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For Grade 5 **LESSON PLAN
AND ANSWER KEY**



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LESSON PLANS

UNIT 1: VALUE OF EDUCATION		
Grade: V	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 importance of education for both men and women as exemplified by Hazrat Muhammad.• gain an understanding of the value of education and its role in promoting knowledge and progress in society.• 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 contribute to the spread of knowledge and education in their communities by following the examples set by Hazrat Muhammad.		
Overview: The chapter emphasises Hazrat Muhammad’s commitment to education for all, highlighting how his teachings promoted the spread of knowledge and contributions to various fields, such as medicine, mathematics, and science.		
Success criteria: By the end of the lesson, students should be able to: <ul style="list-style-type: none">• grasp the significance of education as emphasised by Hazrat Muhammad.• explain the establishment of the first formal schooling system after the Battle of Badr.	Generic skills: <ul style="list-style-type: none">• Collaborative: Students will work together in pairs or small groups to discuss the value of education as emphasised by Hazrat Muhammad and how they can apply these principles to their own learning and communities.• Analytical: Students will carefully examine the text to understand the significance of education, the teachings of Hazrat Muhammad on the importance of knowledge, and the impact of education on personal and societal growth.	

- recognise the role of Hazrat Muhammad's companions in spreading education and their contributions to various fields of knowledge.

- **Reflective Thinking:** Students will reflect on their own educational experiences and attitudes, considering how they can embrace the value of education in their lives and contribute to the spread of knowledge, inspired by the examples given in the text.

Starter:

Hazrat Muhammad emphasised the importance of education, encouraging Muslims to seek knowledge even if it meant travelling great distances. Education holds a special place in Islam because it helps Muslims understand their faith better, make informed decisions, and positively contribute to society. Learning allows them to fulfil their religious duties more effectively and become well-rounded individuals who can support their communities' growth and development.

Now, let's discuss why education is so important for Muslims and how it can impact their lives.

Lesson structure:

Reading:

- To explain and read the story about the value of education to Grade 5 students, start by highlighting how Hazrat Muhammad encouraged Muslims to seek knowledge, even if it meant travelling great distances.
- Emphasise that education is crucial in Islam because it helps people understand their faith better, make wise decisions, and positively contribute to society.
- While reading the story, use an engaging and clear tone. Pause at key points to explain the importance of the message. For instance, when you read that Hazrat Muhammad promoted education, explain that learning allows Muslims to perform their religious duties better and become valuable members of their community.
- Encourage students to think about why education is important for them. Ask them to share their thoughts and experiences to help them connect personally with the story and understand its relevance to their own lives.
- Incorporate a segment on independent reading, stressing its importance in education. Highlight how reading on their own can help them understand new ideas, improve their thinking skills, and develop a lifelong love of learning. Mention that independent reading can also help them learn more about their faith and the world around them.
- After reading, engage the students in a discussion about the significance of education. Encourage them to talk about how education can impact their lives and the lives of others. This will help them appreciate the value of learning and the teachings of Hazrat Muhammad.

Learn to read:

- **Question 1:** To teach the True or False statements, begin by reading the relevant text aloud and clarifying any difficult words. Ensure students understand the context. Next, have students discuss the statements in pairs, using their notebooks to jot down key points and their answers. Conclude by reviewing the answers together as a class, providing feedback and ensuring everyone understands the correct answers.

- **Question 2:** For the open-ended questions, read the relevant section of the text with the students and explain the task. Guide them to think critically about the text to answer the questions. After discussing the answers in pairs or small groups, have students write down their responses. Review the answers collectively and explain the reasoning behind each correct answer, providing additional context if needed.

Learn words:

- **Question 1:** To teach students how to find synonyms using a thesaurus, start by reading the relevant text aloud to the class. Ensure that everyone understands the meaning of each word.
- Next, explain how a thesaurus works and show them how to look up words in it. For each of the given words—'ancestors', 'captive', 'progress', and 'wisdom'—demonstrate finding synonyms together as a class.
- Then, have students work in pairs to find two synonyms for each word and write their answers in their notebooks. Encourage them to discuss their findings and share their synonyms with the class. Conclude by discussing the synonyms together, ensuring everyone understands the new words they have learned.
- **'Lay' vs. 'Lie' explanation:** To help students understand the difference between 'lay' and 'lie', read the provided explanations and examples aloud. Make sure they grasp the concept that 'lay' requires an object, while 'lie' does not. Write a few example sentences on the board and have the students identify whether 'lay' or 'lie' should be used.
- For example: 'I lay the pencil on the desk' versus 'I lie on the grass'. Practise using both words in sentences to reinforce the lesson. You can also ask students to come up with their own sentences using 'lay' and 'lie' and share them with the class.
- **Question 2:** For the fill-in-the-blank exercise, begin by reading the instructions aloud with the students. Explain that they need to complete the given words with the correct vowels. Show them how to do one example together, such as 'learn'. Then, guide them to complete the rest of the words by understanding the context: 'rehearse', 'revise', 'study', 'practise'.
- Next, read the sentences and demonstrate how to use the verbs in context. For example, 'He is learning Pashtu'. Have students work individually or in pairs to complete the exercise by filling in the blanks with the appropriate verb forms. After they have completed the task, review the answers collectively, discussing the reasoning behind each correct choice.
- Provide feedback and ensure that everyone understands the correct usage of each verb.

Learn grammar:

Subject, Verb, Object – Question 1:

- Start by explaining the basic concepts of subjects, verbs, and objects in a sentence. Begin by reading the sentences aloud from the given text and clarify any difficult words.
- Explain that the **subject** is **whoever or whatever is doing the action**, while the **object** is **what has something done to it**. For example, in the sentence 'I posted the card', 'I' is the **subject**, 'posted' is the **verb**, and 'card' is the **object**.

- Next, for the exercise where students need to decide if the word in bold is a subject, verb, or object, read each sentence aloud. Have students discuss their answers in pairs and write them down in their notebooks. Use the example provided: ‘The lion killed the deer. **O**’ to guide them.
- After they have discussed, review the answers together as a class, providing feedback and ensuring everyone understands.

Subject-Verb Agreement – Question 1:

- For the **subject-verb agreement** section, explain that the **subject and verb must match in number**. If the **subject** is **singular**, the **verb** should also be **singular**, and if the **subject** is **plural**, the **verb** should be **plural**. Use the examples: ‘The **cat runs** fast’ and ‘The **cats run** fast’ to illustrate this point. Read these examples aloud and discuss them with the students.
- Move on to the exercise where students need to circle the correct verb in the sentences provided. Read the sentences aloud and guide students to choose the correct verb form by understanding the context. Have them complete the exercise individually or in pairs. Afterward, review the answers collectively and explain the reasoning behind each correct choice.

Question 2:

- For the fill-in-the-blank exercise, read the instructions and the sentences aloud with the students. Explain that they need to fill in the blanks with the correct form of the verb given in the brackets. Show them how to do one example together, such as ‘The dog (bark) loudly every morning.’
- Then, guide them to complete the rest of the sentences. After they have finished, review the answers together as a class and discuss the reasoning behind each correct choice.

Use the dictionary:

- Begin by reading the example sentences aloud to the class. Explain that some words can act as both nouns and verbs, depending on how they are used in a sentence. For example, ‘permit’ in ‘Will you permit me to go in?’ is a verb, while ‘permit’ in ‘I can’t let you in unless you have a permit’ is a noun.
- Next, introduce the pairs of sentences in the exercise. Read each pair aloud and highlight the word in italics. Explain that students need to decide whether the italicised word is a noun or a verb and tick the correct answer.
- Use the first pair of sentences as an example: ‘He wanted to win the race.’ and ‘I will race down to the store and get some sweets.’ Discuss with the students why ‘race’ in the first sentence is a noun and ‘race’ in the second sentence is a verb.
- Encourage students to work individually or in pairs to complete the exercise. Remind them to use a dictionary to check their answers once they have finished. This will help them understand the different word classes and how words can change their roles depending on the context.
- After everyone has completed the task, review the answers together as a class. Discuss each pair of sentences, explaining why the word in italics is a noun or a verb.

- Provide feedback and ensure that all students understand the correct answers. This approach will help students grasp the concept of words that can function as both nouns and verbs, and how to use a dictionary to determine word classes.

Learn spelling:

- **Homophones:** words that **sound the same** but **have different meanings** and often different spellings.
- Use simple examples like ‘flour’ and ‘flower’, ‘sea’ and ‘see’, and ‘night’ and ‘knight’. Write these pairs on the board and discuss their meanings with the class to make sure everyone understands.
- Next, read the sentences from the exercise aloud. For each sentence, explain that the students need to choose the correct word from the brackets to fill in the blank. Use the first sentence as an example: ‘She does not like eating after dinner.’ Ask the students which word fits best—‘desert’ or ‘dessert’. Explain that ‘dessert’ is the sweet food you eat after a meal, while ‘desert’ is a dry, sandy place.
- Have the students work individually or in pairs to complete the rest of the sentences in their notebooks.
- After they have finished, go through the sentences together as a class. Read each sentence aloud and ask the students to share their answers. Discuss why the chosen word is correct and what the other word means.

Learn pronunciation:

- Start by explaining that **weak forms** are **syllable sounds that become unstressed** in normal conversation and are often pronounced differently. Specifically, focus on the weak forms of ‘will’ and ‘shall’.
- When we talk about ‘weak forms of words’, we mean the way some words are spoken more softly and quickly in everyday conversation. These words are not stressed or emphasised, which makes them sound shorter and less clear.
- For example, the word ‘shall’ might be pronounced like ‘sh’l’ when speaking naturally. This helps speech flow more smoothly and sound more relaxed.
- To add more detail, let’s consider **why weak forms happen**. When we are speaking casually, we tend to focus on the most important words that carry the main meaning of our sentence. Less important words, like ‘will’ and ‘shall’, become unstressed and are pronounced more quietly. This natural way of talking makes our speech faster and more fluid.
- When learning about weak forms, it’s helpful to listen to native speakers and practise speaking in a similar manner. By understanding and using weak forms, students can improve their pronunciation and sound more natural in conversations.
- Weak forms are just words that get a **lighter pronunciation** when we talk normally, making our speech more efficient and easier to understand.
- Begin by reading the explanation aloud, making sure everyone understands that ‘will’ and ‘shall’ can be pronounced differently when they are in their weak forms.

- Give examples of how ‘will’ and ‘shall’ sound when they are stressed versus unstressed. For instance, pronounce ‘shall’ clearly and then show how it sounds in its weak form within a sentence.
- Next, read each of the sentences provided: a. ‘Shall we go out for dinner?’ b. ‘Shall I help you?’ c. ‘Will you play football with me?’ d. ‘Will you not be going to the park with us?’
- After reading each sentence, demonstrate the weak forms of ‘will’ and ‘shall’ by pronouncing them in the context of the sentences. Have the students repeat after you, focusing on pronouncing the weak forms correctly.
- Encourage the students to practise these sentences in pairs, helping each other with the pronunciation. Walk around the classroom to listen and provide guidance as needed.
- Finally, ask a few students to read the sentences aloud to the class, ensuring they use the weak forms correctly. This practice will help them understand and use weak forms of words in their everyday conversations.

Learn to write:

- Start by discussing the importance of education and having a good job in Islam. Explain how education helps us find great careers that can benefit both individuals and society as a whole.
- Next, introduce the different job options provided: scientist, agriculturalist (farmer), chef, and graphic designer. Explain that students will need to choose one of these jobs and do some research to learn more about it.
- Encourage them to use books, the internet, or ask adults for information about the job they choose.
- Once they have gathered enough information, guide them to write a short paragraph explaining why their chosen job is important and how it helps people and society. Emphasise that their paragraph should be clear and well-organised.
- Encourage students to start with a first draft. Explain that they should focus on getting their ideas down on paper without worrying too much about spelling and grammar at this stage.
- After completing their first draft, have them edit and proofread their work. Explain that editing means checking their writing for clarity and coherence, while proofreading involves correcting any spelling, grammar, or punctuation errors.
- Finally, ask students to write their final version in their notebooks. Encourage them to share their paragraphs with the class and discuss why they chose their particular job and what they learned from the exercise.

Learn to speak:

- Start by explaining the proverb ‘A child, without education, is like a bird without wings.’ Make sure they understand that the proverb means education is essential for a child’s growth and success, just like wings are essential for a bird to fly.
- Next, organise the students into groups of three. Ask each group to discuss the meaning of the proverb and come up with two points to support their argument.

- Encourage them to brainstorm how education helps children grow and succeed, similar to how wings help a bird fly. For instance, they might think about how education provides knowledge, skills, and opportunities that help children achieve their goals and contribute to society.
- Give the students some time to discuss and prepare their points. Walk around the classroom to listen to their discussions and provide guidance as needed. Once the groups have their points ready, ask each group to present their ideas to the class.
- Encourage them to speak clearly and confidently, and remind them to explain their points thoroughly.
- After all the groups have presented, have a class discussion about the different ideas shared.

Class assessment:	✓	✗
Can the students read about and understand the value of education?		
Can the students use synonyms?		
Can they use grammar topics (subject-verb-object, and subject-verb agreement) as directed?		
Can the students use a dictionary?		
Can the students use homophones?		
Can the students pronounce weak forms of will and shall?		
Can the students write a paragraph on a given topic as directed?		
Can the students understand and use proverbs correctly in their speech?		

Teacher's notes:

- If students are unable to read about and understand the value of education, use simpler texts that discuss the importance of education in more accessible language. They can also use visual aids like pictures or videos to illustrate the concept. Group discussions and interactive activities can help make the topic more engaging and easier to understand.
- If students are struggling to use synonyms, provide more examples and practice exercises. They can use a thesaurus together in class to find synonyms for commonly used words. Playing synonym games or having students create synonym lists can also help reinforce their understanding.
- If students find it challenging to use grammar topics like subject-verb-object and subject-verb agreement, break down the concepts into smaller, more manageable parts. Providing clear examples and practising with simple sentences can help. Interactive activities like sentence-building games or grammar worksheets can also reinforce these skills.

- If students are having trouble using a dictionary, demonstrate how to look up words and find relevant information. They can practise this skill together as a class, looking up words from the lesson and discussing their meanings. Providing a step-by-step guide and having students work in pairs to use the dictionary can also be helpful.
- If students are unable to use homophones correctly, provide more examples and practise exercises. They can create homophone pairs and have students match them with their meanings. Activities like fill-in-the-blank sentences or homophone quizzes can help students learn the correct usage.
- If students are struggling to pronounce weak forms of 'will' and 'shall,' provide more listening and speaking practice. Playing audio recordings of native speakers using weak forms and having students repeat the sentences can help. Practising in pairs or small groups and providing feedback on their pronunciation will also be beneficial.
- If students are unable to write a paragraph on a given topic, guide them through the writing process step by step. They can brainstorm ideas together, create an outline, and write a first draft. Providing examples of well-written paragraphs and practising editing and proofreading skills will help students improve their writing.
- If students are having trouble understanding and using proverbs correctly in their speech, provide more examples and explanations. They can discuss the meanings of common proverbs and how they relate to everyday situations. Activities like role-playing or creating stories that incorporate proverbs can help students practise using them in context.

UNIT 2: HOW WISDOM GOT OUT

Grade: V

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.
- use synonyms and antonyms in context.
- describe briefly, orally/in writing, events, places and/or experiences, in English.
- read the text with comprehension, locate details and sequence of events.

Overview:

The story is a South African folk tale about father Anansi, who was believed to have all the knowledge and wisdom in the world. People came to him for help and he was richly paid for this. It tells us how his wisdom spread to the entire world.

Success criteria:

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

- understand the importance of thinking wisely
- answer factual, inferential, evaluative and extrapolative questions
- identify synonyms and antonyms
- identify the appropriate words to complete the given sentences
- use the dictionary to check spellings
- use the dictionary to identify different parts of speech and check the words that go with them
- understand the concept and usage of the simple past and the past continuous tense
- write a short paragraph
- listen carefully and extract relevant information to complete a table
- practise conversation through description

Generic skills:

- **Collaborative:** Students will work in groups to answer questions, practise conversation, learn to use grammar and write correctly. (*Learn to Read, Learn Words, Learn to Use the Dictionary, Learn Grammar, Learn to Write*).
- **Analytical:** Students learn to critically analyze the given text and draw conclusions. (*Learn to Read—Understanding*).
- **Critical Thinking:** Students will think and discuss the given questions critically. (*Learn to Read—Infer and Reflect*).
- **Study Skills:** Students learn to use the dictionary to look up spellings and collocations. (*Learn to Use the Dictionary*).
- **Listening Skills:** Students learn to listen carefully, to extract relevant information and complete a table. (*Learn to Listen*).
- **Conversational Skills:** Students will learn to converse by describing things/events around them. (*Learn to Speak*).

Starter:

To set the tone for the folk tale, start by having the students sit with their books shut and do not reveal the lesson's name. Initiate a 10-minute discussion with questions like naming animal folk tales, identifying the chief animal character, and discussing what it symbolised. Encourage participation and appreciate all responses. Then, ask the students to open their books to the lesson and inquire how many have heard about Anansi, a character known in West African and Caribbean folklore. This approach will spark curiosity and engage the students effectively.

Lesson structure:**Reading:**

- To guide students through reading and understanding the story, start by instructing them to silently read the text on page 9 up to the line '**such questions everyday**'.
- Remind them not to move their lips or use their fingers or pencils to follow the lines as they read. This helps them focus on the text without distractions.
- Next, engage the students with some questions to ensure they understand what they have read. Ask them:
 - Who was Father Anansi?
 - Why did people come to him?
 - What sort of questions did the people ask?
 - Did he answer all such questions?
- These questions prompt students to recall key details and think critically about the text.
- Then, have one student read aloud the first two paragraphs of the text on page 10 up to 'nobody would see it'. As they read, correct their pronunciation, intonation, and stress. This helps improve their reading fluency and comprehension.
- After the reading, ask the students more questions:
 - Did people pay Anansi for his help?
 - What was he scared of?
 - What did he decide?
 - Why did Anansi's son follow him?
 - What were Anansi's plans?
- These questions help deepen their understanding of the characters' motivations and actions.
- Before moving on, write the following questions on the blackboard:
 - What did Anansi do after reaching the tallest tree?
 - What happened then?
 - Was he able to reach the top of the tree?

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- Ask the students to find the answers on the page. This exercise teaches them how to scan text for specific information.
- Next, ask the students to read the last two paragraphs on page 10 up to ‘Oooh, oooh, ouch!’ As they read, they will automatically scan for the answers to the questions on the blackboard. This reinforces their scanning skills.
- Then, have a student read the complete text on page 11. Correct their pronunciation, intonation, and stress as needed. This further enhances their reading skills.
- Afterwards, ask the students questions such as:
 - What was the amusing comedy?
 - What did Anansi’s son tell him?
 - How did Anansi react?
 - Why is there so much wisdom in the world today?
- These questions encourage them to think about the story’s message and themes.
- (Optional): Play the audio narration of the story and ask the students to listen with complete concentration. This allows them to absorb the rhythm and intonation of the language, enhancing their listening skills.
- Finally, discuss the story with the students by asking:
 - Did you enjoy the story?
 - Do you think wisdom can be put in a pot?
 - Who was wiser—Anansi or his son?
- Encourage all students to participate in the discussion, valuing their opinions and fostering a collaborative learning environment.

Learn to read:

Understand: Discuss the given questions as a class activity. Guide and correct as required.

Infer and Reflect:

- Divide the class into groups of four. Ask each group to discuss the answer to each question and make notes in their rough notebooks.
- Then, discuss each question in class, in the following manner:
 - Ask at least three groups to read out their points for each answer.
 - Ask the other groups—
 - i. if they agree with the answer that has been read out.
 - ii. if they have anything to add.
- Finally, the students will write the answers in their notebooks. Each student’s work will have to be checked for spelling, grammar, and punctuation. The time limit for this exercise should not exceed 15 minutes.

Learn words:

- To teach the students about synonyms and antonyms, start by explaining the concepts. **Synonyms** are words that have similar meanings, such as 'happy' and 'joyful'. **Antonyms** are words with opposite meanings, like 'big' and 'small'. Provide several examples for clarity.

Question 1:

- Next, divide the class into groups of four. Each group will work together to complete question 1. Explain that they need to find either a synonym or an antonym for each word in the exercise. For example, if the word is 'fast', a **synonym** could be 'quick' and an **antonym** could be 'slow'.
- Encourage each group to discuss their answers and come up with the best options. After they have completed the exercise, ask each group to share one synonym or antonym with the class. For instance, one group might say, 'The synonym for 'happy' is 'joyful'.' Ask the rest of the class if they agree with the answer and discuss any discrepancies.
- Guide and correct as required, providing additional examples if necessary. This interactive approach ensures that all students understand the concepts and feel confident in their answers.

Question 2:

- Next, ask the students to complete question 2 as an individual activity. This allows them to apply what they have learned independently. Once they have finished, discuss the answers as a class.
- Encourage students to explain their choices and correct any mistakes together.

Use the dictionary:

Spelling:

- To teach the students about spellings, start by asking them to bring a dictionary to class. Begin the lesson by teaching them how to look up words in the dictionary by following the headwords in alphabetical order. This skill is crucial for their independent learning.
- Next, select a passage and ask one student to read it aloud while the rest of the class follows the words in their books. This helps students to focus on the correct pronunciation and flow of the passage.
- After reading, instruct the students to look up the spellings of specific words in their dictionaries. This reinforces their dictionary skills and helps them learn correct spellings.
- Ensure that different students answer each question about the spellings to encourage maximum participation. After each student provides an answer, ask the rest of the class if they agree.
- This promotes a collaborative learning environment where students can learn from each other. Guide and correct as needed and write the correct spellings on the blackboard for everyone to see and note down.

Phrases:

- For question 2, explain the entry for 'holiday' and its collocations as given in the textbook. Collocations are words that often go together, like 'holiday season' or 'holiday destination'. Use other examples on the blackboard to clarify this concept. Explain what the students need to do in the given exercise.
- Divide the class into groups of four. Each group will work together to complete the exercise, which might involve finding and using collocations. After they have completed the task, ask different groups to share their answers. Again, ask the rest of the class if they agree with each answer. Guide and correct as required.
- It would be beneficial to ask each group to make sentences with the given words and one of their collocations. This helps them practise using the words in context. Then, ask one member from each group to read their sentences aloud.
- Correct any grammar, logic, or pronunciation errors to ensure they understand the proper use of the words.

Learn grammar:

Subject and Predicate:

- To teach the students about grammar and help them with the exercises provided, start by explaining the basics of subjects and predicates. Tell the students that every complete sentence contains two parts: a subject, which is what the sentence is about, and a predicate, which tells us something about the subject. For example, in the sentence '**Anansi climbs**', '**Anansi**' is the **subject**, and '**climbs**' is the **predicate**.
- Read the example sentences aloud and highlight the subjects and predicates. Explain that to find the subject and predicate, they should first identify the verb in the sentence and then ask 'who' or 'what' before the verb to find the subject. The predicate always contains the verb and gives more information about the subject.
- Ask the students to complete question 1 by identifying the subject and predicate in each sentence. Walk around the classroom to provide assistance and ensure they understand the task.

Past continuous:

- Next, explain that the **simple past tense** talks about **actions that happened and were completed in the past**, like 'I walked to the store yesterday.' The **past continuous** tense describes **actions that were in progress in the past**, formed by the past tense of 'be' (was or were) plus the '-ing' form of a verb, like 'I was walking to the store.'
- For question 1 on the past continuous tense, ask the students to write what each person said using the past continuous form of the verbs provided. Encourage them to think about what the person was doing at a specific time. Guide and correct as required.
- For question 2, ask the students to look at the picture and complete the sentences by writing what each person was doing at the park. Explain that this will help them practise using the past continuous tense in context.

- Next, for Exercise 4, ask the students to write a short paragraph about a person they know who has strange habits and behaves unusually, using ‘would’ wherever appropriate. This exercise helps them apply their understanding of grammar in a creative way.
- Finally, read the example sentences to illustrate this. Next, go through each verb in brackets and show how to form the past continuous tense by combining ‘was’ or ‘were’ with the ‘-ing’ form of the verb. Guide the students as they fill in the blanks, and provide help where needed. Encourage them to think about what action was happening when another action occurred, ensuring they understand the concept.

Learn to write:

- To guide the students through the exercise, begin by explaining clearly what needs to be done. Inform them that they will work on writing a paragraph and the first step is to understand the given example.
- Ask one student to read the sample paragraph (on page 19) aloud to the class. This helps everyone to hear the structure, flow, and content of a well-written paragraph.
- While the student reads, draw the class’s attention to the key points used to write the paragraph, which are usually outlined in the chart provided in their books. These points might include the **topic sentence**, **supporting details**, and **concluding sentence**.
- Next, divide the class into groups of four. Each group will discuss and frame their own paragraph based on a given topic. Encourage them to collaborate and share ideas, ensuring each group member contributes to the discussion.
- Once the groups have drafted their paragraphs, ask one representative from each group to read their draft aloud. Listen carefully and correct any issues with grammar, syntax, and logic as needed. This step is crucial for helping students understand the importance of clear and coherent writing.
- After the group discussions and corrections, instruct the students to write the final version of their paragraphs individually in their notebooks. This helps them practise applying the feedback and solidifying their learning.
- Finally, check each student’s work for spelling, punctuation, and grammar. Provide constructive feedback to help them improve their writing skills. By following these steps, you will create a structured and supportive learning environment that encourages collaborative learning and individual skill development.

Learn to listen:

- To begin, explain the given exercise to the students. Clearly describe the purpose and content of the exercise, ensuring that students understand what they will be doing and what is expected of them. For example, you might say, ‘Today, we will be working on an exercise that involves listening to a recording and filling in a table based on the information provided.’
- Next, ask the students to keep their **books shut** and **listen attentively**. Emphasise the importance of **focusing solely on listening without any distractions**.

- Now, **play the recording** (or read the passage present on page 130) of the information. This recording contains the necessary details for the exercise. Ensure that the recording is loud enough for all students to hear clearly.
- Once the recording is complete, instruct the students to open their books to the relevant page where the exercise is located.
- Replay the recording to reinforce the information and allow the students to focus on filling in the table this time.
- After the recording has been played a second time, give the students some time to complete the table based on what they heard in the recording. Encourage them to work independently.
- Once the table is completed, select different students to read aloud the entries for each personality mentioned in the exercise.
- After each student reads aloud their entry, engage the entire class by asking if they agree with the entries read aloud. This promotes discussion and ensures that all students are on the same page.
- Finally, provide guidance and corrections where necessary to ensure that all students have accurate and complete information.

Learn to speak:

- To teach the given activity to the students, start by reading the passage aloud to the class. Explain that houses are designed differently around the world and that students will be thinking about the different rooms in their own homes.
- Discuss for a few minutes how their homes are designed. This way students will understand how even within a community, people have different homes.
- Begin by asking the students whether they think Anansi's house had a dining room or a living room. Encourage them to share their thoughts and reasons for their answers. This will help engage them and set the stage for the activity.
- Next, organise the students into groups of four. Explain that each group member will think of a room in their house, but they should not tell their group members which room it is. Each student will take turns describing the room and the objects in it, while the others in the group will try to guess which room is being described.
- Give an example to make it clear: For instance, if you say, 'There is a large table in it. There are several chairs around the table. It has a cupboard with some plates and dishes', your group members might guess that you are describing a dining room.
- Encourage the students to be detailed in their descriptions, mentioning specific objects and features of the room without directly naming it. This will make the activity more challenging and fun.
- Walk around the classroom and listen to the groups as they discuss and guess. Offer guidance and support if needed, and make sure everyone is participating and having a good time.

- Finally, bring the class back together and ask a few groups to share their descriptions and guesses with the entire class. This will help reinforce the learning and allow students to hear different perspectives and ideas.

Class assessment:	✓	✗
Can the students read about and understand Anansi?		
Can the students use synonyms and antonyms?		
Can they spell words correctly?		
Can the students differentiate between subject and predicate, and understand past continuous tense?		
Can the students write a paragraph (mentioning setting, characters, problems, and solution – as is directed)?		
Can the students listen to a passage and translate their findings onto the textbook?		
Can the students speak on the given topic and as instructed?		

Teacher’s notes:

- If the students are struggling with these tasks, first approach the situation with patience and understanding. For instance, if the students are having difficulty reading about and understanding Anansi, provide additional context about the character. This might include reading a simpler version of the story or discussing Anansi’s background and significance in folklore to pique their interest.
- If the students are finding it challenging to use synonyms and antonyms, introduce fun and interactive activities to reinforce these concepts. For example, they might play a matching game where students pair words with their synonyms or antonyms. Providing visual aids and examples during the lesson can also be very helpful.
- When it comes to spelling words correctly, implement spelling games and quizzes to make learning more engaging. Breaking down the words into smaller parts and practising them through repetition can also aid retention. Additionally, encouraging students to use new words in sentences can help solidify their understanding.
- If students are struggling to differentiate between the subject and predicate or understand the past continuous tense, review these concepts with clear explanations and examples. Using sentences from their own writing or classroom activities can make the lessons more relevant. Practical exercises where students identify and underline the subject and predicate, or convert sentences to the past continuous tense, can reinforce their learning.

- When it comes to writing a paragraph, guide the students through each element: setting, characters, problems, and solution. Providing a clear structure and template can help students organise their thoughts. Encouraging them to brainstorm ideas and outline their paragraphs before writing can also be beneficial. Offering positive feedback and constructive criticism can boost their confidence and improve their writing skills.
- If the students are unable to listen to a passage and translate their findings onto the textbook, practise active listening exercises with them. Playing short passages and asking questions about the content can help improve their listening skills. Gradually increasing the complexity of the passages as their skills develop can build their confidence.
- Finally, if students are struggling to speak on a given topic, provide them with sentence starters and prompts to get them started. Encouraging group discussions and presentations can help them feel more comfortable speaking in front of others. Offering praise and constructive feedback can further motivate them to improve their speaking abilities.

UNIT 3: PREENING (EXTENSIVE READING)

Grade: V

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives:

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

- recite and share English songs, poems.
- connect ideas that he/she has inferred, through reading and interaction, with his/her personal experiences.
- read print in the surroundings (advertisements, directions, names of places etc), understand and answer queries.

Overview:

This unit is an informative poem about the importance of grooming oneself and keeping neat and clean. Just like humans, animals and birds also groom and preen themselves every day, in order to keep themselves clean, fit and healthy. Young learners will find the poem engaging and interesting.

Success criteria:

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

- understand why birds need to preen themselves every day.
- appreciate the poem and enjoy its rhythm and language.
- answer factual, inferential, referential, and evaluative questions.
- collect information and pictures of birds preening themselves.

Generic skills:

- **Collaborative:** Students will work in groups to analyse the poem and discuss its meaning. They will also collaborate to create their verses, discussing the placement of lines and the overall structure of their poems.
- **Analytical:** Students will analyse the given poem to understand its message and themes. They will think critically about the actions described in the poem and the feelings associated with them.
- **Study skills:** Students will learn to appreciate the poem, become familiar with the device of rhyming, and understand the structure of a poem. They will practice writing their own four-line poems and work together to create longer verses.

Starter:

- To teach the students how to engage with the lesson, it is important to use simple language and clear explanations. Here is a detailed approach for each part of the task:
- Start by letting the students sit with their books shut. Do not disclose the name of the lesson they are about to read. This creates a sense of curiosity and anticipation. To introduce the topic, generate a discussion through the following questions. Allow the students to answer either individually or in chorus. Allot 10 minutes for the discussion.

- Begin by asking, ‘What do you do to keep yourselves fit and healthy?’ Explain that keeping fit and healthy involves activities like exercising, eating nutritious food, and getting enough sleep. Encourage the students to share their own routines and habits. For example, a student might say, ‘I play football every day to stay fit.’
- Next, ask, ‘How does grooming help you?’ Explain that grooming means taking care of your appearance and hygiene, such as brushing your hair, washing your face, and wearing clean clothes. Grooming helps you feel good about yourself and stay healthy. For example, you might say, ‘Brushing your teeth every day helps keep them clean and strong.’
- Then, ask, ‘What do animals do to groom themselves?’ Explain that animals also groom themselves to stay clean and healthy. For example, cats lick their fur to clean it, and birds use their beaks to smooth their feathers. Encourage the students to share any observations they have made about animals grooming themselves.
- Ask, ‘Have you seen birds preening themselves? How do birds preen?’ Explain that preening is when birds use their beaks to clean and arrange their feathers. This helps them stay clean and keep their feathers in good condition. For example, you might say, ‘Birds preen by using their beaks to remove dirt and smooth their feathers.’
- These questions will generate an interesting discussion, which should be monitored. All responses by the students should be appreciated. This encourages participation and makes the discussion more engaging.
- Now, ask the students to open their books to the lesson concerned. Explain that they will read about how grooming and staying healthy are important for both humans and animals. Encourage them to think about the discussion as they read the lesson.

Lesson structure:

Reading:

- To teach the students how to engage with the poem and understand its content, it is important to use simple language and clear explanations. Here is a detailed approach for each part of the task:
- Start by explaining that the meanings of difficult words have been given in a box on the page corresponding to the said word. However, students should be encouraged to discover the meanings themselves by referring to the context of the word in the poem. Explain that context means looking at the words and sentences around the difficult word to understand what it might mean. For example, if the word “preen” is used in a sentence about birds cleaning their feathers, students can guess that “preen” means to clean or arrange feathers.
- Next, ask one student to read the given poem aloud. As the student reads, correct pronunciation, intonation, and stress. Explain that pronunciation is how we say the words, intonation is the rise and fall of our voice, and stress is which words or syllables we say more strongly. For example, in the line “Preening every day, what a chore!” the word “chore” should be stressed to show that it is something the birds find tiresome.
- After the poem has been read aloud, ask the following questions to generate discussion:

- How do the birds preen themselves? Explain that preening involves birds using their beaks to clean and arrange their feathers. For example, a bird might use its beak to remove dirt and smooth its feathers.
- Why do the birds find preening to be boring and a chore? Discuss that preening is something birds have to do every day, and like any daily task, it can become boring. For example, just like how brushing teeth every day might feel boring to us, preening feels the same way to birds.
- How does preening help the birds? Explain that preening helps birds keep their feathers in good condition, which is important for flying. For example, clean and well-arranged feathers help birds fly smoothly and stay healthy.
- Next, play the audio narration of the whole poem. Ask the students to keep their books shut 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 and appreciate its musical quality.
- Now that the poem has been read and heard, divide the students into groups and discuss the following questions:
 - Did you enjoy the poem? Encourage students to share their feelings about the poem. For example, some might find it fun, while others might relate to the idea of daily chores.
 - What did you like most about the poem? Ask students to think about their favourite parts of the poem. For example, they might like the way the poem describes the birds' movements or the rhyming words.
- Discuss and compare the answers of the various groups. Explain that everyone's opinions are valuable and that it is interesting to hear different perspectives. Encourage students to listen to each other and appreciate the variety of responses.
- These discussions should be interactive, with encouragement for the students to participate. Explain that participating in discussions helps everyone learn from each other and makes the lesson more enjoyable. For example, 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.'

Learn to read:

- Divide the class into groups of four.
- Each group will discuss the answers to the given questions and make notes in their rough notebooks.
- Then, discuss each question in class in the following manner:
 - Ask at least three groups to read out their points for each answer.
 - Ask the other groups—
 - i. if they agree with the answer that has been read out.
 - ii. if they have anything to add.
- Finally, ask the students to write the answers in their notebooks.

- Each student's work will have to be checked for spelling, grammar, and punctuation.
- For Q. 6, read the poem out to the students. Ensure that the students have their books shut and their eyes closed.
- After the poem has been read, let the students discuss the images they saw.
- Let them call out the words and put them up on the blackboard.
- The time limit for this exercise should not exceed 15 minutes.

Activity:

- Start by instructing the students to research and collect pictures of birds preening themselves. Explain that preening is when birds use their beaks to clean and arrange their feathers. You might say, 'Preening helps birds keep their feathers in good condition, which is important for flying and staying healthy.'
- Encourage the students to look for pictures in books, magazines, or online. Explain that they should find clear images that show birds in the act of preening. For example, a picture might show a bird using its beak to smooth its feathers.
- Once the students have collected the pictures, put them up on the display board to make a collage. Explain that a collage is a collection of pictures arranged together to create an interesting display. You might say, 'We will create a collage of birds preening. This will help us see how different birds take care of their feathers.'
- Next, discuss the following question with the students: 'Through the pictures collected, can you infer which birds preen more than the others?' Explain that to infer means to make an educated guess based on the information you have. Encourage the students to look at the pictures and think about which birds seem to spend more time preening. For example, they might notice that some birds have very clean and well-arranged feathers, which could mean they preen more often.
- Guide and correct as required. If students have difficulty making inferences, provide hints and ask leading questions to help them think critically. For example, you might say, 'Look at this bird's feathers. Do they look very clean and smooth? What does that tell you about how often this bird preens?'
- For Exercise 2, instruct the students to read the clues and think about actions that are common to humans and birds. Explain that the clues will describe actions that both humans and birds do, and they need to figure out what those actions are. For example, a clue might be 'Something you do to keep clean,' and the answer could be 'wash' or 'preen.'
- Help the students complete the crossword by guiding them through the clues. Encourage them to think about the context of each clue and how it relates to both humans and birds. For example, if a clue is 'An action birds do to their feathers,' the answer might be 'preen.'
- Discuss the answers as a class activity. Once the students have completed the crossword, go through each clue and answer together. Explain why each answer is correct and how it relates to the actions of both humans and birds. For example, you might say, 'The answer to this clue is "preen" because birds use their beaks to clean and arrange their feathers, just like we use our hands to brush our hair.'

Class assessment:	✓	✗
Can the students read about and understand the poem 'Preening'?		
Can the students answer comprehension questions appropriately?		
Can the students talk about what preening is?		
Can the students attempt the crossword?		

Teacher's notes:

- If the students are unable to read about and understand the poem "Preening," 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 daily routines and self-care. 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. For instance, you might explain that "preening" is similar to how we brush our hair to keep it neat and clean.
- 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. For example, you might ask, 'What does the poem say about why birds preen every day?'
- If the students are unable to talk about what preening is, start by explaining the concept in simple terms. You might say, 'Preening is when birds use their beaks to clean and arrange their feathers. This helps them stay clean and keep their feathers in good condition for flying.' Provide examples and show pictures or videos of birds preening to help them visualise the process. Encourage the students to describe what they see and relate it to the explanation. For instance, you might show a video of a bird preening and ask, 'What is the bird doing with its beak? Why do you think it is important for the bird to do this?'
- If the students are unable to attempt the crossword, start by explaining how to approach the clues. Encourage them to read each clue carefully and think about how it relates to both humans and birds. Provide examples of how to interpret the clues and find the answers. For instance, if a clue is 'An action birds do to their feathers,' guide them to think about the word 'preen.' Work through a few clues together as a class to demonstrate the process. Once they understand how to approach the clues, encourage them to complete the crossword independently or in small groups. Discuss the answers as a class activity, explaining why each answer is correct and how it relates to the actions of both humans and birds. For example, you might say, 'The answer to this clue is "preen" because birds use their beaks to clean and arrange their feathers, just like we use our hands to brush our hair.'

UNIT 3: GULLIVER IN LILLIPUT

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

Learning objectives:

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

- write paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers.
- read text with comprehension, locate details, and sequence of events.
- connect ideas that they have inferred, through reading and interaction, with their personal experiences.
- use meaningful grammatically correct sentences to describe and narrate incidents.

Overview:

This unit is an entertaining tale about the adventures of a traveller who lands in the country of people who are only six inches tall. The text is a part of a larger tale and young learners will find the concept of a gigantic man being held a prisoner by tiny men amusing and engaging.

Success criteria:

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

- answer factual, inferential, evaluative and extrapolative questions
- describe the given words
- make collocations: expressions with travel
- understand and correctly spell words with single l/double l
- understand and identify the pronunciations of the sounds: 'id/' and 'd/'
- understand and correctly use the apostrophe
- write to express a point of view
- listen carefully and extract relevant information from a news report
- practise conversation by making suggestions

Generic skills:

- **Collaborative:** Students will work in groups to answer questions, practise conversation, learn to use grammar and write correctly. (*Learn to Read, Learn Words, Learn to Use the Dictionary, Learn Grammar, Learn to Write*).
- **Analytical:** Students learn to critically analyze the given text and draw conclusions. (*Learn to Read—Understanding*).
- **Critical Thinking:** Students will think and discuss the given questions critically. (*Learn to Read—Infer and Reflect*).
- **Study Skills:** Students learn to use the dictionary to look up spellings and collocations. (*Learn to Use the Dictionary*).
- **Listening Skills:** Students learn to listen carefully, to extract relevant information and complete a table. (*Learn to Listen*).
- **Conversational Skills:** Students will learn to converse by describing things/events around them. (*Learn to Speak*).

Starter:

Use the Starter to help the students know about famous people after whom objects have been named. Help them realize that these objects are known by the same name even today. This will also let them see that proper names can very well become words in ordinary parlance, as if they were everyday common nouns.

1. Ask the students the following questions and allow them to answer either individually or in chorus. Set a time limit of ten minutes for this discussion.
 - Do they like to travel?
 - How do they like to travel—by car, train, bus or plane?
 - What adventures have they had while they were travelling? Share some incidents with the class.
2. These questions will generate a lively discussion, monitor. All responses by the students should be appreciated.

Lesson structure:**Reading:**

- The meanings of difficult words have been given in boxes on the page corresponding to the said word. Students should, however, be encouraged to discover the meaning themselves by referring to the context in the story. Also, please correct pronunciation, intonation and stress as the lesson is being read by different learners.
- Tell the students to silently read the first paragraph of the story, that is, till '*could move was my eyes.*' Now ask the following questions to the students:
 - What did Gulliver discover when he woke up?
 - Why couldn't he move?
 - What did Gulliver feel across his body?
 - Which was the only part of his body that Gulliver could move?
- Now let one student read aloud the next two paragraphs of the text that is, till '*people climbing over me.*' Now ask the following questions:
 - What did Gulliver hear around him?
 - Describe the man Gulliver saw.
 - What else did Gulliver feel after he saw the man?
- Before continuing, the following questions should be written on the blackboard. The students will have to find the answers on the page. In this manner, the students will learn to scan any given material for specific information.
 - Why did Gulliver shout loudly?
 - How did some of the little people get badly hurt?
 - What did one of the men do?
 - What made Gulliver uncomfortable?
 - How did Gulliver try to free himself?

- Now, ask students to read the next part of the story, that is, from *'I could not believe it'* till *'tied to stakes in the ground.'* While reading, the students will automatically scan for the answers to the questions given on the blackboard.
- Play the audio narration of the relevant portion of the story. The students should listen to it with complete concentration, silently absorbing the rhythm and intonation of the language.
- Moving on, let another student read aloud from *'I managed to free my left'* till *'hand felt like sharp needles'*. Discuss the following questions:
 - How was Gulliver able to turn his head?
 - What order do you think was given while Gulliver was trying to free himself?
 - What did the arrows feel like to Gulliver?
- Now, ask a third student to read aloud from *'I shouted with pain'* till *'they stopped shooting.'* Divide the students into groups and discuss the following questions:
 - Why were the little men shooting more arrows?
 - How did Gulliver's jacket prevent him from getting hurt?
 - What happened when Gulliver decided to lie still?
- Now, ask another student to read aloud from *'Then they built a little'* till *'hungry. He understood.'* Discuss the following questions with the groups:
 - Why do you think the men built a platform?
 - What did one of the little men do?
 - Why was Gulliver in pain?
 - How did Gulliver make the little man understand that he was hungry?
- Now, ask a fifth student to read aloud the last two paragraphs of the story. Discuss the following questions with the groups:
 - What did the little man order his men to do?
 - What did they feed Gulliver?
 - What did they give Gulliver to drink?
 - Why were the little people pleased?
 - Why do you think Gulliver would not be given his freedom?
- Now that the story has been read, ask the following questions to each group:
 - Did they enjoy the story?
 - What would they have done if they had been captured, like Gulliver?
 - What did they like most about the story?
- Discuss and compare the answers of the different groups.
- These discussions should be interactive, encourage the students to participate.

Learn to read:

Understand, Infer, and Reflect:

- Divide the class into groups of four.
- Ask each group to discuss the answer to each question and make notes in their rough notebooks.

- Each question should then be discussed in class in the following manner:
 - Ask at least three groups to read out their points for each answer.
 - Ask the other groups—
 - i. if they agree with the answer that has been read out.
 - ii. if they have anything to add.
- Finally, the students will write the answers in their notebooks.
- Each student’s work will have to be checked for spelling, grammar, and punctuation.
- The time limit for this exercise should not exceed 15 minutes.

Learn words:

Adjectives:

- To begin with question 1, start by explaining to the students what needs to be done in the exercise. Clearly outline the objective and ensure that the students understand the task. For example, you might say, ‘In this exercise, we will identify adjectives from a list of words. An adjective is a word that describes a noun, such as ‘happy’, ‘blue’, or ‘tall.’
- Next, divide the class into groups of four. This will encourage teamwork and allow the students to collaborate on the exercise.
- Once the groups are formed, instruct them to work together to complete the exercise. Encourage them to discuss and help each other.
- After the groups have had time to work on the exercise, ask each group to provide the answer for one word. This will keep the class engaged and allow everyone to contribute. For example, ‘Group 1, can you tell us if the word ‘happy’ is an adjective?’
- Following each answer, ask the rest of the class if they agree with the group’s response. This will foster a sense of participation and ensure that everyone is paying attention.
- Guide and correct as required. If a group provides an incorrect answer or if there is any confusion, offer explanations and clarifications.

Travel:

- Once question 1 is completed, explain the various ways in which the word ‘travel’ can be used to make expressions. Provide examples and encourage the students to think of their own sentences. For instance, ‘The word ‘travel’ can be used in different expressions.
- Next, complete question 2 as a class activity. Involve all the students in working through the exercise together. This will ensure that everyone understands the task and has a chance to participate.
- Finally, once the exercise is completed as a class activity, let the students write the answers in their books. This will give them a chance to consolidate their learning and ensure they have a written record of their work. For example, ‘Now that we have discussed the answers, please write them in your books.’

Learn spelling:

- To teach students about spelling words with **single 'l'** or **double 'll'** with different vowel sounds, start by explaining the concept using clear definitions and examples. Begin by describing that in English, words can have either a single 'l' or a double 'll' depending on the vowel sounds and the structure of the word. For example, mention that the word 'travel' has a single 'l', whereas the word 'travelling' has a double 'll'.
- Next, write a few words with single 'l', double 'll', or without the 'l', on the blackboard. This visual aid will help the students understand the concept better. Write words like 'travel,' 'travelling,' 'fill,' 'filing,' 'ball,' and 'ballet' on the board. Explain each word as you write it, pointing out the differences in spelling and vowel sounds.
- Ask the students to spell the words correctly. Encourage them to look at the words on the blackboard and spell them out loud. For instance, instruct them to look at the word 'travel' and spell it, then do the same with 'travelling'. This helps reinforce their understanding of the spelling patterns.
- After this, let the students do the given exercise individually. Provide them with a list of words that need to be spelled correctly with single 'l' or double 'll'. Encourage them to think about the vowel sounds and the structure of each word. Instruct them to look at each word and decide whether it should have a single 'l' or double 'll'.
- Once the students have completed the exercise, ask each student for the answer to one word. This keeps the class engaged and allows everyone to participate.
- After each student provides their answer, ask the rest of the class if they agree with the spelling. This encourages discussion and ensures that everyone is paying attention.
- Guide and correct as required. If a student provides an incorrect spelling, offer explanations and corrections.
- Finally, write the correct spellings on the blackboard. This provides a visual reference for the students and reinforces their learning. Write the correct spellings on the board so everyone can see them.

Learn pronunciation:

- To help students understand and identify the pronunciations of the sounds **'/id/'** and **'/d/'**, begin by explaining the concept with clear definitions and examples. Explain that these sounds are common endings in regular verbs in their past tense forms. For instance, **'/id/'** is the sound in 'wanted' or 'ended', whereas **'/d/'** is the sound in 'played' or 'called'.
- For **question 1**, start by reading aloud the given words, ensuring to enunciate the **sounds '/id/'** and **'/d/'** clearly. Ask the students to repeat each word after you, paying close attention to the pronunciation. For example, say 'wanted', and have the students repeat 'wanted', then say 'played', and have them repeat 'played'. This repetition helps them to hear and practice the correct sounds.
- Next, move on to **question 2** by dividing the class into groups of four. This will encourage teamwork and make the activity more engaging. Instruct each group to work together to complete the exercise, which involves identifying words with the **'/id/'** and **'/d/'** sounds. Encourage them to discuss their answers and help each other.

- After the groups have had enough time to work on the exercise, ask each group for the answer to one word. For instance, ask Group 1 to tell you the sound for the word 'wanted'. Once they provide the answer, ask the rest of the class if they agree. This promotes class participation and ensures that everyone is attentive. For example, ask the class if they agree with Group 1's answer for the word 'wanted.'
- Guide and correct as required. If a group or student provides an incorrect answer, offer explanations and corrections. For example, if a student incorrectly identifies the sound in 'wanted', explain that the correct sound is '/id/' because the word ends with '-ed' and follows the pattern of regular verbs in their past tense form.
- After going through the words, write the correct answers on the blackboard for the students to see. This visual aid will help reinforce their learning.

Learn grammar:

- To teach the above grammar and writing concepts to the students, begin by explaining each topic in a **clear** and **engaging** manner. Start with the use of apostrophes to show possession and omission of letters or numbers. Provide examples such as '**Gulliver's Travels**' and '**Ani's key**' to illustrate possession.
- **Apostrophe:** Explain that we use an **apostrophe with 's' to show ownership**, like '**Rima's bag**' or '**James's book**'. Also, clarify that an apostrophe is used to show that one or more letters or numbers have been left out, such as 'can't' for 'cannot' and 'it's' for 'it is'.
- Next, address the **difference between 'it's' and 'its'**. Explain that '**it's is a contraction** for 'it is' or 'it has,' while '**its is a possessive form of 'it'**, used without an apostrophe. Provide examples such as 'It's a holiday tomorrow' (It's = It is) and 'The cat drank its milk and licked its paws' to highlight the distinction.
- Move on to the concept of possessive forms without an apostrophe, such as 'yours.' Explain that 'yours' is a possessive form of 'your,' used without an apostrophe, as in 'This is my classroom, where's yours?'
- Also, explain the use of an apostrophe before 's' to show the plural of letters and numbers. Use examples like 'I have three A's in my report card' and 'His telephone number has several 7's in it' to illustrate this rule.
- For the first exercise, instruct the students to rewrite sentences using the apostrophe wherever it is needed. Read each sentence aloud and ask the students to identify where the apostrophe should be placed. For instance, 'I cant get up early even during my exams' should be rewritten as 'I can't get up early even during my exams.' Guide them through each sentence and ensure they understand the correct usage.

Question 2:

- In the second question, ask students to indicate whether the apostrophe is used to show **possession (P)** or that a letter has been **left out (O)**. Provide examples and work through each sentence together. For example, 'It's Sara's birthday on Sunday' has an apostrophe for omission (It's = It is) and possession (Sara's birthday).
- (strong)' should be completed as 'Nazia Parveen, winner of a bronze medal at the Olympics, is a woman of strength'.

Abstract nouns:

- Next, introduce **abstract nouns** by explaining that they describe things that cannot be seen, touched, heard, tasted, or smelled. Give examples like ‘love,’ ‘peace,’ ‘courage,’ and ‘freedom’. Explain how abstract nouns can be formed from adjectives, verbs, or nouns, such as ‘strong’ becoming ‘strength,’ ‘obey’ becoming ‘obedience,’ and ‘child’ becoming ‘childhood’.
- For question 1, ask students to fill in the blanks with suitable abstract nouns. Provide the adjectives, verbs, or nouns in brackets, and guide them through each sentence. For instance, ‘Nazia Parveen, winner of a bronze medal at the Olympics, is a woman of Ensure that students understand how to form and use abstract nouns in context.

Learn to write:

Paragraph writing:

- To teach the students how to write about an adventure and an account of a meeting, start by explaining the concept of an adventure. Describe that an **adventure** can mean **exploring a new place, trying something new, or facing a challenge**. Ask the students to think about what adventure means to them. They could consider personal experiences, stories they have heard, or even imagine an adventure.
- Encourage the students to decide on a specific adventure they want to write about. Guide them to think of an experience they have had or create an imaginary adventure.
- Once they have chosen their adventure, ask them to write a short paragraph that introduces it. Read out the sample present on page 30.

Writing a personal account:

- Next, move on to the **second writing task**, where students imagine they have just joined a telecommunications company and have met a famous news channel’s CEO for the first time. Explain that they are to write an **account** of this meeting for the company’s monthly magazine.
- A **personal account** is a story about something that happened to them. It’s like sharing an interesting experience with a friend.
- Guide them to write an **introduction** that **sets the scene**. For example, they could start with, ‘Last summer, my family and I went on a trip to the mountains. I was so excited because it was my first time seeing such tall peaks.’
- Next, help them write the **body of the account**, where they **describe the main events** in detail. They should use ‘I’ and include their feelings and reactions. For instance, ‘When we arrived at the base of the mountain, I felt a mix of excitement and nervousness. The hike was challenging, and my legs were tired, but the view from the top made it all worth it.’
- Finally, guide them to write a **conclusion** that **wraps up their story** and **reflects on the experience**. They could share what they learned or how they felt afterward. For example, ‘The trip to the mountains taught me that I could achieve anything if I set my mind to it. I returned home with wonderful memories and a newfound sense of confidence.’

- Discuss some key points with the students before they start writing. Encourage them to use descriptive language to make their writing engaging. For example, they could use adjectives like 'nervous' or 'exciting' and strong verbs like 'met' or 'discussed'.
- Provide guiding questions to help them get started:
 - What time of day was it?
 - Were you prepared for the interview?
 - What sort of questions did you prepare?
 - How were you feeling?
 - How did he respond to the questions?
 - What did you feel after the interview?
- Encourage the students to use their imagination to fill in the details. Guide them through each question, asking them to think about and describe their feelings, the setting, and the interactions they had during the meeting.
- For example, they might start with, 'It was early afternoon when I arrived at the director's office. I had spent the morning preparing for the interview, going over my notes and practising my questions. I felt a mix of excitement and nervousness as I walked into the room. When I met the CEO, he greeted me warmly and put me at ease. We discussed various topics, and he was very open and thoughtful in his responses. After the interview, I felt relieved and proud of how it went.'

Learn to listen:

- Begin by explaining the given exercise to the students. Clearly outline the objective and ensure they understand what is expected of them. State that they **will listen to a passage** and then answer questions about it. Emphasise that this will help them practise their listening and comprehension skills.
- Next, ask the students to keep their **books shut and listen attentively**. Emphasise the importance of focusing solely on the recording without any distractions. Instruct them to close their books and give their full attention to the recording, highlighting that careful listening is crucial for understanding the passage.
- **Play the recording of the passage.** Make sure the volume is appropriate for everyone to hear clearly. After the recording, engage the students by asking if they can guess where such a passage is usually found. This encourages **critical thinking and makes the activity more interactive**.
- Then, ask the students to open their books to the exercise and read the given questions. This helps them understand what they need to listen for in the next playback. Instruct them to open their books to the exercise and read through the questions carefully.
- **Play the recording again.** This time, instruct the students to follow along in their books and pay attention to the details that will help them answer the questions. Encourage them to follow along in their books and listen for the information needed to answer the questions.

- Allow the students to **mark the sentences as true or false based on what they heard**. Give them some time to complete this task independently. Encourage them to think critically about each statement and mark each sentence as true or false based on the passage.
- Then, ask a different student for the answer to each question. This ensures that all students are engaged and have an opportunity to participate. Ask each student to provide the answer to one question.
- After each student provides their answer, ask the rest of the class if they agree. This promotes discussion and ensures that everyone is paying attention. Ask the class if they agree with the answer provided and encourage them to explain their reasoning.
- Finally, guide and correct as required. Provide explanations and clarify any misunderstandings. If a student gives an incorrect answer, offer a correction and provide further clarification to ensure understanding.

Learn to speak:

- To begin, explain the exercise to the class. Clearly outline what they will be doing and what the objective of the exercise is. Tell them that they will be discussing a given topic in groups and then sharing their ideas with the class. Emphasise that the **goal is to collaborate and come up with the best suggestions as a team**.
- Next, divide the class into groups of four. This encourages teamwork and ensures that everyone has a chance to participate.
- Once the groups are formed, instruct each group to discuss the given topic amongst themselves. Encourage them to **listen to each other's ideas and take notes**. Within their groups, they should discuss the topic and write down the key points of their discussion, making sure everyone has a chance to share their thoughts.
- After the groups have had enough time to discuss, ask a member from each group to share their notes with the class. This ensures that all groups have an opportunity to present their ideas.
- Once all the groups have spoken, engage the class as a whole to choose the three best suggestions and put them up on the blackboard. This encourages collective decision-making and ensures that the best ideas are highlighted.

Class assessment:	✓	✗
Can the students read about and understand the story about Gulliver?		
Can the students use adjectives?		
Can the students use different vowel sounds?		
Can the students pronounce /ld/ or /d/?		
Can the students use apostrophe and abstract nouns?		

Can the students write a paragraph and a personal account as directed?		
Can the students listen to a passage and translate their findings onto the textbook?		
Can the students speak on the given topic and as instructed?		

Teacher's notes:

- If the students are struggling with reading and understanding the story of Gulliver, provide additional context about the story, such as summarising key plot points and discussing the main characters. Reading the story together as a class and discussing it in small sections might also help.
- If the students are struggling with using adjectives, introduce interactive activities to reinforce the concept. For example, create a game where students describe objects or pictures using adjectives. Visual aids and examples during lessons can also be beneficial, as they help students understand how adjectives add detail to nouns.
- If the students are struggling with using different vowel sounds, employ various phonics activities and exercises. Practising pronunciation through repetition and listening exercises can help students become more familiar with vowel sounds. Providing examples and encouraging students to say the words out loud will improve their confidence and accuracy.
- If the students are struggling with the pronunciation of /ld/ or /d/, the
- model the correct sounds and engage the class in choral repetition. Breaking down words into smaller parts and practising them can also help. Using visual aids, such as phonetic charts, can reinforce the learning process.
- If the students are struggling with using apostrophes and abstract nouns, review the rules and provide plenty of examples. Hands-on activities, like writing sentences or short paragraphs using apostrophes and abstract nouns, can make the lesson more interactive. Encouraging students to share their work with the class can also reinforce their understanding.
- If the students are struggling with writing a paragraph or a personal account, guide them through the process step by step. Breaking down the writing task into smaller parts, such as brainstorming ideas, creating an outline, and writing drafts, can make the task more manageable. Providing clear examples and offering constructive feedback will help them improve their writing skills.
- If the students are struggling with listening to a passage and translating their findings onto the textbook, practise active listening exercises with them. Playing short passages and asking questions about the content can enhance their listening skills. Gradually increasing the complexity of the passages as their skills develop can build their confidence.
- If the students are struggling with speaking on a given topic, provide sentence starters and prompts to help them get started. Encouraging group discussions and presentations can make them feel more comfortable speaking in front of others. Offering praise and constructive feedback will motivate them to improve their speaking abilities.

UNIT 4: THE WRONG HOUSE

Grade: V

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives:

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

- read text with comprehension, locate details and sequence of events.
- connect ideas that he/she has inferred, through reading and interaction, with his/her personal experiences.
- use the dictionary for reference.
- read print in the surroundings (advertisements, directions, names of places etc), understand and answer queries.

Overview:

This unit is an entertaining tale about two robbers. They attempt to play a trick on a man in order to get the suitcase full of money that they had hidden in his house. However, they are, instead, fooled and arrested when the man they try to trick turns out to be the chief of police himself! Young learners will find the lesson engaging and amusing.

Success criteria:

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

- answer factual, inferential and evaluative questions.
- learn about unusual words, like 'sidekick'.
- identify words related to crime and suspense.
- know more about words related to clothing.
- understand and correctly use the phrase 'going to'.
- write by making notes and completing a table.

Generic skills:

- **Collaborative:** Students will work in groups to answer questions about the text, practise conversation, and learn to use grammar and write correctly. They will discuss the plot, characters, and events, and share their interpretations and insights. For example, students might work together to summarise the story or role-play the characters to better understand their motivations.
- **Analytical:** Students will critically analyse the given text and draw conclusions about the characters' actions and the plot's development. They will examine the motives behind the characters' decisions and the consequences of those actions. For instance, students might analyse why Hogan and Burns decided to impersonate police officers and how their plan ultimately failed.

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| <ul style="list-style-type: none"> • listen for details and complete sentences. • brainstorm and come up with ideas to prevent crime. | <ul style="list-style-type: none"> • Critical Thinking: Students will think and discuss the given questions critically, reflecting on the themes of deception, trust, and justice. They will infer the underlying messages of the story and consider the ethical implications of the characters' behaviour. For example, students might discuss the moral lessons learned from Hogan and Burns' attempt to deceive Mr Rogers. • Study Skills: Students will learn to use the dictionary to look up spellings and collocations, enhancing their vocabulary and understanding of the text. They will identify difficult words and phrases, and use context clues to infer meanings. For example, students might look up words like "porch," "abandoned," and "consulting" to better understand the narrative. • Listening Skills: Students will learn to listen carefully to the text being read aloud, extracting relevant information and completing comprehension exercises. They will focus on the details of the story, such as the sequence of events and the interactions between characters. For instance, students might listen to the text and then answer questions about the plot and characters. • Conversational Skills: Students will learn to converse by describing things and events around them, using the text as a basis for discussion. They will practise speaking clearly and confidently, sharing their thoughts and opinions about the story. For example, students might discuss how they would react in a similar situation or describe the setting of the story. |
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Starter:

- To begin the lesson, have the students sit with their books closed. Do not disclose the name of the lesson they are about to read. Instead, engage them in a discussion to pique their interest and get them thinking about the topic at hand.
- Start by asking the students the following questions and allow them to answer either individually or in chorus. Set a time limit of 10 minutes for this discussion:
 - *What would you do if a thief broke into your house?*
 - This question encourages students to think about immediate actions they might take in a crisis. They might suggest calling the police, hiding, or trying to scare the thief away. This will help them understand the importance of quick thinking and safety measures.
 - What can be done to prevent a thief from entering your house?
 - Here, students can brainstorm various preventive measures such as installing security systems, using strong locks, having a dog, or keeping the house well-lit. This will lead them to consider the role of technology and planning in crime prevention.
 - Why do you think thieves steal?
 - This question invites students to think about the motivations behind theft. They might suggest reasons such as poverty, greed, or lack of employment opportunities. This can lead to a deeper discussion about social issues and the factors that drive people to commit crimes.
 - If a thief was given a job, would he continue to steal? What do you think?
 - This question encourages students to consider the possibility of rehabilitation and the impact of providing opportunities for those who have committed crimes. They might have varied opinions, which can lead to a rich discussion about human behaviour and societal support systems.
 - These questions will generate an interesting discussion, which should be monitored to ensure that all students have the opportunity to contribute. All responses by the students should be appreciated to create an inclusive and supportive environment.
 - After the discussion, ask the students to open their books to the lesson concerned. This lesson will introduce them to the scientific tools and technology that have been invented to fight crime on a day-to-day basis. These devices and technologies help us to keep the world relatively safer and allow us to lead a normal life.
 - For example, one of the most significant advancements in crime-fighting technology is the development of forensic science. Forensic tools such as DNA analysis, fingerprinting, and digital forensics play a crucial role in solving crimes. DNA analysis can link a suspect to a crime scene with high accuracy, while fingerprinting can identify individuals based on unique patterns. Digital forensics involves the recovery and investigation of material found in digital devices, which is essential in solving cybercrimes.
 - Another example is the use of surveillance technology. CCTV cameras are widely used to monitor public and private spaces, deterring criminal activity and providing valuable evidence in investigations. Advanced surveillance systems can include facial recognition technology, which helps in identifying suspects quickly.

- Additionally, law enforcement agencies use various other technologies such as body-worn cameras, which provide transparency and accountability during police interactions, and automated license plate readers, which help in tracking stolen vehicles and identifying suspects.

Lesson structure:

Reading:

- The meanings of difficult words have been provided in boxes on the page corresponding to the said word. Students should, however, be encouraged to discover the meaning themselves by referring to the context of the word in the story. This approach helps students develop their inferencing skills and deepens their understanding of the text.
- Tell the students to read the first part of the story, till ‘The family was away’, silently. Remind them not to move their lips, or use their fingers or pencils to mark the lines as they read. Silent reading helps improve concentration and comprehension. After they have read this section, ask the following questions to the students to ensure they have understood the text:
 - ‘Who do you think these two men are?’ This question encourages students to make predictions based on the context.
 - ‘How do you know they are thieves?’ This question prompts students to identify clues in the text that reveal the characters’ identities.
 - ‘How did they know that the family was away on holiday?’ This question helps students understand the plot and the characters’ actions.
 - ‘What was one of the men carrying?’ This question checks students’ attention to detail.
 - ‘How did they enter the house?’ This question ensures students are following the sequence of events.
- Now, let one student read the second part of the text, from ‘Hasty Hogan and’ till ‘hundred thousand dollars in it’ aloud. Correct pronunciation, intonation, and stress as the lesson is read by different students. Reading aloud helps improve oral skills and confidence.
- After this, ask the following questions:
 - ‘What were the names of the two thieves?’ This question checks for specific information.
 - ‘What happened when their luck failed?’ This question helps students understand the consequences faced by the characters.
 - ‘What did they have in the suitcase?’ This question ensures students are paying attention to key details.
- Before continuing, write the following questions on the blackboard. The students will have to find the answers on the page. In this manner, students will learn to scan any given material for specific information:
 - ‘Why did they not want to steal a car?’ This question encourages students to understand the characters’ motivations.
 - ‘Where did they hide the suitcase?’ This question checks for comprehension of the plot.

- ‘To whom did the house belong?’ This question ensures students are following the story’s details.
- Now ask the students to silently read the third section of the story, from ‘We have to get a car’ till ‘Mr Samuel W. Rogers.’ While reading, the students will automatically scan for the answers to the questions given on the blackboard. This practice helps improve their scanning and skimming skills.
- Play the audio narration of this portion of the story. The students should listen to it with complete concentration, silently absorbing the rhythm and intonation of the language. Listening to audio narration helps students improve their listening skills and understand the natural flow of language.
- Moving on, let another student read the next part, till ‘Samuel W. Rogers, Plainview 6329’, aloud. Discuss the following questions:
 - ‘Why do you think they didn’t take the car right up to the house?’ This question encourages students to think critically about the characters’ actions.
 - ‘Why did Hogan stop suddenly?’ This question checks for understanding of the plot.
 - ‘Why did Hogan want a telephone directory?’ This question helps students understand the characters’ plans.
- Now, ask a third student to read aloud from ‘A moment later he was talking’ till ‘Very well,’ said Mr Rogers.’ Divide the students into groups and discuss the following questions:
 - ‘Who did Hogan pretend to be?’ This question checks for comprehension of the characters’ deception.
 - ‘Why did Mr Rogers think that he was in trouble?’ This question helps students understand the characters’ interactions.
 - ‘Why did Hogan say he wanted to meet Mr Rogers?’ This question ensures students are following the plot.
- Now, ask a fourth student to read aloud from ‘And, Mr Rogers,’ till ‘All the money was there—safe.’ Discuss the following questions with the groups:
 - ‘What did Hogan caution Mr Rogers about? Why?’ This question encourages students to think about the characters’ motivations.
 - ‘Describe Mr Rogers.’ This question checks for understanding of character traits.
 - ‘How did Mr Rogers help Hogan and Blackie?’ This question ensures students are following the plot.
 - ‘Do you think the two robbers will be caught?’ This question encourages students to make predictions based on the story.
- Now, ask a fifth student to read aloud from ‘And now, Mr Rogers,’ Hogan announced’ till the end of the story. Discuss the following questions with the groups:
 - ‘What did they like most about the story?’ This question helps students articulate their thoughts and preferences.
- Discuss and compare the answers of the various groups. These discussions should be interactive, with students encouraged to participate actively. This approach fosters a collaborative learning environment and helps students develop their communication skills.

- ‘Who was Mr Rogers?’ This question checks for understanding of the character’s identity.
- ‘How did he catch the two thieves?’ This question ensures students are following the plot.
 - Now that the story has been read, ask the following questions to each group:
 - ‘Did they enjoy the story?’ This question encourages students to reflect on their reading experience.

Learn to read:

Understand, Infer, and Reflect:

- Divide the class into groups of four.
- Ask each group to discuss the answer to each question amongst themselves and make notes in their rough notebooks.
- Then, discuss each question in class in the following manner:
 - Ask at least three groups to read out their points for each answer.
 - Ask the other groups—
 - i. if they agree to the answer that has been read out.
 - ii. if they have anything to add.
- Finally, the students will write the answers in their notebooks.
- Each student’s work will have to be checked for spelling, grammar, and punctuation.
- The time limit for this exercise should not exceed 15 minutes.

Learn words:

- Some words are not what they seem. They mean something very different from the actual words. For example, a sidekick is not a type of kick but someone who helps a more important person. To help students understand this concept, we can use pictures and words to make connections.
- First, show the students the pictures in column B and the words in column A. Explain that they need to match the words with the correct pictures. For instance, ‘ladies’ fingers’ does not refer to actual fingers but to a type of vegetable known as okra. Similarly, a ‘ladybird’ is not a bird but a small beetle. Go through each word and picture, helping the students make the correct associations. This activity will help them understand that some words have meanings that are not immediately obvious.
- Next, move on to the exercise where students need to underline the odd one out in each set of words. Explain that in each group of words, there is one word that does not belong with the others. For example, in the set ‘crook, robber, hawker, criminal’, the word ‘hawker’ is different because it refers to someone who sells goods, while the other words refer to people who commit crimes.

- For each set of words, guide the students through the process of identifying the odd one out: a. ‘crook, robber, hawker, criminal’ – Explain that a crook, robber, and criminal are all types of people who break the law, but a hawker is someone who sells things. b. ‘detective, policeman, investigator, guard’ – Discuss how a detective, policeman, and investigator all work to solve crimes, while a guard’s job is to protect people or property. c. ‘wealth, chance, luck, fortune’ – Explain that wealth, luck, and fortune all relate to having good things happen, often involving money, but chance is more about the possibility of something happening. d. ‘trick, ill-treat, cheat, dupe’ – Point out that trick, cheat, and dupe all involve deceiving someone, while ill-treat means to treat someone badly. e. ‘thriller, mystery, spy, movie, suspect’ – Explain that thriller, mystery, and spy are all types of stories or genres, while a suspect is a person who might have committed a crime.

Use the dictionary:

- To teach the students how to answer the questions using a dictionary, it is important to make the process engaging and straightforward. Here is a step-by-step explanation for each question, ensuring the students understand how to use a dictionary effectively.
- First, introduce the concept of a dictionary. Explain that a dictionary is a book or an online resource that provides the meanings of words, how to pronounce them, and sometimes additional information like word origins and usage examples. Show them how to look up a word in a dictionary by using alphabetical order.
 - ‘Does a sweatshirt stop a person from sweating too much?’ Explain that a sweatshirt is a type of clothing. Ask the students to look up the word ‘sweatshirt’ in the dictionary. Once they find the definition, discuss it with them. Explain that the name ‘sweatshirt’ might make it sound like it stops sweating, but it is actually a warm, long-sleeved shirt typically made of thick cotton. Use an example to illustrate that people wear sweatshirts to stay warm, not necessarily to stop sweating.
 - ‘How is a cardigan similar to a jacket?’ Ask the students to look up the word ‘cardigan’ in the dictionary. Once they find the definition, discuss it with them. Explain that a cardigan is a type of knitted sweater that opens at the front, similar to a jacket. Use an example to show that both cardigans and jackets can be worn over other clothes to keep warm, but cardigans are usually made of softer, knitted material.
 - ‘On which part of the body would a woman wear stockings?’ Ask the students to look up the word ‘stockings’ in the dictionary. Once they find the definition, discuss it with them. Explain that stockings are a type of clothing worn on the legs, usually by women. Use an example to show that stockings can be worn under skirts or dresses to keep the legs warm or for fashion.
 - ‘What two things do sneakers and trainers have in common?’ Ask the students to look up the words ‘sneakers’ and ‘trainers’ in the dictionary. Once they find the definitions, discuss them with the students. Explain that both sneakers and trainers are types of shoes designed for sports or casual wear. Use an example to show that they are both comfortable and often have rubber soles for better grip.

- ‘What is another word for trousers?’ Ask the students to look up the word ‘trousers’ in the dictionary. Once they find the definition, discuss it with them. Explain that trousers are a type of clothing worn on the lower part of the body, covering the legs. Use an example to show that another word for trousers is ‘pants’, which is commonly used in American English.

Learn grammar:

- To teach the students how to frame answers using ‘going to’ and the clues provided, it is important to make the process engaging and straightforward. Begin by introducing the concept of ‘going to’. Explain that we use ‘going to’ when we talk about something we have already decided to do or when we say that something is about to happen. Use simple examples to illustrate this, such as ‘I am going to play football’ or ‘It is going to rain’.
- Next, move on to the questions. Explain that each question has a clue in brackets that will help them form their answers. For example, if the clue is ‘(not)’, it means the answer should include ‘not going to’. If the clue is ‘(build, tree house)’, it means the answer should include ‘going to build a tree house’.
- Encourage the students to look at the clues and think about how they fit into the sentence. For instance, if the question is ‘Why are you carrying those wooden planks?’ and the clue is ‘(build, tree house)’, guide the students to understand that the answer should explain the intention behind carrying the planks, which is to build a tree house.
- Similarly, if the question is ‘What is all that flour for?’ and the clue is ‘(bake, cake)’, explain that the answer should describe the plan to use the flour for baking a cake. Emphasise that ‘going to’ is used to show what they intend to do with the flour.
- For questions like ‘Why are the police here?’ with the clue ‘(investigate, robbery)’, help the students understand that the answer should indicate the police’s purpose, which is to investigate the robbery. Explain that ‘going to’ shows that the investigation is about to happen.
- When the question is ‘Why are you carrying an umbrella?’ and the clue is ‘(rain)’, guide the students to form an answer that explains the reason for carrying the umbrella, which is because it is going to rain. This shows that the rain is expected soon.
- For questions like ‘Could you please lend me your bicycle?’ with the clue ‘(no, bazaar)’, explain that the answer should indicate a refusal and a plan to go to the bazaar. This helps students understand how to use ‘going to’ to explain their intentions.
- When the question is ‘What are you saving all that money for?’ and the clue is ‘(buy, bicycle)’, guide the students to form an answer that explains the purpose of saving the money, which is to buy a bicycle. This shows their plan.
- Lastly, for the question ‘What’s happened to the plane?’ with the clue ‘(take off soon)’, explain that the answer should indicate that the plane is delayed but is going to take off soon. This shows that the take-off is expected shortly.

Learn to write:

- To teach the students how to answer questions about their favourite storybook or film, and how to make notes in a table, it is important to make the process engaging and straightforward. Begin by explaining the purpose of the activity, which is to help them organise their thoughts and share their opinions about a book or film they like.
- First, introduce the concept of a favourite storybook or film. Ask the students to think about a book or film they enjoy. Explain that they will be writing about it and making notes in a table. Show them the table format and explain each column.
- Start with the first column, 'Title of the book and author's name'. Explain that this is where they write the name of the book or film and the author or director. For example, if they choose 'Harry Potter and the Philosopher's Stone', they would write 'J.K. Rowling' as the author.
- Next, move to the second column, 'Type of story'. Explain that this is where they describe the genre of the book or film. Is it a mystery, adventure, fantasy, or something else? Give examples of different types of stories to help them understand. For instance, 'Harry Potter' is a fantasy story.
- Then, explain the third column, 'Outline of the story'. This is where they write a brief summary of the plot. Encourage them to think about the main events and characters. For example, in 'Harry Potter and the Philosopher's Stone', they might mention Harry discovering he is a wizard, going to Hogwarts, and facing challenges with his friends.
- Finally, move to the fourth column, 'Your ideas, views, and comments'. Explain that this is where they share their personal thoughts about the book or film. What did they like or dislike? Was there a twist in the story that surprised them? Encourage them to express their opinions honestly. For example, they might say they enjoyed the magical elements and the friendship between the characters.
- To make the activity more interactive, ask the students to copy the table into their notebooks and fill it out with their chosen book or film. Walk around the classroom and provide guidance as needed. Encourage them to discuss their choices with their classmates, sharing their summaries and opinions.

Learn to listen:

- To teach grade 4 students how to complete sentences based on listening to crime reports, it is important to make the process engaging and straightforward. Begin by explaining the purpose of the activity, which is to improve their listening and comprehension skills. Let them know that they will hear the crime reports twice and that they should focus on understanding the main points during the first listening.
- Start by playing the crime reports for the first time. Encourage the students to listen carefully without writing anything down. Explain that the goal is to get a general understanding of what is happening in each report. After the first listening, discuss briefly what they heard to ensure they have grasped the main ideas.
- Next, introduce the sentences they need to complete. Explain that they will fill in the blanks based on what they remember from the reports. Go through each sentence and discuss the clues provided:

- a. 'The robber at the medical store paid a price for not _____ to his friend.' Explain that they need to think about what the robber did or did not do that led to a consequence. Encourage them to recall details from the report about the robber's actions or mistakes.
 - b. 'The policemen were able to arrest the robber because they had seen _____.' Explain that they need to remember what the policemen observed that helped them catch the robber. Encourage them to think about any specific details mentioned in the report.
 - c. 'Police detectives did not have to find clues—the robbers provided the lead by leaving their _____ and _____.' Explain that they need to recall what the robbers left behind that gave the detectives a lead. Encourage them to think about any items or evidence mentioned in the report.
 - d. 'The robber had forgotten to cut _____ in the mask.' Explain that they need to remember what the robber forgot to do with the mask. Encourage them to think about any specific details mentioned in the report about the mask.
- After discussing the sentences and clues, play the crime reports for the second time. This time, encourage the students to write down the missing words as they listen. Remind them to focus on the specific details that will help them complete the sentences.
 - Once the second listening is complete, go through each sentence together and discuss the answers. Encourage the students to share what they wrote and confirm whether they got the answers correct. This process not only helps them improve their listening and comprehension skills but also reinforces their ability to recall and use information accurately.

Learn to speak:

- To teach grade 4 students how to discuss and brainstorm ways to protect their homes from thieves when they are away, it is important to make the process engaging and straightforward. Begin by explaining the context of the activity, which is to think about how to keep their homes safe when they are not there, just like in the story of Hasty and Blackie.
- Start by introducing the concept of home security. Explain that there are many criminals today who steal valuables from homes when people are away at work or on vacation. Use simple language to describe the importance of keeping their homes safe and secure.
- Next, divide the students into groups of four. Explain that they will work together to brainstorm ideas on how to protect their homes from thieves. Encourage them to think creatively and share their thoughts with each other.
- Provide an example to get them started: 'When we go on holiday, we must not announce our travel plans to everyone.' Explain that this means they should be careful about who they tell about their travel plans, as announcing it to everyone might make their home a target for thieves.
- Guide the students through the brainstorming process by asking questions that prompt them to think about different aspects of home security. For instance:

- ‘What can you do to make your home look occupied even when you are away?’ Explain that they can think about ways to make it seem like someone is home, such as using timers for lights or asking a neighbour to check on the house.
- ‘How can you secure doors and windows?’ Explain that they can think about ways to make sure doors and windows are locked and secure, such as using strong locks or installing security systems.
- ‘What can you do with valuable items?’ Explain that they can think about ways to keep valuable items safe, such as storing them in a safe or hiding them in less obvious places.
- Encourage the students to write down their ideas in their notebooks. Walk around the classroom and provide guidance as needed. Ask them to share their ideas with their group and discuss which ones they think are the most effective.
- After the brainstorming session, bring the class together and ask each group to share their ideas with the rest of the class. Discuss the different suggestions and highlight the importance of each one. Encourage the students to think about how they can apply these ideas to their own homes.

Class assessment:	✓	✗
Can the students read about and understand the story about The Wrong House?		
Can the students answer the comprehension questions?		
Can the students use unusual words?		
Can the students point out the odd one out?		
Can the students use words related to clothing?		
Can the students use the verb: going to in their sentences and paragraphs?		
Can the students make notes appropriately and successfully?		
Can the students listen to a passage and translate their findings onto the textbook?		
Can the students discuss and brainstorm on the given topic as instructed?		

Teacher’s notes:

- If the students are unable to read about and understand the story about ‘The Wrong House’, it is important to revisit the text with them. Start by reading the story aloud, pausing to explain difficult words and phrases. Use visual aids or illustrations to help them grasp the context and main events. Encourage them to ask questions and discuss the story in small groups to enhance their comprehension.

- If the students are unable to answer the comprehension questions, guide them through the process of finding answers in the text. Break down each question and show them how to locate relevant information. Use examples to demonstrate how to extract key details from the story. Encourage them to work in pairs or small groups to discuss their answers and provide support as needed.
- If the students are unable to use unusual words, introduce these words in a fun and engaging way. Create a word wall with definitions and pictures, and use games or activities to reinforce their meanings. Encourage the students to use the words in sentences and provide examples to show how they can be used in different contexts. Practice regularly to build their confidence and vocabulary.
- If the students are unable to point out the odd one out, explain the concept clearly. Use simple examples to illustrate how to identify the word that does not belong in a set. Provide practice exercises with different sets of words and guide them through the process of elimination. Encourage them to discuss their reasoning with classmates to reinforce their understanding.
- If the students are unable to use words related to clothing, introduce these words through visual aids and real-life examples. Show pictures of different types of clothing and explain their names and uses. Use activities like dressing up or creating fashion collages to make learning fun. Encourage the students to use the clothing words in sentences and provide opportunities for practice.
- If the students are unable to use the verb 'going to' in their sentences and paragraphs, explain the concept with clear examples. Show how 'going to' is used to express future plans or intentions. Provide practice exercises where they can fill in the blanks with 'going to' and guide them through writing their own sentences. Encourage them to share their sentences with the class to build confidence.
- If the students are unable to make notes appropriately and successfully, teach them how to organise their thoughts. Show them how to use headings and bullet points to structure their notes. Provide examples of well-organised notes and guide them through the process of summarising information. Encourage them to practice note-taking with different texts and share their notes with classmates for feedback.
- If the students are unable to listen to a passage and translate their findings onto the textbook, practice listening skills with short, clear passages. Play the passage multiple times and ask them to focus on key details. Provide guided questions to help them extract information and write it down. Encourage them to discuss their findings with classmates to reinforce their understanding.
- If the students are unable to discuss and brainstorm on the given topic as instructed, facilitate group discussions with clear guidelines. Provide prompts and questions to guide their brainstorming sessions. Encourage active participation and respectful listening. Use activities like mind mapping or role-playing to make discussions more engaging. Provide support and feedback to help them develop their ideas effectively.

UNIT 5: THE HONEYGUIDE'S REVENGE

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

Learning objectives:

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

- write paragraphs in English from verbal and visual clues, with appropriate punctuation marks and linkers
- read text with comprehension, locate details and sequence of events
- answer coherently in written or oral form, to questions in English, based on their day-to-day life experiences or any unfamiliar stories and poems heard or read by them
- appreciate verbally the variety in food, dress, customs, and festivals as read/heard in their day-to-day life

Overview:

This unit is a folk tale dealing with the themes of help, greed, and revenge. This is the story of Gingile, who refused to thank the Ndege bird for its help in locating honey. The honeyguide, in turn, taught him a lesson for his greed. Young learners will understand that one must not be selfish and greedy and must share his gains with his helpers.

Success criteria:

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

- understand that one must not be selfish, ungrateful and greedy and must learn to share
- answer factual, inferential, evaluative and extrapolative questions
- correctly make and use phrasal verbs with 'pick'

Generic skills:

- **Collaborative:** Students will work in groups to discuss the text, answer questions, and practice conversation. They will learn to use grammar correctly and write coherently. For example, students might work together to summarise the story or role-play the characters to better understand their motivations. This collaborative effort will help them appreciate different perspectives and improve their communication skills.
- **Analytical skills:** Students will critically analyse the text and draw conclusions about the characters' actions and the plot's development. They will examine the motives behind the characters' decisions and the consequences of those actions. For instance, students might analyse why Gingile chose not to share the honey with Ndege and how this decision led to his misfortune. This analysis will help them understand cause-and-effect relationships and the importance of ethical behaviour.

- use the dictionary to make compound words
- understand and correctly use adverbs of manner
- write a paragraph using the given notes in the table
- listen carefully and take factual notes
- converse by describing a place

- **Critical Thinking:** Students will think and discuss the given questions critically, reflecting on the themes of greed, reciprocity, and justice. They will infer the underlying messages of the story and consider the ethical implications of the characters' behaviour. For example, students might discuss the moral lessons learned from Gingile's greed and Ndege's revenge. This critical thinking will encourage them to reflect on their values and actions.

Starter:

- To teach the starter questions for the chapter 'The Honey Guide's Revenge' to the students, begin by creating an engaging and thought-provoking atmosphere. The students should sit with their books shut, and the name of the lesson should not be disclosed initially. This approach will pique their curiosity and prepare them for the discussion.
- Start by asking the first question: 'Do you think it is right to be greedy?' Explain to the students that greed means wanting more than what one needs or deserves, often at the expense of others. Encourage them to think about examples from their own lives or stories they have heard where someone was greedy. Allow them to share their thoughts individually or in chorus and set a time limit of 10 minutes for this discussion. This will help them understand the concept of greed and its implications.
- Next, pose the second question: 'Do you think good things happen to people who are greedy?' Guide the students to consider whether greed leads to positive outcomes. Explain that while it might seem that greedy people get what they want initially, it often leads to negative consequences in the long run. Use examples from stories or real-life situations to illustrate this point. Encourage the students to discuss their opinions and experiences, fostering a lively and interactive discussion.
- Finally, ask the third question: 'If you helped a friend in need, and your friend refused to help you when you needed their help, how would you feel? What would you do?' This question aims to teach the students about reciprocity and the importance of helping others. Explain that reciprocity means returning a favour or kindness. Ask the students to imagine how they would feel if a friend they helped refused to help them in return. Encourage them to share their feelings and thoughts on what they would do in such a situation. This will help them understand the value of mutual support and kindness.
- Throughout the discussion, monitor the students' responses and appreciate all contributions. This will create a positive and inclusive environment where students feel valued and heard.
- After the discussion, ask the students to open their books to the lesson concerned. This transition will connect the starter questions to the lesson, making the learning experience more meaningful and engaging.

Lesson structure:

Reading:

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- After the discussion, ask the students to open their books to the lesson concerned. This transition will connect the starter questions to the lesson, making the learning experience more meaningful and engaging.
- To begin the lesson, explain that the meanings of difficult words are provided in boxes on the page corresponding to the said word. However, encourage the students to discover the meaning themselves by referring to the context of the story. This will help them develop their vocabulary and comprehension skills.
- Ask the students to silently read the first two paragraphs of the story till 'be sure that Gingile followed.' Remind them not to move their lips or use their fingers or pencils to mark the lines as they read. This practice will help them improve their silent reading skills and concentration.

- After they have read the paragraphs, ask the following questions to the students: ‘Which line tells us that Gingile was greedy and selfish?’ ‘What did Gingile hear one day, while hunting?’ ‘How did the bird call?’ ‘How did the bird ensure that Gingile followed him?’
- These questions will help the students focus on key details in the text. Encourage them to find the answers in the story and discuss their responses. This will enhance their comprehension and analytical skills.
- Next, let one student read the next paragraph, from ‘After a while they reached’ till ‘held in his mouth’ aloud. Correct pronunciation, intonation, and stress as the lesson is being read by different students. Then, ask the following questions: ‘Which tree did Ndege lead Gingile to?’ ‘How did Ndege make Gingile understand the location of the beehive?’ ‘Why do you think Gingile wanted to make a lot of smoke?’
- These questions will help the students understand the sequence of events and the characters’ actions. Encourage them to think about the reasons behind Gingile’s actions and Ndege’s behaviour.
- Before continuing, write the following questions on the blackboard. The students will have to find the answers on the page. In this manner, the students will learn to scan any given material for specific information: ‘What did Gingile do when he reached the hive?’ ‘What did he take out?’ ‘Did the bees sting Gingile?’ ‘Where did he keep the honeycomb?’
- Now, ask students to silently read the third section of the story, from ‘Soon he could hear the loud’ till ‘slowly made his way down.’ While reading, the students will automatically scan for the answers to the questions given on the blackboard. This practice will help them develop their scanning and skimming skills.
- Play the audio narration of the story. The students should listen to it with complete concentration, silently absorbing the rhythm and intonation of the language. This will help them improve their listening skills and pronunciation.
- Moving on, let another student read the next part, till ‘ignoring the little bird’ aloud. Discuss the following questions: ‘What was Ndege waiting for?’ ‘What did the bird love to eat?’ ‘Did Gingile share the comb with Ndege? What did Gingile do instead?’
- These questions will help the students understand the characters’ motivations and actions. Encourage them to think about the consequences of Gingile’s behaviour and Ndege’s expectations.
- Now, ask a third student to read aloud from ‘Ndege chirped indignantly.’ till ‘He would get his revenge!’ Divide the students into groups and discuss the following questions: ‘Why didn’t Gingile want to share the comb with the bird?’ ‘Why was Ndege angry?’ ‘How do you think little Ndege will take his revenge?’
- These questions will help the students analyse the characters’ emotions and predict future events in the story. Encourage them to share their thoughts and ideas with their group members.

- Now, ask a fourth student to read aloud from ‘Several weeks later,’ till ‘claws across his forehead.’ Discuss the following questions with the groups: ‘Why did Gingile follow Ndege?’ ‘To which tree did Ndege lead Gingile this time?’ ‘Who did Gingile meet when he climbed the tree?’ ‘Why was the leopard angry?’ ‘Where did the leopard strike Gingile?’
- These questions will help the students understand the climax of the story and the consequences of Gingile’s actions. Encourage them to think about the reasons behind the leopard’s anger and Gingile’s reaction.
- Now, ask a fifth student to read aloud from ‘Gingile rushed down’ till the end of the story. Discuss the following questions with the groups: ‘What happened to Gingile when he rushed down the tree?’ ‘What did he wear for the rest of his life?’ ‘What did Gingile’s children and grandchildren always do after this incident?’ ‘Do you think Gingile deserved the punishment?’
- These questions will help the students understand the resolution of the story and the moral lesson. Encourage them to think about the consequences of Gingile’s greed and the importance of sharing.
- Now that the story has been read, ask the following questions to each group: ‘Did they enjoy the story?’ ‘What did they like most about the story?’
- Discuss and compare the answers of the various groups. This will help the students reflect on their reading experience and share their opinions with their peers.
- All these discussions should be interactive, with everyone encouraged to participate. This approach will create a dynamic and engaging learning environment where students feel valued and motivated to learn.

Learn to read:

Understand, Infer, and Reflect:

- Divide the class into groups of four.
- Ask each group to discuss the answer to each question and make notes in their rough notebooks.
- Then, discuss each question in class in the following manner:
 - Ask at least three groups to read out their points for each answer.
 - Ask the other groups—
 - i. if they agree to the answer that has been read out.
 - ii. if they have anything to add.
- Finally, the students will write the answers in their notebooks.
- Each student’s work will have to be checked for spelling, grammar, and punctuation.
- The time limit for this exercise should not exceed 15 minutes.

Learn words:

- To teach the questions about the different meanings of the phrase 'pick up' to the students, start by explaining that many words and phrases in English can have multiple meanings depending on the context in which they are used. This concept is known as polysemy. Use simple language and examples to make this idea clear.
- Begin by introducing the phrase 'pick up' and its various meanings. Explain each meaning with a definition and an example:
 - 'To get better; to improve' – For instance, 'Ice-cream sales will pick up in summer,' meaning that ice-cream sales will improve or increase during the summer.
 - 'To learn something without really studying it' – For example, 'She picked up Pashtu when she was in Peshawar,' meaning she learned Pashtu informally while she was in Peshawar.
 - 'To collect something from a place' – For instance, 'I picked up some vegetables for my mother on the way home,' meaning I collected vegetables from a shop or market.
 - 'To buy something' – For example, 'We picked up some real bargains at the discount sale,' meaning we bought items at a good price during the sale.
 - 'To collect somebody in your vehicle' – For instance, 'My father will pick me up at the airport,' meaning my father will come to the airport to collect me in his vehicle.
- Next, ask the students to look at the sentence: 'Gingile picked up his tools and started walking.' Explain that in this sentence, 'picked up' means 'to collect something from a place.' Gingile collected his tools from the ground before he started walking.
- Now, present the sentences below and guide the students to identify which meaning of 'pick up' is used in each sentence. Encourage them to write the number corresponding to the correct meaning next to each sentence. Explain each question in detail:
 - a. 'The carpenter picked up his tools and went into the shed.' – Ask the students to think about what the carpenter did with his tools. Did he collect them from a place? This will help them understand that 'picked up' in this sentence means 'to collect something from a place.'
 - b. 'Ice-cream sales will pick up in summer.' – Explain that this sentence is talking about ice-cream sales improving or increasing during the summer. Ask the students to identify that 'pick up' here means 'to get better; to improve.'
 - c. 'She picked up Pashtu when she was in Peshawar.' – Discuss how the person learned Pashtu informally while in Peshawar. Ask the students to recognise that 'picked up' in this sentence means 'to learn something without really studying it.'
 - d. 'We picked up some real bargains at the discount sale.' – Explain that this sentence is about buying items at a good price during a sale. Ask the students to identify that 'picked up' here means 'to buy something.'
 - e. 'My father will pick me up at the airport.' – Discuss how the father will come to the airport to collect the person in his vehicle. Ask the students to recognise that 'picked up' in this sentence means 'to collect somebody in your vehicle.'

- Encourage the students to think about the context of each sentence to determine the correct meaning of 'pick up.' This exercise will help them understand how context influences the meaning of words and phrases. Throughout the lesson, engage the students in discussion and appreciate their contributions, creating a positive and interactive learning environment.

Use the dictionary:

- To teach the questions about compound words to grade 4 students, start by explaining what compound words are. Use simple language and examples to make the concept clear and engaging.
- Begin by explaining that a compound word is a word made up of two or more smaller words that are combined to create a new word with a different meaning. For example, the word 'honeyguide' is made up of 'honey' and 'guide.' Each part of the word contributes to the overall meaning.
- Next, provide a few examples of compound words and how they are formed:
 - 'Blackboard' is made up of 'black' and 'board.'
 - 'Bathroom' is made up of 'bath' and 'room.'
 - 'Fingernail' is made up of 'finger' and 'nail.'
- Explain that compound words can be written in different ways:
 - As a single word, like 'tablecloth.'
 - As two separate words, like 'time limit.'
 - With a hyphen, like 'time-saving.'
- Now, introduce the exercise where students need to find a word that will go in each of the brackets to form compound words with the words before and after the brackets. Explain that the right word will create a compound word with both the preceding and following words. Provide an example to illustrate this:
 - For instance, in the phrase 'time [] cloth,' the word 'table' fits in the bracket to form 'timetable' and 'tablecloth.' The clue 'It tells you when your next class is' helps identify 'timetable' as the first compound word.
- Guide the students through each question, explaining how to approach finding the correct word:
 - 'Time [] cloth' – Explain that they need to find a word that forms a compound word with 'time' and another with 'cloth.' The clue 'It tells you when your next class is' will help them think of a word related to schedules or classes.
 - 'Bed [] mate' – Ask the students to think of a word that forms a compound word with 'bed' and another with 'mate.' The clue 'You sleep here' will guide them to think of words related to sleeping or bedrooms.
 - 'Table [] racket' – Encourage the students to find a word that forms a compound word with 'table' and another with 'racket.' The clue 'It is an indoor game' will help them think of indoor games involving tables and rackets.

- ‘Text [] case’ – Explain that they need to find a word that forms a compound word with ‘text’ and another with ‘case.’ The clue ‘You are reading one now’ will guide them to think of words related to reading or books.
- ‘Wheel [] person’ – Ask the students to think of a word that forms a compound word with ‘wheel’ and another with ‘person.’ The clue ‘People who can’t walk use this’ will help them think of mobility aids.
- ‘Window [] list’ – Encourage the students to find a word that forms a compound word with ‘window’ and another with ‘list.’ The clue ‘You look, but you don’t buy’ will guide them to think of shopping or browsing.
- Throughout the lesson, engage the students in discussion and encourage them to share their thoughts and ideas. Appreciate their contributions and create a positive and interactive learning environment. This approach will help the students understand the concept of compound words and how to identify them in different contexts.

Learn grammar:

- To teach the questions about adverbs of manner to the students, start by explaining what adverbs of manner are. Use simple language and examples to make the concept clear and engaging.
- Begin by explaining that an **adverb of manner** describes how an action is performed. It tells us more about the verb in the sentence. For example, in the sentence ‘Sam hopped about madly,’ the word ‘madly’ tells us how Sam hopped.
- Next, for question 1, introduce the exercise where students need to circle the word in each sentence that tells how something is done. The verbs are already underlined to help them focus on the action. Explain each question in detail:
 - a. ‘Gingile quickly thrust the burning branch into the hollow.’ – Ask the students to find the word that describes how Gingile thrust the branch. Explain that they should look for the word that tells more about the verb ‘thrust.’
 - b. ‘He placed the comb carefully in the bag.’ – Guide the students to identify the word that describes how he placed the comb. Encourage them to look for the word that tells more about the verb ‘placed.’
 - c. ‘He slowly climbed down the tree.’ – Ask the students to find the word that describes how he climbed down the tree. Explain that they should look for the word that tells more about the verb ‘climbed.’
 - d. ‘Ndege flew down and waited patiently.’ – Encourage the students to identify the word that describes how Ndege waited. Explain that they should look for the word that tells more about the verb ‘waited.’
 - e. ‘He stopped and listened carefully.’ – Guide the students to find the word that describes how he listened. Encourage them to look for the word that tells more about the verb ‘listened.’

- Next, for question 2, move on to the exercise where students need to correct the sentences if they are incorrect. Explain that some sentences may not use the adverb correctly, and they need to be rewritten them correctly. Provide an example to illustrate this:
- For instance, 'He cried loud when he was punished' is incorrect. The correct sentence is 'He cried loudly when he was punished.' Explain that 'loud' should be changed to 'loudly' to correctly describe how he cried.
- Guide the students through each question, explaining how to identify and correct the sentences:
 - a. 'I sipped the hot tea careful.' – Explain that they need to change 'careful' to the correct adverb form to describe how they sipped the tea.
 - b. 'I could walk freely around the place.' – Discuss whether the sentence is correct or needs correction. Encourage the students to think about the adverb 'freely' and whether it correctly describes how they walked.
 - c. 'He looked angry at me.' – Explain that they need to change 'angry' to the correct adverb form to describe how he looked.
 - d. 'Everyone looked nervous at each other when they heard the knock on the door.' – Discuss whether the sentence is correct or needs correction. Encourage the students to think about the adverb 'nervous' and whether it correctly describes how everyone looked.
 - e. 'The man spoke very politely and asked me for some money.' – Explain that they need to check if 'politely' correctly describes how the man spoke.
 - f. 'We walked slow back after we lost the match.' – Explain that they need to change 'slow' to the correct adverb form to describe how they walked back.
- Next, introduce the concept of **degrees of comparison for adverbs**. Explain that adverbs, like adjectives, can have three degrees of comparison: positive, comparative, and superlative. Use examples to illustrate this:
- For one-syllable adverbs, we form the comparative by adding 'er' and the superlative by adding 'est':
 - 'Fast' becomes 'faster' (comparative) and 'fastest' (superlative).
 - 'Long' becomes 'longer' (comparative) and 'longest' (superlative).
 - 'Soon' becomes 'sooner' (comparative) and 'soonest' (superlative).
- For adverbs ending in '-ly,' we form the comparative by adding 'more' and the superlative by adding 'most':
 - 'Softly' becomes 'more softly' (comparative) and 'most softly' (superlative).
 - 'Politely' becomes 'more politely' (comparative) and 'most politely' (superlative).
 - 'Roughly' becomes 'more roughly' (comparative) and 'most roughly' (superlative).
- Explain that some common adverbs form their comparative and superlative degrees irregularly:
 - 'Badly' becomes 'worse' (comparative) and 'worst' (superlative).
 - 'Well' becomes 'better' (comparative) and 'best' (superlative).

- For question 1, guide the students through the exercise where they need to find the adjective in the first sentence and fill the gap with the adverb. Explain each question in detail:
 - a. 'Daniyal is a happy child. He smiles and makes friends .' – Ask the students to find the adjective 'happy' and change it to the adverb form to describe how Daniyal smiles and makes friends.
 - b. 'Mother was angry when we didn't do our work. She spoke .' – Guide the students to find the adjective 'angry' and change it to the adverb form to describe how Mother spoke.
 - c. 'Bilal writes well, but Gohar writes than Bilal.' – Explain that they need to find the comparative form of the adverb 'well' to describe how Gohar writes compared to Bilal.
 - d. 'Abdullah is a careful driver. He drives .' – Ask the students to find the adjective 'careful' and change it to the adverb form to describe how Abdullah drives.
 - e. 'Sumair may be old but he walks fast. He walks than other people of his age.' – Guide the students to find the comparative form of the adverb 'fast' to describe how Sumair walks compared to other people of his age.
 - f. 'The blue pen writes more smoothly than the red one. Of all the pens, the green one writes .' – Explain that they need to find the superlative form of the adverb 'smoothly' to describe how the green pen writes compared to all the pens.
 - g. 'This exercise is easy. You can do it .' – Ask the students to find the adjective 'easy' and change it to the adverb form to describe how they can do the exercise.

Learn to write:

- When writing a paragraph based on the information given in the table to the students, start by explaining the process of gathering information and organizing it into a coherent paragraph. Use simple language and examples to make the concept clear and engaging.
- Begin by explaining that a paragraph is a group of sentences that are all related to a single topic. Each sentence in the paragraph should provide information about the topic, and together, they should give a complete picture.
- Next, introduce the table with information about different birds. Explain that the table provides details about the birds' names, descriptions, food, where they are found, and their special features. Show the students how to use this information to write a paragraph.
- For example, if they choose to write about parrots, guide them through the process step by step:
 1. Explain that the first sentence should introduce the bird and describe its appearance. For instance, 'Parrots are brightly coloured birds with curved beaks.'
 2. The next sentence should describe what the bird eats. For example, 'They eat seeds, berries, nuts, and some parrots even eat insects.'
 3. The following sentence should tell where the bird is commonly found. For instance, 'Parrots are found in the tropics, especially in South America and Australia.'

4. The next sentences should highlight any unique characteristics or behaviours of the bird. For example, 'Parrots are known for their ability to imitate human speech and copy sounds they hear. They are very noisy birds.'
 5. The final sentence can provide an additional interesting detail about the bird. For instance, 'Parrots are often kept as pets because of their colourful feathers and playful nature.'
- Encourage the students to use the information from the table to write their paragraphs. Remind them to organise their sentences logically and to include all the relevant details.

Learn to listen:

- To teach the questions about listening and completing the chart to the students, start by explaining the importance of listening skills and how they can help gather information. Use simple language and examples to make the concept clear and engaging.
- Begin by explaining that they will hear descriptions of four birds. The first time they listen, they should focus on understanding the general information about each bird. The second time they listen, they should try to complete the chart with specific details about each bird's name, size, colour, and home.
- Introduce the chart and explain each column:
 - **Name:** This column is for the name of the bird.
 - **Size:** This column is for the size of the bird, usually given in inches or centimetres.
 - **Colour:** This column is for the colours of the bird's feathers.
 - **Home:** This column is for where the bird is commonly found, such as woods, suburbs, or city parks.
- Show the students the example given for the Blue Jay:
 - **Name:** Blue Jay
 - **Size:** 11–12½ inches
 - **Colour:** blue, grey, white, and black markings on tail and face
 - **Home:** woods, suburbs, city parks
- Explain that they will need to listen carefully to the descriptions to fill in the chart for the other birds: the Belted Kingfisher, the Song Sparrow, and the Northern Cardinal.
- Guide the students through the listening exercise step by step:
 - **First Listening:** Ask the students to listen to the descriptions without writing anything down. Encourage them to focus on understanding the general information about each bird.
 - **Second Listening:** Play the descriptions again and ask the students to fill in the chart with the specific details they hear. Remind them to listen for the bird's name, size, colour, and home.

- Provide tips for effective listening:
 - Encourage the students to listen for key words that indicate the bird's name, size, colour, and home.
 - Suggest that they jot down brief notes or keywords as they listen to help them remember the details.
 - Explain that important information is often repeated, so they should pay attention to repeated details.
- After the listening exercise, review the completed chart with the students. Discuss any difficulties they had and provide additional support if needed. Encourage them to share their thoughts and ask questions.

Learn to speak:

- To teach the activity of creating a group presentation about a place to grade 4 students, start by explaining the importance of teamwork and how working together can help them create a more detailed and interesting presentation. Use simple language and examples to make the concept clear and engaging.
- Begin by explaining that they will work in groups of four to six students. Each group will choose a place they like and know well. This place could be a town, city, park, or any other location they are familiar with. The goal is to describe the place in a way that makes others want to visit it.
- Guide the students through the process step by step:
 - Ask each group to think of a place they like and know well. It could be a place they have visited or a place they live in. Encourage them to discuss and agree on one place.
 - Explain that they need to think of words to describe the place. These words should highlight what makes the place special and interesting. For example, if they choose a beach, they might use words like 'sandy,' 'sunny,' 'relaxing,' and 'beautiful.'
 - Explain that their points should include the following:
 - **What it is like now:** Describe the current state of the place. For example, 'Ormara is a picturesque coastal town with pristine white sandy beaches.'
 - **What it was like in the past:** Describe how the place has changed over time. For example, 'In the past, the town's architecture was characterised by traditional thatched roof houses.'
 - **What kind of people visit it and why:** Explain who visits the place and what attracts them. For example, 'Tourists visit Ormara for its serene and peaceful environment.'
 - **Activities or places of interest:** Mention any activities or attractions that visitors can enjoy. For example, 'Visitors can enjoy fishing, swimming, and exploring the local markets.'
 - **The cuisine served at that place:** Describe the local food and specialities. For example, 'Ormara offers delicious seafood and warm hospitality.'

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- **Important cultural festivals or events:** Highlight any cultural events or festivals that take place. For example, ‘The town celebrates traditional fishing festivals that attract many visitors.’
- Explain that each group will put all their points together to create a presentation. They can use posters, drawings, or any other visual aids to make their presentation more engaging.
- Encourage the groups to practise their presentation before presenting it to the class. They should make sure everyone in the group has a part to play and knows what to say.
- Each group will present their place to the class. After the presentation, they will conduct a small poll by asking the other students who want to visit that place to raise their hands.

Class assessment:	✓	✗
Can the students read about and understand the story about The Honey Guide’s Revenge?		
Can the students answer the comprehension questions?		
Can the students use phrasal verbs with “pick”?		
Can the students use compound words?		
Can the students use adverbs of manner?		
Can the students compare adverbs?		
Can the students write a paragraph?		
Can the students listen to a passage and translate their findings onto the textbook?		
Can the students work in groups as a team to describe a place?		

Teacher’s notes:

- If the students are unable to read about and understand the story of ‘The Honey Guide’s Revenge,’ it is important to revisit the text with them. Start by breaking down the story into smaller sections and discussing each part in detail. Use visual aids, such as pictures or diagrams, to help illustrate key points and characters. Encourage the students to ask questions and share their thoughts about the story. Reading aloud together and summarising each paragraph can also help improve comprehension.
- If the students are unable to answer the comprehension questions, consider rephrasing the questions to make them simpler and more direct. Go through the story again, highlighting the parts that relate to the questions. Encourage group discussions where students can share their answers and reasoning. Providing hints or guiding them to specific parts of the text can also help them find the answers.

- If the students are unable to use phrasal verbs with 'pick,' start by explaining what phrasal verbs are and how they function. Provide examples of different phrasal verbs with 'pick,' such as 'pick up,' 'pick out,' and 'pick on.' Use these examples in sentences and ask the students to create their own sentences using the phrasal verbs. Practice through interactive activities, such as matching exercises or fill-in-the-blank sentences, can reinforce their understanding.
- If the students are unable to use compound words, begin by explaining what compound words are and how they are formed. Use examples from the table, such as 'blackboard' and 'bathroom,' to illustrate the concept. Encourage the students to find and create their own compound words by combining different words. Interactive games, such as word matching or compound word puzzles, can make the learning process more engaging.
- If the students are unable to use adverbs of manner, start by explaining what adverbs of manner are and how they describe verbs. Use examples from the passage, such as 'eagerly,' 'patiently,' and 'indignantly,' to show how they function in sentences. Provide practice sentences where students need to identify and use adverbs of manner. Encourage them to create their own sentences using different adverbs to describe actions.
- If the students are unable to compare adverbs, explain the concept of degrees of comparison for adverbs. Use examples to illustrate positive, comparative, and superlative forms, such as 'fast,' 'faster,' and 'fastest.' Provide practice exercises where students need to convert adverbs to their comparative and superlative forms. Encourage them to use these forms in sentences to describe actions and compare them.
- If the students are unable to write a paragraph, start by explaining the structure of a paragraph, including a topic sentence, supporting sentences, and a concluding sentence. Use the example paragraph about owls to illustrate how to organise information. Provide a clear outline for the paragraph and guide the students through each step. Encourage them to use the information from the table to write their own paragraphs about the other birds.
- If the students are unable to listen to a passage and translate their findings onto the textbook, focus on improving their listening skills. Play the passage multiple times and encourage them to take notes on key details. Use guided listening exercises where they need to fill in specific information in the chart. Discuss the passage together and help them organise their notes into the correct format.
- If the students are unable to work in groups as a team to describe a place, start by explaining the importance of teamwork and collaboration. Provide clear instructions and assign specific roles to each group member. Encourage open communication and sharing of ideas within the group. Use interactive activities, such as group discussions or collaborative projects, to practice describing a place together. Provide feedback and support to help them improve their teamwork skills.

UNIT 6: CLEVER SAAD

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

Learning objectives:

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

- use the dictionary for reference
- use meaningful and grammatically correct sentences to frame questions
- take dictation for different purposes, such as lists, paragraphs, dialogues etc.
- present orally, and in writing, the highlights of a given picture, photograph etc.

Overview:

This unit has been included to make young learners understand that a child must be taught right from wrong. Children must not be spoilt by being allowed to do whatever they want to, especially when it might harm others. It is the parents' responsibility to help their child grow up to be a good, honest and responsible human being.

Success criteria:

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

- understand that the children must be taught manners and the understanding of right and wrong
- answer factual, inferential, evaluative, and extrapolative questions
- correctly use phrases that describe quantity with uncountable nouns
- understand words related to laughter and use them accordingly
- understand that some words can be used both as nouns and verb
- seek information by asking will/where/when/what/how long questions
- write a dialogue

Generic skills:

- **Collaborative:** Students will work in groups to discuss the story of “Clever Saad”, answer questions, and practice conversation. They will learn to use grammar correctly and write coherently. For example, students might work together to summarise the story or role-play the characters to better understand their motivations. This collaborative effort will help them appreciate different perspectives and improve their communication skills.
- **Analytical skills:** Students will critically analyse the text and draw conclusions about the characters' actions and the plot's development. They will examine the motives behind the characters' decisions and the consequences of those actions. For instance, students might analyse why Saad made certain clever decisions and how these decisions impacted the outcome of the story. This analysis will help them understand cause-and-effect relationships and the importance of quick thinking and problem-solving.

- listen carefully and match names with pictures by referring to the given information
- converse by describing people and places

- **Critical Thinking:** Students will think and discuss the given questions critically, reflecting on the themes of cleverness, resourcefulness, and justice. They will infer the underlying messages of the story and consider the ethical implications of the characters' behaviour. For example, students might discuss the moral lessons learned from Saad's cleverness and how it helped him overcome challenges. This critical thinking will encourage them to reflect on their values and actions.

Starter:

- To acquaint the learners with famous heroes of children's stories, begin by creating an engaging and thought-provoking atmosphere. The students should sit with their books shut, and the name of the lesson should not be disclosed initially. This approach will pique their curiosity and prepare them for the discussion.
- Start by asking the first question: 'What are good manners? Share some with the class.' Explain that good manners are behaviours that show respect and kindness towards others. Encourage the students to think about examples from their own lives or stories they have heard where someone displayed good manners. Allow them to share their thoughts individually or in chorus and set a time limit of 10 minutes for this discussion. This will help them understand the concept of good manners and their importance.
- Next, pose the second question: 'Would they like it if a child behaved badly with them? What would they do if a child threw stones at them?' Guide the students to consider how they would feel if someone treated them poorly. Explain that it is important to respond to bad behaviour with patience and kindness rather than reacting negatively. Use examples from stories or real-life situations to illustrate this point. Encourage the students to discuss their opinions and experiences, fostering a lively and interactive discussion.
- Finally, ask the third question: 'How do we know what is right and what is wrong?' This question aims to teach the students about moral values and ethical behaviour. Explain that knowing what is right and wrong often comes from understanding the impact of our actions on others and following principles of fairness and kindness. Ask the students to think about how they make decisions about their behaviour and what guides them in choosing the right actions. Encourage them to share their thoughts and ideas, helping them reflect on their values and actions.
- Throughout the discussion, monitor the students' responses and appreciate all contributions. This will create a positive and inclusive environment where students feel valued and heard.
- After the discussion, ask the students to open their books to the lesson concerned. This transition will connect the starter questions to the lesson, making the learning experience more meaningful and engaging.

Lesson structure:

Reading:

- To teach the story and comprehension questions about 'The Honey Guide's Revenge' to the students, start by creating an engaging and interactive atmosphere. The students should sit with their books shut, and the name of the lesson should not be disclosed initially. This approach will pique their curiosity and prepare them for the discussion.
- Begin by explaining that the meanings of difficult words are provided in boxes on the page corresponding to the said word. However, encourage the students to discover the meanings themselves by referring to the context of the word in the story. This will help them develop their vocabulary and comprehension skills. Also, correct pronunciation, intonation, and stress as the lesson is being read by different students.
- Ask the students to read the first part of the story silently, that is, till 'made no effort to stop him.' Remind them not to move their lips or use their fingers or pencils to mark the lines as they read. This practice will help them improve their silent reading skills and concentration.
- After they have read the first part, ask the following questions to the students: 'Who is Subbu and where does he live?' 'Who is Saad?' 'Who is Hassan?' 'Why is Hassan referred to as 'spoilt'?'
- These questions will help the students focus on key details in the text. Encourage them to find the answers in the story and discuss their responses. This will enhance their comprehension and analytical skills.
- Next, let one student read the second paragraph of the text aloud, that is, till 'they went to his shop.' Then, ask the following questions: 'What was Hassan's favourite pastime?' 'What would Hassan do if the customers or Subbu shouted at him?' 'Why did people stop going to Subbu's shop?'
- These questions will help the students understand the sequence of events and the characters' actions. Encourage them to think about the reasons behind Hassan's behaviour and the impact on Subbu's business.
- Before continuing, write the following questions on the blackboard. The students will have to find the answers on the page. In this manner, the students will learn to scan any given material for specific information: 'What did Subbu request his neighbours?' 'Did Hassan's parents do anything about his request?' 'Who did Subbu complain to next?' 'Why did the headman say that Hassan was not responsible for his actions?'
- Now, ask the students to silently read the third section of the story, that is, till 'went home very disheartened.' While reading, the students will automatically scan for the answers to the questions given on the blackboard. This practice will help them develop their scanning and skimming skills.
- Play the audio narration of this portion of the story. The students should listen to it with complete concentration, silently absorbing the rhythm and intonation of the language. This will help them improve their listening skills and pronunciation.

- Moving on, let another student read aloud the next part, till ‘he took the stones home.’ Discuss the following questions: ‘Why was Saad upset?’ ‘What did Saad do when Hassan threw stones?’ ‘What did Saad do in the evening?’ ‘What did Saad make sure of every day?’
- These questions will help the students understand Saad’s actions and his plan to protect his father’s customers. Encourage them to think about the cleverness and determination of Saad.
- Now, ask a third student to read aloud from ‘One day, Hassan came out’ till ‘position outside his father’s shop.’ Divide the students into groups and discuss the following questions: ‘What was in the packet?’ ‘Where did Saad hide the packet?’
- These questions will help the students understand the turning point in the story and Saad’s clever response to Hassan’s actions. Encourage group discussions to share different perspectives.
- Next, ask a fourth student to read aloud from ‘Just then Hassan’s parents’ till ‘hear the headman’s verdict.’ Discuss the following questions with the groups: ‘What did Hassan’s mother ask for?’ ‘Why do you think Saad lied about the packet?’ ‘Why do you think Saad agreed to go to the headman?’ ‘What do you think the headman will decide?’
- These questions will help the students analyse the characters’ motivations and predict future events in the story. Encourage them to share their thoughts and ideas with their group members.
- Now, ask a fifth student to read aloud from ‘The headman was about to speak’ till ‘who looked shamefaced.’ Discuss the following questions with the groups: ‘Why could the headman not give a different verdict?’ ‘What had the headman said earlier?’ ‘Why did the headman agree with Saad?’ ‘What did the headman tell Hassan’s parents?’
- These questions will help the students understand the resolution of the story and the moral lesson. Encourage them to think about the consequences of Hassan’s actions and the importance of fairness.
- Finally, ask a sixth student to read the last part of the story aloud. Discuss the following questions with the groups: ‘Why did the headman say that the packet now belonged to Saad?’ ‘Why shouldn’t Hassan’s parents object to Hassan throwing things other than stones?’ ‘How do we know that Hassan’s parents realised their fault?’ ‘Do you think Saad is a clever boy?’
- These questions will help the students reflect on the story’s conclusion and the characters’ development. Encourage them to think about the lessons learned and the cleverness of Saad.
- Now that the story has been read, ask the following questions to each group: ‘Did they enjoy the story?’ ‘What did they like most about the story?’
- Discuss and compare the answers of the different groups. This will help the students reflect on their reading experience and share their opinions with their peers.
- All the above discussions should be interactive, with everyone encouraged to participate. This approach will create a dynamic and engaging learning environment where students feel valued and motivated to learn.

Learn to read:

Understand, Infer, and Reflect:

- Divide the class into groups of four.
- Ask each group to discuss the answer to each question amongst themselves and make notes in their rough notebooks.
- Then, discuss each question in class in the following manner:
 - Ask at least three groups to read out their points for each answer.
 - Ask the other groups—
 - i. if they agree to the answer that has been read out.
 - ii. if they have anything to add.
- Finally, the students will write the answers in their notebooks.
- Each student's work will have to be checked for spelling, grammar, and punctuation.
- The time limit for this exercise should not exceed 15 minutes.

Learn words:

- To teach the questions about quantifiers and different ways of laughing to the students, start by explaining the concepts in simple and engaging terms. Use examples to make the ideas clear and relatable.
- Begin by explaining that quantifiers are words used to describe the quantity of something. They help us understand how much or how many of an item there is. For example, 'a packet of' can describe a quantity of cereal or seeds. Show the students the box of quantifiers and explain that they need to match these words with the items listed.
- Guide the students through the process step by step:
 - Explain that each quantifier in the box describes a specific quantity or type of item. For example, 'a packet of' is used for items like cereal or seeds, 'a piece of' is used for items like wood or furniture, and 'a pair of' is used for items that come in twos, like socks or shoes.
 - Ask the students to match the quantifiers with the correct items. For example, 'a bar of' can be matched with chocolate or soap. Encourage them to think about the items and how they are typically packaged or described.
 - Provide examples to help the students understand the matching process. For instance, 'a slice of' is used for bread or cake, and 'a bit of' can be used for small amounts of items like chalk.
- Next, move on to the exercise about different ways of laughing. Explain that there are various words to describe different types of laughter, and each word has a specific meaning.
- Guide the students through the process step by step:
 - Explain that words like 'cackle', 'chuckle', 'snigger', 'giggle', and 'smirk' describe different ways of laughing. Each word has a unique meaning and is used in different contexts.

- Ask the students to match the words in column A with their meanings in column B. For example, 'cackle' means to laugh in a loud and unpleasant way, while 'chuckle' means to laugh softly or quietly to oneself.
- Provide examples to help the students understand the matching process. For instance, 'snigger' means to laugh secretly at someone behind their back, and 'giggle' means to laugh softly or quietly.
- Encourage the students to think about the context in which each word is used and how it describes the type of laughter. This will help them understand the nuances of each word.

Use the dictionary:

- To teach the questions about words that can be both nouns and verbs to the students, start by explaining the concept in simple and engaging terms. Use examples to make the idea clear and relatable.
- Begin by explaining that some words in English can function as both nouns and verbs, depending on how they are used in a sentence. A noun is a word that names a person, place, thing, or idea, while a verb is a word that describes an action or state of being.
- Provide an example to illustrate this concept. For instance, the word 'permit' can be a verb, as in 'Will you permit me to go in?' Here, 'permit' means to allow. 'Permit' can also be a noun, as in 'I can't let you in unless you have a permit.' In this case, 'permit' is a document that allows entry.
- Next, introduce the exercise where students need to identify whether the italicised word in each sentence is a noun or a verb. Guide the students through the process step by step.
- Explain that they need to look at how the word is used in the sentence to determine if it is a noun or a verb. The context of the sentence will give them clues. Ask the students to read each pair of sentences and decide if the italicised word is a noun or a verb. Encourage them to think about whether the word is naming something (noun) or describing an action (verb).
- For example, in the first pair of sentences:
 - 'He wanted to win the *race*.' Ask the students to decide if 'race' is naming something or describing an action.
 - 'I will *race* down to the store and get some sweets.' Ask the students to decide if 'race' is naming something or describing an action.
- Guide the students through each pair of sentences, explaining how to identify the word class. For instance, in the second pair:
 - 'He writes with his left *hand*.' Ask the students to decide if 'hand' is naming something or describing an action.
 - 'Please *hand* me the bottle of gum.' Ask the students to decide if 'hand' is naming something or describing an action.
- Continue with the remaining pairs of sentences:

- ‘Be careful. Don’t crash into a tree.’ Ask the students to decide if ‘crash’ is naming something or describing an action.
- ‘She was injured in a car crash.’ Ask the students to decide if ‘crash’ is naming something or describing an action.
- ‘The fishermen got a huge catch of fish yesterday.’ Ask the students to decide if ‘catch’ is naming something or describing an action.
- ‘You must catch the ball when she throws it to you.’ Ask the students to decide if ‘catch’ is naming something or describing an action.
- ‘The best player was asked to head the team.’ Ask the students to decide if ‘head’ is naming something or describing an action.
- ‘He fell and hit his head against the desk.’ Ask the students to decide if ‘head’ is naming something or describing an action.
- After they have made their decisions, explain that they can use a dictionary to check their answers. Show them how to look up the word in the dictionary and find its different meanings and word classes.
- Encourage the students to discuss their answers with their classmates and explain their reasoning. This will help them understand the context and usage of words that can function as both nouns and verbs.

Learn grammar:

- To teach the questions about using future tense verbs and framing questions to the students, start by explaining the concepts in simple and engaging terms. Use examples to make the ideas clear and relatable.
- For question 1, begin by explaining that we use words like ‘will’, ‘what’, ‘where’, and ‘when’ to seek information about the future. These words help us ask questions about things that will happen or actions that will be taken. The verb in these questions is always in the present tense, even though we are talking about the future.
- Provide an example to illustrate this concept. For instance, in the sentence ‘Will you permit me to go in?’ the word ‘permit’ is in the present tense, even though the question is about a future action.
- Next, introduce the exercise where students need to correct sentences by identifying and fixing grammatical errors in the verbs. Guide the students through the process step by step.
- Explain that they need to look at the verb in each sentence and determine if it is in the correct tense. If it is not, they should change it to the present tense. For example, in the sentence ‘Where will we hid when he comes?’ the verb ‘hid’ should be changed to ‘hide’ to make the sentence correct.
- Guide the students through each sentence, explaining how to identify and correct the verb:
 - a. ‘How long will we ran?’ Ask the students to identify the verb ‘ran’ and change it to the present tense ‘run.’
 - b. ‘Will you informed the police about the robbery?’ Ask the students to identify the verb ‘informed’ and change it to the present tense ‘inform.’

- c. 'Where will you kept the pet squirrel?' Ask the students to identify the verb 'kept' and change it to the present tense 'keep.'
- d. 'Will you ate your lunch now?' Ask the students to identify the verb 'ate' and change it to the present tense 'eat.'
- e. 'What can we said now?' Ask the students to identify the verb 'said' and change it to the present tense 'say.'
- For question 2, move on to the exercise where students need to frame questions based on given answers. Explain that they should use words like 'how long,' 'will,' 'what,' 'where,' and 'when' to frame the questions.
- Provide an example to illustrate this concept. For instance, if the answer is 'An hour or so, I think,' the question could be 'How long will the meeting last?'
- Guide the students through each answer, explaining how to frame the question:
 - a. 'I'm sorry, I can't. One of the wheels has come loose.' Ask the students to frame a question about roller skating.
 - b. 'I'll hand it in on Saturday.' Ask the students to frame a question about an essay.
 - c. 'It's a new book that I just bought.' Ask the students to frame a question about what is inside the bag.
 - d. 'I should finish in about two hours.' Ask the students to frame a homework question.
 - e. 'I'll see you at the park after school.' Ask the students to frame a question about meeting tomorrow.
- Finally, for question 3, introduce the exercise where students need to rewrite sentences correctly. Explain that they should start questions with words like 'Will,' 'Can,' 'What,' or 'Where' to make them clear. In questions, the verb usually comes before the subject, and they should always end questions with a question mark to show that they are asking something.
- Provide an example to illustrate this concept. For instance, the sentence 'You will come with me to the concert?' should be rewritten as 'Will you come with me to the concert?'
- Guide the students through each sentence, explaining how to rewrite it correctly.

Learn to write:

Dialogue writing and role-play:

- To teach the activity of creating a dialogue and writing an article to the students, start by explaining the importance of understanding characters and expressing thoughts clearly. Use simple language and examples to make the concepts engaging and relatable.
- Begin by explaining the first activity, where students will work in groups to create a dialogue based on a part of the story, specifically the last part where Saad meets the headman. This activity will help them explore the characters' feelings and motivations.
- Guide the students through the process step by step:
 - Ask each group to choose the part of the story where Saad meets the headman. Explain that this part is suitable because it involves important interactions and decisions.

- Encourage the students to discuss the characters involved in this scene. They should think about Saad's feelings and motivations, as well as the headman's reactions and thoughts.
- Explain that they need to write a dialogue that reflects the characters' emotions and actions. Each group member can take on the role of a character and contribute lines to the dialogue. For example, Saad might express his cleverness and determination, while the headman might show his authority and wisdom.
- After writing the dialogue, the students can practice and perform it for the class. Encourage them to use expressions and gestures to bring the characters to life. This performance will help them understand the characters better and improve their speaking skills.

Article writing:

- Next, introduce the second activity, where students will write an article for their school magazine as a tribute to a teacher, Mr Tahir, who is retiring. Explain that they can begin by writing about their first encounter with Mr Tahir and use descriptive words to highlight his qualities.
- Guide the students through the process step by step:
 - Ask the students to think about their first encounter with Mr Tahir. They should describe how they met him and their initial impressions. For example, they might write about how Mr Tahir welcomed them to the class with a warm smile.
 - Explain that they can use words like 'forgiving,' 'generous,' 'tolerant,' 'good sense of humour,' 'kind,' 'patient,' 'uncomplaining,' and 'big-hearted' to describe Mr Tahir. Encourage them to think of specific examples that illustrate these qualities. For instance, they might write about how Mr Tahir patiently helped them understand difficult concepts.
 - Guide the students to organise their articles logically. They can start with their first encounter, then describe Mr Tahir's qualities, and finally express their gratitude and best wishes for his retirement. This structure will help them create a coherent and heartfelt tribute.
 - Encourage the students to write their article and then revise it for clarity and coherence. They should check for grammatical errors and ensure that their sentences flow smoothly. This practice will help them improve their writing skills.

Learn to listen:

- To teach the questions about listening and matching names with pictures to the students, start by explaining the importance of listening skills and how they can help gather information. Use simple language and examples to make the concept clear and engaging.
- Begin by explaining that they will hear what Bilal, Carmen, and Dania are saying twice. The first time they listen, they should focus on understanding the general information about each person. The second time they listen, they should try to match the names with the pictures based on what they hear.
- Guide the students through the process step by step:

- **First Listening:** Ask the students to listen to the descriptions without writing anything down. Encourage them to focus on understanding the general information about each person.
- **Second Listening:** Play the descriptions again and ask the students to match the names with the pictures based on the details they hear. Remind them to listen for specific clues that indicate who is speaking and what they are doing.
- Provide tips for effective listening:
 - Encourage the students to listen for key words that indicate the person's actions or context.
 - Suggest that they jot down brief notes or keywords as they listen to help them remember the details.
 - Explain that important information is often repeated, so they should pay attention to repeated details.
- After the listening exercise, review the matched names and pictures with the students. Discuss any difficulties they had and provide additional support if needed. Encourage them to share their thoughts and ask questions.
- Next, introduce the questions that follow the matching exercise. Explain that they need to tick the correct answer based on the information they heard.
- Guide the students through each question, explaining how to identify the correct answer:
 - Picture A:** Ask the students to think about what the man is planning to do next. They should choose between 'Go and watch a movie' and 'Go home after a movie' based on the details they heard.
 - Picture B:** Explain that they need to determine why the man is going to stop before he continues the conversation. They should choose between 'He realises that it is dangerous to talk and drive at the same time' and 'He wants to continue the conversation without any disturbance.'
 - Picture C:** Ask the students to identify who the woman is speaking to. They should choose between 'Her boss' and 'Her husband' based on the context provided in the listening text.

Learn to speak:

- To teach the task of discussing photographs and postcards to the students, start by creating an engaging and interactive atmosphere. Explain the activity in simple terms and encourage the students to participate actively.
- Begin by explaining that they will need a photograph of their family or friends and a postcard of a historical monument or scenic location. If they do not have their pictures, they can use the pictures provided in the lesson. This will help them understand the materials needed for the activity.
- Next, explain that they will work in pairs. Each pair will look at the pictures together and take turns talking about them. This will help them practice their speaking and listening skills, as well as learn more about each other and the places in the pictures.

- Provide an example to illustrate how they should talk about the pictures. For instance, show a photograph of a family and say, 'This is our family. I have a younger brother who studies in Multan. He is ten years old.' This example will give them a clear idea of how to describe their photographs.
- Encourage the students to share details about the people in their photographs, such as their names, ages, and what they do. This will help them practice using descriptive language and provide a more complete picture of their family or friends.
- Next, move on to the postcard. Show an example postcard and say, 'This is Haleji Lake in Thatta District of Sindh. It is surrounded by dense mangrove forests. It is a paradise for birds.' This example will help the students understand how to describe a place and provide interesting details about it.
- Encourage the students to talk about the historical monument or scenic location in their postcards. They can mention where it is located, what it is known for, and any interesting facts about it. This will help them practice using descriptive language and learn more about different places.
- Throughout the activity, monitor the students' discussions and provide support as needed. Encourage them to ask questions and share their thoughts with their partners. This will create a positive and interactive learning environment where students feel comfortable practising their speaking and listening skills.
- After the activity, bring the class together and ask a few pairs to share their descriptions with the whole class. This will give the students an opportunity to practice speaking in front of a larger group and learn from each other's descriptions.

Class assessment:	✓	✗
Can the students read about and understand the story about Clever Saad?		
Can the students answer the comprehension questions?		
Can the students use quantifiers (words to describe quantity)?		
Can the students use laugh words?		
Can the students use noun and verb forms?		
Can the students seek information using <i>will, where, when, what, and how long</i> ?		
Can the students write a dialogue and conduct role-play?		
Can the students write an article?		
Can the students listen to a passage and translate their findings onto the textbook?		
Can the students work in pairs and talk about the given picture by taking turns?		

Teacher's notes:

- If the students are unable to read about and understand the story of 'Clever Saad,' it is important to revisit the text with them. Start by breaking down the story into smaller sections and discussing each part in detail. Use visual aids, such as pictures or diagrams, to help illustrate key points and characters. Encourage the students to ask questions and share their thoughts about the story. Reading aloud together and summarising each paragraph can also help improve comprehension.
- If the students are unable to answer the comprehension questions, consider rephrasing the questions to make them simpler and more direct. Go through the story again, highlighting the parts that relate to the questions. Encourage group discussions where students can share their answers and reasoning. Providing hints or guiding them to specific parts of the text can also help them find the answers.
- If the students are unable to use quantifiers, start by explaining what quantifiers are and how they describe quantity. Provide examples of different quantifiers, such as 'some,' 'many,' 'few,' and 'several.' Use these examples in sentences and ask the students to create their own sentences using quantifiers. Practice through interactive activities, such as matching exercises or fill-in-the-blank sentences, can reinforce their understanding.
- If the students are unable to use laugh words, begin by explaining what laugh words are and how they describe different types of laughter. Provide examples of laugh words, such as 'chuckle,' 'giggle,' 'snicker,' and 'roar.' Use these examples in sentences and ask the students to create their own sentences using laugh words. Interactive games, such as word matching or laugh word puzzles, can make the learning process more engaging.
- If the students are unable to use noun and verb forms, start by explaining the difference between nouns and verbs. Provide examples of words that can be both nouns and verbs, such as 'play,' 'dance,' and 'run.' Use these examples in sentences to show how the word changes depending on its use. Encourage the students to practice identifying and using noun and verb forms in sentences.
- If the students are unable to seek information using 'will,' 'where,' 'when,' 'what,' and 'how long,' explain how these question words are used to gather information. Provide examples of questions using each word, such as 'Where do you live?' 'When is your birthday?' 'What is your favourite colour?' and 'How long will it take?' Practice through interactive activities, such as role-playing or question-and-answer sessions, can help reinforce their understanding.
- If the students are unable to write a dialogue and conduct role-play, start by explaining the structure of a dialogue and how to write it. Provide examples of dialogues and guide the students through the process of writing their own. Encourage them to practice role-playing the dialogues with their peers. This will help them improve their speaking and listening skills, as well as their ability to write coherent dialogues.

- If the students are unable to write an article, start by explaining the structure of an article, including the introduction, body, and conclusion. Use examples of articles to illustrate how to organise information. Provide a clear outline for the article and guide the students through each step. Encourage them to choose a topic they are interested in and write their own articles.
- If the students are unable to listen to a passage and translate their findings onto the textbook, focus on improving their listening skills. Play the passage multiple times and encourage them to take notes on key details. Use guided listening exercises where they need to fill in specific information in the chart. Discuss the passage together and help them organise their notes into the correct format.
- If the students are unable to work in pairs and talk about the given picture by taking turns, start by explaining the importance of teamwork and collaboration. Provide clear instructions and assign specific roles to each pair. Encourage open communication and sharing of ideas within the pair. Use interactive activities, such as pair discussions or collaborative projects, to practice describing the picture together. Provide feedback and support to help them improve their teamwork skills.

UNIT 6: THE QUARREL (EXTENSIVE READING)

Grade: V	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">• recite and share English poems, games, stories, riddles with peers and family members• read text with comprehension, locate details and sequence of events• use meaningful and grammatically correct sentences to describe and narrate incidents• read English storybooks independently, talk about it, and compose short paragraphs		
Overview: This is an amusing poem about a quarrel between three insects who, though known by different names in different places, belong to the same species. As the three insects quarrel away, an early bird hears them shouting and eats them. Through this poem, the young learners will realise that it is not good to quarrel amongst themselves because nothing good comes of it.		
Success criteria: By the end of the lesson, students should be able to: <ul style="list-style-type: none">• understand that it is not good to quarrel as nothing good comes of it• appreciate a poem and enjoy its rhythm and language• answer factual, inferential, referential, and evaluative questions• identify rhyming words	Generic skills: <ul style="list-style-type: none">• Collaborative: Students will work in groups to analyse the poem and discuss its meaning. Begin by reading the poem aloud together, ensuring everyone understands the words and phrases used. Encourage each group to discuss the characters, their actions, and the overall message of the poem. Ask them to share their interpretations and thoughts with the class. Then, guide them to collaborate on creating their verses, discussing the placement of lines and the overall structure of their poems. This collaborative effort will help them appreciate different perspectives and improve their communication skills.	

- collect information about the three insects mentioned in the poem
- identify and collect stories similar to the theme of the given poem

- **Analytical:** Students will analyse the given poem to understand its message and themes. Encourage them to think critically about the actions described in the poem and the feelings associated with them. For example, discuss why the lightning bug, firefly, and glowworm are arguing and what the early bird's actions signify. Ask the students to identify the moral of the poem and how it relates to the characters' behaviour. This analysis will help them understand cause-and-effect relationships and the importance of ethical behaviour.
- **Study skills:** Students will learn to appreciate the poem, become familiar with the device of rhyming, and understand the structure of a poem. Explain the concept of rhyme and rhythm, and how they contribute to the poem's overall effect. Encourage the students to practice writing their four-line poems, focusing on rhyme and rhythm. Then, guide them to work together to create longer verses, discussing the placement of lines and the overall structure. This practice will help them develop their writing skills and understand the elements of poetry.

Starter:

- To begin the lesson, have the students sit with their books closed. Do not reveal the name of the lesson they are about to study. To introduce the topic, initiate a discussion by asking a series of questions. Allow the students to respond either individually or as a group and allocate ten minutes for this discussion. Start by asking if they have ever seen a firefly and when fireflies can be seen. Then, ask them to imagine if insects could quarrel and whether it is good to quarrel. Finally, inquire about what happens when they quarrel with their friends.
- These questions will spark a discussion among the students, which should be monitored closely. All responses from the students should be acknowledged and appreciated. After the discussion, instruct the students to open their books to the lesson in question.

Lesson structure:**Reading:**

- To begin, the meanings of difficult words are provided in a box on the page corresponding to the word. However, students should be encouraged to discover the meanings themselves by referring to the context of the word in the poem. Instruct the students to silently read the first three stanzas of the poem, up to ‘a glow worm happening by.’ Remind them not to move their lips or use their fingers or pencils along the lines while reading.
- After they have read the first three stanzas, ask the students the following questions: Why did the fly call the lightning bug a ‘dunce’? What did the two insects fight about? Who joined their quarrel? These questions should be discussed concerning the portion they have just read.
- Next, ask one student to read the next three stanzas aloud, from ‘I’m a worm,’ squirmed’ till ‘awakened the early bird.’ As the poem is read by different students, correct pronunciation, intonation, and stress. Then, ask the following questions: What did the glow worm say to the two insects? Who was standing firm and on what issue? Who was awakened by their quarrel? What do you think the early bird will do?
- Following this, ask a second student to read aloud the last three stanzas of the poem. Then, ask the following questions: What did the bird say to the insects? Who did she eat last? What is the moral of the poem? Do you agree?
- Read the poem aloud or play the audio narration of the whole poem. The students should keep their books shut and listen to it with complete concentration, silently absorbing the rhythm and intonation of the language. Now that the poem has been read and heard, divide the students into groups and discuss the following questions: Did they enjoy the poem? What did they like most about the poem? Discuss and compare the answers of each group.
- These discussions should be interactive, with encouragement for the students to participate.

Learn to read:

- Divide the class into groups of four. Each group will discuss the answers to the given questions and make notes in their rough notebooks.
- Then, discuss each question in class in the following manner:
 - Ask at least three groups to read out their points for each answer.
 - Ask the other groups—
 - i. if they agree with the answer that has been read out.
 - ii. if they have anything to add.
- Finally, ask the students to write the answers in their notebooks.
- Each student’s work will have to be checked for spelling, grammar, and punctuation.
- The time limit for this exercise should not exceed 15 minutes.

Activity:

- For Exercise 1, the class should be divided into groups of six. Each group will be tasked with collecting pictures and information from various sources. These sources could include books, magazines, the internet, or even interviews with knowledgeable individuals. Once the groups have gathered their findings, they will share them with the class. This sharing session will allow each group to present what they have discovered, fostering a collaborative learning environment. Guidance and corrections should be provided as needed to ensure the information shared is accurate and relevant.
- For Exercise 2, the students will be instructed to research and find stories that have themes similar to the poem they have studied. These stories could be found in books, online, or even through discussions with family members or friends. Once the students have collected these stories, they will compile them into a book for the class library. This book will serve as a resource for the entire class, allowing everyone to enjoy and learn from the stories. Guidance should be provided throughout this process to help the students organise their findings and ensure the book is well-constructed and informative.

Class assessment:	✓	✗
Can the students read about and understand the poem 'The Quarrel'?		
Can the students answer comprehension questions appropriately?		
Can the students identify and use rhyming words?		
Can the students collect information about the given insects?		

Teacher's notes:

- If the students are unable to read about and understand the poem 'The Quarrel', it is important to revisit the poem with them. Start by reading the poem aloud, emphasising the rhythm and intonation to help them grasp the flow and meaning. Break down each stanza and discuss the imagery and language used. Encourage the students to share their thoughts and interpretations, guiding them gently towards a deeper understanding. Use visual aids or related stories to make the content more relatable and engaging.
- If the students are unable to answer comprehension questions appropriately, it may be helpful to review the poem together, focusing on key details and themes. Ask simpler, more direct questions to build their confidence and gradually increase the complexity. Encourage group discussions where students can share their answers and learn from each other. Provide examples of how to find answers within the text and practice this skill with different passages.

- If the students are unable to identify and use rhyming words, start with a brief review of what rhyming words are and provide examples. Engage the students in fun activities such as rhyming games or creating their own rhyming pairs. Use the poem to highlight rhyming words and ask the students to find and list them. Practice creating new sentences or short poems using rhyming words to reinforce their understanding.
- If the students are unable to collect information about the given insects, guide them through the research process. Show them how to use books, the internet, and other resources to find information. Provide a list of questions or key points to focus their research. Work in groups to encourage collaboration and sharing of information. Offer support and feedback as they gather and present their findings, ensuring they understand how to organise and summarise the information effectively.

UNIT 7: GOOD MORNING, DEAR STUDENTS (EXTENSIVE READING)

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

Learning objectives:

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

- recite and share English songs, poems, games, riddles, etc. with peers and family members
- take dictation for different purposes, such as lists, paragraphs, dialogues etc
- attempt to write creatively (stories, poems, posters, etc)
- use meaningful grammatically correct sentences to describe and narrate incidents and to frame questions

Overview:

This poem is a fantasy. It is about different activities that would attract even those students who do not like going to school. It describes the activities that would make school an interesting place for a student. However, at the end of the poem, there's a rude awakening, when the principal's voice claims that he was just fooling the students because it was April Fool's Day.

Success criteria:

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

- understand that school cannot be fun and recreation alone and that it requires strict adherence to discipline
- appreciate the poem and enjoy its rhythm and language
- answer factual, inferential, referential and evaluative questions

Generic skills:

- **Collaborative:** Students will work in groups to analyse the poem and discuss its meaning. Begin by reading the poem aloud together, ensuring everyone understands the words and phrases used. Encourage each group to discuss the activities described in the poem, the excitement of the last day of school, and the overall message of having fun and enjoying the day. Ask them to share their interpretations and thoughts with the class. Then, guide them to collaborate on creating their own verses about their ideal last day of school, discussing the placement of lines and the overall structure of their poems. This collaborative effort will help them appreciate different perspectives and improve their communication skills.

- share some fun things that they would like to do in school with their partner

- **Analytical:** Students will analyse the given poem to understand its message and themes. Encourage them to think critically about the activities described in the poem and the feelings associated with them. For example, discuss why the teacher suggests spending the day playing outside and taking a carnival ride, and what this signifies about the importance of relaxation and enjoyment after a long school year. Ask the students to identify the mood of the poem and how it relates to the characters' behaviour. This analysis will help them understand cause-and-effect relationships and the importance of balancing work and play.
- **Study skills:** Students will learn to appreciate the poem, become familiar with the device of rhyming, and understand the structure of a poem. Explain the concept of rhyme and rhythm, and how they contribute to the poem's overall effect. Encourage the students to practice writing their own four-line poems, focusing on rhyme and rhythm. Then, guide them to work together to create longer verses, discussing the placement of lines and the overall structure. This practice will help them develop their writing skills and understand the elements of poetry.

Starter:

- To begin the lesson, have the students sit with their books closed. Do not reveal the name of the poem they are about to read. To introduce the topic, initiate a discussion by asking a series of questions. Allow the students to respond either individually or as a group, and allocate ten minutes for this discussion.
- Start by asking the students what they like best about their school. Encourage them to think about different aspects, such as their favourite subjects, activities, or places within the school. This will help them reflect on the positive experiences they have had.
- Next, ask if there is something in their school that they would like to change. This question will prompt them to think critically about their school environment and consider areas for improvement. Encourage them to share their ideas and discuss why they think these changes would be beneficial.

- Finally, ask the students to imagine they are asked to plan a day's curriculum in school. What activities and subjects would they like to include? This question will allow them to be creative and think about what an ideal school day would look like for them. They might suggest a mix of academic subjects, sports, arts, and other fun activities.
- These questions will generate a lively discussion among the students. Monitor the discussion closely, ensuring that all responses are acknowledged and appreciated. This will create an inclusive and supportive environment where students feel comfortable sharing their thoughts.
- After the discussion, ask the students to open their books to the lesson concerned. This approach will engage the students and create a sense of curiosity and anticipation for the poem they are about to read.

Lesson structure:

Reading:

- To begin the lesson, have the students sit with their books closed. Do not reveal the name of the poem they are about to read. To introduce the topic, initiate a discussion by asking a series of questions. Allow the students to respond either individually or as a group, and allocate ten minutes for this discussion.
- Start by asking the students what they like best about their school. Encourage them to think about different aspects, such as their favourite subjects, activities, or places within the school. This will help them reflect on the positive experiences they have had.
- Next, ask if there is something in their school that they would like to change. This question will prompt them to think critically about their school environment and consider areas for improvement. Encourage them to share their ideas and discuss why they think these changes would be beneficial.
- Finally, ask the students to imagine they are asked to plan a day's curriculum in school. What activities and subjects would they like to include? This question will allow them to be creative and think about what an ideal school day would look like for them. They might suggest a mix of academic subjects, sports, arts, and other fun activities.
- These questions will generate a lively discussion among the students. Monitor the discussion closely, ensuring that all responses are acknowledged and appreciated. This will create an inclusive and supportive environment where students feel comfortable sharing their thoughts.
- After the discussion, ask the students to open their books to the lesson concerned. This approach will engage the students and create a sense of curiosity and anticipation for the poem they are about to read.
- Next, explain that the meanings of difficult words are provided in a box on the page corresponding to the word. However, encourage the students to discover the meanings themselves by referring to the context of the word in the poem. This will help them develop their vocabulary and comprehension skills.

- Instruct the students to silently read the first stanza of the poem, up to 'on a carnival ride'. Remind them not to move their lips or use their fingers or pencils along the lines while reading. After they have read the first stanza, ask the following questions to ensure they have understood the content:
 - Who was making the announcements?
 - What was the surprise for the whole school?
 - Can such announcements be made?
- Next, ask one student to read the second stanza aloud, up to 'run in the halls'. Correct pronunciation, intonation, and stress as the poem is read by different students. Then, ask the following questions:
 - What did the speaker promise?
 - How do you think the students would have reacted to the announcements?
- Following this, ask another student to read the third stanza of the poem aloud. Then, ask the following questions:
 - Why do you think the speaker would allow the students to come by scooter, etc.?
 - How would you feel in such a school?
 - Why does the speaker say 'no tests'?
- Next, ask a different student to read the fourth stanza of the poem aloud. Ask the following questions:
 - What do you think the students would do, to act strange?
 - Why does the speaker say, 'dye your hair green'?
- Ask another student to read the last stanza of the poem aloud. Ask the following questions:
 - What does the speaker mean by regular grind?
 - What did the fun end in?
 - How would the students have felt then?
- Play the audio narration of the whole poem. The students should keep their books shut and listen to it with complete concentration, silently absorbing its rhythm and intonation. After listening, ask one student to read the poem aloud once again, while the rest of the students follow the lines in their books.
- Now that the poem has been read and heard, divide the class into groups and discuss the following questions:
 - Did you enjoy the poem?
 - What did you like most about the poem?
- Discuss and compare the answers of all the groups. These discussions should be interactive, with encouragement for all the students to participate. This approach will help them engage with the poem, understand its themes, and develop their analytical and communication skills.

Learn to read:**Understand and Infer:**

- Divide the class into groups of four.
- Each group will discuss the answers to the given questions and make notes in their rough notebooks.
- Then, discuss each question in class in the following manner:
 - Ask at least three groups to read out their points for each answer.
 - Ask the other groups—
 - i. if they agree with the answer that has been read out.
 - ii. if they have anything to add.
- Finally, ask the students to write the answers in their notebooks.
- Each student's work will have to be checked for spelling, grammar, and punctuation.
- The time limit for this exercise should not exceed 15 minutes.

Appreciate:

- For question 7, explain to them what a rhyming pattern is and how to find the rhyming pattern of a poem.
- Do it for the first stanza and ask them to do the rest.

Activity:

- For Exercise 1, ask the students to discuss in pairs. Begin by explaining the topic or question they need to discuss. Encourage them to share their thoughts and ideas with their partner. This will help them practice their communication skills and learn to listen to different perspectives. Allow them some time to discuss and then ask a few pairs to share their discussions with the class. This will help them build confidence in speaking in front of others.
- For Exercise 2, divide the class into groups of four. Explain that each group will create a picture related to the topic you have been discussing. Provide them with the necessary materials such as paper, markers, and crayons. Encourage them to work together, share ideas, and decide on the best way to create their picture. This activity will help them develop their teamwork and creative skills.
- Once the groups have completed their pictures, ask each group to share their picture with the class. They should explain what their picture represents and how it relates to the topic. This will allow them to practice their presentation skills and learn to articulate their ideas clearly.

Class assessment:	✓	✗
Can the students read about and understand the poem 'Good morning, Dear students'?		
Can the students answer comprehension questions appropriately?		

Can the students identify and use rhyming words?		
Can the students talk about fun things?		

Teacher's notes:

- If the students are unable to read about and understand the poem 'Good morning, Dear students', it is important to revisit the poem with them. Start by reading the poem aloud, using expressive intonation to capture the mood and excitement of the last day of school. Pause at key moments to discuss what is happening and ask the students to predict what might happen next. This will keep them engaged and encourage them to think critically about the poem. Use visual aids or related stories to make the content more relatable and engaging.
- If the students are unable to answer comprehension questions appropriately, it may be helpful to review the poem together, focusing on key details and themes. Ask simpler, more direct questions to build their confidence and gradually increase the complexity. Encourage group discussions where students can share their answers and learn from each other. Provide examples of how to find answers within the text and practice this skill with different passages.
- If the students are unable to identify and use rhyming words, start with a brief review of what rhyming words are and provide examples. Engage the students in fun activities such as rhyming games or creating their rhyming pairs. Use the poem to highlight rhyming words and ask the students to find and list them. Practice creating new sentences or short poems using rhyming words to reinforce their understanding.
- If the students are unable to talk about fun things, begin by discussing the activities mentioned in the poem. Ask the students to share their favourite fun activities and why they enjoy them. Encourage them to think about different ways to have fun and express their ideas creatively. Use group discussions and brainstorming sessions to help them explore various fun activities and share their thoughts with the class. This will help them develop their communication skills and learn to articulate their ideas clearly.

UNIT 7: SCHOOL BREAKS UP

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

Learning objectives:

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

- answer coherently in written or oral form questions in English based on day-to-day life experiences or unfamiliar stories and poems, heard or read
- use meaningful and grammatically correct sentences to describe and narrate incidents and to frame questions
- write informal letters, messages, and e-mails
- use the dictionary for reference

Overview:

This unit is a lovely tale about the moment all students wait for, that is, the last day of the examinations and the beginning of holidays. Young learners will identify with the students in the story and will find the lesson engaging.

Success criteria:

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

- answer factual, inferential and evaluative questions
- identify and correctly use words related to learning and friendship
- understand and correctly use formal and informal expressions
- understand and correctly use 'for' and 'how long' in a sentence
- write a thank you note
- listen carefully and fill in information

Generic skills:

- **Collaborative:** Students will work in groups to discuss the story of Nameer and his experiences on the last day of examinations. They will answer questions and practice conversation, learning to use grammar correctly and write coherently. For example, students might work together to summarise the story or role-play the characters to better understand their motivations. This collaborative effort will help them appreciate different perspectives and improve their communication skills.
- **Analytical skills:** Students will critically analyse the text and draw conclusions about the characters' actions and the plot's development. They will examine the motives behind Nameer's decisions and the consequences of those actions. For instance, students might analyse why Nameer felt uneasy after leaving the examination hall early and how his interactions with his classmates reflect his concerns. This analysis will help them understand cause-and-effect relationships and the importance of decision-making and self-reflection.

- converse by playing a guessing game: identifying a person

- **Critical Thinking:** Students will think and discuss the given questions critically, reflecting on the themes of examination stress, honesty, and peer pressure. They will infer the underlying messages of the story and consider the ethical implications of the characters' behaviour. For example, students might discuss the moral lessons learned from Nameer's experience and how his actions and feelings during the examination period impacted his interactions with friends. This critical thinking will encourage them to reflect on their values and actions, fostering a deeper understanding of personal integrity and the importance of honesty.

Starter:

- To begin the lesson, use the Starter to help the learners acquaint themselves with famous siblings who have made significant achievements in their professions, setting benchmarks for others. Have the students sit with their books closed and do not disclose the name of the lesson they are about to read.
- Start by asking the students a series of questions to generate a discussion. Allow them to answer either individually or in chorus and set a time limit of ten minutes for this discussion. Begin by asking how they feel on the last day of their examinations and why they feel that way. Follow this by asking if they worry about whether they have written the correct answers. Then, inquire about their plans for the holidays and whether they study during their holidays.
- These questions will spark a lively discussion among the students, which should be monitored closely. All responses from the students should be acknowledged and appreciated. After the discussion, ask the students to open their books to the table of contents and guess which lesson they are about to read. This approach will engage the students and create a sense of curiosity and anticipation for the lesson ahead.

Lesson structure:

Reading:

- To teach the text about Nameer and his experiences on the last day of examinations to the students, begin by setting the scene and engaging the students with the context of the story. Have the students sit with their books closed and introduce the story by discussing the feelings and experiences associated with the last day of exams. Ask them to share their own experiences and feelings, creating a relatable atmosphere.
- Start reading the text aloud, ensuring to use expressive intonation to capture the mood and emotions of the characters. Pause at key moments to discuss what is happening and ask the students to predict what might happen next. This will keep them engaged and encourage them to think critically about the story.

- For example, when Nameer feels uneasy after leaving the examination hall early, ask the students why they think he feels this way. Discuss the importance of completing tasks thoroughly and the feelings of doubt that can arise when one finishes too quickly. Encourage the students to share similar experiences they might have had.
- As the story progresses, highlight the interactions between Nameer and his classmates. Discuss the themes of honesty and peer pressure. When Nameer lies about how much he wrote for the moral question, ask the students why he might have done that and what the consequences of lying can be. This will help them understand the importance of honesty and integrity.
- When the story describes the joyful atmosphere in the school hall after the exams, discuss the feelings of relief and camaraderie that come with finishing a challenging task. Ask the students how they celebrate after completing something difficult and what activities they enjoy during their holidays.
- Throughout the reading, encourage the students to ask questions and share their thoughts. This will make the lesson interactive and ensure that they are actively engaged with the text. After finishing the story, ask the students to summarise the main events and discuss the characters' actions and motivations. This will help reinforce their understanding and analytical skills.
- Finally, have the students open their books and read the text silently. Encourage them to pay attention to the details and think about the themes discussed. After reading, ask comprehension questions to ensure they have understood the story. Discuss the answers as a class, appreciating all responses and guiding them towards deeper insights.
- By making the lesson interactive and relatable, the students will be able to connect with the text and develop a thorough understanding of the story and its themes.

Learn to read:

Understand, Infer, and Reflect:

Divide the class into groups of four.

Ask each group to discuss the answer to each question and make notes in their rough notebooks.

- Then, discuss each question in class in the following manner:
 - Ask at least three groups to read out their points for each answer.
 - Ask the other groups—
 - i. if they agree to the answer that has been read out.
 - ii. if they have anything to add.
- Finally, the students will write the answers in their notebooks.
- Each student's work will have to be checked for spelling, grammar, and punctuation.
- The time limit for this exercise should not exceed 15 minutes.

Learn words:

- To teach the students how to distinguish between words associated with friendship and those associated with enmity, start by creating a friendly and engaging atmosphere in the classroom. Begin by explaining that some words describe people who are friends, and others describe people who might not get along well.
- First, write the list of words on the board: mate, partner, foe, buddy, competitor, rival, pal, supporter, companion, opponent, friendship, enmity, rival. Ask the students to look at each word and think about whether it describes someone who is friendly or someone who might be in conflict.
- Explain that words like 'mate', 'buddy', 'pal', 'supporter', and 'companion' are associated with friendship. These words describe people who help each other, enjoy spending time together, and support one another. Give examples of how these words might be used in sentences, such as 'My buddy and I play football together' or 'A supporter helps you when you need it.'
- Next, explain that words like 'foe', 'competitor', 'rival', and 'opponent' are associated with enmity. These words describe people who might be in competition or conflict with each other. Provide examples of how these words might be used, such as 'A competitor tries to win against you' or 'An opponent is someone you face in a game.'
- To make the lesson interactive, ask the students to come up with their own sentences using the words from the list. Encourage them to share their sentences with the class and discuss whether the word they used is associated with friendship or enmity.
- After discussing each word, ask the students to work in pairs or small groups to sort the words into two categories: friendship and enmity. They can write the words on paper or use a chart to organise them. Once they have sorted the words, have each group present their findings to the class.

Learn grammar:

- To teach the students how to use the present perfect continuous tense and form questions using 'how long', start by explaining the concept in simple terms. Begin by discussing the difference between using 'for' and 'how long' when talking about duration.
- First, write the example sentences on the board:
 - Nameer finished early and sat back for some time.
 - Mani was in the hall for a long time.
- Explain that 'for' is used when measuring duration, or how long something lasts. Provide additional examples such as:
 - I once studied French for six months.
 - Mani has been away for two weeks.
- Next, introduce the present perfect tense and explain that it is used to measure duration up to the present. Emphasise that this tense connects the past to the present. Write the following examples on the board:
 - I've known Rohan for a long time.

- I know Rohan for a long time.
- Explain that the correct sentence is 'I've known Rohan for a long time' because it uses the present perfect tense. Discuss how 'have' or 'has' is used with the past participle to form this tense.
- Introduce the acronym 'HAVE FUN' to help the students remember how to use the present perfect tense:
 - H: Have — Use 'have' or 'has' with the past participle (Example: 'I have played').
 - F: For — Use 'for' to talk about how long something has lasted (Example: 'I have known him for two years').
 - U: Until now — This tense connects the past to the present (Example: 'I have lived here since 2020').
 - N: Now — It emphasises that the action is relevant to the present (Example: 'I have finished my homework now').
- Next, provide the students with sentences to complete using the present perfect continuous tense. Write the examples on the board and ask the students to fill in the blanks:
 - 'have you been driving?' 'Since I was seventeen.'
 - Mohsin has been doing the same job fifteen years.
 - I like your apartment. have you been living here?
 - 'have you had this pain?' 'about six weeks, Doctor.'
 - Have you and Frieda known each other a long time?
- Discuss each sentence and explain how to use the present perfect continuous tense correctly.
- Then, move on to forming questions using 'how long'. Write the example on the board:

A: I now live in Sialkot.
B: How long have you been there?
- Provide additional sentences and ask the students to make questions using 'how long':

A: Sarah is on leave.
B: How long has Sarah been on leave?

A: Zainab is in Spain.
B: How long has Zainab been in Spain?

A: My brother is in the army.
B: How long has your brother been in the army?

A: We are practising for the school play.
B: How long have you been practising for the school play?

A: She is knitting a sweater.
B: How long has she been knitting the sweater?

Learn to write:

- To teach the students how to write a note explaining a change in plans, start by discussing the differences between a letter and a note. Explain that a note is usually very short, specific, and informal, while a letter can be longer and more detailed.
- Begin by writing the example note on the board:

Raza,
The notes were a great help. Couldn't have done the test without them. Thanks!
Nameer

- Explain that this note is short and to the point, thanking Raza for his help. Discuss the key elements of a note: it is informal, uses short sentences, and focuses on one or two specific items.
- Next, introduce the scenario where Nameer needs to change the meeting time with Raza. Explain that Nameer and Raza had planned to meet at 2:00 p.m., but Nameer has to go to the post office with his father. Nameer needs to write a note to Raza explaining the problem and suggesting a new meeting time of 4:30 p.m.
- Write the following example on the board:

Raza,
I have to go to the post office with my father. Can we meet at 4:30 p.m. instead of 2:00 p.m.?
Nameer

- Discuss the structure of the note. Point out that it starts with Raza's name, followed by a brief explanation of the problem, and ends with Nameer's name. Emphasise the use of short, simple sentences and the focus on the specific issue.
- Ask the students to think about how much information they want to give Raza. Explain that they should keep their language simple and their sentences short. Encourage them to practice writing their notes based on different scenarios, such as changing a meeting time, thanking a friend, or explaining a brief situation.
- Provide a few more examples and ask the students to write their notes. For instance:

- **Example 1:**

Ali,
I can't come to the park today. Can we go tomorrow instead?
Ahmed

- **Example 2:**

Sara,
Thanks for lending me your book. I'll return it tomorrow.
Aisha

Encourage the students to share their notes with the class and discuss the clarity and effectiveness of each note. This practice will help them understand how to communicate clearly and concisely in writing.

Learn to listen:

- To teach the students how to listen to a story and answer questions about it, start by explaining the process in simple terms. Begin by telling the students that they will listen to a story twice. The first time, they should just listen carefully to understand the story. The second time, they will listen again and answer some questions about what they heard.
- Start by playing or reading the story aloud to the students. Make sure they are paying attention, and remind them not to worry about the questions yet. After the first listening, give them a moment to think about the story.
- Next, introduce the questions they will need to answer. Write the questions on the board or provide them on a handout. Explain each question clearly and make sure the students understand what is being asked. For example:
- Choose the right answer. a. This is a story about some naughty: i. snowflakes. ii. raindrops. iii. cough drops. b. The ones who got to choose first were the ones who were the: i. naughtiest. ii. kindest. iii. biggest. c. Fio landed on a lady to: i. hurt her cheek. ii. ruin her make-up. iii. wash her face.
- Complete the following sentences. a. The raindrops landed on cars. b. They wet the _____ that people were reading. c. They destroyed a _____ that the ants had built. d. A child cried because they dissolved his _____. e. They messed up a lady's new hairstyle by wetting her _____.
- Explain that they will listen to the story again, and this time, they should try to find the answers to these questions. Play or read the story a second time and encourage the students to listen carefully for the details that will help them answer the questions.
- After the second listening, go through each question one by one. Ask the students to share their answers and discuss them as a class. For the multiple-choice questions, ask the students to explain why they chose their answers. For the fill-in-the-blank sentences, ask them to provide the missing words and discuss how they found the answers in the story.

Learn to speak:

- To teach the students how to work in groups and understand the difference between formal and informal language, start by explaining the group activity and the concept of formal and informal expressions.
- First, introduce the group activity where one member of the group will pretend to be a famous personality without revealing their identity. The rest of the group will ask questions to discover who the person is. Explain that this activity will help them practice asking questions and thinking critically.
- Divide the students into groups of four and let them take turns being the famous person and asking questions. Encourage them to think of different types of questions that can help them identify the person. For example, they might ask about the person's profession, achievements, or personal life. This activity will help them develop their questioning skills and learn to work collaboratively.

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- Next, discuss the scenario where Nameer is about to go home from school. Ask the students to imagine what Nameer might say to his friends and what the boys might say to their teacher. Explain that when speaking to friends, they can be casual and relaxed, using informal expressions. Write examples on the board, such as 'Bye! See you later.' and 'I had better be going now. See you!'
- Then, explain that when speaking to teachers and elders, their speech and behaviour should be more formal. Provide examples like 'Thank you for the nice evening.' and 'Goodbye! I hope we meet again.' Discuss how using formal expressions shows respect and politeness.
- Introduce the concept of formal and informal language by explaining that a dictionary can help identify whether words are formal or informal. Provide examples such as:
 - Infant (formal): a very young child. 'The nursery is for infants under two.'
 - Baby (informal): youngest member of a family. 'She is our darling baby girl.'
 - Blockhead (informal): a stupid person. 'There are no polar bears in Africa, you blockhead!'
- Next, read out the sentences below to the students and ask them to mark each sentence as formal or informal. Explain that the word marked in italics can help them identify the tone of the sentence. For example:
 1. It's great to see you. (Informal)
 2. It is a great pleasure to meet you. (Formal)
 3. Will you come to the party? Sure! (Informal)
 4. I'm busy now, give me a ring later. (Informal)
 5. The company purchased three new buildings. (Formal)
 6. My uncle bought a house in Sukkar. (Informal)
 7. Where is the Principal's residence? (Formal)
 8. Hang on. I'm not ready. (Informal)
- Ask the students to work with a partner and read the sentences to each other, marking them as formal or informal. Encourage them to discuss why they think each sentence is formal or informal and what clues helped them decide.

Class assessment:	✓	✗
Can the students read about and understand the story about School's breakup?		
Can the students answer the comprehension questions?		
Can the students use words related to learning and friendship?		
Can the students use questions and phrases: For and how long?		
Can the students identify the difference between a note and a letter?		
Can the students listen to a passage and translate their findings onto the textbook?		

Can the students take turns using formal and informal expressions?		
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Teacher's notes:

- If the students are unable to read about and understand the story about School's breakup, it is important to revisit the story with them. Start by reading the story aloud, using expressive intonation to capture the mood and emotions of the characters. Pause at key moments to discuss what is happening and ask the students to predict what might happen next. This will keep them engaged and encourage them to think critically about the story. Use visual aids or related stories to make the content more relatable and engaging.
- If the students are unable to answer the comprehension questions, it may be helpful to review the story together, focusing on key details and themes. Ask simpler, more direct questions to build their confidence and gradually increase the complexity. Encourage group discussions where students can share their answers and learn from each other. Provide examples of how to find answers within the text and practice this skill with different passages.
- If the students are unable to use words related to learning and friendship, start by introducing a list of relevant vocabulary words. Provide definitions and examples of how each word can be used in a sentence. Engage the students in activities such as word matching games, sentence creation, and role-playing scenarios that involve using these words. This practice will help them become more comfortable with the vocabulary and understand how to use it in context.
- If the students are unable to use questions and phrases with 'for' and 'how long', begin by reviewing the rules for using these phrases. Provide clear examples and practice sentences. Engage the students in activities where they create their sentences using 'for' and 'how long'. Encourage them to ask and answer questions with their peers, providing feedback and guidance as needed.
- If the students are unable to identify the difference between a note and a letter, start by explaining the key differences in structure, length, and language. Provide examples of both a note and a letter, highlighting the differences. Engage the students in writing their notes and letters based on different scenarios. Discuss their work and provide feedback to help them understand the distinctions.
- If the students are unable to listen to a passage and translate their findings onto the textbook, practice active listening skills with them. Play or read short passages and ask the students to take notes on key points. Discuss the main ideas and details as a class. Gradually increase the length and complexity of the passages as their listening skills improve. Encourage them to summarise what they heard and write it down in their own words.
- If the students are unable to take turns using formal and informal expressions, start by explaining the difference between formal and informal language. Provide examples and practice sentences. Engage the students in role-playing activities where they practice speaking formally and informally in different scenarios. Provide feedback and guidance to help them understand when to use each type of expression.

UNIT 8: ANI'S KEY

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

Learning objectives:

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

- take dictation for different purposes, such as lists, paragraphs, dialogues etc.
- write and speak on social issues, suggesting personal views
- identify nouns and adverbs and differentiate between verbs in past perfect and simple past tenses
- connect ideas that he/she has inferred, through reading and interaction, with his/her personal experiences

Overview:

This unit is a lovely tale about a little girl whose parents are poor and hardworking. They work very hard so that their daughter can attend school. Young learners will find the story inspiring and will understand that it is important to dream and not lose hope. They will also learn that one should not make fun of people just because they are poor or do menial jobs. Everyone who works should be equally respected. This is a story that teaches dignity of labour.

Success criteria:

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

- understand that one should not make fun of people because they are poor or do menial jobs
- answer factual, inferential, and evaluative questions
- know more words related to art
- understand and correctly use countable and uncountable nouns
- correctly spell silent letters
- understand and identify the sounds /i/ and /ai/
- use 'had' to show possession and relationship, and use it correctly in a sentence
- write a composition describing the procedure of participating in a project or activity

Generic skills:

- **Collaborative:** Students will work in groups to discuss the story of Ani and her experiences with the art competition. They will answer questions and practice conversation, learning to use grammar correctly and write coherently. For example, students might work together to summarise the story or role-play the characters to better understand their motivations. This collaborative effort will help them appreciate different perspectives and improve their communication skills.
- **Analytical skills:** Students will critically analyse the text and draw conclusions about the characters' actions and the plot's development. They will examine the motives behind Ani's decisions and the consequences of those actions. For instance, students might analyse why Ani felt discouraged about the art competition and how her mother's encouragement helped her find a solution. This analysis will help them understand cause-and-effect relationships and the importance of perseverance and creativity.

- recognise native speaker accents and fill in missing words
- converse to discuss and discover creative uses for everyday objects

- **Critical Thinking:** Students will think and discuss the given questions critically, reflecting on the themes of perseverance, creativity, and self-worth. They will infer the underlying messages of the story and consider the ethical implications of the characters' behaviour. For example, students might discuss the moral lessons learned from Ani's experience and how her creativity and determination led to her success in the art competition. This critical thinking will encourage them to reflect on their values and actions, fostering a deeper understanding of personal integrity and the importance of believing in oneself.

Starter:

- To teach the students how to think creatively about reusing household items, start by explaining the concept of reusing and recycling. Discuss how many items we use every day can have multiple purposes and how reusing them can help reduce waste and be beneficial for the environment.
- Begin by introducing the list of items: buttons, bottles and jars, tins, and newspapers. Explain that these are common items found in every household and that they often get thrown away after their initial use. Encourage the students to think about how these items can be reused in different ways.
- Ask the students to sit in pairs or small groups and brainstorm different uses for each item. Encourage them to be as creative as possible and think outside the box. For example, they might consider how buttons can be used for decorating clothes or making jewellery, how bottles and jars can be used for storage or as planters, how tins can be turned into pencil holders or small containers, and how newspapers can be used for wrapping gifts or creating papier-mâché crafts.
- Provide some examples to get them started:
- Buttons: Can be used to create colourful art projects, decorate picture frames, or make unique jewellery.
- Bottles and jars: Can be used as vases, storage containers, or even turned into lanterns by adding a candle inside.
- Tins: Can be used to store small items like paper clips, turned into planters for small plants, or used as a base for homemade candles.
- Newspapers: Can be used for wrapping gifts, creating papier-mâché sculptures, or as a protective layer when painting or crafting.

- After the brainstorming session, ask each group to share their ideas with the class. Write down their suggestions on the board and discuss the different ways these items can be reused. This will help the students see the variety of possibilities and inspire them to think creatively about everyday objects.
- Relate this activity to the story of Ani, explaining how she used her creativity to turn discarded items into a beautiful piece of art. Discuss how Ani felt discouraged at first but found a way to express herself and solve her problem through creativity and resourcefulness. This will help the students understand the importance of thinking creatively and finding new uses for old items.

Lesson structure:

Reading:

- To teach the students how to understand and engage with the story about Ani, follow these steps:
- First, explain that the meanings of difficult words are provided in boxes on the page corresponding to the word. However, encourage the students to discover the meanings themselves by referring to the context in the story. This will help them develop their vocabulary and comprehension skills.
- Next, instruct the students to read the first three paragraphs of the story silently, up to 'looking for things to sell'. Remind them not to move their lips or use their fingers or pencils to mark the lines as they read. This will help them focus on understanding the text.
- After they have read the first three paragraphs, ask the following questions to ensure they have understood the content:
 - What did Ani announce to her mother?
 - What did her mother say to Ani?
 - What job did Ani's mother do?
 - What job did Ani's father do?
- These questions will help the students recall and comprehend the key details of the story.
- Next, let one student read the next part aloud, from 'The kids laugh at Dad' till 'just have to find the key'. Correct pronunciation, intonation, and stress as the lesson is being read by different learners. Then, ask the following questions:
 - Why did Ani's classmates laugh at her father?
 - Do you think the children were right to laugh at Ani's father?
 - Why did Mama say that Ani would win the art competition?
 - Why was Ani unhappy about the competition?
 - How did Ani's mother say she could solve the problem?
- These questions will encourage the students to think critically about the characters' actions and motivations.
- Before continuing, write the following questions on the blackboard. The students will have to find the answers on the page. This will teach them to scan any given material for specific information:

- What sparkled like treasure?
- What did Ani keep in her treasure box?
- What did Ani dream of that night?
 - Now, ask the students to silently read the third section of the story, from 'In the sun's last wink' till 'contest and her unhappiness.' While reading, the students will automatically scan for the answers to the questions given on the blackboard.
 - Read the passage or play the audio narration of the corresponding portion of the passage. The students should listen to it with complete concentration, silently absorbing the rhythm and intonation of the language.
 - Moving on, let another student read the next part aloud, till 'she had everything she needed'. Discuss the following questions:
- What did Mama ask Ani the next morning?
- What did Ani do after school?
- Why do you think Ani tried to remember her dream? Can you guess what she will make for the art competition?
 - Now, ask a third student to read aloud from 'Did you know,' asked Ani' till 'Buttons? Beads?' Divide the class into groups and discuss the following questions:
- Who was going to judge the art competition?
- Why do you think Ani wanted her parents to come to the exhibition?
- What did Ani's parents hear as they neared the auditorium?
- Why was everybody looking up?
 - Next, ask a fourth student to read aloud from 'Bits of glass? And,' till the end of the story. Discuss the following questions with the groups:
- What was the butterfly decorated with?
- What was hanging from the butterfly?
- Why were all eyes on Ani?
- What were the other kids thinking?
- Do you think Ani's parents were proud of her?
- Now that the story has been read, ask the following questions to each group:
- Did they enjoy the story?
- What did they like most about the story?

Learn to read:

Understand, Infer, and Reflect:

- Divide the class into groups of four.
- Ask each group to discuss the answer to each question and make notes in their rough notebooks.
- Then, discuss each question in class in the following manner:
 - Ask at least three groups to read out their points for each answer.

- Ask the other groups—
 - i. if they agree to the answer that has been read out.
 - ii. if they have anything to add.
- Finally, the students will write the answers in their notebooks.
- Each student’s work will have to be checked for spelling, grammar, and punctuation.
- The time limit for this exercise should not exceed 15 minutes.

Learn words:

- To teach the students how to identify articles used by artists and understand similes, follow these steps:

Identifying articles used by artists:

- Begin by explaining that artists use specific tools and materials to create their artwork. Show the students the list of items: crayons, chart, anvil, watercolours, oil, easel, glue, charcoal, brush, palette, canvas, knife, paints, scissors, axe.
- Discuss each item briefly, explaining what it is and how it might be used. For example, explain that crayons are used for colouring and drawing, while an anvil is used by blacksmiths and not typically by artists.
- Ask the students to put a tick (✓) next to the items that are used by artists. Encourage them to think about each item and decide if it belongs in an artist’s toolkit.
- Provide pictures of the items and ask the students to label them with the correct words from the list. This will help reinforce their understanding of the vocabulary.

Understanding Similes:

- Explain that a simile is a figure of speech that compares one thing to another using the words ‘like’ or ‘as’. Give an example, such as ‘as brave as a lion’, to illustrate how similes make descriptions more vivid.
- Write a few examples of similes on the board and discuss them with the students. For instance, ‘as busy as a bee’ or ‘as quiet as a mouse’. Explain how these comparisons help create a clear image in the reader’s mind.
- Provide the students with sentences that have blanks for similes. Ask them to fill in the blanks with appropriate comparisons. For example:
 - As tall as a _____.
 - As fierce as a _____.
 - As hot as a _____.
 - As funny as a _____.
- After the students have filled in the blanks, discuss their answers as a class. Encourage them to explain why they chose certain comparisons and how they make the description more vivid.

Learn spelling:

- To teach the students about silent letters and how to identify them in words, follow these steps:
- Begin by explaining that some words have letters that are not pronounced when we say the word. These letters are called silent letters. Provide examples such as 'know', 'chalk', 'bomb', 'sign', 'fasten', and 'write'. Point out the silent letters in each word.
- Write the list of words on the board and highlight the silent letters. Ask the students to say the words aloud, making sure they do not pronounce the silent letters. This will help them become familiar with the concept of silent letters.
- Explain that they will now complete words by adding the correct silent letters. Provide the list of silent letters: l, t, g, b, k, w. Explain that each letter can be used more than once.
- Provide the clues and ask the students to complete each word with the appropriate silent letter (on page 86 of the textbook).
- After the students have completed the words, ask them to say the words aloud. Ensure they do not pronounce the silent letters. This practice will reinforce their understanding of silent letters and improve their pronunciation skills.
- Go over each word and discuss the correct silent letter. Explain why the letter is silent and how it affects the pronunciation of the word.
- Provide additional examples of words with silent letters and ask the students to identify the silent letters. Encourage them to use these words in sentences to further reinforce their understanding.
- Create a game where students take turns saying words with silent letters, and the rest of the class identifies the silent letter. This will make the learning process fun and engaging.
- By following these steps, the students will learn to identify and correctly use silent letters in words, enhancing their reading and pronunciation skills.

Learn to pronunciation:

- To teach the students how to differentiate between the sounds of the letter 'i' in words, follow these steps:
 - Begin by explaining that the letter 'i' can have different sounds in words. Provide examples such as 'hit' and 'like'. Explain that in 'hit', the 'i' sounds like /ɪ/, and in 'like', the 'i' sounds like /aɪ/.
 - Say the words 'hit' and 'like' aloud and ask the students to listen carefully to the sound of the letter 'i' in each word. Then, ask the students to repeat the words aloud, ensuring they pronounce the 'i' correctly.
- Explain that they will now pick words from the lesson and group them according to the sound of the letter 'i' in them. Provide the two categories: /ɪ/ (i as in 'hit') and /aɪ/ (i as in 'like').
- Ask the students to find at least five words in each category from the lesson. Provide examples to get them started, such as 'rubbish' for /ɪ/ and 'surprised' for /aɪ/.
- Write the two categories on the board and ask the students to come up and write the words they found under the correct category. This will help them visually see the difference between the sounds.

- Go over each word and discuss why it belongs in its respective category. Explain the pronunciation of the ‘i’ sound in each word and how it fits into the /i/ or /ai/ category.
- Provide additional examples of words with the letter ‘i’ and ask the students to identify the sound. Encourage them to use these words in sentences to further reinforce their understanding.
- Create a game where students take turns saying words with the letter ‘i’ and the rest of the class identifies the sound. This will make the learning process fun and engaging.
- By following these steps, the students will learn to differentiate between the sounds of the letter ‘i’ in words, enhancing their pronunciation and phonetic skills.

Learn grammar:

- To teach the students how to use idioms and understand plural and singular nouns, follow these steps:

Teaching Idioms:

- Begin by explaining what an idiom is. An idiom is a group of words whose meaning is different from the meanings of the individual words. For example, ‘bits and pieces’ means small objects or items of various kinds.
- Provide examples of idioms and their meanings. Write the following idioms on the board and explain their meanings:
 - bits and pieces: small objects or items of various kinds
 - do one’s bit: do one’s share of work
 - bit by bit: a little at a time
 - not one little bit: not in any way; not at all
 - to bits: into small pieces
- Provide sentences with blanks and ask the students to fill in the blanks with suitable idioms from the list.
- After the students have filled in the blanks, discuss their answers as a class. Encourage them to explain why they chose certain idioms and how they fit into the sentences.

Countable and Uncountable Nouns:

- Explain that some nouns can be counted and have plural forms, while others cannot be counted and do not have plural forms. For example, ‘buttons’ is a plural noun, but ‘furniture’ is always in the singular form.
- Provide examples of countable and uncountable nouns. Write the following examples on the board:
 - Countable: box (boxes), butterfly (butterflies)
 - Uncountable: furniture (pieces of furniture), sand (some sand)
- Provide a list of nouns and ask the students to change them into plural forms if they are countable and use appropriate forms for the rest.

- After the students have completed the activity, discuss their answers as a class. Explain why certain nouns are countable and have plural forms, while others are uncountable and do not have plural forms.
- By following these steps, the students will learn to use idioms correctly and understand the difference between countable and uncountable nouns, enhancing their vocabulary and grammar skills.

Learn to write:

- To teach the students how to write a composition about a school activity or project they would like to take part in, follow these steps:
- Begin by explaining the task. Tell the students that they will write a composition about a school activity or project they would like to participate in. The composition should be about 150-200 words and should describe what needs to be done to make the project a success.
- Provide an example to help them understand the structure and content of the composition. For instance, you might use the example of a Clean Street Campaign:
- “I want to start a campaign to keep our street clean. The first thing I’ll have to do is...”
- **Step-by-Step Guide (Describe the problem):**
 - Ask the students to think about the activity or project they want to take part in and identify the problems that need to be addressed. For example, if they choose a Clean Street Campaign, they might describe the problem of littering and dirty streets.
 - Encourage them to write a few sentences describing the problem clearly and concisely.
- **What should be done:** Next, ask the students to think about the steps that need to be taken to solve the problem. For the Clean Street Campaign, they might suggest organising a group of volunteers, providing trash bags and gloves, and setting up regular cleaning schedules.
- Encourage them to write about the actions that need to be taken to address the problem.
- **What support do you need:** Finally, ask the students to consider what support they need to make the project a success. This could include help from teachers, parents, or community members, as well as any materials or resources they might need.
- Encourage them to write about the support they need and how they plan to obtain it.
- **Writing the composition:**
 - Ask the students to draft their composition, following the structure provided. Remind them to keep their sentences clear and concise and to stay within the word limit.
 - Once the students have completed their drafts, ask them to review their work. Encourage them to check for spelling and grammar errors and to make sure their composition flows logically from one point to the next.
- Allow the students to share their compositions with the class. This will allow them to practice their presentation skills and receive feedback from their peers.

- **Example Composition:**

I want to start a campaign to keep our street clean. The first thing I'll have to do is organise a group of volunteers who are willing to help with the cleaning. Our street is often littered with rubbish, and it looks very dirty. We need to clean it up to make it a nicer place to live.

To solve this problem, we will need to provide trash bags and gloves for everyone who is helping. We can set up regular cleaning schedules so the street stays clean all the time. We will also need to put up signs to remind people not to litter.

We will need support from our teachers and parents to make this campaign a success. They can help us organise the volunteers and provide the materials we need. We might also need some funding to buy the trash bags and gloves. With everyone's help, we can keep our street clean and make it a better place for everyone.

- By following these steps, the students will learn how to write a well-structured composition about a school activity or project, enhancing their writing and organisational skills.

Learn to listen:

- To teach the students how to complete the listening exercise, start by explaining the process step by step.
- First, tell the students that they will listen to a conversation. The first time it is played, they should just listen carefully to understand the overall content. Emphasise that they do not need to write anything down during the first listening.
- After the first listening, introduce the questions they will need to answer. Write the questions on the board or provide them on a handout. Explain each question clearly and make sure the students understand what is being asked.
- For the first question, show the students the pictures and explain that they need to number them in the order in which they are mentioned in the conversation. Encourage them to pay attention to the sequence of events or items discussed.
- Next, play the conversation a second time. This time, ask the students to focus on the details and try to remember the order of the pictures mentioned. After the second listening, give them a few minutes to number the pictures accordingly.
- For the second part of the exercise, explain that they need to complete the sentences in their own words based on the information they heard in the conversation. Provide the sentences with blanks and ask the students to fill in the blanks with appropriate words or phrases.
- Encourage the students to think about the conversation and use the context to complete the sentences. After they have filled in the blanks, discuss their answers as a class. Ask them to explain why they chose certain words or phrases and how they fit into the sentences.
- To reinforce their understanding, read the text aloud or play the audio narration of the corresponding portion of the passage again. Ask the students to listen with complete concentration, silently absorbing the rhythm and intonation of the language.

- Finally, review the answers together and provide feedback. Encourage the students to ask questions if they are unsure about any part of the exercise. This approach will help them develop their listening comprehension skills and learn to extract specific information from spoken language.

Learn to speak:

- To teach the students how to think creatively about common objects and come up with unusual uses for them, follow these steps:
- First, explain the activity to the students. Tell them that they will work in groups of four and each group will think of a common object. Each member of the group will then come up with unusual ways to use that object. They will take turns sharing their ideas with the group and see if anyone has a better idea than the ones they thought of.
- Provide an example to help them understand the task. For instance, use the example of a key:
 - A key is a common object. One unusual way to use a key is to open the lid of a tin. Another way is to wear it on a chain around your neck, like a pendant.
- Next, divide the students into groups of four. Ask each group to choose a common object. It could be anything they are familiar with, such as a spoon, a book, or a shoe.
- Once each group has chosen an object, give them a few minutes to think individually about unusual ways to use that object. Encourage them to be creative and think outside the box. Remind them that there are no wrong answers and that the goal is to come up with as many unique ideas as possible.
- After they have had some time to think, ask each member of the group to take turns sharing their ideas. Encourage them to listen to each other's suggestions and discuss which ideas they think are the most creative or practical.
- For example, if the chosen object is a spoon, the students might come up with ideas like:
 - You can use a spoon to plant small seeds in the garden.
 - You can use a spoon as a makeshift musical instrument by tapping it against different surfaces.
 - You can use a spoon to create a small sculpture by bending and shaping it.
- After each group has shared their ideas, ask them to discuss which idea they think is the best and why. This will help them practice their critical thinking and communication skills.
- Finally, ask each group to present their best idea to the class. This will give them an opportunity to practice their presentation skills and share their creativity with their peers.
- By following these steps, the students will learn to think creatively about common objects and come up with innovative ideas, enhancing their problem-solving and teamwork skills.

Class assessment:	✓	✗
Can the students read and understand the story about Ani's Key?		
Can the students answer the comprehension questions?		
Can the students use words related to art?		

Can the students use simile?		
Can the students use silent letters?		
Can the students differentiate and pronounce /i/ and /ai/?		
Can the students use idioms?		
Can the students use countable and uncountable nouns?		
Can the students write paragraphs?		
Can the students listen to a passage and translate their findings onto the textbook?		
Can the students work in groups to think of unique ways to use particular objects then take turns to share your ideas?		

Teacher's notes:

- If the students are unable to read and understand the story about Ani's Key, it is important to revisit the story with them. Start by reading the story aloud, using expressive intonation to capture the emotions and events. Pause at key moments to discuss what is happening and ask the students to predict what might happen next. This will keep them engaged and encourage them to think critically about the story. Use visual aids or related stories to make the content more relatable and engaging.
- If the students are unable to answer the comprehension questions, it may be helpful to review the story together, focusing on key details and themes. Ask simpler, more direct questions to build their confidence and gradually increase the complexity. Encourage group discussions where students can share their answers and learn from each other. Provide examples of how to find answers within the text and practice this skill with different passages.
- If the students are unable to use words related to art, start by introducing a list of relevant vocabulary words. Provide definitions and examples of how each word can be used in a sentence. Engage the students in activities such as word matching games, sentence creation, and role-playing scenarios that involve using these words. This practice will help them become more comfortable with the vocabulary and understand how to use it in context.
- If the students are unable to use similes, begin by explaining what a simile is and how it is used to make comparisons. Provide examples such as 'as brave as a lion' and 'as busy as a bee'. Ask the students to create their own similes using familiar objects or situations. Encourage them to share their similes with the class and discuss how these comparisons make their descriptions more vivid.
- If the students are unable to use silent letters, start with a brief review of what silent letters are and provide examples. Engage the students in activities such as identifying silent letters in words and creating their own sentences using words with silent letters. Use the poem to highlight words with silent letters and ask the students to find and list them. Practice reading these words aloud to reinforce their understanding.

- If the students are unable to differentiate and pronounce /I/ and /aI/, begin by explaining the difference between the two sounds. Provide examples of words with each sound and practice pronouncing them together. Engage the students in activities such as sorting words into the correct sound categories and creating sentences using these words. Use listening exercises to help them identify the sounds in spoken language.
- If the students are unable to use idioms, start by explaining what an idiom is and how it is used to convey a meaning that is different from the literal meaning of the words. Provide examples of common idioms and their meanings. Engage the students in activities such as matching idioms to their meanings and creating sentences using idioms. Encourage them to use idioms in their writing and speaking to make their language more expressive.
- If the students are unable to use countable and uncountable nouns, begin by explaining the difference between the two types of nouns. Provide examples of each and practice using them in sentences. Engage the students in activities such as sorting nouns into the correct categories and creating sentences using countable and uncountable nouns. Use visual aids and real-life examples to reinforce their understanding.
- If the students are unable to write paragraphs, start by explaining the structure of a paragraph and how it should include a topic sentence, supporting sentences, and a concluding sentence. Provide examples of well-written paragraphs and discuss their structure. Engage the students in activities such as brainstorming ideas, creating outlines, and writing their own paragraphs. Provide feedback and guidance to help them improve their writing skills.
- If the students are unable to listen to a passage and translate their findings onto the textbook, practice active listening skills with them. Play or read short passages and ask the students to take notes on key points. Discuss the main ideas and details as a class. Gradually increase the length and complexity of the passages as their listening skills improve. Encourage them to summarise what they heard and write it down in their own words.
- If the students are unable to work in groups to think of unique ways to use particular objects and then take turns to share their ideas, start by explaining the importance of teamwork and collaboration. Provide clear instructions for the activity and assign roles to each group member. Encourage the students to listen to each other's ideas and build on them. Use icebreaker activities to help them feel more comfortable working together. Provide feedback and guidance to help them improve their teamwork and communication skills.

UNIT 8: THE RECYCLING RAP (EXTENSIVE READING)

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

Learning objectives:

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

- take dictation for different purposes, such as lists
- read text with comprehension and locate details
- recite and share English poems with the correct pronunciation and intonation

Overview:

This poem has been included to make young learners aware of the importance of recycling to help protect our planet from environmental pollution and conserve resources. Students will find the poem engaging because of the unique style in which it has been written. It belongs to the 'rap' genre of popular Western music culture.

Success criteria:

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

- understand the importance of recycling
- appreciate a poem, and enjoy its rhythm and language
- answer factual, inferential, referential and evaluative questions
- know and understand recyclable items and their uses

Generic skills:

- **Collaborative:** Students will work in groups to discuss the poem and its message about recycling.
- **Analytical:** Students will analyse the poem to understand its themes and the importance of recycling.
- **Study skills:** Students will think critically about the environmental impact of recycling and how it benefits future generations.

Starter:

- The students should sit with their books closed, and the name of the lesson they are about to study should not be disclosed. To introduce the topic, a discussion should be generated using the following questions: 'Do you recycle used goods?', 'Which items can be recycled?', 'How does recycling help the environment?', and 'What can you do to make more people aware of the importance of recycling?'
- Allow the students to answer either individually or in chorus, and allot ten minutes for this discussion. These questions will generate an interesting discussion, which should be monitored. All responses by the students should be appreciated.
- After the discussion, ask the students to open their books to the contents page and guess which lesson they are about to read. This approach will engage the students and make them curious about the lesson, enhancing their learning experience.

Lesson structure:

Reading:

- The meanings of difficult words are provided in a box on the page corresponding to the word. However, students should be encouraged to discover the meanings themselves by referring to the context of the word in the poem.
- Students should be instructed to silently read the first stanza of the given poem, up to the line 'Get yourself doing the recycling rap.' They should be reminded not to move their lips or use their fingers or pencils along the lines while reading.
- After reading, the students should be asked the following questions with reference to the portion they have just read: 'How does recycling help?', 'What do you think reclamation means?', and 'What is the poet telling us to stop doing?'
- Next, one student should be asked to read the second stanza aloud, up to the line 'put them in the skip.' During this reading, correct pronunciation, intonation, and stress should be ensured as different learners read the poem. Following this, the students should be asked: 'What does the poet say we should do with old newspapers?' and 'Do you know of anything that can be made from old newspapers?'
- Then, a second student should read the third stanza aloud, up to the line 'be recycled, saving energy.' After this, the students should be asked: 'Is it true that we can protect the future?', 'What can we do with old glass bottles?', and 'How does recycling glass help?'
- Following this, a third student should read the fourth stanza aloud, up to the line 'Save-A-Can and post it in.' The students should then be asked: 'What should we do with empty tin cans?' and 'What kinds of things—food or others—come in tin cans?'
- Next, a fourth student should read the last stanza of the poem aloud. The students should then be asked: 'What does the poet want us to do?'
- After this, the audio narration of the whole poem should be played. The students should keep their books shut and listen to it with complete concentration, silently absorbing the rhythm and intonation of the language.
- Following the audio narration, one student should be asked to read the poem aloud once again while the rest of the students follow the lines in their books. The student should be encouraged to 'rap' the poem.
- Now that the poem has been read and heard, the students should be divided into groups to discuss the following questions: 'Did you enjoy the poem?' and 'What did you like most about the poem?' The answers of the various groups should be discussed and compared.
- These discussions should be interactive, with encouragement for all students to participate.

Learn to read:

Understand and Infer:

- Divide the class into groups of four. Each group will discuss the answers to the given questions and make notes in their rough notebooks.
- Then, discuss each question in class in the following manner:
 - Ask at least three groups to read out their points for each answer.

- Ask the other groups—
 - i. if they agree with the answer that has been read out.
 - ii. if they have anything to add.
- Finally, ask the students to write the answers in their notebooks.
- Each student’s work will have to be checked for spelling, grammar, and punctuation.
- The time limit for this exercise should not exceed 15 minutes.

Activity:

- To begin, the class should discuss the first question as a group activity. The question is: ‘Do you recycle used goods?’ This discussion will help everyone understand the importance of recycling and share their experiences. As the students share their thoughts, the items mentioned should be written on the blackboard. This visual aid will help everyone see the variety of goods that can be recycled. Guidance and corrections should be provided as needed to ensure accurate information is shared.
- For the second question, ‘Which items can be recycled?’, the class should be divided into pairs. Each pair will discuss the question and make a list in their notebooks. This collaborative approach encourages teamwork and allows students to learn from each other. After the pairs have completed their lists, each pair should stand up and share their list with the class. This sharing session will help everyone learn about different recyclable items and reinforce the importance of recycling.

Class assessment:	✓	✗
Can the students read about and understand the poem ‘The Recycling Rap’?		
Can the students answer comprehension questions appropriately?		
Can the students identify and use repetition appropriately?		
Can the students make a list of things that can be recycled?		
Can the students name some of the recycled items mentioned on page 94 of the textbook?		

Teacher’s notes:

- If the students are unable to read about and understand the poem ‘The Recycling Rap’, it is important to revisit the poem together. Start by reading the poem aloud, emphasising the rhythm and intonation to make it engaging. Break down each stanza and discuss the meaning of difficult words and phrases. Encourage students to ask questions and share their thoughts on the poem. Use visual aids or examples to illustrate the concepts mentioned in the poem, making it easier for them to grasp the content.
- If the students are unable to answer comprehension questions appropriately, it is helpful to guide them through the process of finding answers. Re-read the relevant sections of the poem and discuss the questions together. Encourage students to think critically about the text and provide hints or prompts to lead them to the correct answers. Reinforce the importance of understanding the context and using evidence from the poem to support their responses.

- If the students are unable to identify and use repetition appropriately, it is beneficial to explain the concept of repetition and its purpose in poetry. Provide examples from the poem and other familiar texts to illustrate how repetition can enhance meaning and create rhythm. Engage the students in activities where they identify repeated words or phrases and discuss their impact on the poem. Encourage them to experiment with using repetition in their own writing.
- If the students are unable to make a list of things that can be recycled, it is useful to revisit the discussion on recycling. Provide examples of recyclable items and explain why they can be recycled. Use visual aids or real-life objects to make the concept more tangible. Encourage students to brainstorm and share their ideas, writing them down on the board. Reinforce the importance of recycling and its benefits for the environment.
- If the students are unable to name some of the recycled items mentioned on page 94 of the textbook, it is important to review the page together. Read aloud the section that lists the recycled items and discuss each one. Use visual aids or real-life examples to illustrate the items mentioned. Encourage students to take notes and ask questions to ensure they understand the content. Reinforce the importance of remembering these items and their role in recycling.

UNIT 9: TURN OFF THE TV! (EXTENSIVE READING)

Grade: V

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives:

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

- attempt to write creatively (stories, poems, posters, etc.)
- connect ideas that he/she has inferred, through reading and interaction, with his/her personal experiences
- answer coherently, in written or oral form, to questions in English, based on day-to-day life experiences or unfamiliar stories and poems, heard or read

Overview:

This poem highlights how parents keep checking their children for watching television. However, somewhere, deep within them, is a child who does not want to miss their favourite programme. The children realize this as well and enjoy the power that comes with the knowledge that their parents are not immune to the power of the television.

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
- learn about mischievous children in cartoons

Generic skills:

- **Collaborative:** Students will work in groups to discuss the poem and its message about family dynamics and television habits.
- **Analytical:** Students will analyse the poem to understand its themes and the relationship between the narrator and his parents.
- **Study skills:** Students will think critically about the impact of television on study habits and family interactions.

Starter:

- The students are seated with their books shut, eagerly awaiting the lesson. The name of the poem they are about to read remains undisclosed, adding a sense of mystery to the classroom atmosphere.
- To introduce the topic, the teacher initiates a discussion with the following questions. 'How many of you watch television?' she asks. The students respond enthusiastically, with many hands raised. They share their favourite shows and the number of hours they spend watching TV each day.
- Next, she asks, 'Which shows do you watch and for how many hours?' The students eagerly list their favourite programmes, ranging from cartoons to educational shows, and discuss how much time they spend watching each day.
- 'Do your parents or other family members watch TV?' she continues. The students talk about their family members' TV habits, mentioning how their parents or siblings have their own favourite shows and sometimes watch TV together.

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- ‘Have there been times when you and your parents have wanted to watch different programmes at the same time?’ she asks. The students nod and share their experiences of wanting to watch different shows simultaneously, leading to some lively stories about family disagreements over the remote control.
- ‘How was this problem solved?’ she asks finally. The students discuss various solutions, such as taking turns, watching shows at different times, or finding a compromise by choosing a programme everyone can enjoy.
- These questions generate a lively discussion, which the teacher monitors. All responses by the students are appreciated, creating a supportive and engaging environment.
- After the discussion, the students are asked to open their books to the lesson concerned. The anticipation builds as they prepare to read the poem and explore its themes.

Lesson structure:

Reading:

- The lesson begins with the students sitting with their books shut, eagerly awaiting the poem they are about to read. The name of the poem remains undisclosed, adding a sense of mystery to the classroom atmosphere.
- The meanings of difficult words have been provided in a box on the page corresponding to the said word. However, the students are encouraged to discover the meanings themselves by referring to the context of the word in the poem. This helps them develop their inferencing skills and understand the poem better.
- The students are instructed to read the given poem. They are reminded not to move their lips or their fingers/pencils along the lines while reading. This practice helps them focus on the text and improve their silent reading skills.
- After the silent reading, the teacher reads the poem aloud with proper intonation and voice modulation. This helps the students hear the rhythm and flow of the poem, making it easier for them to understand and appreciate its structure.
- The poem is then paraphrased, line by line, to ensure the students understand its meaning. As the poem is paraphrased, the following questions are asked to engage the students and deepen their comprehension: ‘Why do the poet’s parents get angry with him?’ The students discuss how the poet’s parents are upset because he watches too much television. ‘Why has the word ‘new’ been mentioned here? Do you think it adds to the habit?’ The students consider how the novelty of the new television set might make the poet more inclined to watch it. ‘Why does the poet turn down the volume?’ The students reflected on how the poet tried to avoid getting caught by his parents. ‘Does the poet’s father mean what he says– that he’ll hang the TV from a tree?’ The students discuss whether the father is serious or just expressing his frustration. ‘Is the father also fond of watching TV? How do you know?’ The students note that the father watches sport all weekend and weekday evenings, indicating he enjoys television too. ‘Why do you think the room is said to look like a zoo?’ The students imagine the messy room with snacks everywhere, resembling a chaotic zoo. ‘What does the poet feel would happen if his father actually hung the TV from a tree?’ The students consider the humorous idea that the father would end up watching TV from the tree.

- The audio narration of the whole poem is then played. The students keep their books shut and listen to it with complete concentration, silently absorbing the rhythm and intonation of the language. This helps them appreciate the poem’s musicality and flow.
- Next, one student is asked to read the poem aloud once again, while the rest of the students follow the lines in their books. This practice reinforces their understanding and helps them improve their reading skills.
- Now that the poem has been read and heard, the class is divided into groups. The following questions are asked to each group to encourage discussion: ‘Did you enjoy the poem?’ The students share their thoughts and feelings about the poem. ‘Why do you think the poet is being checked so much, even after finishing his homework?’ The students discuss the importance of balancing leisure activities with responsibilities.
- The rhyming pattern of the first stanza of the poem is then discussed. The students learn how the rhyme scheme contributes to the poem’s rhythm and overall effect.

Learn to read:

Understand and Infer:

- For questions 1 to 6, ask the students to attempt them individually.
- Discuss the answers.

Appreciate:

- For questions 7 to 9, ask the students to work in pairs. Each pair will discuss the answers to the given questions and make notes in their rough notebooks.
- Encourage some pairs of students to share their responses.
- Ask the other students—
 - i. if they agree with the answer that has been read out.
 - ii. if they have anything to add.
- Finally, the students will write the answers in their notebooks.
- Each student’s work will have to be checked for spelling, grammar, and punctuation.

Activity:

- The lesson begins with an explanation of the activity to the students. They are told that they will be working in groups to create charts featuring cartoon characters. The students are excited about the task and eager to get started.
- The class is divided into groups of six. Each group is asked to bring all the required materials to class, such as paper, markers, glue, and pictures of cartoon characters. The students are instructed to look for as many cartoon characters as they can, using magazines, books, or printed images from the internet.
- The groups are given around 20 minutes to prepare their charts. They work together, discussing which characters to include and how to arrange them on the chart. The classroom buzzes with activity as the students collaborate and share ideas.

- As the students work, the teacher moves around the classroom, guiding them wherever required. She offers suggestions on how to improve their charts, helps them find additional characters, and ensures that everyone is participating and contributing to the group effort.
- The atmosphere is lively and supportive, with students enjoying the creative process and learning to work together as a team. The teacher's guidance helps them stay focused and make the most of their time, resulting in colourful and engaging charts that showcase their favourite cartoon characters.

Class assessment:	✓	✗
Can the students read about and understand the poem 'From box to books'?		
Can the students answer comprehension questions appropriately?		
Can the students form groups and collect some of these cartoon strips?		

Teacher's notes:

- If the students are unable to read about and understand the poem 'From box to books,' it is important to break down the poem into smaller, more manageable parts. The teacher can read the poem aloud, pausing frequently to explain difficult words and phrases. Using visual aids, such as pictures or diagrams, can help illustrate key points. Encouraging students to ask questions and discuss the poem in pairs or small groups can also enhance their comprehension. Additionally, paraphrasing the poem line by line and discussing its themes can help students grasp its meaning.
- If the students are unable to answer comprehension questions appropriately, it may be helpful to revisit the poem and read it together as a class. The teacher can guide the students through each question, prompting them to find the answers in the text. Providing hints and discussing the questions in detail can help students understand how to extract information from the poem. Pairing students up to discuss their answers before sharing with the class can also be beneficial. Reinforcing the importance of context clues and critical thinking can improve their ability to answer comprehension questions.
- If the students are unable to form groups and collect some of these cartoon strips, it is important to provide clear instructions and examples. The teacher can demonstrate how to find and collect cartoon strips, showing where to look and how to organise them. Encouraging students to work together and share their findings can make the activity more engaging. Providing additional resources, such as magazines, books, or printed images from the internet, can help students find more cartoon strips. Moving around the classroom and offering guidance wherever required can ensure that all students are participating and contributing to the group effort.

UNIT 9: FROM BOX TO BOOKS

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

Learning objectives:

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

- conduct short interviews of people around them, e.g., interviewing grandparents, teachers, school librarian, gardener, etc.
- connect ideas that he/she has inferred, through reading and interaction, with his/her personal experiences
- read English books and talk or write about them
- answer coherently, in written or oral form, questions in English based on day-to-day life experiences

Overview:

This unit is a narrative about the author's childhood experiences. He talks about his mother's role in the transformation of both his and his brother's lives, from casual, school-skipping students to successful adults. The shift from watching television to reading books changes their lives. This process has been elaborated in the narrative.

Success criteria:

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

- learn more about the importance of reading
- answer factual, inferential, and evaluative questions
- identify and use expressions correctly
- understand and correctly use 'for' and 'since'
- look up the dictionary and identify meanings that fit the context of a word
- write a book review
- listen carefully and compare an assumed conversation to the actual one
- converse by playing reporters who have gone to interview a teacher

Generic skills:

- **Reading comprehension:** Students will practice understanding and interpreting the text, identifying key details and main ideas.
- **Cultural awareness:** Students will gain insights into the socio-economic challenges faced by different communities and their impact on education.
- **Critical Thinking:** Students will analyze the motivations and actions of the characters, particularly the mother's decision to turn off the TV.

Starter:

- The students are seated with their books shut, eagerly awaiting the lesson. The name of the story they are about to read remains undisclosed, adding a sense of mystery to the classroom atmosphere.
- Begin by engaging the students in a discussion about their daily activities. ‘How do you spend your time after school?’ she asks. The students respond enthusiastically, sharing their various routines. Some mention playing sports, others talk about watching television or playing video games, while a few describe helping with household chores.
- Next, she asks, ‘What do you do on holidays?’ The students’ faces light up as they recount their holiday adventures. Some talk about visiting relatives, going to parks, or simply relaxing at home. The discussion becomes lively as they share their favourite holiday memories.
- ‘What are the extra activities that you engage in?’ she continues. The students list a range of activities, from music lessons and art classes to swimming and reading. Each response is met with appreciation, encouraging more students to participate.
- Finally, she asks, ‘Who monitors your activities?’ The students reflect on the role of their parents, guardians, and sometimes older siblings in overseeing their daily routines. They discuss how their activities are balanced with schoolwork and other responsibilities.
- After ten minutes of this engaging discussion, the students are asked to open their books to the contents page. They eagerly scan the list of stories, trying to guess which one they are about to read. The anticipation builds as they make their guesses, setting the stage for the lesson ahead.

Lesson structure:**Reading:**

- The students are seated with their books shut, eagerly awaiting the lesson. The name of the story they are about to read remains undisclosed, adding a sense of mystery to the classroom atmosphere.
- Begin by engaging the students in a discussion about their daily activities. ‘How do you spend your time after school?’ she asks. The students respond enthusiastically, sharing their various routines. Some mention playing sports, others talk about watching television or playing video games, while a few describe helping with household chores.
- Next, she asks, ‘What do you do on holidays?’ The students’ faces light up as they recount their holiday adventures. Some talk about visiting relatives, going to parks, or simply relaxing at home. The discussion becomes lively as they share their favourite holiday memories.
- ‘What are the extra activities that you engage in?’ she continues. The students list a range of activities, from music lessons and art classes to swimming and reading. Each response is met with appreciation, encouraging more students to participate.
- Finally, she asks, ‘Who monitors your activities?’ The students reflect on the role of their parents, guardians, and sometimes older siblings in overseeing their daily routines. They discuss how their activities are balanced with schoolwork and other responsibilities.

- After ten minutes of this engaging discussion, the students are asked to open their books to the contents page. They eagerly scan the list of stories, trying to guess which one they are about to read. The anticipation builds as they make their guesses, setting the stage for the lesson ahead.
- The meanings of difficult words have been given in boxes on the page corresponding to the said word. Students should, however, be encouraged to discover the meaning themselves, by referring to the context in the story.
- The students are then instructed to silently read the text on page 112, till 'hours at the tube.' They are reminded not to move their lips, or use their fingers or pencils, to mark the lines as they read.
- After the silent reading, the following questions are asked: 'Which year is the narrative about?' 'What, according to the author, was strange about his behaviour?' 'What did his mother do for the family?' 'What was the world of the brothers?'
- Next, one student is asked to read the next paragraph aloud, from 'But one day mum' till 'other than mum's bible.' Pronunciation, intonation, and stress are corrected as the lesson is read by different students. The following questions are then asked: 'What did the author's mum do one day?' 'What was the reason for the reaction?' 'How do we know that the mother was bright and smart?' 'What did she tell her sons?'
- Before continuing, the following questions are written on the blackboard. The students will have to find the answers on the page. In this manner, the students will learn to scan any given material for specific information: 'Where did the mother decide to take her sons?' 'Which books did the author pick?' 'What did he realise for the first time?'
- The students are then asked to silently read the second paragraph on page 113, from 'but she explained' till 'animals building a home'. While reading, the students will automatically scan the text for the answers to the questions given on the blackboard.
- Next, one student is asked to read the next paragraph aloud, from 'Soon' till 'anywhere in them.' Pronunciation, intonation, and stress are corrected as the lesson is read by different learners. The following questions are then asked: 'What all did the author discover in the library?' 'Did his interest change gradually?' 'Was he enjoying visiting the library?'
- The students are then instructed to silently read the last two paragraphs, from 'Along the way' till 'took us to the library.' They are reminded not to move their lips or use their fingers or pencils to mark the lines as they read. The following questions are then asked: 'What did the teachers start noticing gradually?' 'What had the television become for the brothers now?' 'What position does the author fill now?' 'How did reading bring a change in their lives?'
- An audio narration of the text is played. The students listen to it with complete concentration, silently absorbing the rhythm and intonation of the language.
- Now that the story has been read, the following questions are asked to each group: 'Did you like the story?' 'Would you like to change something in your daily routine?'
- The answers of the various groups are discussed and compared. These discussions are interactive, encourage the students to participate.

Learn to read:**Understand and Infer:**

- For questions 1 to 4, ask students to work in pairs and note down their points.
- Discuss the answers.
- Encourage the students to share their responses.
- Ask the others if they agree with the answer. Encourage them to add whatever they felt was missing.

Reflect:

- For questions 5 and 6, divide the class into groups of four.
- Ask each group to discuss the answer to both questions and make notes in their rough notebooks.
- Discuss each question in class in the following manner:
 - Encourage a few groups to read out their points for each answer.
 - Ask the other groups—
 - i. if they agree with the answer that has been read out.
 - ii. if they have anything to add.
- Guide and correct as required.
- Finally, the students will write the answers in their notebooks.
- Each student's work will have to be checked for spelling, grammar, and punctuation.
- The time limit for this exercise should not exceed 15 minutes.

Learn words:

- The students are gathered for a lively discussion about the various expressions used in day-to-day life. Begin by talking about common expressions, such as 'break a leg' for wishing someone good luck or 'spill the beans' for revealing a secret. The students are encouraged to share some expressions they use at home or with friends. They eagerly participate, sharing phrases like 'piece of cake' for something easy or 'hit the books' for studying hard.
- After this engaging discussion, explain what is to be done in question 1. The students are instructed to work in pairs, discussing and completing the exercise together. They are reminded to help each other and share their thoughts. The pairs get to work, and the classroom buzzes with quiet conversation as they collaborate.
- Once the pairs have completed the exercise, the answers are discussed as a class. Guide the discussion, correcting any mistakes and providing explanations where needed. The students listen attentively, eager to learn and improve.
- For question 2, the students are asked to complete the exercise individually. They focus on their work, applying what they have learned from the previous discussion and exercise. After everyone has finished, the answers are discussed together. Encourage the students to share their answers and explain any difficult points, ensuring everyone understands.

- Throughout the lesson, the atmosphere is supportive and interactive, encouraging participation and guiding the students as they learn.

Learn grammar:

Joining words: Using *for* and *since*

The lesson begins with an explanation of how to use 'for' and 'since' in sentences. Provide clear examples to illustrate the difference:

- 'For' is used to indicate a period of time. For example: 'I have lived in this city **for** five years.'
- 'Since' is used to indicate a specific point in time when something started. For example: 'I have lived in this city **since** 2020.'
- The students are then divided into pairs. Each pair is given the task of completing both exercises together. They are encouraged to discuss their answers and help each other understand the usage of 'for' and 'since'.
- Once the pairs have completed the exercises, ask for the answer to each question from a different pair. For example, one pair might be asked to answer the first question, another pair the second question, and so on. This ensures that all pairs have the opportunity to participate.
- After each pair provides their answer, ask the rest of the class if they agree with the answer. This encourages a collaborative learning environment where students can discuss and compare their answers.
- Throughout the exercise, guide the students, providing corrections and explanations as needed. The goal is to ensure that all students understand how to correctly use 'for' and 'since' in sentences.

Revision:

- The lesson is interactive and supportive, with students working together and learning from each other. Help to clarify any misunderstandings and reinforce the correct usage of 'for' and 'since'.
- The lesson begins with the students reading the story about the farm boy and the wagon. Explain that they will need to complete the sentences with the correct word given in brackets. To do this, they should read what comes before and after each sentence to find the right word.
- Start by reading the first part of the story aloud: 'A farm boy was on his way to town with a big load of hay. He (rode/was riding) a wagon drawn by horses. Just after they (have crossed/crossed) the bridge, the horses upset the wagon at Ali Akbar Farm. When old Ali Akbar came out, the wagon was on one side, and the pile of hay as big as a mountain.'
- Pause and ask the students to think about which word fits best in the first sentence. 'He (rode/was riding) a wagon drawn by horses.' The students discuss and decide that 'was riding' is correct because it describes an ongoing action.

- Next, read the next part: ‘The farm boy (running/was running) around saying “My father won’t like this. My father won’t like this.” He looked ready to burst into tears. Mr Rameez saw that the horses were not hurt and tried to calm the boy. “Don’t worry, it is not your fault. These things (usually/sometimes) happen. (You will/Will you) have something to eat?’”
- The students are asked to choose the correct words for the sentences. They decide that ‘was running’ is correct because it describes what the boy was doing at that moment. They also choose ‘usually’ because it fits better with the idea that such accidents happen often. For the question, they choose ‘Will you’ because it is a polite way to offer food.
- Continue reading: ‘The boy said that he’d like to have dinner but his father wouldn’t want him to leave the wagon. “Don’t you worry, I (have known/know) your father very well,” said Mr Rameez. The boy (has/had) a surprised look on his face and asked, “(How long/how much time) have you known him?” “Oh! (Since/For) many years now, (since/for) twenty years actually,” replied Mr Rameez. “I’ll tell him all about it.”’
- The students discuss and decide that ‘know’ is correct because it is a present tense statement. They choose ‘had’ because it describes the boy’s reaction in the past. For the question, they choose ‘How long’ because it asks about the duration of time. They also decide that ‘For’ many years and ‘since’ twenty years are correct because ‘for’ is used with a period of time and ‘since’ with a specific point in time.
- Read the final part: ‘So the boy led the horses to be fed. Then he went to the house and (had/eat) a big dinner with the family. After dinner, they all sat in the verandah and tried to cheer the boy up. He still (said/kept saying), “My father won’t like it.” They laughed and told him not to worry. Mr Rameez then said, “I’ll settle everything. (Will he/He will) be at the house now?” “No,” said the boy, “my father is under that hay.’”
- The students decide that ‘had’ is correct because it describes what the boy did. They choose ‘kept saying’ because it shows that the boy repeated his concern. For the question, they choose ‘Will he’ because it is a polite way to ask about someone’s location.
- After completing the sentences, ask each pair to share their answers with the class. The rest of the class is asked if they agree with the answers. This encourages discussion and helps the students learn from each other. Guide and correct as needed, ensuring that everyone understands the correct usage of the words.

Use the dictionary:

- Begin the lesson by explaining the task to the class. The students are told that they will be looking at the word ‘keep’ and understanding its different meanings based on the context in which it is used in sentences.
- The class is then divided into groups of four. Each group is given the task of finding the context in which the word ‘keep’ has been used in various sentences. They are instructed to use a dictionary to help them understand the different meanings of ‘keep’ and to mark their responses accordingly.

- The groups work together, discussing and looking up the word 'keep' in the dictionary. They read the sentences carefully to understand the context and then find the appropriate meaning in the dictionary. This collaborative effort helps them learn how to use context clues to determine the meaning of a word.
- Once all the groups have completed the task, the answers are discussed as a class. Each group shares their findings, and the teacher guides the discussion, providing corrections and explanations as needed. This helps ensure that all students understand the different meanings of 'keep' and how to use context to determine the correct meaning.

Learn to write:

- The lesson begins with an explanation of what a book review is. The students are told that a book review is a summary and evaluation of a book that includes the reader's thoughts and opinions about the story, characters, and overall experience. It helps others decide whether they might want to read the book.
- Next, a student is asked to read a sample book review aloud. The sample review provides a clear example of how to summarise the book, discuss its strengths and weaknesses, and share personal reflections.
- After the sample review is read, the guidelines for writing a book review are discussed. The students learn that a good book review should include the following elements:
 - **Title and Author:** Mention the title of the book and the author's name.
 - **Summary:** Provide a summary of the plot without giving away any spoilers.
 - **Characters:** Discuss the main characters and what makes them interesting or relatable.
 - **Opinion:** Share what you liked or disliked about the book, including specific examples.
 - **Recommendation:** State whether you would recommend the book to others and why.
- Each student is then asked to write a book review on their favourite book. They are encouraged to think about the elements discussed and to express their thoughts clearly and honestly.
- Once the students have completed their book reviews, their work is checked for spelling errors, punctuation, and grammar. This ensures that their reviews are well-written and easy to understand.

Learn to listen:

- The lesson begins with the students reading an extract of a telephone conversation. They only have Asif's side of the conversation and are asked to guess what Taimoor might be saying in response. This activity encourages the students to use their imagination and infer the missing parts of the dialogue.
- The teacher explains that the students will first listen to the entire conversation. They are instructed to just listen the first time, paying attention to the flow and context of the conversation. This helps them get a sense of the interaction between Asif and Taimoor.
- After the initial listening, the students are asked to listen to the conversation again. This time, they try to fill in the blanks with what they think Taimoor is saying. They are encouraged to use the context provided by Asif's responses to make their guesses.

- Once the students have filled in the blanks, the teacher discusses the differences between their answers and the original conversation. This helps the students understand how context can guide their understanding and improve their listening skills.
- The teacher then refers to the listening text at the end of the coursebook and reads or plays the relevant passage. This allows the students to hear the correct version of the conversation and compare it with their guesses.

Learn to speak:

- The lesson begins with the students being divided into groups of four. Each group is given the task of conducting an interview. The teacher explains how to conduct the interview, emphasising the importance of asking clear and interesting questions, listening carefully to the answers, and responding appropriately.
- To help the students get started, the teacher reads out the beginning of an interview. For example: 'Hello, my name is Sarah, and today I am interviewing John about his favourite hobby. John, can you tell us what your favourite hobby is?'
- The teacher then discusses other questions that can be asked during the interview. The students brainstorm and come up with questions such as: 'Why do you enjoy this hobby?', 'How did you get started?', 'What is the most challenging part?', and 'Do you have any tips for beginners?'
- The groups are given 10 minutes to prepare their interviews. They work together to decide who will be the interviewer and who will be the interviewee, and they practice asking and answering the questions.
- After the preparation time, the groups are encouraged to conduct short interviews in front of the class. Each group will take turns presenting their interview, while the rest of the class listens attentively.
- During the presentations, the teacher corrects their pronunciation and voice modulation, helping them to speak clearly and confidently. The students learn how to engage their audience and make their interviews interesting.

Class assessment:	✓	✗
Can the students read and understand the story about the transition from TV to books for children?		
Can the students answer the comprehension questions?		
Can the students use correct expressions?		
Can the students use joining words: for and since?		
Can the students review the grammar topics?		
Can the students use the word keep differently?		
Can the students write a book review?		
Can the students listen to a passage and translate their findings onto the textbook?		

Can the students work in groups and role-play?		
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Teacher's notes:

- If the students are unable to read and understand the story about the transition from TV to books for children, it is important to break down the story into smaller, more manageable parts. The teacher can read the story aloud, pausing frequently to explain difficult words and phrases. Using visual aids, such as pictures or diagrams, can help illustrate key points. Encouraging students to ask questions and discuss the story in pairs or small groups can also enhance their comprehension.
- If the students are unable to answer the comprehension questions, it may be helpful to revisit the story and read it together as a class. The teacher can guide the students through each question, prompting them to find the answers in the text. Providing hints and discussing the questions in detail can help students understand how to extract information from the story. Pairing students up to discuss their answers before sharing with the class can also be beneficial.
- If the students are unable to use correct expressions, practising with examples and role-playing can be effective. The teacher can provide a list of common expressions and their meanings and then ask students to use them in sentences. Role-playing scenarios where students have to use these expressions in context can make the learning process more engaging and memorable. Encouraging students to correct each other and providing positive reinforcement can also help.
- If the students are unable to use joining words like 'for' and 'since' correctly, it is important to provide clear examples and explanations. The teacher can create exercises that focus on these words, showing how they are used in different contexts. Practising with sentences and paragraphs where students have to choose the correct joining word can reinforce their understanding. Group activities where students create their own sentences using 'for' and 'since' can also be helpful.
- If the students are unable to review the grammar topics, revisiting the basics and providing additional practice can be beneficial. The teacher can use worksheets and exercises that focus on the specific grammar points. Explaining the rules clearly and providing examples can help students grasp the concepts. Pairing students up to review each other's work and discuss the grammar points can also reinforce their learning.
- If the students are unable to use the word 'keep' differently, providing a variety of examples and contexts can help. The teacher can create exercises where students have to use 'keep' in different sentences, showing its various meanings. Discussing these sentences as a class and explaining the different uses of 'keep' can enhance understanding. Encouraging students to come up with their own sentences using 'keep' in different ways can also be effective.
- If the students are unable to write a book review, breaking down the process into clear steps can help. The teacher can provide a template for a book review, explaining each part in detail. Reading sample reviews and discussing what makes them effective can give students a better understanding of how to write their own. Providing time for students to brainstorm and outline their reviews before writing can also be beneficial. Reviewing their work for spelling, punctuation, and grammar can help improve their writing skills.

- If the students are unable to listen to a passage and translate their findings onto the textbook, practising active listening skills can be helpful. The teacher can play the passage multiple times, asking students to focus on specific details each time. Discussing the passage as a class and writing down key points together can reinforce their understanding. Pairing students up to compare their notes and discuss their findings can also enhance their listening and comprehension skills.
- If the students are unable to work in groups and role-play, providing clear instructions and examples can help. The teacher can demonstrate a role-play scenario, showing how to interact and use the language effectively. Encouraging students to practise in pairs before performing in front of the class can build their confidence. Providing positive feedback and constructive criticism can help students improve their role-playing skills. Creating a supportive and encouraging environment can make group activities more enjoyable and effective.

UNIT 10: A FATHER TO AN ANTEATER

Grade: V

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives:

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

- read text with comprehension, locate details and sequence of events
- differentiate between simple past and simple present verbs
- act according to instructions given in English
- writes paragraphs in English from verbal and visual clues, with appropriate punctuation marks and linkers

Overview:

This unit is a lovely tale of the author's experience of bringing up an anteater in his house. He talks about its habits and behaviour in the tale. The story is engaging and the narrative style is informal.

Success criteria:

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

- learn more about a unique animal
- answer factual, inferential, and evaluative questions
- identify and correctly use words related to actions done with hands
- understand and correctly use the present perfect tense
- add prefixes to make new words
- learn about some vowel sounds and pronounce words correctly
- write a paragraph
- listen carefully and deduce whether the given statements are true or false
- converse by playing a guessing game related to identifying a rare animal

Generic skills:

- **Reading comprehension:** Students will practice understanding and interpreting the text, identifying key details and main ideas.
- **Cultural awareness:** Students will gain insights into the wildlife and environment of Paraguay and the challenges of animal conservation.
- **Critical Thinking:** Students will analyze the motivations and actions of the characters, particularly the narrator's decision to care for the baby anteater.

Starter:

- The lesson begins with the students sitting with their books shut, eagerly awaiting the activity. The name of the lesson remains undisclosed, adding a sense of mystery to the classroom atmosphere.
- To set the tone of the lesson and acquaint the students with a rare animal—the anteater—the teacher initiates a discussion with the following questions. ‘How many of you have pets?’ she asks. The students respond enthusiastically, with many hands raised. They share the types of pets they have, ranging from dogs and cats to birds and fish.
- Next, she asks, ‘Which animals are these pets? What do they eat?’ The students eagerly describe their pets and their diets. They talk about feeding their dogs kibble, their cats fish, and their birds seeds. This helps the students think about the different needs and habits of various animals.
- ‘Would you like to share any queer habit of the pet?’ she continues. The students laugh and share amusing stories about their pets’ unusual behaviours. One student talks about their dog chasing its tail, another mentions their cat sleeping in odd places, and yet another describes their bird mimicking sounds.
- ‘Does anyone have an unusual pet?’ she asks. The students look around curiously, and a few hands go up. One student talks about having a pet turtle, while another mentions a pet snake. The class listens with interest, learning about these less common pets.
- ‘How is this pet different from the pets of the others?’ she asks finally. The students discuss the unique characteristics of their unusual pets, such as the turtle’s slow movements and the snake’s need for a special habitat. This helps them appreciate the diversity of animals and their specific care requirements.
- These questions generate a lively discussion, which the teacher monitors. All responses by the students are appreciated, creating a supportive and engaging environment.

Lesson structure:**Reading:**

- The lesson begins with the students sitting with their books shut, eagerly awaiting the activity. The name of the lesson remains undisclosed, adding a sense of mystery to the classroom atmosphere.
- To set the tone of the lesson and acquaint the students with a rare animal—the anteater—the teacher initiates a discussion with the following questions. ‘How many of you have pets?’ she asks. The students respond enthusiastically, with many hands raised. They share the types of pets they have, ranging from dogs and cats to birds and fish.
- Next, she asks, ‘Which animals are these pets? What do they eat?’ The students eagerly describe their pets and their diets. They talk about feeding their dogs kibble, their cats fish, and their birds seeds. This helps the students think about the different needs and habits of various animals.

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- ‘Does anyone have an unusual pet?’ she asks. The students look around curiously, and a few hands go up. One student talk about having a pet turtle, while another mentions a pet snake. The class listens with interest, learning about these less common pets.
- ‘How is this pet different from the pets of the others?’ she asks finally. The students discuss the unique characteristics of their unusual pets, such as the turtle’s slow movements and the snake’s need for a special habitat. This helps them appreciate the diversity of animals and their specific care requirements.
- These questions generate a lively discussion, which the teacher monitors. All responses by the students are appreciated, creating a supportive and engaging environment.
- After the discussion, the students are asked to open their books to the contents page and guess which lesson they are about to study. The anticipation builds as they scan the list of lessons, trying to figure out which one involves a rare animal like the anteater. This sets the stage for an exciting and informative lesson.
- The meanings of difficult words have been provided in boxes on the page corresponding to the said word. However, the students are encouraged to discover the meanings themselves by referring to the context of the word in the story. This helps them develop their inferencing skills and understand the story better.
- The students are then instructed to silently read the first two paragraphs of the story, till ‘jammed in a door.’ They are reminded not to move their lips or use their fingers or pencils to mark the lines as they read. This practice helps them focus on the text and improve their silent reading skills.
- After the silent reading, the teacher asks the following questions to engage the students and deepen their comprehension: ‘What did the villager give to the author?’ The students discuss how the villager gave the author a baby anteater. ‘How old was it?’ The students note that the baby anteater was about one week old. ‘What did it look like?’ The students describe the anteater’s appearance, including its size, fur, snout, and eyes. ‘Was the author happy to buy it?’ The students reflect on the author’s happiness in becoming a father to the charming baby anteater. ‘How did the author feed it?’ The students discuss the challenges the author faced in feeding the anteater with a bottle. ‘Why did the author carry it on his back?’ The students consider how young anteaters cling to their mother’s back, and the author had to carry it similarly. ‘What did the animal do during meals?’ The students describe how the anteater clasped the author’s leg and squeezed his finger during meals. ‘How did the author feel after each feed? Why?’ The students discuss the author’s feelings of pain after each feed due to the anteater’s strong grip.

- Next, one student is asked to read aloud the next part of the story, from ‘for the first few days’ till ‘Sarah Huggersack.’ Pronunciation, intonation, and stress are corrected as the lesson is read by different students. The following questions are then asked: ‘What does the author refer to as ‘fur collar’?’ The students discuss how the anteater lay across the author’s neck like a fur collar. ‘Why do you think the animal tightened its grip every time the author moved?’ The students consider the anteater’s panic and need for security. ‘What substitution did the author arrange for the animal?’ The students note that the author introduced a sack full of straw for the anteater to cling to. ‘Why did they give it the surname ‘Huggersack’?’ The students discuss how the anteater’s habit of clutching the sack led to the name ‘Sarah Huggersack.’
- Before continuing, the teacher writes the following questions on the blackboard. The students will have to find the answers on the page, learning to scan any given material for specific information: ‘Why was Sarah a model baby?’ The students discuss Sarah’s quiet and content behaviour between feeds. ‘How did they travel to Paraguay?’ The students note that Sarah slept peacefully throughout the flight to Paraguay. ‘Why did they want to give Sarah a treat?’ The students consider the author’s desire to reward Sarah with a new pacifier. ‘How did Sarah react to it?’ The students discuss Sarah’s outrage and preference for her old pacifier.
- The students are then asked to silently read the last part of the story, from ‘Sarah was a model baby’ till ‘parted from it.’ While reading, the students will automatically scan for the answers to the questions given on the blackboard.
- Next, the audio narration of the passage is played. The students listen to it with complete concentration, silently absorbing the intonation and pronunciation.
- Now that the story has been read, the class is divided into groups. The following questions are asked to each group to encourage discussion: ‘Did you enjoy the story?’ The students share their thoughts and feelings about the story. ‘What did you like most about the story?’ The students discuss their favourite parts of the story.
- The answers of different groups are discussed and compared. These discussions are interactive, with the teacher encouraging all the students to participate. The supportive environment helps the students express their ideas and learn from each other, making the lesson both engaging and educational.

Learn to read:

Understand and Infer:

- For questions 1 to 6, ask the students to work in pairs and note down their points.
- Discuss the answers.
- Encourage some of the pairs to share their responses.
- Ask the others if they agree with the answers or ask them to add whatever they feel is missing.

Reflect:

- For questions 7 to 9, divide the class into groups of four.
- Ask each group to discuss the answers and make notes in their rough notebooks.

- Discuss each question in class in the following manner:
 - Ask at least three groups to read out their points for each answer.
 - Ask the other groups—
 - i. if they agree with the answer that has been read out.
 - ii. if they have anything to add.
- Guide and correct, as required, for all the questions.
- Finally, the students will write the answers in their notebooks.
- Each student's work will have to be checked for spelling, grammar, and punctuation.
- The time limit for this exercise should not exceed 15 minutes.

Learn words:

- The lesson begins with an explanation that there are several words related to actions done with hands. These words describe different movements and tasks that can be performed using hands, such as gripping, squeezing, clapping, and waving.
- Next, the exercise is explained. The students are instructed to identify and use words related to hand actions in sentences. They are encouraged to think about how these words describe specific actions and to use them correctly in context.
- The students are then asked to work in pairs. Each pair discusses the words and tries to come up with sentences that accurately use the hand action words. This collaborative effort helps them learn from each other and understand the usage of these words better.
- After the pairs have completed the exercise, the answers are discussed as a class. Each pair shares their sentences, and feedback is provided, guiding and correcting as required. This helps ensure that all students understand the correct usage of the hand action words and can apply them in their writing.

Learn grammar:

- The lesson begins with an explanation that there are several words related to actions done with hands. These words describe different movements and tasks that can be performed using the hands, such as gripping, squeezing, clapping, and waving.

Tenses: Past (had)

- Next, the exercise is explained. The students are instructed to identify and use words related to hand actions in sentences. They are encouraged to think about how these words describe specific actions and to use them correctly in context.
- The students are then asked to work in pairs. Each pair discusses the words and tries to come up with sentences that accurately use the hand action words. This collaborative effort helps them learn from each other and understand the usage of these words better.
- After the pairs have completed the exercise, the answers are discussed as a class. Each pair shares their sentences, and feedback is provided, guiding and correcting as required. This helps ensure that all students understand the correct usage of the hand-action words and can apply them in their writing.

- The atmosphere is interactive and supportive, with students actively participating and learning from each other. The guidance helps them improve their vocabulary and writing skills, making the activity both engaging and educational.
- To teach the sentences using 'had,' the lesson begins with an explanation of how 'had' is used to talk about possessions, relationships, experiences, and actions taken or given. Examples are provided to illustrate each usage, such as 'He had a gold watch' for possessions and 'We had dinner at 8 o'clock' for actions taken.
- The students are then given clues and asked to make sentences using 'had'. For example, 'Shaan used to be well in time for practice last month. He had a bicycle then.' The students work through similar examples, discussing their answers in pairs.
- After completing the sentences, the answers are discussed as a class. Each pair shares their sentences, and feedback is provided to ensure correct usage. This helps the students understand how to use 'had' in different contexts.

Present Perfect:

- Next, the lesson moves on to the **present perfect tense**. The students are taught that the present perfect is formed with 'have' or 'has' plus the past participle of the verb. Examples are provided to show how the present perfect is used for completed actions that have an effect or result in the present, such as 'I have filled it with straw.'
- The students are then asked to choose the correct form of the verb in given sentences, such as 'Rea and Girma, two lovely lion cubs (have been/were) rescued from illegal wildlife traders last year.' They work through similar examples, discussing their answers in pairs.
- After completing the exercise, the answers are discussed as a class. Each pair shares their sentences, and feedback is provided to ensure correct usage of the present perfect and past simple tenses.

Prefixes:

- To teach **prefixes**, the lesson begins with an explanation that a prefix is a letter or group of letters added to the beginning of a word to change its meaning. Examples are provided, such as 'appear' and 'disappear'.
- The students are then asked to change the meaning of given words by adding a prefix, such as 'equal' to 'unequal' and 'regular' to 'irregular'. They work through similar examples, discussing their answers in pairs.
- After completing the exercise, the answers are discussed as a class. Each pair shares their words, and feedback is provided to ensure correct usage of prefixes.

Learn pronunciation:

- The lesson begins with question 1, where the students are asked to listen attentively to the words being pronounced. Each word is pronounced clearly, and the students are encouraged to focus on the sounds they hear.
- After listening, the students are asked to repeat each word. This helps them practice their pronunciation and become familiar with the sounds of the words. The repetition ensures that they can accurately pronounce each word.

- Next, the students are helped to differentiate between the vowel sounds. Examples are provided to illustrate the different vowel sounds, and the students are guided to listen for these sounds in the words they are practising. This helps them understand the nuances of pronunciation and improve their listening skills.
- For question 2, the students are asked to work in pairs and fill the words given in the exercise into the appropriate columns. They discuss the words and decide which column each word belongs to based on its vowel sound. This collaborative effort helps them learn from each other and reinforces their understanding of vowel sounds.
- After completing question 2, the answers are discussed as a class. Each pair shares their answers, and feedback is provided to ensure correct categorisation of the words. This helps the students understand how to differentiate between vowel sounds and apply this knowledge in their reading and writing.
- For question 3, the students are asked to listen to and repeat the sentences. Each sentence is pronounced clearly, and the students are encouraged to focus on the pronunciation and intonation. They repeat the sentences, practising their speaking skills and improving their ability to pronounce words correctly.
- If required, pronunciation corrections are provided. The students are guided to pronounce the words accurately, and any mistakes are gently corrected. This helps them improve their speaking skills and gain confidence in their pronunciation.

Learn to write:

- The lesson begins with an explanation of how a paragraph can be written. The students are told that a paragraph is a group of sentences that focus on a single idea. It usually starts with a topic sentence that introduces the main idea, followed by supporting sentences that provide details, examples, and explanations. The paragraph ends with a concluding sentence that summarises the main idea or provides a final thought.
- Next, the students are allowed to brainstorm and come up with points to write, using the given guidelines. They are encouraged to think about the topic and jot down their ideas. This helps them organise their thoughts and ensures that their paragraph will follow a logical pattern.
- The ideas are then written on the blackboard. This visual aid helps the students see how their points can be arranged to form a coherent paragraph. They discuss the order of the points and how they can be connected to create a smooth flow of information.
- The students are divided into groups of four. Each group discusses the points and frames the paragraph by talking among themselves. They are told that they may begin as instructed in the question or start in a way that they feel is appropriate. This flexibility allows them to be creative and express their ideas in their own words.
- Once the groups have framed their paragraphs, one representative from each group reads out their paragraph. This gives the students an opportunity to share their work and receive feedback. Grammar, syntax, and logic are corrected as required, ensuring that the paragraphs are well-written and make sense.

- After the group activity, the students are asked to write the final version of their paragraph individually in their notebooks. This helps them apply what they have learned and practice their writing skills.
- Each student's work is then checked for spelling errors, punctuation, and grammar. This ensures that their paragraphs are polished and free of mistakes. The supportive environment helps the students improve their writing skills and gain confidence in their ability to express their ideas clearly.

Learn to listen:

- The lesson begins with an explanation of the given exercise. The students are told that they will listen to a conversation and then answer questions based on what they hear. They are instructed to keep their books shut and listen attentively to the conversation.
- The recording of the conversation is played. The students focus on listening carefully to understand the content and details of the conversation.
- After listening to the recording, the students are asked to open their books and read the questions that need to be answered. This helps them know what to listen for in the conversation.
- The recording is played again, and the students are asked to mark the statements as true or false based on what they hear. This second listening helps them confirm their understanding and make accurate judgments about the statements.
- Once the recording has been played a second time, a different student is asked for the answer to each statement. This ensures that multiple students have the opportunity to participate and share their answers.
- After each student provides their answer, the rest of the class is asked if they agree. This encourages discussion and allows students to compare their answers and reasoning.
- Guidance and corrections are provided as required. Any misunderstandings are clarified, and the correct answers are explained. This helps ensure that all students understand the conversation and can accurately answer the questions.

Learn to speak:

- The class is divided into groups of four. Each group is excited to participate in the guessing game. The rules of the game are explained clearly to ensure everyone understands how to play.
- The game involves one student from the group thinking of an object, person, or place, while the other members of the group ask yes-or-no questions to guess what it is. The student who is thinking of the item can only answer with 'yes' or 'no.' The goal is to guess the item correctly with the fewest questions possible.
- Each group takes turns to play the game. While one group is playing, the rest of the class also tries to guess the item based on the questions and answers. This keeps everyone engaged and makes the game more interactive.
- The atmosphere is lively and fun, with students eagerly asking questions and trying to guess the item. The game encourages critical thinking and teamwork, as students must ask strategic questions and work together to figure out the answer.

Class assessment:	✓	✗
Can the students read and understand the story about the father to an anteater?		
Can the students answer the comprehension questions?		
Can the students talk about actions we do with our hands?		
Can the students use past tenses (had)?		
Can the students use the present perfect tense?		
Can the students use prefixes?		
Can the students use vowel sounds?		
Can the students write a paragraph as directed		
Can the students listen to a passage and translate their findings onto the textbook?		
Can the students guess and talk about the animal?		

Teacher's notes:

- If the students are unable to read and understand the story about the father to an anteater, it is important to break the story down into smaller sections. Each section can be read aloud, and difficult words or phrases can be explained. Visual aids, such as pictures of anteaters, can help illustrate key points. Encouraging students to ask questions and discuss the story in pairs or small groups can also enhance their comprehension.
- If the students are unable to answer the comprehension questions, revisiting the story and reading it together as a class can be helpful. Guiding the students through each question and prompting them to find the answers in the text can improve their understanding. Discussing the questions in detail and providing hints can help students learn how to extract information from the story.
- If the students are unable to talk about actions we do with our hands, providing clear examples and demonstrating the actions can be effective. Students can be encouraged to mimic the actions and use the words in sentences. Pairing students up to discuss and practice these words can also reinforce their understanding.
- If the students are unable to use past tenses (had), it is important to provide clear examples and explanations. Practicing with sentences and paragraphs where students have to choose the correct form of 'had' can reinforce their understanding. Group activities where students create their own sentences using 'had' can also be helpful.
- If the students are unable to use the present perfect tense, revisiting the basics and providing additional practice can be beneficial. Clear examples and explanations of how the present perfect is formed and used can help. Practicing with sentences and paragraphs where students have to choose the correct form of the verb can reinforce their understanding.
- If the students are unable to use prefixes, providing a list of common prefixes and their meanings can be helpful. Practicing with words and sentences where students have to add the correct prefix can reinforce their understanding. Pairing students up to discuss and practice these words can also be effective.

- If the students are unable to use vowel sounds, providing clear examples and explanations of different vowel sounds can be helpful. Practicing with words and sentences where students have to identify and use the correct vowel sound can reinforce their understanding. Pairing students up to discuss and practice these words can also be effective.
- If the students are unable to write a paragraph as directed, breaking down the process into clear steps can help. Providing a template for a paragraph and explaining each part in detail can give students a better understanding of how to write their own. Brainstorming and outlining their paragraphs before writing can also be beneficial.
- If the students are unable to listen to a passage and translate their findings onto the textbook, practicing active listening skills can be helpful. Playing the passage multiple times and asking students to focus on specific details each time can improve their comprehension. Discussing the passage as a class and writing down key points together can reinforce their understanding.
- If the students are unable to guess and talk about the animal, providing clear examples and explanations of how to ask and answer questions can be helpful. Practicing with different animals and encouraging students to ask strategic questions can improve their guessing skills. Pairing students up to practice and discuss their answers can also be effective.

UNIT 10: SUMATRAN TIGER (EXTENSIVE READING)

Grade: V	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">• recite and share English poems with correct pronunciation and intonation• look up information from various external sources and use it• read text with comprehension and learn about rhetoric devices		
Overview: This poem is about an endangered species of tigers. These tigers inhabit the islands of Sumatra in Indonesia and get their name from there. The poem talks about the habitat of these tigers being decimated and the possibility of these tigers becoming extinct, like the Dodo.		
Success criteria: By the end of the lesson, students should be able to: <ul style="list-style-type: none">• understand the importance of preserving wildlife• appreciate a poem and enjoy its rhythm and language• answer factual, inferential, referential and evaluative questions• learn about two more unusual creatures and mark their habitat on the world map	Generic skills: <ul style="list-style-type: none">• Collaborative: Students will work in groups to discuss the poem and its message about conservation and the plight of the Sumatran tiger.• Analytical: Students will analyze the poem to understand its themes and the urgency of protecting endangered species.• Critical thinking: Students will reflect on the consequences of human actions on the environment and endangered species.	
Starter: <ul style="list-style-type: none">• The students were asked to sit quietly with their books shut. The name of the poem they were about to read was not disclosed to them. To introduce the topic, a discussion was initiated with the following questions. The students were allowed to answer either individually or in chorus, and ten minutes were allotted for the discussion.• The first question was about the national animal of the country. The students were encouraged to share what they knew about it. They were then asked if they knew why this particular animal had been declared the national animal. This led to a lively discussion, with many students eager to share their thoughts and knowledge.• Next, the students were asked if they knew about endangered animals. This question sparked even more interest, as many students had heard about endangered species and were keen to talk about what they knew. The discussion generated a lot of responses, all of which were appreciated and acknowledged.• After the discussion, the students were asked to open their books to the lesson concerned.		

Lesson structure:**Reading:**

- The meanings of difficult words were provided in a box on the page corresponding to the said word. However, the students were encouraged to discover the meanings themselves by referring to the context of the word in the poem. They were instructed to silently read the given poem, with a reminder not to move their lips or use their fingers or pencils to follow the lines while reading.
- The poem was then paraphrased, line by line, to help the students understand it better. During the paraphrasing, several questions were asked to engage the students and deepen their comprehension. They were asked what the jungle was like, how the tiger walked through the jungle, and what it passed through. The students were also asked what the poet meant by 'unaware of near extinction', which led to a discussion about endangered animals. Further questions included which activities were making the forests shrink, what wood was being used for, and what the poet said would become history.
- To enhance their understanding of poetic devices, personification was explained with suitable examples. The students learned how poets give human characteristics to non-human entities to create vivid imagery.
- An audio narration of the whole poem was played, with the students keeping their books shut and listening with complete concentration, silently absorbing the rhythm and intonation. After listening to the audio, one student was asked to read the poem aloud while the rest of the students followed the lines in their books.
- With the poem now read and heard, the class was divided into groups to discuss the following questions: Did they receive any message from the poem? What actions at their level could save wildlife and forests? The answers from the groups were discussed and compared, fostering an interactive environment where all students were encouraged to participate and share their thoughts.

Learn to read:**Understand, Infer, and Reflect:**

- Divide the class into groups of four. Each group will discuss the answers to the given questions and make notes in their rough notebooks.
- Discuss each question in class, in the following manner:
 - Ask at least three groups to read out their points for each answer.
 - Ask the other groups—
 - i. if they agree with the answer that has been read out.
 - ii. if they have anything to add.
- Finally, ask the students to write the answers in their notebooks.
- Each student's work will have to be checked for spelling, grammar, and punctuation.
- The time limit for this exercise should not exceed 15 minutes.

Activity:

- A discussion was conducted in the class about the sun bear and the hornbill. The students were asked to gather information about these animals and their native places. They were encouraged to research and find interesting facts about the sun bear and the hornbill, such as their habitats, behaviours, and any unique characteristics.
- The class was then divided into groups of six. Each group was tasked with sharing the information they had gathered and completing both activities related to the sun bear and the hornbill. The groups worked together, discussing their findings and learning from each other.

Class assessment:	✓	✗
Can the students read about and understand the poem 'Sumatran tiger'?		
Can the students answer comprehension questions appropriately?		
Can the students research and write characteristics of a sun bear and hornbill?		
Can the students identify the habitats of sun bears and hornbills on a world map?		

Teacher's notes:

- If the students are unable to read about and understand the poem 'Sumatran Tiger', it is important to revisit the poem with them. Start by reading the poem aloud, emphasising the rhythm and intonation to capture their interest. Break down the poem into smaller sections and discuss each part in detail. Use simple language to explain difficult words and phrases, and relate the content to the students' everyday experiences. Encourage them to ask questions and express their thoughts about the poem. This interactive approach can help them grasp the meaning and appreciate the beauty of the poem.
- If the students are unable to answer comprehension questions appropriately, it is essential to review the poem and the questions together. Go through each question and discuss the possible answers, guiding the students to find the correct responses. Encourage them to refer back to the poem to find evidence for their answers. Provide examples of how to structure their responses and practice with similar questions to build their confidence. This step-by-step guidance can help them improve their comprehension skills and answer questions more accurately.

- If the students are unable to research and write characteristics of a sun bear and hornbill, it is helpful to provide additional resources and support. Show them how to use books, articles, and the Internet to gather information. Demonstrate how to take notes and organise their findings into clear and concise descriptions. Work with them to identify key characteristics and write them down in their own words. Encourage group work and discussions to share information and ideas. This collaborative effort can enhance their research and writing skills.
- If the students are unable to identify the habitats of sun bears and hornbills on a world map, it is beneficial to provide a more detailed explanation and visual aids. Use a large, clear map and point out the regions where these animals are found. Explain the geographical features of these habitats and why they are suitable for sun bears and hornbills. Provide pictures and videos to give the students a better understanding of these environments. Engage them in interactive activities, such as marking the habitats on their own maps or creating a habitat collage. This hands-on approach can make learning about habitats more engaging and memorable.

ANSWER KEYS

Unit 1: Value of Education

Starter

Education is important for Muslims because the Quran encourages gaining knowledge, and Hazrat Muhammad (pbuh) emphasized its value for both men and women. Education helps Muslims understand their faith, make wise decisions, and contribute to society. It also played a key role in the development of science, medicine, and other fields.

Learn to read (pg. 3)

1. Mark the following statements as True or False.
 - a. False
 - b. True
2. Answer the following questions.
 - a. Hazrat Muhammad (pbuh) emphasized the importance of education for both men and women because the Quran promotes education and appreciates people who gain knowledge. He believed that education helps people understand religious teachings, develop wisdom, and contribute to the progress of society.
 - b. After the Battle of Badr, Hazrat Muhammad (pbuh) allowed the captives to gain their freedom by educating ten Muslim children each, instead of paying money. This was the first formal schooling system established by him.

Learn words (pg. 4)

1.
 - a. Ancestors – Forefathers, Predecessors
 - b. Captive – Prisoner, Detainee
 - c. Progress – Advancement, Development
 - d. Wisdom – Knowledge, Insight
2.
 - a. learn
 - b. rehearse
 - c. revise
 - d. practise
 - e. study
 - i. He is learning Pashtu.
 - ii. Aamir studied at a college in Karachi ten years ago.
 - iii. We have only two days to rehearse the play.
 - iv. If you practise writing neatly, you'll soon improve.
 - v. In this lesson, we will revise what we did last week.

Learn grammar (pg. 5)

Subject, Verb, Object

- a. The company wanted engineers. (S)
- b. Queen Elizabeth valued a postcard written by a young girl. (V)
- c. Jibran's little brother carries his teddy bear everywhere. (S)
- d. The people in this village clean the roads themselves. (O)
- e. I like pizza. (O)

Subject-verb agreement

- a. Sameer reads a lot.
- b. She always does her homework.
- c. My parents work very hard.
- d. My father cooks dinner on Sunday.
- e. We walk to school every day.
- f. The farmers grow rice in their fields.

2. Fill in the blanks

- a. The dog barks loudly every morning.
- b. The students are studying for their exams this week.
- c. My sister and I go to the park every Saturday.
- d. The team won the championship last year.

Use the dictionary (pg. 6-7)

1. a. He wanted to win the race. (Noun)
b. I will race down to the store and get some sweets. (Verb)
2. a. Please hand me the bottle of gum. (Verb)
b. He writes with his left hand. (Noun)
3. a. She was injured in a car crash. (Noun)
b. Be careful, or you will crash into a tree. (Verb)
4. a. You must catch the ball when she throws it to you. (Verb)
b. The fishermen got a huge catch of fish yesterday. (Noun)
5. a. He fell and hit his head against the desk. (Noun)
b. You should head towards the airport. (Verb)

Learn spelling (pg. 7)

- a. She does not like eating dessert after dinner.
- b. Father asked him to pass a piece of cake.
- c. It is a very plain looking bedsheet.
- d. I wash my bicycle once a week.

Learn pronunciation (pg. 8)

Explain that will and shall have weak forms in natural speech. Model the pronunciation, then

have students repeat after you. Encourage pair practice, ensuring they use the weak forms correctly. Listen and correct as needed to improve fluency and intonation.

Learn to write (pg. 8)

Ask students to choose a job from the list and research its role in society. Guide them to write a short paragraph explaining its importance and how it helps people. Encourage them to draft, edit, and proofread their work before writing the final version neatly. Remind them to focus on clarity, coherence, and correct grammar.

Learn to speak (pg. 8)

Explain the proverb to students, emphasizing how education empowers children, just as wings enable a bird to fly. In groups of three, have students discuss its meaning and list two supporting points. Encourage them to brainstorm real-life examples of how education leads to success. Guide them in organizing their thoughts for a short presentation and ensure each group presents their ideas clearly and confidently.

Unit 2: How Wisdom Got Out

Starter

Symbol and Animal

1. good luck or prosperity: Rabbit
2. wise and sensible: Owl
3. crafty and sly: Fox
4. powerful and free: Horse
5. planner and gatherer: Squirrel

Learn to read (pg. 11)

True or false

- a. Father Anansi was famous for his wisdom. True
- b. A few people came to him with questions. False
- c. People were really interested in seeking knowledge. True
- d. Father Anansi helped people without charging them any fee. False

Answer the following questions

Father Anansi felt important and respected when people came to him for advice. He also became wealthy because people paid him for his wisdom.

Father Anansi was afraid that someone would steal his wisdom. To prevent this, he decided to collect all his wisdom in a pot and hide it in the forest.

He had strapped the pot of wisdom in front of his body, which made it difficult for him to climb the tree properly.

Kweku Tsin suggested that Father Anansi should place the pot on his back instead of in front, making it easier to climb the tree.

Father Anansi was upset because his son knew how to do something better than him. In anger, he threw the pot on the ground, causing all the wisdom to scatter across the world.

Wise, selfish, short-tempered.

(Open-ended) Students may say they would keep it a family secret, share it with friends, or publish it in a cookbook. Encourage them to explain their reasoning.

Special gifts and talents include painting, singing, storytelling, problem-solving, and craftsmanship. Some, like kindness and storytelling, can be shared freely. Others, like medical treatment or professional art, require payment because they involve skill, training, and effort.

Learn words (pg. 12-13)

1. Synonyms of “wise” in the puzzle:

Enlightened

Sensible

Intelligent

Scholarly

Smart

Clever

Learned

Knowledgeable

Prudent

Antonyms (opposites) of “wise” in the puzzle:

Mad

Foolish

Silly

Absurd

Ridiculous

2. **Fill in the blanks**

a. Asad may be clever, but he often makes careless mistakes.

b. A Senegalese (belonging to a country in West Africa) proverb states that an intelligent enemy is worth more than a stupid friend.

c. Tom always boasted of being very smart until he failed the final exam.

d. The wise woman was asked many questions that were not intelligent.

Use the dictionary (pg. 14)

1. hurried → hurried

canselled → cancelled

quitely → quietly

volenteered → volunteered

gosipp → gossip

2. b. curious (adjective)

curious about (something)

curious to know (something)

- c. idea (noun)
 - idea of (something)
 - idea about (a topic)
 - come up with an idea
- d. morning (noun)
 - in the morning
 - early morning
 - morning routine
- e. record (noun/verb)
 - break a record (verb + noun)
 - set a record (verb + noun)
 - official record (adjective + noun)

Learn grammar (pg. 15-18)

1. Identify the subject and predicate:

- a. Subject: My friend's mother
Predicate: baked a lovely chocolate cake for her birthday.
- b. Subject: The children
Predicate: sang a song at the party.
- c. Subject: The school hall
Predicate: was decorated with balloons.
- d. Subject: Little Noman
Predicate: argues with his mother all the time.
- e. Subject: The chief guest
Predicate: spoke for a very long time.

2. Complete the sentences by adding a predicate:

- a. One evening a great storm blew through the town.
- b. The boy ran quickly to catch the bus.
- c. The forest was dark and full of strange noises.
- d. The plant grew tall under the warm sunlight.

3. Match the phrases in column A with those in column B.

- a. Ray Tomlinson → v. invented the first electronic message.
- b. Samina Baig → i. climbed Mount Everest when she was only 21.
- c. All of us → iv. should save our rivers and lakes.
- d. The early bird → ii. catches the worm.
- e. The noisy neighbour → iii. awoke the baby.

1. Write out what each person said using the past continuous. One has been done for you.

- b. Mario: I was eating breakfast. (eat breakfast)
- c. Luigi: I was watching TV. (watch TV)
- d. Mrs Rossi: I was talking on the phone. (talk ... phone)
- e. Mr and Mrs Romano: We were dropping our children at school. (drop children ... school)
- f. Gina and Marco: We were serving tea at the café. (serve tea ... café)
- g. Anna: I was sleeping in my office. (sleep ... office)

2. Look at the picture and complete the sentences given.

- a. Laila and Urooj were sitting on a bench.
- b. Rabia was skipping.
- c. Kaneez and Ayman were drinking water.
- d. Mark was eating popcorn.
- e. Mrs Abid was feeding ducks in the pond.

3. Paragraph writing

Ask students to write a short paragraph about a person they know with unusual habits, using “would” to describe repeated past actions. Begin by explaining the concept and giving an example. Have students brainstorm a few habits before writing at least three sentences using “would.” Encourage peer review and invite some students to share their work aloud. Conclude by reviewing the correct usage of “would” and assigning a short revision exercise.

4. Fill in the blanks.

He (1) was driving (drive) along the forest road when he (2) spotted (spot) a beautiful girl. She was standing (3) (stand) in the middle of the road. Just as he was wondering (4) (wonder) what to do, he (5) saw (see) some men.

The men were carrying (6) (carry) guns. He (7) thought (think) they were going to harm the girl. He (8) stopped (stop) the car. As he was getting (9) (get) out of the car, he (10) noticed (notice) that they were (11) aiming (aim) the guns at him now. He stood still as they (12) came (come) towards him.

“Stop!” they said, “We are filmmakers. We were shooting (13) (shoot) a scene for a film when you (14) arrived (arrive).”

Learn to write (pg. 18-19)

Ask students to write a short paragraph about a kind act they did for someone or an act of kindness they received. Encourage them to use the given chart to structure their writing, including details about what happened, who was involved, and how they felt. Remind them to use clear sentences and express their emotions about the experience.

Learn to listen (pg. 20)

Read or play the listening passage about famous individuals who faced failures before achieving success. Instruct students to listen carefully the first time without writing. During the second listening, they should complete the table by noting down the missing information about each person’s profession and failure. Emphasize active listening skills and accurate note-taking.

Learn to speak (pg. 21)

Encourage students to work in groups of four and take turns describing a room in their house

without naming it. Other group members should listen carefully and guess which room is being described. Remind students to use clear descriptions of objects and furniture to make their clues effective. This activity will help develop speaking, listening, and critical thinking skills.

Unit 3: Gulliver in Lilliput

Starter

Theodore 'Teddy' Roosevelt → Teddy Bear

The teddy bear was named after President Theodore Roosevelt, who, during a hunting trip, refused to shoot a bear that had been tied up, leading to the creation of the stuffed toy.

Karl Benz → Car (Mercedes-Benz)

Karl Benz was the inventor of the first automobile, and the famous Mercedes-Benz car brand is named after him.

John Montagu, the Fourth Earl of Sandwich → Sandwich

The sandwich is named after John Montagu, who reportedly asked for meat to be placed between two slices of bread so he could eat while continuing to play cards.

Learn to read (pg. 25)

1. Complete the following sentences:

- a. Gulliver could feel thin pieces of string all over his body.
- b. He was unable to see the things that were moving because his head was tied to the ground.
- c. He was very surprised by the size of the men.
- d. The spears could not injure him because his jacket was made of strong cloth.
- e. They realised that he was hungry because he pointed to his mouth.

2. How were the tiny Lilliputians able to tie up someone as large as Gulliver?

The Lilliputians were able to tie up Gulliver by securing his arms, legs, and hair with thin pieces of string. They also used stakes in the ground to keep him firmly in place.

3. List the things in the passage that prove that the Lilliputians were very small.

The man standing on Gulliver's body was only six inches tall.

More than a hundred men climbed ladders to bring food to Gulliver.

The loaves of bread were so small that Gulliver ate three at a time.

A barrel of milk held only about half a pint.

4. What would you do if you woke up and found that you had become a giant?

Imagine how you would feel in such a situation. Think about the challenges you would face and how daily activities would change. Consider both the advantages and disadvantages of being a giant.

5. What do you think Gulliver will do next? How can you find out whether you have made the right guess?

Make a prediction based on Gulliver's current situation. Consider his actions so far and the behavior of the Lilliputians. Then, think about how you can confirm your guess—perhaps by reading further or discussing with others.

Learn words (pg. 25-26)

1. Look at the list of words in column C which have been taken from the text.

A (Words from the text)	B (Descriptive words/ phrases)	C (Words from the text)
Six inches	Five feet	Tall
Long	short	Hair
Thin	small	piece
Left	Right	Arm
Tiny	Many	People
Painful	Serious	Hurt
High	Deep	Voice
sharp	pointed	Needles
Strong	soft	Cloth
Eighteen inches	high	platform

1. **Read the following sentences and correct them if they are wrong.**

- Pakistan must develop its travel industry. (Correct as is.)
- This is a special pass that allows unlimited travel. (Remove plural form.)
- I enjoy train travel more than air travel. (Remove plural forms.)
- They say that space travel will become pretty common. (Correct as is.)
- She has to meet a travel agent and plan her trip. (Correct as is.)

Learn spelling (pg. 26-27)

1. **Complete the following.**

- | | |
|---------------|-------------|
| a. labeled | b. marveled |
| c. squealed | d. sealed |
| e. dealer | f. jeweler |
| g. controller | h. feeler |

2. **Group these words according to the final sound and write them in the correct columns in the table.**

Words ending in /id/ as in needed	Words ending in /id/ as in needed
Started	Returned
Created	Refused
Cheated	Borrowed
Painted	Bowed
padded	handled

Learn pronunciation (pg. 27)

1. Say these words aloud.

For pronunciation practice, ask students to say the given words aloud and notice the different sounds of “-ed” endings. Explain that “-ed” can be pronounced as /ɪd/, /d/, or /t/ depending on the final sound of the verb.

Learn grammar (pg. 28-29)

1. Rewrite the sentences with apostrophes

- I can't get up early even during my exams.
- Roger Federer was the Wimbledon champion from 2003 to 2007. (No apostrophe needed)
- Do not speak when your mouth's full.
- You shouldn't bite your nails.
- He doesn't listen to what anyone says.
- I cannot wear that shirt. It's too short.

2. Indicate whether the apostrophe shows Possession (P) or Omission (O)

In sentence (a), “It's” shows omission, and “Sara's” shows possession.

In sentence (b), “Marium's” shows omission.

In sentence (c), “I'm” and “It's” both show omission.

In sentence (d), “What's” shows omission.

In sentence (e), “I've” shows omission, while “its” does not take an apostrophe because it is possessive.

Abstract nouns

1. Fill in the blanks with suitable abstract nouns. Use the adjectives, verbs, or nouns given in the brackets.

- Nazia Parveen, winner of a bronze medal at the Olympics, is a woman of strength.
- Childhood is the best period of one's life.
- We should always tell the truth.
- Her kindness towards the poor was always admirable.
- Aitzaz Hasan got a national award for bravery because he saved his school in Hangu.
- With all the electric lines cut in the storm, the whole village was in darkness.

Learn to write (pg. 30-31)

Paragraph writing

Ask students to reflect on what adventure means to them—whether it's exploring a new place, trying something new, or facing a challenge. Encourage them to choose a specific adventure to write about, based on personal experience, a story they've heard, or imagination. Guide them to start their paragraph with the given prompt and develop it with details that make their adventure engaging and vivid.

Writing a personal account

Encourage students to write a first-person account of their imaginary meeting with a famous CEO, using descriptive language and a structured format. Guide them to include an introduction, a detailed body, and a conclusion. Ask them to use adjectives and strong verbs to make their writing engaging. Before writing, have a discussion using the provided questions to help them generate ideas and structure their account effectively.

Preening (Extensive Reading)

Starter

(Answers may vary, accept all relevant answers.)

Sample answer:

I know a few people who go to the gym or exercise a lot! My older brother goes to the gym almost every day, and my best friend loves playing football after school. I think they do it because it makes them feel good. My brother says working out helps him stay strong and not get sick often. My friend says playing football is super fun and helps him make new friends. Being fit means you can do all sorts of cool things like run fast, climb high, and play sports without getting tired quickly.

Learn to read (pg. 34)

1. It is the birds that are speaking to us in this poem. The reason for this is how they say preening is a chore for them and that they fly day and night.
2. The word that describes a chore is **bore**.
3. Preening is important for birds because it helps them to stay clean, it helps them care for their feathers so that they remain in good shape. Preening also helps the birds to keep their feathers neat and pretty.
4. The word **soar** has the same meaning as “being airborne.” The bird does enjoy being airborne because even though preening seems like a chore, the ability to soar and be airborne is a wonderful and enjoyable part of the bird’s life.
5. Even though preening might seem like a boring task, it allows the bird to achieve wonderful things like flying and exploring the world from above. So, in a way, the bird’s dedication to preening shows its desire to do great things.
6. (Answer may vary, accept all relevant answers.)

Sample answer:

Activity (pg. 34 and 35)

1. Encourage the students to think and research creatively and collect pictures of birds preening themselves.
2. (Answers may vary, help and guide the students while answering this question.)
Examples of few birds that are more likely to preen themselves are:
Pigeons, doves, sparrows and generally birds that are living in a harsh environment.
3. Crossword answers

Across	Down
1 Tuck	1 twist
3 spring	2 Nibble
4 preen	5 reach
6 soar	8 crouch
7 stretch	

Unit 4: The Wrong House

Starter

- c. checks whether a person is telling the truth or not
- a. prevent crime and identify criminals
- d. finds and names a person with the help of information got from body cells
- b. show proof of a criminal's activities

Learn to read (pg. 39)

- The three clues or signs in the first seven sentences of the lesson that tell us that the men were thieves are:
 - They ran quietly towards the house.
 - When they reached the porch, they stopped and listened.
 - They examined the room by the light of the torch.
- They chose this house because there was no one in it, as the family was away.
- After Blackie ran over a policeman, they had to abandon their car and run for their lives. They were now in a new town and needed a new car to travel in.
- No, I don't think these are the real names of the men. They chose such names to hide their real identities and therefore minimize the chances of getting caught.
- Blackie
 - Hasty
 - Mr. Rogers
- On careful checking, the robbers could have found things like a police uniform, a photograph of Mr. Rogers with his colleagues, or a police badge. These would have revealed his identity to them easily.
- Thieves like to keep such names as they sound rough and match the type of activities they are engaged in. Thieves also like to sound cool or mysterious and hence use such names.
- If Samuel Rogers had not been a police officer, Hasty and Blackie would have been successful in their plan and would have walked away with a suitcase full of money.

Learn words (pg. 39 and 40)

- hawker
 - guard
 - wealth
 - ill-treat
 - suspect

Use the dictionary (pg. 40)

- a. A sweatshirt doesn't stop you from sweating. It's just a comfy shirt that keeps you warm, but you can still sweat if you're hot or running around.
- b. A cardigan is like a jacket because you wear it over your clothes to keep warm. Both have sleeves and can be opened in the front, but a cardigan is usually softer and made of wool or cotton.
- c. A woman wears stockings on her legs. They go from her feet up to her knees.
- d. Sneakers and trainers are both types of shoes you wear for sports or running. They both have rubber soles and are comfy for walking or playing.
- e. Another word for trousers is pants. They're the same thing you wear on your legs.

Learn grammar (pg. 40 and 41)

1. Sara is not going to attend the rehearsal.
2. I am carrying these wooden planks because I am going to build a tree house.
3. I am going to use this flour to bake a cake.
4. The police are here because they are going to investigate the robbery.
5. I am carrying an umbrella because it is going to rain.
6. No, I cannot lend you my bicycle because I am going to the bazaar.
7. I am saving all this money because I am going to buy a bicycle.
8. It's going to take off soon.

Learn to write (pg. 41)

Encourage students to think creatively and formulate their own answers.

Sample answer:

Title of the book and author's name	Type of story	Outline of the story	Your ideas, views and comments
Despicable Me	Adventure and action animated.	The story is of a master criminal who wants to steal the moon but suddenly finds himself looking after 3 little girls who encourage him to become a good man and save the world from another villain.	It was a very enjoyable movie, especially because of the minions who were cute and tried to encourage their boss to continue in his evil ways but failed. It was a heart-warming story with a lot of action.

Learn to listen (pg. 42)

- a. listening
- b. his photographs at the police station
- c. name and address
- d. eyeholes

Learn to speak (pg. 42)

(Answers may vary, accept all relevant answers.)

Encourage the students to brainstorm and think creatively about the answer.

Sample answer:

When we go on a holiday, we must make sure that all doors and windows are locked and closed properly. We can also ask a neighbor who we are friends with, to keep an eye on the house. We can set timers on our lights, so it looks like someone is home, even if we're not. To be extra careful, having a security system, for example CCTV cameras can scare away thieves and alert us if someone tries to break in.

Unit 5: The HoneyGuide's Revenge

Starter

Kiwi (5)

Llama (8)

Flamingo (7 and 8)

Penguin (6)

Polar Bear (1)

Emu (4)

Robin

Kookaburra (4)

Ostrich (7)

Panda (3)

Kangaroo (4)

Learn to read (pg. 46)

1. The Honeyguide helped Gingile find honey by sending out a honey call and leading Gingile to the fig tree where the beehive was.
2. No, Gingile could not have found the beehive on his own because even when he reached the bottom of the fig tree, led by the Honeyguide, he couldn't see any beehive on it.
3. (b) he wanted it all for himself.
4. The Honeyguide carried out his revenge by leading Gingile to a thorn tree. Dreaming about the honey that he would find there, Gingile climbed the tree. However, there was no beehive on the tree. Instead, he got attacked by a leopard. He fell from the tree and the scars of the leopard's claws stayed on his forehead for the rest of his life.
5. Gingile and his children would always remember to leave the biggest and juiciest part of the comb for the Honeyguide.
6. (Answers might vary between yes and no.)
Ndege was right in being angry with Gingile's behaviour. He had broken an age-old custom and had denied Ndege his right. However, Ndege could have acted with a little mercy and taught Gingile a lesson in a milder way. The leopard could even have killed Gingile.

Learn words (pg. 46 and 47)

- (a) 3. to collect something from a place
(b) 1. to get better; to improve
(c) 2. to learn something without really studying it
(d) 4. to buy something
(e) 5. to collect somebody in your vehicle

Use the dictionary (pg. 47)

- Table
- Room
- Tennis
- Book
- Chair
- Shopping

Learn grammar (pg. 48 and 49)

- (a) quickly
(b) carefully
(c) slowly
(d) patiently
(e) carefully
- (a) I sipped the hot tea carefully.
(b) **sentence is correct.**
(c) He looked at me angrily.
(d) Everyone looked nervously at each other when they heard the knock on the door.
(e) **sentence is correct.**
(f) We walked back slowly after we lost the match.
- (a) happier
(b) angrily
(c) better
(d) carefully
(e) faster
(f) most smoothly
(g) easily

Learn to write (pg. 50)

(Answers may vary, accept all relevant answers.)

Sample answer:

Penguins are cool birds that live in the Southern Hemisphere. They have short legs and stand up straight, which makes them look funny and cute. Their backs are dark blue or grey, and their fronts are white, so they look like they're wearing little suits! Penguins mostly eat fish, but some

also eat squid. They live in big groups called colonies. They have a thick layer of fat under their skin that keeps them warm in the coldest winters. I think penguins are awesome because they can live in cold places and always look like they're ready for a party.

Learn to listen (pg.51)

Name	Size	Colour	Home
Belted Kingfisher	11-14 inches	Blue, grey and white	lives near rivers, lakes, and coasts.
Song Sparrow	5-7 inches	Brown, grey and black	It lives in forests, thickets, marshes and fields
North Cardinal	8-9 nches	Red and black	It lives in woods, parks and gardens.

Learn to speak (pg. 51 and 52)

(Answers may vary, accept all relevant answers.) Encourage the students to think creatively.

Sample answer:

Lahore

Lahore is such an amazing city! Right now, it's a lively and colorful place with lots of people, beautiful gardens, and historic buildings. It's full of energy and has a mixture of old and new places. In the past, Lahore was an important city with a rich history. It has many old forts, mosques, and palaces from the Mughal era. It was known for its beautiful architecture and gardens. People from all over Pakistan and the world visit Lahore to see the historical sites, enjoy the vibrant culture, and taste the delicious food. It's a city that welcomes everyone.

There are so many fun things to do in Lahore. You can visit the Lahore Fort, Badshahi Mosque, and Shalimar Gardens. You can also go to the Lahore Zoo, Jilani Park, and the Lahore Museum. There are lots of places to explore and learn about history. Lahore is famous for its amazing food. You can try spicy biryani, delicious kebabs, and tasty nihari. There are also many street food stalls where you can taste local snacks like gol-gappas and samosas.

Lahore has many cultural festivals and events. There are also art festivals, and during Eid, the city is filled with celebrations and lights. Lahore is such a cool place to visit!

Unit 6: Clever Saad

Starter

Harry Potter: J.K. Rowling

Matilda: Roald Dahl

Huckleberry Finn: Mark Twain

Learn to read (pg. 57)

- (a) False (b) True
 (c) False (d) True
 (e) True (f) False

2. (a) a packet
(b) it was full of jewellery, not stones
(c) demanded the packet back from Saad
(d) be different this time
(e) could not ask for the
3. From this story we learn that we should never trouble others. We should act unselfishly and be empathetic towards our neighbours' needs.
4. Saad's parents must have felt very proud to have a son like Saad. The way he handles the problem created by Hassan and the way in which he compels the headman to give a verdict in favour of truth is praiseworthy. His parents must have felt lucky to have a mature and clever son like him.

Learn words (pg. 57 and 58)

- a. A bar of
- b. A piece of
- c. A pair of
- d. A packet of
- e. A slice of

Laugh words:

Cackle: to laugh in a loud and unpleasant way.

Chuckle: to laugh softly or quietly to oneself.

Snigger: to secretly laugh at someone behind their back.

Giggle: to laugh in a funny way.

Smirk: to smile in an unpleasant way because something bad happened to someone else.

Use the dictionary (pg. 58 and 59)

1. (a) noun
(b) verb
2. (a) noun
(b) verb
3. (a) verb
(b) noun
4. (a) noun
(b) verb
5. (a) verb
(b) noun

Learn grammar (pg. 59 and 60)

1. (a) How long will we run?
(b) Will you inform the police about the robbery?
(c) Where will you keep the pet squirrel?

- (d) Will you eat your lunch now?
 - (e) What can we say now?
2. (a) Will you lend me your roller skates?
(b) When will you submit the essay?
(c) What do you have inside the bag?
(d) How long will you take to finish your homework?
(e) Where will you meet me tomorrow?
3. (b) Where can I find a good book to read?
(c) What kind of book will you choose?
(d) Will you go to the library tomorrow?
(e) When can we meet tomorrow?
(f) What will you do after that?

Learn to write (pg. 61 and 62)

Dialogue writing:

Sample answer:

Hassan's mother: Please sir, you must ask Saad to return the packet of jewels that Hassan threw into the shop. It was a mistake. He didn't mean to throw it. It rightly belongs to us.

Saad: Even if he did, and I am not saying he did, it must be ignored. The headman is a very fair judge. He cannot give us a different verdict this time. What he said earlier still holds true — that this is the act of a mad boy and must be ignored. And Hassan must be forgiven.

Headman: Saad is right. He has never behaved badly with you. When Hassan threw stones, you did not object so how can you object to any other thing thrown by him. Whatever Hassan threw into the shop is now Saad's. You must teach your boy to curb his actions and not behave in such a careless manner.

Article writing:

Sample answer:

I remember the first time I met Mr. Tahir. It was my first day in school, and I was nervous. Mr. Tahir greeted me with a big smile and made me feel welcome right away. He is such a **kind and patient** teacher. Whenever we made mistakes, he was always **forgiving** and helped us learn from them.

Mr. Tahir has a **good sense of humour**. He always makes us laugh with his funny jokes and stories. Even when things are tough, he stays **uncomplaining** and **big-hearted**. He is very **generous** with his time and always helps us with our problems.

Mr. Tahir is also very **tolerant**. He listens to everyone and respects our opinions. He never gets angry and always finds a way to solve any issues. We will miss him a lot when he retires, but we are grateful for all the wonderful memories and lessons he has given us.

Thank you, Mr. Tahir, for being such an amazing teacher. We wish you all the best in your retirement.

Learn to listen (pg. 62 and 63)

1. Picture A: a. Go and watch a movie.
2. Picture B: a. He realises that it is dangerous to talk and drive at the same time.
3. Picture C: b. Her husband.

Learn to speak (pg. 63)

Encourage the students to bring two pictures and speak about those pictures with their partner. The idea is to give them the confidence of speaking amongst peers and in public, build their speaking skills and help them improve their grammar skills as well.

The Quarrel (Extensive Reading)

Starter

Encourage the students to answer and share their own experiences.

Learn to read (pg. 65)

1. The creatures were quarrelling about whether they were bugs, flies or worms. A bug, a fly and a glowworm were arguing amongst themselves.
2. c. They were not able to think properly.
d. They felt angry and upset.
f. Each felt that only he was right.

The quarrel started because each creature was adamant that only its opinions and views were correct and ought to be followed by the others. Each creature also wanted to establish itself as superior to the remaining two.

3. The quarrel ended with a big early bird eating all of them up, one by one.
4. (Answers will vary.)

	Words from the poem	My word
Bite	Right, night	Tight
Heard	Bird, word	Curd
Blue	Flew, you	Clue
Term	Worm, firm	Germ
Hit	It	Pit
Floral	Moral	Coral

5. TO BE ANSWERED.
6. All the animals mentioned here are different as well as similar. Their similarity lies in that they all emit light. One difference is that one is a worm, the others are winged insects. The major difference is in their names: bug, fly and worm. The bird is obviously most different as it is the predator in this poem.

Activity (pg. 66)

1. Encourage the students to work on their own, think creatively and formulate their own answers.

Names of animals according to pictures displayed in the book:

Firefly, worm and fly.

2. Encourage the students to think creatively and formulate their own answers.

Unit 7: School Breaks Up

Starter

Mark Zuckerberg: entrepreneur

Wilbur and Orville Wright: aviators

Kamran and Umar Akmal: cricketers

Charlotte and Emily Bronte: poets / novelists

Venus and Serena Williams: professional tennis players

Learn to read (pg. 73)

1. (a) solved in coursebook.
(b) Sarim.
(c) Sarim.
(d) Sarim.
(e) Nameer.
(f) Mani.
2. The students were asked to read story books and to go through the books prescribed for their classes ahead, during the holidays.
3. Nameer was able to leave the hall early because he had written only one line for the last question and had given very brief answers to almost all the other questions.
4. When Nameer discovered that all the others had written longer answers to the questions than he had, he must have felt worried. However, he did not wish to ruin the jovial mood he and all the other students were in, and therefore, he lied to Raza and Sarim about the length of his answer.
No. Sarim, who was, by all accounts, a good student, had written about half a page for the last answer.
5. Nameer had no plans of reading during the holidays. He was, in fact, planning to burn his books, using them as fuel in his mother's kitchen.
6. If I saw Nameer getting ready to burn his books, I would try to stop him. Books are invaluable and a source of knowledge. Treating them in that fashion would be disrespecting them. If he didn't want to keep the books anymore, I would take them and give them to someone who would put them to good use.
7. Yes, during the last exam, the thoughts are mostly about how quickly we can finish the exam and get out. We think of all the fun plans we have made for the holidays. Watching movies, going for a holiday, meeting friends...these are the thoughts that are foremost in our minds. The reaction of the children in the story seems most natural, except for Nameer who wants to burn his books.

Learn words (pg. 74)

Friendship	Enmity
Pal	Rival
Mate	Foe
Partner	Opponent
Supporter	Competitor
Buddy	
Companion	

Learn grammar (pg. 74 and 75)

- How long
 - for
 - How long
 - How long; for
 - for
- How long is Sarah on leave?
 - How long has Zainab been in Spain?
 - How long has your brother been in the army?
 - How long have you been practicing?
 - How long have you been knitting a sweater?

Learn to write (pg. 76)

Sample answer:

Hi Raza!

We were supposed to meet at 2 p.m. I cannot meet you at this time. I have to go to the post office with my father. I will meet you at 4:30 p.m. instead. Thanks!

Nameer

Learn to listen (pg. 77)

- ii. Raindrops.
 - iii. Biggest.
 - ii. Ruin her makeup.
- shiny
 - newspapers
 -
 -
 - hair

Learn to speak (pg. 77 and 78)

Encourage the students to be creative and formulate their own answers and be creative with their thinking skills.

2. Ask the students to complete this question on their own. Encourage them to be creative in their thinking and drawing skills. Make sure their drawings are colorful and guide them wherever necessary.

Unit 8: Ani's Key

Starter

(Answers may vary, accept all relevant answers.)

Bottles and Jars: Use jars as storage containers for spices, craft supplies, or small items.

Tins: Transform them into small flowerpots.

Newspapers: Use them as wrapping paper for gifts.

Learn to read (pg. 85)

1. Ani didn't want to go to school because the other kids teased her about the kind of work that her father did and said that he smelled like rubbish. Moreover, there was an art competition and she didn't have the art and craft materials with which to participate in it.
2. Ani's father sorted through the rubbish at the dump, picked up saleable things and sold them in the market. Her mother washed other people's clothes.
3. Ani was worried about the art competition because unlike the other students, her parents could not afford to buy her the art and craft materials that she thought she would need to enter the competition.
4. By saying, 'You just have to find the key', Ani's mother meant that Ani just had to look for a solution to her problem. She believed that her daughter had it in her to fight this problem and find a solution. This piece of advice helped Ani to think about the things she already had, and she came up with the idea of using her treasure of old buttons, keys, beads, bits of coloured glass and zips to create her work for the competition.
5. In the dream, Ani saw a butterfly. This gave her the idea of creating a butterfly for the competition, using her treasure of old buttons, keys, beads, bits of coloured glass and zips.
6. Ani got the things to make her decoration from her treasure box in which she had collected old buttons, keys, beads, bits of coloured glass and zips from the stuff that her father brought in from the dump.
7. (Answers may vary, accept all relevant answers.)
Possible answer: Ani's mother looked sad because she and her husband, although they worked very hard, could not fulfill all the requirements that their daughter had. No, it wasn't just because she worked so hard. It was partly because they were so poor despite working so hard and partly because when compared to what the parents of Ani's school friends could give them, they fell terribly behind.
8. Possible answer: (a) Ani's ability to overcome all odds,
Ani faced the problem of not having any material like pens, paints or clay to make a good piece of art for the upcoming art competition. But she didn't lose hope, and encouraged by her mother, thought about the things she already had and came up with the idea of using her treasure of old buttons, keys, beads, bits of coloured glass and zips to make a butterfly for the competition. Her efforts paid off when the butterfly she created won the first prize in the competition. This way she overcame all odds and achieved success.

Learn words (pg. 85 and 86)

1. Articles used by artists:

crayons	brush
chart	palette
charcoal	canvas
easel	paints
glue	scissors
watercolours	

Pictures shown:

palette	easel	brushes
crayons	paints	canvas

2. (a) giraffe
(b) lion
(c) burning fire
(d) clown

Learn spelling (pg. 86)

1. (a) castles
(b) wrapped
(c) thumbs
(d) yolk
(e) plumber
(f) listen
(g) knot
(h) should
(i) sign
(j) knock

Learn pronunciation (pg. 87)

1. The students will read the words given out loud.
2. Sound of letter “i” words

/i/	/ai/
i as in hit	i as in like
Kids	Piles
Zips	Find
Bits	Shiny
Little	Excited
Slid	High

Learn grammar (pg. 87 and 88)

1. (a) bit by bit
(b) do one's bit
(c) to bits
(d) bit by bit
(e) not one little bit
(f) to bits
(g) bit by bit
2. (a) butterflies
(b) glasses
(c) luggage
(d) soap
(e) rubbish
(f) sand
(g) loaves of bread
(h) water but can be bottles of water if countable.
(i) information
(j) stoves

Learn to write (pg. 89)

Sample answer:

A Clean Street Campaign

I want to start a campaign to keep our street clean. The street in front of the school is extremely dirty and littered. The first thing I must do is put up posters in and around school for volunteers. Both students and teachers are welcome to join this campaign.

Once a taskforce has been made, we need to decide on a date on which we shall undertake the cleaning of the street. We will need buckets, brooms, masks, gloves, large garbage bags, dustpans, bins and disinfectants. We need to first pick up all the garbage on the streets and put it in the bags. Then, we should sweep the streets and clear the dirt. We can use buckets of water and disinfectants to wash the streets. We should install large bins every 20 feet so that people can throw things into them instead of littering. We can make this cleaning drive a regular monthly event.

This way the street will be clean, hygienic and beautiful.

(Answers may vary, accept all relevant answers.)

Learn to listen (pg. 89 and 90)

1. A. 5
B. 4
C. 3
D. 2
E. 1

2. (a) scissors, glue and paints
(b) resources and money
(c) newspapers, glass jars and cardboard boxes
(d) upcycling
(Answers may vary, accept all relevant answers.)

Learn to speak (pg. 90)

Encourage the students to complete this exercise with creativity. The idea is to help them enhance their creative, brainstorming and speaking skills.

Example object:

Empty egg carton

Seed starter: use each section to grow small plants.

Sorting tray: for small objects like buttons or beads.

The Recycling Rap (Extensive Reading)

Learn to read (pg. 93)

1. a. to use the earth's resources carefully so that others who come after us can also enjoy them.
2. The poem mentions the following items that can be recycled:
old newspapers
old glass bottles
empty drink cans
3. (a) should be tied in a bundle and put in a skip.
(b) should be taken to a bottle tank.
(c) should be taken to a save-a-can.
4. We should 'wash', 'squash' and 'squeeze' empty drink cans so that they cannot be reused. Reusing them without recycling them can be extremely unhygienic.
5. 'Listen to me...recycling rap.'
The repetition lends emphasis to those words.

Activity (pg. 94)

1. Encourage the students to think creatively and formulate their own answers.
(Answers may vary, accept all relevant answers.)
Sample answer: cardboard boxes, paper, aluminum foil, plastic bags, wood, batteries, mobile phones.
2. Encourage the students to think creatively and formulate their own answers.
(Answers may vary, accept all relevant answers.)
Sample answer: newspapers as paper bags or glass bottles as vases.

Unit 9: From The Box To Books

Starter

Encourage the students to complete this activity on their own. Guide them where needed.

Revision:

Rode; crossed; was running; sometimes; will you; have known; had; how long; for; since; had; kept saying; will he.

Use the dictionary (pg. 102)

1. 2
2. 6
3. 1
4. 2
5. 5
6. 4

Learn to write (pg. 102 and 103)

Encourage the students to write a creative book review. The idea is to help them enhance their writing skills.

(Answers may vary.)

Learn to listen (pg. 104)

Original answers:

T: Hello Asif! How are you doing?

T: Sure! How long will it take? I need to let my parents know.

T: Alright, I will be there. Is there any special reason why you are putting up this play?

T: I have a suggestion. Why don't we invite the children of all the people who help us around the house as well? It will be a nice gesture as the park is meant to be a gift to all the children who live in and around our society.

T: That's a good plan. I will come tomorrow and help you out.

(Student answers may vary a bit with original answers.)

Learn to speak (pg. 105)

Encourage the students to have a participatory discussion about the given activity. The idea is to help them enhance their understanding of the activity, their brainstorming, listening and speaking skills.

Turn Off The Tv! (Extensive Reading)**Starter**

Encourage the students to have a participatory discussion amongst themselves. Encourage them to formulate and put across their own answers.

Sample answer:

Some grown-ups are always telling us what to do —"Don't run!" "Eat your veggies!" "Go to bed!" It's like they have a secret rulebook for being serious all the time. But I know there's a kid inside them hiding somewhere.

Learn to read (pg. 108)

1. The speaker in the poem is a child. He keeps wanting to watch TV all the time.
2. The parents are unhappy about it as they think he is wasting his time and should be studying instead.

3. No, both the parents shout at him and get angry when they catch him watching the television.
4. (a) mad
(b) yell
(c) upset
5. The father threatens to hang the TV from a tree outside, if the child does not turn it off.
6. No, the child is not afraid that his father will carry out his threat because he knows his father likes watching TV a lot as well and would prefer to watch sports in the house instead of outdoors.
7. abcb
8. b. happy and pleased
9. 'I sneak down after homework/and turn the set on low.'

Activity (pg. 108)

Encourage the students to creatively participate in the given activity. The idea is to enhance their creative skills. Guide them where needed.

Unit 10: A Father To An Anteater

Starter

1. The students will label the anteater's body parts.
2. Anteaters mainly eat ants or termites but also consume other small insects and fruits.
3. Anteaters use their long, sticky tongue to reach into insect nests and lap up their food. They also have sharp claws to tear open termite mounds and logs to access their meals.

Learn to read (pg. 112)

1. The animal in the sack was a young giant anteater. She was about the size of a corgi with a long slender snout and a pair of tiny eyes.
2. When the writer first saw her, he was overjoyed. We know this because he calls her 'the most beautiful baby animal I have ever seen' and 'one of the most charming children I have ever met'.
3. Painful, ruined, troubled.
4. Young anteaters cling to their mother's back, and so did Sarah. She wanted to climb onto somebody's back all the time.
5. The author filled a sack full of straw and introduced her to it. She clung to it and lay happily in her cage.
6. 'Model baby', 'yawning', 'snoring gently'.
7. Yes, the title is suitable. The writer often refers to Sarah as a child/baby and himself agrees to being a father to her.
8. Sample answer: Snakes, monkeys, bears, lions and geckos.
9. Encourage the students to brainstorm and come up with their own answers.

Learn words (pg. 112)

Set A: solved in coursebook.

Set B: Cling

Set C: Squeeze

Set D: Grip

Learn grammar (pg. 113 – 115)

Past Tense:

1. (a) Yes, I had great fun.
(b) She had exams then.
(c) I had a heavy breakfast in the morning.
(d) I had a fight with Haris, so I'm not talking to him.
(e) Paras had a nightmare, so he woke up screaming.
(f) Ani had a dream that gave her the idea for her project.

Present Perfect Tense:

1. were; have sold; asked; took; arrived; have been; have gained; has begun.
2. Correct answers:
 1. Your eyes will hurt.
 2. I don't want to see it again.
 3. She'll need a cool drink.
 4. I'm afraid to go for the rehearsal.
 5. She must give it to a publisher.
 6. I can play now.

Prefixes:

1. (a) solved in coursebook. (b) irregular.
(c) immoral. (d) unfulfilled.
(e) unimportant. (f) inequality.

Learn pronunciation (pg. 116)

1. The students will listen to the given words carefully. They will then repeat the same words as they are. The idea is to help enhance their understanding of different words and their pronunciation.
2. Correct words:

<i>/ɜ:/ as in bird</i>	<i>/ C:/ as in walk</i>
Purse	Fought
Learn	Torn
Hurt	Tall
Shirt	Paw
Jerk	Horse

3. Encourage the students to first listen to the given sentences carefully. Then ask them to repeat the sentences with correct pronunciation.

Learn to write (pg. 116)

Sample answer:

Last Sunday, I went to London Zoo. I had heard that Mr. Durrell was bringing Sarah, the anteater, to the zoo. I was very excited. There were a lot of other happy children waiting to see her. He brought her out onto the stage where she was clinging to his arm. She looked a little frightened at the large gathering, but I found it to be cute. She is a strange animal indeed. Mr. Durrell held up a jar of flies and I was amazed to see how her 12-inch tongue flicked out to catch them. We were not allowed to pet her, and I am sure I would not have had the courage to either.

Learn to listen (pg. 117)

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

Learn to speak (pg. 117)

Encourage the students to have a participatory discussion amongst their group and come up with an unusual animal. The idea is to help them enhance their discussion and brainstorming skills alongside their listening and speaking skills with a group of people.

Sample answer:

It is found mostly in South America. It is as big as a horse. It eats hay and corn. It is mostly a domesticated animal and can carry heavy loads. It is strange because it looks funny. It can be kept as a pet. It is a Llama.

Sumatran Tiger (Extensive Reading)

Starter

Some grown-ups are always telling us what to do — "Don't run!" "Eat your veggies!" "Go to bed!" It's like they have a secret rulebook for being serious all the time. But I know there's a kid inside them hiding somewhere.

Learn to read (pg. 119 and 120)

1. Dark and sweaty jungle, dwindling forest.
2. The air in and around tropical forests is high in moisture content, making the weather there humid. The phrase 'sweaty jungle' gives the readers a sense of humidity.
3. Sumatran tigers are facing extinction because the forests are slowly disappearing, and their natural habitats are being destroyed.
4. 'Dwindling' means reducing gradually. As a result of this decline, the Sumatran tigers are losing their homes.
5. Sun-bear and hornbill.

6.
 - a. wonders if the tiger will survive another ten years.
 - c. is afraid that tigers will no longer be there in our forests.
 - d. feels sad that tigers may become creatures of the past.
7. The poet is asking us to be aware and educated so that we can be the guardians of all unique creatures.
8. b. The poet feels sad, yet hopeful because while the past generations have destroyed the forests, the future generations can bring about a change and prevent the extinction of the Sumatran tiger.
9. 'Through the dark and sweaty jungle'.

Activity (pg. 120)

1. Sun-bear:
 - Sun bears are the tiniest bears in the world, way smaller than the big grizzly ones.
 - Their tongue is so long, about 25 cm (10 inches)! They use it to slurp up honey from trees.
 - These bears are awesome at climbing. They can even chill high up in trees, which is not something most bears do!

Hornbill:

- They have a large, curved beak that helps them grab food and looks super cool!
- They live in tree holes, and the female seals herself inside while caring for the eggs!
- Many hornbill species have bright colors and make loud, unique calls.

2. Sun-bear: South-east Asia.

Hornbill: Subtropical Africa, Asia and Melanesia