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For Grade 6 **LESSON PLAN  
AND ANSWER KEY**



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# LESSON PLAN

## UNIT 1: JEST FOR FUN – Section 1 Uncle Podger Hangs a Picture

**Grade:** VI

**Subject:** English

**Material:** Textbook

**Teacher:**

**Date:**

**Week:**

### **Learning objectives:**

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

- observe how descriptive language is used to bring out the humour in everyday situations
- identify details, characters, main idea and sequence of ideas and events while reading
- infer the meaning of unfamiliar words by reading them in context
- write answers to textual/non-textual questions after comprehension/inference; attempt
- extrapolative writing

### **Overview:**

In the given extract from a much-loved book, the author, in his inimitable manner, describes how a commonplace task is bungled by his Uncle Podger. Readers can appreciate the chatty, humorous style of writing as they are regaled with the chain of funny incidents that unfolds when Uncle Podger undertakes a simple job.

- read, understand and enjoy a humorous piece of literature.
- speak in correct English.
- answer factual, inferential and value-based questions.
- actively participate in group discussions.
- Perform a role-play
- better his/ her vocabulary.
- learn about compound nouns.
- break up words into syllables and identify the vowel sounds in words.
- learn the use of would for habitual actions.
- use *once/twice/three* times to express frequency.
- express reasons using because.
- write a descriptive passage

- *Collaborative*: Students will work in groups and discuss answers to questions. They will also work together to improve their vocabulary and grammar, and conversation skills. [Learn to Read (Understand, Infer, Reflect), Learn Words, Learn Grammar]
- *Analytical*: Students will analyse the given text to arrive at the correct conclusion. [Learn to Read (Understand, Infer)]
- *Critical thinking*: Students will reflect and discuss the given questions and express their own opinions, supporting them with well-thought-out reasons. [Learn to Read (Reflect)]
- *Study skills*: Students will use the dictionary to study and make new compound words. (Learn Words)

**Starter:**

**Use the Starter to make learners familiar with the idea of comedy and humour.**

- Ask the students what comes to their minds when they hear the word 'comedy'. Let them come up with words, phrases or names and write a few of them on the whiteboard.
- Ask for their views on the importance of humour in our daily lives. This will set the tone for the pieces they are going to encounter in the unit.
- Ask the students to focus only on the pictures given on the page. Ask them to match the pictures with their correct names.
- Ask the students if they know who these famous comedians are. Help them recount their roles on TV.

**Lesson structure: Pre-Reading:**

- Ask the students will sit with their books closed. Do not disclose the name of the lesson they are about to read.
- Ask students to narrate a funny incident that has happened in their lives or to describe a funny person they have met. Give them 10 minutes for the discussion.
- The answers will generate a lively and fun discussion, so the teacher should monitor to prevent chaos. All students' responses should be appreciated.
- Ask the students why is it necessary to make others happy and spread joy in our environment around us.
- Now ask the students to open their books to the lesson.

### Reading:

- The meanings of difficult words have been given in little boxes on the page/s corresponding to the said word/s. However, you should encourage the students to discover the meanings themselves by referring to the context in the story.
- Read the story (pages 3-4: up to '*... and want to know if he was to be kept there all the evening*') and ask the students to read along silently. Remind them not to move their lips or use their fingers/pencils along the lines while reading. Then discuss the following questions:
  - *Did Uncle Podger volunteer to hang the picture?*
  - *What are the things that Uncle Podger requires to hang the picture?*
  - *What tasks does Uncle Podger allocate to each member of the house?*
  - *Why does Uncle Podger need his handkerchief?*
  - *Why can't he find his handkerchief?*
- Now ask the students to read the next segment (from '*The nail would be found ... a little thing like that*') and answer the following questions:
  - *Why does Uncle Podger lean over the chair?*
  - *What happens as a result of this?*
  - *What happens when Uncle Podger tries to hammer the nail into the wall the first time? And the second time?*
  - *What is the final result of Uncle Podger's efforts? Does he do a good job of hanging the picture?*
- Discuss and compare the answers. Make sure that all the above discussions should be interactive with you encouraging almost all the students to participate in them.
- Go on to give a brief summary of the story and discuss the comic elements in the extract.

### Learn to read:

- *Understand*
  - Ask the students to answer Questions 1–4 and Question no. 6.
  - Allow students to refer to the text while answering.
  - Allow various responses.
  - Now give the correct answers and ask them to write them down in their notebooks.
  - Let the students answer Questions 5 and 7 in their books.
- *Infer*
  - Divide the class into groups. Ask each group to discuss the questions given amongst them. Recall what words are describing with the class to draw on their prior-knowledge.
  - Ask at least 3 to 4 groups to present their answers to the class. The other groups can then correct them if they want. Guide them as required.
- *Reflect*
  - Divide the class into groups of four or five and let them engage in an open discussion on the given issues. Ensure that each participant in every group gets a chance to voice his/her opinion. Guide the students as required.
  - Ask one representative from each group to present their views to the rest of the class. The other groups may agree or disagree with them. However, in case of disagreement, they should be asked to put forth their views politely and respectfully.

## Learn words: Compound Nouns

- **Prior knowledge:** Write the word compound words on the white board. Ask the students to recall what compound words are and give a few examples. Elicit a few responses from the students and write their given examples.

***Compound nouns*** Compound words are formed when two or more words are combined to create a new word with a distinct meaning

- Now move on to the characteristics of compound words given on page 7. Tell them that compound words can be written as one word, two separate words, countable and uncountable by giving examples from the book. Ask the students if they can recall any more examples of countable and uncountable nouns.
- Compound words can be used either in singular or in the plural. Write the examples mentioned. Tell them a dictionary can help them determine the correct use of the compound noun.
- **Activity:**
- **Preparation for the activity:** Write a few compound words on pieces of paper or use empty flash cards. Use a mixture of compound words, like one word compound words, e.g. babysitter; with a hyphen, e.g. hold-up; as two words, e.g. tin opener. Also ensure that there is a mix of countable and uncountable nouns, as well as singular and plural forms. Alternatively, you can write the compound words on the whiteboard and cover them with a sheet of paper as well.
- **Small group work:** Divide the class into small groups. Give each group a set of cards/papers on which you have written the compound words.
- **Round 1:** In the first round ask the students to make three columns in their notebooks labelled: two words, hyphenated and one word. Make an example on the whiteboard. Now give the group a set of cards/chits with the compound words matching the categories you have shared. Tell the students not to open or see the compound words just yet. Tell them you are going to set a timer for 10 minutes and they must categorize the given compound words in the three columns. Start the activity by giving a Ready, Steady Go! And keep giving time reminders. In the end give a countdown for the last ten seconds to build enthusiasm. Keep the activity light and fun. Motivate the students during the activity and take rounds while they are categorizing the nouns.
- After the activity, take responses from the students to populate the table you have made on the board. Do not erase this table.
- **Round 2:** In round 2 of the activity distribute the set of cards for the following categories: countable, uncountable, singular and plural. The rules will be the same as in round 1, just the categories will be different.

- Make another table on the whiteboard to collate the responses from the groups.
- Discuss the results of both the tables and highlight interesting findings or common mistakes.
- Ask the students if they can come up more compound words on their own to add to the tables.
- Some examples of compound words to use:

Two Words	Hyphenated	One Word	Countable	Uncountable	Singular	Plural
Post office	Brother-in-law	Notebook	Laptop	Homework	Classroom	Sunglasses
Bus stop	Check-in	Sunflower	Bookstore	Software	Teaspoon	Headphones
Fire station	Well-being	Toothpaste	Handbag	Traffic	Snowflake	Fireworks
Swimming pool	Editor-in-chief	Raincoat	Cupcake	Information	Haircut	Shoelaces
Living room	Self-esteem	Football	Backpack	Furniture	Moonlight	Footprints

- **Individual work:** Draw the attention of the students to questions related to compound nouns on pages 7 and 8.
- Discuss the questions with the students. Elicit their understanding of the instructions and correct their misunderstandings if needed.
- Ask the students to use a dictionary if needed. Take a round during the class, monitoring the students as they do their work in their notebooks. Facilitate them as needed. For question 3, help the students guess the answers by giving more clues if needed to the meanings.

### Learn Pronunciation: Syllables

- **Prior knowledge:** Ask the students to recall what syllables are. Elicit responses from the students and jotting them down on the whiteboard. Explain to the students that syllables are:  
**A syllable is a single, unbroken sound of a spoken (or written) word.**  
**A syllable has a vowel sound.**
- Discuss how words can have one or more syllables. Demonstrate how to count syllables by clapping each syllable in a word. For example, the word butterfly has three claps: but-ter-fly
- Write the words in the speech bubble on page 8 on the whiteboard. With the students, read out the words slowly one by one, in a way to make the syllables distinguishable. The pattern is also given in the textbook:
- com-mo-tion | din-ing room | hand-ker-chief | pre-cip-i-ta-ted | some-bo-dy | mid-night | sur-vey-ing
- Stress the parts that are breaking up are the syllables. Each syllable has a vowel sound present in it. Draw their attention to the lines at the end of the speech bubble that have the vowel sounds in italics.
- Now write the words in question 1 on the board. Read out the words with the students slowly.
- Tell the students that they can divide the words into syllables. They can clap to find out the syllables or say them slowly.
- Ask the students to divide the words in syllables.
- Rewrite a few words by placing the hyphen mark where the students point out a division. Do not attempt to correct them at this stage.
- Ask them to pronounce the word stressing on the various syllables.
- Ask them if the word sounds right to them.
- If the word had been incorrectly divided, correct it at this stage.
- Read out the word with the correct pronunciation.
- Ask the students to repeat the word several times.
- Repeat this exercise with the rest of the words.
- After completing the entire exercise, point to the words again and ask the students to read them aloud again.
- Then let the students underline the letters that stand for the vowel sound in each of
- the words.

### Learn Grammar: Use of *would* for habitual actions

- Before working on the exercise, discuss the rules, ask questions to ensure that the learners have understood what they need to do in the given task. Individual learners may be asked to read out the rules. Encourage learners to refer to the rules and ask questions while they are doing the exercise.
- Write the following sentences on the whiteboard:
  - He *would* take off his coat and begin.
  - He *would* send the girl out for six pennies worth of nails.
  - He *would* gradually work down and start the whole house.
  - He *would* lift the picture, and drop it, and it *would* come out of the frame, and he *would* try to save the glass, and cut himself; and then he *would* spring round the room, looking for his handkerchief.
- Ask the students what the word 'would' means in the sentences. Ask them which tense is the word *would*. Elicit their responses and write their feedback on the board. Explain to the students that:

**'Would' is used to talk about things we did regularly in the past. It's like saying 'used to'. It can be used to describe habitual actions a person does.**

- Draw their attention back to the sentences written on the board and explain in these sentences, *would* is used to describe actions that are habitual and are typical of a person. *Would* is common in written language and often occurs when we think about the past.
- **Individual work:** Ask the students to look at the question. Ask them to imagine someone they know. Using their notebooks, ask them to make a rough draft.
- Jot down the points they can remember about the person, specifically their habits, characteristics etc.
- Remind them that they have to use *would* wherever appropriate.
- Once they have listed their points in the rough draft ask them to write a small paragraph. They should edit and proofread it before writing the final draft in their notebooks. Ask them to underline the word wherever they have used in the final draft.
- Ask some of the students to share their paragraphs with the rest of the class.

### Learn Grammar: Expressing frequency using *once/ twice/ three times*

- Write these words on the whiteboard: once, twice, three times.
- Then write the sentence: Uncle Podger tried to hang the picture once, twice, three times ...
- Ask the students what do the words once, twice, three times mean over here. Elicit responses from the students and demonstrate that the words show how many times you did something. Once means one; twice means two times and thrice means three times.
- Using examples, explain to the students how such words are used to explain the frequency at which events occur.
- Tell them of other words which explain frequency as well, such as 'weekly' or 'fortnightly'.
- Use examples to illustrate the relations and differences better. Elicit responses from the students to check their understanding and correct misconceptions or incorrect usage.
- Then, discuss the first question.
- **Pair work:** Pair up the students and ask them to read through the questions. Explain the task to the students. One student will play the role of asking a question and the second student will answer using the words once, twice or thrice. They can use more words of frequency as long as they are accurate.
- When the student questioning completes their questions, they can switch roles and answer and the other student would ask the questions.
- Take rounds while the students are doing the activity and listen in. Correct them where there is a need to.

### Learn Grammar: Expressing reasons using *because*

- **Prior knowledge:** Write the word because on the whiteboard and ask the students to recall what they remember about its meaning and usage. Elicit responses from the students. Ask the students to share a few examples of the word and write them on the board.
- Explain the use of the conjunction 'because' and how it is used to relate the reason of an event to the event itself.
- Write a few short sentences on the whiteboard as examples. For instance: 'The boy was absent because he was ill.'
- Next, draw their attention to the sentence provided as an example and explain.
- Attempt Question 3 with the students. Facilitating the students and correcting any incorrect usage of grammar.
- The questions in the exercise invite varied responses. Allow as many responses as possible as long as the grammar is correct and the reason provided is logically linked to the statement.

## Learn to Write: Descriptive Writing

- To begin the lesson, scan the QR code next to the question and view the video with the students as a starter activity.
- **Exposition:** Ask the students to turn to pages 3– 5 of the textbook.
- Ask them to read Uncle Podger’s description and underline any character traits that they come across and actions he might do.
- Illustrate the power of descriptive writing in bringing characters to life. Ask the students what do they think the story would have been like if a character description like Uncle Podger’s would not have been given in the story, would the story have turned out to be so interesting?
- **Tenses:** Explain the tenses the students have to use in their writing:
  - **Past Continuous: Used for actions that were happening at a specific time in the past (e.g., “was fixing”). He was fixing the picture frame when the nail fell.**
  - **Past Perfect: Used for actions that happened before another action in the past (e.g., “had decided”). He had decided to start early in the morning.**
- Ask the students to begin with the provided prompt, write the prompt on the whiteboard: Uncle Podger was always busy with one project or another. One day, he was determined to hang a picture on the wall. He had decided to start the task early in the morning... Continue writing with the students a few more lines and ask the students to highlight the verbs in each tense.
- **Individual work:** Ask the students to begin their individual descriptions and include the tenses.
- **Peer Review and Revision:** Instruct students to pair up with a classmate. Ask each student to exchange their writings for peer review. Encourage students to provide constructive feedback on the clarity, coherence, and effectiveness of the descriptions. Students should revise their work based on the feedback received.
- **Conclusion and Sharing:** Invite a few students to share their revised character sketches with the class. Encourage the class to provide positive feedback and praise for the effective use of descriptive language using tenses.

<b>Class assessment:</b>	✓	✗
Can the students read the story Uncle Podger Hangs a Picture ?		
Can the students answer the comprehension questions accurately?		
Can the students match compound nouns accurately?		
Can the students break words into syllables accurately?		
Can the students use the descriptive words aptly?		
Can the students use would for habitual actions correctly?		
Can the students use frequency words correctly?		
Can the students give reasons using because accurately and coherently?		
Can the students practice dialogue (role-play different scenarios)?		

**Teacher's notes:**

- If students find it hard to read the story Uncle Podger, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.
- If students can't use new words in sentences, teachers can play word games to make learning fun. They can also give them sentence starters to help them begin. Or show pictures or use flashcards to explain the meanings.
- If students struggle with tenses, teachers can give them more practice exercises focused on tenses. Or work together on correcting sentences on the board. Another option can be to offer one-on-one help to explain grammar rules.
- If students have a hard time using descriptive words, teachers can create a word wall with descriptive words for reference. A quick and easy activity can be to encourage students to describe objects, people, or scenes. Lastly, provide examples of good descriptive sentences and discuss them.
- If students struggle with practising dialogue, teachers can demonstrate the dialogues with another teacher or student. Or use role-playing activities to make them comfortable. OR give them scripts to guide their conversations.

## Unit 1 – Section 2 Frogs in the Fountain

<b>Grade: VI</b>	<b>Subject: English</b>	<b>Material: Textbook</b>
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<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>
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**Learning objectives:**

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

- answer factual, inferential and extrapolative questions
- interpret a cartoon strip and write a story based on it
- appreciate the humour in jokes
- talk about their own understanding of humour

**Overview:**

The given piece by Ruskin Bond gives a humorous account of an incident that his aunt had experienced. Reading this will provide an insight into the magical world of Bond's writings to the readers.

**Success criteria:**

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

- read, understand and enjoy a humorous piece of literature.
- speak in correct English.
- answer factual and inferential questions.
- be an active participant in a group discussion.
- write a humorous story based on a cartoon strip.
- glean information by listening attentively.
- ask and answer questions.

**Generic skills:**

- *Collaborative:* Students will work in groups and discuss answers to questions. They will also work together to improve their vocabulary and grammar, and conversation skills. [Learn to Read (Understand, Infer, Reflect), Learn Words, Learn Grammar]
- *Analytical:* Students will analyse the given text to arrive at the correct conclusion. [Learn to Read (Understand, Infer)]
- *Critical thinking:* Students will reflect and discuss the given questions and express their own opinions, supporting them with well-thought-out reasons. [Learn to Read (Reflect), Learn to write, Learn words, Learn to communicate]

**Lesson structure: Pre-Reading:**

- Ask students to name a few of their favourite authors whose writings are humorous. They can then be asked why they like the people they have named.

**Reading:**

- Read the first two pages of the story (pages 12 – 13) and discuss the progression of the narrative in class. Ask students to read along silently.
- Draw their attention to the difficult words given in the glossary screen.
- Ask students to point out any other word(s) they find to be difficult or do not know the meaning of. Explain the meanings should any words be pointed out.
- Then, go on to read the rest of the story and repeat steps 2 and 3.
- Go on to give a brief summary of the story and discuss highlights of the story (where the students were surprised/amused).

**Learn to read:**

- *Understand*
  - Ask students to attempt the first question individually.
  - Allow students to refer to the text while answering.
  - Ask the questions and allow various responses.
  - Now give the correct answers.
  - For the next set of questions, ask the students to write down the points in their notebooks.
  - Talk about the answers in an open class discussion.
  - Now ask them to write the answers in their notebooks.
- *Infer*
  - Divide the class into groups of four and ask students to discuss the answer.
  - Each group will discuss Q.6 and make notes.
  - A few groups can be called out to speak out their answers loudly.
  - The other students can then correct them if they want.
  - Guide them as required.
- *Reflect*
  - Divide the class into groups. Ask each group to discuss the given question. Let them brainstorm and come up with points. Ask at least 5 groups to present their answer to the class. The other groups will give their views. Guide them as required.

## Learn to Write: Writing a Comic Strip

- **Prior knowledge:** Ask the students if they have read comic strips. Ask them to share with the class what comics they have read and why did they like them.
- **Video:** Scan the QR code to watch the video on making a comic strip. After watching the video, elicit responses from the students to check their understanding after watching the video and recap their learnings on the whiteboard.
- **Small group Activity:** Divide the students into groups of four and five. Ask the students to open to page 16 of the textbook, read question 1 and observe the comic strip.
- Instruct the groups to describe what is happening in each of the frames. Make two to three sentences for each frame and combine them to make a short description.
- **Individual work:** Ask the students to write their short story/descriptions in their notebooks
- Instruct them to edit and proofread their stories before writing the final draft.
- **Question 2:** Tell the students that they will now make their own comic strip stories.
- Explain that when you create a comic, you're not just writing; you're also drawing pictures to tell your story. You learn how to use images to show actions, emotions, and settings. You'd need to think about what each character says and make sure it's written correctly. This helps you practice writing sentences, using the right punctuation, and choosing the best words. Think about what characters look like before you draw them, this will also help you in the topic of descriptions and think about brief dialogues. You can use a chart paper for your comic strip or your
- notebook.
- Draw the attention of the students towards the format given on pages 16 and 17. You can rewrite the format on the whiteboard for clarity.
- Model the first few steps. Write the title of the comic strip, the characters. Draw a frame and make a rough sketch of the first image of a girl sleeping and then the second frame of an image a woman scolding. Add a speech bubble on the woman with a dialogue like, 'Laiba you still have not done your homework!'
- Tell the students to make a draft in their notebooks first. It is upto them what style of drawing they choose. Walk around the class monitoring the students' work and giving helpful guidelines.
- Explain to them that they may use informal language in a comic strip.
- **Presentation:** Once the students finish their work call willing students to present their comic strips. Tell the students to present their stories expressively. Encourage the students, give constructive feedback, give them motivation and appreciation for their efforts.

### Learn Grammar: Binomial Pairs

- **Prior knowledge:** Ask the students to describe their morning using pairs of words. For example: I had a quick and easy breakfast. Elicit responses from the students and write the pairs on the board. More pairs can be: light and fluffy omelet; hot and refreshing tea etc.
- Underline/circle the pairs and explain to the students that these are called binominal pairs. Draw their attention to the definition given in the book on page 17.
- **Binomial pairs** are pairs of words joined by a conjunction (usually 'and' or 'or') that are often used together in a fixed order to convey a specific meaning. For example: Neat and Tidy.
- Elicit more such pairs from the students like: safe and sound, black and white, salt and pepper, pros and cons. Etc. Ask the students what they think the pairs mean.
- **Activity:** Once you have collated the pairs do a quick classroom activity by asking students to make sentences from any one of the pairs.
- **Individual work:** Draw the students' attention towards questions 1 and 2. Explain the question and give them time to make sentences in their notebooks.
- Here are a few more examples of binominal pairs the students can use:
  - Bread and butter
  - Odds and ends
  - Black and white
  - Give and take
  - Peace and quiet
  - High and low

### Learn to Write: Helping Verbs and Main Verbs

- **Prior knowledge:** Recall what are verbs with students. Elicit their responses and write them on the board. Draw their attention towards the definitions given on page 18 of the book.
- Tell the students that today they will write a short paragraph (about 100 words) by using helping verbs and main verbs.
- Explain that helping verbs accompany the main verb by extending their meaning. The words: is, am, are, have, shall, do, can, could, will, would, might, must etc. are all helping verbs.
- Ask the students to make sentences using helping verbs, write their responses on the board.
- **Individual work:** Ask the students to describe their daily routine verbally. This will help gather their thoughts. Ask them to write their points as a small draft first, ask them to proofread and edit their work before writing the final draft. Ask them to ensure they use a main verb and helping verbs. Highlight the verbs and helping verbs by underlining or circling them
- A few students can share their paragraph with the rest of the class once they have done it. Ask the rest of the class to listen carefully and identify the verbs and helping verbs used.
- Provide positive, constructive feedback to the students who share remember to motivate and encourage them.

**Learn to Communicate:**

- **Listening: Questions 1 and 2: Instructions to students: Ask the students to listen attentively to the passage that you will be reading.**
- **Question 1: Instruct the students to read question 1 given in the Lean to Listen on page 18. Tell them that they must remember important details from the passage and observe the pictures carefully.**
- **Read out the relevant listening passage once to the students. Make sure they are focused and pay close attention to the details.**
- To reinforce their learning, you can reread the passage, and have the students check their answers again. This helps to solidify their understanding and improves their listening skills. Be sure to provide positive feedback and support throughout the activity, making it an enjoyable and educational experience for the students.
- **Pair work – Question 2: Divide the students into pairs. Instruct the pairs that they must rate the jokes as per the scale given in question 2 on page 18.**
- **Read out the listening passage again for the students to refresh their memory. Give them time to reflect on the jokes and discuss the jokes.**
- **Speaking – Question 3: Pair work: Divide the students in pairs. Explain to the students that they will ask each other questions. Set a few ground rules for the students to follow:**
  - **One student will ask the question and allow time for the other student to respond. The questioning student will listen closely and in the end recap what they heard from the student giving answers. Then they will switch pairs.**
  - **Observe your partner during the discussion and evaluate her/him. Your partner will do the same for you. Take brief notes during the discussion, but do not allow the discussion to lose focus. Remember, your main task is to carry out a meaningful conversation.**
- Tell the students that they will assess their peers using the rubric given on page 19. Explain the parameters the pairs will assess each other. They will be giving their partners scores between 0 and 5.
- Give the pairs time of around 15 minutes to talk to each other and assess them too.
- Once students are finished with their tasks ask the students to share their experiences of talking to each other and assessing each other. Give the students time to share their assessments for each other positively, Remind students they have to be respectful and constructive while sharing their assessments.

<b>Class assessment:</b>	✓	✗
Can the students read the story Frogs in the Fountain?		
Can the students answer the comprehension questions accurately?		
Can the students make comic scripts appropriately?		
Can the students make and use binominal pairs accurately?		
Can the students use main verbs and helping verbs aptly?		
Can the students listen attentively and answer questions correctly?		

Can the students have a conversation on a given topic appropriately, reflect and share their ideas?		
Can the students appropriately assess each other?		

**Teacher's notes:**

- If students find it hard to read the story Frogs in the Fountain, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.
- If the students find difficulty in making comic strips guide students to brainstorm characters and plot ideas, then show them how to use dialogue bubbles and illustrations to bring their story to life. Also provide examples of comic strips by bringing cuttings from newspapers and encourage them to be creative and expressive in their storytelling.
- If the students struggle with identifying and using helping verbs with verbs give them extra worksheets to help reinforce the concept.
- If students struggle with sharing ideas, teachers can help them talk openly by giving them cues and help them express themselves. Or use role-playing activities to make them comfortable. OR give them scripts to guide their conversations.

## Unit 1 – Section 3 Dear Mum

<b>Grade: VI</b>	<b>Subject: English</b>	<b>Material: Textbook</b>
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<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>
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**Learning objectives:**

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

- locate sequence of ideas, events and identify main idea of a story/poem through various types of comprehension questions
- work in groups to compile a list and write a short humorous poem based on it

**Overview:**

The poem lists various excuses and explanations that children present to their parents to cover up their faults. Students might even be able to relate to some of them.

**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.
- appreciate the humour in the presentation of the poem.
- draw examples from his/her daily life and be able to give a detailed description of the same

**Generic skills:**

- *Collaborative:* Students will work in groups to analyse the poem and draw out its meaning.
- Students will also work together to write a poem. (Learn to appreciate the poem, Activity)
- *Analytical:* Students will analyse the given text to arrive at the correct conclusion. (Learn to appreciate the poem)
- *Study skills:* Students will learn to appreciate a poem. (Learn to appreciate the poem)
- *Creativity:* Students will use their imagination to write a humorous poem. (Activity)

**Lesson structure: Pre-Reading:**

- The students should sit with their books closed. Do not disclose the name of the lesson they are about to read.
- Introduce the topic and generate a discussion through the following questions. Allow the students to answer either individually or in chorus. Allot ten minutes for the discussion.
  - *What is the naughtiest thing you have done?*
  - *What do you do if you know that you have done something naughty?*
  - *Have you ever lied about something naughty that you did?*
- The above questions will generate a lively discussion, which the teacher should monitor to prevent chaos. All responses by the students should be appreciated.
- Then ask the students to open their books to the lesson concerned.

### Reading:

- The meanings of difficult words have been given in little 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 poem.
- Ask the students to listen with their books closed while you read the poem aloud.
- Then, ask them the following questions:
  - *Is the poem about the mischievous things children do when parents are not around?*
  - *Can you recall some of the things that have been described in the poem?*
- Then, go on to read the poem aloud once more while the students follow it in their books.
- Draw their attention to the difficult words given in the glossary.
- Now explain the poem. Also, explain any other words or phrases that you think they may find difficult to understand.

### Learn to read:

- *Understand and Infer*
  - Ask the students to attempt Q.1 individually. Discuss the answers.
  - **Group work:** Divide the class into groups. Now, ask each group to discuss the answers from Q.2 to Q.8 and make notes in their notebooks. Then discuss each question in class in the following manner. Ask at least 3 groups to read out their points for each answer. Ask the other groups:
    - a. if they agree to the answer that has been read out;
    - b. if they have anything to add.
- *Appreciate*
  - Explain the element of mystery to the students. Point out how the poet uses language to create a sense of mystery and appear blameless, for instance, 'Somehow, without me even turning on the tap.' Explain how this adds to the humour in the poem.
  - Finally, the students will write the answers to all the questions in their notebooks. The time limit for this exercise should not exceed 15 minutes.

**Activity:**

- **Question 1 and 3: Group Work:** Divide the students in groups of four. Instruct the students to think of at least five naughty things that they did **and** make a list. Give 15 minutes for this task.
- Instruct the students that the next task is to make a silly poem using the things they have listed. The poem can be silly and humorous.
- **Presentation:** The groups will present their poems in front of the class. Encourage them to be expressive and motivate them.
- In the end, ask the students to use the Self-assessment criteria given on page 23 to assess themselves.
- Guide the students to evaluate their own work based on content, language, and teamwork criteria, ensuring they ask questions about humor, imagery, simplicity, word choice, group contribution, timeliness, and enjoyment in collaboration. Emphasize the importance of honest reflection to foster improvement and growth.
- **Question 2:** Recall the concept of Gerunds, past and present participle verbs with the students. Share their feedback on the board.
- Ask the students what they did on the weekend and jot down their feedback on the whiteboard.
- Explain to the students that they have to write a 120-150 word paragraph using two gerunds, two present participles and one past participle in their paragraph. They will highlight the words by underlining or circling the gerunds and participles.
- Invite some students to come in front of the class and share their paragraphs. The class can identify they gerunds and participles the student used.

<b>Class assessment:</b>	✓	✗
Can the students read the poem Dear Mum with rhythm, intonation and stress appropriately?		
Can the students answer the comprehension questions accurately?		
Can the students make a silly poem in the correct parameters?		
Can the students write a paragraph using gerunds and participles appropriately?		

**Teacher's notes:**

- If students find it hard to read the poem Dear Mum, teachers can pair them up with stronger readers to read together. Another option can be to read the poem aloud with elocution to demonstrate to the class while students follow along.
- If the students struggle with writing a poem, ask them to revisit the poem and share more poem examples.
- If the students struggle with identifying and using gerunds and participles give them extra worksheets to help reinforce the concept.
- If students struggle with sharing ideas, teachers can help them talk openly by giving them cues and help them express themselves. Or use role-playing activities to make them comfortable. OR give them scripts to guide their conversations.

## UNIT 2: FAMILY VALUES– Section 1 About Grandfathers and Trees

<b>Grade: VI</b>	<b>Subject: English</b>	<b>Material: Textbook</b>
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<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>
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**Learning objectives:**

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

- read, compare, contrast, think critically and relate ideas to life
- understand subtle differences between the meanings of words and use them appropriately
- form new words by adding the correct prefixes
- use grammar in context such as order of adjectives

**Overview:**

This section describes the special bond a young boy has with his grandfather. The relationship they share is almost magical. It attempts to highlight the importance of the relationship between a child and his/her grandparents.

**Success criteria:**

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

- understand the unique bond a child shares with his/her grandparents.
- relate how the loving touch of a grandparent seems to appear magical.
- speak in correct English.
- answer factual and inferential questions.
- be an active participant in a group discussion.
- better his/her vocabulary.
- understand the use of the order of adjectives.
- identify phrases and clauses.
- understand the use of the colon.

**Generic skills:**

- *Collaborative:* Students will work in groups and discuss answers to questions. They will also work together to improve their vocabulary and grammar, and conversation skills. [Learn to Read (Understand, Infer, Reflect), Learn Words, Learn Grammar]
- *Analytical:* Students will analyse the given text to arrive at the correct conclusion. [Learn to Read (Understand, Infer)]
- *Critical thinking:* Students will reflect and discuss the given questions and express their own opinions, supporting them with well-thought-out reasons. [Learn to Read (Reflect)]
- *Study skills:* Students will use the dictionary to study and make new compound words. (Learn Words)

**Starter:**

**Use the Starter to make learners familiar with the idea of family and relationships.**

- **Group work:** Ask the students to form small groups of not more than four. Ask the groups to discuss the questions given on page 26. Give them some time to discuss the questions and share ideas. Instruct all the group members to contribute. One member can be assigned to jot down main points and ideas the group discusses.
- Invite groups to come in front to the class and share their ideas with the rest of the class. Encourage the audience to ask any questions they might have. Motivate and encourage the students to be confident and look at the audience while giving their presentations.

### Lesson structure: Pre-Reading:

- The students will sit with their books closed. Do not disclose the name of the lesson they are about to read.
- Introduce the lesson by asking the following questions:
  - *What do you understand by sharing and caring?*
  - *What do you do when you are with your grandfather?*
  - *How can you tell if a person cares for you?*
- The discussion will be a lively one where each student will want to say something. The teacher should monitor the class to prevent chaos. All responses should be appreciated.
- Now ask the students to open the book to the corresponding lesson.

### Reading:

- Read out the first three paragraphs of the story and ask students to read along silently.
- Direct their attention to the difficult words given in the glossary box.
- Ask the students to point out any other word they find difficult or do not know the meaning of. Explain them should any words be pointed out.
- Read out the next few paragraphs of the story till ‘... toothless grin’.
- Then, ask the students to read till the end of the story.
- At the end of each page, direct their attention to the difficult words given in the glossary box.
- Also, ask them to point out passages they find difficult to understand. Explain these passages.
- Then, explain the story in your own words. Point out important lines and passages and read them out as you go along explaining the story.
- After explaining the story, ask a few questions to make sure they have understood the story.

Ask the students to give a brief summary of the story and discuss the events and lessons they learnt from the story.

**Note:** Both the techniques of silent reading (for comprehension) and reading aloud (for assessing pronunciation, intonation and stress) should be practised while explaining the lesson. As an assessment exercise, after the reading, you may ask the reader (or a peer) to tell you about any error which they feel were made in pronunciation, intonation or stress. Correct any other errors yourself. Further practice in modulation and expression could be effectively carried out as a separate exercise in which pairs/groups of students present dialogue and short passages.

### Learn to read:

- *Understand*
  - Allow students to refer to the text while answering.
  - **Group work:** Divide the class into groups of four. Read each question aloud and ask the groups to raise their hands if they know the answer.
  - Ask at least three groups to answer the same question.
  - The rest of the groups have the chance to modify the answer if they feel the need to do so.
  - Add your suggestions and tell them the correct version of the answer.
  - Ask the students to write the answers in their notebooks.
  - The time allotted for this exercise is 15 minutes.
- *Infer*
  - **Group work:** Divide the class into groups. Ask each group to present their views on the given questions
    - with proper explanation. Give your feedback to the students and make necessary corrections.
  - **Pair work:** For Q.9, Divide the class into pairs and follow the given steps:
    - Ask the students to think of and say five words that describe the relationship between the narrator and Adda.
    - Write them on the board. Discuss them with the students. Give your suggestions whenever needed.
  - Ask the students to answer the rest of the exercise in their own words.
- *Reflect*
  - **Group work:** Divide the class into groups. Let them discuss the answers and make notes. Each group can then read out their answers. The other students may agree or disagree or add to the answers given by each group. Guide them as required.
  - Ask one representative from each group to present their views to the rest of the class. The other groups may agree or disagree with them. However, in case of disagreement, they should be asked to put forth their views politely and respectfully.

## Learn words: Words with Similar meanings

- **Prior knowledge:** Write the words: relationship', 'relation', 'link', 'tie', 'partnership' and 'association' on the white board. Ask the students what do they think they mean, allow them to refer to a dictionary if needed. Elicit responses from the students.
- Explain the meaning of these words and point out the fact that although the meaning of these words is similar, there is a difference in the way they are used in sentences.
- **Introduction:** Read out the explanation on page 32. Ask the students to read the meanings on page 32. Tell the students that words with similar meanings are also called synonyms.
- **Activity:**
- **Create Synonym Cards:** Write a word on one side of each index card (use a strip of paper if cards are not available) and its synonym on the other side. For example, one card might have "happy" on one side and "joyful" on the other.
- **Hide the Cards:** Hide these cards around the classroom before the students arrive.
- **Instructions: Introduction:** Recap what synonyms are and why they are important. Give a few examples and ask students to think of synonyms for common words.
- **Scavenger Hunt – Group work:** Divide the students into small groups. Explain that they will be going on a scavenger hunt to find synonym cards hidden around the classroom. Each group will have a list of words, and they need to find the cards with the synonyms for those words.
- **Matching Synonyms:** Once all the cards are found, each group will match the words on their list with the synonyms they found. They will write sentences using both the original word and its synonym on a notepad or their notebooks.
- **Sharing:** Each group will share their sentences with the class. Discuss how the synonyms change the meaning or tone of the sentences.  
Some synonyms that can be used are as follows:
  - **Happy** - Joyful, Cheerful, Content
  - **Sad** - Unhappy, Sorrowful, Downcast
  - **Big** - Large, Huge, Enormous
  - **Small** - Tiny, Little, Miniature
  - **Fast** - Quick, Speedy, Rapid
  - **Slow** - Sluggish, Leisurely, Unhurried
  - **Smart** - Intelligent, Clever, Bright
  - **Funny** - Humorous, Amusing, Comical
  - **Beautiful** - Pretty, Lovely, Gorgeous
  - **Angry** - Mad, Furious, Irritated
- **Individual work:** Draw the attention of the students to Qs.1. related to words with similar meaning on page 33.
- Discuss the question with the students. Elicit their understanding of the instructions and correct their misunderstandings if needed.
- Ask the students to use a dictionary if needed. Take rounds during the class, monitoring the students as they do their work in their notebooks. Facilitate them as needed.

- **Negative Prefixes: Introduction—Prior knowledge:** Ask the students to recall what are prefixes. Help them recall by giving them the clue that the word with prefixes begins with the word 'pre' which means before anything. Elicit responses from the students on prefixes:  
**A prefix is a letter or group of letters added to the beginning of a word to change its meaning, such as micro- in microwave, trans- in transmission, and un- in unable.**
- Elicit more examples of prefixes from the students and write them on the white/black board. Tell the students that letters added to the beginning or the ending of a word that change the meaning of the word are called **affixes**.
- Ask the students to look at the sentences on page 33 of the textbook. Ask them to read the sentences given. Write the words unstoppable, inconsolable, unforgettable. Circle the affixes: un-, in-. Explain to the students that these words have become opposites of what they mean by adding these prefixes to them.

**in- becomes im- before a word beginning with m or p, e.g. immortal, impatient**

**in- becomes ir- before a word beginning with r, e.g. irregular**

**in- becomes il- before a word beginning with l, e.g. illegal**

- **Using negative prefixes:** Write the following prefixes on the white/blackboard: in-, im-, il-, ir-, un-, anti- and dis-. Tell the students that there is no easy way to find out which prefix an adjective will use to form its opposite. When you learn a new adjective, find out whether it has an opposite formed with a prefix and, if so, what it is. Your dictionary will help you to get this information. Put up the following on a chart and pin it up on the display board for regular reference and revision for the students:
- Draw the attention of the students to Qs. 2 on page 33. Tell the students that they have to form opposites of the words by using the correct prefixes before the word to change their meaning.
- Discuss the solved example. Give time to the students to complete the exercise. Take feedback from the students to check their understanding. They can use a dictionary to help them check their answers.

### Learn Pronunciation: Stress

- **Prior knowledge:** Ask the students to recall what syllables are. Elicit responses from the students and jotting them down on the whiteboard. Recap that syllables are:

**A syllable is a single, unbroken sound of a spoken (or written) word.**

**A syllable has a vowel sound.**

- Discuss how words can have one or more syllables. Demonstrate how to count syllables by clapping each syllable in a word. For example, the word butterfly has three claps: but-ter-fly
- Now draw their attention towards Stress, ask the students if they are aware of what stress is while reading. Explain the following to the students:

**Stress refers to the emphasis placed on certain syllables or words in spoken language. This emphasis makes the stressed syllable or word stand out, usually by pronouncing it louder, longer, and with a higher pitch. In English, stress patterns are crucial for understanding word meanings and sentence structure.**

- Write the words beautiful, seasons and family on the white/blackboard.
- Read each word out to the class. Explain to the students that:  
**When we say words in English, we stress one part of a word more than the others.**  
**Examples: 'BEAUtiful 'SEAsons 'FAMily**  
**In all these words the stress is on the *first part* or the *first syllable* of the word.**  
**In text, we mark stress by putting a short upright dash ( ' ) in front of and above the syllable that is stressed.**
- Draw the attention of the students to Qs. 1 on page 34. Ask the students to divide the words into syllables. Rewrite each word placing the hyphen mark where the students point out a division. Do not attempt to correct them at this stage.
- Ask them to pronounce the word stressing on the various syllables. Ask them if the word sounds right to them. If the word was incorrectly divided, correct it at this stage.
- Read out the word with the correct pronunciation. Ask the students to repeat the word a number of times. Repeat this exercise with the rest of the words.
- After completing the entire exercise, point to the words again and ask the students to read them aloud again.

### Learn Grammar: Order of adjectives

- **Prior knowledge:** Recall what are adjectives with the students, elicit responses from the students and write their feedback on the white/blackboard. Explain to them that an adjective is a word that describe a noun.
- Read out the sentences given on page 34 out aloud. Emphasise on the adjectives used in the sentences, draw the attention towards the nouns as well to help them understand how the adjective is adding meaning to the noun.
- **Order of adjectives:** Explain to the students that when they are using multiple adjectives, they need to write them in an order: For example, we say, *a kind old lady* and NOT *an old kind lady*; *a small black bag* and NOT *a black small bag*.
- Write the following rules on a chart paper and pin it on the white/blackboard in the class for students to refer to. Discuss the rules thoroughly with the class. With each example ask the students to circle the adjective order:
- **Pair work:** Ask the students to form pairs and make a sentence each for the three examples discussed. Make sure to use the correct order of adjectives.

**Here are some rules about the order of adjectives:**

**1. Adjectives of colour, origin, material and purpose usually go in that order.**

**Examples:** *a red Kashmiri woollen praying mat*  
*a blue Chinese porcelain flower vase*

**2. Adjectives of size, shape, length and height often come first.**

**Examples:** *the round glass table* **NOT**  
*the glass round table a tall, ancient banyan tree*

**3. Adjectives which express judgment and attitudes (for example: lovely, definite, pure, absolute, extreme, perfect, wonderful, silly) usually come before all others.**

**Examples:** *a lovely, long cool drink*  
*a perfect black-and-white photograph*

**4. Numbers usually go before adjectives.**

**Examples:** *six large balls*  
*the second big revolution*

Draw the attention of the students toward Qs. 1. Ask the students to correct the order in which the adjectives are used. Discuss the example and then let the students do the exercise individually in their notebooks.

- Take rounds while the students are attempting the exercise and facilitate them in completing it. Correct any misunderstandings they might come across.
- **Pair work – Qs. 2:** Pair up the students for Qs. 2. Ask the students to use the description given in the exercise parts to form a simple sentence with adjectives in the correct. The pairs can discuss the parts and then do the exercise in their notebooks.

**Learn Grammar: Phrases and Clauses**

- **Introduction – prior knowledge:** Ask the students to recall sentences, phrases, and clauses. Elicit responses from them and take feedback on the white/black board. Remind the students that:
  - A *sentence* has a subject (the noun or pronoun part) and predicate (the part containing a verb and stating something about the subject). It can often be composed of more than one clause.
  - The words 'For years' form a phrase. A *phrase* refers to words that can be grouped together, but do not have a subject or a verb. The *phrase* cannot stand alone. It gives additional information or context in a sentence.
  - The words 'our family had no name' form a clause. *Clauses* are groups of words that have both subjects and predicates which always contains a verb. They can sometimes act as a sentence, but some clauses can't be used on their own and need to be used with an independent clause to complete their meaning.
- Ask the students to read the sentences given on page 36 of the textbook. Tell the students that the underlined coloured part of the sentence is the clause and the rest of it is a phrase. Copy the sentence on the white/black board.
- Ask the students questions to recap and gauge their understanding. Ask them to give more examples of clauses and phrases.

- **Qs. 3:** Ask the students to read the sentences given in Qs. 3. Ask them to identify whether the highlighted part is a phrase or a clause. Remind them of the key characteristics of a phrase and a clause. Can they locate them in the parts underlined? They can mark P for a phrase and a C for clause in their textbooks. Give the students a few minutes to collate their answers and then discuss the answers as a whole class.
- Where the students get it incorrect, explain to them why it is wrong and what should be the correct answer. Give reasons for the correct answer so that students can identify phrases and clauses independently with confidence.

### Learn Grammar: Colon

- Write the sentence on the white/blackboard:
- They didn't sleep last night: they must be tired.
- Circle the colon and ask the students what the punctuation mark is called? Elicit responses and tell the students it is the colon. Elicit responses from the students if they know where is a colon used.
- Draw the attention of the students to page 37 and copy the uses on the board.
  - **A colon is used for the following:**
  - **Explanations**  
A colon is often used to introduce an idea that is an explanation of the one that comes before the colon.  
**Example:** *You are left with only one option: take the bus to Rawalpindi.*
  - **Lists**  
A colon can introduce a list of items.  
**Examples:** *The main points are as follows: (1) ... (2) ... (3) ...*  
*All of us need three things in life: food, clothes and shelter.*
- Ask the students to share examples of uses of a colon and take their feedback on the white/blackboard.
- As a whole class, attempt Qs. 4 with the students, asking the students to give a reason for their choice.
- **Qs. 5:** Ask the students to complete Qs. 5 individually. Tell the students that they need to insert a colon where it is needed. Do the first part of the exercise for Qs. 5 with the students and then let them attempt the exercise on their own. Take rounds to facilitate the students to complete the exercise and correct any misconceptions they might have.

### Learn to Write: Paragraph Writing

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

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

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

**An example of a paragraph:**

**My Favourite Animal [topic]** My favourite animal is the dog. [Topic Sentence] Dogs are loyal and friendly. They make great companions. They can also be trained to do many different things. [Supporting Sentences]

I love dogs because they are such loving and versatile creatures. [Concluding Sentence]

**Practice Writing Paragraphs**

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

**Tips for Writing Effective Paragraphs**

- **Make sure your paragraphs have a clear topic sentence.**
- **Provide adequate supporting details.**
- **Use transition words to connect your ideas.**
- **Write in a clear and concise style.**
- **Proofread your paragraphs carefully before submitting them.**
- **With practice, you will be able to write effective paragraphs that will help you communicate your ideas clearly and concisely.**

Ask the students to open up to page 38 of their textbooks and read the information given there. Tell the students that today they will be writing meaningful paragraphs. Revisit their responses given in the introductory activity. Distribute the following handouts to the students:

- **Pair work:** Divide the students into pairs. Ask the students to carefully go through the handouts and underline important points in the handouts. Discuss the components of an effective paragraph with the students.
- Ask them to refer to the information given on page 38. Ask them to read the topic sentence and supporting details given in the example.
- **Qs. 1:** Ask the pairs to refer to the passage again and underline information about grandfather and trees. They can come up with a suitable topic sentence and write it in their notebooks along with the supporting details. They need not write a lengthy paragraph, just a few lines to show understanding.
- Take feedback from a few pairs and discuss their topic sentences, you can ask the students why they selected the particular topic sentence.
- **Qs. 2:** Ask the students to brainstorm ideas about their favourite hobby or activity. Once students have brainstormed a list of supporting details, have them write a topic sentence for each paragraph. The topic sentence should state the main idea of the paragraph.
- Ask the students to use at least two coordinating conjunctions and two subordinating conjunctions. Remind the students that conjunctions connect sentences. You can write the following lists on the white/blackboard for the students to refer to:
  - Coordinating conjunctions connect words, phrases, or clauses that are of equal importance. The most common coordinating conjunctions can be remembered using the acronym FANBOYS:
 

- For	- Nor	- Or	- So
- And	- But	- Yet	
  - Subordinating conjunctions connect a dependent clause to an independent clause, showing a relationship such as cause and effect, contrast, or time.
 

- Examples:	- Although	- Unless	- If
- Because	- Since	- While	- When

### Topic Sentence

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

### Supporting Sentences

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

### Concluding Sentence

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

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

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

- **Peer review:** Ask the students to form pairs and swap their work with their partners. Each partner will review their partner's work on the following set of criteria (write them on the board):
  - Did the paragraphs have a clear topic sentence?
  - Did the paragraphs have adequate supporting details?
  - Were the paragraphs well-written?

<b>Class assessment:</b>	✓	✗
Can the students read the story About Grandfathers and Trees?		
Can the students answer the comprehension questions accurately?		
Can the students find words with similar meanings accurately?		
Can the students read out words with correct stress aptly?		
Can the students place adjectives in the correct order?		
Can the students differentiate between a phrase and a clause?		
Can the students use a colon correctly?		
Can the students write a paragraph with a topic sentence and supporting details?		

**Teacher's notes:**

- If students find it hard to read the story, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.
- If students can't use new words in sentences, teachers can play word games to make learning fun. They can also give them sentence starters to help them begin. Or show pictures or use flashcards to explain the meanings.
- If the students find it difficult in using synonyms, teachers can use Visual Aids: Create charts or flashcards with words and their synonyms; Contextual Learning: Provide sentences where students need to replace a word with its synonym; Games and Activities: Engage students in synonym matching games or synonym bingo.
- Further, encourage students to use a thesaurus; practice with word lists and gradually increase the difficulty; use real-life examples to show how synonyms can change the tone of a sentence;
- If students find it difficult reading out words with correct stress aptly teachers can teach students the phonetic breakdown of words; Explain the rules for word stress in English (e.g., stress on the first syllable for nouns and adjectives, second syllable for verbs) and use audio recordings to demonstrate correct stress. Further, practice reading aloud in pairs or groups; use clapping or tapping to mark the stressed syllables; provide feedback and correction in a supportive manner.
- If the students find it difficult in placing adjectives in the correct order teachers can
- use mnemonic devices to remember the order; create sentences together and discuss the placement of adjectives; encourage students to write descriptive sentences and review them.
- If the students find it difficult in differentiating Between a Phrase and a Clause teachers can use sentence-building activities to identify phrases and clauses;
- highlight the presence of a subject and verb in clauses; use visual aids like sentence diagrams; practice identifying phrases and clauses in reading passages.
- If the students find it difficult to write a paragraph with a Topic Sentence and Supporting Details teachers can provide examples of well-structured paragraphs and practice writing them; use graphic organizers to plan paragraphs; encourage brainstorming and outlining before writing; provide feedback on their paragraphs and suggest improvements.

## UNIT 2 – Section 2 Talking Leaves

<b>Grade: VI</b>	<b>Subject: English</b>	<b>Material: Textbook</b>
<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>

### Learning objectives:

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

- answer a variety of factual, inferential and extrapolative questions
- read to seek information from tables
- have a group discussion on a topic and discuss differences of opinion

### Overview:

The story tells us how one extraordinary man through his painstaking efforts single-handedly created a script for a tribal language. This enabled the Cherokees to preserve for posterity the ancient knowledge of their tribe which had, till then, been passed on by word of mouth alone.

### Success criteria:

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

- value the extraordinary achievements of one man and the outstanding service he rendered to his community.
- appreciate the enterprise of a man who created on his own an entire written language for his tribe.
- speak in correct English.
- answer factual, inferential and value-based questions.
- actively participate in group discussions.
- learn to write a paragraph using tabulated information.
- hone their listening skills and answer questions based on an interview they hear.
- make a list of the qualities a good teacher should possess, compare his/ her list with that of his/her partner and discuss differences of opinion.
- observe his/her classmates as they speak, take notes as they do, and later, use a given table to assess the performance of some of their peers based on the given parameters.

### Generic skills:

- *Collaborative:* Students will work in groups and discuss answers to questions. They will also work together to improve their vocabulary and grammar, and conversation skills. [Learn to Read (Understand, Infer, Reflect), Learn Words, Learn Grammar]
- *Analytical:* Students will analyse the given text to arrive at the correct conclusion. [Learn to Read (Understand, Infer)]
- *Critical thinking:* Students will reflect and discuss the given questions and express their own opinions, supporting them with well-thought-out reasons. [Learn to Read (Reflect), Learn to write, Learn words, Learn to communicate]

**Lesson structure: Pre-Reading:**

- Ask students to think about the script of their mother-tongue and how its knowledge helps them to read anything written in that language. Now ask them to imagine a situation in which a language does not have a script. Encourage them to think of the problems that may arise from such a condition (e.g. being unable to record the thoughts, ideas and knowledge of the people speaking that language, thus making it difficult for future generations to have access to that knowledge).

**Reading:**

- The meanings of difficult words have been given in little boxes on the page/s corresponding to the said word/s. However, you should encourage the students to discover the meanings themselves by referring to the context in the story.
- Read the story (pages 39–40: up to “But Sequoya, working all by himself, worked out a complete system of writing in just twelve years.”) and ask the students to read along silently.
- Draw the attention of the students to the difficult words given in the glossary boxes.
- Ask the students to point out any other words they may find to be difficult or may not know the meaning of. Explain their meanings if any such words are pointed out.
- Read the rest of the story and repeat steps 2 and 3.
- Ask them to point out passages they found difficult to understand. Explain these passages.
- Explain the story in your own words. Point out important lines and passages and read them out. After explaining the story, ask a few questions to make sure they have understood it.

Go on to give a brief summary of the story and discuss the story and lesson elements in the extract.

**Note:** Both the techniques of silent reading (for comprehension) and reading aloud (for assessing pronunciation, intonation and stress) should be practised while explaining the lesson. As an assessment exercise, after the reading, you may ask the reader (or a peer) to tell you about any error which they feel were made in pronunciation, intonation or stress. Correct any other errors yourself. Further practice in modulation and expression could be effectively carried out as a separate exercise in which pairs/groups of students present dialogue and short passages.

### Learn to read:

- *Understand*
  - Ask the students to answer Questions 1, 3 and 6 in their books.
  - Then let them work on Questions 2, 4, 5 and 7. Allow students to refer to the text while answering. Ask them to write down the points in their rough notebooks.
  - Ask at least three students to read out each answer. Ask the class if they agree with the answers.
  - Now discuss the correct answers in detail and ask the students to write them down in their notebooks.
  - **Group work:** Divide the students into groups of four or five and ask them to discuss Question 8. Guide them if required. Later, ask a representative of each group to share their words and phrases with the rest of the class. Ask the class if they think that the words/phrases are appropriate. Write the correct words/phrases on the blackboard.
- *Infer*
  - Let students answer Question 9 individually in their notebooks.
  - Later, ask a few students to read out their answers.
  - **Group work:** For Question 10, divide the class into groups of three or four and ask each group to discuss and form their answer.
  - Allow them to take some time to frame their answers. Then, ask each group to present their answer to the rest of the class.
  - Give your feedback on the same and correct them whenever required.
- *Reflect*
  - For Question 11, let the students form their own answers. Later, ask at least five students to present their views to the rest of the class.
  - Ask the other students if they agree/disagree along with reasons for the same.
  - In case of disagreement, they should be asked to put forth their views politely and respectfully.
  - If there is time, allow more students to present their ideas in class.
  - After a thorough discussion, the students may write the answers in their notebooks.

### Learn Grammar: Homographs and Homophones

- **Video watching:** To begin the lesson, scan the QR code next to the question and view the video with the students as a starter activity.
- After the students have seen the video ask them questions to consolidate and check their understanding of what they have seen in the video.
- **Introduction – Prior-knowledge:** Write the words **sun** and **son** on the board, ask the students to say them out loud, emphasise that they sound the same. Ask the students what the difference between the two words is. Elicit responses from the student and lead the discussion towards the different meanings of the words.
- Ask the students to recall what are homophones. Elicit responses from the students and ask for more examples from the students. Remind the students that Some words are pronounced in the same manner but have different meanings or spellings. They are called **homophones**.
- Ask the students to look at the example and definition on page 43, ask a student to read it out aloud. Reinforce the concept of homophones by asking the students to use whether and weather in different sentences to depict their meanings.
- Ask the students to go through Qs. 1. Explain the first part, telling them that they should focus on the meaning of the words first and then place them accordingly in the blanks.
- **Homographs:** Write the word **ring** on the board and ask the students if they remember the different meanings the word has. Elicit responses from the students and write them on the white/black board. Ask the students to share more examples of words that have the same spelling but have different meanings and may also be pronounced differently.
- Explain to the students Some words are spelled in exactly the same way but have different meanings and sometimes different pronunciations. They are called *homographs*. *Example: ring* (a circular object with a hole in the middle) and *ring* (a piece of jewellery worn on fingers)
- Ask the students to go through the example given on page 43 and 44 and ask the students to use the words in different sentences to make the meanings clear.
- Ask the students to go through Qs. 2. Discuss the first part of the exercise. Ask the students to read and comprehend the sentence thoroughly first to understand which meaning will be applicable in the sentence. Facilitate the students in completing the exercise.
- **Wrap-up:** Ask the students to share a sentence using a pair of homographs

## Learn to Write: Descriptive Writing

- **Prior knowledge:** Recall what are descriptive words with the students. Elicit response and note them on the white/blackboard. Remind the students that descriptive words or adjectives are used to describe people, places, or events.
- **Pair work:** Ask the pairs to turn to pages 39– 43 of the textbook ask them to identify any sort of descriptions they might come across. Elicit responses from the pairs and have a few pairs read them out.
- Illustrate the power of descriptive writing in bringing events to life. Ask the students what do they think the story would have been like if there were no descriptions not have been given in the story, would the story have turned out to be so interesting?
- **Tenses:** Explain the tenses the students have to use in their writing:
  - **Present Perfect: Used to describe actions or events that have occurred at an unspecified time before now. The exact time is not important. It is also used to describe actions that started in the past and continue to the present.**
  - **Structure: Form: Subject + has/have + past participle**
  - **Examples:**
  - I have finished my homework.
  - She has visited Paris.
  - They have lived here for five years.
  - **Usage:**
  - To talk about experiences: “I have traveled to Japan.”
  - To describe changes over time: “She has become more confident.”
  - To discuss accomplishments: “They have built a new school.”
  - To describe actions that have an effect on the present: “He has lost his keys.”
  - **Present Continuous Verbs: The present continuous tense is used to describe actions that are happening right now or around the current moment. It can also describe future plans or actions that are temporary.**
  - **Structure: Subject + am/is/are + verb-ing**
  - **Examples:**
  - I am reading a book.
  - She is studying for her exams.
  - They are playing soccer.
  - **Usage:**
  - To describe actions happening at the moment of speaking: “She is cooking dinner right now.”
  - To talk about temporary situations: “He is staying with his friend for a week.”
  - To describe future plans: “We are meeting them tomorrow.”
  - To describe repeated actions with “always”: “He is always losing his keys.”

- Ask the students to first brainstorm ideas on the events of a function event held at the school. Discuss with them what all the events happen at the school that they might remember. It can be a school trip, an annual function, prize distribution ceremony, sports day, concert, culture day, etc.
- Ask the students to first make a draft of all that they want to include. Remind that their writing should have proper structure like:
  - Introduction: A proper introduction to hook the reader and continue reading.
  - Chronological events: list the events chronologically, they can use transition words like, first, then, next etc.
  - Write in paragraphs: Make sure that you write in proper paragraphs, with topic sentences and supporting details.
  - Conclusion: summarise your day in the end including how you felt.
- **Individual work:** Ask the students to begin their individual descriptions of the event they want to write about and include the tenses.
- **Mind map:** Write the word amusement park in the middle of the white/blackboard. Ask the students what comes to their mind when they think of an amusement park. Write their responses on the board. The mind map should look something like this:
- Ask the students to write a draft of their paragraph using the steps for Qs. 1. They have to add a special moment they can recall which made it truly memorable, tell students to add their feelings associated with the event as well.
- Students need to add an adverb phrase and a preposition as well in each sentence. Recall what are adverb phrases and prepositions with the students.
  - A preposition is a word showing the position of a noun, for example: The book is ON the table. On showing the position of the book.
  - An adverbial phrase is a phrase is a group of words that act as an adverb. For example: Sentence: She goes jogging in the morning.
  - The phrase, 'In the morning' acts as an adverbial phrase telling when the action took place.
- Give the students time to draft, proofread, edit and write the final version of their paragraphs including all the criteria discussed.
- **Peer Review and Revision:** Instruct students to pair up with a classmate. Ask
  - each student to exchange their writings for peer review. Encourage students to provide constructive feedback on the clarity, coherence, and effectiveness of the descriptions. Students should revise their work based on the feedback received.
- **Conclusion and Sharing:** Invite a few students to share their revised
  - character sketches with the class. Encourage the class to provide positive
  - feedback and praise for the effective use of descriptive language using tenses.

**Learn to Communicate:**

- **Listening: Question 1: Instructions to students: Ask the students to listen attentively to the passage that you will be reading.**
- **Question 1: Instruct the students to read question 1 given in the Lean to Communicate on page 44 – 45. Tell them that they must remember important details from the passage.**
- **Read out the relevant listening passage once to the students. Make sure they are focused and pay close attention to the details. Ask them to fill out the blanks from as much as they can remember.**
- To reinforce their learning, you can reread the passage, and have the students check their answers again and fill out any details they missed. This helps to solidify their understanding and improves their listening skills. Be sure to provide positive feedback and support throughout the activity, making it an enjoyable and educational experience for the students.
- **Speaking – Question 2: Instruct the students to make a list of five qualities a good teacher must have and why they think it is important. Give them time to collate their lists**
- **Pair work: Divide the students in pairs. Explain to the students that they will share their lists with their pair partner and discuss Set a few ground rules for the students to follow:**
  - **It is alright to have a difference of opinion. They must not fight or quarrel with each other.**
  - **Be polite when disagreeing and respectfully state your reason for disagreement.**
  - **Reason logically to prove your point. Logic and reason are evidence to support your thoughts.**
- Tell the students that they will assess their peers using the rubric given on page 45. Explain the parameters the pairs will assess each other. They will be giving their partners scores between 0 and 5.
- Give the pairs time of around 15 minutes to talk to each other and assess them too.
- Once students are finished with their tasks ask the students to share their experiences of talking to each other and assessing each other. Give the students time to share their assessments for each other positively, Remind students they have to be respectful and constructive while sharing their assessments.

<b>Class assessment:</b>	✓	x
Can the students read the story Talking Leaves ?		
Can the students answer the comprehension questions accurately?		
Can the students identify homographs and homophones accurately?		
Can the students write descriptive paragraphs aptly?		
Can the students listen attentively and answer questions correctly?		
Can the students have a conversation on a given topic appropriately, reflect and share their ideas?		
Can the students appropriately assess each other?		

**Teacher's notes:**

- If students find it hard to read the story Talking Leaves, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.
- If students can't use new words in sentences, teachers can play word games to make learning fun. They can also give them sentence starters to help them begin. Or show pictures or use flashcards to explain the meanings.
- If students struggle with tenses, teachers can give them more practice exercises focused on tenses. Or work together on correcting sentences on the board. Another option can be to offer one-on-one help to explain grammar rules.
- If students have a hard time using descriptive words, teachers can create a word wall with descriptive words for reference. A quick and easy activity can be to encourage students to describe objects, people, or scenes. Lastly, provide examples of good descriptive sentences and discuss them.
- If students struggle with expressing themselves, teachers can demonstrate how to begin a conversation with another teacher or student. Or use role-playing activities to make them comfortable. OR give them scripts to guide their conversations.

## UNIT 2 – Section 3 Metamorphosis

<b>Grade: VI</b>	<b>Subject: English</b>	<b>Material: Textbook</b>
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<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>
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**Learning objectives:**

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

- recite poems with appropriate pause, intonation and pronunciation
- read, compare, contrast, think critically and relate ideas to life
- attempt creative writing—a poem about personal feelings

**Overview:**

The poem provides an interesting perspective on the process of growth. It has been described in a classroom situation where the teacher compares the growing children to a caterpillar that grows into a butterfly.

**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.
- appreciate the the process of growing up under the guidance of a teacher.
- attempt to write a paragraph.

**Generic skills:**

- *Collaborative: Students will work in groups to analyse the poem and draw out its meaning.*
- *Students will also work together to write a poem. (Learn to appreciate the poem, Activity)*
- *Analytical: Students will analyse the given text to arrive at the correct conclusion. (Learn to appreciate the poem)*
- *Study skills: Students will learn to appreciate a poem. (Learn to appreciate the poem)*
- *Creativity: Students will use their imagination to write a paragraph describing their feelings. (Activity)*

**Lesson structure: Pre-Reading:**

- You can begin by asking the students the following questions:
  - *Do you know the meaning of the term ‘metamorphosis’?*
  - *What is the life cycle of a butterfly?*
  - *Do you like change?*
  - *How do you deal with change?*
  - *Do you believe that change is for the better?*
- Ask a few students to answer aloud in class, discuss the answers with the class

**Reading:**

- **Elocution:** Ask the students to listen with their books closed while you read the poem aloud with rhythm and intonation, stress the words where needed.
- Then, go on to ask them what they have understood of the poem. Ask some of them to respond loudly in class.
- Read the poem aloud once more and this time they should follow you in their books.
- After this, ask them the following questions:
  - *What is the poem about?*
  - *Can you recall any words or phrases from the poem that describe the change that children experience through education?*
  - *Can the change in children be likened to a caterpillar that changes into a butterfly? If yes, how?*
- Allow as many responses as possible.
- Then, ask the students to read the poem silently.
- Draw their attention to the difficult words given in the glossary and add your explanations to these if necessary.
- Also explain words or phrases you think they may find difficult to understand.
- Draw attention to the use of poetic devices like alliteration. For instance:
  - ‘cautious caterpillars’.

### Learn to read:

- *Understand*
  - Let the students answer Questions 1, 3 and 5 on their own in their books. Allow them to refer to the text while answering the questions. Discuss the answers.
  - **Pair work:** For Questions 2 and 4, let the students discuss in pairs and write down their answers. Let a few pairs read out their answers in class. The other students may agree/disagree or add to the answers.
- *Infer*
  - Explain the ways in which the transformation of a caterpillar into a butterfly mirrors the transformation that education brings in children. Also explain the ways in which the process of learning can be likened to a journey.
  - **Group work:** Divide the class into groups. Each group will discuss the answers to the given questions and make notes in their rough notebooks. Ask at least 3 groups to read out their points for each answer. Ask the other groups:
    - a. if they agree to the answer that has been read out;
    - b. 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.
- *Appreciate*
  - **Alliteration:** Write the words 'cautious caterpillars' on the board. Ask the students if they notice anything about pronunciation of both the words. Elicit various responses and drive the conversation towards the fact that both begin with the same sound /k/. Explain to the students that the repetition of a sound like this, in poetry, is called alliteration.
  - Ask the students to Pick out another set of words from the poem that show
  - alliteration. (See stanza 2.) Explain to the students that alliteration is a poetic device used to enhance a poem's meaning or intensify a mood or feeling. Ask the students if they can share any more examples of poetic elements. Elicit responses on the board and write them on the board.

## Learn Grammar: Simile

- **Prior knowledge:** Ask the students if they can recall what a simile is. Elicit and write their responses on the white/blackboard.
- Explain to the students that similes are:
  - *A figure of speech that compares two different things using the words 'like' or 'as' to show a similarity between them. It helps create a vivid picture in the reader's mind.*  
*Example: She is as busy as a bee.*  
*This compares someone's busyness to that of a bee, suggesting they are very active and hardworking.*
- Ask the students to come up with more similar examples of similes. You can also give the following examples:
  - As busy as a bee
  - As light as a feather
  - As cool as a cucumber
  - Runs like the wind
  - Shines like a star
- Ask the students what comes to their minds when they read these similes.
- **Create your own simile – Group work:** Divide the students into small groups. Give each group a set of empty flash cards or strips of paper with different nouns written on them (e.g., cat, sun, tree, car, etc.).
- Ask each group to create similes using the nouns on their cards. For example, if they have the word "cat," they might come up with "as quiet as a cat" or "sneaks like a cat."
- **Presentation:** After 10 minutes, have each group share their similes with the class. Write some of the best ones on the board.
- **Qs. 1:** Ask the students to go through Qs. 1 on page 48 of their textbooks. Ask the students that they need to use a word that clearly depicts the action in the sentence. They can come up with any appropriate noun as long as it depicts the actions. Explain any difficult meanings to the students to help them better understand what is happening in the sentence.
- Take rounds in the class and facilitate the students to complete the exercise.
- Ask a few students to share their responses with the class, provide feedback and encouragement to the students.

**Activity:**

- **Question 1: Group Work:** Divide the students in groups of four. Instruct the students to brainstorm and come up with words describing the feelings of a child who enters a class in a new school. They can use the words given on page 48 and add onto their own as well. Give 15 minutes for this task.
- Instruct the students that the next task is to write a short paragraph using the ideas they have brainstormed.
- **Presentation:** The groups will present their paragraphs in front of the class. Encourage them to be expressive and motivate them.
- In the end, ask the students to use the Self-assessment criteria given on page 49 to assess themselves.
- Guide the students to evaluate their own work based on content, language, and teamwork criteria, ensuring they ask questions about humor, imagery, simplicity, word choice, group contribution, timeliness, and enjoyment in collaboration. Emphasize the importance of honest reflection to foster improvement and growth.

**Class assessment:**

	✓	✗
Can the students read the poem Metamorphosis with rhythm, intonation and stress appropriately?		
Can the students answer the comprehension questions accurately?		
Can the students make similes correctly?		
Can the students write a short paragraph using imagery and descriptive language?		

**Teacher's notes:**

If students find it hard to read the poem Metamorphosis, teachers can pair them up with stronger readers to read together. Another option can be to read the poem aloud with elocution to demonstrate to the class while students follow along.

If the students struggle with writing a paragraph, ask them to revisit the poem to get ideas, and share paragraph openers or key lines they can build on

If the students struggle with forming similes give them extra worksheets to help reinforce the concept.

## UNIT 3: TALES FOR ALL TIMES – Section 1 Aina-Kizz and the Black-Bearded Bai

<b>Grade: VI</b>	<b>Subject: English</b>	<b>Material: Textbook</b>
<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>

**Learning objectives:**

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

- identify details, characters, main idea and sequence of ideas and events while reading
- read, compare, contrasts, think critically and relate ideas to life
- infer the meaning of unfamiliar words by reading them in context
- use grammar in context such as *must/must not*, impersonal *it* and pronoun *it*, etc.

**Overview:**

This folktale from Central Asia tells us how a young girl uses her intelligence to outwit a wicked and cunning bai who cheated her father.

**Success criteria:**

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

- understand how children can sometimes be cleverer than older people and can use their intelligence to outwit sly and wicked persons.
- speak in correct English.
- answer factual, inferential and value-based questions.
- actively participate in group discussions.
- Improve his/her vocabulary.
- learn synonyms of the word tale and the slight difference in the meanings of those words.
- learn what collocations are and a few examples of the same.
- mark the stress in words that function both as noun and as verb and pronounce them correctly.
- learn the use of *must/must not*.
- learn the difference between the impersonal *it* and the pronoun *it*.

**Generic skills:**

- *Collaborative:* Students will work in groups and discuss answers to questions. They will also work together to improve their vocabulary and grammar, and conversation skills. [Learn to Read (Understand, Infer, Reflect), Learn Words, Learn Grammar]
- *Analytical:* Students will analyse the given text to arrive at the correct conclusion. [Learn to Read (Understand, Infer)]
- *Critical thinking:* Students will reflect and discuss the given questions and express their own opinions, supporting them with well-thought-out reasons. [Learn to Read (Reflect)]
- *Study skills:* Students will use the dictionary to study. (Learn Words)

**Starter:****Use the Starter to make learners familiar with the idea of folk tales.**

- Ask the students what comes to their minds when they hear the word 'Folk tale'. Let them come up with examples of folk tales, phrases or names and write a few of them on the whiteboard.
- Ask the students to solve the crossword puzzle on page 50 of the textbook. Can they locate all the six kinds of stories: folk tale, fairy tale, parable, fable, legend, and myth
- **Qs. 2 – Group work:** Divide the class into groups of four. Give each group a chart paper or alternatively they can use their own textbooks, however it will not be displayable.
- Ask the students to make a table and put in the headings as shown on page 51 of the textbook. They will then complete the table with information about the six types of stories. Recall what the different story types are. The teacher can use the internet or the students can refer to a dictionary to look up the definitions and examples. Students can fill in the last column once they have completed the table with the basic information.
- Ask the groups to present their chart papers and then pin it up on the display board. Give positive and motivational feedback to the students.

**Lesson structure: Pre-Reading:**

- Tell students how folk tales are traditional stories originating in popular culture, and are typically passed on by word of mouth. They often contain a lesson to be learned, and reflect the values and customs of the culture from which they come. At the same time, as the plots of folk tales are generally concerned with universal themes, they also transcend the culture of their origin to reveal the commonality of human experience.

**Reading:**

- Read the story (pages 52–53: up to '... he had to pay two tangas for the wood and another fifty for his arm.')
- Draw the attention of the students to the difficult words and phrases given in the glossary boxes.
- Ask the students to point out any other words they may find to be difficult or may not know the meaning of. Explain their meanings if any such words are pointed out.
- Read the rest of the story and repeat steps 2 and 3.
- Ask them to point out passages they found difficult to understand. Explain these passages. Explain the story in your own words. Point out important lines and passages and read them out.
- After this, ask a few questions to make sure that the students have understood the story.

Go on to give a brief summary of the story and discuss the moral of the story.

**Note:** Both the techniques of silent reading (for comprehension) and reading aloud (for assessing pronunciation, intonation and stress) should be practised while explaining the lesson. As an assessment exercise, after the reading, you may ask the reader (or a peer) to tell you about any error which they feel were made in pronunciation, intonation or stress. Correct any other errors yourself. Further practice in modulation and expression could be effectively carried out as a separate exercise in which pairs/groups of students present dialogue and short passages.

### Learn to read:

- *Understand*
  - Let the students answer Questions 3 and 8 in their books.
  - Then, ask the students to answer Questions 1, 2, 4, 5, 6, 7 and 9 in the *Learn to Understand* section.
  - Allow students to refer to the text while answering.
  - Ask them to write down the points in their rough notebooks.
  - Ask at least three students to read out each answer.
  - Ask the class if they agree with the answers.
  - Now discuss the correct answers in detail and ask the students to write them down in their notebooks.
- *Infer*
  - **Group work:** Divide the class into groups of three or four and ask each group to discuss and form their answer to the given question.
  - Allow them to take some time to frame their answers. Then, ask each group to present their answer to the rest of the class.
  - The rest of the class may give their inputs.
  - Give your feedback on the same and correct the students whenever required.
- *Reflect*
  - **Group work:** For Question 11. a. and b., let the students form their own answers and discuss it in groups.
  - Ensure that each participant in every group gets a chance to voice his/her opinion. Monitor the discussion so that it does not lead to chaos.
  - Also, guide the students whenever required.
  - Thereafter, ask a representative from each group to present their views to the rest of the class.
  - Ask the others if they agree/disagree along with reasons.
  - In case of disagreement, they should be asked to put forth their views politely and respectfully.
  - **Qs. 11. C:** should also be discussed in groups, following which each group should share its answer with the rest of the class.
  - After a thorough discussion, the students may write the answers in their notebooks.

### Learn words: Synonyms of Tale

- **Prior knowledge:** Write the word “tale” on the whiteboard. Ask students what it means. Once they say it’s a story, write down other words like narrative, legend, anecdote, yarn, parable, and fable on the board. Ask: “Do you think all these words mean the same thing?” Encourage responses. Explain that these are all synonyms of tale, but each has a slightly different use or meaning.
- **Introduction:** Tell the students, “You’ve just read a folk tale. But did you know there are many other kinds of stories too? Today, we’ll learn how to tell the difference between different kinds of stories—even though they all mean something similar to ‘tale.’”
- Read aloud the definitions of yarn, legend, anecdote, narrative, fable, and parable from the textbook (or pre-written on a chart paper). Explain them with simple examples. For example:
  - Yarn: “My uncle spun a wild yarn about fighting a crocodile with a spoon!”
  - Legend: “The story of King Arthur is a legend.”
  - Anecdote: “Let me tell you a funny anecdote about my school trip.”
  - Narrative: “This book has an exciting narrative about space travel.”
  - Fable: “The Fox and the Grapes is a fable with a lesson.”
  - Parable: “The Good Samaritan is a parable from the Bible.”
- **Activity – Match the Meaning (Pair work):** Preparation: Make flashcards. On one set, write the words (yarn, legend, anecdote, narrative, fable, parable). On the matching set, write their meanings.
- **Instructions:** Divide students into pairs. Distribute shuffled sets of the cards. Each pair must match the word cards to their meanings within 5–7 minutes.
- After time’s up, review the correct matches on the board. Ask for volunteers to explain why they matched a word with its meaning.
- **Individual Work:** Draw students’ attention to Qs.1 on synonyms of tale from the textbook. Ask them to solve the matching exercise individually. They may refer to the definitions on the board or use a dictionary if needed. Monitor the class, help students who are stuck. Once completed, take feedback and explain any confusing options.

## Learn words: Collocation

- **Introduction:** Write the word “collocation” on the board. Ask students if they know what it means. Explain that collocations are words that often go together. Give examples like “make a decision” and “do homework.” There are
- many saying words in English such as say, tell, narrate and report.
- Though they are synonyms they combine with only certain words.
- **Example:** We narrate an incident, we don't say an incident.
- **Activity:** Write a list of words on the board: tell, say, recite, narrate.
- Write sentences with blanks for students to fill in with the correct collocation.
- **Group Work:** Divide students into small groups. Give each group a list of sentences with blanks. Ask the students to fill in the blanks with the correct collocations. For example, “\_\_\_\_\_ a story” (tell), “\_\_\_\_\_ a poem” (recite).

### You can use the following sentences:

- We \_\_\_\_\_ a story every night before bed. (tell, say, recite)
  - She loves to \_\_\_\_\_ a poem at school events. (tell, recite, narrate)
  - He always \_\_\_\_\_ a joke to make us laugh. (tells, says, recites)
  - Can you \_\_\_\_\_ a prayer for us? (recite, tell, narrate)
  - The teacher asked us to \_\_\_\_\_ a poem in front of the class. (recite, tell, say)
  - My grandfather likes to \_\_\_\_\_ an incident from his childhood. (narrate, say, recite)
  - She \_\_\_\_\_ a joke that made everyone laugh. (told, recited, narrated)
  - We \_\_\_\_\_ a prayer before starting the meeting. (recited, told, said)
  - He \_\_\_\_\_ a story about his adventures. (told, recited, narrated)
  - The student \_\_\_\_\_ a poem beautifully. (recited, told, narrated)
  - Can you \_\_\_\_\_ a joke to lighten the mood? (tell, recite, narrate)
  - She \_\_\_\_\_ a prayer every morning. (recites, tells, narrates)
- Once the task is completed ask each group to share their answers with the class. Discuss any incorrect answers and explain the correct collocations.
  - **Individual work:** Ask the students to read the question given on page 57 and to go through the options, say them out loud, does it sound right? Students will attempt the question in their textbooks. Once completed, take feedback from random students to share their options with the class.

## Learn Words: Syllables

- **Prior knowledge:** Ask the students to recall what syllables are. Elicit responses from the students and jotting them down on the whiteboard. Explain to the students that syllables are:  
**A syllable is a single, unbroken sound of a spoken (or written) word.**  
**A syllable has a vowel sound.**
- Discuss how words can have one or more syllables. Demonstrate how to count syllables by clapping each syllable in a word. For example, the word butterfly has three claps: but-ter-fly
- Read out the sentences in Qs. 1 to the students instructing them to focus on the stress of the word. Ask the students to follow you in their textbooks.
- **Discuss the rules for Two-Syllable Words (these can be written on a chart paper and pinned on the display board for students to refer to):**
  - When a word has two syllables and can be used as both a noun and a verb, the stress usually changes depending on its function.
  - Nouns typically have stress on the first syllable.
  - Verbs typically have stress on the second syllable.
- **Qs. 2 – Pair work:** Pair up the students and ask them to read the sentences in Qs. 2. Ask the pairs to mark the stress words marked in italics. Ask them to pronounce the word stressing on the various syllables. Ask them if the word sounds right to them. If the word has been incorrectly marked, correct it at this stage. Read out the word with the correct pronunciation. Ask the students to repeat the word several times.

### Learn Grammar: Use of *Must/Must not*

- **Prior knowledge:** Write the words “must” and “must not” on the board. Ask students if they know what these words mean. Explain that “must” is used to show necessity or give instructions, while “must not” is used to prohibit actions or give strong advice.
- **Introduction:** Write example sentences on the board:
  - “You must take an appointment by phone before you visit her.”
  - “You must not go down the dark street.”
- **Class Discussion:** Read the sentences aloud and ask students to identify the use of ‘must’ and ‘must not’. Discuss the meaning and usage of each.
- **Examples:** Provide more examples and ask students to create their own sentences using ‘must’ and ‘must not’.
- **Pair work:** Ask the students to read the rules given on pages 58 and 59. Ask the students to read and discuss the rules. Take feedback from the pairs to check their understanding. Reinforce the rules so that the students remember them. These rules can be written on a chart paper and pinned in the class to revisit.
- **Video watch:** Scan the QR code given on page 59. Instruct the students that they will be watching a video on the topic. This will help them reinforce their concepts.
- After viewing the video ask the students questions to check their understanding.
- **Qs. 1:** Draw the attention of the students to Qs. 1. Ask the students to read the sentences carefully and think about which option should be used to fill in the blank. Give the students some time to complete the exercise. Take feedback from the students after they have completed the exercise to correct any misconceptions.
- **Qs. 2:** Ask the students to select phrases from column A and then column B. They need to match appropriate phrases and use must or must not. For example: You must not make noise in the library.
- Ask the students to complete the exercises in their notebooks.
- **Peer review:** Ask the students to swap their notebooks to check each other’s sentences. Ask them if the sentences make sense or not. Discuss the sentences in the class and correct any misconceptions.

### Learn Grammar: Impersonal it versus pronoun it

- **Introduction:** Ask the students to pair up and read the simple rules for using impersonal it vs. the pronoun it on page 60.
- Ask them to read the sentences given below the rules as well.
- Elicit responses from the students to check their understanding and reinforce the concept. Read out the sentences given at the end of the page and ask the students if the word it used is impersonal or the pronoun.
- **Reinforce that:**
  - In these sentences, it does not refer back to anything already mentioned.
  - Thus, it is called the impersonal it.
  - The impersonal it can be used in general statements to
    - i. Describe a place or situation: e.g. It was very hot in Thar.
    - ii. Refer to the date: e.g. It is 1st of April today.
    - iii. Comment on an action, activity or experience: e.g. It's fun learning English.
- **Qs. 3 and 4 – Pair work:** Pair up the students for Qs. 3 and 4. Ask the pairs to read and make sentences using it. Give the students plenty of time to complete the exercises. Take rounds while doing the exercises and correct any misconceptions.
- Ask the students to share their sentences with the class and then correct any misconceptions they might have had.

### Learn to Write: Short Paragraph Writing

- **Prior knowledge:** Revise past perfect verbs, gerunds and the usage of the words since and for to indicate time.
- Ask the students to share example sentences using the above. For example:
  - Past Perfect Verb: By the time the movie started, *they had* already left the theater.
  - Gerund: *Swimming* is my favorite hobby.
  - Using “Since” to Indicate Time: She has been working here *since* 2010.
  - Using “For” to Indicate Time: He has lived in this city *for* ten years.
- Tell the students that they need to think of a memorable event that happened with them. Ask them to brainstorm for ideas and draft an outline.
- Go through the features of writing a recount with the students:
  - **Title:** A clear and engaging title that hints at the event being recounted.
  - **Orientation:** Introduction that sets the scene, providing context such as who, what, where, and when.
  - **Sequence of Events:** A chronological order of events, detailing what happened step-by-step.
  - **Personal Reflection:** The writer’s feelings, thoughts, and reactions to the event.
  - **Descriptive Language:** Use of vivid and sensory details to bring the event to life for the reader.
  - **Conclusion:** A closing statement that reflects on the significance of the event and its impact on the writer.
- Tell the students that they have to use at least two past perfect verbs, two gerunds, and the words since and for to indicate time. Highlight the verbs and time indicators to show your understanding. They can read the example paragraph to help them think of ideas.
- **Individual work:** Ask the students to begin their individual recounts and include the required things.
- **Peer Review and Revision:** Instruct students to pair up with a classmate. Ask each student to exchange their writings for peer review. Encourage students to provide constructive feedback on the clarity, coherence, and effectiveness of the descriptions. Students should revise their work based on the feedback received.
- **Conclusion and Sharing:** Invite a few students to share their revised character sketches with the class. Encourage the class to provide positive feedback and praise for the effective use of descriptive language using tenses.

Class assessment:	✓	✗
Can the students read the story <i>Aina-Kizz and the black-bearded bai</i> ?		
Can the students answer the comprehension questions accurately?		
Can the students match synonyms of tale accurately?		
Can the students break words into syllables accurately?		
Can the students use collocations aptly?		

Can the students use impersonal it and pronoun it correctly?		
Can the students write a recount of a memorable event?		
<p><b>Teacher's notes:</b></p> <ul style="list-style-type: none"> <li>• If students find it hard to read the story Aina-Kizz and the black-bearded bai, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.</li> <li>• If students can't use new words in sentences, teachers can play word games to make learning fun. They can also give them sentence starters to help them begin. Or show pictures or use flash cards to explain the meanings.</li> <li>• If students struggle with using must. Must not, impersonal it and/or pronoun it, teachers can give them more practice exercises focused on tenses. Or work together on correcting sentences on the board. Another option can be to offer one-on-one help to explain grammar rules.</li> <li>• If students have a difficult time writing recounts, teachers can share sample recounts with the students to help them get an idea of what to include. A quick and easy activity can be to encourage students to describe objects, people, or scenes.</li> </ul>		

## UNIT 3 – Section 2 The Gifts of Wali Dad

<b>Grade: VI</b>	<b>Subject: English</b>	<b>Material: Textbook</b>
<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>

**Learning objectives:**

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

- identify details, characters, main idea and sequence of ideas and events while reading
- refer to the dictionary to facilitate reading
- sequence and summarize the given information

**Overview:**

Interesting and humorous, the play tells the story of an old and poor grass cutter whose large heartedness becomes a cause for concern for a lot of people around him besides bringing him trouble. Students can perform the play in class and enjoy the narrative.

**Success criteria:**

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

- read a play and understand it.
- speak in correct English.
- answer factual and inferential questions.
- be an active participant in a group discussion.
- better his/her vocabulary.
- learn to tell a chain story.

**Generic skills:**

- *Collaborative:* Students will work in groups and discuss answers to questions. They will also work together to improve their vocabulary and grammar, and conversation skills. [Learn to Read (Understand, Infer, Reflect), Learn Words, Learn Grammar]
- *Analytical:* Students will analyse the given text to arrive at the correct conclusion. [Learn to Read (Understand, Infer)]
- *Critical thinking:* Students will reflect and discuss the given questions and express their own opinions, supporting them with well-thought-out reasons. [Learn to Read (Reflect), Learn to write, Learn words, Learn to communicate]

**Lesson structure: Pre-Reading:**

- Before teaching the lesson, students could be asked the following questions to be initiated into the idea they're going to read about:
  - Do you believe it is better to give than to receive?
  - Is it important to be content with what one has?
  - Do you know someone or have heard of someone who has been extremely generous/kind to others?
  - Do you like reading/performing plays?
- Introduce the play by reading it aloud together, assigning roles to each student for an engaging and interactive experience. Encourage students to explore their characters' emotions and motivations through discussions and acting exercises.

### Reading:

- Call a few students to come up in front of the class and read out the dialogues of a character.
- The others must keep their books shut and listen.
- Now ask the class what they have understood.
- Allow varied responses.
- Now ask them to open their books and read the lesson silently.
- Also, ask them to underline words they find difficult as they read.
- Draw their attention to the difficult words given in the glossary box on each page.
- Ask students to point out any other word(s) they find to be difficult or do not know the meaning of. Explain the meanings should any words be pointed out.
- Point out lines or phrases you find important and ask them to underline the same.
- After they finish reading the entire play, give a short summary of the play in your own words.
- Ask the students a few short and simple questions to ensure that they have understood the play.
- Go on to give a brief summary of the story and discuss the elements in the extract.

### Learn to read:

- *Understand*
  - Ask the students to work individually on the answers to the questions.
  - Ask a few students to answer aloud.
  - Discuss each answer and ask them to write them down in their notebooks.
- *Infer*
  - **Qs. 5 and 6 – Group work:** Divide the class in groups of three and ask students to discuss the answers among them.
  - A few groups can be called out to speak out loud.
  - The rest of the class may give their input.
  - Guide them to approach each question in a correct manner.
  - The answers are to be written by the students in their notebooks.
  - Each notebook is to be checked.

### Use the dictionary

- **Introduction:** Ask the students to read the sentence given in the speech bubble.
- Ask the students to see the extract from the dictionary pages and see the different meanings of sign in the dictionary entry. Discuss the different meanings of sign with the students.
- **Qs. 1:** Discuss the question with the students, ask them to select the right meaning of the word sign according to the sentence it has been used in. Ask the students to complete the exercise in their textbooks.

### Learn Grammar: Nouns and genders

- **Prior knowledge:** Ask the students to recall nouns and genders that they would have learned in primary classes. Take their feedback on the board.
- Discuss with the students that some nouns are written plural but function as singular nouns in sentences. For example: scissors, pants, etc. Ask the students to give more such examples and write them on the board.
- **Qs. 1:** Ask the students to read the question. Instruct them to make sentences using the plural form of the singular noun used. Take a few responses from the students to help students get a fair idea of how to go about the exercise.
- **Qs. 2:** Recall what are gender nouns, take examples of masculine, feminine, and neuter nouns. For example:

### Learn to Write: Sequencing and writing a summary

- **Recap the play:** Ask the students to recall the events of the play. Take verbal feedback from the students and ask the students recall what happened in the play and recall the events in sequence, that is, how it happened.
- **Pair work:** Ask the pairs to go through the events listed in Qs. 1 and sequence the events as they happened in the play. They can refer back to the passage if they feel they need to remember what happened.
- **Qs. 2 – Summary Writing:** Start by explaining what a summary is—a brief statement that presents the main points of a text without including unnecessary details.
- Discuss why summarizing is important, such as improving comprehension, retaining information, and enhancing writing skills.
- Tell the students that they will be writing a summary of the above events of the play. Discuss the basic features of summary writing with the students:
  - **Read the Text Carefully:** Encourage students to read the text thoroughly to understand its main ideas.
  - **Identify Key Points:** Teach students to highlight or note down the main points and supporting details.
  - **Use Own Words:** Emphasize the importance of paraphrasing and avoiding copying sentences directly from the text.
  - **Keep it Concise:** Guide students to keep their summaries to the word limit and to the point, focusing only on the essential information.
- **Group work:** Divide the students in groups of four or five. Ask the groups to make a rough draft of the summary using the list of events given in Qs. 1. Ask them to count the words and minimize the extent if needed. Ask them to review their draft and see if they need to extend it or shorten it.
- **Individual work:** Ask the students to write their individual summaries. Ask the students to write their word extent at the end of their summary.
- **Peer Review and Revision:** Instruct students to pair up with a classmate. Ask each student to exchange their writings for peer review. Encourage students to provide constructive feedback on the clarity, coherence, and effectiveness of the descriptions. Students should revise their work based on the feedback received.
- **Conclusion and Sharing:** Invite a few students to share their revised summaries with the class. Encourage the class to provide positive
- feedback and praise for the effective use of descriptive language using tenses.

## Learn to write: Dialogue Writing

- **Introduction:** Ask the students to open up the play again. Ask them to select any two characters from the play. Draw their attention towards how their dialogues are written. For example:
  - **Wali Dad:** (*kneels*) I am a stupid old man. Let me go my way. I cannot face my shame!
  - **Peri 2:** No shame can come to such as you. Though your clothes are poor, in your heart you are a king.
- Tell the students that the characters are saying their dialogues as they say it. **Introducing Direct speech:** Tell the students that direct speech involves quoting the exact words spoken by a person. Highlight the use of commas, inverted commas, punctuation inside the inverted commas. For example: He said, "I am going to the market."
- Ask the students to look back through the previous texts that they have read, can they find any examples of direct speech. Elicit responses from the students and tell them, it is used a lot in stories.
- **Introducing Indirect speech:** Tell the students that indirect speech involves paraphrasing what someone said without quoting their exact words. For example: He said that he was going to the market.
- Indirect speech gives the sense that something happened in the past, and somebody said something earlier. Ask the students to find or share more examples of using indirect speech.
- Use one of the dialogue as an example.
  - **Wali Dad:** (*kneels*) I am a stupid old man. Let me go my way. I cannot face my shame!
  - **Direct Speech:** Wali Dad kneeled and said, 'I am a stupid old man. Let me go my way. I cannot face my shame!'
  - **Indirect Speech:** Wali Dad kneeled and said that he was a stupid old man, let him go his way and he cannot face his shame.
- Circle the changes that you made in the indirect speech from the direct speech. Highlight that the following things change when we change speech from direct to indirect:
  - **Tense Changes:** The tense often changes when converting direct speech to indirect speech.
    - Present tense in direct speech becomes past tense in indirect speech.
    - Example: "I am happy" becomes "He said that he was happy."
  - **Pronoun Changes:** Pronouns may change to match the perspective of the speaker.
    - Example: "I am going" becomes "He said that he was going."
  - **Time Expressions:** Time expressions may need to be adjusted.
    - Example: "today" becomes "that day," "tomorrow" becomes "the next day."
- Practice more dialogues from the play or use simpler sentences like:
  - **Direct Speech:**  
The guest said, "I have a gift for the princess."  
Princess replied, "Thank you. What is the gift?"
    - **Indirect Speech:**
      - The guest said that he had a gift for the princess.
    - The princess thanked the guest and asked what the gift was.
- **Qs. 3:** Ask the students to pair up and attempt Qs. 3. Ask the students to first identify dialogues from the play. Convert it into direct speech and then indirect speech highlighting the changes they made.

- Ask them to refer to the points discussed about converting direct speech to indirect speech. Take rounds while the students complete the exercise.
- Ask a few pairs to share their responses with the class. Ask the students to do the exercise on their own in their notebooks.

### Learn to Communicate:

- **Listening: Qs. 1: Instructions to students: Ask the students to listen attentively to the passage that you will be reading.**
- **Question 1: Instruct the students to read question 1 given in the Learn to Listen on page 70. Tell them that they must remember important details from the passage and observe the pictures carefully. Ask the students to sequence the pictures as they remember from what they heard.**
- **Read out the relevant listening passage once to the students. Make sure they are focused and pay close attention to the details.**
- To reinforce their learning, you can reread the passage, and have the students check their answers again. This helps to solidify their understanding and improves their listening skills. Be sure to provide positive feedback and support throughout the activity, making it an enjoyable and educational experience for the students.
- **Speaking – Question 2: Pair work: Divide the students in pairs. Explain to the students that they will ask each other questions. Set a few ground rules for the students to follow:**
  - **One student will ask the question and allow time for the other student to respond. The questioning student will listen closely and in the end recap what they heard from the student giving answers. Then they will switch pairs.**
- **Qs. 3 – Large group:** Form groups of at least 10 students. Explain how to tell a chain story. Ask the students to read the instructions given in Qs. 3 of page 70.
- Groups can decide collectively which story they wish to relay and if everyone is familiar with it. Then the group can perform in front of the class.

<b>Class assessment:</b>	✓	✗
Can the students read the story The Gifts of Wali Dad?		
Can the students answer the comprehension questions accurately?		
Can the students select the correct meaning of a word in the context of its sentence?		
Can the students recall plural form singular nouns and gender nouns accurately?		
Can the students sequence events of a story?		
Can the students summarise events of a story in 150 words appropriately?		
Can the students write dialogues in direct and indirect speech correctly?		
Can the students listen to details and sequence events correctly?		
Can the students ask questions and respond appropriately?		

**Teacher's notes:**

- If students find it hard to read the story, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.
- If students can't use plural forms of singular nouns and gender nouns engage students in activities like matching games or role-playing to practice using gender nouns in context.
- If students struggle with sequencing events provide students with story maps or graphic organizers to help them visualize the sequence of events. Read stories aloud and discuss the sequence of events. Ask questions like "What happened first?" and "What happened next?" Use cut-out pictures or sentence strips for students to physically arrange the sequence of a story.
- If students have trouble summarising events Demonstrate how to summarize a text by thinking aloud and showing the process step-by-step. Provide graphic organizers to help students identify and organize the main points. Incorporate summarizing activities into daily lessons, using a variety of texts and topics.
- If students have a hard time forming direct and indirect speech engage students in role-playing activities where they practice speaking in direct and indirect speech. Give students prompts to write dialogues, encouraging them to use both direct and indirect speech.
- If students struggle with practising dialogue or making conversations, teachers can demonstrate the dialogues with another teacher or student. Or use role-playing activities to make them comfortable. OR give them scripts to guide their conversations.

## UNIT 3 – Section 3 Dreaming the Simurgh

<b>Grade: VI</b>	<b>Subject: English</b>	<b>Material: Textbook</b>
<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>
<p><b>Learning objectives:</b></p> <p><b>This section will help learners develop the following skills/competencies:</b></p> <ul style="list-style-type: none"> <li>• recite poems with appropriate pause, intonation and pronunciation</li> <li>• understand the use of poetic devices in poetry (here, simile)</li> <li>• create a drawing based on a description</li> </ul>		
<p><b>Overview:</b></p> <p>This poem describes an encounter the speaker has with a Simurgh and how imaginary creature provides him with solace in imagination when he is world-wearied.</p>		
<p><b>Success criteria:</b></p> <p><b>By the end of the lesson, students should be able to:</b></p> <ul style="list-style-type: none"> <li>• learn to appreciate a piece of poetry.</li> <li>• enter into the realm of the imaginary world—the world of dreams.</li> <li>• speak in correct English.</li> <li>• answer factual and inferential questions.</li> <li>• be an active participant in a group discussion.</li> <li>• better his/her vocabulary.</li> <li>• write a notice.</li> </ul>	<p><b>Generic skills:</b></p> <ul style="list-style-type: none"> <li>• <i>Collaborative:</i> Students will work in groups to analyse the poem and draw out its meaning.</li> <li>• Students will also work together to write a poem. (Learn to appreciate the poem, Activity)</li> <li>• <i>Analytical:</i> Students will analyse the given text to arrive at the correct conclusion. (Learn to appreciate the poem)</li> <li>• <i>Study skills:</i> Students will learn to appreciate a poem. (Learn to appreciate the poem)</li> <li>• <i>Creativity:</i> Students will use their imagination to write a humorous poem. (Activity)</li> </ul>	
<p><b>Lesson structure: Pre-Reading:</b></p> <ul style="list-style-type: none"> <li>• Ask students whether they have ever heard of a Simurgh.</li> <li>• After you hear some responses, explain that a unicorn is a mythical creature. That it looks like a bird with colourful feathers. It is believed to have magical powers and was considered by the Persians regarded the Simurgh as a symbol of wisdom because of its long life. It was also believed to possess magical powers—it could heal the sick and bring good fortune.</li> </ul>		

### Reading:

- Ask the students to listen with their books shut while you read the poem aloud.
- Then, draw their attention to the difficult words given in the glossary.
- Add your explanations to these if necessary.
- Also explain words or phrases you think they may find difficult to understand.
- Read the poem aloud once more and this time ask them to follow in their books.
- Then, ask them the following questions to judge how much they have understood of the poem:
  - *What was the colour of the unicorn?*
  - *What has the poet compared its mane to?*
  - *What did the poet find on his pillow?*
  - *What did the poet do with it?*

Allow the students to give varied responses.

### Learn to read:

- *Understand*
  - Let the students attempt Questions 1 to 8 on their own. Allow them to refer to the text for answers. Once all students have finished, discuss the answers. Correct them if required.
  - For Questions 9 and 12, ask the students to work in pairs. Ask a few pairs to read out their answers.
  - Encourage discussion and correct them if required.
- *Appreciate*
  - **Group work:** Divide the class into groups for these questions. Read Qs. 13 – 15.
  - **Qs. 13 – 14:** Recap the concept of simile, taught in the previous units. Use a number of examples to make the meaning clear.
  - Then let them pick an example from the text of the poem. Discuss the responses in class.
  - **Qs. 15:** Draw a picture of the Simurgh based on the similes and descriptions mentioned in the poem.
  - Ask one representative from each group to present their views to the rest of the class.
  - The other groups may agree or disagree with them. However, in case of disagreement, they should be asked to put forth their views politely and respectfully.

**Activity:**

- **Question 1: Group Work:** Divide the students in groups of four. Instruct the students to ask each group to work on the question. They can consult a dictionary if needed.
- A member of each group may then read out the meaning of any one word/phrase.
- Guide them whenever required. The students may now write the answers in their notebooks. Give 15 minutes for this task.
- **Qs. 2:** For this activity, bring chart paper and colours prior to the lesson.
- Instruct the students to imagine the Simurgh as described in the lines. They can make rough sketches first to formalise a plan and idea of how they have imagined the Simurgh.
- Groups can present their creations and pin them up on the display board. In the end the students will take a gallery walk to observe the paintings.
- Once the students have completed their tasks, they will self-assess themselves using the rubric given on page 74. Remind the students that they need to be honest and reflect truthfully, highlight any category they might feel they lack in so that they can work on developing that area of learning.

**Class assessment:**

	✓	✗
Can the students read the poem Dreaming the Simurgh ?		
Can the students answer the comprehension questions accurately?		
Can the students make their own similes?		
Can the students draw depictions of the Simurgh?		
Can the students self-assess themselves aptly?		

**Teacher's notes:**

- If students find it hard to read the poem, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.
- If students can't use similes appropriately, share examples of similes with pictures to help them remember them. Give practice worksheets as reinforcement.

**Can the students use frequency words correctly?**

**Can the students give reasons using because accurately and coherently?**

**Can the students practice dialogue (role-play different scenarios)?**

## UNIT 4: FEATHERED FRIENDS – Section 1: Birdwatcher

<b>Grade: VI</b>	<b>Subject: English</b>	<b>Material: Textbook</b>
<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>

### Learning objectives:

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

- identify details, characters, main idea and sequence of ideas and events while reading
- infer the meaning of unfamiliar words by reading them in context
- use grammar in context such as expressing necessity, obligation, possibility, etc.

### Overview:

The given story shows a young boy, Cyril, who misses school in order to observe birds. He is very fond of birds and under the guidance of an adult, decides to become an expert on birds when he grows up. Young learners often have interests which they want to focus on at the cost of their studies. However, this story will assure them that studying will only further their pursuit towards their goals and not prove to be a hindrance to them.

### Success criteria:

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

- understand that one can make one's hobby into a profession.
- realize that in order to do well in life it is imperative to gain knowledge.
- speak in correct English.
- answer factual and inferential questions.
- understand using need, have to and may
- differentiate between simple and compound sentences
- be an active participant in a group discussion.
- better his/her vocabulary.
- understand that classroom lessons are linked with the outside world.
- write an informal letter

### Generic skills:

- *Collaborative:* Students will work in groups and discuss answers to questions. They will also work together to improve their vocabulary and grammar, and conversation skills. [Learn to Read (Understand, Infer, Reflect), Learn Words, Learn Grammar]
- *Analytical:* Students will analyse the given text to arrive at the correct conclusion. [Learn to Read (Understand, Infer)]
- *Critical thinking:* Students will reflect and discuss the given questions and express their own opinions, supporting them with well-thought-out reasons. [Learn to Read (Reflect)]
- *Study skills:* Students will use the dictionary to study and make new compound words. (Learn Words, Learn to write)

**Starter:****Use the Starter to make learners familiar with the theme of the unit, birds:**

- **Group work:** Form groups of four or five and discuss the starter question on page 75.
- Ask the groups to discuss their point of view and present their ideas in front of the class. Groups may agree or disagree with each other but it is important to maintain respect and tolerate difference of opinion.

**Lesson structure: Pre-Reading:**

- Ask the following questions in class to introduce the lesson:
  - *Have you heard of bird sanctuaries?*
  - *Can you name a few famous bird sanctuaries? (Explain to them the need and function of such setups.)*
  - *Have you ever been to a bird sanctuary? If yes, relate your experience to the class.*

**Reading:**

- Read the first two pages of the story out and discuss the progression of the narrative in class. Ask students to read along silently.
- Draw their attention to the difficult words given in the glossary screen.
- Ask students to point out any other word(s) they find to be difficult or do not know the meaning of. Explain the meanings should any words be pointed out.
- Then, go on to read the rest of the story and repeat steps 2 and 3.

Go on to give a brief summary of the story and discuss highlights of the story (where the students were surprised/amused).

**Note:** Both the techniques of silent reading (for comprehension) and reading aloud (for assessing pronunciation, intonation and stress) should be practised while explaining the lesson. As an assessment exercise, after the reading, you may ask the reader (or a peer) to tell you about any error which they feel were made in pronunciation, intonation or stress. Correct any other errors yourself. Further practice in modulation and expression could be effectively carried out as a separate exercise in which pairs/groups of students present dialogue and short passages.

### Learn to read:

- *Understand*
  - Qs.1 (a) and (b) should be done individually in the book.
  - Call out the answers and explain the reason for each.
  - **Pair work:** For Q2–Q8, the students should work in pairs.
  - The points for each answer should be written in their rough notebooks.
  - Ask at least four pairs to read out the answers to each question.
  - The rest of the class may give their inputs.
  - Guide them to approach each question in a correct manner.
  - The answers are to be written by the students in their fair notebooks.
  - Each notebook is to be checked.
- *Infer*
  - **Group work:** Divide the class into groups of three and ask students to discuss the answers among them.
  - A few groups can be called out to speak out their answers loudly.
  - The teacher may add to the points spoken about.
- *Reflect*
  - **Group work:** Divide the class into groups. Each group will discuss the answers to the given questions.
  - Ask at least 3 groups to present their answers to the class. The other groups will give their views to add.
  - Guide them as required

### Learn words: Nouns suffixes: -er/-or; Noun phrases

- **Prior knowledge:** Recall suffixes that the students would have learnt in the previous classes. Explain the meaning of suffixes to the students that suffixes are groups of letters added at the end of a base word to make a new word. Give them examples of different types of suffixes and how they change the form of the base word they are attached to. Elicit their responses on board.
- Next, ask them to read about the suffix *-er* on page 80 of their textbooks. Give them a few more examples of verbs to which this suffix can be attached.
- Ask them to attempt the exercise given in the book.
- When they have completed the exercise, call individual students to supply the answers aloud to the class.
- You may also ask them to make sentences using these words. Discuss the answers.
- For the second question, draw their attention to the words given in the box and the example given. Ask them to combine the words with the nouns they have formed in the previous exercise, as is shown in the example. When they have completed the exercise, call individual students to supply the answers  
aloud to the class. Discuss the answers.

### Learn Words: Bird Idioms

- **Prior knowledge:** Recall idioms with the students. Explain to the students what idioms mean. Give them examples to ensure that they have grasped the concept:
  - Idioms are phrases or expressions that have a figurative meaning different from their literal meaning. They are often used to convey ideas in a more colorful and imaginative way. For example: break the ice, piece of cake, under the weather
- **Video watching:** Tell the students that they will be watching a video on idioms. Scan the QR code and view the video. Ask the students questions related to the video to check their understanding.
- Ask them to look at the idioms given on page 80.
- Next, ask them to match these idioms with their correct meanings from those given. When they have completed the exercise, call individual students to supply the answers aloud to the class. Make corrections at this point if necessary.
- Explain the meanings to them in detail to make sure everyone has understood.

### Learn Spelling

- Write the scrambled words on page 81 on the white/blackboard. Ask the students if they can figure out what the word is. Solve the first one for them
- Ask them to solve the rest in their textbooks. Allow them to refer to their dictionaries.
- When they complete the exercise, ask the class to read out the unscrambled words out one by one.

### Learn Grammar: *Expressing Necessity and Obligation Using Need, Have To and May*

- Before working on the exercise, discuss the rules, ask questions to ensure that the learners have understood what they need to do in the given task. Individual learners may be asked to read out the rules. Encourage learners to refer to the rules and ask questions while they are doing the exercise.
- Ask them to turn to page 81 and read the sentences spoken by Dr Khan.
- Ask them to read about the use of 'need' and 'have to' while expressing necessity and obligation.
- Reinforce the concept that: In these sentences, the words need and have to express necessity and obligation in the present or future. Generally, we use need and have to when we think it is necessary for someone to do something.
- Provide them with a few short sentences as examples.
- **Individual work:** Next, ask them to attempt the fill in the blanks exercise.
- When they complete the answers, ask individual students or the class to read the completed sentences aloud.
- For Part 2, ask them to read the sentence given as an example on page 82 of when may is used to express possibility. Also, ask them to read the explanation carefully. Add to the explanation in your own words if needed.
- Give them examples of sentences using the word 'may' to express possibility. Keep the sentences short and simple.
- **Individual work:** Next, ask them to attempt the exercise given on page 82.

### Learn Grammar: Simple and compound sentences

- **Introduction:** Ask the students to study the sentences at the end of page 82. Point out to the students that the sentence has two independent clauses (which are underlined) that are connected by the conjunction 'and'
- This type of a sentence that has two independent clauses is called a compound sentence.
- Draw the attention of the students towards sentence b. the sentence has a subject, a verb, and complete meaning. It has only one independent clause. This is an example of a simple sentence.
- Ask the students to share more examples of compound sentences and simple sentences. Take their feedback on the white/blackboard.
- **Ask the students to remember:** Simple sentences have only one clause, whereas compound sentences have two independent clauses connected by a conjunction.
- Draw the attention of the students towards the table on page 83 comparing simple and compound sentences.
- **Activity – Sorting simple and compound sentences:** Write a simple sentences and compound sentences on sticky notes and paste them on the board. On a chart paper make a table with two columns, with the headings simple sentences and compound sentences.
- **Pair work:** Divide the students into pairs and invite them to go over to the sticky notes, select a sticky note, determine whether the sentence written on it is a simple sentence or a compound sentence. You can assist the students by giving them clues and to look for independent clauses and conjunctions to help them determine the correct column. You can ask the pairs why they selected the sentence to be simple or compound.
- **Qs. 3:** Ask the students to read the question and mark the simple and compound sentences in the paragraph.
- Ask the students to share their answers once they have done the exercise.

### Learn to Write: Informal Letter writing

- **Introduction:** Ask students if they have ever written a letter to a friend or family member. Discuss their experiences briefly.
- Introduce the concept of informal letters, explaining that they are used to communicating with friends and family in a friendly and casual manner:
  - **Informal letters** are personal communications written to friends, family, or acquaintances for various purposes. These letters follow a less rigid structure than formal letters but still adhere to specific conventions, including a friendly salutation, structured content (opening, body, closing), and an appropriate, conversational tone. When addressing the envelope, ensure the address is clear and in the correct format.
- **Features of an Informal Letter - Parts of an Informal Letter:** Discuss the following features of an informal letter:
  - **Address and Date:** The sender's address and the date the letter is written.
  - **Greeting/Salutation:** A friendly greeting, such as "Dear [Name],".
  - **Body:** The main content of the letter, where the sender shares news, asks questions, or tells stories.
  - **Closing:** A friendly closing phrase, such as "Best wishes," or "Yours truly,".
  - **Signature:** The sender's name.
- **Discussion – Pair work:** Bring samples of informal letters to the class. Show examples of informal letters and ask pairs to highlight these parts. Discuss the tone and language used in informal letters. Elicit responses from the pairs highlighting the features of an informal letter.
- **Brainstorming – Pair work:** Have students brainstorm the question given on page 83. Draw their attention towards the template given on page 84 and discuss what they can include in it.
- **Model Writing:** Following the template on page 84, write a sample informal letter on the board, involving pairs in the process. Ask for their input on what to include in each part of the letter.
- **Individual work:** Students will then write their own informal letter answering question 3. They will refer to the template they filled with their pair partner to help them structure their letter.
- **Peer Review:** Pair students to exchange letters and provide feedback on each other's work. Peers need to assess if all the discussed features of an informal letter are included in their friend's work.
- **Sharing:** Invite a few students to read their letters aloud to the class.
- **Reflection:** Discuss what they learned about writing informal letters and how they can use this skill in real life.

<b>Class assessment:</b>	✓	✗
Can the students read the story Birdwatcher?		
Can the students answer the comprehension questions accurately?		
Can the students form correct words using correct suffixes?		
Can the students match idioms correctly with their meanings?		
Can the students unjumble words correctly?		

Can the students use need, have to and may correctly?		
Can the students differentiate between simple and compound sentences correctly?		
Can the students write an informal letter using all the discussed features?		

**Teacher's notes:**

- If students find it hard to read the story Birdwatcher, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.
- If students can't use suffixes, teachers can play word games to make learning fun. They can also give them sentence starters to help them begin. Or show pictures or use flashcards to explain the meanings.
- If students struggle with expressing necessity and obligation, teachers can give them more practice exercises focused on the words need, have to and may. Or work together on correcting sentences on the board. Another option can be to offer one-on-one help to explain grammar rules.
- If students have a hard time differentiating between compound and simple sentences, teachers can provide sample sentences with highlighted clauses for students to study.
- If students struggle with writing informal letters, teachers can provide sample informal letters for the students to read. Provide sample formal letters as well for students to make comparisons.

## Unit 4 – Section 2 The Kakas of New Zealand

<b>Grade: VI</b>	<b>Subject: English</b>	<b>Material: Textbook</b>
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<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>
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**Learning objectives:**

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

- use the dictionary for reference
- write coherently with focus on appropriate beginning, middle and end
- write articles/paragraphs etc. with a sense of audience
- understand and interpret information given in tabular form

**Overview:**

This extract from Gerard Durrell's *Two in the Bush* describes an interesting encounter he had with the Kaka birds of New Zealand.

**Success criteria:**

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

- read, understand and enjoy a humorous piece of literature.
- speak in correct English.
- answer factual and inferential questions.
- be an active participant in a group discussion.
- better his/her vocabulary.
- realize that we humans interfere too much with nature.
- write an article.

**Generic skills:**

- *Collaborative:* Students will work in groups and discuss answers to questions. They will also work together to improve their vocabulary and grammar, and conversation skills. [Learn to Read (Understand, Infer, Reflect), Learn Words, Learn Grammar]
- *Analytical:* Students will analyse the given text to arrive at the correct conclusion. [Learn to Read (Understand, Infer)]
- *Critical thinking:* Students will reflect and discuss the given questions and express their own opinions, supporting them with well-thought-out reasons. [Learn to Read (Reflect), Learn to write, Learn words, Learn to communicate]

**Lesson structure: Pre-Reading:**

- Before teaching the lesson, students could be asked the following questions to be initiated into the idea they're going to read about:
  - Do you like birds?
  - Have you ever heard of an interesting encounter with a bird?

### Reading:

- Ask the students to read the story silently.
- Also, ask them to underline words they find difficult as they read.
- Draw their attention to the difficult words given in the glossary box on each page.
- Ask students to point out any other word(s) they find to be difficult or do not know the meaning of. Explain the meanings should any words be pointed out. Point out lines or phrases you find important and ask them to underline the same.
- After they finish reading the entire story, give a short summary of the same in your own words. Ask the students a few short and simple questions to ensure that they have understood the story.

### Learn to read:

- *Understand*
  - Q1, Q2 and Q5 should be done individually in the book.
  - Call out the answers and explain the reason for each.
  - **Pair work:** For Q3, Q4, Q6, the students should work in pairs.
  - The points for each answer should be written in their rough notebooks. Ask at least four pairs to read out the answers to each question. The rest of the class may give their inputs.
  - Guide them to approach each question in a correct manner.
  - The answers are to be written by the students in their notebooks.
- *Infer*
  - **Group work:** Divide the class into groups of three and ask students to discuss the answers among them.
  - A few groups can be called out to present their answers.
  - If required add to the points spoken about.
- *Reflect*
  - **Group work:** Divide the class into groups of 4 and ask the students to discuss the answers to Q. 8 and 9.
  - A few groups may be asked to read out their views.
  - If required, add to the points spoken about.
  - The students may then write the answers in their notebooks.

## Learn Grammar: Pronoun-antecedent agreement

- **Prior knowledge:** Ask the students to recall pronouns. Write an incorrect sentence on the white/blackboard: The teachers finished his work.
- **Ask the** students what is incorrect about this sentence. Help them point out that the nouns is in plural and the pronoun used, 'his' is singular. Hence there is no pronoun-antecedent agreement. Ask the students to correct the sentence. Correct sentence: The teachers finished their work.
- Do a few more of such examples and ask the students to correct the sentences, reinforcing pronoun-antecedent agreement. Tell the students that:
  - **Pronoun-antecedent agreement** refers to the grammatical rule where a pronoun must agree in number (singular or plural) and gender with the noun (antecedent) it replaces. This ensures clarity and coherence in sentences.
- Ask the students to read the same from page 89 and to explain in their own words what it means.
- **Video watching:** Tell the students that they will be watching a video on pronoun-antecedent agreement. After viewing the video you can ask the students questions to check their understanding and correct any misconceptions.
- **Individual work:** Ask the students to do Qs. 1 in their notebooks. Once they have done, ask a few students to share their paragraphs.
- **Relative Pronoun – introduction:** Introduce relative pronouns (who, whom, whose, which, that) and explain that they are used to connect clauses and provide more information about a noun.
- Write the following about Relative Pronouns on the white/blackboard:
- **Who:** Refers to people.
- Example: The girl who won the race is my friend.
- **Whom:** Refers to people (used in formal contexts).
- **Example:** The teacher whom we met yesterday was very kind.
- **Whose:** Shows possession.
- **Example:** The boy whose dog is lost is very sad.
- **Which:** Refers to things or animals.
- **Example:** The book which you lent me is fascinating.
- **That:** Refers to people, things, or animals.
- **Example:** The movie that we watched was exciting.”
- Show sentences with relative pronouns and explain how they connect clauses. Highlight the noun each relative pronoun refers to.
- Ask the students to read the description mentioned on page 89 of their textbooks and explain it in their own words. Correct any misconceptions students might have.
- **Individual work:** Ask the students to complete Qs. 2 in their notebooks after discussing the solved example.
- Share a few answers with the class once students have completed the exercise.

### Use the Dictionary:

- **Note:** Students need to have their school dictionaries for this lesson.
- **Introduction:** Begin by showing the students how to look up words in the dictionary, recapping alphabetical order and guide words. Engage them in activities where they practice finding definitions, pronunciations, and parts of speech for various words.
- Draw their attention to the dictionary extract given on page 90. Ask them to read the extract aloud together.
- Next, ask them to carefully study the definition of phrasal verbs given in the box below the dictionary extract.
- Ask the students to give a few more examples of simple phrasal verbs; use them in short sentences to illustrate their meaning and use.
  - A **phrasal verb** is a verb combined with an adverb or a preposition, or
  - sometimes both, to give a new meaning.
- Next, ask them to attempt the given exercise by referring to the dictionary extract given on the previous page.
- **Individual work:** When they complete the answers, ask individual students or the class to read the completed sentences aloud. Discuss the answers.

## Learn to Write: Writing an article

- **Note:** Bring sample articles to the class. Ask the students to also research the topic mentioned on page 91 of the textbook.
- **Prior knowledge:** Start with a discussion about articles. Ask students if they have read any articles in newspapers, magazines, or online. Discuss what they remember about these articles.
- Introduce the concept of articles, explaining that they are written to inform, entertain, or persuade readers about a particular topic. Write the following features on the white/blackboard. You can also make handouts and share with students for pair reading:
- **Features of an Article**
  - **Parts of an Article:**
  - **Headline:** A catchy title that grabs the reader's attention.
  - **Byline:** The name of the author.
  - **Introduction:** The opening paragraph that introduces the topic and hooks the reader.
  - **Body:** The main content of the article, divided into paragraphs, each covering a different point or aspect of the topic.
  - **Conclusion:** The closing paragraph that summarizes the main points and provides a final thought or call to action.
- **Group work** Divide the students in groups of four or three. Give them examples of articles and highlight the features. Ask the students to locate conjunctions and transitional devices used in the article. Discuss the tone and language used in articles, emphasizing that they should be clear and engaging.
- **Brainstorming:** Ask the groups to read the question on page 91. Ask them to note the points they have to use. Read through the paragraph starter and what they need to include in their articles. They can make their points in their rough notebooks or empty sheets.
- **Model Writing:** Once the groups have discussed, it is now time to start of the article together. Write a few lines for the sample article, the starting lines for each paragraph on the board, involving students in the process by taking their discussed points. Ask for their input on what to include in each part of the article. Do not model the entire article, the purpose is to give the students an idea of how to begin and add their own ideas and information.
- **Writing Activity:** Students write their own article in their notebooks. Ask them to refer to the features mentioned.
- **Peer Review:** Pair students to exchange articles and provide feedback on each other's work, pairs need to see if question has been answered properly, with all the asked information and the features of the article present as well.
- **Sharing:** Invite a few students to read their articles aloud to the class. Motivate the students and provide constructive feedback to the students to learn from..

### Learn to Communicate:

- **Listening: Question 1: Instructions to students: Ask the students to listen attentively to the passage that you will be reading.**
- **Question 1: Instruct the students to read question 1 given in the Learn to Listen on page 91. Tell them that they must remember important details from the passage and underline the correct answer in the table.**
- **Read out the relevant listening passage once to the students. Make sure they are focused and pay close attention to the details.**
- To reinforce their learning, you can reread the passage, and have the students check their answers again. This helps to solidify their understanding and improves their listening skills. Be sure to provide positive feedback and support throughout the activity, making it an enjoyable and educational experience for the students.
- **Speaking: Pair work – Question 2: Divide the students into pairs. Instruct the pairs to study the table given on page 92. They can read and use the sample questions given in the question. Set a few ground rules for the students to follow:**
  - **One student will ask the question and allow time for the other student to respond. The questioning student will listen closely and in the end recap what they heard from the student giving answers. Then they will switch pairs.**
- **Group work – Question 3: Divide the students in groups of 3 or 4. Tell the groups to read question 3 thoroughly and form reasons and solutions to the problem of birds dying out. Give students a few minutes to discuss, facilitate them in giving clues like deforestation etc.**
- **Groups will present their ideas in front of the class**
- They will also assess their peers using the rubric given on page 92. Explain the parameters the pairs will assess each other. They will be giving their partners scores between 0 and 5. Explain the criteria for peer assessment, emphasizing the importance of providing constructive feedback on general awareness, listening, responding, politeness in disagreements, and contribution to discussions. Provide examples and encourage students to assess each other fairly and thoughtfully.
- Give the students time to share their assessments for each other positively, Remind students they have to be respectful and constructive while sharing their assessments.

<b>Class assessment:</b>	✓	✗
Can the students read the story Kakas of New Zealand?		
Can the students answer the comprehension questions accurately?		
Can the students write an article appropriately using the parameters taught?		
Can the students use phrasal verbs accurately?		
Can the students use pronouns in agreement with the antecedent aptly?		
Can the students listen attentively and answer questions correctly?		
Can the students have a conversation on a given topic appropriately, reflect and share their ideas?		

Can the students appropriately assess each other?		
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**Teacher's notes:**

- If students find it hard to read the story Kakas of New Zealand, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.
- If the students find difficulty in writing articles. Also provide examples of comic strips by bringing cuttings from newspapers and encourage them to be creative and expressive in their description.
- If the students struggle with identifying and using phrasal verbs with verbs give them extra worksheets to help reinforce the concept.
- If students struggle with sharing ideas, teachers can help them talk openly by giving them cues and help them express themselves. Or use role-playing activities to make them comfortable. OR give them scripts to guide their conversations.

## Unit 4 – Section 3 Something told the Wild Geese

<b>Grade: VI</b>	<b>Subject: English</b>	<b>Material: Textbook</b>
<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>

### Learning objectives:

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

- recite poems with appropriate pause, intonation and pronunciation
- read, compare, contrast, think critically and relate ideas to life
- infer the meaning of unfamiliar words by reading them in context
- understand the use of poetic devices such as repetition and imagery
- make oral and written presentations with posters using drawings and pictures

### Overview:

This poem talks of the geese which, in spite of the fact that it is still summer where they are, feel the urge to begin their winter migration. Something seems to tell them about the inescapable coming of winter and they realize that it is time to fly away to warmer regions.

### 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 and referential questions.
- speak in correct English.
- be an active participant in a group discussion.
- better his/her vocabulary.
- understand why poets often use the poetic device of repetition.
- understand what imagery is and appreciate its use in the poem.
- work in a group, gather information from various sources and make a poster on
- bird migration.
- compare the work of his/her team with that of the other teams and assess his/her team's
- work based on some given parameters.

### Generic skills:

- *Collaborative:* Students will work in groups to analyse the poem and draw out its meaning.
- Students will also work together to write a poem. (Learn to appreciate the poem, Activity)
- *Analytical:* Students will analyse the given text to arrive at the correct conclusion. (Learn to appreciate the poem)
- *Study skills:* Students will learn to appreciate a poem. (Learn to appreciate the poem)
- *Creativity:* Students will use their imagination to write a humorous poem. (Activity)

### Lesson structure: Pre-Reading:

- Write the term 'hibernation' on the board and ask the students if they know what it means. Once they come up with their answers, you may tell them that just as some animals use the technique of hibernation in order to survive harsh winters, migratory birds fly to warmer places before winter sets in.

### Reading:

- The meanings of difficult words have been given in little 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 poem.
- Ask the students to listen with their books shut while you read the poem aloud.
- Draw their attention to the difficult words and phrases given in the glossary. Add your explanation to these if necessary. Also, explain any other words or phrases you think they may find difficult to understand.
- Read the poem aloud once more and this time ask them to follow it in their books.
- You may then ask the students questions such as the following in order to see whether they have understood the poem:
  - *What are the things the wild geese were warned against?*
  - *What does the poet mean by 'remembered ice'?*
  - *What, according to you, does 'Winter in their cry' mean?*
- After the discussion, ask the students to read the poem silently once more.

### Learn to read:

- *Understand*
  - Let the students answer Questions 1–4 in their books.
  - Allow students to refer to the poem while answering.
  - Allow varied responses.
  - Now give the correct answers and ask the students to write them down in their notebooks.
- *Infer*
  - **Group work:** For Question no. 5, the students may work in groups.
  - The points for the answer should be written in their rough notebooks.
  - Ask a member of each group to read out the answer to the question.
  - The rest of the class may give their inputs.
  - Guide them to approach the question in the correct manner.
  - The answers are to be written by the students in their notebooks.
- *Appreciate*
  - For Question 6, explain how poets use 'repetition' as a poetic device to add emphasis to an idea.
  - **Pair work:** Let the students work in pairs to find instances of repetition in the poem.
  - For Question 7, explain 'imagery' to the students with the help of examples. Add how it enhances the effect of a poem.
  - **Group work:** Let the students attempt this question in groups.
  - Guide the students as required and clarify their doubts, if they have any.
  - Once they have jotted down the points, ask a member of each group to read out the answers to the questions. Ask the rest of the class if they agree.
  - In case of disagreement, they must put forth their views politely and respectfully.
  - After a thorough discussion, the answers are to be written by the students in their notebooks.

**Activity:**

- **Note:** Ask the students to research the migration of birds prior to the lesson.
- **Group work:** Divide the class into groups of four.
- Let the students attempt the activity given on pages 95 – 96.
- Remind them to consult an encyclopaedia or relevant websites in order to gather the required information.
- Encourage the students to prepare posters to present the information they have gathered about bird migration and use attractive pictures to embellish their write-ups.
- After all the groups complete their work, put the posters up on the school or class noticeboard.
- Now ask each student to compare his/her team's work with that of the other teams and use the table given on page 96 to evaluate their poster and give themselves a score between 0 and 5.

**Class assessment:**

	✓	✗
Can the students read the poem <i>Something Told The Wild Geese</i> with rhythm, intonation and stress appropriately?		
Can the students answer the comprehension questions accurately?		
Can the students present information according to the set parameters (relevant information, clear information, confidence, etc.)?		

**Teacher's notes:**

- If students find it hard to read the poem, teachers can pair them up with stronger readers to read together. Another option can be to read the poem aloud with elocution to demonstrate to the class while students follow along.
- If students struggle with sharing ideas, teachers can help them talk openly by giving them cues and help them express themselves. Or use role-playing activities to make them comfortable. OR give them scripts to guide their conversations.

## UNIT 5: THE OTHER WORLD – Section 1 The King’s Palace

<b>Grade: VI</b>	<b>Subject: English</b>	<b>Material: Textbook</b>
<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>
<p><b>Learning objectives:</b></p> <p><b>This section will help learners develop the following skills/competencies:</b></p> <ul style="list-style-type: none"> <li>• identify details, characters, main idea and sequence of ideas and events while reading</li> <li>• read, compare, contrast, think critically and relate ideas to life</li> <li>• infer the meaning of unfamiliar words by reading them in context</li> <li>• use grammar in context such as expressing appreciation and other emotions</li> </ul>		
<p><b>Overview:</b></p> <p>This story highlights the magical world of fantasy through the narrative of nostalgia. It tells the readers a narrative that a grandfather tells his grandchild. The narrative consists of stories that are full of the hues of imagination.</p>		
<p><b>Success criteria:</b></p> <p><b>By the end of the lesson, students should be able to:</b></p> <ul style="list-style-type: none"> <li>• understand the wonderful manner in which a child’s mind works.</li> <li>• realize that children can be gullible.</li> <li>• speak in correct English.</li> <li>• answer factual and inferential questions.</li> <li>• be an active participant in a group discussion.</li> <li>• better his/her vocabulary.</li> <li>• use the exclamation mark.</li> <li>• write a formal letter</li> </ul>	<p><b>Generic skills:</b></p> <ul style="list-style-type: none"> <li>• <i>Collaborative:</i> Students will work in groups and discuss answers to questions. They will also work together to improve their vocabulary and grammar, and conversation skills. [Learn to Read (Understand, Infer, Reflect), Learn Words, Learn Grammar, Learn to write]</li> <li>• <i>Analytical:</i> Students will analyse the given text to arrive at the correct conclusion. [Learn to Read (Understand, Infer)]</li> <li>• <i>Critical thinking:</i> Students will reflect and discuss the given questions and express their own opinions, supporting them with well-thought-out reasons. [Learn to Read (Reflect)]</li> <li>• <i>Study skills:</i> Students will use the dictionary to study and make new compound words. (Learn Words)</li> </ul>	

**Starter:**

**Use the Starter to make learners familiar with the theme of the unit that is, fantasy and the supernatural world.**

- Ask the students to attempt Qs.1 on page 99 on their own. Take their feedback on the white/blackboard.
- **Group work:** Read out Qs. 2 on page 99 to the students. Divide the class in small groups of believers and non-believers. For example, there can be three groups who believe in the supernatural and four groups who do not believe in it. In each group, write down reasons to support your belief. (You can think of your own experiences or about what you have read or heard.)
- **Large group discussion:** After you discuss it in small groups, form two large groups—one of believers and the other of non-believers—and have a debate in class.
- Remind the students that a debate does not mean to verbally argue with each other or offend each other. Views and ideas should be shared respectfully and with tolerance.
- Everyone has a right to their opinion.

**Lesson structure: Pre-Reading:**

- You can start by asking them if they have read fantasy literature.
- Ask them to name some of the books or stories they may have read.
- Allow a few responses.
- You can also ask them if they have ever been to a magic show.
- Ask some students to relate their experience to the class.

**Reading:**

- Read the first two pages of the story out and discuss the progression of the narrative in class. Ask students to read along silently.
- Draw their attention to the difficult words given in the glossary screen.
- Ask students to point out any other word(s) they find to be difficult or do not know the meaning of. Explain the meanings should any words be pointed out. Then, go on to read the rest of the story and repeat steps 2 and 3.
- Go on to give a brief summary of the story and discuss the highlights of the story.

Go on to give a brief summary of the story and discuss the elements in the extract.

**Note:** Both the techniques of silent reading (for comprehension) and reading aloud (for assessing pronunciation, intonation and stress) should be practised while explaining the lesson. As an assessment exercise, after the reading, you may ask the reader (or a peer) to tell you about any error which they feel were made in pronunciation, intonation or stress. Correct any other errors yourself. Further practice in modulation and expression could be effectively carried out as a separate exercise in which pairs/groups of students present dialogue and short passages.

### Learn to read:

- *Understand*
  - Q1 should be done individually in the book.
  - Call out the answers and explain the reason for each. Allow various responses.
  - For Q2 to 6, the students should work in pairs.
  - The points for each answer should be written in their rough notebooks.
  - **Pair work:** Ask at least four pairs to read out the answers to each question.
  - The rest of the class may give their inputs.
  - Guide them to approach each question in the correct manner.
  - The answers are to be written by the students in their notebooks.
  - Allow students to refer to the text while answering.
  - Ask students to raise questions should they not understand any particular answer.
- *Infer*
  - **Pair work:** Divide the class into pairs and allow them to discuss the answer among themselves. A class discussion can then be held on the same. Guide the students as required. The students may now write the answers in their notebooks.
- *Reflect*
  - This question should be attempted individually.
  - Each student is to be given time to think about the exercise and to write down points in his/her rough notebook.
  - Ask a few students to read out their points.
  - Guide them wherever required.
  - They may now write the answer in their notebooks.

### Learn words: Verbs: Seeing

- **Introduction:** Ask them to look at the given sentences and the explanation given on page 103. Elicit feedback from the students to check their understanding of their concept.
- On the board, list some more possible verbs of seeing. Make short and simple sentences with each listed verb and the ones you have listed as examples.
- Next, ask them to read the given passage in Qs. 1 and work out the answers.
- For the second and third sets of questions, suggest the answer to the first sentence given in the exercise.
- Then, ask them to attempt the rest of the exercise in their textbooks. Allow them to refer to their dictionaries.
- When they complete the exercise, ask the class to say the answers aloud. You may also ask individual students to do so.
- Discuss the answers.

### Learn Pronunciation: Syllables

- **Prior knowledge:** Ask the students to recall what syllables are. Elicit responses from the students and jotting them down on the whiteboard. Explain to the students that syllables are:  
**A syllable is a single, unbroken sound of a spoken (or written) word.**  
**A syllable has a vowel sound.**
- Discuss how words can have one or more syllables. Demonstrate how to count syllables by clapping each syllable in a word. For example, the word butterfly has three claps: but-ter-fly
- Ask the students to read the text given about stress and syllables in the speech bubble on page 104.
- Ask the students to read the sentence aloud:
  - P.C. Sorcar gives excellent *magic* shows. He is a great *magician*.
- Ask them to say aloud the words magic and magician. Emphasise on where the word needs to be stressed and how the stress changes when the word transforms from magic to magician.
- Ask the students to read the pairs of words given in Qs. 1. Ask them to practice them silently and then ask a few students to read them out aloud. Read the words together as a class, bringing to the students attention where the stress is needed.

### Learn Grammar: *would* and *used to*

- Before working on the exercise, discuss the rules, ask questions to ensure that the learners have understood what they need to do in the given task. Individual learners may be asked to read out the rules. Encourage learners to refer to the rules and ask questions while they are doing the exercise.
- ***Would and Used to:*** Ask them to read the sentences given on page 105.
- Explain the rules regarding the use of the term *would* (which is used when we remember some past actions and events), and the phrase *used to* (which is used for describing past states). Ask them to read the information given in the speech bubble.
- Provide a few short sentences as examples for each of these terms.
- Ask them to read the explanation and the examples provided on page 105. Ask the students to share more examples of how *would* is used.
- Next, ask them to attempt Qs. 1 given.
- Allow them to refer to the story they have just read to see how the terms are used in a particular situation.
- When they complete the exercise, ask the class to say the answers aloud. Discuss the answers.
- ***Expressing Appreciation and Other Emotions:*** Ask them to study the examples given on page 106.
- Give a few example sentences which illustrate the use of the exclamation mark.
- Ask them to attempt the given exercise in the book. When they complete the exercise, ask the class to say the answers aloud. Discuss the answers.

## Learn to Write: Formal Letter writing

- **Introduction:** Ask students if they have ever written a formal letter or an email to the headmistress or teacher, or even a letter of complaint. Discuss their experiences briefly.
- **Video watching:** Tell the students that they will be viewing a video on formal letters and learn more about formal letters. Play the video for the students by scanning the QR code. After viewing the video ask the students questions related to the video to gauge their understanding.
- Introduce the concept of Formal letters, explaining that they are used to communicating with people they may not know, organisations or professionals:
  - **Formal letters and emails** are written communications addressed to individuals or organizations in a professional or official capacity. They follow a specific structure and use formal language and tone. Examples include applications, complaints, requests, and official announcements. Key elements include the sender's address, date, recipient's address, formal salutation, clear and concise body, formal closing, and signature.
- **Features of a Formal Letter – Parts of a Formal Letter:** Discuss the following features of a formal letter:
  - **Sender's Address:** The address of the person writing the letter.
  - **Date:** The date the letter is written.
  - **Recipient's Address:** The address of the person receiving the letter.
  - **Salutation:** A formal greeting, such as "Dear Mr./Ms. [Last Name],".
  - **Subject Line:** A brief statement about the purpose of the letter (optional but useful).
  - **Body:** The main content of the letter, usually divided into three parts:
    - *Introduction:* States the purpose of the letter.
    - *Main Content:* Provides details and information.
    - *Conclusion:* Summarizes the main points and states any actions required.
  - **Closing:** A formal closing phrase, such as "Sincerely," or "Yours faithfully,".
  - **Signature:** The sender's name and, if applicable, their title.
- **Discussion – Pair work:** Bring samples of formal letters to the class. Show examples of formal letters and ask pairs to highlight these parts. Discuss the tone and language used in informal letters. Elicit responses from the pairs highlighting the features of a formal letter.
- **Brainstorming – Pair work:** Have students brainstorm the question given on page 106. Draw their attention towards the template given on page 107 and discuss what they can include in it.
- **Model Writing:** Following the template on page 107, start to write a sample formal letter on the board, involving pairs in the process. Ask for their input on what to include in each part of the letter.
- **Individual work:** Students will then write their own formal letter answering the question. They will refer to the template they filled with their pair partner to help them structure their individual letters in their notebooks.
- **Peer Review:** Pair students to exchange letters and provide feedback on each other's work. Peers need to assess if all the discussed features of a formal letter are included in their friend's work.
- **Sharing:** Invite a few students to read their letters aloud to the class.
- **Reflection:** Discuss what they learned about writing formal letters and how they can use this skill in real life.

<b>Class assessment:</b>	✓	x
Can the students read the story The King's Palace ?		
Can the students answer the comprehension questions accurately?		
Can the students use would and used to accurately?		
Can the students express appreciation and other emotions using exclamation marks?		
Can the students write a formal letter using the given parameters?		
<p><b>Teacher's notes:</b></p> <ul style="list-style-type: none"> <li>• If students find it hard to read the story, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.</li> <li>• If students can't use new words in sentences, teachers can play word games to make learning fun. They can also give them sentence starters to help them begin. Or show pictures or use flashcards to explain the meanings.</li> <li>• If students have a hard time using expressive words, teachers can create a word wall with descriptive words for reference. A quick and easy activity can be to encourage students to describe objects, people, or scenes. If students struggle with writing informal letters, teachers can provide sample informal letters for the students to read. Provide sample formal letters as well for students to make comparisons.</li> </ul>		

## UNIT 5 – Section 2 Houdini

<b>Grade: VI</b>	<b>Subject: English</b>	<b>Material: Textbook</b>
<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>

### Learning objectives:

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

- read a variety of texts for pleasure (here, non-fiction)
- refer to the dictionary
- attempt descriptive writing

### Overview:

The section tells readers the story of Harry Houdini, a famous stage magician and stunt performer, noted for his sensational escape acts. It talks about some of his most thrilling and dramatic escapes, some of them so difficult that it is almost incredible that Houdini actually pulled them off.

### Success criteria:

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

- appreciate a man who gained fame and popularity by performing tricks that were truly
- unbelievable.
- speak in correct English.
- answer factual, inferential and value-based questions.
- actively participate in group discussions.
- better his/her vocabulary.
- learn to study a dictionary entry and apply what they learn from it.
- write a composition describing a magic show.
- hone their listening skills and answer questions based on the radio broadcast of a film review that they hear.
- discuss with his/her classmates and think of unusual stories for a few unusual news headlines provided.
- observe his/her classmates as they narrate the unusual stories, take notes as they do, and later, use a given table to assess the performance of his/ her peers based on the given parameters.

### Generic skills:

- *Collaborative:* Students will work in groups and discuss answers to questions. They will also work together to improve their vocabulary and grammar, and conversation skills. [Learn to Read (Understand, Infer, Reflect), Learn Words, Learn Grammar]
- *Analytical:* Students will analyse the given text to arrive at the correct conclusion. [Learn to Read (Understand, Infer)]
- *Critical thinking:* Students will reflect and discuss the given questions and express their own opinions, supporting them with well-thought-out reasons. [Learn to Read (Reflect), Learn to write, Learn words, Learn to communicate]

### Lesson structure: Pre-Reading:

Ask students if they enjoy watching magic tricks or shows and why they do so. Some of the points that may come up are: how illusion and the art of magic make people experience the impossible, the entertainment magic provides, the skill of the magician, the element of wonder as we are left guessing as to how it was done, excellent showmanship, etc. The discussion is likely to be an animated one, so, ensure that discipline is maintained. Now tell them that they are going to read about a magician who pulled off seemingly impossible stunts and manage to effect stunning escapes.

### Reading:

- Ask students to take turns to read the lesson aloud in class.
- Ensure that each student reads at least 10–12 lines.
- At the end of each page, explain the content, drawing attention to and explaining the difficult words and phrases.
- At the end, ask a few questions to check if the students have understood the content of the lesson.

### Learn to read:

- *Understand*
  - Ask the students to answer Questions 1, 4 and 8 in their notebooks. Then let them work on Questions 2, 3, 5, 6 and 7.
  - Allow students to refer to the text while answering.
  - Ask them to write down the points in their rough notebooks.
  - Ask at least three students to read out each answer.
  - Ask the class if they agree with the answers.
  - Now discuss the correct answers in detail and ask the students to write them down in their notebooks.
- *Infer*
  - **Group work:** Let students discuss Question 9 in groups of three or four. Guide them to approach the question in the correct manner.
  - Allow the students some time to frame their answers. Then, ask each group to present their answer to the rest of the class.
  - Let students from other groups give their inputs. Offer your suggestions if required.
  - Let students answer Question 10 individually in their notebooks. Ask them to provide the reasons behind their answers.
  - Later, ask a few students to read out their answers.
- *Reflect*
  - Divide the class into groups of four or five and ask them to discuss Question 11. Guide the discussion as and when required.
  - Later, ask a representative from each group to present their views to the rest of the class.
  - Ask the other students if they agree/disagree along with reasons for the same.
  - In case of disagreement, they should be asked to put forth their views politely and respectfully.
  - If there is time, allow more students to present their ideas in class.
  - After a thorough discussion, the students may write the answers in their notebooks.

### Use the dictionary

- Ask the class to study the given dictionary extract.
- Explain the given material and clarify the doubts of the students, if they have any.
- If time permits, give them a few more examples of such dictionary entries.
- The students should then complete the exercise of filling in the blanks.
- Ask a few students to read out their answers. Make corrections if needed.

### Learn Grammar: Types of Sentences

- **Video watching:** Tell the students that they will be viewing a video on Types of Sentences and learn more about different types of sentences. Play the video for the students by scanning the QR code. After viewing the video ask the students questions related to the video to gauge their understanding.
- Ask the students to read the four types of sentences on page 113. Write them on the white/blackboard.
- Explain each sentence and elicit more examples of different types of sentences from the students.
- **Activity – Sorting:** Prior to the lesson write examples of different sentences on pieces of paper. Divide the students in groups. Give each group at least five sentences and ask them to sort them into the four categories.
- Ask the students to share their findings with the class once done.
- Now ask the students to attempt Qs. 1 in their textbooks, by writing the type of sentence in front of the sentence.

### Learn Grammar: Future Tense

- **Prior knowledge:** Ask the students to recall what is the future tense. Recap with the students and take their feedback on the white/board.
- Ask the students to read the explanation on future tense given on page 114. Take examples of each of the category of future tense learnt.
- **Pair work:** Ask the pairs to find the differences between simple future, future continuous and future perfect. You can share the following table with the students to help them consolidate their learning:

Tense	Structure	Usage	Example
Simple Future Tense	will + base form of the verb	To describe actions that will happen in the future.	She will travel to Paris next wee.
Future Continu-ous Tense	will be + present participle (verb+ing)	To describe actions that will be in progress ato a specific time in the future.	She will be traveling to Paris at this time next week.
Future Perfect Tense	will have + past participle	To describe actions that will be completed before a specific time in the future.	She will have traveled to Paris by next week.

The table can be put up on the display board for students to refer to while working or revise.

- Now ask the students to attempt Qs. 2 on page 114. Ask them to read and check their sentences after completing the exercise to ensure the sentence read correctly. Ask a few students to share their responses.

### Learn to Write: Describing a Magic Show

- **Introduction:** Start with a discussion about magic shows. Ask students if they have ever seen a magic show and what they remember about it.
- **Introduce the writing task,** explaining that they will describe a magic show, focusing on the tricks performed and their favorite trick.
- **Features of Descriptive Writing:** Discuss the following features of descriptive writing:
  - **Sensory Details:** Explain the importance of using sensory details (sight, sound, touch, taste, smell) to make descriptions vivid and engaging.
  - **Example:** The magician's colorful costume glittered under the bright stage lights.
  - **Adjectives and Adverbs:** Discuss how adjectives and adverbs can enhance descriptions.
  - **Example:** The magician skillfully pulled a rabbit out of his hat.
  - **Figurative Language:** Introduce similes and metaphors to add creativity to writing.
  - **Example:** The magician moved as gracefully as a dancer.
- **Guided Practice:** Read the provided example of the rope trick aloud given on page 114. Discuss the sensory details, adjectives, adverbs, and figurative language used.
- **Brainstorming:** In groups of three, have students brainstorm ideas for their magic show description. Encourage them to think about the tricks performed and their favorite trick. Encourage them to write their ideas and description and give a presentation in front of the class.
- **Individual Work:** Students write their own description of a magic show in 100-150 words, using brainstormed ideas and focusing on sensory details, adjectives, adverbs, and figurative language.
- **Peer Review:** Groups exchange their descriptions and provide feedback on each other's work, focusing on the use of descriptive elements.
- **Sharing:** Invite a few students to read their descriptions aloud to the class.
- **Reflection:** Discuss what they learned about descriptive writing and how they can use these skills in other writing tasks.
- **Articles (mini-lesson):** Recap what are articles with the students and elicit their feedback on the white/blackboard. Ask the students to read the description for articles given on page 115. Ask the students questions to check their understanding of the topic.
- **Ask the students to attempt Qs. 2 in their notebooks. Ask them to highlight the articles they used.**

**Learn to Communicate:**

- **Listening: Question 1: Instructions to students: Ask the students to listen attentively to the passage that you will be reading.**
- **Question 1: Instruct the students to read question 1 given in the Learn to Communicate on page 115. Tell them that they must remember important details from the passage.**
- **Read out the relevant listening passage once to the students. Make sure they are focused and pay close attention to the details. Ask them to fill out the blanks from as much as they can remember.**
- To reinforce their learning, you can reread the passage, and have the students check their answers again and fill out any details they missed. This helps to solidify their understanding and improves their listening skills. Be sure to provide positive feedback and support throughout the activity, making it an enjoyable and educational experience for the students.
- **Speaking – Question 2**
- **Group work: For exercise 2, divide the class into groups of three or four and ask students in each group to read the question and the headlines given in the exercise.**
- **For each of the headlines, ask them to think of an unusual story which should answer the list of given questions. Ask the students to read the example given in the exercise.**
- **Provide enough time to allow the students to form their answers. After they have composed their story, ask one student from each group to tell the story to the whole class. Ask the rest of the class to evaluate the performance of the speaker using the given table. They should award each speaker a score between 0 and 5.**
- **You can perform a scoring activity for the first speaker and share your results with the class to enable them to understand the evaluation process. The speaker with the highest score can be applauded by the others in class.**

<b>Class assessment:</b>	✓	✗
Can the students read the story Houdini?		
Can the students answer the comprehension questions accurately?		
Can the students differentiate between different types of sentences?		
Can the students break words into syllables accurately?		
Can the students differentiate between different types of future tense?		
Can the students use would for habitual actions correctly?		
Can the students write a descriptive article using appropriate descriptive words?		
Can the students listen to details and answer relevant questions?		
Can the students present ideas with confidence?		
Can the students assess their peers with respect and fairness?		

**Teacher's notes:**

- If students find it hard to read the story Houdini, teachers can pair them up with stronger readers to read together. Another option can be to read the story aloud to the class while students follow along. Or break the story into smaller parts and go over each part slowly.
- If students can't use new words in sentences, teachers can play word games to make learning fun. They can also give them sentence starters to help them begin. Or show pictures or use flashcards to explain the meanings.
- If students struggle with tenses, teachers can give them more practice exercises focused on tenses. Or work together on correcting sentences on the board. Another option can be to offer one-on-one help to explain grammar rules.
- If students have a hard time using descriptive words, teachers can create a word wall with descriptive words for reference. A quick and easy activity can be to encourage students to describe objects, people, or scenes. Lastly, provide examples of good descriptive sentences and discuss them.
- If students struggle with practising dialogue, teachers can demonstrate the dialogues with another teacher or student. Or use role-playing activities to make them comfortable. OR give them scripts to guide their conversations.

## UNIT 5 – Section 3 Eldorado

<b>Grade: VI</b>	<b>Subject: English</b>	<b>Material: Textbook</b>
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<b>Teacher:</b>	<b>Date:</b>	<b>Week:</b>
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**Learning objectives:**

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

- recite poems with appropriate pause, intonation and pronunciation
- locate sequence of ideas, events and identify main idea of a story/poem through various types of comprehension questions.
- understand the use of poetic devices such as refrain

**Overview:**

The poem describes the journey of a valiant knight in search of the mythical city of Eldorado. He spends much of his life on this quest, but to no avail. As he grows old and loses his strength, he meets a 'pilgrim shadow' and asks him about the location of this city of legend. The enigmatic shadow replies that the way lies through the 'Valley of the Shadow'.

**Success criteria:**

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

- enjoy reading a poem by a celebrated author and understand the message it conveys.
- appreciate the change of mood in the poem—at first grand optimism, then threatening gloom, followed by despair and a fear of failure, and finally, the sombre suspense of an enigmatic reply.
- answer factual and inferential questions.
- speak in correct English.
- be an active participant in a group discussion.
- better his/her vocabulary.
- understand why poets use the poetic device of refrain.
- work in a group, discuss the tone/mood of the poem and then, write a scary story.
- compare the work of his/ her team with that of the other teams and evaluate his/her team's story and their teamwork based on certain given parameters.

**Generic skills:**

- *Collaborative:* Students will work in groups and discuss answers to questions. They will also work together to improve their vocabulary and grammar, and conversation skills. [Learn to Read (Understand, Infer, Reflect), Learn Words, Learn Grammar]
- *Analytical:* Students will analyse the given text to arrive at the correct conclusion. [Learn to Read (Understand, Infer)]
- *Critical thinking:* Students will reflect and discuss the given questions and express their own opinions, supporting them with well-thought-out reasons. [Learn to Read (Reflect)]
- *Study skills:* Students will use the dictionary to study and make new compound words. (Learn Words)

### Lesson structure: Pre-Reading:

- Ask the students if they know about *The Wizard of Oz*. While talking about the quest for brains, a heart and courage in *The Wonderful Wizard of Oz*, introduce the theme of quest in literature by telling the class how, in fiction, we often read about a difficult journey towards a goal, which is often symbolic or allegorical (e.g., Frodo Baggins's quest to destroy the One Ring in *The Lord of the Rings*, Sir Galahad's quest for the Holy Grail, etc.). The quest usually calls for a great deal of exertion on the part of the hero, who has to overcome several obstacles, and it typically entails much travel. The object of a quest may also have supernatural properties, often leading the protagonist into other worlds and dimensions.

### Reading:

- Ask the students to close their books and listen carefully as you read the poem aloud.
- Draw their attention to the difficult words given in the glossary. Add your explanation to these if necessary. Also, explain other words or phrases you think they may find difficult to understand.
- Read the poem aloud once more and this time ask them to follow it in their books. Then, ask them the following questions to see whether they have understood the poem:
  - Why did a shadow fall over the knight's heart?
  - What do you think the 'shade' meant when he said that the knight would have to 'boldly ride' down the Valley of the Shadow?
- After the discussion, ask the students to read the poem silently once more.

### Learn to read:

- *Understand*
  - Let the students answer Questions 4 in their books. Then let them work on Questions 1, 2 and 3.
  - Allow students to refer to the poem while answering.
  - Allow varied responses.
  - Now give the correct answers and ask the students to write them down in their notebooks.
- *Infer*
  - **Group work:** For Question no. 5, the students may work in groups.
  - The points for the answer should be written in their rough notebooks.
  - Ask a member of each group to read out the answers to the question.
  - The rest of the class may give their inputs.
  - Guide them to approach the question in the correct manner.
  - The answers are to be written by the students in their notebooks.
- *Appreciate*
  - Let each student attempt question 6 individually. Discuss the answers and correct if required.
  - Explain what a 'refrain' is, and with the help of examples, illustrate how and why poets use this poetic device.
  - Questions 7 should be worked on individually. Guide the students as required and clarify their doubts if they have any.
  - Ask at least three students to read out the answers to each question.
  - Ask the rest of the class if they agree.
  - In case of disagreement, they must put forth their views politely and respectfully.
  - After a thorough discussion, the answers are to be written by the students in their fair notebooks.

**Activity:**

- **Group work:** Divide the class into groups of four. Let the students attempt Questions 1 and 2.
- Ask one member from each group to share their answers with the rest of the class. Allow varied responses. Discuss the answers in detail.
- Now ask the groups to read Question 3 and 4 carefully. Clarify their doubts if they have any. Refer to the elements of the story on page 122
- Remind the students to follow the given framework in order to write a well-organized story.
- Give the groups some time to write their stories. Then ask a representative from each group to read out his/her group's story to the rest of the class.
- Now ask each student to compare his/her team's work with that of the other teams and use the table given on page 121 to evaluate their story and give themselves a score between 0 and 5 feedback and praise for the effective use of descriptive language using tenses.

**Class assessment:**

	✓	✗
Can the students read the poem Eldorado with rhythm, intonation and stress appropriately?		
Can the students answer the comprehension questions accurately?		
Can the students write and present a scary story in the correct parameters?		
Can the students write a paragraph appropriately?		

**Teacher's notes:**

- If students find it hard to read the poem Eldorado, teachers can pair them up with stronger readers to read together. Another option can be to read the poem aloud with elocution to demonstrate to the class while students follow along.
- If the students struggle with writing a scary story, ask them to read a few stories to build their imagination
- If students struggle with sharing ideas, teachers can help them talk openly by giving them cues and help them express themselves. Or use role-playing activities to make them comfortable. OR give them scripts to guide their conversations.

# ANSWER KEY

## Unit 1: Just for Fun

### Starter

1. a. Moin Akhtar – c.    b. Charlie Chaplin – a.    c. Rowan Atkinson – b.
2. Encourage students to share a personal or observed funny incident that made others laugh. Emphasize storytelling skills, including clear details and expressive narration. After sharing, facilitate a discussion on the importance of spreading happiness and how laughter positively impacts people's lives.

### Section 1: Uncle Podger Hangs a Picture

#### Learn to read (pg. 6-7)

1. a) The job Uncle Podger undertook was to hang a picture on the wall.  
b) He caused commotion by involving the entire household, giving multiple instructions, misplacing objects, injuring himself, and making the process chaotic.
2. Five things Uncle Podger used:
  - Nails
  - Hammer
  - Step-ladder
  - Rule (measuring tape)
  - Picture-cord
3. a) Uncle Podger asked people to search for his coat because he needed his handkerchief, which was inside it, to tie up his injured finger.  
b) The coat was found under him—he had been sitting on it the whole time.  
c) The incident shows that Uncle Podger is forgetful, absent-minded, and disorganized.
4. No, Uncle Podger does not do all the work himself. Instead, he constantly orders everyone around, loses things, makes a mess, and needs help from the entire family to complete the task.
5. a) True  
b) True  
c) False—He required multiple attempts and still ended up hanging the picture crookedly.
6. The family felt tired and miserable because the process was long, chaotic, and exhausting. The wall was damaged, and only Uncle Podger was satisfied with his work.
7. The best words to describe Uncle Podger:
  - Clumsy
  - Messy
  - Comical
  - Bossy
  - Funny

8. Ask students to choose two funny incidents from the story and explain why they find them amusing. Encourage them to consider Uncle Podger's clumsiness, the confusion he creates, and the reactions of other characters. Let them discuss their choices in small groups before sharing with the class.
9.
  - a) Guide students to discuss the importance of respecting and obeying elders. Encourage them to share personal experiences and cultural perspectives.
  - b) Lead a discussion on how to communicate respectfully with older family members when they disagree with them. Encourage students to think of polite and considerate ways to express their opinions.

### Learn words (pg. 7)

1. Ask students to think of words that commonly pair with the given nouns to form meaningful compound nouns. Some examples are:
  - a) **post** - post office
  - b) **alarm** - alarm clock
  - c) **blood** - blood pressure
  - d) **book** - bookshop
  - e) **labour** - labour union
  - f) **greenhouse** - greenhouse effect
  - g) **luxury** - luxury car
  - h) **traffic** - traffic jam
2. **Match words to form compound nouns**
  - **pedestrian** → **crossing** → pedestrian crossing
  - **youth** → **club** → youth club
  - **brain** → **drain** → brain drain
  - **data** → **bank** → data bank
  - **deck** → **chair** → deck chair
3.
  - a) In recent years, Pakistan has seen a lot of **brain drain**.
  - b) Financial analysts go to a **data bank** for information.
  - c) The tourist was relaxing in a **deck chair** on the beach.
  - d) An old man was waiting at the **pedestrian crossing** for a long time.
  - e) A cultural programme was organized by the **youth club** in the colony.

### Learn pronunciation (pg. 8)

Explain the concept of syllables and vowel sounds using examples from the text. Ask students to break the given words into syllables and underline the vowel sounds in each. Encourage them to say the words aloud to identify the syllables more easily. Discuss their answers as a class to reinforce correct pronunciation.

### Learn grammar (pg. 9-10)

1. Ask students to think of someone they know who has unusual habits or behaves in a unique way. Explain how *would* can be used to describe repeated actions or habits in the past. Provide examples from daily life (e.g., "He *would* always talk to his plants" or "She *would* wear mismatched socks every day"). Instruct students to write a short paragraph (80-100 words) using *would* appropriately. Encourage creativity and discussion before writing.
2.
  - a) **How often do you visit your grandparents?**  
*I visit my grandparents once a month.*

**b) How many times do you brush your teeth every day?**

*I brush my teeth twice a day.*

**c) How often do you go to the park?**

*I go to the park three times a week.*

**d) How many times did you go on a trip last year?**

*I went on a trip twice last year.*

**e) How often do you go to the library?**

*I go to the library once a week.*

*(Note: Students' answers may vary.)*

### **Learn to write (pg. 10)**

Instruct students to write a detailed description of a day in Uncle Podger's life, using past continuous for ongoing actions (e.g., *was searching*) and past perfect for actions completed before another past event (e.g., *had lost*). They must include at least five sentences in each tense and highlight the verbs. Provide the given opening lines to guide them. Encourage creativity and humor while ensuring proper tense usage. Have students review each other's work before submission.

### **Section 2: Frogs in the Fountain**

#### **Learn to read (pg. 15)**

**1. Tick the correct answer.**

**a)** Granny surrounded her house with marigolds because she:

i. believed the smell would keep the snakes away.

**b)** The author says he has a double chin because:

ii. his grandmother had one.

**2.** Was the author fond of food? How can you tell?

Yes, the author was fond of food. This is evident from his indulgence in second helpings throughout his life, his enjoyment of koftas, and his humorous response to Dr. Anwar about his food intake.

**3. Describe:**

**a. How the frogs entered the fountain and the house.**

The frogs entered the fountain when the author introduced small fish into the lily pond, not realizing there were tadpoles in the bucket. The tadpoles thrived and turned into frogs, which then multiplied and spread into the house, especially the veranda, where they kept the family awake with their singing.

**b. Where the frogs were finally sent and why.**

The frogs were finally sent to Lahore Zoo. Granny hired laborers to round up the frogs and they were initially dumped near a pond behind the railway station. However, they spread to the station waiting rooms and platforms, prompting the stationmaster to have them packed into boxes and sent to the zoo as a free gift.

**4.** When Aunt Mabel saw the frog in the potty, how did she react? Do you think she was just being silly?

Aunt Mabel screamed for help when she saw the frog in the potty. She was clearly distressed and left for Lahore, saying she would be safer in a zoo. While her reaction might seem exaggerated, it reflects her genuine fear and discomfort with the situation, so it wasn't just silliness.

**5. Pick out three sentences from the story that you find funny.**

Encourage students to read the story carefully and identify sentences that made them laugh. Discuss why these sentences are humorous. This activity helps students understand the use of humor in writing and how it can enhance a story. Ask students to share their chosen sentences and explain why they

found them funny. This can lead to a lively discussion and help students appreciate different types of humor.

**6. Do you think Aunt Mabel is an odd person? Think of five words to describe her. Give reasons to explain your choice of words. Work in groups of three or four.**

Divide the class into small groups and ask them to discuss Aunt Mabel's character. Encourage them to think of five descriptive words and provide reasons for their choices. This activity promotes critical thinking and helps students practice justifying their opinions with evidence from the text. After group discussions, have each group share their words and reasons with the class, fostering a collaborative learning environment.

**7. Aunt Mabel is funny and behaves oddly. There are people like her in all families. Children make fun of such people and laugh at them and, unknowingly, hurt their feelings. Discuss the following in small groups: a. Why do we make fun of people whose behaviour is strange or unusual? b. Is it right to do so? c. How can we become more sensitive towards those whose behaviour is odd and not like that of others?**

This activity aims to develop empathy and social awareness among students. Start by discussing the importance of respecting differences and understanding that everyone has unique traits. Divide the class into small groups and ask them to discuss the questions. Encourage them to think deeply about the reasons behind making fun of others and the impact it can have. After the group discussions, bring the class together to share their thoughts and ideas on how to be more sensitive and respectful towards others. This can lead to a meaningful conversation about kindness and acceptance.

**Learn words (pg. 16-17)**

**1. Study the strip carefully.**

Encourage students to carefully observe each frame of the cartoon strip featuring Lazy Larry. Ask them to describe what they see in each frame with one or two sentences. Then, guide them to combine these sentences to form a coherent story, adding necessary details to make the narrative engaging. This activity helps students practice their observation, sequencing, and creative writing skills. It also allows them to explore character traits and how actions can reflect personality.

**2. Think of a person you know who is lazy and does not like to do homework and tests. It could be a classmate or someone in your family. Create a comic strip (80-100 words) about this person and explain with an example why you think he/she is lazy.**

Encourage students to think creatively and use both words and images to tell their story in the comic strip. Explain the importance of visual storytelling and how it can enhance their narrative. Guide them to focus on clear, concise dialogues and descriptive images that convey actions and emotions effectively. Emphasize the need for proper punctuation and word choice in speech bubbles. This activity helps students develop their writing, drawing, and storytelling skills while understanding the impact of laziness on academic performance.

**Learn grammar (pg. 17)**

**1. Identify the binomial pair within each sentence:**

- a)** a. Neat and tidy
- b)** b. Far and wide
- c)** c. Thick and thin
- d)** d. Pros and cons
- e)** e. Trial and error

Encourage students to create their own sentences using the identified binomial pairs. Explain that binomial pairs are commonly used in everyday language to convey specific meanings. Ask students to

think of situations or contexts where these pairs would be appropriate and meaningful. Provide examples and prompt them to share their sentences with the class. This activity helps students understand the usage of binomial pairs and enhances their sentence construction skills.

**2. Think of other binomial pairs you know and use them to write your sentences**

Encourage students to think of other binomial pairs they know and use them to write their own sentences. Explain that binomial pairs are often used to emphasize contrast or completeness. Ask students to share their sentences with the class and discuss the meanings conveyed by each pair. This activity helps students expand their vocabulary and understand the use of binomial pairs in context.

**Learn to write (pg. 18)**

Explain the difference between main verbs and helping verbs to the students. Provide examples to illustrate how helping verbs assist the main verbs in forming different tenses, moods, or voices. Ask students to write a short paragraph describing their daily routine, ensuring they use at least three main verbs and three different helping verbs. Encourage them to highlight the main verbs and helping verbs to demonstrate their understanding. This activity helps students practice identifying and using verbs correctly, enhancing their grammar skills.

**Learn to communicate (pg. 18)**

**1. You will listen to three jokes. Match each joke to a picture given below.**

Play the audio of the three jokes for the students and ask them to look at the pictures. Ask students to listen carefully to each joke and match it to the corresponding picture. Encourage them to pay attention to the details in both the jokes and the pictures to make accurate matches. This activity helps students improve their listening skills and their ability to make connections between spoken words and visual representations.

**2. Listen again. In pairs, give each joke a score between 0–3.**

Ask students to listen to the jokes again and work in pairs to score each joke based on its humor. Encourage them to discuss their opinions and reasons for the scores they give. This activity helps students develop their listening and critical thinking skills while engaging in collaborative discussions.

**3. Work in pairs. Ask and answer the following questions:**

Encourage students to engage in meaningful conversations by asking and answering the provided questions in pairs. Remind them to take brief notes and stay focused on the discussion. Emphasize the importance of active listening and respectful communication. After the discussions, guide students to evaluate their partners using the provided scoring table, fostering a collaborative and reflective learning environment.

**Section 3: Dear Mum**

**Learn to read (pg. 22)**

**1. What happened to the following things at home? In your own words, complete the table below.**

- a) **The cup** - It broke by itself.
- b) **The blue vase** - A crack appeared in it.
- c) **The sink** - It mysteriously overflowed without the tap being turned on.
- d) **The washing machine** - The cat somehow managed to turn it on from the inside.
- e) **The flour** - It self-raised.
- f) **The new white carpet** - Muddy footprints appeared on it.

**2. The child in the poem says: ... without me even turning on the tap, the sink mysteriously overflowed.**

- a) **Is this possible?** - No, it is not possible for the sink to overflow without the tap being turned on.
- b) **What might have caused the sink to overflow?** - The child might have left the tap running, causing the sink to overflow.
- c) **Explain the meaning of 'mysteriously' in this line.** - «Mysteriously» suggests that the overflow happened in an unexplained or puzzling manner.
3. a) **Which phrase suggests that the child might have caused the jam stain on the kitchen wall?** - «A strange jam stain about the size of a boy's hand.»
- b) **Which lines suggest that the child is scared of his mother's reaction?** - «So, knowing you're going to have a fit, I've gone over to Gran's for a bit.»
- c) **Which four words create a sense of mystery in the poem?** - «Mysteriously,» «magic,» «haunted,» «strange.»
4. Which of the things that the boy describes is most unbelievable?  
The cat turning on the washing machine from the inside is the most unbelievable.
5. Think of five words to describe the boy in the poem.  
Mischievous, imaginative, scared, humorous, creative.
6. Who do you think might have really caused these things to happen?

Encourage students to think critically about the events described in the poem and consider the possibility that the child might be responsible for the mishaps. Ask them to discuss their thoughts and provide reasons for their conclusions. This activity helps students develop analytical skills and understand character motivations.

7. Why do you think the child writes a letter to his mum? What would you do in a similar situation?

Guide students to explore the reasons behind the child's decision to write a letter instead of facing his mother directly. Discuss the emotions and fears that might drive such a choice. Encourage students to reflect on how they would handle a similar situation, fostering empathy and self-awareness.

8. Discuss the central theme of the poem and explain how the poet uses imagery and language to convey this theme. Provide specific examples from the poem to support your answer.

The central theme of the poem is the child's imaginative and humorous explanation of the mishaps at home to avoid getting into trouble. The poet uses vivid imagery and playful language to create a sense of mystery and humor. For example, phrases like "the sink mysteriously overflowed" and "the cat managed to turn on the washing machine" illustrate the child's creative storytelling.

9. There is an element of mystery in the poem that suggests that all the naughty things are being done by a ghost or a spirit: 'I think the house is haunted.'

Phrases/sentences that create an atmosphere of mystery include:

- "A crack appeared in the blue vase."
- "The sink mysteriously overflowed."
- "A strange jam stain about the size of a boy's hand."
- "I think the house is haunted."

### Activity (pg. 23)

1. Divide into groups of four. Think of at least five naughty things that you do and make a list. Encourage students to work collaboratively in groups of four to brainstorm and list five naughty things they have done. This activity promotes teamwork and helps students share their experiences in a fun and engaging way. Ensure that the discussion remains respectful and appropriate.
2. Write a paragraph (about 120-150 words) about a weekend you spent with your mum. Use at

least two gerunds, two present participles, and one past participle. Ensure you correctly use aspects of time (past, present, future) to describe the events. Highlight the gerunds and participles to show your understanding.

Explain the use of gerunds, present participles, and past participles to the students. Provide examples to illustrate their usage. Ask students to write a paragraph about a weekend spent with their mum, incorporating the required grammatical elements. Encourage them to highlight the gerunds and participles to demonstrate their understanding. This activity helps students practice their grammar skills and improve their writing.

3. Use the information on the list and write a humorous poem like the one you have just read. It can be a silly one in any form you would like. After you have finished the poem and all the poems have been displayed, evaluate your own work to see how you contributed to the group's effort. Use the following table and award yourself scores between 0 and 5.

Guide students to use the list of naughty things to create a humorous poem. Encourage creativity and allow them to choose any form for their poem. After completing the poems, display them and ask students to evaluate their own contributions to the group's effort using the provided scoring table. This activity fosters creativity, self-assessment, and collaborative learning.

## Unit 2: Family Values

### Starter

1. In the first picture, it seems like the child is sitting with his grandparents. Specifically, in his grandmother's lap reading from a paper. The grandfather is reading a newspaper in the background.  
In the second picture, a father is helping his son and daughter with their homework.
2. I believe that the five most important things in a relationship are: trust, honesty, kindness, support and fun.  
(Answers may vary, accept all relevant answers.)
3. I have a special relationship with my older sister. She's 16 years old. We do a lot of fun things together, like playing video games and baking cookies. She's always there to help me with my homework and listens to me when I have something on my mind. What makes our relationship special is that she understands me better than anyone else. Even when I'm upset, she knows how to cheer me up. We have our own inside jokes and secret handshakes, which makes me feel like we have a unique bond.  
(Answers may vary, accept all relevant answers.)

### Section 1: About Grandfathers and Trees

#### Learn to read (pg. 31)

1. c. the relationship between the narrator and his grandfather.
2. Adda was five feet and four inches tall. He was plump and cuddly, and he had laughing eyes, bright silver hair and big funny ears. The narrator was the only person to know that Adda was a magician.
3. Adda had once healed the narrator's bruised and bleeding knee by muttering the words 'Oompa!' He had on another occasion, comforted a baby crying in his mother's arms by looking at the baby directly into its eyes. Just as he had muttered the words 'Oompa!' the baby stopped crying and smiled.
4. Adda bandaged Ali's leg because he didn't want anyone else to see the magic he had worked on Ali's leg.
5. Ali and Adda had planted a mango seed in the backyard. This was hence a memorable day for

Ali. And he found the day unforgettable also because Adda smiled at him with his eyes when he had gotten it right.

6. a. his grandfather had given him his magical gift.
7. Ali's grandmother had remarked that whichever plant Adda had planted, started giving fruits in a year. This was proved right because the mango seed which Ali and Adda had planted the previous summer was a tall tree blooming with mangoes.
8. Adda and Ali's relationship was based on respect, love, trust, fun, and friendship. Yes, they had a special bond. It was because Ali was Adda's only confidante when it came to his magic tricks. Adda also passed on his special power to Ali when he passed away.
9. Yes, I share a love for gardening with my grandparents! We spend a lot of time in the garden planting flowers and vegetables. My grandpa teaches me how to take care of plants. We also enjoy cooking together. My grandma has amazing recipes, and I help her in the kitchen. It's fun to mix ingredients and see how everything turns out. Sometimes, we even bake cookies and cakes for the whole family. These activities have brought us closer. Working together in the garden and kitchen helps us bond and understand each other better.  
(Answers may vary, accept all relevant answers.)
10. Yes, I think our relationship with our grandparents is very special and should be valued. Some reasons for this are:  
Grandparents have lived through so many experiences and have lots of stories to tell. They teach us important lessons and share their wisdom, which helps us understand life better. They teach us about family traditions and values, which help us feel connected to our family's history and culture.

### Learn words (pg. 32-34)

1. (a) relationship  
(b) relations  
(c) ties  
(d) links  
(e) association
2. (a) I'm surprised you think so, I think he is very insensitive.  
(b) I'm not sure about that, I think she is inefficient.  
(c) Is that what you think? I think he seems ungrateful.  
(d) I don't agree. I find him irresponsible.  
(e) You are mistaken. He is immature.

### Learn pronunciation (pg. 34)

1. Encourage the students to practice saying the given words out loud. Guide them wherever needed.
1. PUNgent  
FESTival  
GARden  
GRANny  
GARland  
FOUNtain  
HUmour  
TADpole  
REServoir  
ATtic

## Learn grammar (pg. 34-38)

- (b) The branch has a long-pointed stem with tiny pink flowers.
  - (c) The entire Pakistani team played well.
  - (d) You'll need comfortable leather hiking boots.
  - (e) There were four short rods placed across the beam.
  - (f) I love those marvelous Italian glass figurines.
- (b) It is a black leather laptop bag.
  - (c) It is a large mahogany study table.
  - (d) It is a lovely Venetian flower vase.
  - (e) They are four red metal kitchen chairs.
  - (f) It is a maroon and white Kashmiri prayer rug.
- (a) clause.
  - (b) phrase.
  - (c) phrase.
  - (d) clause.
- (a) These are my breakfast cereals: cornflakes, frosties and golden nuggets. ✓
  - (b) Humankind has only one choice left: stop burning fossil fuels. ✓
  - (c) Give me: cheese, bread and butter. ✗
  - (d) Our new house looks: modern, spacious and luxurious. ✓
  - (e) I have only one thing to say to you: 'Get off my land.' ✓
- (a) I can see only one thing: the old lighthouse.
  - (b) These are a few of my favourite things: chocolates, ice cream and more chocolates!
  - (c) In the bag there were the following: scissors, a hairbrush and her address book.
  - (d) You have only one choice: leave now while you can.
  - (e) My father often used his favourite quotation from Pope: 'To err is human, to forgive, divine.'

## Learn to write (pg. 38)

- 1. My grandfather has a special connection with trees.** He spends hours in the garden, planting and taking care of them. **He taught me how to plant a tree. He also explained how important they are for the environment.** Every weekend, we water the trees together and watch them grow. **Grandpa also tells me stories about the different types of trees and their uses.** This time spent with him and the trees makes me appreciate nature more and brings us closer together.
- 2. My favorite hobby is playing basketball.** I love it **because** it's fun, **and** it helps me stay active. I enjoy practicing my shots and dribbling, **but** I also like playing games with my friends. **Even when** it's raining, we play indoors because we don't want to miss out. Sometimes, I watch basketball games on TV **so that** I can learn new moves and improve my skills. Playing basketball is the best way to spend my free time!

## Section 2: Talking Leaves

### Learn to read (pg. 42 and 43)

- (a) letters and newspapers that people read.
  - (b) they seemed to talk to people as clearly as voices did.
- 2. After Sequoya was injured, he wanted to learn a trade.** He went to a silversmith to be trained and soon, he became skilled at working with silver. When Sequoya became interested in the 'talking leaves', he soon learnt white man's alphabet and everything about it.

3. b. they could read letters and newspapers.
4. Sequoia developed the system of writing for the Cherokees by listening to all the sounds they used when speaking and creating symbols for them. This tells us that he is observant, thorough and clever.
5. It is called a syllabary because each symbol in the script denotes a syllable (sound) of speech rather than an alphabet. Yes, it is a suitable name.
6. (a) True.  
(b) False.  
(c) True.  
(d) True.
7. Yes, I agree that the chiefs of the tribe worked hard to spread the syllabary. They copied the whole syllabary and took it home with them. They went from house to house, made marks and explained what they meant.
8. Sequoia's contribution to his community can be described with the following words and phrases:  
He was innovative. He created a writing system for the Cherokee language, which was a groundbreaking achievement.  
Sequoia was resilient. He persisted in his efforts even when others doubted him, showing great determination and strength.  
He was empowering. Sequoia's invention allowed the Cherokee people to read and write in their own language, preserving their culture and history.  
(Answers may vary, accept all relevant answers.)
9. Sequoia was honored by the state in two significant ways:  
A statue was created in his honor and placed in the National Statuary Hall of the U.S. Capitol.  
The giant redwood trees in California were named sequoia trees in his honour.  
I think these were appropriate ways to honor him because these honors not only celebrate his accomplishments but also ensure that his legacy continues to inspire and educate future generations.  
(Answers may vary.)
10. Yes, I think the title "Talking Leaves" is very suitable for the story. Here are two reasons why:
  - The term "Talking Leaves" symbolizes the written words that Sequoia created with the Cherokee syllabary. Just like leaves on a tree, the written characters carry messages and stories, allowing the Cherokee people to communicate and preserve their culture.
  - By calling the written characters "Talking Leaves," it emphasizes how these symbols brought life and voice to their language, making it possible to record and share their history and traditions.  
(Answers may vary.)
11. Yes, I think it's very important for people to serve the community they live in. Serving the community helps make it a better place for everyone and builds strong connections among people. Here are five ways people can serve their community:  
Volunteering, cleaning up, teaching, supporting local businesses and participating in community events.  
(Answers may vary, accept all relevant answers.)

## Learn grammar (pg. 43 and 44)

- (a) seen  
(b) scene  
(c) herd  
(d) heard  
(e) hare  
(f) hair
- (b) Wind:  
I love flying my kite when the wind is strong because it soars high in the sky.  
I had to wind up my homework before the guests started arriving.  
  
(c) Bow:  
After the school play, I took a bow to thank everyone for watching.  
I tied a pretty purple bow on the gift before giving it to my friend.  
  
(d) Record:  
Old record collections really fascinate me as I love history.  
I want to record a video of my science project to show it to my brother.  
  
(e) Row:  
I sat in the front row during the movie so I could see everything clearly.  
My family and I went to the lake and had a fun boat row together.  
  
(Answers may vary, accept all relevant answers.)

## Learn to write (pg. 44)

- Today at school, we **are celebrating** our annual Science Fair. Everyone **has been working** hard on their projects, and the excitement **is growing** as we **are presenting** our experiments. I **have created** a volcano model that **erupted** perfectly during my demonstration! My friends **are watching** eagerly, and we **are learning** so much from each other. It's been an incredible day, and I **have enjoyed** every moment of it.  
(Answers may vary, accept all relevant answers.)
- Yesterday, we spent an amazing day at the amusement park. **In the afternoon**, we decided to ride the giant roller coaster. **With great excitement**, we climbed **into** the seats and buckled up. **As the ride began**, we slowly ascended the steep track. **At the top**, we could see the entire park spread out **below** us. **Suddenly**, the coaster plunged downwards, and we screamed **with joy**. **During the ride**, the wind rushed past our faces, making us laugh **out loud**. **After the ride**, we headed to the snack stand **for some ice cream**. It was a day filled **with fun and adventure**.  
(Answers may vary, accept all relevant answers.)

## Learn to communicate (pg. 44 and 45)

- (a) iii. 1989.  
(b) True.  
(c) No.

- (d) True.  
 (e) ii. recognise his shortcomings and improve upon them.  
 (f) Yes. Waqar Younis is hopeful about Pakistan in the World Cup.
2. (Answers may vary, accept all relevant answers.) A few examples are given below for the guidance of the students.
- A good teacher needs to be **patient** because sometimes students might not understand things right away and need extra help without feeling rushed or frustrated.
  - Being **kind** is important because it makes students feel comfortable and happy in the classroom, and they are more likely to ask questions and learn better.
  - It's important for a teacher to be **encouraging** with students because it helps us feel confident and motivated to try our best, even when things are difficult.

### Section 3: Metamorphosis

#### Learn to read (pg. 47 and 48)

1. The phrase cautious caterpillars refers to very careful young children.
2. The young children are reluctant to release their mothers' hands because they do not trust the new place and the teacher in the beginning.
3. a. a mix of emotions.
4. A lot of changes occur in the children's lives inside the classroom. They try doing new things and succeed in doing them. According to the teacher, they soon become confident and ready for their flight. Hence, they are like butterflies after a year in the classroom. This is why the classroom has been compared to a cocoon.
5. True.
6. Three phrases that children use in the classroom are: 'I can't', 'I'll try' and 'I did it!' This shows a change in the attitude of the children who are at first uncomfortable and shy of trying something new, but later, they slowly show interest and take up new challenges.
7. Yes, the teacher is loving, kind and gentle. The following lines illustrate this:  
 "Calmly, reassuringly  
 I take their hands in mine...  
 I always stand amazed  
 To witness such a miracle as this...  
 My heart is filled with pride and celebration...  
 (Answers may vary, accept all relevant answers.)
8. Just as a caterpillar transforms into a cocoon and finally metamorphoses into a butterfly, young students go through the process of education to transform into bright, educated and confident young men and women.
9. Tangle of tears and fragile frame  
 Alliteration can have a powerful effect on the listener when a poem is read aloud. It creates a rhythm, emphasizes key ideas to the reader and the rhythmic nature can make the poem easier to remember.

#### Learn grammar (pg. 48)

1. (a) The baby slept as peacefully as **a log**.  
 (b) His temper flared like **fire**.  
 (c) The music played softly in the background like **a whisper**.

- (d) Her dress shimmered in the light like **gold**.
- (e) The athlete's determination was as strong as **steel**.

### Activity (pg. 48 and 49)

Sample answer:

As I walked into the new classroom, I felt **nervous** and **insecure**. The room was filled with colorful posters and bright decorations, but I couldn't help but feel **lonely** among the unfamiliar faces. The teacher greeted me with a warm smile, which made me feel a bit more **curious** and **interested** in what was to come. The other students were chatting and laughing, and I hoped I would soon join them. Despite my initial **anxiety**, I felt a spark of **excitement** about making new friends and learning new things.

(Answers may vary, accept all answers.)

### Unit 3: Tales For All Times

#### Starter

A few examples of the names of different types of stories are:

- **Fable**: A short story that teaches a moral lesson, often featuring animals as characters.
  - **Fairy Tale**: A story involving magical creatures and fantastical events, usually aimed at children.
1. **Vertical**: Fairy Tale, Legend, Myth  
**Horizontal**: Parable, Fable
  2. Ask the students to complete the given table accordingly. Guide them wherever needed.

### Section 1: Aina-Kizz and the Black-Bearded Bai

#### Learn to read (pg. 55 and 56)

1. woodcutter  
tumbledown shack  
A gap-toothed axe was the only tool they owned.  
A lame old horse and mule were their transport.
2. The bai cunningly asked the woodcutter whether he would sell the wood exactly as it was. When he agreed to do so, the bai told him that the horse also belonged to him as it was carrying the wood. Thus, for just one tanga, the bai cheated the woodcutter of his wood and horse.
3. b. he knew that the bai was rich and powerful.
4. (a) She did not want her father to worry over the loss of the horse. Besides, she had a plan to get back the money from the bai.  
(b) Yes, she was luckier than her father because she could trick the bai into paying her a huge sum of money.  
(c) She was a very clever girl.
5. (a) The bai said these words to Aina-kizz.  
(b) When the bai gave the price of the wood in his outstretched hand, Aina-kizz reminded him that he had promised to pay the price exactly as it was. This meant that just as she had given the mule which carried the wood to him, he would have to give his arm which

carried the tangas.

(c) The bai used the word 'hawk' to refer to himself and the word 'sparrow' to refer to Aina-kizz. But it turned out to be the other way round.

6. The bet was that whoever told the bigger lie would get the bet amount raised by five hundred gold coins put by the bai and the fifty coins that the girl had won from the bai.
7. The bai's story was that the three ears of corn that he had tossed out of the window before his birth had grown into a mighty field of corn and had swallowed forty of his best goats. After the harvest, when rolls were baked from the flour, he ate one and one by one the forty lost goats leaped out of his mouth as big as bulls. The story was not at all believable.

The judge sat open-mouthed in wonder at the skill of the bai. Aina-kizz was not affected by the story and sat without any expression.

8. c. she wanted to win the bet and trap the wicked bai.
9. (a) The judge wanted to help the rich and powerful bai. But Aina-kizz's story was far better than the bai's story. If the judge said that the girl's story was a greater lie, the bai would lose the bet. But if he said it was not a lie, the bai would have to pay compensation for her brother's death as well as the price of forty camels. This was his dilemma.  
(b) The bai roared like a wounded bull. He knew that he had been trapped by the girl. So, he shouted that it was the biggest lie that he had ever heard and asked Aina-kizz to take the money and his robe and leave him in peace.  
(c) It was Aina-kizz who finally benefitted from the lie.

10. (Answers may vary, accept all relevant answers.)

In the story, Aina-kizz proves that a poor family's fortune is in its children and that a wise girl is more useful than a lot of wealth. It is due to her sharp brain that the man who cheated her father is brought to justice, and she can recover the losses that her father had to bear.

11. (Answers may vary, accept all relevant answers.)  
(a) Yes. I believe that children should be loyal to their parents and support them in times of need.  
(b) Whenever the family is in trouble of any kind.  
(c) Encourage the students to share their own answers and personal experiences.

### Learn words (pg. 56 and 57)

1. **Yarn:** a long story, especially one that is exaggerated or invented.  
**Legend:** a story from ancient times about people and events that may or may not be true.  
**Anecdote:** a short, interesting or amusing story about a real person or event.  
**Narrative:** a description of events, especially in a novel.  
**Fable:** a traditional short story that teaches a moral lesson, especially with animals as characters.  
**Parable:** a short story that teaches a moral or spiritual lesson.
2. (b) recite a poem.  
(c) recite a prayer.  
(d) tell a joke.

### Learn pronunciation (pg. 57 and 58)

1. Read the sentences out loud with specific stress on the marked and capitalized words.

Make sure the students are listening attentively and make them repeat the words and sentences in the same manner.

2. Correct answers:

1. (a) PREsent  
(b) preSENT
2. (a) REfuse  
(b) reFUSED
3. (a) REbel  
(b)reBELS
4. (a) PROgress  
(b) proGRESS
5. (a) CONtents  
(b) conTENT

**Learn grammar (pg. 58-61)**

1. (a) You must switch off  
(b) You must not hang  
(c) You must not bring in  
(d) You must keep  
(e) You must not make  
(f) You must come
2. You must not wear shoes or slippers in the masjid.  
You must keep to the left of the road while driving.  
You must buy a ticket before you enter the park.  
You must carry an oxygen cylinder while climbing a mountain.  
You must use the zebra crossing while crossing the road.  
You must not feed the animals in the zoo.
3. (a) It's worth reading the book Gulliver's Travels.  
(b) It's very dangerous to go on treks during winter.  
(c) It's necessary to save money for the future.  
(d) It's worth watching the documentary, Planet Earth.
4. (a) It's time the Municipal authorities did something about the garbage bins in the colony which are full.  
(b) It's time grandmother got up from bed.  
(c) It's time you bought some new clothes.  
(d) It's time the management of the company closed it down.  
(e) It's time the Government did something about inflation.

**Learn to write (pg. 61)**

Sample answer:

By the time we **had arrived** at the amusement park, everyone **had already started riding** the roller coasters. Despite this, we enjoyed **exploring** the different attractions. **Eating** cotton candy was a fun way to spend the afternoon. We have been coming here **for** years, ever **since** my family moved to the city.

(Answers may vary, accept all relevant answers.)

## Section 2: The Gifts of Wali Dad

### Learn to read (pg. 67)

1. There are many instances in the play *The Gifts of Wali Dad* that show Wali Dad did not care about wealth. For example:
  - Wali Dad did not know what to do with the pot of money he had saved and exchanged it for a gold bracelet which he asked the merchant to give to the noblest lady.
  - Wali Dad did not want any of the lavish gifts that the young queen of Khaistan or the young king of Nekabad gave him.
  - Wali Dad did not want the Peris' riches and was very happy when they turned him back into a grasscutter.
2. Both the king of Nekabad and the queen of Khaistan gave lavish gifts to Wali Dad in return. Each of them was perplexed by Wali Dad's behaviour and tried to give Wali Dad such gifts which could never be matched.
3. The two peris used magic and turned Wali Dad into a king because they thought that although Wali Dad dressed poorly, he was a king in his heart, and they did not want any shame to come to him.
4. generous, simple and contented.
5. *(Answers may vary. Encourage students to think creatively, share personal experiences.)*

Yes, I think there are people like Wali Dad in today's world. These people are unusual because they are very generous and kind, often giving away their own things to help others without expecting anything in return. It's rare to find someone who cares more about making others happy than about keeping things for themselves.

6. I don't think Wali Dad was foolish to say no to wealth. From his perspective, he was happy with his simple life and didn't need a lot of money to be content. He found joy in giving to others and didn't want the complications that came with wealth.

### Use the dictionary (pg. 67 and 68)

1. (a) 2.  
(b) 1.  
(c) 5.  
(d) 3.  
(e) 2.

### Learn grammar (pg. 68)

1. (b) glasses: I need to get my glasses repaired.  
(c) news: The news of Ali's promotion was personally conveyed to the minister.  
(d) English class: Today's English class was postponed until 2p.m.  
(e) scissors: I bought a new pair of scissors yesterday.
2. List of nouns

Feminine	Masculine	Common	Neutral
Queen	King	Table	Teacher

Actress	Lion	Car	Doctor
		Book	Student

### Learn to write (pg. 69)

1. a. 6.  
b. 2.  
c. 3.  
d. 5.  
e. 4.  
f. 1.  
g. 7.  
h. 9.  
i. 12.  
j. 14.  
k. 8.  
l. 13.  
m. 10.  
n. 11.
2. (Answers may vary.) Sample answer:  
Wali Dad, an old grasscutter, saved his daily wages in a pot under his bed. When the pot was full, he exchanged the coins for a gold bracelet and sent it to the queen of Khaistan. The queen sent back fine silks, which Wali Dad then sent to the king of Nekabad. The king sent him 12 horses, and later, many more animals and servants. Wali Dad sent everything to the queen, who prepared a huge caravan and set out on a journey. Wali Dad tried to run away but met two peris who turned him into a king and his hut into a palace. The king of Nekabad and the queen of Khaistan fell in love and got married. After the wedding, Wali Dad wished to be a poor grasscutter again, and the peris granted his wish.
3. (Answers may vary.) Sample answer:  
**Direct Speech:**  
Wali Dad: "Your Majesty, I have sent you a gold bracelet as a gift."  
Queen of Khaistan: "Thank you, Wali Dad. I am sending you the finest silks in return."  
**Indirect Speech:**  
Wali Dad told the queen of Khaistan that he **had sent** her a gold bracelet as a gift. The queen **thanked** Wali Dad and **said** that she **was sending** him the finest silks in return.

### Learn to communicate (pg. 70)

1. 4, 1, 3, 2, 6 and 5.
2. (Answers may vary.) Sample answer:  
Yes, I do like giving gifts.  
(a) I would give a cool toy or a fun game that we can play together.  
(b) I would bring a box of yummy sweets or chocolates to share with everyone.  
(c) I would give a beautiful card and maybe a small gift like a photo frame for the couple.  
(d) I would make her a handmade card and give her a pretty necklace or a special book she likes.
3. (Answers may vary.)  
Encourage the students to think creatively and come up with creative answers. Encourage group work and participatory discussion.

### Section 3: Dreaming the Simurgh

#### Learn to read (pg. 72 and 73)

1. It is the boy, having a conversation with himself.
2. a. speeding through the forest.
3. When the poet says that he saw the Simurgh 'paw the midnight air', he is telling us about the agility and the grace of the Simurgh as it rears up, ready to tear through the dark night.
4. Toss, prance and paw.
5. a. had not noticed the poet till then.
6. The following words tell us that the Simurgh considered the poet a stranger to the place: 'You are not from this place. What is your business here?'  
Here, the words 'this place' refer to the fantastic world of dreams of which Simurgh was a part.
7. The poet is more surprised. We can tell by the lines: 'My mind was far from clear. I could not think or speak.'
8. The poet says in stanza 4 that he was neither able to **think** clearly nor **speak** and he seemed to hear a noise above his head as **if the branches creaked**. Then he saw **the Simurgh** flying through **quickly** and deep into the **woods**.
9. The shining golden thread which the poet discovers on his pillow on waking up refers to a strand of hair from the Simurgh's mane.
10. I think the poet could be dreaming because the poem mentions: 'A sudden rush of rapid midnight breeze, that felt both chill and deep, awoke me from my sleep.'  
This shows how the poet was dreaming while asleep.  
(Answers may vary.)
11. The words when the world hangs heavy signify difficult times in life, when everything seems sad and depressing.  
(Answers may vary.)
12. The following lines in the poem show that the poet liked the encounter with the Simurgh and looked forward to meeting it again: 'And when the world hangs heavy on my brain, it helps me dream of the Simurgh again.'
13. Its plumage was like a mass of gold.
14. Sample answer:  
"The river sparkled in the sunlight like a trail of glitter spilled by a fairy."  
(Answers may vary.)
15. Encourage the students to be creative while making the drawing. Guide them wherever needed. The idea is to encourage their creativity and understanding.

#### Activity (pg. 74)

1. Golden Anniversary: the 50th anniversary of an important event.  
Golden rule: an important principle that should be followed when doing something to be successful.  
Golden touch: the ability to be extraordinarily successful or lucky in whatever one undertakes.

Golden goose: something that provides somebody with a lot of money, that they must be very careful with in order not to lose it.

Golden opportunity: a rare and excellent chance to do or achieve something, often with a high potential for success or reward.

Golden handshake: a large sum of money that is given to somebody when they leave their job, or to persuade them to leave their job.

Golden years: the latter part of a person's life, particularly after retirement.

Golden ticket: a qualification or set of circumstances that gives somebody a benefit or an opportunity.

2. Provide the students with the necessary things needed. Encourage them to think creatively while drawing out the Simurgh. Guide them where they need help or assistance.

## Unit 4: Feathered friends

### Starter

Zoos and sanctuaries can be good because they protect animals from danger. Some animals in the wild get hunted or lose their homes because of deforestation, so keeping them in safe places helps them survive.

At the same time, animals should be free! Imagine being stuck in one place forever, when you really want to run, fly, or explore.

### Section 1: Birdwatcher

#### Learn to read (pg. 79 and 80)

1. (a) iv. had behaved badly in front of their guest.  
(b) iii. that might cause infection inside the eggs.
2. Both Cyril and Dr Khan were fond of birds.
3. When Cyril said that he had seen the birds, Dr Khan didn't believe him because the black robin of Chatham Islands was one of the rarest birds, now facing extinction.
4. Dr Khan was anxious to save the robins because the black robin of Chatham Islands is one of the rarest birds in the world. Only five of them were known to be living on Mange-re Island, east of New Zealand.  
With the help of Cyril, he planned to steal their eggs and put them with the eggs in other birds' nests. Then they were to pull down the black robins' nests so that the birds would then build a new nest and lay a fresh set of eggs. Thus, they could double the number of eggs every season.
5. The eggs were transferred to two warbler nests. They marked the two trees so that they could identify these warbler nests later.
6. As a souvenir, Cyril wanted to keep the tiny cup-shaped nest of the black robins of Chatham Islands that he had pulled down. He was going to preserve it.
7. Cyril's photograph appeared in the newspaper because he had identified a pair of black robins of Chatham Islands and helped in the preservation of this very rare species of birds.
8. Cyril suddenly took an interest in geography because he wanted to study birds when he grew up. Learning geography would enhance his knowledge about the habitat of birds. Also, he could study the migratory patterns of the birds if his knowledge of geography

was sound.

9. First, they belong in nature, just like we belong in our homes. Imagine if someone took away all our food, water, and safe places to live—we would be in danger. That is what happens to many animals when people destroy forests or pollute the environment. Secondly, animals and birds keep nature balanced. If they disappear, everything gets messed up! Like, bees help flowers grow, birds spread seeds, and some animals even clean up after others by eating waste. Without them, nature wouldn't work properly.

(Answers may vary, accept all relevant answers.)

10. (Answers may vary. Encourage the students to think creatively and formulate their own answers.)

### Learn words (pg. 80 and 81)

1. (a) bowler  
(b) rider  
(c) wrestler  
(d) governor  
(e) manager  
(f) instructor  
(g) painter  
(h) collector  
(i) employer  
(j) runner  
(k) developer  
(l) achiever  
(m) educator  
(n) performer
2. driving instructor  
ticket collector  
long-distance runner  
office manager
3. Make sure the students read and understand the meaning of each of the given idioms.
4. (a) iv. Birds of a feather (flock together)  
(b) ii. A bird in the hand is worth two in the bush.  
(c) i. The bird has flown.

(d) iii. A bird's-eye view (of something)

### Learn spelling (pg. 81)

1. (a) EAGLE  
(b) VULTURE  
(c) HAWK  
(d) BUZZARD  
(e) HARRIER

### Learn grammar (pg. 81 – 83)

1. (a) solved in the coursebook.  
(b) need to wash  
(c) have to win  
(d) have to take  
(e) need to speak  
(f) have to travel  
(g) have to cook  
(h) have to read
2. (a) It may snow heavily this winter.  
(b) Ghazala may help you if you call her up.  
(c) The vase may be broken.  
(d) She may not recognize you even if she sees you.  
(e) It may be a mistake.
3. Simple sentences:
  - The rich diversity of bird species has been facing severe threats for a long time.
  - It is our responsibility to protect them.Compound sentences:
  - Urbanization and transport networks have reduced bird habitats, and the use of pesticides has diminished their food supplies.
  - We need to take action against this and do something to prevent the extinction of birds.

### Learn to write (pg. 83)

Sample letter:

House # 12

Street 5, Clifton

Karachi

Sindh

22<sup>nd</sup> March 2022

Dear Aleena,

Hello! How are you? I hope you are doing well. Guess what? I saw the most amazing bird today! It was a kingfisher, and its colors were so bright—blue, orange, and a little white. It

swooped down fast and caught a fish in the lake near my house! I wish you had been there to see it.

Speaking of birds, I've been reading about **hornbills** lately, and they are so cool! Did you know the female hornbill locks herself inside a tree hole while taking care of her eggs? The male hornbill must bring her food until the babies hatch. Imagine being stuck in one place for that long!

I really want to go birdwatching with you one day. Maybe we can bring some binoculars and try to find some rare birds. I bet we would discover some hidden treasures of nature.

Anyway, write back soon and let me know what you have been up to. Take care and say my salaam to everyone at home!

Yours,

Maliha.

## Section 2: The Kakas Of New Zealand

### Learn to read (pg. 88 and 89)

1. a. to see the Kakas and study their behaviour.
2. (a) True.  
(b) False.  
(c) False.  
(d) True.
3. George was fond of the Kakas. He referred to them as his pets and had named them. He fed seventeen Kakas who regularly visited the forest bungalow.
4. (a) He was afraid of the Kaka's sharp beak and thought that the bird might bite off his ear if he stopped.  
(b) it was slippery, and birds lost their footing once or twice.  
(c) they had realized that the humans who lived in the forest bungalow were not only harmless, but were willing to provide them with all sorts of delicacies which they could not find in the surrounding forest.
5. d. nervous.
6. Gerald Durrell is often known for his humorous style of writing. This piece is no exception. The way he describes the Kaka after it landed on the roof is quite funny, especially when the Kaka hung upside down and peered at the narrator and George. The part where a Kaka had perched on the narrator's head, and he had to keep feeding it while George told him the story was hilarious.  
(Answers may vary.)
7. Sample answer:  
The narrator is suggesting that instead of intruding into/encroaching upon the natural habitat of animals, humans should leave them alone in peace and build a relationship of trust with them.  
(Answers may vary, accept all relevant answers.)
8. Insensitivity towards animals, in the city animals are not in their natural habitat, lack of empathy from humans because people are busy in their own lives and are always short of time.

(Answers may vary, accept all relevant answers.)

9. Animals and birds are being harmed as humans are destroying their homes; they are cutting down forests and building cities which are taking away the animals' spaces to live. Moreover, nature is being polluted as humans tend to discard waste such as plastic, smoke and dirty water in the wrong manner. This makes the animals sick or even die. Some animals are hunted too much, and people take birds away from their homes for pets or shows.

Three animals on the brink of extinction:

- Spix's Macaw – A bright blue parrot.
- Snow Leopards.
- California Condor – A large bird.

How We Can Help:

- Protect forests and rivers – Stop cutting down trees and throwing trash in nature.
- Stop hunting rare animals – Let them live in peace instead of catching them.
- Spread awareness – Tell people about endangered animals so they can help too.

(Answers may vary, accept all relevant answers.)

### Learn grammar (pg. 89)

1. **My favorite hobby is painting.** (*antecedent: painting*) **I** (*pronoun*) love using bright colors because **they** (*pronoun*) make my artwork stand out. **My friends** (*antecedent: friends*) also enjoy painting, and **they** (*pronoun*) always give me cool ideas for new designs. Sometimes, **my brother** (*antecedent: brother*) watches while **he** (*pronoun*) waits for me to finish. **It** (*pronoun*) helps me relax, and **this hobby** (*antecedent: hobby*) lets me express my creativity. I hope **it** (*pronoun*) becomes something I can do forever!
2. (a) solved in coursebook.  
(b) I met a woman **whose** brother is a famous actor.  
(c) The man **whom** I saw stealing the car, called the police.  
(d) The painting, **which** was created by my friend, is beautiful.  
(e) The scientist, **who** discovered a new element, received an award.  
(f) The bicycle, **which** was left in the rain, is now rusted.

### Use the dictionary (pg. 90)

1. (a) started: I just managed to get on the bus before it **pulled away**.  
(b) parked: My uncle **pulled over** at the side of the road.  
(c) left the road: The car **pulled out** of the road and stopped for a short time at the petrol pump.  
(d) withdrew: They **pulled out** of the tournament at the last moment.  
(e) recover after some time: My grandmother is very ill, but the doctor thinks she will **pull through**.

### Learn to write (pg. 91)

Sample answer:

(Answers may vary, accept all answers.)

#### Saving Endangered Birds

Do you know that Pakistan has approximately 792 species of birds out of 10,072 species found

worldwide? Sadly, many of them are **in danger because** of pollution, deforestation, and hunting. Currently, about 8 species in Pakistan are endangered, including the **Siberian Crane, White-Headed Duck, and Sociable Lapwing**. These birds are losing their homes **as** forests are being cut down and rivers are getting polluted.

Birds are in danger of dying out **because** of several human actions and environmental changes. **Deforestation and habitat destruction** are major reasons, **as** forests are cleared for farming and cities, leaving birds with nowhere to live. Pollution, **too**, harms birds, **since** chemicals in the air and water make survival difficult. **Climate change** affects migration patterns, **so that** birds struggle to find food and safe nesting areas. **Additionally**, hunting and illegal trade threaten rare species, **while** invasive predators introduced by humans also put birds at risk.

Governments should enforce strict laws **in order to** stop illegal hunting and deforestation. People can plant trees **so that** birds have safe places to nest. **As well as** reducing pollution, we should clean up lakes and forests **where** birds live. **Either** we act now, **or** we risk losing these beautiful creatures forever.

### Learn to communicate (pg. 91 and 92)

- (a) Moa: New Zealand, killed for food.  
(b) Dodo: Mauritius, killed for food.  
(c) Passenger Pigeon: North America, hunted for their flesh.
- (a) 1m.  
(b) 1.5m.  
(c) 21kg.  
(d) 134 kg.  
(e) Hummingbird.  
(f) Hummingbird.
- Encourage the students to have a participatory discussion among their group. The idea is to help them enhance their understanding of group work, brainstorming and research skills. Moreover, it is essential that their listening and speaking skills are polished as well.

After all the groups have finished presenting, the students will rate their classmates' performances with the help of marking table given in the coursebook.

Sample answer:

**Deforestation** is a huge problem. People cut down trees to make space for buildings and farms, **but** birds lose their homes when this happens. Second, **pollution** makes it worse. Dirty air, plastic waste, and poisoned water **hurt** birds. Sometimes they eat plastic **because** they think it's food, and it makes them sick.

Third, **hunting and illegal trading** are also a big threat. Some rare birds are caught and sold, **so that** people can keep them as pets or use their feathers for decoration.

### Section 3: Something Told The Wild Geese

#### Learn to read (pg. 94 and 95)

- (a) iii. it was time to fly south for the winter.  
(b) iii. instinct.
- summer.
- (a) iii. full of fruit.  
(b) i. mysterious and fascinating OR iv. careful and alert.

- (Answers may vary.)
4. Told, whispered, cry.
  5. The poet does not say what this 'something' is, in order to convey to the reader the mysterious nature of 'instinct'.
  6. The repeated line is:  
'Something told the Wild Geese'.
  7. All the sagging orchards – sight  
Steamed with amber-spice – smell  
Leaves were green and stirring – sight  
(Answers may vary.)

### Activity (pg. 95 and 96)

Encourage the students to have a participatory discussion about birds, encourage them to use their research and brainstorming skills to find useful information. The idea is to enhance their understanding of group work, research and brainstorming skills. Moreover, it is essential that they improve their listening and speaking skills as well.

After obtaining their findings, group discussion and presenting to others, the students will rate their fellow students with the help of the table given in the coursebook.

Sample answer:

Birds migrate because they need food and warmth. Before winter comes, food gets harder to find, so they fly to places where it's easier to survive. Birds have special instincts that tell them when to go. They notice changes in daylight, temperature, and food. Their biological clocks help them know when it's time to leave.

Birds use the sun, stars, landmarks, and even Earth's magnetic field to navigate! Some birds remember their route while others follow older birds. Bad weather makes migration harder. Strong winds push birds off course, and storms can tire them out. Climate change also affects their migration patterns.

## Unit 5: The Other World

### Starter

1. Magician  
Wizard  
Conjuror  
Juggler
2. Encourage the students to have a participatory discussion in class.

### Section 1: The King's Palace

#### Learn to read (pg. 102 and 103)

1. (a) i. it existed merely in Aunt Soni's imagination.  
(b) ii. at other times the fairies turned into butterflies.
2. Kulsum asked Grandpa if Aunt Soni was clever because she thought that Aunt Soni could cast a spell on her Grandpa because she was so clever.
3. (a) Grandpa said these words to Kulsum.

- (b) According to Grandpa, his great weakness was that every little thing filled him with wonder.
- (c) Aunt Soni took advantage of his weakness.
4. (a) According to Aunt Soni, the king's seven-mansioned palace was in the very house in which they lived.  
(b) According to her, Grandpa couldn't see it because he did not know the magic words.
5. (a) Sometimes, when Grandpa used to return from school, Aunt Soni would tell him that something unbelievable had happened. When Grandpa wanted to know what had happened, Aunt Soni would not tell him. Grandpa thought perhaps it was best this way.  
(b) As Aunt Soni didn't tell him anything, his imagination was free to go on dreaming of fantastic things. Hence, he believed it was best for him that way.
6. Grandpa would go to the mango grove with Aunt Soni, pluck mangoes for her, and even try to bribe her with the precious seashell he used to slice mangoes with. Aunt Soni would peel the mangoes and eat them with their leaves, but she never divulged those magic words to him.
7. (a) Aunt Soni: clever, imaginative, playful and secretive.  
(b) Grandpa: imaginative, playful, curious and simpleton.
8. (Answers may vary, accept all relevant answers.)  
Encourage the students to come up with their own answers. Guide them where and if necessary.

### Learn words (pg. 103 and 104)

1. Yesterday, I **glanced** out of the window and **noticed** a man from the opposite house **observing** our house with a pair of binoculars. Then I **saw** someone else **peering** at the window of the same house. Suddenly, the first man stopped **staring** through his binoculars. He walked up to the other man and hit him. I realized that I had **witnessed** a crime!
2. (a) peer  
(b) glance  
(c) stare  
(d) witness  
(e) observe
3. (a) The scientist observed the gorilla's behaviour.  
(b) The teacher stared at Salman for a long time.  
(c) The old woman peered at the letter through her spectacles.  
(d) I glanced at my watch.

### Learn Pronunciation (pg. 104 and 105)

1. OPTic – opTician  
HIStory – hisTOrian  
POLitics – poliTician  
MUsic – muSician  
COMedy – coMEDian

### Learn grammar (Pg. 105 and 106)

1. would; used to; would; would; would; would; used to; would; used to; used to; would.  
2. (a) What a wonderful trick!

- (b) What a strange looking creature!
- (c) How could you lose my pen?
- (d) How could I forget my mother's birthday?
- (e) What a beautiful dress!

### **Learn to write (pg. 106)**

(Answers may vary, accept all relevant answers.)

Sample letter:

F-23, Block 2  
Allama Iqbal Street 5  
Karachi, Pakistan  
23<sup>rd</sup> December 2023  
A-18, Bath Island  
Clifton, Block-2  
Karachi

Complaint about Soni's distractive behaviour in class

Dear Mr. Khan,

I am writing to inform you about a concern regarding Soni's behavior in class. She is a bright and imaginative student, but she often distracts her classmates by sharing make-believe stories during lessons. While creativity is important, these interruptions make it difficult for others to focus and complete their work.

I believe that with guidance, she can use her storytelling skills in a more constructive way, perhaps during appropriate times like creative writing sessions or storytelling activities. I kindly request your support in encouraging Soni to focus during lessons so that she can participate without disrupting the class.

Thank you for your time and cooperation. I appreciate your help in ensuring a positive learning environment for all students.

Sincerely,

Mrs. Iram Malik

### **Section 2: Houdini**

#### **Learn to read (pg. 111 and 112)**

1. a. the tricks that Houdini performed were unbelievable.
2. Houdini's first job was in a circus. His job was unusual because it was to hang upside down and pick up needles with his eyelids.
3. The members of the circus in which Houdini was working were arrested for giving a show on a Sunday. The Sheriff locked them up in cells and went away. In a few minutes, Houdini unlocked the doors with a piece of wire and everyone escaped.

4. True.
5. (a) The cunning jailer had not locked the door. Houdini had not expected this.  
(b) The escape was not difficult. But Houdini thought that the door was locked and spent a long time trying to unlock it. Thus, it became difficult for him.
6. Houdini was sealed in a lead coffin and thrown into a swimming pool. The air in the coffin was expected to last only for ten minutes. When Houdini did not surface even after one hour, people got worried. He came out after one hour and thirty-one minutes.
7. (a) The record was remaining under water in a lead coffin for one hour and thirty-one minutes.  
(b) He had remained under water for that long and that too at the age of fifty-two.
8. .... people would not pay to see him perform if they knew the secret of his tricks. Also, dishonest men could become master criminals and use the secrets to open safes and escape from prisons.
9. (Answers may vary.) Encourage the students to think creatively and formulate their own answers.  
Houdini's job with the blacksmith helped him a lot. Learning how locks work before becoming a magician gave him a huge advantage. He understood how keys, bolts, and mechanisms moved, so he could figure out how to open them without a key.  
Houdini wasn't just smart—he also practiced like crazy. While working with the blacksmith, he must have tried different locks over and over until he mastered them.  
So yes, I think his blacksmith job was super important for his success.
10. (Answers may vary.) Encourage the students to think creatively and formulate their own answers.  
I don't think Houdini should have written all his secrets in his books.  
If he told everyone how he escaped, then the magic would be gone! People loved watching him because nobody could figure out how he did his tricks. If he explained everything, it wouldn't be exciting anymore. Imagine if a magician showed you a cool card trick and then immediately told you how it worked—it wouldn't feel special.
11. (Answers may vary.) Encourage the students to think creatively and formulate their own answers.  
(a) I think no matter what, all occupations and people working in all professions should be respected.  
(b) I think so because no profession, work or person is small. Everyone deserves due respect, and it should be given.  
(c) A few ideas to make magic shows popular are:
  - add exciting new tricks.
  - make shows more interactive and interesting.
  - use social media to advertise different shows.
  - mix magic with other entertainment such as comedy or storytelling.

### Use the dictionary (pg. 112 and 113)

1. (a) solved in coursebook.  
(b) magical  
(c) magic  
(d) magical  
(e) magician; magically.

### Learn grammar (pg. 113 and 114)

1. (a) declarative sentence.  
(b) interrogative sentence.  
(c) exclamatory sentence.  
(d) imperative sentence.  
(e) imperative sentence.  
(f) declarative sentence.
2. (a) will have graduated  
(b) will travel  
(c) will be having  
(d) will have finished  
(e) will leave  
(f) will have completed  
(g) will be relaxing  
(h) will be preparing  
(i) will write  
(j) will meet

### Learn to write (pg. 114 and 115)

1. (Answers may vary, accept all relevant answers.)

Encourage the students to think creatively and come up with their own answers.

Sample answer:

I watched a magic show once, and it was amazing! The magician performed so many cool tricks, and I couldn't figure out how he did them.

First, he pulled a rabbit out of an empty hat, and everyone gasped. Then, he made a deck of cards float in the air, and it looked like real magic! One of the best tricks was when he disappeared behind a curtain and appeared on the other side of the stage instantly. That one totally blew my mind!

2. Sample paragraph:

My favorite hobby is playing football. I love running across **the** field, chasing **a** ball, and scoring **an** exciting goal. The best part is playing with my friends, as we cheer each other on and try to win **the** match. Football helps me stay active after **a** long school day, and it teaches me teamwork. Sometimes, we play in **an** open ground near my house, where we practice new tricks. I hope to become **a** great football player one day.

### Learn to communicate (pg. 115 and 116)

1. (a) Harry Potter and the Order of the Phoenix.  
(b) i. fantasy, action.  
(c) Yes.  
(d) False.  
(e) mind-blowing.  
(f) False.
2. Sample answer:

Man loses 40kgs in 2 days!

A man ate a special fruit from a hidden forest so that he could become healthy. But, instead of just getting healthier, he suddenly shrank super-fast! In just two days, his weight disappeared, and now his clothes don't fit. Scientists are trying to figure out what kind of fruit he ate! When did it happen? – Two days ago, right before his friend's wedding.

Where did it happen? – Near a mysterious forest that no one explores. Whom did it happen to? – A man who always loved snacks but never expected this!

Encourage the students to be creative and to use their brainstorming skills to come up with interesting answers. The idea is to enhance their thinking and writing skills. Once completed, all the students will rate the work of other students with the help of the table given in the coursebook.

### Section 3: Eldorado

#### Learn to read (pg. 119)

1. gaily bedight, sunshine, singing a song.
2. The knight had travelled long in search of Eldorado, but he couldn't find it. This made him sad.
3. (a) The shadow might be the spirit of a knight who had died while searching for Eldorado.  
(b) He met the shadow near the Valley of the Shadow or in other words, the valley of death.  
(c) The knight was in search of the city of Eldorado. This was because Eldorado was a city of immense riches.
4. True.
5. The knight had started on an adventure. He wanted to find the golden city of Eldorado. Though he travelled for many years, he couldn't find it. He was disheartened and tired but continued his quest. This shows that he was a brave man.
6. long – song  
old – bold  
found – ground  
strength – length  
he – be
7. The word Eldorado being repeated makes the poem feel kind of mysterious, like a secret place that keeps calling to you. It reminds the reader that this place is super important, and it makes you wonder if the person in the poem will ever find it.  
The other word that appears four times in the poem is: shadow.  
(Answers may vary, accept all relevant answers.)

#### Activity (pg. 119 and 120)

1. Serious, sad and mysterious.
2. Encourage the students to think critically and come up with creative answers. (Their answers will vary, accept relevant answers.)  
For example: I would choose the color black because the poem is about mystery, shadows, seriousness and I associate the color black with such words and theme.
3. Encourage the students to think and brainstorm creatively about an eerie and spooky story and write down in their own words. (Answers will vary.)  
Sample story answer:

##### The House at the End of the Lane

It was a cold, misty night when I decided to sneak past the haunted house at the end of the lane. No one ever dared go near, except for old Mr. Turner, who said he once saw shadowy figures moving behind the curtains.

I stepped onto the cracked path leading to the front door. Spider webs hung in the corners, and the creaking door groaned as if warning me to stay away. Suddenly, I heard

a terrible screech from upstairs! My heart pounded. Was I alone? Or was something watching me?

I took one shaky step inside. The floorboards moaned beneath my feet. The dim flickering light bulb made shadows dance along the peeling walls. Then—footsteps! Heavy, slow, coming closer. I turned to run, but the door slammed shut behind me.

A deep howl echoed through the halls. My breath hitched. Someone whispered my name from the darkness. I couldn't see them—but I could feel them.

Just then, a hand reached out from the shadows—touching my shoulder. And that's when I screamed.

To my horror and relief, it was my elder sister. She told me she saw me sneaking out of the house late at night and decided to follow me. I led her to this haunted place behind me and hence there she was.

4. Sample story answer:

My team **will be embarking** on an exciting expedition to discover the lost city of Eldorado. We **will be traveling** through dense jungles and across vast deserts, searching for clues hidden deep within ancient maps. By the time we reach the first landmark, we **will have gathered** enough supplies to survive the journey. Along the way, we **will face** challenges like wild animals and hidden traps, but we **will be solving** every mystery that leads us closer to Eldorado. After weeks of searching, we **will have uncovered** golden artifacts, proving that the legendary city was real all along! Finally, we **will stand** at the entrance of the shimmering golden city, amazed by its beauty. This expedition will be remembered forever, and I **will be telling** stories about it for years!