metaphor and the meaning the poet may want to convey.
- **Analytical:** Students will analyse the given poem to think about its message.
- **Reflective Thinking:** Students will learn to appreciate a poem; know the metaphor used in it, and make metaphors of their own.

Starter:

Question 1:

- To teach students the poem effectively, begin by creating an engaging atmosphere in the classroom. Ask the students to sit with their books closed and do not disclose the title of the poem they are about to read. This approach builds curiosity and prepares them for the lesson.
- Start by generating a discussion using the questions provided. This encourages students to think critically and express their thoughts. Ask them, 'Do you sometimes wake up to the chirping of birds or the barking of street dogs?' Allow the students to answer individually or in chorus. This can help them connect with the topic on a personal level.

- Next, ask, 'Are there any problems you face due to the street dogs or any other animals in your area?' Encourage the students to provide logical reasoning for their answers. This helps them articulate their thoughts and consider different perspectives.
- Finally, ask, 'Should we get rid of these animals and birds or should we let them be? Why?' This question promotes ethical thinking and empathy, allowing students to reflect on the role of animals and birds in their environment. Allocate ten minutes for this discussion to ensure that every student gets an opportunity to participate.
- After the discussion, ask the students to open their books and turn to the poem. This sequence of activities helps build context and makes the reading experience more meaningful. The discussion will have prepared the students to engage with the poem thoughtfully, and they will be more likely to understand and appreciate its themes.

Question 2:

- To teach the students how to read the poem about two trees that grow side by side through different seasons, start by explaining the main idea of the poem. Tell them that the poem describes how the trees experience various seasons together and how they share their lives.
- Next, discuss the importance of changing your tone, volume, and speed while reading. Explain that these changes can help convey the emotions and actions in the poem. For example, during spring, the trees might be happy and growing, so you could use a cheerful tone and a slightly faster pace. In contrast, during winter, the trees might be still and quiet, so you could use a calm tone and a slower pace.
- Read the poem aloud to the class, demonstrating how to change your tone, volume, and speed. As you read, show the students how to adjust their voice to match the mood and events in the poem. For instance, when describing the trees swaying in the wind, you might use a gentle and flowing tone.
- After reading the poem, ask the students to try reading it aloud themselves. Encourage them to experiment with different tones, volumes, and speeds to bring the poem to life. Provide feedback and support to help them improve their reading skills.

Lesson structure:

Reading:

- To teach the poem effectively, start by instructing the students to silently read the poem. Ask them not to move their lips or use their fingers or pencils along the lines as they read. This helps them focus on internalising the words and understanding the content.
- Next, write down the difficult words from the poem on the board. Explain that these are words they might not know, and you will discuss their meanings together. After the students have read the poem, ask them to guess the meanings of these words based on the context in which they are used. For example, if the word is 'meadow', ask them to think about what a 'meadow' might be based on the surrounding lines in the poem.

- Once the students have shared their guesses, tell them to read the meanings from the box provided in their books and see if they were correct. Elaborate on the meanings wherever required, providing additional examples or explanations to ensure they fully understand.
- Next, discuss the following questions with the students:
 - ‘After reading this poem, has your view about the animals or birds being a nuisance changed?’
 - ‘What do you think is the opinion of the poet on the same question?’
- Encourage the students to share their thoughts and engage in a discussion. This helps them reflect on the poem and its themes.
- Then, play the audio narration of the entire poem. Ask the students to keep their books closed and listen to the audio with full concentration. Explain that they should focus on the rhythm and intonation of the language, which can help them better appreciate the poem’s musicality.
- Recite the poem aloud two times. The first time, ask the students to listen carefully. During the second time, ask the students to follow the lines in their books. This reinforces their understanding and allows them to see how the words are pronounced.
- Now that the poem has been recited and heard, divide the students into groups and discuss the following questions:
 - ‘Did you like the poem?’
 - ‘Did you find the poem thought-provoking?’
 - ‘Is there some message the poet wants to convey?’
 - ‘What is the message?’
- Encourage each group to share their answers. Discuss the responses provided by various groups, ensuring all responses are encouraged and appreciated. This makes the discussion more interactive and participative.
- By following these steps, you will create an engaging and supportive learning environment, helping the students develop a deeper understanding and appreciation of the poem.

Learn to read:

Understand:

- For questions 1 (a) and (b), let the students first recall the answers from their memory. Then ask them to read the first three lines of the poem again, to see if they have answered correctly.
- Ask the students to read question 1 (c) and then read the poem again to answer the questions. Let them answer the questions and indicate the lines in which the answer can be found.

Infer:

- For question 1 (d), there might be varied responses. Ask the students to use their imagination and use their reasoning ability to justify their responses. As one student answers the question, ask the class if they agree. Encourage a different opinion from another student.

Reflect:

- For question 5, instruct the students to go through the second stanza again. Ask them the following questions:
 - What is the lady being compared to?
 - Is the sound of scratching a blackboard pleasant?
 - Why is the lady complaining is compared to the sound of scratching a blackboard?
- To explain metaphors to students, start by telling them that a **metaphor** is a **figure of speech where one thing is compared to another**, without using the words 'like' or 'as'. It helps create vivid imagery and can make writing more engaging.
- For example, if someone says, 'Time is a thief', they do not mean that time actually steals like a thief. Instead, it means that time passes quickly and takes moments from our lives. Metaphors help us understand abstract concepts by comparing them to something more familiar.
- Now, let's consider the lady's complaint. Suppose she was frustrated with a situation. We could describe her complaint using metaphors to convey the intensity of her feelings. For instance:
 - 'Her words were a storm, unleashing torrents of frustration.'
 - 'Her voice was a fire, spreading her anger with every word.'
 - 'Her complaint was a ticking bomb, ready to explode at any moment.'
- Each of these metaphors paints a picture of the lady's emotions, making her complaint more vivid and powerful. Encourage students to come up with their own metaphors to describe different situations, helping them to understand and use this literary device effectively.
- Encourage them to think of more metaphors and write them in their notebooks. Give them 5 minutes for the task. Ask them to read aloud once they are done.

Learn grammar:

- To teach the students about **prepositions** and identifying **subjects and predicates**, start by explaining what prepositions are.
- **Prepositions:** Tell the students that prepositions are **words that show the relationship between a noun or pronoun and other words in a sentence**. They can indicate **position, time, movement, and direction**. For example, 'The book is **on** the table' shows the **position of the book**, while 'We will meet **at** 3 p.m.' **shows the time**.
- Next, provide some sentences with missing prepositions and ask the students to fill in the blanks. For instance, 'The dog is hiding _____ the bed.' Guide them through the exercise and discuss the correct answers, explaining why each preposition fits best.
- After that, move on to explaining subjects and predicates. Tell the students that the subject is the part of the sentence that tells who or what the sentence is about. For example, in 'The cat sleeps,' 'The cat' is the subject. The predicate tells what the subject does or is, like 'sleeps' in the same sentence.

- Write several sentences on the board and ask the students to identify the subject and predicate in each one. For example, 'Sara loves to read books' has 'Sara' as the subject and 'loves to read books' as the predicate. Encourage the students to explain their reasoning.
- Provide more examples and practise together, ensuring the students understand the concepts. By using clear explanations and interactive exercises, you can help Grade 5 students master prepositions and identifying subjects and predicates. This approach makes learning grammar engaging and enjoyable for the students.

Activity:

- To teach the students how to analyse the sentences given in their textbook, start by dividing the class into pairs. Explain that they will work together to discuss and understand the sentences.
- Write the two sentences from the textbook on the board. Make sure the students can see them clearly. Explain that they will discuss two questions for each sentence: 'Which two things are being compared?' and 'What do the sentences mean?'
- Give the students five minutes to discuss the first sentence with their partners. Encourage them to think critically and provide logical reasoning for their answers. For example, if the sentence is 'The moon is a silver coin in the night sky,' they should recognise that 'the moon' and 'a silver coin' are being compared.
- After the discussion time, ask different pairs to share their answers. Listen to their responses and acknowledge that students might have varied interpretations. Consider all responses and guide them towards a deeper understanding. For instance, explain that the metaphor compares the moon to a silver coin to highlight its brightness and shape.
- Repeat the process for the second sentence. Ask the students to discuss the same two questions with their partners. Encourage thoughtful discussion and reasoning. After five minutes, ask pairs to share their answers again. Discuss their responses and provide clarifications as needed.
- Throughout the activity, provide examples and explanations to help students grasp the concept of comparison and metaphor. Encourage them to express their thoughts and appreciate their contributions. This approach ensures an interactive and engaging learning experience, helping students develop critical thinking and analytical skills.

Class assessment:	✓	✗
Can the students read about and understand the poem 'Two Trees'?		
Can the students use the position words appropriately?		
Can the students explain subject and predicate?		
Can the students attempt the given activity (use of metaphors) as directed?		

Teacher's notes:

- If students are unable to read about and understand the poem 'Two Trees', read the poem aloud with expressive tone and pauses, engaging the students in a discussion about its themes and imagery. Ask questions to encourage critical thinking and relate the poem to their own experiences.
- If students struggle with using position words appropriately, revisit the concept of prepositions using visual aids and hands-on activities. Conduct interactive games and exercises that require students to use prepositions in sentences, reinforcing their understanding.
- If students find it challenging to explain the subject and predicate, break down sentences and provide clear explanations. Use simple sentences and underline the subject and predicate in examples, gradually increasing complexity, and encouraging students to identify them in their own sentences.
- If students cannot attempt the given activity involving metaphors, first ensure they understand metaphors by explaining and providing examples. Guide them through the process of identifying and creating metaphors, encouraging creativity and sharing with the class.

UNIT 3: EVERYDAY THINGS (EXTENSIVE READING)

Grade: IV

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives:

This section will help learners develop the following skills/competencies:

- recite poems with appropriate expressions and intonation.
- respond to simple instructions, announcements in English made in class/school.
- respond verbally/in writing in English to questions based on the poem read.

Overview:

This poem has been included to make students think about various everyday things or habits that are common to people from various classes and occupations in society. The rich and the ordinary sections of society are tied together through certain everyday practices of life.

Success criteria:

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

- appreciate a poem and enjoy its rhythm and language.
- answer factual, inferential, referential and evaluative questions.
- think about some habits common to the most people in society, which they may have not noticed before.

Generic skills:

- **Collaborative:** Students will work in groups to analyze the poem and draw out its meaning. Students will also work together to think about everyday things that are common between people and also those that are not.
- **Analytical:** Students analyse the given poem to think about its message.
- **Study skills:** Students learn to appreciate a poem, the device of rhyming and try to write a six line poem themselves.

Starter:

- When students are discussing activities or experiences that everyone shares, one might begin by explaining that despite our different backgrounds and ages, we all have common basic needs, emotions, and daily routines. These shared experiences help us understand each other better. For example, everyone needs to eat, drink, and sleep. We all feel happy, sad, or scared at times. We also engage in everyday activities like walking, talking, and learning. Encouraging students to think about their own daily routines and emotions can help them relate to these common experiences. Discussing these topics with friends can lead to interesting conversations and help students add more examples to the list.

- When students are reading a poem about simple, everyday things, one might explain that changing tone, volume, and speed while reading is important to keep classmates interested and engaged. For instance, reading with a lively tone can make the poem sound more exciting. Adjusting the volume can emphasise certain parts of the poem, making them stand out. Changing the speed can help convey different emotions or actions. For example, reading slowly can create a calm and reflective mood, while reading quickly can add energy and excitement. Practising these changes can make the reading more dynamic and enjoyable for everyone. Encouraging students to experiment with different ways of reading can help them understand the impact of these changes on their audience.

Lesson structure:

Reading:

- The poem 'Everyday Things' highlights the universal nature of basic needs and routines, showing that no matter one's status—whether a millionaire, president, or king—everyone relies on simple, everyday items. The theme revolves around the idea that despite our differences in wealth or power, we all share common human experiences and necessities.
- The rhythm of the poem is steady and consistent, with a regular beat that makes it easy to read aloud. This rhythm helps to emphasise the repetitive nature of daily routines and the commonality of these experiences across different people.
- The message of the poem is clear: regardless of one's social or economic status, everyone depends on basic things like combs, soap, food, clothing, and beds. These everyday items are essential for everyone, highlighting our shared humanity. The poem uses simple language and relatable examples to convey this message effectively.
- For instance, the poem mentions that even a president or king would need to use a comb to comb their hair, take a bath with water and soap, and eat bread and vegetables. These examples illustrate that no matter how powerful or wealthy someone is, they still have to perform the same basic tasks as everyone else.
- The poet uses these examples to remind us that we are all fundamentally the same in our need for everyday things. This realisation can foster a sense of empathy and understanding among people, as it underscores the commonalities that unite us all.

Learn to read:

Understand:

- Question no. 1 (a) may invite various responses. Allow varied answers as long as they use the poem as their reference point.
- For questions 1 (b) and (c), follow the given steps:
 - Allow students to refer to the poem while answering.
 - Ask the question and allow various responses.
 - Ask any one student who answers correctly to refer to the poem and also to read aloud the relevant portion. Ask the class if they agree.

Infer:

- For question 1 (d), divide the class into pairs of two students each. Ask them to come up with a list of differences. Ask a few students to read aloud what they have written.

Reflect:

- For question 1 (e), instruct the students to go through the poem again.
 - Ask them to underline all rhyming words.
 - Ask them to read their answers out loud.
 - You may also ask them to make new sentences with these words.

Learn grammar:

- When students are learning about different types of nouns, one might begin by explaining that nouns are words that name people, places, things, or ideas. To help students understand how nouns can change when they become plural, one might start with some basic examples.
- First, one could introduce the concept of nouns with no change in number. These are nouns that stay the same whether they refer to one or many. For instance, 'sheep' can mean one sheep or many sheep. One might ask the students to think of other examples and discuss why these nouns do not change.
- Next, one could explain regular nouns, which form their plural by adding 's' or 'es'. For example, 'cat' becomes 'cats' and 'box' becomes 'boxes'. One might write several examples on the board and ask the students to practise forming the plurals. This helps them see the pattern and understand how regular nouns work.
- Irregular nouns are a bit trickier because they do not follow the regular rules for forming plurals. For example, 'child' becomes 'children'. One might explain that these nouns have unique plural forms that need to be memorised. Using flashcards or a matching game can make this learning process more engaging.
- To reinforce these concepts, one might ask the students to read sentences and underline the nouns. Then, they should determine if each noun is a regular noun, an irregular noun, or a noun with no change in number. This activity helps them apply what they have learned in a practical context.
- For example, in the sentence 'The deer are running through the forest,' students would underline 'deer' and discuss whether it changes in number. Similarly, in the sentence 'The children are playing in the park,' they would underline 'children' and determine its type.

Activity:

- When students are learning about cinquain poems, one might begin by explaining that a cinquain is a type of poem that has five lines with a specific syllable pattern. This pattern makes the poem unique and interesting. The first line has 2 syllables, the second line has 4 syllables, the third line has 6 syllables, the fourth line has 8 syllables, and the fifth line has 2 syllables.
- To help students understand how to write a cinquain poem, one might start by discussing the definition and structure of the poem. A cinquain is a short, five-line poem that follows a specific syllable count. This structure helps create a rhythm and flow that makes the poem enjoyable to read.

- Next, one could explain that the poem can be about ordinary things in daily life that are special to the writer. Encouraging students to think about what makes their daily life unique can help them come up with ideas for their poem. For example, they might write about warm tea, sunny days, or a favourite book.
- To practise writing a cinquain, one might ask the students to brainstorm a list of ordinary things that are special to them. Then, they can start crafting their poem by following the syllable pattern. For instance, the first line should have 2 syllables, the second line should have 4 syllables, and so on.
- One might demonstrate how to count syllables by clapping or tapping for each syllable in a word. This helps students understand the rhythm and structure of the poem. Encouraging them to read their poem aloud can also help them hear the flow and make any necessary adjustments.

Class assessment:	✓	✗
Can the students read about and understand the poem 'Everyday things'?		
Can the students answer comprehension questions appropriately?		
Can the students use regular and irregular nouns?		
Can the students understand and write cinquain poem?		

Teacher's notes:

- If the students are unable to read about and understand the poem 'Everyday Things', one might start by reading the poem aloud to them, emphasising the rhythm and flow. Discussing the meaning of each line and relating it to their own daily experiences can help make the poem more relatable. Encouraging students to share their thoughts and feelings about the poem can also foster a deeper understanding.
- If the students are unable to answer comprehension questions appropriately, one might revisit the text with them, breaking it down into smaller, manageable parts. Asking guiding questions and discussing the text together can help clarify any confusion. Providing hints or rephrasing the questions can also assist in finding the correct answers.
- If the students are unable to use regular and irregular nouns, one might explain the concept again using more examples. Practising with different nouns and forming their plurals can help reinforce the idea. Encouraging students to create their own sentences using regular and irregular nouns can make the learning process more interactive and engaging.
- If the students are unable to understand and write a cinquain poem, one might start by explaining the structure and syllable pattern of the poem. Demonstrating how to count syllables and providing examples can help. Encouraging students to brainstorm ideas about ordinary things in their daily life and guiding them through the process of writing their poem can make the task more enjoyable. Discussing their poems with classmates can also enhance their understanding and make the lesson more engaging.

UNIT 3: TESS BUYS A MIRACLE

Grade: IV	Subject: English	Material: Textbook
Teacher:	Date:	Week:
<p>Learning objectives:</p> <p>This section will help learners develop the following skills/competencies:</p> <ul style="list-style-type: none"> • respond to simple instructions, announcements in English made in class/school. • respond verbally/in writing in English to questions based on the story read. • use the dictionary. 		
<p>Overview:</p> <p>The following story is about how miracles become possible when people treat each other with kindness and place faith in humanity.</p>		
<p>Success criteria:</p> <p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> • know more about how, by using the element of coincidence along with a problem, stories can be given unexpected conclusions. • learn to appreciate the value of kindness towards others. • know about adjectival phrases. • know how to use some, any and no in sentences. • will be able to find out the collocation of words using a dictionary. • know about writing a diary entry. • enhance their reading, comprehension and writing skills. 	<p>Generic skills:</p> <ul style="list-style-type: none"> • Collaborative: Students will work together to comprehend the passage and answer questions by referring to the story. They will discuss the events and characters, sharing their thoughts and interpretations. This collaboration helps them improve their vocabulary, grammar, and conversation skills, as well as learn from each other's perspectives. • Analytical: Students will analyse the story by examining the actions and motivations of the characters. They will discuss why Tess decided to buy a miracle and how Dr Carlton Armstrong helped Andrew. This analysis helps them develop critical thinking skills and the ability to interpret the deeper meanings within the story. • Reflective Thinking: Students will reflect on the themes of the story, such as faith, kindness, and the power of belief. They will consider how Tess's actions demonstrate the importance of hope and determination. This reflection encourages them to think about their own values and how they can apply these lessons in their lives. 	

Starter:

- If the students are learning about miracles and discussing the two real events, it is important to start by explaining what a miracle is in simple words. A miracle is something wonderful that seems impossible and unbelievable. Begin by reading the two events aloud to the class, making sure they understand the details.
- For the first event, explain that on 26 November 1998, the Awam Express crashed into the derailed coaches of the Frontier Mail. A four-year-old boy named Shiraz was in one of the coaches that was crushed like a ball of paper. Miraculously, Shiraz was rescued without any injuries. Ask the students to discuss with their partners why this event is unusual and miraculous. Encourage them to think about how amazing it is that Shiraz survived without a scratch.
- For the second event, explain that Zack Dunlap, a 21-year-old American, was badly injured in a road accident on 17 November 2007. The doctors in Texas declared him brain-dead, but somehow he recovered and is now leading a nearly normal life. His doctors cannot explain this medical miracle. Ask the students to discuss with their partners what makes this event miraculous. Encourage them to think about how incredible it is that Zack recovered when the doctors thought he would not.
- For the question about reading silently versus reading aloud, explain that reading silently means reading quietly to oneself, while reading aloud means saying the words out loud. Discuss how reading silently can help with concentration and understanding, as it allows the reader to go at their own pace. On the other hand, reading aloud can help with pronunciation and remembering the information, as hearing the words can reinforce learning. Encourage the students to think about which method works best for them and why.

Lesson structure:**Reading:**

- If the students are asked to read the story silently, one page at a time, it is important to ensure they understand the instructions clearly. Explain that they should read each page carefully and wait for their classmates to finish before moving on to the next page. Encourage them to underline any words they find difficult as they read. This helps them focus on understanding the text and identifying areas where they need help.
- When the class finishes reading each page, draw their attention to the difficult words given in the glossary box. Discuss these words together, explaining their meanings and how they are used in the story. This helps the students expand their vocabulary and improve their comprehension.
- Ask the students to point out any other words they find difficult or do not know the meaning of. Explain the meanings of these words, providing examples and context to help them understand. Point out lines or phrases you find important and ask the students to underline them. This helps them recognise key parts of the story and understand its main ideas.
- After the students finish reading the entire story, give a summary in your own words. This reinforces their understanding and helps them see the overall picture. Summarise the main events and characters, highlighting the key points and themes.

- Ask the students a few short and simple questions to ensure they have understood the passage. For example, ‘What do you think Tess thought a miracle meant?’ and ‘How would you describe the Doctor’s decision to help Andrew?’ These questions encourage the students to think critically about the story and express their thoughts.
- Allow a class discussion on these questions, encouraging maximum and varied participation. This helps the students share their ideas and learn from each other. Encourage them to listen to their classmates and build on each other’s responses. This interactive approach makes the lesson more engaging and helps the students develop their communication skills.

Learn to read:

Understand:

- For questions 1 (a) and (c), ask the students to silently read the statements given and to place a tick mark against the correct one. Allow them to refer to the story if needed. After they have done so, read the question aloud and ask the class to read out the correct statement.
- For questions 1 (b) and (d), you can ask an individual student to read the given statement and ask the class to respond aloud with a “true” or “false”.
- For question 1 (e) follow the given steps:
 - Allow students to refer to the text while answering.
 - Ask the question and allow various responses.
 - Ask any one student who answers correctly to refer to the text and also to read aloud the portion where the answer is. Ask the class if they agree.
 - Ask any student to ask questions should he/she not understand any particular answer.
 - Draw attention to the relevant portion of the text while answering the doubts.
- Question 1 (f) may invite various subjective answers. Allow for varied responses as long as they use the story as their reference point.

Infer and Reflect:

- Questions 1 (g) to (j) may invite various subjective answers. Allow for varied responses as long as they use the story as their reference point.

Learn words:

- To help the students understand how to form adjectival phrases, one might begin by explaining that these phrases are used to describe nouns in a more detailed way. An adjectival phrase is made up of an adverb and a past participle, and a hyphen is used to connect them. This makes the phrase clear and easy to understand.
- First, one should read each item aloud and identify the word that describes the noun mentioned at the beginning of the item. For example, in the phrase ‘well-groomed hair’, ‘well-groomed’ describes the noun ‘hair’. The word ‘well’ is an adverb, and ‘groomed’ is a past participle. Together, they form a single adjectival phrase.

- Next, one can guide the students through forming similar phrases for the given items. For instance:
 - a. For ‘a room where the air has been cooled’, the phrase would be ‘air-conditioned room’. Here, ‘air-conditioned’ describes the noun ‘room’. One might explain that ‘air-conditioned’ means the air in the room has been cooled by a machine.
 - b. For ‘a room that has been furnished well’, the phrase would be ‘well-furnished room’. ‘Well-furnished’ describes the noun ‘room’. One might explain that ‘well-furnished’ means the room has nice furniture arranged in a pleasing way.
 - c. For ‘a shirt that has been washed well’, the phrase would be ‘well-washed shirt’. ‘Well-washed’ describes the noun ‘shirt’. One might explain that ‘well-washed’ means the shirt has been cleaned thoroughly.
 - d. For ‘a bicycle that has been oiled well’, the phrase would be ‘well-oiled bicycle’. ‘Well-oiled’ describes the noun ‘bicycle’. One might explain that ‘well-oiled’ means the bicycle’s parts have been lubricated properly to ensure smooth functioning.
 - e. For ‘an athlete who has been trained well’, the phrase would be ‘well-trained athlete’. ‘Well-trained’ describes the noun ‘athlete’. One might explain that ‘well-trained’ means the athlete has received good training and is skilled in their sport.

Learn pronunciation:

- To help the students understand the concept of silent letters, one might begin by explaining that in some words, certain letters are not pronounced. This can make the words tricky to read and spell. In this case, the letter ‘k’ is silent in several words.
- One might start by writing the words on the board: ‘knight’, ‘knock’, ‘knife’, ‘knowledge’, ‘knee’, ‘know’, ‘knapsack’, and ‘knot’. It is important to underline the letter ‘k’ in each word to highlight that it is the silent letter.
- Next, one could say each word aloud slowly and clearly, making sure not to pronounce the ‘k’. For example, ‘knight’ should be pronounced as ‘night’, ‘knock’ as ‘nock’, and so on. Encouraging the students to repeat each word after hearing it will help them get used to the correct pronunciation.
- To make the lesson more engaging, one might ask the students to come up with sentences using these words. For instance, ‘The knight rode his horse’ or ‘Please knock on the door’. This exercise helps reinforce the correct pronunciation and usage of the words in context.
- Additionally, one could explain that the silent ‘k’ often appears before the letter ‘n’ at the beginning of a word. This pattern can help students remember when the ‘k’ is likely to be silent.

Learn grammar:

- To teach the students about using ‘some’ and ‘any’ to refer to an indefinite quantity, one might begin by explaining that these words are used when we are not sure exactly how many items there are. ‘Some’ is used in affirmative sentences, while ‘any’ is used in questions and negative sentences. Additionally, ‘some’ can be used in questions if we expect or want people to say yes to offers or requests.

- One might start by reading the sentences from the story aloud: 'There were some coins in it' and 'Dr Armstrong wouldn't take any money from us'. These examples show how 'some' and 'any' are used in different contexts.
- Next, one could explain that 'some' is used when we are talking about an indefinite quantity in a positive statement, such as 'I want some more rice, please'. On the other hand, 'any' is used in questions and negative sentences, like 'Do you have any ice in your fridge?' and 'We don't have any'.
- To help students practise, one might ask them to fill in the blanks in sentences using 'some', 'any', or 'no'. For example:
 - A: There aren't any medicines at home. B: Would you like me to go and buy some?
 - There are no children in the classroom. It is empty.
 - I have lots of stamps. Do you want some?
 - Buy me some milk and bread, would you?
 - There is no ink in my pen. Can you get me a refill?
- After practising these sentences, students can work with a partner to role-play a conversation between a customer and a shopkeeper. The customer will ask for items, and the shopkeeper will respond based on what is available in the shop. This activity helps students use 'some' and 'any' in a practical context.
- For example, the customer might ask, 'Do you have any face masks?' and the shopkeeper could reply, 'Yes, we do. How many do you want?' Alternatively, the shopkeeper might say, 'I'm sorry, I don't have any in stock.'
- By engaging in these activities, students will learn how to use 'some' and 'any' correctly in different situations, making their understanding of indefinite quantities clearer and more practical.

Learn spelling:

- To help the students spot and correct spelling errors in a paragraph, one might begin by explaining that careful reading is essential for finding mistakes. It is important to read each word slowly and think about whether it looks right. Sometimes, words can be tricky, and it helps to say them aloud to see if they sound correct.
- One might start by reading the paragraph aloud to the students: 'Then Tess put the money into a perse and made her way to a drugstore. The kemist saw her but didn't pay any attension. When Tess continnued to stand before the countre, he said to her, sounding rather anoyed, 'What do you want? I'm talking to my brother who has just arived from Chicago.'
- Next, one could ask the students to look at each word carefully and see if they can spot any errors. It might be helpful to underline or circle the words that seem incorrect. For example, 'perse' should be 'purse', 'kemist' should be 'chemist', 'attension' should be 'attention', 'continnued' should be 'continued', 'countre' should be 'counter', 'anoyed' should be 'annoyed', and 'arived' should be 'arrived'.

- After identifying the errors, one might write the correct words on the board and ask the students to copy them into their notebooks. This helps reinforce the correct spelling.
- To make the lesson more engaging, one could turn it into a game where students work in pairs or small groups to find and correct the errors. This encourages teamwork and makes learning fun.

Use the dictionary:

- To help the students understand how to choose the correct word to complete a sentence, one might begin by explaining that some words fit better in certain contexts because they are commonly used together. These are called set expressions. For example, we say ‘tight grip’ or ‘tight hold’ but not ‘catch tight’. Similarly, we use ‘long hair’, ‘long time’, ‘long hours’, and ‘long way’.
- One might start by reading the definitions and examples aloud to the students. For instance, ‘tight’ means something that is fixed firmly in position and difficult to move or open, like a ‘tight knot’. ‘Long’ means measuring a large amount in distance or time, such as ‘long hair’ or ‘long time’.
- Next, one could explain that the words in bold are set expressions, which means they are phrases that are always used together. For example, ‘tight grip’ and ‘hold tight’ are set expressions, and so are ‘long hair’ and ‘long hours’.
- To practise, one might ask the students to choose the correct word to complete each sentence and then rewrite the sentences. For example:
 - a. I find it difficult to get up early in the morning. Here, ‘find’ is the correct word because it fits better in the context of expressing difficulty.
 - b. She had a bright idea for saving money. ‘Bright’ is the correct word because it is commonly used to describe a good idea.
 - c. I want you to tell me the truth. ‘Tell’ is the correct word because it fits better in the context of conveying information.
 - d. The rear window of the car is open. ‘Rear’ is the correct word because it specifically refers to the back part of the car.
 - e. Burj Khalifa is the tallest tower in the world. ‘Tallest’ is the correct word because it describes the height of the tower.

Learn to write:

- To help the students complete Tess’s diary entry using simple sentences with SV (Subject-Verb) and SVO (Subject-Verb-Object) patterns, one might begin by explaining what these patterns mean. An SV pattern is a sentence where the subject performs an action, and an SVO pattern is a sentence where the subject performs an action on an object.
- One might start by reading the given diary entry aloud to the students: Today I heard Mom and Dad talking about Andy. I don’t know what’s wrong with him. All I know is that he is seriously ill. Dad doesn’t have the money for his treatment. I heard him say, ‘Only a miracle can save him.’ I don’t know what medicine a miracle is. But I thought I should be able to buy it with the money I have saved. So ...

- Next, one could explain that Tess is expressing her feelings and worries about her brother Andy. To complete the entry, students should use simple sentences that describe what Tess did and felt.
- For example, one might suggest the following sentences:
- ‘So I went to the drugstore. I asked the chemist for help. He looked at me. He didn’t understand. I felt scared. I wanted to save Andy. I needed a miracle.’
- These sentences use the SV and SVO patterns to describe Tess’s actions and feelings. ‘I went’ is an SV pattern, while ‘I asked the chemist’ is an SVO pattern.
- By practising these examples, students will learn how to use simple sentence structures to express thoughts and actions clearly. This approach makes learning interactive and helps young learners improve their writing skills effectively.

Learn to listen:

- To help the students understand how to answer questions based on listening to conversations, one might begin by explaining that listening carefully is very important. They need to pay attention to what each person says to understand who is buying what and for whom.
- One might start by reading the instructions aloud to the students, making sure they understand that they will hear two conversations between a customer and a salesperson in a shop. Both customers are buying gifts, and the students need to listen carefully to find out what each customer buys and for whom.
- Next, one could explain that they will choose their answers from a list of items: toy telephone, storybook, building blocks, pen set, doll, and writing pad. The students should listen for clues in the conversations that tell them which item is being bought and for whom.
- For example, if the first conversation mentions a customer buying a toy telephone for his son, the students should note that down. Similarly, if the second conversation mentions a customer buying a doll for her daughter, they should note that as well.
- To practise, one might play the conversations or read them aloud and then ask the students to fill in the blanks in the sentences:
 - a. The first person buys a toy telephone for his son.
 - b. The second person buys a doll for her daughter.
- By practising these steps, students will learn how to listen carefully and pick out important details from conversations. This approach makes learning interactive and helps young learners improve their listening and comprehension skills effectively.

Learn to speak:

- To help the students find differences between two pictures, one might begin by explaining that this activity is about careful observation and communication. Each student will look at one picture and describe what they see to their partner, who will do the same with their picture. The goal is to find six differences between the two pictures by talking to each other.

- One might start by giving each student a picture and asking them to cover the picture they are not supposed to look at with a sheet of paper. This ensures that they only focus on their own picture.
- Next, one could explain that they need to describe what they see in their picture clearly and listen carefully to their partner's descriptions. For example, if one student says, 'There's a big cat in my picture,' the other student should check if there is a big cat in their picture too. If the cat is in a different place or if there is no cat at all, that is a difference.
- To make the activity more engaging, one might encourage the students to use full sentences and ask questions to get more details. For example: a: 'There's a big cat in my picture.' b: 'There's one in mine too. Where is the cat?' a: 'It's playing on the bed.' b: 'It's on the bed in my picture too.' a: 'There is also a kitten in my picture.' b: 'Well, there aren't any kittens in my picture. So that's the first difference.'
- By practising this conversation, students will learn how to describe what they see and listen to their partner's descriptions. This approach makes learning interactive and helps young learners improve their observation and communication skills effectively.

Class assessment:	✓	✗
Can the students read about and understand the importance of belief?		
Can the students answer the comprehension questions?		
Can the students use adjectival phrases?		
Can the students pronounce silent k?		
Can the students use some, any, or no in their sentences?		
Can the students work in role-play to work out given scenarios?		
Can the students find out spelling errors and fix them?		
Can the students use a dictionary as directed?		
Can the students write a diary entry?		
Can the students refer to the listening texts at the end of this textbook and read/play the relevant passage or sentences?		
Can the students work with a partner and converse as directed?		

Teacher's notes:

- If the students are unable to read about and understand the importance of belief, one might start by discussing the concept of belief in simple terms. Using relatable examples, such as believing in oneself or believing in friends, can help make the idea more tangible. Encouraging students to share their own experiences of belief can also foster a deeper understanding.

- If the students are unable to answer the comprehension questions, one might revisit the text with them, breaking it down into smaller, manageable parts. Asking guiding questions and discussing the text together can help clarify any confusion. Providing hints or rephrasing the questions can also assist in finding the correct answers.
- If the students are unable to use adjectival phrases, one might explain the concept again using more examples. Practising with different nouns and adjectives can help reinforce the idea. Encouraging students to create their own sentences using adjectival phrases can make the learning process more interactive and engaging.
- If the students are unable to pronounce words with a silent 'k', one might practise saying the words aloud together. Breaking the words down into syllables and focusing on the pronunciation can help. Using visual aids, such as flashcards, can also assist in reinforcing the correct pronunciation.
- If the students are unable to use 'some', 'any', or 'no' in their sentences, one might provide more examples and practise using these words in different contexts. Role-playing scenarios where students have to ask for items or describe quantities can make the learning process more practical and fun.
- If the students are unable to work in role-play to work out given scenarios, one might model the role-play first, demonstrating how to ask and answer questions. Encouraging students to take turns and practise with different partners can help build confidence and improve their communication skills.
- If the students are unable to find spelling errors and fix them, one might practise spelling rules and patterns together. Using spelling games and activities can make the learning process more enjoyable. Encouraging students to read aloud and check their work can also help in spotting errors.
- If the students are unable to use a dictionary as directed, one might demonstrate how to look up words in a dictionary. Practising with different words and guiding students through the process can help build their confidence. Encouraging regular use of the dictionary can reinforce this skill.
- If the students are unable to write a diary entry, one might provide a template or example to follow. Discussing what a diary entry should include and practising writing about daily activities or feelings can help. Encouraging creativity and personal expression can make the task more engaging.
- If the students are unable to refer to the listening texts at the end of the textbook and read or play the relevant passage or sentences, one might practise listening skills together. Playing the passages and discussing them can help improve comprehension. Encouraging students to take notes while listening can also assist in understanding the text.
- If the students are unable to work with a partner and converse as directed, one might model the conversation first, demonstrating how to ask and answer questions. Encouraging students to practise with different partners and providing prompts can help build confidence and improve their communication skills.

UNIT 4: I HATE BUGS

Grade: IV	Subject: English	Material: Textbook
Teacher:	Date:	Week:
<p>Learning objectives:</p> <p>This section will help learners develop the following skills/competencies:</p> <ul style="list-style-type: none"> • respond to simple instructions, announcements in English made in class/school. • respond verbally/in writing in English to questions based on the story read. • use punctuation marks appropriately in writing. 		
<p>Overview:</p> <p>The following story has been included to make students aware of the importance of all living organisms, whether or not they look pretty. People do not generally like insects and bugs because of their appearance; this story shows how even bugs can be friendly and how they have an important part to play in the lives of human beings.</p>		
<p>Success criteria:</p> <p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> • think about the importance that tiny organisms play in our lives. • think about conquering fears they may have about bugs and insects. • enhance their reading, writing and comprehension skills. 	<p>Generic skills:</p> <ul style="list-style-type: none"> • Collaborative: Students will work together to comprehend the passage and answer questions by referring to the story. They will discuss the events and characters, sharing their thoughts and interpretations. This collaboration helps them improve their vocabulary, grammar, and conversation skills, as well as learn from each other's perspectives. • Analytical: Students will analyze the story by examining the actions and motivations of Maggie and Gran. They will discuss why Maggie initially dislikes bugs and how Gran helps her change her perspective. This analysis helps them develop critical thinking skills and the ability to interpret the deeper meanings within the story. 	

- **Reflective Thinking:** Students will reflect on the themes of the story, such as overcoming fears, appreciating nature, and understanding the role of insects in the ecosystem. They will consider how Maggie's actions demonstrate the importance of curiosity and open-mindedness. This reflection encourages them to think about their own values and how they can apply these lessons in their lives.

Starter:

- To teach the starter question for the text 'I Hate Bugs', begin by creating an engaging and interactive environment. The story revolves around Maggie and her Gran, and their interactions with various bugs in the garden. It is important to make the students feel comfortable and curious about the subject matter.
- First, one can start by reading the passage aloud to the students, ensuring to use expressive tones to highlight Maggie's initial fear and Gran's gentle encouragement. This helps the students to connect emotionally with the characters and understand their feelings.
- After reading the passage, one can ask the students to share their thoughts on bugs. This can be done by asking questions like, 'How do you feel about bugs?' or 'Have you ever been afraid of bugs?' This encourages the students to express their own experiences and feelings, making the discussion more relatable.
- Next, one can guide the students to analyse the characters' actions and motivations. For example, discussing why Maggie initially dislikes bugs and how Gran helps her change her perspective. This can be done by asking questions such as, 'Why do you think Maggie was afraid of bugs?' and 'How did Gran help Maggie to overcome her fear?' This helps the students to think critically about the story and understand the deeper meanings behind the characters' actions.
- To foster reflective thinking, one can encourage the students to consider the themes of the story, such as overcoming fears, appreciating nature, and understanding the role of insects in the ecosystem. Asking questions like, 'What did Maggie learn about bugs?' and 'Why is it important to appreciate nature?' helps the students to reflect on their own values and how they can apply these lessons in their lives.
- Empathy can be developed by discussing Maggie's initial fear of bugs and Gran's gentle approach to changing her perspective. One can ask the students to think about how Gran's patience and encouragement helped Maggie to overcome her fear. This fosters a sense of empathy and understanding towards others' feelings and experiences.

- Observation skills can be practised by noting the details in the story, such as the caterpillar's colour, the roly-poly bugs' behaviour, and the bumblebee's pollen collection. Encouraging the students to pay attention to these details helps them become more attentive and detail-oriented in their reading and everyday life.
- To address the question of how the process of **reading silently** differs from reading aloud, one can explain that reading silently allows students to process information at their own pace, which can help with understanding and retention. When reading aloud, students may focus more on pronunciation and expression, which can aid in remembering the information through auditory reinforcement. Discussing these differences helps students to understand how they can use both methods effectively to enhance their comprehension and memory.
- Finally, communication skills can be enhanced by encouraging the students to express their ideas and feelings about the story. Asking them to articulate their thoughts clearly and listen to others' viewpoints fosters effective communication and dialogue.

Lesson structure:

Reading:

- To teach the text 'I Hate Bugs', create an engaging and interactive environment that encourages curiosity and participation. The story revolves around Maggie and her Gran, and their interactions with various bugs in the garden. It is important to make the students feel comfortable and interested in the subject matter.
- First, the students are asked to read the story silently, one page at a time. They are instructed to wait for their classmates to finish reading each page before moving on to the next. This ensures that everyone progresses together and allows for a collective discussion. As they read, students are encouraged to underline any words they find difficult.
- Once the class has finished reading a page, attention is drawn to the difficult words listed in the glossary box. This helps students to understand the vocabulary and improves their comprehension. Students are also invited to point out any other words they find challenging or do not know the meaning of. These words are explained, and important lines or phrases are highlighted for the students to underline.
- After the students have finished reading the entire story, a short summary is provided in simple words. This summary helps to reinforce the main points and ensures that the students have grasped the essence of the story. To check their understanding, a few short and simple questions are asked, such as 'Do you like the story?', 'Do you think Gran managed to change Maggie's opinion about bugs?', and 'Did the story change your opinion about bugs?'
- These questions prompt the students to reflect on the story and express their thoughts. A class discussion follows, allowing for maximum and varied participation. Students share their opinions and listen to others, fostering a collaborative learning environment.

Learn to read:**Understand:**

- For questions 1 (a) and (g), follow the given steps:
 - Allow students to refer to the text while answering.
 - Ask the question and allow various responses.
 - Ask any one student who answers correctly to refer to the text and also to read aloud the portion where the answer is. Ask the class if they agree or if they have anything to add.
 - Instruct any student to ask questions should he/she not understand any particular answer.
 - Draw attention to the relevant portion of the text while answering the doubts.
- For questions 1 (b) and (c), ask the students to silently read the statements given and to place a tick mark against the correct one. Allow them to refer to the story if needed. After they have done so, read the question aloud and ask the class to read out the correct statement.
- For questions 1 (d) and (f), ask the students to read the statement and look for the answers by referring to the story. After they have done so, ask individual students to read the completed sentence aloud. Make corrections if needed.
- For question 1 (e), you can ask an individual student to read the given statement and ask the class to respond aloud with a 'true' or 'false'.

Infer:

- Questions 1 (h) to (j) may invite individual responses. Allow varied answers as long as they use the story as their reference point.

Refer:

- Question 1 (k) may invite varied and multiple answers. Allow various responses.

Learn words:

- To teach students about naming parts of an arm and understanding synonyms like 'begin' and 'start', create an engaging and interactive environment that encourages curiosity and participation.
- For naming parts of an arm, the students are first asked to look at the diagram and the names of the body parts given. This helps them to familiarise themselves with the different parts of the arm. Next, they are asked to label the diagram correctly, which reinforces their understanding and helps them to remember the names of the parts.
- On the board, a rough copy of the diagram is drawn. This visual aid helps the students to see the parts of the arm clearly and understand where each part is located. The students are then asked to tell where each number should be placed on the diagram. This interactive activity encourages them to think critically and apply their knowledge. Corrections are made if needed, ensuring that the students learn the correct information.

- For synonyms like 'begin' and 'start', the slight difference in meaning between these words is elaborated. A synonym is a word that has the same or nearly the same meaning as another word. For example, 'begin' and 'start' are synonyms because they both mean to commence or initiate something. However, there can be subtle differences in their usage. 'Begin' is often used in more formal contexts, while 'start' is more commonly used in everyday language.
- Scenarios in which these words are used are listed, and more example sentences are given to explain the points. For instance, one might say, 'The meeting will begin at 9 AM' (formal) versus 'Let's start the game now' (informal). This provides the students with a clear understanding of how to use these words correctly.
- The students are then asked to complete the exercise on their own. This independent activity allows them to apply what they have learned and practise using the synonyms in different contexts. Individual students are asked to read out their answers, which encourages participation and helps to reinforce their learning.

Learn grammar:

- To teach students about using the conjunction 'or' in negative sentences and understanding contractions, create an engaging and interactive environment that encourages curiosity and participation.
- First, it is important to explain to the students that when two or more things are mentioned in a negative sentence, the conjunction 'or' is used. This can be illustrated with a few simple sentences as examples. For instance, one might say, 'I do not like apples or oranges.' This helps the students to understand the rule in a clear and straightforward manner.
- Next, the students are asked to look at the example sentence given in their textbook. This reinforces the concept and provides a concrete reference for them to follow. They are then asked to complete the given exercise, which allows them to apply what they have learned. After they have finished, individual students are asked to read out one answer each. This encourages participation and helps to reinforce their learning. Corrections are made if needed, ensuring that the students understand the correct usage.
- For teaching contractions, it is explained to the students when contractions are used. Contractions are formed when two words are combined to make a shorter word, often using an apostrophe. For example, 'do not' becomes 'don't' and 'I am' becomes 'I'm'. This helps the students to understand the concept of contractions and how they are formed.
- A few simple sentences are provided as examples of contractions. For instance, 'She is going to the park' can be contracted to 'She's going to the park'. This gives the students a clear understanding of how contractions work. They are then asked to look at the example sentences given in their textbook, which reinforces the concept.
- The students are asked to complete the exercises individually. This independent activity allows them to practise using contractions in different contexts. After they have finished, individual students are asked to read out one answer each. This encourages participation and helps to reinforce their learning. Corrections are made if needed, ensuring that the students understand the correct usage.

Learn spelling:

- To teach these spelling rules and word meanings to the students, begin by explaining the concept of double letters in a friendly and engaging manner. It is important to make the learning process interactive and relatable.
- Start by introducing the idea that some words have double letters, which can make them a bit tricky to spell. Explain that these double letters often follow certain patterns, and knowing these patterns can help them spell words correctly. For instance, when a short vowel comes before a consonant, the consonant is often doubled, like in 'beggar' or 'batter'. Similarly, words ending in 'L' after a short vowel often have a double 'L', such as 'settle' or 'poll'.
- Next, move on to the 'R' doubling rule, where if a short vowel comes before 'R', it is usually doubled in some words, like 'purr' or 'barrier'. Then, explain that if a word ends with 'T' after a short vowel, the 'T' is often doubled, as seen in 'batter' or 'latter'.
- When adding suffixes like -ing or -ed, double the final consonant if it follows a short vowel in a one-syllable word, such as 'hitting' or 'begging'. Also, mention that some words have silent letters that do not affect pronunciation, like 'settle' or 'pollen'.
- To make the learning process more engaging, one might use the meanings of words to help students find the correct spelling. For example, ask them to find the word that means 'go to live in a new place and stay there', which starts with 's'. The answer is 'settle'. Similarly, for 'a person who asks others for money or food', starting with 'b', the answer is 'beggar'.
- Continue with the rest of the words: 'come to a place' (arrive), 'the fine powder found in flowers' (pollen), 'a person or thing nice to look at' (pretty), 'laugh in a silly way' (giggle), 'make somebody a prisoner' (arrest), and 'a bell outside a house to announce your arrival' (doorbell).

Learn to write:

- To teach the students how to write a paragraph using the given rules, start by explaining each rule simply and engagingly. Begin by telling the students that a paragraph is like a small story about one main idea. The first sentence, called the 'topic sentence', tells what the paragraph is about. For example, in the paragraph about insects, the topic sentence is 'Insects form the largest part of the animal population in the world.'
- Next, explain that it is important to stay focused on the main idea and not include unrelated information. This helps the reader understand the paragraph better. Then, add details that explain or describe the main idea. For instance, after the topic sentence, one might add that 'Insects like bees and hoverflies carry pollen from one plant to another. They help to keep plants alive for generations.'
- To make the paragraph flow smoothly, use conjunctions like 'and', 'but', or 'because'. This connects the sentences and makes the paragraph easier to read. For example, 'Dung beetles feed on animal waste and help farmers. They are often called 'farmer's friends''
- Finally, finish the paragraph with a sentence that sums up the main idea, called the 'concluding sentence'. This wraps up the paragraph nicely. For example, 'Insects are incredibly useful to us in many ways.'

Learn to listen:

- To teach the students how to answer questions based on an audio description, begin by creating a calm and attentive environment. Start by explaining that they will listen to a description and then answer some questions about what they heard. This helps them understand the importance of listening carefully.
- If the audio from Oxford Educate is available, play it for the students. If not, read the description aloud clearly and at a steady pace. Encourage the students to listen closely and remind them that they will need to remember the details.
- After the description has been played or read, instruct the students to answer the questions given. Allow them some time to think and write down their answers. This step helps them practice recalling information and improves their listening skills.
- Once they have completed their answers, read each question aloud one at a time. Ask the students to share their answers. This encourages participation and helps them learn from each other. If any corrections are needed, gently guide them to the correct answer, explaining why it is correct. This reinforces their understanding and helps them learn from their mistakes.

Learn to speak:

- To teach the students how to complete this activity, begin by explaining the steps in a clear and friendly manner. Start by asking the students to follow the instructions given for the activity. This helps them understand what they need to do and keeps them focused.
- Next, encourage the students to use the Internet or the latest encyclopaedia to find the information they need. Explain that these resources can provide valuable and accurate information. This step helps them learn how to research and find reliable sources.
- After they have gathered their information, ask the students to present their pictures and information to the class. This allows them to share what they have learned and practice their presentation skills. Encourage them to speak clearly and confidently.
- While they are presenting, listen carefully and take note of any grammatical errors. After each presentation, gently correct any grammatical flaws you may find. Explain the correct usage and why it is important. This helps them improve their language skills and learn from their mistakes.

Class assessment:	✓	✗
Can the students read about and understand the importance of bugs in the ecosystem?		
Can the students answer the comprehension questions?		
Can the students name parts of an arm?		
Can the students know about synonyms begin and start?		
Can the students use 'or' in negative sentences?		
Can the students use contractions properly?		

Can the students remember the rules for spelling double letters?		
Can the students remember the rules for paragraph writing?		
Can the students write a paragraph using the given details?		
Can the students refer to the listening texts at the end of this textbook and read/play the relevant passage or sentences?		
Can the students speak on the given topic?		

Teacher's notes:

- If the students are unable to read about and understand the importance of bugs in the ecosystem, one might start by simplifying the text and breaking it down into smaller, more manageable parts. Use visual aids like pictures or diagrams to illustrate how bugs contribute to the ecosystem. Engage the students in a discussion about their observations and experiences with bugs, making the topic more relatable and interesting.
- If the students are unable to answer the comprehension questions, one might revisit the text with them, highlighting key points and discussing the main ideas. Encourage them to ask questions and express their thoughts. Use guided reading techniques to help them focus on understanding the content. Provide examples and practice questions to build their confidence.
- If the students are unable to name parts of an arm, one might use a hands-on approach. Show them a diagram of an arm and point out each part. Use physical gestures to demonstrate the location of each part on their own arms. Create fun activities like labelling exercises or interactive games to reinforce their learning.
- If the students are unable to know about synonyms like 'begin' and 'start', one might explain the concept of synonyms in simple terms. Use examples and sentences to show how these words can be used interchangeably. Encourage the students to come up with their own sentences using both words. Create matching exercises or word games to make learning synonyms enjoyable.
- If the students are unable to use 'or' in negative sentences, one might provide clear examples and explanations. Show how 'or' can be used to offer choices in negative sentences. Practise with sentences like 'I do not want tea or coffee.' Encourage the students to create their own sentences using 'or' in a negative context. Use role-playing or interactive activities to reinforce their understanding.
- If the students are unable to use contractions properly, one might explain what contractions are and how they are formed. Use examples like 'do not' becoming 'don't'. Practise with common contractions and create exercises where students convert full phrases into contractions. Encourage them to use contractions in their writing and speaking to become more comfortable with them.
- If the students are unable to remember the rules for spelling double letters, one might review the rules with them, using examples and visual aids. Create mnemonic devices or rhymes to help them remember the rules. Practise spelling words with double letters through games or interactive activities. Encourage repetition and reinforcement to build their confidence.

- If the students are unable to remember the rules for paragraph writing, one might break down the rules into simple steps. Use examples to illustrate each rule and practise writing paragraphs together. Provide feedback and guidance to help them improve. Encourage them to write about topics they are interested in to make the process more engaging.
- If the students are unable to write a paragraph using the given details, one might guide them through the process step by step. Start with brainstorming ideas and organising their thoughts. Use graphic organisers to help them structure their paragraphs. Provide examples and practise writing together. Offer constructive feedback to help them improve.
- If the students are unable to refer to the listening texts at the end of the textbook and read or play the relevant passage or sentences, one might assist them in locating the texts. Read the passages aloud or play the audio for them. Discuss the content and ask questions to ensure they understand. Encourage them to practise listening and reading regularly to build their skills.
- If the students are unable to speak on the given topic, one might encourage them to express their thoughts and ideas. Provide prompts and questions to guide their speaking. Practise speaking in pairs or small groups to build their confidence. Offer positive reinforcement and constructive feedback to help them improve.

UNIT 5: THE ABRAHAM PRIZE

Grade: IV	Subject: English	Material: Textbook
Teacher:	Date:	Week:
<p>Learning objectives:</p> <p>This section will help learners develop the following skills/competencies:</p> <ul style="list-style-type: none"> • responds to simple instructions, announcements in English made in class/school. • respond verbally/in writing in English to questions based on the story read. • use the dictionary. • enact different roles in short skits. 		
<p>Overview:</p> <p>The following story has been included to illustrate to the students the importance of honesty as well as quick thinking. The story shows that one should always be honest without thinking of its rewards.</p>		
<p>Success criteria:</p> <p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> • think about the importance of being honest and resisting temptation. • understand the usefulness of quick thinking. • make offers and requests. • creatively compare things. • enhance their reading, writing, and comprehension skills. 	<p>Generic skills:</p> <ul style="list-style-type: none"> • Collaborative: Students will work together to comprehend the passage and answer questions by referring to the story. They will discuss the events and characters, sharing their thoughts and interpretations. This collaboration helps them improve their vocabulary, grammar, and conversation skills, as well as learn from each other's perspectives. • Analytical: Students will analyse the story by examining the actions and motivations of Wai-choy and Ying-kee. They will discuss why Wai-choy refused to help Ying-kee and how he proved his innocence. This analysis helps them develop critical thinking skills and the ability to interpret the deeper meanings within the story. • Reflective Thinking: Students will reflect on the themes of the story, such as honesty, perseverance, and justice. They will consider how Wai-choy's actions demonstrate these values and think about how they can apply these lessons in their own lives. This reflection encourages them to think about their own values and how they can apply these lessons in their lives. 	

Starter:

- If the students are beginning the lesson, one might start by asking them to close their books. This helps to create a sense of anticipation and focus. Do not disclose the name of the story to follow, as this adds an element of surprise and curiosity.
- Next, introduce the theme of honesty by generating a discussion. Ask simple questions like ‘Why do you think cheating during an exam is wrong?’ and ‘What would you do if anyone ever asked you for help during a school exam?’ Allow the students to answer individually or in chorus. Allot a few minutes for this discussion to ensure everyone has a chance to share their thoughts. This helps them understand the importance of honesty and prepares them for the story.
- After the discussion, ask the students to turn to page 45 and study the pictures given under the starter exercise. Encourage them to look closely at the images and think about what they might represent. This visual activity engages their curiosity and helps them connect with the story.
- Finally, ask them to supply the answers based on the pictures. Guide them through the process, encouraging them to think critically and share their ideas. This interactive approach makes the learning experience enjoyable and helps them understand the story’s themes more deeply.

Lesson structure:**Reading:**

- If the students are beginning to read the story, start by asking them to read silently, one page at a time. Explain that if they finish reading a page, they should wait for their classmates to finish as well, instead of beginning with the next page. This ensures that everyone stays together and no one feels rushed. Also, ask them to underline any words they find difficult as they read. This helps them identify areas where they might need help.
- When the class finishes reading each page, draw their attention to the difficult words given in the glossary box. This helps them understand the meanings of these words and improves their vocabulary. Encourage them to point out any other words they find difficult or do not know the meaning of. Explain the meanings of these words and ask them to underline any important lines or phrases. This helps them focus on key parts of the story.
- After they finish reading the entire story, give a short summary in your own words. This helps reinforce their understanding of the main events and themes. Summarising the story also provides a clear overview for those who might have missed some details.
- Next, ask the students a few short and simple questions to ensure they have understood the passage. Questions like ‘Did you like the story? What did you like or dislike about it?’ and ‘Do you think Wai-choy proved his innocence in a clever way?’ encourage them to think critically about the story and express their opinions.
- Allow a class discussion on these questions, encouraging maximum and varied participation. This helps them develop their speaking and listening skills, as well as learn from each other’s perspectives. By following these steps, students can engage deeply with the story and improve their comprehension and critical thinking skills.

Learn to read:**Understand:**

- Questions 1 (c) and (d) may invite individual responses. Allow various responses.
- For questions 1 (a) and (e), follow the given steps:
 - Allow students to refer to the text while answering.
 - Ask the question and allow various responses.
 - Ask any one student who answers correctly to refer to the text and also to read aloud the portion where the answer is. Ask the class if they agree.
 - Ask any student to ask questions should he/she not understand any particular answer.
 - Draw attention to the relevant portion of the text while answering the doubts.
- For question 1 (b), ask the students to silently read the statements given and to place a tick mark against the correct one. Allow them to refer to the story if needed. After they have done so, read the question aloud and ask the class to read out the correct statement.
- For question 1 (f), ask the students to study and correct the given statements. Allow them to refer to the story. After they have done so, ask the class to read aloud each given incorrect statement, followed by the corrected statement.

Infer:

- Question 1 (g) invites individual responses. Allow varied responses as long as they use the story as their reference point.

Refer:

- Questions 1 (h) to (j) invite individual responses. Allow varied responses as long as they use the story as their reference point.

Learn words:

- If the students are learning about the terms 'one of,' 'two of,' and 'three of,' begin by explaining how these terms are used to determine the number of subjects in a sentence. Start by telling the students that these phrases help us understand how many people or things we are talking about. For example, 'one of' means we are talking about a single person or thing, while 'two of' or 'three of' means we are talking about more than one.
- Next, point out that when the term 'one of' is used, the verb that follows is always singular. This means we use verbs like 'is' or 'has'. For example, 'One of the students is absent today.' On the other hand, when we use 'two of' or 'three of,' the verb that follows is plural. This means we use verbs like 'are' or 'have'. For example, 'Two of the students are absent today.'
- Provide the students with a few example sentences to illustrate these points. For instance:
 - One of the books is missing.
 - Two of the books are missing.
 - Three of the apples have been eaten.

- Ask the students to read the explanation and examples given in their textbooks. Encourage them to ask questions if they have any doubts. If they do, explain with the help of additional examples. For instance, if a student is unsure about using 'one of,' you might say, 'One of my friends is coming over today.' If they are unsure about using 'two of,' you might say, 'Two of my friends are coming over today.'

Learn grammar:

- If the students are learning how to use 'let' to offer help, start by explaining that 'let' is used to offer to do something for others. For example, 'Let me carry one of the bags for you.' Show them the word order: 'Let + me + verb'. This structure helps them understand how to form sentences that offer help.
- Next, provide situations where they can practice making offers. For example, if they see an elderly woman carrying heavy bags, they can say, 'Let me help you with those bags.' Encourage them to write their answers and later say them aloud. This practice helps them become comfortable with using 'let' in different contexts.
- If the students are learning how to use 'let's' to make suggestions, one might explain that 'let's' is the short form of 'let us'. It is used to suggest doing something together. For example, 'Let's go to the park.' Show them the word order: 'Let + us + verb'. This structure helps them understand how to form sentences that make suggestions.
- Provide situations where they can practise making suggestions. For example, if a friend has injured their finger while playing, they can say, 'Let's go to the nurse.' Encourage them to write their suggestions and later say them aloud. This practice helps them become comfortable with using 'let's' in different contexts.
- If the students are learning how to use 'as ... as' to compare things, one might explain that this structure is used to show that two people or things are equal in some way. For example, 'Wai-choy rode as fast as the wind.' Show them the word order: 'as + adjective/ adverb + as'. This structure helps them understand how to form sentences that make comparisons.
- Provide sentences for them to join using 'as ... as'. For example, 'The bedroom is cool. The living room is cool.' They can join these sentences to say, 'The bedroom is as cool as the living room.' Encourage them to write their new sentences in their notebooks. This practice helps them become comfortable with using 'as ... as' to make comparisons.
- Finally, if the students are learning how to complete sentences with suitable similes, one might explain that similes compare one thing to another using 'as ... as'. For example, 'My mum is as busy as a bee.' Show them the word order: 'as + adjective/adverb + as'. This structure helps them understand how to form similes.
- Provide incomplete sentences for them to complete with suitable similes. For example, 'When the power failed, the whole neighbourhood became as silent as ...' Encourage them to think of appropriate comparisons and complete the sentences. This practice helps them become comfortable with using similes to make comparisons.

Learn pronunciation:

- If the students are learning about the different sounds of the -ed ending, start by explaining that the -ed ending can be pronounced in different ways depending on the word. This helps them understand that pronunciation can vary and it is important to listen carefully.
- Begin by introducing the first set of words where the -ed ending has the sound /t/. Explain that in these words, the -ed ending sounds like a 't'. For example, 'attacked' sounds like 'attack-t'. Show them the list of words: attacked, laughed, washed, looked, shocked, stopped, picked, pierced, practised, reached, talked, walked. Ask them to read these words aloud, focusing on the /t/ sound at the end. This practice helps them become familiar with the pronunciation.
- Next, introduce the second set of words where the -ed ending is pronounced /ɪd/. Explain that in these words, the -ed ending sounds like 'id'. For example, 'fitted' sounds like 'fit-id'. Show them the list of words: fitted, shouted, lifted, needed, painted, started, wanted, batted, planted, excited. Ask them to read these words aloud, focusing on the /ɪd/ sound at the end. This practice helps them become familiar with the different pronunciations.
- Encourage the students to listen carefully to the sounds and practice saying the words. You might use repetition and drills to reinforce their learning. For example, say each word aloud and ask them to repeat it after you. This helps them get used to the sounds and improves their pronunciation.

Use the dictionary:

- If the students are learning how to find opposites in a dictionary, start by showing them sample dictionary entries. Explain that a dictionary provides definitions, examples, and sometimes opposites of words. For instance, in the entry for 'large', the opposite is given as 'small'. Similarly, in the entry for 'poor', the opposite is 'rich'. Point out that the opposites are usually listed after the definitions and examples, often marked by the symbol 'opposite'.
- Next, explain that when they are searching for opposites, they should look for this symbol at the end of the examples. This helps them quickly identify the opposite forms of the headwords.
- Provide them with a list of words and ask them to consult the dictionary to find the opposites. For example, they might look up 'far', 'old', 'win', 'usual', and 'happy'. Encourage them to read the definitions and examples carefully and then find the opposites listed.
- As they work through the list, ask them to write down the opposites they find. This practice helps reinforce their understanding and improves their dictionary skills. Encourage them to ask questions if they have any doubts and provide explanations with additional examples if needed.

Learn to write:

- If the students are learning how to use similes to make their descriptions more interesting, start by explaining what a simile is. A simile is a figure of speech that compares one thing to another using the words 'like' or 'as'. For example, 'Maliha slept like a log' means that Maliha slept very deeply. This comparison makes the description more vivid and engaging.

- Next, provide examples of similes and explain how they add colour to writing. For instance, ‘She slipped and came rolling down the stairs like a ball’ or ‘The balloon burst, and all the tiny bits of multicoloured paper came down like confetti’. These comparisons help the reader visualise the actions more clearly.
- Encourage the students to complete the sentences given by making their own comparisons. For example, ‘She slipped and came rolling down the stairs like...’ might be completed with ‘a ball’. Ask them to think creatively and come up with interesting comparisons. This practice helps them understand how to use similes effectively.
- For the second part of the exercise, ask the students to write a paragraph describing an interesting incident in their lives. Explain that using comparisons can make their descriptions more vivid and interesting. For example, if they are describing a day at the park, they might say, ‘The swings moved as fast as a rocket.’
- Encourage them to use transitional words and phrases to show the sequence of events clearly. Explain that words like ‘Earlier that day...’ or ‘Firstly, we...’ help the reader understand the order of events and make the story more engaging. This helps them organise their thoughts and write more coherently.

Learn to listen:

- If the students are learning how to answer questions based on a conversation, start by explaining the importance of listening carefully. Tell them that they will listen to a conversation between Rida and Kiran and then answer some questions about what they heard. This helps them understand the importance of paying attention to details.
- Begin by playing the relevant passage or reading it aloud clearly and at a steady pace. Encourage the students to listen closely and remind them that they will need to remember the details to answer the questions. This step helps them focus on the conversation.
- After listening to the conversation, ask the students to look at the questions provided. Explain that they need to tick the correct answer based on what they heard. For example, the first question asks what the two students are discussing. Provide the options and ask them to choose the correct one. This practice helps them recall information and improves their listening skills.
- Go through each question one by one, allowing the students to answer. For instance, ask them when the school plans to begin providing lunch and provide the options. Encourage them to think about what they heard and choose the correct answer. This step reinforces their understanding and helps them practise answering comprehension questions.
- If any students have doubts or find certain words difficult, explain the meanings and provide additional examples if needed. This helps them understand the context better and improves their vocabulary.
- Finally, encourage a class discussion about the answers. Ask questions like ‘Did you like the conversation? What did you find interesting about it?’ This helps them engage with the content and share their thoughts.

Learn to speak:

- If the students are learning how to role-play a dialogue, start by explaining the importance of practising conversations. Role-playing helps them understand how to make offers and suggestions in real-life situations. Begin by reading the dialogue aloud, showing how Anum and Nida interact. Explain that they will take turns playing both roles to get a feel for each character's perspective.
- For the first part of the exercise, ask the students to role-play the dialogue twice, once as Anum and once as Nida. Encourage them to make offers and suggestions using 'Let's' as indicated in the brackets. For example, when Anum says, 'The bags seem to be heavy,' they can offer to carry one of them by saying, 'Let me carry one of the bags for you.' This practice helps them understand how to use 'Let's' and 'Let me' in different contexts.
- Next, move on to the discussion about preventing cheating during examinations. Explain that cheating is wrong and discuss why it is important to prevent it. Ask the students to think about what their school can do to prevent cheating and what they can do to help. Encourage them to make notes against the two items in the box: 'What your school should do to prevent cheating' and 'What I can do to prevent cheating.'
- Provide examples to guide their thinking. For instance, the school might implement stricter supervision during exams, while students can pledge to be honest and report any cheating they observe. This helps them understand their role in maintaining academic integrity.
- Encourage them to discuss their ideas with a partner. Explain that they can start the discussion by saying, 'Can I go first?' or 'Would you like me to start?' This helps them practise initiating conversations. Remind them not to interrupt their partner in the middle of a sentence. If they want to add something, they can say, 'Can I add something to that before you move on to the next point?' This teaches them to be respectful and considerate during discussions.

Class assessment:	✓	✗
Can the students read about and understand the importance of being truthful?		
Can the students answer the comprehension questions?		
Can the students use plural noun?		
Can the students use 'Let me + verb' to make offers?		
Can the students use 'Let's + verb' to make suggestions?		
Can the students use similes properly?		
Can the students use -ed at the end of the given words?		
Can the students use dictionary?		
Can the students write using creative ways of comparing?		

Can the students refer to the listening texts at the end of this textbook and read/play the relevant passage or sentences?		
Can the students role-play on the given topic?		

Teacher's notes:

- If the students are unable to read about and understand the importance of being truthful, one might start by simplifying the text and discussing real-life examples of honesty. Use stories or role-playing activities to illustrate why being truthful is important. This helps them relate to the concept and understand its significance.
- If the students are unable to answer the comprehension questions, one might revisit the text with them, highlighting key points and discussing the main ideas. Encourage them to ask questions and express their thoughts. Use guided reading techniques to help them focus on understanding the content. Provide examples and practice questions to build their confidence.
- If the students are unable to use plural nouns, one might explain the rules for forming plurals in simple terms. Use visual aids and examples to show how singular nouns change to plural forms. Practise with common nouns and create interactive activities to reinforce their learning. Encourage repetition and reinforcement to build their confidence.
- If the students are unable to use 'Let me + verb' to make offers, one might provide clear examples and explanations. Show how this structure is used to offer help. Practise with sentences like 'Let me help you with that.' Encourage the students to create their own sentences using 'Let me + verb'. Use role-playing or interactive activities to reinforce their understanding.
- If the students are unable to use 'Let's + verb' to make suggestions, one might explain the structure and provide examples. Show how 'Let's' is used to suggest doing something together. Practise with sentences like 'Let's go to the park.' Encourage the students to create their own sentences using 'Let's + verb'. Use role-playing or interactive activities to reinforce their understanding.
- If the students are unable to use similes properly, one might explain what similes are and how they are used to make comparisons. Use examples like 'as busy as a bee' or 'as quiet as a mouse'. Practise with sentences and encourage the students to create their own similes. Use visual aids and interactive activities to make learning similes enjoyable.
- If the students are unable to use -ed at the end of the given words, one might explain the different sounds of the -ed ending. Provide examples and practise pronouncing words with the -ed ending. Use repetition and drills to reinforce their learning. Encourage the students to listen carefully and practise saying the words aloud.
- If the students are unable to use a dictionary, one might show them how to look up words and find definitions, examples, and opposites. Provide a step-by-step guide and practise with common words. Encourage the students to use the dictionary regularly to build their skills. Use interactive activities to make learning how to use a dictionary enjoyable.

- If the students are unable to write using creative ways of comparing, one might explain how to use similes and metaphors to make writing more vivid. Provide examples and practise with sentences. Encourage the students to use comparisons in their writing. Use visual aids and interactive activities to reinforce their learning.
- If the students are unable to refer to the listening texts at the end of the textbook and read or play the relevant passage or sentences, one might assist them in locating the texts. Read the passages aloud or play the audio for them. Discuss the content and ask questions to ensure they understand. Encourage them to practise listening and reading regularly to build their skills.
- If the students are unable to role-play on the given topic, one might encourage them to express their thoughts and ideas. Provide prompts and questions to guide their role-playing. Practise in pairs or small groups to build their confidence. Offer positive reinforcement and constructive feedback to help them improve.

UNIT 6: A PARALYMPIAN'S JOURNEY TO GOLD

Grade: IV	Subject: English	Material: Textbook
Teacher:	Date:	Week:

Learning objectives:

This section will help learners develop the following skills/competencies:

- respond to simple instructions, announcements in English made in class/school.
- respond verbally/in writing in English to questions based on the story read.
- use the dictionary.

Overview:

The following story is included in the textbook to inspire students to work hard in life and not be disheartened in the face of a tragedy. This story serves as hope to the students, giving them the message that anything is possible if they continue going forward.

Success criteria:

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

- be sensitized to people with disabilities.
- listen to a description carefully and extract relevant information.
- learn correct spellings of words ending with 'tion' or 'sion/ssion'.
- recognize abbreviations and learn their use.
- write a paragraph in past tense.
- be able to ask precise and effective questions to extract required information.
- enhance their reading, comprehension and writing skills.

Generic skills:

- **Collaborative:** Students will work on their communication skills by discussing topics given under certain exercises with their classmates.
- **Analytical:** Students will comprehend the passage and answer questions by referring to the story.
- **Study skills:** Students will learn new words, exercise their listening skills, learn correct spellings of certain words, learn how to refer to the dictionary, and develop grammatical, speaking, and writing abilities.

Starter:

- If the students are beginning the lesson, start by asking them to look at the pictures under the 'Starter'. This helps them focus and prepares them for the discussion. Ask them to mention the type of disability shown in each picture and how these disabilities are dealt with. This encourages them to observe and think about different types of disabilities.
- Next, generate a discussion among the students about different disabilities and the methods or devices used to work around them. For example, discuss how wheelchairs help people who cannot walk or how hearing aids assist those with hearing impairments. This helps them understand the various ways people with disabilities can lead active lives.

- Encourage the students to share their experiences or a story they have read about a person with a disability and how they live their lives. This personal connection makes the discussion more relatable and engaging. It also helps them develop empathy and understanding.
- Ensure that the discussion is sensitive to the feelings of persons with disabilities. Guide the conversation in a positive direction, highlighting the achievements and strengths of people with disabilities. This fosters a respectful and inclusive environment.
- To introduce the chapter, ask the students a few simple questions. For example, ‘Have you heard of the Paralympics?’ or ‘Are the participants in the Paralympics different from the ones in the Olympics?’ These questions help them think about the topic and engage with the content. Allot a few minutes for this discussion to ensure everyone has a chance to share their thoughts.
- Ask the students to list the ways in which the lives of persons with disabilities and others are similar. This helps them recognise that, despite differences, people with disabilities have many of the same experiences and aspirations as everyone else. It promotes a sense of equality and understanding.

Lesson structure:

Reading:

- If the students are learning about Haider Ali’s inspiring story, one might start by explaining the main message of the text. Haider Ali’s journey shows that with determination and resilience, one can overcome obstacles and achieve greatness. This message is important because it teaches students about perseverance and the power of hard work.
- Next, discuss the plot of the story. Haider Ali was born with cerebral palsy, which affected his motor skills and made everyday tasks difficult. Despite these challenges, he was determined not to let his disability define him. His family supported him, and in 2005, his athletic potential was discovered during a training camp. He received specialised training and made his international debut at the 2006 FESPIC Games, winning one gold and three silver medals. Haider continued to achieve success, winning Pakistan’s first-ever Paralympic medal in 2008 and a bronze medal in 2016. The pinnacle of his career came at the Tokyo 2020 Paralympics, where he won Pakistan’s first-ever Paralympic gold medal. Haider’s journey is marked by his perseverance and determination, despite setbacks and challenges.
- Discuss the characters in the story. Haider Ali is the main character, and his determination and resilience are central to the story. His family plays a crucial role in supporting him and encouraging him to pursue his dreams. His coach, Akbar Ali Mughal, provides guidance and support throughout his journey. These characters show the importance of having a support system and the impact it can have on achieving one’s goals.
- Encourage the students to think about how Haider’s story can inspire them in their own lives. Ask them to share their thoughts on what they can learn from Haider’s journey. This helps them connect with the story on a personal level and understand the importance of perseverance and hard work.

Learn to read:**Understand:**

- For question (a), explain that Haider Ali was diagnosed with cerebral palsy at birth. This condition affects his motor skills and muscle coordination. Encourage the students to find this information in the text and write it down in their notebooks.
- For question (b), discuss the difficulties Haider Ali faced in his childhood due to his condition. Explain that cerebral palsy made everyday tasks difficult and affected his ability to participate in physical activities like other children. Ask the students to find examples of these challenges in the text and write them down.
- For question (c), explain that Haider Ali excelled in various track and field events, including long jump, discus throw, and sprinting. Encourage the students to find this information in the text and write it down.
- For question (d), discuss Haider Ali's significant achievement at the 2008 Beijing Paralympics. Explain that he won Pakistan's first-ever Paralympic medal, a silver in the men's long jump F37/38 category. Ask the students to find this information in the text and write it down.
- For question (e), explain how Haider Ali performed at the 2016 Rio Paralympics. Discuss that he won a bronze medal in the T37 long jump event, becoming the first Pakistani to win a bronze medal at the Paralympics. Encourage the students to find this information in the text and write it down.
- For question (f), discuss the historic milestone Haider Ali achieved at the Tokyo 2020 Paralympics. Explain that he won Pakistan's first-ever Paralympic gold medal in the men's discus throw F37 event. Ask the students to find this information in the text and write it down.
- For question (g), explain who played a crucial role in supporting Haider Ali's athletic career. Discuss the support from his family and his coach, Akbar Ali Mughal. Encourage the students to find this information in the text and write it down.
- For question (h), guide the students to complete the mind map about Haider Ali's journey to gold. Explain each section of the mind map and ask them to find the relevant information in the text. For example, discuss his early life and challenges, his rise to prominence, his overcoming setbacks, and his historic gold at Tokyo 2020. Encourage them to write down the pointers provided for each section.

Infer:

- For question (i), discuss the qualities essential for overcoming physical challenges and achieving success in sports based on Haider Ali's journey. Explain that determination, resilience, hard work, and support are crucial. Encourage the students to think about these qualities and write them down.

Reflect:

- For question (j), discuss how Haider Ali's achievements have impacted the perception of differently-abled athletes in Pakistan. Explain that his success has inspired many and highlighted the potential of differently-abled athletes. Encourage the students to think about this impact and write their thoughts.

- For question (k), ask the students to reflect on a time when they faced a significant challenge. Encourage them to think about how they overcame it and what they learned from the experience. This helps them connect with Haider Ali's story on a personal level and understand the importance of perseverance.

Learn words:

- If the students are learning about self-sufficient words, start by explaining that a self-sufficient person is someone who doesn't need help from others for anything. Point out that we use a hyphen between the two words to form terms like 'self-confident' or 'self-employed'.
- For question (1), guide the students to identify the most important word from each description and then add 'self-' before it. For example, for 'feeling confident about your own abilities', the important word is 'confident', so the term becomes 'self-confident'. Encourage them to think about each description and find the key word.
- For question (2), explain the rules for forming nouns by adding suffixes. Start with the rule about dropping the silent 'e' before adding a suffix that starts with a vowel. Use examples like 'make + -ing = making'. Then, explain that if the suffix starts with a consonant, keep the 'e', as in 'hope + -less = hopeless'. Finally, discuss the rule about doubling the final consonant when the suffix starts with a vowel, like 'run + -ing = running'.
- Ask the students to write the noun forms of the given words using the suffixes provided. For example, 'appear' becomes 'appearance' with the suffix '-ance'. Encourage them to apply the rules and write the correct forms.
- For question (3), explain that adverbs describe or provide additional information about verbs, such as the manner, frequency, or time of an action. Provide examples like 'quickly' or 'secretly'. Ask the students to fill in each blank with a suitable adverb from the list. For example, 'Sara goes to work at 9 a.m. This morning, when she woke up it was already 9. She showered and had breakfast. Although she was in a hurry, she locked the door and left for work.' Encourage them to think about the context and choose the appropriate adverb.

Learn grammar:

Use of *because* and *so* to express result and cause

- If the students are learning how to use 'because' and 'so' in sentences, one might start by explaining the difference between these two words. 'Because' is used to express the cause or reason for something, while 'so' is used to express the result of an action. For example, 'Saira studied hard for her exams. So, as a result she passed with flying colours.' Here, 'so' shows the result of studying hard. In the sentence, 'Saira's parents gifted her a new computer because she made them proud,' 'because' explains the reason for the gift.
- For question (1), guide the students to complete the sentences using 'because' or 'so'. For example, 'I was tired, so I went to bed early.' Encourage them to think about whether the sentence is explaining a cause or a result and choose the appropriate word.

- For question (2), ask the students to fill in the blanks in the paragraph with ‘because’ or ‘so’. Explain that they need to decide whether each part of the sentence is showing a cause or a result. For example, ‘Mrs Bhatti was worried because Fiza, her daughter, was late.’ This practice helps them understand how to use these words correctly in context.

Types of sentences:

- Next, explain the different types of sentences. A declarative sentence makes a statement or expresses an opinion and ends with a full stop. For example, ‘I have a football match tonight.’ An exclamatory sentence expresses strong emotion and ends with an exclamation mark, like ‘We won the match!’ An interrogative sentence asks a question and ends with a question mark, such as ‘What are you doing?’ An imperative sentence gives a command or makes a request and usually ends with a full stop but can also end with an exclamation mark, like ‘Complete your work.’
- For question (1), ask the students to read the sentences and identify which type each is. For example, ‘Please close the door’ is an imperative sentence. Encourage them to think about the function of each sentence and write the correct type next to it.

Learn spelling:

- If the students are learning how to spell words with the sound /ʃn/, start by explaining that there are two common ways to spell this sound: -tion and -sion/ssion. Explain that -tion is the most common spelling, while -sion/ssion is slightly less common. Mention that there are no strict rules for when to use -tion or -sion/ssion, but words ending in -sion can have two distinct pronunciations: /ʃn/ and /Z@n/. When the pronunciation is /Z@n/, the word is spelt with a -sion ending.
- For question (1), guide the students to complete the words with the correct endings. Explain that they need to listen to the sound and think about which ending fits best. For example, for ‘conclu’, they need to decide if it should be ‘conclusion’ or ‘conclution’. Encourage them to think about the pronunciation and spelling patterns they have learned.
- Provide examples and practice words to help them understand the patterns. For instance, ‘conclusion’ ends with -sion because it has the /ʃn/ sound, while ‘innovation’ ends with -tion because it has the /ʃn/ sound but follows a different pattern. Encourage the students to practise with other words and think about the sounds and spellings.

Use the dictionary:

- If the students are learning about abbreviations, one might start by explaining that an abbreviation is a short form of a word. For example, in the phrase ‘Mt Everest’, ‘Mt’ stands for ‘Mount’. Explain that common abbreviations have separate entries in the dictionary, and they can find the same information in the entry for the full word. Point out that when an abbreviation is made up of the first and last letter of the word, there is no punctuation mark after it in British English. However, if an abbreviation is made up of only the first part of the word, a period is added at the end of it. Also, there is always a space between the abbreviation and the next word.

- For question (1), guide the students to look up the dictionary and find out what the abbreviations given stand for and where they are used. Explain that they need to find these abbreviations in their correct place in alphabetical order. For example, 'Mr' stands for 'Mister' and is used before a man's name. Encourage them to look up each abbreviation and write down what it stands for and where it is used.
- Provide examples to help them understand. For instance, 'Mr' is used before a man's name, 'Ms' is used before a woman's name, 'Dr' is used before a doctor's name, 'Sr' stands for 'Senior' and is used after a person's name to distinguish them from a younger person with the same name, and 'Jr' stands for 'Junior' and is used after a person's name to distinguish them from an older person with the same name.
- Encourage the students to practise looking up abbreviations in the dictionary and writing down their meanings and uses. This helps them become familiar with using a dictionary and understanding abbreviations.

Learn to write:

- To learn how to write a paragraph about Helen Keller's life, start by explaining the importance of using the past tense to describe events that have already happened. For example, 'Helen Keller was born in June 1880.' This helps them understand that they are writing about historical events.
- Next, guide them to use conjunctions such as 'and', 'but', and 'so' to connect their ideas and make the paragraph flow smoothly. For instance, 'Helen grew up on the family farm and became very sick around 1½ years old.' This practice helps them learn how to link sentences and create a coherent narrative.
- Encourage the students to use the details provided to write a paragraph. For example, they might start with, 'Helen Keller was born in June 1880 and was a happy, healthy baby. She grew up on the family farm but became very sick around 1½ years old. As a result, she lost both her sight and hearing.' This helps them understand how to use the information to create a complete and engaging paragraph.
- For the second part of the exercise, explain how to write a letter of apology. Start by discussing the importance of expressing genuine remorse and making amends. Encourage the students to think about how they would feel if they accidentally hurt a friend's feelings and how they would want to make things right.
- Guide them to start the letter by addressing their friend and explaining what happened. For example, 'Dear [Friend's Name], I am truly sorry for not inviting you to the game. I wasn't sure if it would be wheelchair accessible and didn't want to cause any inconvenience.' This helps them understand how to begin the letter and express their apology.
- Next, encourage them to explain how guilty they feel and how they want to make things right. For example, 'I feel terrible for not considering your feelings and I want to make it up to you. Please let me know if there is anything I can do to make things better.' This helps them learn how to communicate their remorse and offer to make amends.

Learn to listen:

- If the students are learning how to answer questions based on a listening exercise, start by explaining the importance of listening carefully. Tell them that they will listen to a description of a person with disabilities and then answer some questions about what they heard. This helps them understand the importance of paying attention to details.
- Begin by playing the relevant passage or reading it aloud clearly and at a steady pace. Encourage the students to listen closely and remind them that they will need to remember the details to answer the questions. This step helps them focus on the conversation.
- After listening to the description, ask the students to look at the questions provided. Explain that they need to tick the correct answer based on what they heard. For example, the first question asks what condition Aimee Mullins was born with. Provide the options and ask them to choose the correct one. This practice helps them recall information and improves their listening skills.
- Go through each question one by one, allowing the students to answer. For instance, ask them at what age Aimee Mullins learned to walk on prosthetic legs and provide the options. Encourage them to think about what they heard and choose the correct answer. This step reinforces their understanding and helps them practise answering comprehension questions.
- If any students have doubts or find certain words difficult, explain the meanings and provide additional examples if needed. This helps them understand the context better and improves their vocabulary.
- Finally, encourage a class discussion about the answers. Ask questions like ‘Did you find the description interesting? What did you learn about Aimee Mullins?’ This helps them engage with the content and share their thoughts.

Learn to speak:

- If the students are learning how to form questions using ‘so’ and ‘because’, one might start by explaining the purpose of the activity. Tell them that they will work in groups to write questions that test the general knowledge of another group. These questions should use ‘so’ to show the result of something and ‘because’ to explain the reason for something.
- Begin by discussing the examples provided. For instance, ‘Why do people become sick?’ can be answered with a reason, such as ‘People become sick because they are exposed to germs.’ Explain that ‘because’ is used to give the reason for becoming sick. Similarly, ‘Ants can’t find food in all seasons. So, what do they do?’ can be answered with a result, such as ‘So, they store food for the winter.’ Explain that ‘so’ is used to show the result of not finding food.
- Next, guide the students to form their own questions. Encourage them to think of situations where they can use ‘so’ and ‘because’. For example, they might ask, ‘Why do we wear warm clothes in winter?’ and the answer could be, ‘Because it is cold.’ Or they might ask, ‘It is raining outside. So, what should you do?’ and the answer could be, ‘So, you should carry an umbrella.’

- Encourage the students to write their questions and then practise asking them to each other. This helps them understand how to use 'so' and 'because' in different contexts. Remind them to listen carefully to the answers and think about whether the answer is giving a reason or showing a result.
- Finally, have the groups ask their questions to each other and see which group can answer the most questions correctly. This makes the activity fun and competitive, while reinforcing their understanding of how to use 'so' and 'because'.

Class assessment:	✓	✗
Can the students read about and understand the importance of being different and finding strength in difficulties?		
Can the students answer the comprehension questions?		
Can the students form phrases with self-?		
Can the students form nouns by adding suffixes?		
Can the students spell with -tion, -sion/-ssion?		
Can the students use dictionary?		
Can the students describe a person's life using the simple past?		
Can the students write an informal letter?		
Can the students refer to the listening texts at the end of this textbook and read/play the relevant passage or sentences?		
Can the students work in groups on the given topic?		

Teacher's notes:

- If the students are unable to read about and understand the importance of being different and finding strength in difficulties, one might start by simplifying the text and discussing real-life examples of people who have overcome challenges. Use stories or role-playing activities to illustrate how being different can be a source of strength. This helps them relate to the concept and understand its significance.
- If the students are unable to answer the comprehension questions, one might revisit the text with them, highlighting key points and discussing the main ideas. Encourage them to ask questions and express their thoughts. Use guided reading techniques to help them focus on understanding the content. Provide examples and practice questions to build their confidence.
- If the students are unable to form phrases with 'self-', one might explain the concept of self-sufficiency and provide examples like 'self-confident' or 'self-employed'. Encourage them to identify the key word in each description and add 'self-' before it. Practise with different phrases to reinforce their understanding.

- If the students are unable to form nouns by adding suffixes, one might explain the rules for adding suffixes in simple terms. Use visual aids and examples to show how words change when suffixes are added. Practise with common words and create interactive activities to reinforce their learning. Encourage repetition and reinforcement to build their confidence.
- If the students are unable to spell with -tion, -sion/-ssion, one might explain the different ways to spell the sound /ʃn/. Provide examples and practise with words that end in -tion and -sion/-ssion. Use repetition and drills to reinforce their learning. Encourage the students to listen carefully to the sounds and practise spelling the words.
- If the students are unable to use a dictionary, one might show them how to look up words and find definitions, examples, and opposites. Provide a step-by-step guide and practise with common words. Encourage the students to use the dictionary regularly to build their skills. Use interactive activities to make learning how to use a dictionary enjoyable.
- If the students are unable to describe a person's life using the simple past, one might explain the importance of using the past tense to describe events that have already happened. Provide examples and practise with sentences that describe a person's life. Encourage the students to use conjunctions to connect their ideas and make their descriptions flow smoothly.
- If the students are unable to write an informal letter, one might explain the structure of an informal letter and provide examples. Discuss the importance of expressing genuine feelings and making amends. Practise writing letters with different scenarios and encourage the students to think about how they would feel and what they would say.
- If the students are unable to refer to the listening texts at the end of the textbook and read or play the relevant passage or sentences, one might assist them in locating the texts. Read the passages aloud or play the audio for them. Discuss the content and ask questions to ensure they understand. Encourage them to practise listening and reading regularly to build their skills.
- If the students are unable to work in groups on the given topic, one might encourage them to express their thoughts and ideas. Provide prompts and questions to guide their group discussions. Practise working in pairs or small groups to build their confidence. Offer positive reinforcement and constructive feedback to help them improve.

UNIT 6: DON'T GIVE UP (EXTENSIVE READING)

Grade: IV

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives:

This section will help learners develop the following skills/competencies:

- recite poems with appropriate expressions and intonation.
- respond to simple instructions, announcements in English made in class/school.
- responds verbally/in writing in English to questions based on the poem read.

Overview:

This poem encourages perseverance and resilience, emphasising that true success comes from overcoming challenges and persistent effort.

Success criteria:

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

- appreciate a poem and enjoy its rhythm and language.
- answer factual, inferential, referential and evaluative questions.
- develop a resilient attitude against failures.
- develop a team spirit and work on a problem together.
- explore their imagination and their drawing skills.

Generic skills:

- **Collaborative:** Students will work in groups to analyse the poem and draw out its meaning.
- **Analytical:** Students will analyse the given poem to think about its message.
- **Study skills:** Students will learn to appreciate a poem and express the meaning through their imaginative skills.

Starter:

- When teaching the starter question for the poem 'Don't Give Up' to the students, it is important to make the lesson engaging and relatable. Begin by explaining the concept of using one's voice to convey emotions and messages. Define what it means to speak louder to emphasise important parts and to use a steady speed to show persistence.
- For example, when reading aloud, speaking louder can highlight key phrases or words that carry significant meaning. This helps listeners understand which parts of the poem are particularly important. Using a steady speed when reading can demonstrate the idea of persistence, showing that one is determined and consistent in their efforts.
- To illustrate this, you might read a line from the poem in a normal voice, then repeat it with more emphasis on certain words and a steady pace. Ask the students to notice the difference and discuss how the changes in voice affect the message of the poem. Encourage them to try reading a line themselves, experimenting with volume and speed to see how it changes the way the poem feels.

- By making the lesson interactive and allowing students to practice, they can better understand how their voice can match the encouraging and hopeful message of 'Don't Give Up'. This approach helps them connect with the poem on a deeper level and appreciate the power of spoken words.

Lesson structure:

Reading:

- The poem 'Don't Give Up' carries a powerful theme of perseverance and resilience. It encourages readers to keep trying, even when they face failures and challenges. The message is clear: success comes through persistent effort and the ability to rise after falling.
- The rhythm of the poem is steady and uplifting, which mirrors the theme of persistence. The regular beat and rhyme scheme make it easy to read aloud and memorable for young readers. This rhythm helps to reinforce the poem's message, making it more impactful.
- The first stanza sets the tone by advising that one should not give up or cry when they have not succeeded. It emphasises that all great achievements are accomplished through patient effort. This idea is crucial for young students to understand, as it teaches them the value of perseverance.
- In the second stanza, the poet uses the example of young birds learning to fly. Although they may fall initially, their wings grow stronger with each attempt, allowing them to fly better the next time. This metaphor illustrates how repeated efforts, despite failures, lead to improvement and eventual success.
- The third stanza shifts to the image of a sturdy oak tree that has faced many storms. Despite being bowed by strong winds, the oak rises again, growing taller and prouder each time. This imagery conveys the idea that facing and overcoming challenges makes one stronger and more resilient.
- The final stanza questions the value of easy victories, suggesting that true worth comes from overcoming difficulties. It states that gaining victory from defeat is the real test of one's character. This message encourages students to see failures as opportunities for growth and to value hard-earned successes.
- Throughout the poem, these examples and metaphors help convey its central theme in a relatable way. By discussing these elements with students, they can better understand how persistence and resilience are essential qualities for achieving success in any endeavour. This approach not only helps them appreciate the poem but also instils important life lessons about never giving up, no matter how tough the journey may be.

Learn to read:

Understand and Infer:

- For question 1 (a), ask the students to tick the correct option.
- For questions 1 (b) and (c), let the students first recall the answers from their memory. Then, ask them to read the second stanza of the poem again to see if they have answered correctly and given complete answers.

- For questions 1 (d) and (e), ask one student to read out the third stanza. Let the students answer the questions now.
- Read questions 1 (f) and (g) to the students. Now, ask them to read the last stanza and answer these questions. Correct them wherever they are wrong.
- Let students note down the correct answers in their notebooks.

Learn grammar:

- To teach the questions about modal verbs and abilities to the students, it is important to make the lesson interactive and engaging. Begin by introducing the concept of modal verbs, explaining that they are helping verbs used to express various things like permission, suggestion, and certainty. In this case, the modal verb 'can' is used to express ability.
- Start with the sentence 'I can beat them at their own game.' Explain that 'can' is used here to show what the speaker can do. Break down the sentence structure, pointing out the subject ('I'), the modal verb ('can'), the main verb ('beat'), and the other details ('them at their own game'). This helps students understand the word order in sentences using modal verbs.
- Next, provide examples to illustrate how 'can' is used to express ability. For instance, 'My father can cook well' and 'She can speak five languages.' Explain that the main verb after 'can' does not change form, regardless of the subject. This means we do not say 'My father can cooks' or 'She can speaks.' These incorrect forms help highlight the correct usage.
- Move on to asking questions about abilities. Explain that when asking about someone's abilities, the word order changes. For example, 'Can you swim?' and 'Can your brother understand French?' Show the difference between statements and questions, such as 'She can speak Urdu well' versus 'Can she speak Urdu well?' This helps students understand how to form questions using modal verbs.
- For the first activity, ask students to make meaningful sentences about animals using 'can' and the given clues. For example, 'A polar bear can run up to 56 km in an hour.' Explain that they should follow the same structure for the other animals: camels, penguins, lions, dolphins, and whales. This activity helps reinforce their understanding of using 'can' to express abilities.
- In the second activity, introduce Marty, the Martian, and explain that he has just landed on Earth. Encourage students to ask Marty about his abilities using 'can.' For example, 'Can you fly?' and 'Can you see in the dark?' This imaginative scenario makes the lesson fun and engaging, allowing students to practise forming questions with modal verbs.
- Throughout the lesson, use definitions and examples to clarify concepts. Encourage students to share their own sentences and questions, making the lesson interactive. By connecting the grammar rules to real-life examples and imaginative scenarios, students can better understand and apply the use of modal verbs to express abilities. This approach ensures that the lesson is both educational and enjoyable, helping students grasp the concepts in a meaningful way.

Activity:

- To teach the first question about making a poster on 'Don't Give Up', start by explaining the concept of a poster. A poster is a visual representation of ideas, often used to convey a message or promote something. In this case, the poster will be based on the poem 'Don't Give Up'.
- Begin by discussing the first stanza of the poem, which talks about being patient and continuing to try even when you have not succeeded. Explain that this idea can be visually represented on the poster. For example, you might draw a picture of someone trying again after failing, with the words 'Be patient and keep trying' written next to it. Encourage students to think about how they can visually represent the ideas from each stanza of the poem. They can use drawings, colours, and words to create their posters. This activity helps them understand the poem's message and express it creatively.
- For the second question, show the students the picture of the man and ask them to look at his facial expression. Explain that facial expressions can tell us a lot about a person's mood. Discuss the different moods listed: joyful, cheerful, delighted, elated, content, pleased, blissful, ecstatic, merry, thrilled, and overjoyed. Define each mood and give examples. For instance, 'joyful' means feeling very happy, like when you receive a surprise gift.
- Ask the students to talk about the man's mood in groups of three or four. Encourage them to use the words listed to describe how they think the man is feeling. They might say, 'He looks joyful because he has a big smile on his face.' This group discussion helps students practise using descriptive words and understand how facial expressions convey emotions.
- Throughout the lesson, make sure to engage the students by asking questions and encouraging them to share their thoughts. Use examples and definitions to clarify concepts. By making the lesson interactive and relatable, students can better understand the questions and express their ideas effectively. This approach ensures that the lesson is both educational and enjoyable, helping students grasp the concepts in a meaningful way.

Class assessment:	✓	✗
Can the students read about and understand the poem 'Don't Give Up'?		
Can the students answer comprehension questions appropriately?		
Can the students use "can" to express ability?		
Can the students make a poster on the given topic?		

Teacher's notes:

- If the students are unable to read about and understand the poem 'Don't Give Up', it might be helpful to break the poem down into smaller sections and discuss each part in detail. Reading the poem aloud together can also aid comprehension. Encouraging students to ask questions about words or phrases they do not understand and providing explanations or examples can make the poem more accessible. Using visual aids or drawing connections to their own experiences can further enhance their understanding.

- If the students are unable to answer comprehension questions appropriately, it may be beneficial to revisit the poem and discuss it as a class. Going through each question together and modelling how to find the answers within the text can provide a clearer understanding of how to approach comprehension questions. Encouraging group discussions and allowing students to share their thoughts can also help them grasp the material better.
- If the students are unable to use 'can' to express ability, additional practice with examples and exercises might be necessary. Creating sentences together as a class and then having students come up with their own examples can reinforce the concept. Role-playing activities where students ask and answer questions about abilities can make the learning process more interactive and enjoyable.
- If the students are unable to make a poster on the given topic, providing a step-by-step guide on how to create a poster can be helpful. Showing examples of posters and discussing what makes them effective can give students a clearer idea of what is expected. Encouraging creativity and allowing students to brainstorm ideas in groups can also inspire them and make the task less daunting. Providing materials and a structured environment for creating the posters can further support their efforts.

UNIT 7: I DON'T WANT TO

Grade: IV	Subject: English	Material: Textbook
Teacher:	Date:	Week:
<p>Learning objectives:</p> <p>This section will help learners develop the following skills/competencies:</p> <ul style="list-style-type: none"> • respond to simple instructions, announcements in English made in class/school. • respond verbally/in writing in English to questions based on the story read. • use punctuation marks appropriately in writing. 		
<p>Overview:</p> <p>The following story has been included to make students think about the dangers of not breaking a bad habit. By its very nature, whether good or bad, a habit is very hard to break out of. However, if a bad habit is not broken, it can result in some untoward consequences for oneself, as well as for others.</p>		
<p>Success criteria:</p> <p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> • think about the importance of keeping the nature of their habits under check. • know more about stories that involve mystical elements. • enhance their reading, writing, and comprehension skills. 	<p>Generic skills:</p> <ul style="list-style-type: none"> • Collaborative: Students will enhance their communication skills by discussing the themes and questions related to the story with their classmates. Working in pairs or small groups allows them to share ideas and learn from each other, fostering a collaborative learning environment. • Analytical: Students will develop their analytical skills by comprehending the passage and answering questions based on the story. They will learn to identify key details, understand character motivations, and analyse the consequences of actions within the narrative. • Study skills: Students will expand their vocabulary by learning new words from the story. They will practise their listening skills during discussions and readings, and improve their spelling by writing down new words. Additionally, they will learn how to use a dictionary to find word meanings and develop their grammatical, speaking, and writing abilities through various exercises. 	

Starter:

- If the students are asked to close their books and the name of the story is not disclosed, it creates a sense of curiosity and anticipation. This approach can make them more eager to engage with the lesson. By not revealing the story's title, students are encouraged to focus on the themes and ideas that will be discussed, rather than forming preconceived notions about the content.
- The story that follows is about the consequences of getting into bad habits. To introduce these themes, a discussion can be generated through simple questions. For example, asking 'Can they think of any bad habits they may have?' allows students to reflect on their own behaviours. This question helps them identify habits that might not be beneficial. Another question, 'How would they break out of such habits?' encourages them to think about strategies for change. This discussion can be conducted individually or in chorus, allowing students to share their thoughts and learn from each other. Allotting a few minutes for this discussion ensures that it is focused and productive.
- Next, students are asked to turn to page 115 of their textbooks and complete the given exercise. This step provides a structured activity that reinforces the themes discussed. Completing the exercise helps students apply what they have learned and deepens their understanding of the consequences of bad habits.
- Dividing the class into pairs of two students each and asking them to discuss the given topic fosters collaborative learning. Working in pairs allows students to exchange ideas and support each other in understanding the material. After the discussion, a few students can present their views to the class. This activity not only reinforces their learning but also builds their confidence in speaking and presenting in front of others.
- Finally, students are asked to turn to the corresponding lesson. This step ensures that they are ready to engage with the story and apply the insights gained from the discussion and exercises. By following these steps, students are guided through a thoughtful exploration of the themes of the story, making the lesson both engaging and educational.

Lesson structure:**Reading:**

- If the students are asked to read the story silently, one page at a time, it helps them focus on the text without feeling rushed. This method ensures that everyone is reading at a similar pace. Instructing them to wait for their classmates to finish before moving on to the next page fosters patience and consideration for others. As they read, asking them to underline difficult words encourages active engagement with the text and helps them identify areas where they need further understanding.
- When the class finishes reading each page, drawing their attention to the difficult words in the glossary box provides immediate support for their comprehension. This step helps them learn new vocabulary in context. If students point out additional words they find challenging, explaining these words further enhances their understanding. For example, if a student is unsure about the word 'beckoned', you might explain that it means to signal someone to come closer, often with a hand gesture. Pointing out important lines or phrases and asking students to underline them helps highlight key parts of the story, aiding in their overall comprehension.

- After they finish reading the entire story, giving a short summary in your own words helps reinforce the main points and ensures that all students have a clear understanding of the plot. This summary can include the main events and the moral of the story, making it easier for students to grasp the overall message.
- Asking a few short and simple questions, such as ‘Did they like the story? Why or why not?’ and ‘If not for the lesson of the old woman, do they think Farah would have broken out of her bad habit? Why or why not?’ helps assess their comprehension and encourages them to think critically about the story. These questions prompt students to reflect on their personal responses and the characters’ actions, deepening their engagement with the text.
- Allowing a class discussion on these questions provides an opportunity for varied participation and helps students articulate their thoughts. This discussion can be guided to ensure that all students have a chance to share their views. For example, you might ask, ‘Who thinks Farah would have changed without the old woman’s lesson? Why?’ This encourages students to listen to different perspectives and develop their own opinions.

Learn to read:

Understand:

- For questions 1 (a), (b), and (d) to (g), follow the steps given below:
 - Allow students to refer to the text while answering.
 - Ask the question and allow various responses.
 - Ask any one student who answers correctly to refer to the text and also to read aloud the portion where the answer is. Ask the class if they agree or if they have anything to add.
 - Ask any student to ask questions should he/she not understand any particular answer.
 - Draw attention to the relevant portion of the text while answering the doubts.
- For question 1 (c), ask the students to study the given statements and correct them by referring to the story. After they have done so, ask the class to first read the incorrect statements, followed by the corrected ones.
- For question 1 (h), read aloud the given statement and ask the class to respond with a ‘true’ or ‘false’.

Infer:

- Questions 1 (i) and (j) invite subjective responses. Allow for varied answers as long as the students keep the story as a reference for their answers.

Reflect:

- Question 1 (k) invites subjective answers. Allow for varied answers.

Learn words:

- If the students are asked to fill in the blanks in the sentences with the correct 'want' expressions from the box, it is important to first explain the meaning of each expression. This helps them understand how to use the expressions correctly in different contexts.
- Begin by writing the expressions from the box on the board: 'The last thing I wanted', 'just what I wanted', 'all I want', 'if you want', 'I don't want to!', and 'wants it done'. Explain each expression with a simple definition and example. For instance, 'just what I wanted' means something that is exactly what someone desired. An example sentence could be, 'This book is just what I wanted for my birthday.'
- Next, go through each sentence one by one, explaining the context and how to choose the correct expression.
- For the first sentence, 'Thanks for the present—it's .', explain that the speaker is expressing gratitude for a gift that is exactly what they desired. Ask the students to think about which expression fits this context.
- For the second sentence, 'She as quickly as possible.', explain that the sentence is about someone wanting something to be done quickly. Discuss which expression from the box indicates a desire for quick action.
- For the third sentence, ' was to upset you.', explain that this sentence is about someone not intending to cause upset. Ask the students to identify the expression that fits this context.
- For the fourth sentence, 'You can come with us .', explain that this sentence is offering a choice to someone. Discuss which expression from the box indicates giving someone an option.
- For the fifth sentence, 'A: It's time you did your homework. B: .', explain that this is a dialogue where one person is being told to do something, and the other person is responding negatively. Ask the students to identify the expression that fits this context.

Learn grammar:

- Begin by explaining that 'will' is used to indicate something that is going to happen in the future. For example, 'I will go to the park tomorrow' means that the action of going to the park will happen in the future.
- Start with the first sentence, 'Do not play in the rain. You will catch a cold.' Explain that this sentence is giving a warning about what will happen if someone plays in the rain. The phrase 'will catch a cold' indicates the future consequence of playing in the rain.
- For the second sentence, 'The sky is very cloudy. It any moment.', explain that the sentence is predicting what will happen soon. Discuss how 'will rain' fits this context, as it indicates that rain is expected shortly.
- For the third sentence, 'We must hurry or else we late for the show.', explain that this sentence is about the consequence of not hurrying. Discuss how 'will be' fits this context, as it indicates that being late is a future possibility if they do not hurry.

- For the fourth sentence, 'Don't let the baby play with the knife. She .', explain that this sentence is giving a warning about what will happen if the baby plays with the knife. Discuss how 'will hurt' fits this context, as it indicates the future consequence of the baby playing with the knife.
- For the fifth sentence, 'If you win the contest, you a surprise gift.', explain that this sentence is about the reward for winning the contest. Discuss how 'will receive' fits this context, as it indicates the future action of receiving a gift.
- For the sixth sentence, 'There is no food at home. So we some food.', explain that this sentence is about the action they will take because there is no food at home. Discuss how 'will order' fits this context, as it indicates the future action of ordering food.
- For the seventh sentence, 'I on a holiday soon after the exams.', explain that this sentence is about the speaker's plans. Discuss how 'will go' fits this context, as it indicates the future action of going on a holiday.
- Next, move on to the questions where students need to answer appropriately using 'I will'. Explain that these questions are asking about their future actions. For example, 'What will you do with your old textbooks and notebooks?' requires them to think about their future plans for their old textbooks and notebooks. Encourage them to start their answers with 'I will', such as 'I will donate them to the library.'
- For the question 'What will you do with your old clothes?', explain that they need to think about their future plans for their old clothes. Encourage them to start their answers with 'I will', such as 'I will give them to charity.'
- For the question 'What will you do if you get lost in a crowd?', explain that they need to think about their future actions if they find themselves in that situation. Encourage them to start their answers with 'I will', such as 'I will find a police officer.'
- For the question 'What will you do if you find some money lying on the classroom floor?', explain that they need to think about their future actions if they find money. Encourage them to start their answers with 'I will', such as 'I will give it to the teacher.'
- For the question 'What will you do if it rains suddenly when you are walking back home?', explain that they need to think about their future actions if it starts raining. Encourage them to start their answers with 'I will', such as 'I will use my umbrella.'
- By explaining each question and providing examples, students can better understand how to use 'will' to talk about future actions. This approach ensures that they complete the exercise accurately and confidently.

Learn spelling:

- Start by explaining the activity clearly. Tell them that they need to look carefully at the box to find the hidden words. Encourage them to take their time and look at each row and column closely.
- While the students are working on finding the words, draw the box on the board as it is given in the textbook. This visual aid helps them follow along and makes it easier for them to point out the words they find.

- Once the students have completed the activity, ask them to tell you where the words are located. Encourage them to come up to the board and point out the words they have found. This interactive approach helps them engage with the activity and allows you to verify their answers.
- For example, if a student finds a word in the first row, ask them to point it out on the board. You might say, 'Can you show us where you found the word?' This helps the student feel confident and ensures that everyone can see the correct answer.

Learn pronunciation:

- Begin by telling them that when 'and' is used in short phrases, it is often pronounced as /n/ instead of /ænd/. This makes the speech flow more naturally and quickly.
- Start with the first sentence, 'Come and help me.' Explain that in this sentence, 'and' should be pronounced as /n/. Demonstrate by reading the sentence aloud, saying 'Come 'n help me.' Encourage the students to repeat after you, focusing on the pronunciation of /n/.
- For the second sentence, 'Swing it back and forth,' explain that 'and' should again be pronounced as /n/. Read the sentence aloud, saying 'Swing it back 'n forth.' Ask the students to repeat the sentence, paying attention to the pronunciation.
- For the third sentence, 'The puppy ran up and down,' explain that 'and' should be pronounced as /n/. Read the sentence aloud, saying 'The puppy ran up 'n down.' Encourage the students to practise saying the sentence with the correct pronunciation.
- For the fourth sentence, 'She likes bread and butter,' explain that 'and' should be pronounced as /n/. Read the sentence aloud, saying 'She likes bread 'n butter.' Ask the students to repeat the sentence, focusing on the pronunciation.
- For the fifth sentence, 'The kitten ran round and round the building,' explain that 'and' should be pronounced as /n/. Read the sentence aloud, saying 'The kitten ran round 'n round the building.' Encourage the students to practise saying the sentence with the correct pronunciation.

Use the dictionary:

- Start by explaining what dictation is. Tell them that dictation is the process of writing down exactly what someone else says. It helps improve listening skills, spelling, and writing accuracy. Explain that keeping a record of words, such as a word wall, word bank, or word journal, helps them remember and use new vocabulary.
- For the first question, instruct the students to listen carefully as the passage is read aloud. Emphasise the importance of paying attention to each word and writing it down exactly as they hear it. Read the passage slowly and clearly:
- 'There was a nine-year-old girl named Sarah who was very kind and helpful. She always helped her classmates with their homework. Sarah also loved to help her neighbours with their chores. One day, she found a lost puppy and took care of it until its owner was found. Everyone admired Sarah for her kindness and willingness to help others.'

- After reading the passage, give the students a few moments to finish writing. Then, ask them to check their work for any mistakes and make corrections if necessary. This step helps reinforce their listening and writing skills.
- For the second question, ask the students to underline any five words from the paragraph above. Explain that they will use a dictionary to find synonyms for these words. A synonym is a word that has the same or nearly the same meaning as another word. For example, a synonym for 'kind' could be 'generous'.
- Encourage the students to choose words they find interesting or challenging. Once they have underlined their words, show them how to use a dictionary to find synonyms. Demonstrate by looking up a word and finding its synonyms. For instance, if a student underlines the word 'helpful', you might find synonyms like 'supportive' or 'assisting'.
- Ask the students to write down the synonyms they find in their notebooks. This activity helps them expand their vocabulary and understand how to use a dictionary effectively.

Learn to write:

- Start by explaining the concept of setting personal rules. Tell them that these rules are guidelines they create to help themselves stay organised and responsible. Explain that personal rules can help them manage their time better and develop good habits.
- For example, Farah made rules like 'I will tidy up my study desk before I go to bed' and 'I will not watch TV for long hours.' Encourage the students to think about areas in their own lives where they can set similar rules. Ask them to write at least five rules in their notebooks. These rules might include things like 'I will do my homework before playing,' 'I will read a book every day,' or 'I will help with household chores.' This activity helps them reflect on their daily routines and identify ways to improve their habits.
- Next, if the students are asked to imagine they are Sarah and write a formal letter of complaint to Farah's mother on behalf of the community, start by explaining the structure of a formal letter. Tell them that a formal letter includes the sender's address, the date, the recipient's address, a greeting, the body of the letter, a closing, and the sender's name.
- Explain that the purpose of the letter is to address Farah's rude behaviour and her constant use of 'I do not want to.' Discuss how to clearly explain the issues and request a solution. For example, the letter might start with a polite greeting and an introduction, such as 'Dear Mrs Ahmed, I am writing to you on behalf of the community to express our concerns about Farah's behaviour.'
- In the body of the letter, explain the specific issues, such as Farah's refusal to help and her rude responses. Use examples from the story to illustrate these points. For instance, 'Farah often says 'I do not want to' when asked to help, which has upset many of her friends and neighbours.'
- Discuss how to express the ire of the community and request a solution. Explain that the letter should politely ask for Farah to apologise and work on her attitude. For example, 'We believe it would help everyone feel better if Farah could apologise for her behaviour and make an effort to be more cooperative and polite.'

- Encourage the students to write their letters using polite and respectful language. This activity helps them practise formal writing and understand how to address issues constructively. By providing clear explanations and examples, students can complete the tasks and develop their writing and communication skills in a meaningful way.

Learn to listen:

- Start by explaining the importance of listening carefully. Tell them that they need to pay attention to the details in the conversation to answer the questions correctly.
- For the first question, 'How old will Komal be on Sunday?', explain that they need to listen for the specific age mentioned in the conversation. For example, if the conversation says, 'Komal will be turning 11 on Sunday,' they should note that detail to answer the question.
- For the second question, 'Where will the party be?', explain that they need to listen for the location of the party. If the conversation mentions, 'The party will be at the clubhouse,' they should remember that detail to answer the question.
- For the third question, 'How many will attend the party?', explain that they need to listen for the number of people attending. If the conversation says, 'There will be 30 guests at the party,' they should note that detail to answer the question.
- For the fourth question, 'What cake will Komal have for the party?', explain that they need to listen for the type of cake mentioned. If the conversation mentions, 'Komal will have a double-decker chocolate cake,' they should remember that detail to answer the question.
- For the fifth question, 'Who will entertain the children at the party?', explain that they need to listen for the type of entertainment mentioned. If the conversation says, 'A magician will entertain the children,' they should note that detail to answer the question.
- To help the students practise, read the conversation aloud clearly and at a moderate pace. After reading, give them a few moments to write down their answers. Then, review the answers together, discussing any details they might have missed. This approach ensures that the lesson is both engaging and educational, helping students improve their listening comprehension skills in a meaningful way.

Learn to speak:

- Start by explaining the concept of being spoilt and well-mannered. A spoilt child is someone who is used to getting their own way and may not show respect or consideration for others. A well-mannered person, on the other hand, is polite, respectful, and considerate.
- Begin by dividing the class into groups of three or four. Explain that they will discuss their ideas within their groups and then present their views to the rest of the class. Encourage them to think about different strategies and approaches that can help a spoilt child develop better manners.
- Provide some guiding questions to help them start their discussion. For example, 'What are some behaviours that show a child is spoilt?' and 'What can parents or teachers do to encourage better behaviour?' These questions help the students focus on specific aspects of the topic.

- Encourage the students to think about examples from their own experiences or stories they have heard. For instance, they might discuss how setting clear rules and consequences can help a child understand the importance of good behaviour. They might also talk about the role of positive reinforcement, such as praising good behaviour, in encouraging a child to be well-mannered.
- As the groups discuss, walk around and listen to their conversations. Offer support and guidance if needed but allow the students to lead the discussion. This helps them develop their communication and critical thinking skills.
- After the discussion, ask each group to present its ideas to the class. Encourage them to explain their reasoning and provide examples. This activity helps students practise public speaking and learn from each other's perspectives.

Class assessment:	✓	✗
Can the students read the text and understand the message of the story?		
Can the students answer the comprehension questions?		
Can the students use the expression: want?		
Can the students use "will" to talk about the future?		
Can the students use question words?		
Can the students pronounce the given words?		
Can the students use a dictionary and write the dictated words?		
Can the students write a set of rules (as directed)?		
Can the students write a formal letter?		
Can the students refer to the listening texts at the end of this textbook and read/play the relevant passage or sentences?		
Can the students work in groups on the given topic?		

Teacher's notes:

- If the students are unable to read the text and understand the message of the story, it might be helpful to break the story down into smaller sections and discuss each part in detail. Reading the story aloud together can also aid comprehension. Encouraging students to ask questions about words or phrases they do not understand and providing explanations or examples can make the story more accessible. Using visual aids or drawing connections to their own experiences can further enhance their understanding.
- If the students are unable to answer the comprehension questions, it may be beneficial to revisit the story and discuss it as a class. Going through each question together and modelling how to find the answers within the text can provide a clearer understanding of how to approach comprehension questions. Encouraging group discussions and allowing students to share their thoughts can also help them grasp the material better.

- If the students are unable to use the expression 'want', additional practice with examples and exercises might be necessary. Creating sentences together as a class and then having students come up with their own examples can reinforce the concept. Role-playing activities where students ask and answer questions about what they want can make the learning process more interactive and enjoyable.
- If the students are unable to use 'will' to talk about the future, it might be helpful to provide more examples and practice sentences. Explaining the structure of future tense sentences and giving students opportunities to create their own sentences about future plans can reinforce their understanding. Using visual aids like timelines can also help them grasp the concept of future actions.
- If the students are unable to use question words, it may be beneficial to review the different question words (who, what, when, where, why, how) and their uses. Providing examples and practising forming questions with these words can help students become more comfortable with them. Role-playing activities where students ask and answer questions using these words can make the learning process more engaging.
- If the students are unable to pronounce the given words, it might be helpful to practise the pronunciation together as a class. Breaking the words down into syllables and practising each part can make pronunciation easier. Using phonetic spelling and visual aids can also help students understand how to pronounce the words correctly.
- If the students are unable to use a dictionary and write the dictated words, it may be beneficial to demonstrate how to use a dictionary. Showing them how to look up words and find their meanings can make the process clearer. Practising this skill together as a class and providing opportunities for individual practice can help students become more comfortable with using a dictionary.
- If the students are unable to write a set of rules as directed, it might be helpful to provide examples and discuss the purpose of setting personal rules. Encouraging students to think about areas in their own lives where they can set similar rules and providing a structured format for writing their rules can make the task more manageable.
- If the students are unable to write a formal letter, it may be beneficial to review the structure of a formal letter and provide examples. Discussing the purpose of the letter and the appropriate language to use can help students understand how to write a formal letter. Practising writing letters together as a class and providing opportunities for individual practice can reinforce their learning.
- If the students are unable to refer to the listening texts at the end of the textbook and read/ play the relevant passage or sentences, it might be helpful to guide them through the process. Showing them where to find the listening texts and how to use them can make the task clearer. Practising this skill together as a class and providing opportunities for individual practice can help students become more comfortable with using the listening texts.
- If the students are unable to work in groups on the given topic, it may be beneficial to provide clear instructions and guidelines for group work. Encouraging students to share their ideas and listen to each other can foster a collaborative learning environment. Providing support and guidance as they work together can help them develop their communication and teamwork skills.

UNIT 8: TRY, TRY AGAIN (EXTENSIVE READING)

Grade: IV	Subject: English	Material: Textbook
Teacher:	Date:	Week:
<p>Learning objectives:</p> <p>This section will help learners develop the following skills/competencies:</p> <ul style="list-style-type: none"> recite poems with appropriate expressions and intonation. repond to simple instructions, announcements in English made in class/school. respond verbally/in writing in English to questions based on the poem read. 		
<p>Overview:</p> <p>This poem has been included to encourage students to make continuous efforts in life. Our drive to try again should persist despite many obstacles that may come our way.</p>		
<p>Success criteria:</p> <p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> appreciate a poem and enjoy its rhythm and language. answer factual, inferential, referential and evaluative questions. create their poem and verse. understand that it is necessary to persevere in the face of failure. 	<p>Generic skills:</p> <ul style="list-style-type: none"> Collaborative: Students will work in groups to analyse the poem and draw out its meaning. Students will also work together to create a verse by discussing the placement of the lines. Analytical: Students will analyse the given poem to think about its message. Study skills: Students will learn to appreciate a poem, get familiar with the device of rhyming, try to write a four line poem and create a verse. 	
<p>Starter:</p> <ul style="list-style-type: none"> To teach the students how to engage with the starter questions for the poem “Try, Try Again,” it is important to use simple language and clear explanations. Here is a detailed approach for each part of the question: For question 1: Start by explaining the concept of failure and perseverance. You might say, ‘Sometimes, we try to do something, and it does not work out the first time. This is called failing. But failing does not mean we should give up. It means we should try again and keep practising until we succeed.’ Encourage the students to think about a time when they failed at something but did not give up. You might say, ‘Think about a time when you tried to do something, and it did not work out. Maybe you were learning to ride a bike or trying to solve a difficult puzzle. Did you give up, or did you keep trying until you succeeded?’ Provide an example to help them understand. You might say, ‘For example, when I was learning to ride a bike, I fell down many times. But I did not give up. I kept practising and eventually, I learned how to ride it.’ 		

- Encourage the students to share their own experiences. You might say, ‘Now, think about your own experiences. Share a story about a time when you failed at something but kept trying and succeeded later.’
- **For question 2:** Introduce the poem and its message. You might say, ‘This poem is called “Try, Try Again.” It is about not giving up, even if you fail at first. The poem encourages us to keep trying and practising until we succeed.’
- Explain the importance of the poem’s message. You might say, ‘The poem teaches us that it is okay to fail. What is important is that we keep trying and do not give up. This is called perseverance.’
- **For question 3:** Explain how to use their voice to convey the emotions in the poem. You might say, ‘When you read the poem, you can use your voice to show determination and encouragement. This means reading with a strong and confident voice and showing that you believe in the message of the poem.’
- Provide an example of how to read the poem with determination. You might say, ‘For example, when you read the lines “If at first you don’t succeed, try, try again,” you can use a strong voice to show that you believe in trying again and not giving up.’
- Encourage the students to practise reading the poem aloud. You might say, ‘Now, practise reading the poem aloud. Use your voice to show determination and encouragement. Think about the message of the poem and try to convey it with your voice.’

Lesson structure:

Reading:

- To teach the students how to engage with the starter questions for the poem “Try, Try Again,” it is important to use simple language and clear explanations. Here is a detailed approach for each part of the lesson:
- Start by instructing the students to silently read the poem. Emphasise that they should not move their lips or use their fingers or pencils along the lines as they read. This helps them focus on the words and their meanings. Next, draw their attention to the difficult words given in the glossary box. Explain that these words might be new or challenging and that understanding them will help them better understand the poem. Add your explanations to these words if necessary. For example, if the word “persevere” is in the glossary, you might explain, ‘Persevere means to keep trying even when things are hard.’ Also, explain any other words or phrases you think they may find difficult to understand. For instance, if the poem uses the phrase “never give up,” you might say, ‘This means to keep trying and not stop, even if it is difficult.’
- Ask the students to point out any other words or phrases they find difficult or do not know the meaning of. Encourage them to raise their hands and share these words. Explain the meanings of these words as well. For example, if a student asks about the word “determination,” you might say, ‘Determination means having a strong will to keep trying and not give up.’

- Discuss the following questions with the students: What kind of behaviour can people show when they have encountered a failure? Do you think the poet is right in suggesting that we should keep on trying again? Explain that people can react in different ways when they fail. Some might feel sad or frustrated, while others might feel determined to try again. Encourage the students to share their thoughts and experiences. For example, you might say, 'When you fail at something, you might feel like giving up, but it is important to try again. The poet is encouraging us to keep trying because that is how we succeed.'
- Say the poem out loud or play the audio narration of the whole poem. Ask the students to keep their books closed and listen to it with complete concentration, silently absorbing the rhythm and intonation of the language. Explain that listening carefully will help them understand the poem better. Now read the poem aloud once again, and this time, ask the students to follow the lines in their books. Explain that following along while listening helps them connect the words they hear with the words they see, improving their reading skills.
- Now that the poem has been read and heard, divide the students into groups and discuss the following questions: Did you like the poem? How did the poet encourage people to try again? If you had failed at something, would you be inspired to try again after reading this poem? Encourage each group to share their thoughts and discuss their answers. For example, you might say, 'In your groups, talk about whether you liked the poem and why. Discuss how the poet encourages people to keep trying and whether the poem inspires you to try again if you fail.'
- Discuss the answers provided by various groups. All responses should be encouraged and appreciated to make the discussion more interactive. You might say, 'Let's hear what each group has to say. Remember, there are no wrong answers. Everyone's thoughts and experiences are valuable.' By breaking down the tasks into manageable steps and providing clear explanations, students will be able to understand and engage with the poem effectively. This approach ensures that the lesson is both engaging and educational, helping students improve their understanding of perseverance and the importance of trying again.

Learn to read:

Understand:

- For question 1 (a), ask students to make two columns in their notebooks—things to do when we fail and things not to do when we fail. Ask the students to read the poem again and note down the things to be placed in the two columns after reading each stanza. Ask them to list out the things they have found for each category.
- For questions 1 (b), (c), and (d), follow the given steps:
 - Allow students to refer to the poem while answering.
 - Ask the question and allow various responses.
 - Ask any one student who answers correctly to refer to the poem and also to read aloud the relevant portion. Ask the class if they agree.

Reflect:

- For question 1 (e), tell the students that there is a line that is repeated in the poem. Let them read the poem again and find out.
- Now tell them to read the poem by removing this line after the first time it appears.
 - Do you notice a change?
 - Why does the poet repeat the line?
 - Is the poem more impactful with the line being repeated?
- Let students draw out the conclusion.

Activity:

- To teach the students how to write a four-line poem and then combine it with their partner's poem to make an eight-line verse, it is important to use simple language and clear explanations. Here is a detailed approach for each part of the task:
- Start by explaining the task. You might say, 'We are going to write a short poem. Your poem will have four lines, and you will repeat the line "Try, try again." Try to make the first- and third-lines rhyme.' Provide an example to help them understand. You might say, 'Here is a sample poem: If you fail to climb a pole, Try, try again. If you fail to score a goal, Try, try again.'
- Explain what rhyming words are. You might say, 'Rhyming words are words that sound the same at the end. For example, "pole" and "goal" rhyme because they both end with the "ole" sound.' Encourage the students to think of their own rhyming words. You might say, 'Think of two activities or things that you might try to do. Write a line about each one, and make sure the first- and third lines rhyme. Then, add "Try, try again" as the second and fourth lines.'
- Once the students have written their four-line poems, explain the next task. You might say, 'Now, you will work with a partner. You will put your two poems together to make an eight-line verse.' Explain how to combine the poems. You might say, 'Read both poems together and discuss which lines should come first and which should come later. You can mix and match the lines to make the poem sound good.'
- Provide an example of how to combine poems. You might say, 'For example, if your poem is: If you fail to climb a pole, Try, try again. If you fail to score a goal, Try, try again. And your partner's poem is: If you fail to bake a cake, Try, try again. If you fail to swim a lake, Try, try again. You can combine them like this: If you fail to climb a pole, Try, try again. If you fail to bake a cake, Try, try again. If you fail to score a goal, Try, try again. If you fail to swim a lake, Try, try again.'
- Encourage the students to discuss and decide together. You might say, 'Talk with your partner and decide which lines should come first and which should come later. Make sure the poem flows well and sounds good.' Encourage the students to practise reading their combined poem aloud. You might say, 'Once you have combined your poems, practise reading them aloud together. Make sure you read clearly and with expression.'

- Finally, encourage the students to share their poems with the class. You might say, ‘Now, let’s share our poems with the class. Each pair can read their eight-line verse aloud. Remember to listen to each other and appreciate everyone’s efforts.’ By breaking down the tasks into manageable steps and providing clear explanations, students will be able to understand and complete the exercise effectively. This approach ensures that the lesson is both engaging and educational, helping students improve their poetry writing skills and learn to work collaboratively.

Class assessment:	✓	✗
Can the students read about and understand the poem ‘Try, Try Again’?		
Can the students answer comprehension questions appropriately?		
Can the students write a poem as directed?		

Teacher’s notes:

- If the students are unable to read about and understand the poem “Try, Try Again,” it is important to break down the poem into smaller, more manageable parts. Start by reading the poem aloud to the class, emphasising the rhythm and intonation. Discuss each stanza or line individually, explaining the meaning and message behind the words. Use simple language and relate the poem to the students’ own experiences of trying and not giving up. Encourage them to ask questions about any words or phrases they do not understand and provide clear explanations and examples to help them grasp the concepts.
- If the students are unable to answer comprehension questions appropriately, review the poem together and highlight key points that are relevant to the questions. Read each question aloud and discuss what it is asking. Guide the students to find the answers within the text, encouraging them to underline or note down important details as they read. Provide hints and ask leading questions to help them think critically and arrive at the correct answers. Reinforce the importance of understanding the poem’s message and how it relates to the questions.
- If the students are unable to write a poem as directed, start by explaining the structure and purpose of the poem. Use the example provided to illustrate how to create a four-line poem with rhyming words at the end of the first and third lines. Encourage the students to think of simple activities or situations where they might need to try again. Provide a list of rhyming words to help them get started. Work through a few examples together as a class, then ask the students to write their own poems. Offer support and guidance as they write and encourage them to share their poems with a partner to combine into an eight-line verse. Discuss the process of combining poems and deciding on the order of the lines to create a cohesive and meaningful poem.

UNIT 8: THE REFUGEES

Grade: IV	Subject: English	Material: Textbook
Teacher:	Date:	Week:

Learning objectives:

This section will help learners develop the following skills/competencies:

- enact different roles in short skits.
- respond to simple instructions, announcements in English made in class/school.
- respond verbally/in writing in English to questions based on the story read.
- use punctuation marks appropriately in writing.

Overview:

The following play is about extending human kindness to people regardless of differences in religion, caste, culture, and so on. It may also make students think about how multicultural societies and countries are made.

Success criteria:

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

- think about how it is important to extend one's kindness beyond one's cultural group.
- think about how India came to be a multi-cultural country.
- enhance their reading, writing, and comprehension skills.

Generic skills:

- **Collaborative:** Students will enhance their communication skills by discussing the themes and questions related to the play with their classmates. Working in pairs or small groups allows them to share ideas and learn from each other, fostering a collaborative learning environment. For example, they might discuss the motivations of Javed Rana and the old man, and how their actions affect the outcome of the story.
- **Analytical:** Students will develop their analytical skills by comprehending the passage and answering questions based on the play. They will learn to identify key details, understand character motivations, and analyse the consequences of actions within the narrative. For instance, they might analyse why Javed Rana decided to welcome the strangers and how this decision impacts the community.

-
- **Study skills:** Students will expand their vocabulary by learning new words from the play. They will practise their listening skills during discussions and readings, and improve their spelling by writing down new words. Additionally, they will learn how to use a dictionary to find word meanings and develop their grammatical, speaking, and writing abilities through various exercises. For example, they might look up the meanings of words like 'chieftain', 'refuge', and 'hospitable' to better understand the text.

Starter:

- If the students are asked to discuss why leaving Hasan out of sports activities is bad, start by explaining the concept of inclusion and exclusion. Inclusion means making sure everyone feels part of the group, while exclusion means leaving someone out. Explain that excluding someone can hurt their feelings and make them feel lonely.
- Begin by forming pairs and asking the students to discuss the first question: 'Why is this behaviour bad?' Encourage them to think about how it feels to be left out and why it is important to include everyone. Explain that leaving someone out can make them feel sad and unimportant. For example, if Hasan is left out of sports activities, he might feel like he does not belong and that his classmates do not care about him.
- Next, move on to the second question: 'How would you feel if your classmates left you out?' Ask the students to imagine how they would feel if they were in Hasan's position. Encourage them to share their feelings with their partner. Explain that being left out can make someone feel hurt and lonely. For example, if a student is excluded from a game, they might feel like they are not good enough or that their friends do not like them.
- Throughout the discussion, emphasise the importance of kindness and empathy. Explain that being kind means thinking about how others feel and trying to make them feel better. Encourage the students to think about ways they can include Hasan and make him feel part of the group. For example, they might invite him to join their games or help him practise sports skills.

Lesson structure:

Reading:

- If the students are asked to read and understand the play, start by setting the scene for them. Explain that the play takes place in 936 A.D. in a village in Gujarat, where Javed Rana is the local chieftain, or leader. Describe the setting of the room, with Javed Rana sitting on his throne, surrounded by his advisors and servants.

- Begin by reading Scene 1 aloud to the class, using expressive voices for each character to bring the dialogue to life. After reading, discuss the scene with the students. Explain that a messenger interrupts an important discussion to deliver an urgent message from Anas Rana about a ship carrying people from a foreign country. Highlight the key points: the messenger's fear, the urgency of the message, and the advisors' differing opinions on how to handle the situation.
- Ask the students to consider the following questions:
 - Why is Javed Rana impatient with the messenger?
 - What is the message from Anas Rana about?
 - What are the two different opinions given by the advisors?
- Explain that Javed Rana decides to find out more about the strangers before making a decision. He instructs Anas Rana to allow four representatives to come and meet him, ensuring they are not armed.
- Next, read Scene 2 aloud, again using expressive voices. Discuss the scene with the students, focusing on the arrival of the strangers led by Anas Rana. Explain that the old man, who speaks on behalf of the strangers, asks for refuge and a chance to live in peace. Highlight Javed Rana's questions and the old man's responses, emphasising the themes of hospitality and kindness.
- Ask the students to consider the following questions:
 - Who are the strangers and where do they come from?
 - What do the strangers ask for from Javed Rana?
 - How does Javed Rana respond to their requests?
- Explain the significance of the old man's request for a bowl of milk and sugar. Demonstrate how the old man uses the metaphor of sugar blending with milk to illustrate how the strangers will integrate into the community and add to its richness.
- Encourage the students to think about the message of the play. Discuss how the play teaches the importance of kindness, hospitality, and acceptance of others. Ask the students to reflect on how Javed Rana's decision to welcome the strangers benefits both the newcomers and the local community.
- By providing clear explanations, engaging readings, and thoughtful discussions, students can understand the play's themes and messages. This approach ensures that the lesson is both engaging and educational, helping students develop their comprehension, critical thinking, and empathy skills in a meaningful way.

Learn to read:**Understand:**

- For question 1 (a), ask the students to silently read the statements given and to place a tick against the correct one. Allow them to refer to the story if needed. After they have done so, read the question aloud and ask the class to read out the correct statement.
- For question 1 (b), you can ask an individual student to read the given statement and ask the class to respond with 'true' or 'false'.
- Question 1 (c) may invite various responses. Allow varied answers as long as they use the story as their reference point.
- For question 1 (d), ask the students to study and place a tick against the true statements.
- Allow them to refer to the story. After they have done so, ask the class to read aloud only the true statements.
- For questions 1(e) to (g), follow the steps given below:
 - Allow students to refer to the text while answering.
 - Ask the question and entertain various responses.
 - Ask any one student who answers correctly to refer to the text and also to read aloud the portion where the answer is. Ask the class if they agree or if they have anything to add.
 - Ask any student to ask questions should he/she not understand any particular answer.
 - Draw attention to the relevant portion of the text while answering the doubts.

Infer:

- Questions 1 (h) to (j) invite various responses. Allow varied answers as long as the story is used as a point of reference.

Reflect:

- Question 2 invites subjective answers. Allow for varied responses.

Learn words:

- Encourage the students to work on the word grid individually. This approach allows each student to engage with the task at their own pace, fostering independent thinking and problem-solving skills. As the students work through the grid, they may encounter challenges or require assistance. It is important to observe their progress and be available to offer help when needed.
- When a student appears to be struggling, approach them in a gentle and supportive manner. Ask open-ended questions to understand where they are facing difficulties. For example, 'Can you show me which part of the grid you are finding tricky?' or 'What strategy have you tried so far?' This helps the student articulate their thought process and identify specific areas of confusion.

- Provide guidance without giving away the answers. Instead, offer hints or suggest techniques that can help them find the solution on their own. For instance, you might say, 'Have you considered looking for smaller words within the larger ones?' or 'Try focusing on one section of the grid at a time.' These prompts encourage students to think critically and develop their problem-solving skills.
- Additionally, it is beneficial to demonstrate how to approach the word grid by working through an example together. Show them how to scan the grid systematically, looking for patterns or familiar letter combinations. Explain the importance of checking each direction—horizontal, vertical, and diagonal—and how to keep track of words they have already found.
- Throughout the activity, maintain a positive and encouraging atmosphere. Praise students for their efforts and progress, no matter how small. This boosts their confidence and motivates them to continue working through the grid. Remember, the goal is to help students develop their skills and enjoy the learning process, rather than simply completing the task.

Learn grammar:

Question 1: Anagrams

- An anagram is a word or phrase made by rearranging the letters of another word or phrase. All the original letters must be used exactly once. For example, the word 'listen' can be rearranged to form the word 'silent'. Both words use the same letters, just in a different order.
- To teach this, start by explaining what an anagram is. You might say, 'An anagram is when you take the letters of a word and mix them up to make a new word.' Show a few examples to help them understand. For instance, 'The word "listen" can be rearranged to make "silent". Both words use the same letters.'
- Next, work through one example together. Take the word 'conversation' and rearrange the letters to form 'conservation'. Show the students how each letter is used exactly once. Then, ask the students to try rearranging the letters of the given words or phrases on their own. Provide the list: a. conversation, b. astronomer, c. the eyes, d. a gentleman, e. eleven plus two. Walk around the classroom and offer help if needed. Encourage students to think creatively and check their work to make sure all letters are used.

Question 2: Punctuation and Capitalisation

- Punctuation marks like full stops, commas, and question marks help to clarify the meaning of sentences. Capital letters are used at the beginning of sentences and for proper nouns.
- To teach this, explain the importance of punctuation and capitalisation. You might say, 'Punctuation marks help us understand the meaning of sentences. Capital letters are used at the beginning of sentences and for names.' Read the passage aloud to the students. This helps them understand the flow and where pauses naturally occur.

- Discuss the different punctuation marks. Explain that full stops are used to end sentences, commas are used to separate ideas or items in a list, and question marks are used at the end of questions. Show how to insert punctuation marks and capital letters in the passage. For example:
- ‘If you look at your body with a microscope, you will be able to see many creatures growing on your body: bacteria, fungi, mites, and maybe some lice in your hair. You wash your face with soap immediately after returning home from school, do not you? You may then think you are clean. Even when you are clean, your skin has thousands of millions of bacteria. Washing with soap removes some bacteria, but most are left on the skin. Are you beginning to worry? Do you feel like jumping into a bath of disinfectant? You do not have to. The bacteria on your body are harmless and actually prevent other nasty bacteria from entering your body.’
- Ask the students to read the passage and insert the punctuation marks and capital letters on their own. Remind them to read the passage once before they start. Walk around the classroom and offer help if needed. Encourage students to think about where pauses naturally occur and where sentences begin and end.

Learn to write:

- To teach how to write a review of a play, it is important to use simple language and clear explanations. Here is a detailed approach for each part of the question:

Writing a Review

- A review is a report in which a person gives his or her opinion on a book, play, or movie. Your review will be displayed on the school noticeboard. Divide your review into three paragraphs.
- **Paragraph 1: Purpose of writing the review:** Start by explaining the purpose of writing the review. You might say, ‘A review is written to share your thoughts and opinions about something you have read or watched. It helps others decide if they want to read or watch it too.’
- **Paragraph 2: Summary of the play:** Next, give a brief summary of the play. Explain that a summary tells the main points of the story without giving away too many details. You might say, ‘In this paragraph, you will tell your friends what the play is about. Think about the main events and characters, and write a few sentences to describe them.’
- **Paragraph 3: What you liked about the play:** Finally, write about what you particularly liked in the play. Explain that this is where you share your personal opinion. You might say, ‘In this paragraph, you will tell your friends what you enjoyed most about the play. Think about the parts that made you happy, excited, or interested, and write about them.’
- **Example Review:** Begin your review like this:
- ‘A Review of The Refugees—A Play

- I must tell you about a short and interesting play I read in my English Coursebook. It is indeed a 'Don't Miss!' The play is about a group of refugees who face many challenges as they try to find a new home. They show courage and kindness, and the story is very touching. I especially liked the part where the characters help each other and become friends. It made me think about how important it is to be kind and supportive to others.'
- To teach this, start by explaining what a review is. Use simple language and provide a clear definition. You might say, 'A review is when you write about what you think of a book, play, or movie. You tell others if you liked it and why.'
- Next, explain the structure of the review. Tell the students that they will write three paragraphs. The first paragraph explains why they are writing the review. The second paragraph gives a summary of the play. The third paragraph tells what they liked about the play.
- Work through each paragraph together. For the first paragraph, you might say, 'In this paragraph, you will tell your friends why you are writing the review. You can start with, "I must tell you about a short and interesting play I read in my English Coursebook. It is indeed a 'Don't Miss!'!"'
- For the second paragraph, help the students summarise the play. You might say, 'Think about the main events and characters. Write a few sentences to describe them. For example, "The play is about a group of refugees who face many challenges as they try to find a new home. They show courage and kindness, and the story is very touching."''
- For the third paragraph, encourage the students to share their personal opinions. You might say, 'Think about the parts that made you happy, excited, or interested. Write about them. For example, "I especially liked the part where the characters help each other and become friends. It made me think about how important it is to be kind and supportive to others."''
- By breaking down the tasks into manageable steps and providing clear explanations, students will be able to understand and complete the exercise effectively.

Learn to listen:

- Start by explaining what the students need to do. Use simple language and provide clear instructions. You might say, 'You will listen to a text about Begum Raana Liaquat Ali Khan. After listening, you will answer some questions. Choose the correct answer from the options given.'
- Next, explain how to listen carefully. You might say, 'When you listen, pay attention to the details. Try to remember the important information.'
- Work through each question together. For the first question, you might say, 'Listen for the year when Begum Raana Liaquat Ali Khan got married. The options are 1934, 1933, and 1935. Pay attention to the year mentioned in the text.'
- For the second question, explain the meaning of an abbreviation. You might say, 'APWA stands for something. Listen for what each letter in APWA stands for. The options are All Pakistan Women's Academy, All Pakistan Women's Association, and All Pakistan Worker's Association. Listen for the correct name.'

- For the third question, explain the activities or functions of APWA. You might say, 'Listen for what APWA did. The options are providing housing, establishing multiple project centers, and catering to women's needs. Listen for the activities mentioned in the text.'
- For the fourth question, explain the specific projects. You might say, 'Listen for the names of two projects set up by Begum Raana Liaquat Ali Khan. The options are Pakistan Worker's National Guard and the Pakistan Women's Naval Reserve, Pakistan Women's National Guard and the Pakistan Women's Naval Resource, and Pakistan Women's National Guard and the Pakistan Women's Naval Reserve. Listen for the correct names.'
- To help the students practise, read the text aloud clearly and at a moderate pace. After reading, give them a few moments to write down their answers. Then, review the answers together, discussing any details they might have missed. This approach ensures that the lesson is both engaging and educational, helping students improve their listening comprehension skills in a meaningful way.

Learn to speak:

- To teach the students how to discuss and share their experiences about helping someone in a tough situation, it is important to use simple language and clear explanations. Here is a detailed approach for each part of the question:
- Start by explaining the importance of being kind and helpful during tough times. You might say, 'Being kind and helpful is very important, especially when someone is going through a difficult time. It can make a big difference in their life.'
- Explain that this question (given in the textbook, page 91) is asking about personal experiences or stories they might know. You might say, 'Think about a time when you or someone you know helped someone who was in a tough situation. Maybe you let them stay at your house, or you know someone who did. If you do not have a personal story, think about a story you have heard from a friend or family member.'
- Start by explaining what the students need to do. Use simple language and provide clear instructions. You might say, 'We are going to talk about times when we helped someone or know someone who helped someone in a tough situation. You will share your story with the class.'
- Next, explain how to think about their experiences. You might say, 'Think about a time when you or someone you know helped someone. It could be letting them stay at your house or helping them in another way. If you do not have a personal story, think about a story you have heard from a friend or family member.'
- Provide an example to help them understand. You might say, 'For example, if your family let a friend stay at your house because their house was damaged in a storm, you can talk about that. You can say, "My family let our friends stay with us because their house was damaged in a storm. We gave them a place to sleep and food to eat until their house was fixed."'
- Explain why it is important to be kind and helpful. You might say, 'Being kind and helpful is important because it shows that we care about others. When someone is going through a tough time, our kindness can make them feel better and give them hope. It is important to help each other, especially when things are difficult.'

- Encourage the students to share their stories. You might say, 'Now, I want you to think about your own experiences or stories you have heard. When you are ready, share your story with the class. Remember to speak clearly and listen to each other.'

Class assessment:	✓	✗
Can the students read the text and understand the message of the play?		
Can the students answer the comprehension questions?		
Can the students find the meanings of the words and find them in a quiz box?		
Can the students use anagrams?		
Can the students use punctuation correctly?		
Can the students write a play review?		
Can the students refer to the listening texts at the end of this textbook and read/play the relevant passage or sentences?		
Can the students speak on the given topic?		

Teacher's notes:

- If the students are unable to read the text and understand the message of the play, it is important to break down the text into smaller, manageable parts. Start by reading the text aloud and discussing each section. Ask questions to check their understanding and encourage them to share their thoughts. Use visual aids or act out parts of the play to make the story more engaging and easier to grasp.
- If the students are unable to answer the comprehension questions, review the text together and highlight key points. Discuss the questions one by one, guiding them to find the answers within the text. Encourage them to underline or note down important details as they read. Provide hints and ask leading questions to help them think critically and arrive at the correct answers.
- If the students are unable to find the meanings of the words and locate them in a quiz box, introduce the words in context and discuss their meanings. Use examples and synonyms to clarify each word. Create a fun activity where students match words with their definitions or use the words in sentences. Encourage them to use dictionaries or online resources to find meanings and reinforce their understanding.
- If the students are unable to use anagrams, explain the concept again with simple examples. Show how to rearrange letters to form new words. Practice together with a few examples, then provide a list of words for them to work on independently. Encourage them to check their work and ensure all letters are used correctly. Offer support and guidance as they practice.

- If the students are unable to use punctuation correctly, review the basic rules of punctuation. Use examples to show how punctuation marks are used in sentences. Practice inserting punctuation marks in simple sentences together. Provide exercises where they add punctuation to paragraphs and discuss the correct answers. Encourage them to read their work aloud to hear where pauses and stops naturally occur.
- If the students are unable to write a play review, break down the task into smaller steps. Discuss the structure of a review and what each paragraph should include. Provide examples and guide them through writing each part. Encourage them to share their opinions and use descriptive language. Offer feedback and suggestions to improve their writing.
- If the students are unable to refer to the listening texts at the end of the textbook and read/play the relevant passage or sentences, guide them to the correct section of the book. Explain how to find the listening texts and what they need to do. Play the passage aloud and discuss it together. Encourage them to follow along in their books and take notes as they listen.
- If the students are unable to speak on the given topic, create a supportive environment where they feel comfortable sharing their thoughts. Start with a group discussion to generate ideas. Encourage each student to speak briefly about their experiences or opinions. Provide prompts and questions to help them organise their thoughts. Offer positive feedback and encourage them to practice speaking in front of the class.

ANSWER KEYS

Unit 1: Women in Islam

Starter

1. Kindness is important for everyone because it helps to build trust and respect amongst mankind. It promotes happiness and encourages positive behavior. Being kind to others will never be harmful and will always make everyone feel happy.
2. Reading silently is different from reading aloud as while a person is reading silently, they do not need to pronounce each word, so their speed is fast compared to reading loudly where every word needs to be pronounced.

If a person is reading for comprehension and analysis, silent reading is the better option since it allows you to pause and re-read sections as needed. The reading aloud method is more effective for memorization and understanding complex texts.

Both methods have their own advantages and disadvantages.

Learn to read (pg. 3)

1. (a) True
(b) False
(c) True
2. (a) Hazrat Khadija (R.A), Hazrat Ayesha (R.A) and Hazrat Fatimah (R.A) were the women who participated in the society during Hazrat Muhammad (pbuh)'s time.
(b) This example teaches us to be humble, self-sufficient and moreover it helps us realize the value of hard work.
(c) The two most important lessons that I learnt from this text are:
 1. Education for women is of great importance.
 2. Men and women should be given equal status in today's world, and they should not be considered as inferior to men.(Answers may vary, accept all relevant answers.)
(d) Being kind to humans and animals is very important. Once, I found a stray kitten alone in the rain. I gently picked it up and brought it home. I gave it food and a warm place to sleep. The kitten soon became a happy and healthy animal again.

Learn words (pg. 3 and 4)

1. (a) modesty (b) empowerment
(c) leadership (d) education
(e) equality (f) inspiration

2. (a) tooth - teeth
- (b) goose - geese
- (c) mouse - mice
- (d) foot - feet
- (e) child – children

Learn grammar (pg. 4 and 5)

1. (a) Women enjoy a **noble** position in Islam.
- (b) Men and women are **equal** in status.
- (c) We are commanded to be **honest, kind, and gentle**.
- (d) Education is **important** for both men and women.
- (e) Hazrat Khadija (R.A) was a **successful** businesswoman.
2. The following are a few examples of nouns, adjectives and verbs in the text. There are a lot more examples. Encourage the students to find more examples of each and write them down in their notebooks.

Nouns	Adjectives	Verbs
mother	cruel	improved
women	noble	said
Arabia	equal	judged
men	valuable	helped
hands	successful	advised

3. (a) Phrase (b) Sentence
- (c) Phrase (d) Sentence
- (e) Phrase (f) Sentence

Learn to write (pg. 5)

1. **An example invitation:**

Dear Ali and family,

I hope you all are doing well.

I am excited to invite you all to an Iftar party at my house. We will break our fast together and have a fun evening with family and friends.

Date: 12th March 2024.

Time: 06:00pm

Venue: 201 A, Garden Flats

Clifton

Karachi.

I would be very happy if you could come. Please join us for this special occasion.

Best wishes,

Saad.

2. **An example response:**

Dear Ali,

Thank you so much for inviting me to your Eid party! I am excited to come and see you. It has been a long time since we last met, and I miss you a lot.

I would love to be at your party and celebrate Eid with everyone. I can't wait to have fun and spend time with you.

See you soon!

Take care,

Saad.

Learn pronunciation (pg. 5 and 6)

1. (a) **brush**
(b) **clock**
(c) **flower**
(d) **grape**
(e) **star**
2. Read out the words loudly given in the book for the benefit of the students. Make sure that the students repeat after you with the stress on the correct syllable.

Learn to listen (pg. 6 and 7)

1. (a) ii. Two paisas.
(b) ii. save money.
(c) i. He wanted to help people.

Learn to speak (pg. 7)

1. The students will work in groups of three. They will gather information on importance of respecting women in our lives. They will then present their ideas in front of the class.
Examples of points about respecting women are:
Respecting women promotes gender equality, respect is the foundation of healthy relationships, when women are respected, they feel empowered to pursue their goals and a society that respects women is more likely to be peaceful.
2. For example:

My favorite season is winter season.

Fact: Winter is one of the four seasons and typically occurs between December and February.

Opinion: Winter is the best season because it brings festive holidays, cozy sweaters, and yummy hot chocolate.

Description: Winter season brings snowfall, icy winds, and a quiet atmosphere. People often enjoy winter activities like skiing, ice skating, and building snowmen.

Unit 2: A Tiny Seed

Starter

1. Picture is greener and more filled with trees compared to picture B, which is dry and barren with no trees.
 - (a) The following factors are responsible for the change from A to B: climate change, forest fires, air pollution and urban development.
 - (b) Drying land can destroy habitats for both animals and humans and health issues also increase due to lack of trees and greenery.
 - (c) Trees and plants play a positive role in our lives. They provide us with oxygen, they are a source of food for us, and they help to keep the environment cool and shady.
2. Reading silently is different from reading aloud as while silently reading, our speed increases since we do not have to pronounce each word. On the other hand, reading aloud can help improve pronunciation. Silent reading allows concentration while reading aloud helps to remember what was read.

Both reading methods have their own advantages and disadvantages, it all depends on what purpose the reading is being done for.

Learn to read (pg. 11 and 12)

1.
 - (a) Wangari's home was in a village on the slopes of Mount Kenya in East Africa.
 - (b) Wangari liked to study and learn. She got a lot of books for herself and learnt more with each book she read. She was invited to study in a college in the United States of America.
 - (c) Wangari studied about plants and how they grew when she was in the US.
 - (d) poor; hungry.
 - (e) Wangari taught the villagers how to plant trees from seeds. When the trees grew big, the villagers sold them and used the money to look after their families.
 - (f) Wangari's efforts led to a lot of changes in Kenya. The new trees grew into forests and the rivers started flowing again. Today, millions of trees have grown from the seeds she distributed to the villagers.
 - (g) I think Wangari's parents did not want her to go to school because:
they needed her help at home and in the fields.
Oupdesign@122 they did not have enough money to pay her school fees.
 - (h) When Wangari returned from the US, she found that her country had changed. The people had become poor, and the children were hungry. The women had no wood to make fires for cooking as there were not enough trees around. There probably was not enough water in the region as there were no forests.
 - (i) It is very important for girls and boys to go to school from a very young age as schools help them get the essential education they would need to survive later in the world. When both boys and girls go to school, it helps everyone be treated equally and breaks down old ideas about what boys and girls can do.
 - (j) Trees are of great importance in our lives and the ecosystem. Trees provide food and fruits for us. They also provide wood, which is used as fuel for cooking food. If trees are cut down, there will be a decrease in oxygen in the environment. Our planet will also become warmer.

Learn words (pg. 12 and 13)

2. (a) small
(b) little; tiny
(c) small
(d) little
(e) small
3. (a) inside
(b) cool
(c) wide
(d) forgets
(e) rich

Learn grammar (pg. 13 - 15)

1. (Correct answers are highlighted and underlined below.)
One day a mother crab and her little crab were walking along the beach. The sun was shining bright and the sea looked like a carpet of diamonds.
The mother crab seemed angry. She kept scolding the little one. 'Every creature in the world walks forwards. Why are you walking backwards?' she said. The young crab replied, 'What you say is true, Mother. But remember you set an example for me. I'm just following your example.'
2. (b) The more I read, the more I understand.
(c) The more you speak, the less you listen.
(d) The more I listen, the more I understand.
(e) The hungrier I am, the angrier I become.
(f) The higher you go, the colder it becomes.
3. Answers in table format.

(Common and proper nouns come under the category of Concrete nouns.)

Common nouns	Proper nouns	Abstract nouns
village	Mount Kenya	time
slopes	East Africa	message
girl	Wangari	
fields	Wangari's	
mother	Africa	
trees		
forests		
river		

Learn spelling (pg. 16)

Word	Silent letter (s)	More examples
dark	r	world, work
talk	l	walk, calm
know	k	knot, knock
taught	gh	caught, naughty
listen	t	castle, whistle

Learn pronunciation (pg. 16 and 17)

1. Read out the words aloud for the benefit of the students. Make sure the students listen to you first and then repeat each word after you.
2. Sounds

/s/ sound	/z/ sound
base	buzz
face	rose
pass	maze
	nose
	use

Learn to write (pg. 17)

1. Sample answer of a paragraph about the usefulness of trees and plants:
Trees and plants are very useful for us. They help give us clean air by absorbing carbon dioxide and releasing oxygen, which we need to breathe. They are the best sources of natural food for humans and animals, like fruits and vegetables. Villagers use wood from trees to cook their food, and timber from trees is used to make furniture, doors, and windows. Trees and plants are also rich sources of medicine that help us stay healthy. Plus, they help control the temperature by keeping the earth cool and attracting rain.
2. The students will complete this question on their own. Encourage them to think creatively and guide them wherever they need help.
An example could be where the students show two children who are debating different ways of saving the planet, for example, recycling, saving water and planting trees. The students can be creative while showing different dialogues, drawings and speech bubbles.

Learn to listen (pg. 18)

1. (a) **iii.** design
(b) **i.** Lahore
(c) **ii.** interiors of a house
(d) **iii.** Pakistan
(e) **ii.** villages

Learn to speak (pg. 18)

Question	Answer
Where are you from?	Islamabad
What is your favourite subject?	Science
What will you study after you finish school?	I want to study about being a doctor.
Which country will you work in when you grow up?	I will work in the United Kingdom.

My partner's name is Aiman. She is from Islamabad. She is a very kind and cheerful person. Her favourite subject is science, and she wants to study medicine after she finishes school and become a doctor. She is very bright in studies and wants to work in the United Kingdom after completing her studies.

Two Trees (Extensive Reading)

Starter

- In such situations, I keep my windows closed to reduce the noise and if the noise increases, I try to check if the bird or dog / cat are in some kind of distress. If that is the case, I try my best to help them.
Apart from the occasional noise, birds and animals are a very useful part of our environment.
- I will keep changing my tone, speed and voice while reading since it will be a conversation between two trees describing their life through different seasons.

Learn to read (pg. 20)

- (a) The poem mentions six kinds of birds: barbets, parrots, nightingale, sparrows, crows and mynahs.

(b) The *pandemonium at dawn* is brought about by the birds singing and chirping around the trees and the pile of garbage at the city garden.

(c) The lady on the third floor is constantly disturbed by the singing and chirping of birds in the morning.

(d) The lady wants the trees to be cut down so that she does not get disturbed by the birds' noise in the morning. This shows us that the lady is not very friendly towards animals and does not care too much about nature as well.

(e) We hear a similar shrill screeching sound when we scratch a blackboard with our fingernail. It is as annoying and unpleasant as the lady's comment about the birds and the trees.

An example of a similar metaphor: "Like a mosquito buzzing in your ear" which means constant irritation and annoyance.

Learn grammar (pg. 20 and 21)

- (a) under (b) at

(c) to (d) over

Tess	Dr. Armstrong
Loving	Generous
Caring	Kind-hearted
Sensitive	Ambitious
Innocent	Sympathetic
Thoughtful	Noble

- (j) - being empathetic and respectful.
 showing kindness and encouragement.
 showing support and compassion.
 being generous.

Learn words (pg. 25)

- air-conditioned room.
 - well-furnished room.
 - well-washed shirt.
 - well-oiled bicycle.
 - well-trained athlete.

Learn pronunciation (pg. 26)

Read aloud the words given for the benefit of the students. Make sure the students listen to you carefully and then repeat each word after you. The idea is to make them familiar to silent lettered words.

Learn grammar (pg. 26 and 27)

- any; some.
 - no.
 - any.
 - some.
 - no.
- The students will perform this activity on their own. The idea is to make them more knowledgeable about how role-play works. An example conversation for students can be:

Customer: Do you have any balloons and face masks?
Shopkeeper: Yes, I do. How many do you want?
Customer: I need three packets of balloons and six face masks.
Shopkeeper: Oh! I'm sorry. I do have more than three packets of balloons, but I only have four face masks.
Customer: Oh! No problem. I will take whatever you have.
Shopkeeper: Alright. I will pack everything for you.

Learn spelling (pg. 28)

The seven wrong and corrected spelling words are:

perse – purse
kemist – chemist
attension – attention
continnued – continued
countre – counter
anoyed – annoyed
arived – arrived

Use the dictionary (pg. 28)

1. (a) find
(b) bright
(c) tell
(d) rear
(e) tallest

Learn to write (pg. 29)

The students will complete the diary entry using and understanding the following patterns of SV and SVO sentences. The idea is to help the students understand how SV and SVO are used and where. Students should write different examples following their own experiences.

SV = Subject + verb

SVO = Subject + verb + object

For example:

SV: Today was an exciting day! I woke up early and I felt energized.

(Today was, I woke, I felt) these are all examples of SV.

SVO: First, I ate breakfast. My mom made pancakes, and they tasted delicious.

(I ate breakfast, mom made pancakes, they tasted delicious) these are all examples of SVO.

Learn to listen (pg. 29)

1. (a) The first person buys **building blocks** for his **son**.
(b) The second person buys a **writing pad** for her **teacher**.

Learn to speak (pg. 30)

Example conversation:

Student A: There is a picture of a cat in a frame, hanging on the wall.

Student B: Oh! There is no picture of a cat in the frame in my picture.

Student A: There is a big orange cat in my picture, it is playing on the bed.

Student B: There is one in mine too.

The students will have a conversation like this between them and search for the differences in the two pictures.

Everyday Things (Extensive Reading)

Starter

1. Basic needs: Breathing and maintaining hygiene.
Emotions: Feeling excited, angry or surprised.
Everyday activities: Cooking, cleaning, exercising.
2. When we read a poem aloud, changing our tone and volume during reading can really enhance our experience. We can adjust our tone and volume according to the theme of the poem. For example if it's a happy poem, the tone can be energetic and if it's sad, tone can be softer and gentle.
Doing so, the audience will always be interactive and engaged, and emotions can be conveyed in a better manner.

Learn to read (pg. 33)

1. (a) The main idea of the poem is the emphasis on appreciating the simple things we do every day, like eating, sleeping, and feeling emotions. These are common experiences that everyone shares, and the poem reminds us that these ordinary moments are important and valuable.
(b) Millionaires, kings and presidents are also ordinary people as they do the same things or follow the same routine as a common man.
(c) A few examples of things which rich and ordinary people both do: exercising, spending time with family, working and enjoying hobbies.
(d) A few examples of difference between rich and ordinary people are: their mode of transport, high-end or budgeted shopping, having support staff at home or doing household chores by themselves.
(e) kings, things
eat, meat
note, coat
think, ink
look, book
ill, pill
suppose, nose
head, bed

Learn grammar (pg. 33)

1. (b) children; irregular noun.
(c) boxes, crayons; regular nouns.
(d) mice; irregular noun.
(e) teeth; irregular noun.

Activity (pg. 33)

Sample answer:

Warm tea,

Sunny days ahead,
Playing with my friends,
Mom's hugs make everything okay,
Bedtime.

Unit 4: I Hate Bugs

Starter

1. In order of appearance vertically:
Spider, grasshopper, fly, bee, ladybird and centipede.
2. Reading silently and reading aloud can feel quite different. When a person is reading silently, they can go on at their own pace. If something is confusing, they can stop and think about it or read it again. Whereas, reading aloud can help a person understand the words better because one can hear them as you say them.

Learn to read (pg. 38 and 39)

1. (a) The three types of bugs that Maggie does not like are caterpillars, spiders and roly-poly bugs.
(b) ii. she thinks they might bite her.
(c) ii. it feels unsafe in her hands.
(d) the curled-up bug in Gran's hand opening and crawling around. This gave her courage to hold a bug herself.
(e) False.
(f) Pollens are useful for making honey.
(g) Maggie hates spiders till the end of the story.
(h) Maggie doesn't like caterpillars and spiders because e they make her feel uncomfortable and scared. Caterpillars are squishy and move in a way that Maggie finds creepy, while spiders have many legs and can crawl quickly, which scares her.
(i) She wanted to prove to Maggie that the bug was more afraid of her than she was of him. She also wanted to prove to Maggie that they don't bite.
(j) Caterpillars are usually found on leaves or stems of flowers.
Bugs are usually found under small rocks.
Spiders are usually found on walls or in dark spaces.
(k) Sample answer:
Bugs: They help farmers by eating insects and pests that can harm their crops. Bugs also help with recycling our waste. They eat all the waste and produce droppings, which become a part of the rich forest soil.
Bees: Bees are very useful as they transfer pollen and seeds from one flower to the other. This helps fertilize the plant so that it can produce food. If we did not have bees spreading the seeds, many food crops and plants would die.
Beetles: Beetles are quite useful to us in many ways. They are the main decomposers in forests. They help decrease the population of problem insects like caterpillars. They also help by eating dead trees, pollinating flowers and getting rid of garbage.

Wasps: Wasps are also very useful as they eat the crop-destroying bugs. Wasps, like bees, also pollinate flowers and plants as they feed on their nectar. They also feed on normal garden pests.

Learn words (pg. 39 and 40)

- In order of blank appearance vertically:
 - arm
 - thumb
 - fingers
 - wrist
 - elbow
- start
 - begin
 - started
 - start

Learn grammar (pg. 40 and 41)

- He does not study or exercise.
 - She does not eat fish or meat.
 - She does not have a phone or television since she cannot afford it.
 - He does not spend money on himself or others.
 - He won't eat or drink till tomorrow morning.
- Contractions and their full forms:

It's	It is
Don't	Do not
Aren't	Are not
There's	There is
Won't	Would not
That's	That is
I'm	I am

- Missing apostrophe words have been marked in bold and have been underlined.
 - '**I've** finished my homework,' said Anila.
 - 'Good. **I'll** give you a quiz. **What's** a group of whales called?' asked Mom. '**I'll** give you a hint—it sounds like something you use to listen to music.'
 - '**Isn't** it an iPod?' asked Anila.
 - '**You're** close,' said Mom.
 - 'I know it. **Its** a pod,' said Anila.

Learn spelling (pg. 42)

- (Instruction statement in book.)

2. (a) settle
(b) beggar
(c) arrive
(d) pollen
(e) pretty
(f) giggle
(g) arrest
(h) doorbell

Learn to write (pg. 43)

1. Insects form the largest part of the animal population in the world. They are useful to us in many ways. Insects like bees and hoverflies carry pollen from one plant to another. They help to keep plants alive for generations... Dung beetles feed on animal waste and help farmers by cleaning up the environment, making them 'farmer's friends'. Hoverflies and ladybirds eat pests such as leafhoppers, protecting crops. Dragonflies eat harmful insects like mosquitoes, keeping us safe from bites. Without these helpful insects, our world would be much harder to live in.

Learn to listen (pg. 43 and 44)

1. (a) ii. roly-poly
(b) ii. deserts are not moist.
(c) Pill bugs are like kangaroos as they carry their young, in a pouch under their belly.
Pill bugs are like snakes because they shed their skin.
Pill bugs are like owls because they are active at night.

Learn to speak (pg. 44)

1. Ask the students to get a picture of any insect, bird or animal they have good knowledge about, gather more details about it.

Sample answer:

Honeybees are small insects with yellow and black stripes on their bodies. They have two wings, six legs, and antennae on their heads. Honeybees are found all over the world, except in very cold places. They live in hives that can be in trees, buildings, or special boxes made by people. Honeybees eat nectar and pollen from flowers. They use nectar to make honey, which they also eat. Honeybees are very useful to humans as they make honey that we can eat, and they pollinate plants which help flowers, fruits, and vegetables to grow.

2. Encourage the students to talk about their chosen insect, bird or animal in front of the class while using the picture and information they have.

Unit 5: The Abraham Prize

Starter

1. The student on the right, in the first picture, is an honest student since he is looking into his own paper and doing his own work.
Both the students, in the second picture, are honest students.
2. (Answers will vary, accept all relevant answers.)

Encourage the students to answer on their own and be honest about it.

3. When a person is reading silently, they can read faster, and it is easier to focus and concentrate and remembering things becomes easier. When a person is reading aloud, one can read slowly to pronounce and practice each word correctly which helps understanding better.

Learn to read (pg. 48)

1. (a) No, the special English exam was held every year, and a prize was given to the student who got the highest marks.
(b) i. Wai-choy to do.
(c) Ying-kee chose to ask Wai-choy the answer to Question 11 because Wai-choy was one of the brightest students in class, as evident from the fact that he completed the first fifteen questions easily and would know the answer.
(d) Wai-choy did not always ride with his head down. He was clearly very upset at being wrongfully punished and not being allowed to finish the exam, which is why he was riding his bicycle slowly with his head down.
(e) No, the old man did not tell Wai-choy who he was at the time of the accident.
(f) i. Ying-kee's note was written with a pen.
ii. Wai-choy wrote the exam with a pencil.
iii. Wai-choy only had a pencil.
iv. At the time the teacher saw him throwing back the note, Wai-choy had already completed Question 11.
v. The handwriting in the note was different than Wai-choy's.
(g) Wai-choy would never have had the idea of clearing his name with his teacher if he had not noticed the pen in the old man's pocket. When he saw the pen, he realized that he had the proof he needed to make his teacher believe that he had not been the one cheating on the exam. He had written the exam with a pencil and not a pen. Moreover, the handwriting in the note was not his but Ying-kee's. Thus, he was allowed to finish the exam and even won the prize for the special English exam.
(h) Yes, Wai-choy should have told the teacher that it was Ying-kee who had written the note so that he would not have been accused of cheating.
(i) Wai-choy came back to his school and proved to the teacher that he had not cheated in the exam. He had written the exam with a pencil and not a pen, and the handwriting in the note was not his but Ying-kee's. He also told the teacher that he had already completed Question 11 by the time he had received the note, which the teacher found to be true when she checked his answer paper. This incident teaches us that patience and honesty will always be rewarded, if not sooner, then later.
(j) When the teacher was convinced of Wai-choy's honesty, he apologized to him and allowed him to complete the exam. Later, Wai-choy received the prize for the special exam. This shows that the teacher was a good and humble man, who accepted his mistakes and found ways to make them right.

Learn words (pg. 49 and 50)

- (a) One of my cousins is coming today.
(b) One of my sisters is very tall.
(c) Two of my friends have computers at home.
(d) Some of the children have some difficulty in walking.
- (a) One of the boys is diving into the pool.
(b) None of the children are sitting on the tree.
(c) Some of the children are playing on the lawn.
(d) One of the boys is eating ice cream.
(e) Two of the girls have balloons in their hands.

Learn grammar (pg. 50-52)

- (a) Let me carry your bags for you.
(b) Let me help you open the wrapper of your chocolate.
(c) Let me open the door for you.
(d) Let me get some water for you.
(e) Let me help you sharpen your pencil.
- (a) Let's take you to the doctor.
(b) Let's go to my house and discuss our homework.
(c) Let's order pizza from the restaurant today.
(d) Let's get the whole class involved in the performance for the annual day.
(e) Let's take the other route from the next intersection.
- (a) The bedroom is as cool as the living room.
(b) Islamabad is as cold as Abbottabad in winters.
(c) Raheel is not as good as his sister at maths.
(d) These fruits are not as fresh as the ones we bought last week.
(e) The streetlights are as bright as the sunlight.
- (a) When the power failed, the whole neighborhood became as silent as **a grave.**
(b) Nadia suddenly saw a snake in her path. Her face turned as white as **a sheet.**
(c) Waqar can solve math sums very fast. He is as fast as **a deer.**
(d) Dad brought some big guavas. Each fruit was as big as **an elephant.**
(e) Alia spots mistakes very easily. Her eyes are as sharp as **an eagle's.**

Learn pronunciation (pg. 53)

1 and 2. Explain how different ending words create different sounds when read out loud. Encourage them to read the given words on their own and notice the difference. Guide them where needed.

Use the dictionary (pg. 53)

- (a) near (b) young (c) lose
(d) unusual (e) sad

Learn to write (pg. 54)

- (a) a hurricane.
(b) confetti.
(c) a house of cards.
(d) a cascade of water.
(e) the wind.
- Sample answer:

Earlier that day, my family and I went to the park for a picnic. The sun was shining as brightly as a golden coin. Firstly, we spread our blanket and started eating our chips and sandwiches. Suddenly, I saw a squirrel running as fast as lightning towards our food! I jumped up and chased it away, feeling like a superhero. After that, we played games and laughed as loudly as a bunch of clowns. Finally, we packed up and went home, tired but happy.

Learn to listen (pg. 55)

- (a) ii. The school's plan to provide lunch to every student.
(b) iii. from next year.
(c) ii. to discuss the idea and vote for or against it.
(d) i. She likes the idea.
(e) ii. She thinks it is a good idea.

Learn to speak (pg. 56)

- Anum:* The bags seem to be heavy. **Let's help you carry one of them.**

Nida: No, thanks. I can manage. I need to call my aunt before we leave the station.

Anum: There's a telephone booth round the corner. **Let's go to the booth and call your aunt.**

Nida: **Let me find my phonebook first.** Here it is.

Anum: **Let me hold it for you while you dial the number.**

Nida: Thanks so much.

Anum: I have change money, **let me pay for the call.**

Nida: No, thanks. **Let's leave now.**

- Cheating prevention in school during exams

What your school should do to prevent cheating	Schools can ensure strict supervision and make clear rules about the consequences of cheating. School management should arrange seats in such a manner so no one can see each other's papers. Schools can also use software and cameras to prevent cheating.
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What I can do to prevent cheating	<p>Always study hard, give my best in the exam and avoid cheating.</p> <p>Talk to my friends about why cheating is wrong and encourage them to be honest too.</p> <p>If I see anyone cheating, I make sure to inform the teacher about it.</p>
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Encourage the students to think critically about cheating, write their answers and then discuss it with their partner.

Unit 6: A Paralympian's Journey to Gold

Starter

1. A wheelchair helps people who have difficulty walking or can't walk at all. It allows them to move around independently.

A hearing aid helps people who have trouble hearing. It makes sounds louder so they can hear better.

A guide dog helps people who are blind or have low vision. The dog is trained to lead them safely around obstacles and help them navigate places.

Sign language helps people who are deaf or hard of hearing communicate. It uses hand movements, facial expressions, and body language to convey words and ideas. This allows them to talk with others and understand what people are saying.

2. People deal with their disabilities by relying on family, friends, and support groups for emotional and practical help. They learn new skills and use tools like wheelchairs, hearing aids, or guide dogs to live independently.

Encourage a participatory discussion amongst the students and tell them about famous personalities with disabilities, ask them to share if they know of any.

3. Encourage a participatory discussion amongst the students and guide them where necessary.

Learn to read (pg. 59 and 60)

1. (a) Haider Ali was diagnosed with cerebral palsy at birth.
 (b) Haider faced numerous challenges growing up. His condition affected his motor skills, making everyday tasks difficult. His childhood was filled with struggles due to his disability. Cerebral palsy affected his muscle coordination and movement, making it hard for him to participate in physical activities like other children. Despite these challenges, Haider was determined to not let his disability define him.
 (c) Haider Ali excels in para-athletics, specifically in events like the discus throw and long jump.
 (d) In 2008, Haider made history at the Beijing Paralympics by winning Pakistan's first-ever Paralympic medal, a silver in the men's long jump F37/38 category. He set a new world record with a jump of 6.44 meters.
 (e) In 2016, Haider won a bronze medal in the T37 long jump event at the Rio Paralympics, becoming the first Pakistani to win a bronze medal at the Paralympics. This achievement was a testament to his perseverance and determination.

(f) The Tokyo 2020 Paralympics were held in 2021 due to COVID. Competing in the men's discus throw F37 event, Haider made history once again by winning Pakistan's first-ever Paralympic gold medal. His throw of 55.26 meters secured him the top spot on the podium and brought immense pride to his country.

(g) Despite all the challenges, Haider was determined not to let his disability define him. His family played a crucial role in supporting him and encouraging him to pursue his interests and dreams.

(h) Guide the students to complete the mind map given in the question.

(i) Haider Ali never gave up, even when things were hard. He was determined and kept trying and working towards his goals. He practiced a lot and worked hard to get better at his sport. He stayed positive and believed in himself, which helped him keep going. Haider Ali's family, friends, and coaches supported him and cheered him on, which made a big difference. He wanted to inspire others and show that you can achieve great things, no matter what.

(j) Haider Ali's achievements have had a major impact on the perception of differently abled athletes in Pakistan. Haider Ali's journey has inspired many differently abled individuals to pursue sports and other activities. His story shows that with determination and hard work, they can achieve great things. His achievements have led to increased support and recognition for differently abled athletes. This includes financial rewards, better training facilities, and more opportunities to compete.

(k) Encourage the students to think critically and write their own answers. They can also have a participatory discussion amongst themselves.

Learn words (pg. 61 and 62)

- self-confident
 - self-conscious
 - self-employed
 - self-defense
 - self-service
- appearance
 - attraction
 - difference
 - imagination
 - activity
 - treatment
 - organization
 - performance
- Answers are underlined and marked in bold.

Sara usually goes to work at 9 a.m. This morning, when she woke up it was already 9. She quickly showered and had breakfast. Although she was in a hurry, she locked the door carefully and left for work. While she was on the bus, she saw a man secretly trying to

pick something from a woman's bag. Sara **immediately** pulled out her mobile and **quietly** took a video shot of the act.

Learn grammar (pg. 62 and 63)

1. (a) so
(b) because
(c) because
(d) so
(e) because
2. because; so; because; so; because
3. (a) imperative sentence
(b) interrogative sentence
(c) declarative sentence
(d) exclamatory sentence

Learn spelling (pg. 64)

1. (a) conclusion
(b) expression
(c) occasion
(d) vacation
(e) correction
(f) imagination
(g) discussion
(h) variation
(i) decision
(j) innovation
(k) television
(l) division

Use the dictionary (pg. 64 and 65)

1. (a) Mister; name of a man
(b) Miss; name of a woman
(c) Doctor; name of a doctor
(d) Senior; A title used after a father's name when his son is given the same name
(e) Junior; A title used after a son's name who shares the same name as his father

Learn to write (pg. 65)

1. Sample answer:

Helen Keller was born in June 1880. She was a happy, healthy baby and grew up on the family farm. But when she was around a year and a half old, she became very sick and lost both sight and hearing. She was not able to communicate with people, so she became very angry and impatient. She would often throw a tantrum, kicking and hitting others in anger.

So, her parents sought help from Annie Sullivan, who was also blind but regained sight after surgery. Annie taught Helen words by pressing letters of words into her hands. Helen took some time to understand the new language and soon learnt many words. She learnt Braille and started reading books and later learnt to speak with help from another teacher. She graduated in 1904 and wrote several articles and published a book titled 'The World I Live In'. Helen offered to help people like her, so she raised money for the American Foundation for the Blind.

2. Sample letter:

13A Dream Heights

Block 8, Clifton

Karachi

20th March 2024

Dear Insiya,

I hope you are doing well.

I am sorry for not inviting you to the game. I feel so bad because I didn't think about how it would make you feel. I was worried that the place might not be good for your wheelchair, but I should have asked you first.

You are my friend, and I never want to hurt you. I feel very guilty and sad that I made you feel left out. I promise to always include you in everything from now on. Can we please talk about it and find a way to make it right? Maybe we can plan something fun together soon.

I hope you can forgive me.

Yours,

Maria.

Learn to listen (pg. 66)

1. (a) ii. Fibular Hemimelia.
(b) ii. Two years old.
(c) iii. Georgetown University.
(d) ii. 1996.
(e) i. President of the Women's Sports Foundation.

Learn to speak (pg. 66)

1. Sample questions and answers:

(a) Why do we need to eat fruits and vegetables every day?

We need to eat fruit and vegetables every day **because** they are healthy and give us vitamins, **so** we can grow strong.

(b) Why do we need to drink milk?

We need to drink milk **because** it has calcium, **so** our bones can be strong.

(c) Why do plants need sunlight to grow?

They need sunlight to grow **because** they use it to make food through photosynthesis.

(d) Why do we need to brush our teeth twice a day?

We need to brush our teeth twice a day, **so** it helps prevent cavities and keeps our teeth clean.

(e) Why do we need to follow traffic rules?

We need to follow traffic rules **so** that accidents can be avoided and everyone is safe.

Don't Give Up (Extensive Reading)

Learn to read (pg. 68)

1. (a) ii. If you have tried and not won, keep trying.
(b) When young birds attempt to fly, they fall. This is because their wings are not strong enough yet.
(c) i. Don't feel disappointed if you are not able to do big things when you are young. Wait till you grow up.
(d) The oak tree bends when there are strong winds. It stands higher and prouder once the winds stop.
(e) ii. Be proud of yourself if you manage to overcome difficulties in life.
(f) achieve something with hard work.
(g) Overcoming defeat and becoming victorious despite setbacks.

Learn grammar (pg. 69 and 70)

1. (a) solved in the book.
(b) Camels can go without water for more than ten days.
(c) Penguins can live in a very cold climate.
(d) A lion can eat 40 kg of meat in a single meal.
(e) A dolphin can hold its breath no longer than seven minutes.
(f) Whales can talk to each other by sounds we call 'whale songs'.
2. (a) Hi Marty! Can you fly?
(b) Marty, can you see in the dark?
(c) Can you make yourself invisible, Marty?
(d) Can you speak English?
(e) Can you read my mind, Marty?

Activity (pg. 71)

1. Stanza 2: Even if you fail, keep trying. You'll do better next time.
Stanza 3: Sometimes difficulties can bog you down. Rise up again and stand proud.
Stanza 4: Hard work earns praise. You can win even after you've been defeated.
2. Encourage the students to answer on their own. The idea is to help them enhance their critical and brainstorming skills alongside how every person can have a different interpretation or analysis of the same thing.

Unit 7: I Don't Want To

Starter

1. saying 'Thank you' when someone does something for you.
making your bed when you get up in the morning.
greeting your friends and relatives on their birthdays.
doing your homework before going out to play.
2. Encourage the students to have a participatory discussion with their partners / friends.

Learn to read (pg. 76 and 77)

1. (a) Farah had been ill a lot, due to which her mother felt sorry for her and had spoilt her by letting her do whatever she wanted and getting her way every time.
(b) Farah had picked up the bad habit of saying 'I don't want to!' and pouting and frowning anytime someone asked her to do something she did not like. Soon, she was saying it for almost everything, which made people dislike her and call her a spoilt child.
(c) (i) The old woman asked Farah to help her draw water.
(ii) Farah did not help her carry the water into the cottage.
(iii) The old woman was annoyed with Farah's behavior.
(d) Farah did not want to turn down Sarah's invitation to play with her because she wanted to see her new doll which could stand up by itself and say, 'Mamma!' This is apparent because Farah was surprised at her own reply.
(e) Farah's mother was surprised because Farah was unwillingly forced to turn down the offer to spend her weekly sixpence on sweets, which she loved and had fun buying. She wanted to say, 'I do want to!' but all her tongue could say was 'I don't want to!'
(f) When the old woman visited Farah that night, she made a bargain with her that if she became a nice little girl and will not be spoilt and rude, she would make Farah's tongue right again. She also warned Farah that if she said, 'I don't want to!' more than once in a day, the spell will come back, and she will not be able to say anything but that.
(g) The old woman said that because Farah had started speaking politely. She smiled because Farah promised that she wouldn't be rude or spoilt in future.
(h) False.
(i) It was easier for Fanny to pick up the bad habit of saying 'I don't want to!' because she said it almost a hundred times every day, and if you say a thing like that often enough, you are not able to stop.
(j) In spite of her bad habit of saying 'I don't want to!', Farah was a good girl because she agreed to change her habit and bad behavior when the old woman gave her a chance to do so. She accepted the old woman's bargain, and even though it was hard for her to leave behind her bad habit, she worked hard on it and was eventually successful.
(k) Farah's experience teaches us that if we say or do something repeatedly and quite frequently, it becomes a habit. It is easy to get out of a habit when you finally realize that it is a bad habit and is not good for you as well as the people around you. However, without a strong will and determination, it is very difficult to give up on a habit because one is so

accustomed to doing it. However, if it is a bad habit, we should make sincere efforts to give it up because it will harm us in the long run. We should make efforts to get rid of the bad habit and replace it with a good habit. Bad habits often get the way of our success. We should surround ourselves with good people who can help us get rid of our bad habits.

Encourage the students to have a participatory discussion amongst themselves first. The idea is to help the students enhance their brainstorming, analysis and speaking skills.

Learn words (pg. 77)

1. (a) just what I wanted.
 (b) wants it done
 (c) The last thing I wanted
 (d) if you want.
 (e) I don't want to!

Learn grammar (pg. 77-79)

1. (a) solved in the coursebook.
 (b) will rain
 (c) will be
 (d) will hurt herself
 (e) will receive
 (f) will order
 (g) will go
2. (a) I will pass them on to a junior at my school.
 (b) I will donate them to charity.
 (c) I will ask an elder person to help me.
 (d) I will pick it up and give it to my teacher.
 (e) I will take shelter under a tree or inside a shop.

Learn spelling (pg. 79)

DOWN	ACROSS
Annoying	Disrespectful
Rude	Horrid
Spoilt	Impolite

Learn pronunciation (pg. 79 and 80)

1. Encourage the students to read the given sentences out loud. Make sure they pronounce and in all sentences in the correct manner. Guide them wherever needed.

Use the dictionary (pg. 80)

1. The students will listen to the passage dictated carefully. They will then write down exactly what they listen to in their notebooks.
2. Ask the students to underline any five words from the passage they just listened to and wrote down. They will then use a dictionary to find the synonyms of the words they underlined and write them down in their notebooks.

Learn to write (pg. 80 and 81)

1. My rules:
 - a. I will wake up early in the morning to study for an hour before going to school.
 - b. I will complete my homework before I watch TV.
 - c. I will eat everything laid out at the dining table for dinner.
 - d. I will not spend all my evening playing video games inside the house.
 - e. I will try to sleep early so that I can wake up on time in the morning.

2. Sample letter:

Zunera Siddiqi

Galaxy Apartments

Clifton Road

Karachi, Sindh

15-12-2024

Sara Kamran

18 A Bath Island

Clifton Road

Karachi, Sindh

Subject: Farah's rude behavior

Dear Mrs. Sara,

I hope you are doing well. I am writing this letter on behalf of our neighborhood kids because we feel really upset about how Farah has been behaving lately.

Farah is always saying, "I do not want to," no matter what we suggest, and she sometimes speaks to us in a very rude way. We try to be friendly and include her in our games and activities, but she refuses and makes us feel bad. When we ask her to be kinder, she does not listen. This has made many of us feel frustrated and sad.

We understand that everyone has their own feelings, but when someone is always negative and unkind, it makes it hard for others to enjoy playing together. We believe that if Farah could think about her words and apologize for being rude, things would be much better. It would make us all happy, and we could play together without feeling bad.

Please talk to Farah and help her understand how her words affect us. We hope she can be more thoughtful so we can all have fun again. Thank you for reading this letter.

Sincerely,

Zunera Siddiqi

Learn to listen (pg. 81)

1. (a) i. 10
(b) ii. a club house
(c) iii. 40
(d) i. a double-decker chocolate cake

(e) iii. a mime artist

Learn to speak (pg. 81)

Sometimes, kids who are spoiled don't understand how their actions affect others. In our group, we talked about different ways to help them learn good manners and be kinder.

1. Set a good example: If we show kindness, patience, and respect, they might learn by watching us.
2. Talk to them gently: Instead of arguing or getting angry, we can gently tell them why their behavior isn't okay.
3. Encourage them to help others: If they do small, good deeds, like helping a friend or doing something nice, they might feel proud and realize that being kind is better than being bossy or rude.
4. Let them face consequences: If they don't say "please" or "thank you" or demand things rudely, maybe they won't get what they want right away. This can help them learn that manners matter.

Encourage the students to have a participatory discussion amongst themselves and then listen to what the others have to say as well. The idea is to enhance their brainstorming, listening and speaking skills.

Unit 8: The Refugees

Starter

Sample answer:

I think it is not fair to leave someone out just because they are not good at sports. Everyone should be included, no matter what.

I would feel hurt and lonely if my friends didn't let me join in. I would think that maybe I'm not good enough, and that would make me sad. If people always ignored me during sports, I might stop trying altogether. But if my friends encouraged me, I might get better and feel more confident.

I think it is important to include everyone. Even if Hasan isn't great at sports, he should still be able to play and have fun with his friends. Maybe they could help him learn or find other ways for him to join the game.

Learn to read (pg. 87 and 88)

1. (a) ii. A group of foreigners were seeking permission to enter the country.
(b) True.
(c) The second advisor suggested that Javed Rana speak to the foreigners' representatives because Anas Rana had said that they looked like peace-loving people and had old men and women among them. They seemed to be harmless people.
(d) iii. They came because it was unsafe to live in their own country.
iv. They had a new ruler who belonged to a different religion.
v. They had visited many other places to ask for shelter before coming to Javed Rana's land.

(e) In addition to permission to live in the land, the foreigners wanted freedom to practice their religion and bring up their children according to their country's customs and traditions. They also wanted a small piece of land to till so that they could earn their livelihood and not be a burden upon Javed Rana's people.

(f) Javed Rana was a gracious and hospitable man with a welcoming nature. He did not think twice before agreeing to the foreigners' terms and gave them refuge in his country.

(g) The Parsis were peaceful people who came from Persia. They were humble and only asked for basic amenities to take refuge in the country. They only requested freedom to practice their religion in peace, which showed that they were very religious people. They had been searching for refuge for many years, and had found it in Javed Rana's country, for which they were very grateful.

(h) Yes, we should also treat foreigners with respect and graciousness, like Javed Rana treated the Persians, as they are guests in our country and should take memories of good hospitality when they go back home.

(i) When people visit our homes, we should greet them nicely and make them feel comfortable. We should serve them the best food available to us and be mindful of their needs during the time of their stay. We should entertain them and not make them feel bored or unwanted.

(j) vi. all of the above.

2. The old man promised that they would blend with the people of the land and work for the betterment of the society they were going to live in. This shows that the Persians were grateful to Javed Rana for giving them refuge in his country and wanted to show him their appreciation by living with his people in harmony. They would add to the culture of the place and enrich it further. They would live in the country in the same way as the sugar, which blended in the milk and made it sweeter, but did not alter its appearance.

Learn words (pg. 88 and 89)

1. (a) PERMISSION
- (b) PEACE
- (c) NEIGHBOUR
- (d) MESSAGES
- (e) FOREIGN
- (f) ESCORT
- (g) STRANGER
- (h) SCROLL
- (i) REFUGEE
- (j) BURDEN

Learn grammar (pg. 89 and 90)

1. (a)
- (b) moon starrer

When people are in trouble, we shouldn't turn them away, we should help them, just like we would want someone to help us if we were in their place. Even small acts of kindness, like sharing food or giving someone a warm blanket, can make a big difference.

(Encourage the students to brainstorm and share a personal experience. The idea is to help them improve their brainstorming skills, their listening and speaking skills as well.

Try Try Again (Extensive Reading)

Starter

Sample answer:

Failure is not the end; it is the beginning. You don't just stop when you mess up; you learn, adjust, and try again.

Encourage the students to share their own experiences where they encountered a failure and how they did overcome it.

Learn to read (pg. 94)

1. (a) things to do or not do when we fail:

THINGS TO DO WHEN WE FAIL	THINGS NOT TO DO WHEN WE FAIL
try again and keep trying till we win	do not fear
continue to struggle and do not give up	do not feel ashamed
have the patience to keep trying till we succeed	

(b) The poet feels that there is no shame in failing if we have tried our best to succeed at something. Even if we are not successful at that time, we should try again till we achieve what we want.

(c) reward and success.

(d) According to the poet, to do something difficult, we need to have a lot of patience and keep on trying till we are successful. If we do not give up and continue to struggle, we will be rewarded in the end.

(e) The one line that has been constantly repeated in the poem is 'Try, try again'. It has been repeated nine times in the poem. The fact that it has been repeated so many times helps in driving the message of the poem that we should always keep trying to achieve what we want, even if we are unsuccessful in the beginning. There will come a time when our hard work and continued struggle will pay off and we will be successful. All we need is patience and the will to work hard.

Activity (pg. 94)

1. Sample answer:

Don't let fear win

Try, try again.

Soon, you will fly through the air

Try, try again.

2. Encourage the students to be creative with their poems and have a participatory discussion about their answers with their friends. The idea is to enhance their thinking, and creative writing skills.