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For Grade 7 **LESSON PLAN
AND ANSWER KEY**



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LESSON PLANS

UNIT 1: CHILDHOOD– Section 1 Dreams of the Future

Grade: VII

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives:

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

- engage in conversations in English with family, friends, and people from different professions, etc., using appropriate vocabulary
- ask and respond to questions based on texts (from books or other resources) and out of curiosity
- thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life
- identify details, characters, main idea and sequence of ideas and events while reading
- infer the meaning of unfamiliar words by reading them in context
- uses appropriate grammatical forms in communication (here, *infinitives* and *bare infinitives*)

Overview:

This chapter is an extract from Louisa May Alcott's novel *Little Women*. Here we see Laurie following the March girls to find out what they are up to. Laurie thinks they are having a picnic without him and feels left out. Coming over the hill, Laurie sees the four girls sitting under a tree and working busily. Meg was sewing, Amy was sketching, Jo was making socks and Beth was playing with her dolls. Laurie is allowed to join their little game, but is asked to do something—nobody is allowed to be idle. Laurie takes over reading aloud from Jo. When he finishes the story, all of them talk about their hopes for the future.

Laurie's dream is to travel the world and be a famous musician. Meg's dream is to be the mistress of a wealthy mansion. Laurie and Jo tease her about a husband for the mansion, too, and maybe children. Jo says that she would have a stable full of horses, a house full of books, and be a famous writer. She wants to do something amazing before she dies. Beth just wants to stay at home and take care of the family. Amy wants to go to Rome and be a famous artist.

Laurie comments on the fact that they are all ambitious. Jo suggests that, in ten years, they should get together and see how their real lives compare to their dreams.

Success criteria:

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

- know more about the style of the narrative writing mode.
- analyze the characters of various protagonists through their words and dreams.
- enhance their reading, writing and comprehension skills.
- recall and use varying similar opposites
- recall and use gender specific and gender neutral words
- use various infinitives in their writings
- use modal verbs in their writings
- use hyphens correctly

Generic skills:

- *Analytical*: students will comprehend the passage and answer questions by referring to the story.
- *Deductive*: students will work to arrive at conclusions after skimming and scanning information from the text.
- *Study Skills*: students will learn new words; exercise their listening and comprehension skills; learn about the usage of infinitives, hyphens, modal verbs, opposites and gender specific and neutral nouns.

Pre-reading – Starter:

- Use the Starter to make learners familiar with the theme of childhood.
- In the following story the children of a family, along with their friend, discuss what they want to be when they grow up. Introduce this topic by generating a discussion through simple questions like the following. Allow students to answer individually or in chorus.
 - Alot a few minutes for this discussion:
 - *Have they ever thought about what they'd like to do and be when they grow up?*
 - *Why do they want to pursue these professions? What are their motivations? What do they find most attractive about each choice?*
- Initiate a discussion with the starter exercise. Points of discussion could include, but not be limited to whether the students rely more on material things or feelings and emotions to make them happy.
 - What is the connection between dreams and reality? How can we try to realize our dreams?
 - How difficult is the role of the head of the family when it comes to trying to make everyone's dreams come true?
- At the teacher's discretion, this can either remain an oral activity or can yield a written piece at the end of discussions.
- Ask a few students to present their ideas to the class.

Reading:

- Ask the students to read the story silently, one page at a time. Tell the students that should they finish reading a page, they should wait for their classmates to finish as well, instead of beginning with the next page. Also, ask them to underline words they find to be difficult as they read.
- When the class finishes reading till the end of each page, draw their attention to the difficult words given in the glossary box.
- 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 to be important and ask them to underline the same.
- After they finish reading till the end of the passage, give a short summary of the story in your own words.
- Ask them a few short and simple questions, such as the following, to ensure they have understood the passage:
 - Did they like the story? Why or why not?
 - Did the story of the children remind them of any instances when they all sat with their cousins or friends and discussed what they'd be when they grew up?
- Allow a class discussion on these questions. Allow for maximum and varied participation.

Note: While explaining the lesson, both the techniques of reading aloud (for assessing pronunciation, intonation and stress) and silent reading (for comprehension) should be used. As a formative assessment exercise, after the reading, you may ask the reader (or a peer) to tell you about any error which they feel was 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
 - For questions 1, 2, 4, 5 and 7, ask the students to look for answers by referring to the story.
 - After they have done so, read out the statement and ask the class to supply the missing answers.
 - **Small group discussion:** For questions 3 and 6, ask the students to discuss in small groups of about four. Allow them to refer to the story if needed and draw their own conclusions. After they have done so, read the question aloud and ask the class to read out their answers. Direct responses so that the right answers emerge.
- Infer
 - Make two columns on the whiteboard. Ask them to call out the children's wishes and dreams.
 - Write these in the first column.

- In the other column, list the characteristics, from the ones given in the help box, of each child based on his/her dreams and wishes. The students can be simultaneously asked to supply adjectives of their own, too. This will also help enhance their vocabulary.
- Tell the students to note these down in their notebooks.
- Reflect
 - **Pair work:** Ask the students to work with their partners, and jot down each other's experiences as an interview. This would combine oral as well as written output.

Learn words: Opposites

- **Prior knowledge:** Ask the students to recall opposites of words, for a refresher, call out words and ask the students to tell you the opposite.
- **Pair activity – Question 1:** Pair up the students and open to page 9. Ask the pairs to go through the list of words given on the page and locate words that are roughly opposite to the given ones. Tell them to refer to the paragraph number written against the word to help in locating the word.
- Pairs can write their answers in their respective notebooks. Tell the students that today's activity is similar to word opposites however it will focus on various intensities of the word and their opposites.
- Write the word slow and ask the students its opposite, write the response, fast, on the whiteboard. Now ask the students what words they use if they want to express something which is fast but not so fast. Elicit responses and note them on the board. Draw their attention to the line given in question 2 on page 9:
 - slow → quite slow → not slow → not fast → quite fast → fast
- You can also replicate this on the board. Tell them that the phrases used between slow and fast are varying degrees of slow and fast, it expresses something which is slow or not so slow or not so fast. These are adjectives of various intensities. Ask the students to share some more examples that they can think off.
- Draw their attention towards Question 2 on page 9. Facilitate them in completing the task. As a helpful hint, ask the students to follow the pattern given on page 9, draw a line and write the absolute adjectives, i.e., hot and cold on the right and left ends of the line, then fill up the middle by using various adjectives appropriately.
- **Wrap up:** Ask the students with come up with their own string of adjectives with various intensities.

Learn words: Gender-specific and Gender Neutral Words

- **Prior knowledge:** Ask the students to recall gender nouns, i.e. masculine, feminine and neutral. Make three columns on the white board labelling them as masculine, feminine and neutral. Elicit responses from the students to fill the columns.

- Proceed by explaining that language can sometimes specify a particular gender, which can be limiting or exclusive. Gender-specific words explicitly refer to either masculine or feminine nouns, while gender-neutral words do not specify a particular gender and can be used for any gender. Using gender-neutral language is important for promoting inclusivity and equality. You can highlight the following examples as such:
 - *Gender-Specific Words:* Father (male), Mother (female), Boy (male), Girl (female), Chairman (male), Chairwoman (female)
 - *Gender-Neutral Words:* Parent (any gender), Child (any gender), Chairperson (any gender), Police officer (any gender)
- **Discussion:** Ask students to think about why it might be important to use gender-neutral language. Discuss how using gender-neutral terms can make everyone feel included and respected, regardless of their gender.
- **Role-play:** Practice using gender-neutral language in real-life scenarios.
- Divide students into small groups. Assign each group a scenario (e.g., a business meeting, a school event, an emergency situation).
- Ask them to role-play the scenario using gender-neutral language. Give them time to prepare and then perform in front of the class.
- Encourage creativity and provide feedback on their use of language.
- **Individual work:** Ask the students to go through question 1. Instruct them to underline the gender-specific terms first and then think of the appropriate gender-neutral term. Do part a. collectively.
- Give the students time to rewrite the sentences in their notebooks.
- Once done ask the students to share a few of their rewritten sentences with the class.

Learn Grammar: Infinitives

- **Prior knowledge:** Elicit examples of verbs from the students. their responses on the board for example, eat, drink, sleep, etc. Now tell the students that if we add the word ‘to’ with the verb it will be called an infinitive. Demonstrate this on the board:
e.g.: to + verb – to + eat
- An infinitive as the base form of a verb with “to” in front of it (e.g., to eat, to run, to swim). Now, explain that infinitives can be used to express wishes, likes, and dislikes.
- **Exposition:** Write a few sentences on the board, do not underline the infinitives at first:
 - We like to play the characters from the book ‘Pilgrim’s Progress’.
 - I never want to worry about money or business but just enjoy myself.
 - We all want to be rich or famous.
- Ask the students to try to identify the infinitives in the sentence, elicit responses and underline the infinitives. Explain what each sentence expresses.
- The underlined parts of the sentences are in the infinitive and express the speaker’s feelings/wishes when a verb expressing want, like or dislike is added to it:

- like + to + play (sentence 1)
- want + to + worry (sentence 2)
- want + to + be (sentence 3)
- The usual structure of an infinitive expressing a wish is: verb + to + verb
- **Pair work:** Pair up the students and draw their attention towards the exercise on page 10. Ask them to complete the exercises making as many sentences they can. After a few minutes take feedback from random pairs and discuss any questions or concerns.
- Ask the pairs to form a few sentences of their own using infinitives and expressing wishes for reinforcement of the topic.

Learn Grammar: Bare Infinitives

- Discuss the different ways that infinitives can be used to express wishes, likes, and dislikes. Draw the attention of the students to page 10. Explain what bare infinitives to the students are:
 - Sometimes, infinitives can be used without the 'to'. Such infinitives are called *bare infinitives*.
 - We use bare infinitives after the following verb types and situations:
 1. object + see/hear/feel/find/make/watch
Example: We *saw* the girl laugh.
The object is 'the girl' in the above sentence, saw is the verb and the bare infinitive is laugh.
 2. With must/needn't/can/could/will/would/shall/should/may/might
Example: We *must* return the library books today.
Here return is the bare infinitive is return and it is being used with must
- Examples of infinitives and bare infinitives can be written on a chart paper and put up in the class for reference.
- **Individual work:** Ask the students to share more examples of bare infinitives in sentences with the class.
- Discuss question B with the students and solve one or two as an example. Let the students complete the rest of the exercise themselves in their notebooks.
- **Wrap up:** Ask the students to quickly tell you the difference between infinitives and bare infinitives. Take random responses and discuss any concerns or misconceptions they may have.

Learn Grammar: Modal Verbs: would, need, could, might, shall, must, ought, dare

- **Introduction:** Begin by explaining that modal verbs are special verbs that express necessity, possibility, permission, or ability.
- They modify the main verb in a sentence to provide additional meaning. Modal verbs do not change form based on the subject and are followed by the base form of the main verb.
Examples of Modal Verbs:
 - **Necessity:** must, ought

- **Possibility:** might, could
- **Permission:** may, can
- **Ability:** can, could
- **Discussion:** Ask students to think about situations where they might need to express necessity, possibility, permission, or ability. Discuss how modal verbs can help convey these meanings clearly.
- **Question 1:** Ask the students to look at question 1 given on page 11. Ask them to fill in the blanks with the appropriate modal verb from the list: would, need, could, might, shall, must, ought, dare. Ask the students to think about the meanings of the words and read the complete sentence to themselves once they fill the blanks. Do the first part with the class. Then let the students complete the question on their own.
- Discuss the answers as a class.
- **Question 2 – Sentence Creation:** Ask students to write one affirmative, one negative, and one interrogative sentence using modal verbs in their notebooks. Recall what an affirmative, negative and interrogative sentence is with the students. For example:
 - **Affirmative:** She **can** play the piano. (positive)
 - **Negative:** She **cannot** play the piano. (negative)
 - **Interrogative:** **Can** she play the piano? (question)
- **Wrap Up:** Ask the students to quickly tell you the difference between modal verbs and other verbs. Take random responses and discuss any concerns or misconceptions they may have.

Learn Pronunciation: Hyphen

- **Prior knowledge:** Ask the students to look at the sentences given on page 12 and notice the hyphens used in the words. Ask the students what they can recall about hyphens. Ask them to share more examples other than the ones mentioned in the textbook.
- Explain to them that: The hyphen (-) is used when two words are joined together
- to make a new word, as in *twenty-two*, *part-time* and *mother-in-law*.
- It is necessary to remember when to use hyphens:
 - using compound words as modifiers before nouns: the well-known actor, my six-year-old daughter, an out-of-date map
 - writing compound numbers between 21 and 99 in words (for example, twentyone to ninety-nine) and fractions (for example, five-eighths, one-fourth)
 - forming a compound from a prefix and proper name (for example, pre-Mughal period, pro-Pakistani)

These hyphen rules can be written on a chart paper and put up on the classroom board as well.
- **Pair work:** Pair students for the question on page 12. Ask them to complete the question. They may use a dictionary if needed.
- Discuss the answers in the class as a whole.

Class assessment:	✓	X
Can the students read the story Dreams of the Future? Can the students answer the comprehension questions accurately?		
Can the students use varying degrees of adjectives as opposites accurately?		
Can the students use gender specific and gender neutral nouns accurately?		
Can the students use infinitives, bare infinitives and modal verbs aptly?		
Can the students use would for habitual actions correctly?		
Can the students use the hyphen correctly?		

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.
- Recall grammar rules before grammar exercises, discuss the rules, asking 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.
- After the students have done the exercise, discuss the answers to ensure that learners understand the rules.
- If you feel that more practice is required in class, use the explanation(s) in the coursebook followed by reinforcement worksheets or homework.
- 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 verbs, 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.

Unit 1 – Section 2 The Festival of Eid

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

Learning objectives:

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

- answer questions orally and in writing on a variety of texts
- participate in different activities in English such as role-play, skit, etc.
- identify details, characters, main idea and sequence of ideas and events in textual/nontextual material
- read to seek information in print/online, notice board, signboards in public places, newspaper, hoardings, etc.

Overview:

This touching story tells us about the growth of a little boy into a young man. At a time when other children his age are busy leading carefree lives, this young boy from a poor household, is already shouldering the cares and responsibilities of adulthood, although quite unknowingly.

Success criteria:

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

- think critically about our relationships and the concern we give to the people who care for us.
- enhance their reading, comprehension and inferential skills.
- learn to write notices.
- learn how to gather data and draw inferences.

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:

- In the following story we meet Hamid, a young boy who displays immense maturity and selflessness in depriving himself in order to be able to help his old grandmother. Introduce this topic by generating a discussion through simple questions like the following. Allow students to answer individually or in chorus. Alot a few minutes for this discussion.

- What determines a person's nature and character? Is it more admirable for someone who has a lot of everything and yet shares only a bit of what he has, or for someone who has little but shares everything? Which would the students find more admirable? Why?
- What, according to them, are things that a child who has just received some money as a gift, would buy?
- What do they buy with pocket money or money they might receive as a gift?

Reading:

- Ask the students to read the story silently, one page at a time. Tell the students that should they finish reading a page, they should wait for their classmates to finish as well, instead of beginning with the next page. Also, ask them to underline words they find to be difficult as they read.
- When the class finishes reading till the end of each page, draw their attention to the difficult words given in the glossary box.
- Ask students to point out any other word(s) or expressions they find difficult or do not know the meaning of. Explain the meanings should any words be pointed out. Point out lines or phrases you find to be important and ask them to underline the same.
- Ask them a few short and simple questions, such as the following, to ensure they have understood the passage:
 - Did they like the story?
 - Did they find Hamid likeable? Do they think he is a remarkably different kind of boy, given his age?
- Allow a class discussion on these questions. Allow for maximum and varied participation.
- Here are some more in-text questions that can be asked:
 - Hundreds of worshippers were praying together at the Eidgah, and the narrator calls it a 'beautiful sight'. Give a reason for this.
 - What is meant by 'the grown up villager is no less eager than the boys' once the prayer is over?
 - Can you name Hamid's friends and the toys they bought?
 - Can you list some differences between toys and the tong Hamid bought for his grandmother?

Learn to read:

- Understand
 - For questions 1 to 6, ask the students to look for answers by referring to the story. After they have done so, have a class discussion and ask the class to supply the missing points, if any.
- Infer
 - For questions 7 and 8, allow them to refer to the story if needed. After they have done so, ask them to make inferences and draw conclusions. Allow various responses, but guide discussions towards definitive textual deductions.

- For question 9, follow the instructions given above for the inferential questions. Ask students to focus on her childlike behaviour, not only with reference to her crying, but also to Hamid's looking after her needs and wishes.
- For question 10, allow the students to quote from the text, if they so choose. Make sure the students give pertinent, compelling and logical reasons for their answers.
- Reflect
 - Ask students to brainstorm for questions 11 and 12. Encourage students to introspect and discover life skills such as critical thinking and problem solving. Ensure that there is no bias involved while answering. Let this be a free response activity.

Learn to Study:

- **Prior knowledge:** Ask the students if they can recall what is data, how can it be useful to us and what are the different methods of representing a given set of data. Elicit responses from them and jot them on the board.
- Explain to the students that data is a collection of facts or information, it helps us to assess and give us precise information on anything we want to; there are many different ways to represent data, for example, different types of graphs, tables, charts, etc. Draw their attention towards the table on page 18.
- **Pair activity:** Pair up the students and ask them to look at the data collected on different modes of transport used by students. Ask the students to read through the questions given below the data and try to find the answers by referring to the data in the table.
- **Wrap up:** Take feedback randomly from the pairs to check answers. Reinforce the importance of collecting and presenting data.

Learn Pronunciation: Syllables

- **Prior knowledge:** Ask the students if they can recall what are syllables. Reinforce the definition of syllables that syllables are:
a unit of pronunciation having one vowel sound, with or without surrounding consonants. A word is made up of one or more than one syllable.
- Now call out a word (with more than one syllable) and ask the students if they can identify how many syllables it has. Write the word on the board if students are finding it difficult to understand. Elicit responses from the students.
- Break the word into syllables, mark where the word breaks into a syllable and ask the students to practice reading it by blending the syllables and reading it.
- **Exercise:** Draw the attention of the students to the words written in the table on page 18. Ask them to notice the letters in bold, these syllables are to be stressed will pronouncing the word. Ask the students to read the words individually and then read them out as a whole class.

Learn Grammar: Sentence Structure

- Prior knowledge: Recall that sentences are made of different patterns. Ask the students what makes a complete sentence. Elicit responses and jot them on the board.
- The most basic pattern is: subject+object+verb.
- Draw their attention towards the sentence patterns given on page 19. Explain to the students that sentences can form complex patterns such as:
 - **SVO: Subject—Verb (transitive)—Object (direct)**
 - Example: She drove the car.
 - **SVOO: Subject—Verb—Object (indirect)—Object (direct)**
 - Example: The teacher showed the class a video.
 - **SVOC: Subject—Verb—Object (direct)—Complement**
 - Example: I consider her my best friend.
- Analyse the example sentences with the students. Ask them to point out the parts of the sentence with the examples given to further reinforce their understanding.
- Elicit more examples of the sentence patterns given from the students. For reference you can use the following:
 - **SVO: Subject—Verb (transitive)—Object (direct)**
 - **She** (subject) **reads** (verb) **books** (object).
 - **The cat** (subject) **chased** (verb) **the mouse** (object).
 - **John** (subject) **bought** (verb) **a car** (object).
 - **They** (subject) **watched** (verb) **the movie** (object).
 - **We** (subject) **visited** (verb) **the museum** (object).
 - **SVOO: Subject—Verb—Object (indirect)—Object (direct)**
 - **She** (subject) **gave** (verb) **him** (indirect object) **a gift** (direct object).
 - **The teacher** (subject) **taught** (verb) **the students** (indirect object) **a lesson** (direct object).
 - **He** (subject) **sent** (verb) **her** (indirect object) **an email** (direct object).
 - **They** (subject) **offered** (verb) **us** (indirect object) **help** (direct object).
 - **We** (subject) **showed** (verb) **them** (indirect object) **the way** (direct object).
 - **SVOC: Subject—Verb—Object (direct)—Complement**
 - **She** (subject) **called** (verb) **him** (object) **a genius** (complement).
 - **The committee** (subject) **elected** (verb) **her** (object) **president** (complement).
 - **They** (subject) **considered** (verb) **the plan** (object) **a success** (complement).
 - **We** (subject) **found** (verb) **the room** (object) **empty** (complement).
- Ask the students to attempt question 1 individually in their notebooks. Monitor the students making sentences and guide them where needed.
- Ask a few students to share a sentence or two with the class in the end. Can they identify the pattern they used in their sentence?

Learn to Write: Writing a notice

- Before the class bring the following: Sample notices – 3-4 for every group (you can collect any old school notices of events, or make samples on your own using A4 sheets and markers); A4 sheets or their notebooks.
- **Prior knowledge:** Ask students to give examples of a notice, ask them if they can remember any notices they received from school. Elicit responses and write their responses on the board. Ask the students what purpose a notice serves.
- **Group work:** Divide the class into groups of not more than 5 students. Share sample notices with each group. Ask them to discuss the features common in their notices and write them down collaboratively. Give the students a few minutes to discuss and collate their responses.
- Alternatively, the teacher can discuss the notice given on page 19 of the textbook and elicit features from the students.
- Take feedback from the groups and write down their responses on a board. Explain to the students that a notice should have the following features:

Features of a notice:

1. **Heading:** The notice usually begins with a clear and concise heading that states the purpose or subject of the notice.
2. **Content:** The body of the notice contains the important information or announcement that needs to be conveyed. It should be clear, direct, and concise. The content should answer the questions of who, what, when, where, and why.
3. **Bulleted or numbered points:** To ensure clarity and make the notice easy to read, the information may be organized using bullet points or numbered points.
4. **Contact information:** A notice often includes contact information such as a phone number, email address, or website where readers can find more information or ask questions.
5. **Closing:** A formal notice typically does not have a closing remark or complimentary close, as it is usually more direct and informative.
6. **Additional elements:** Depending on the specific purpose and requirements of the notice, additional elements such as logos, images, or official stamps may be included.

It's **important** to note that the exact format and features of a notice can vary depending on the organization, context, and purpose of the notice.

- You can share this handout with the groups as well or write them on the board. Ask them to observe how many features they got right.
- **Individual work:** Distribute A4 sheets to the students, or use their notebooks and draw their attention to the question prompt given on page 20. Ask the students to make a rough draft in their notebooks and proofread it. Ask them to be mindful of the details mentioned on page 20.
- Remind the students that their notices should be present clear and precise information. Walk around the class, facilitating them where needed.
- Ask a few willing students to share their notices with the class, the criteria of a successful notice should be that at a glance students would understand the message the notice is conveying.

Learn to Communicate:

- **Listening: Questions 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 20. Tell them that they must remember important details from the passage they hear to answer the questions.
- Read out the relevant listening passage once to the students from the end of the textbook. Make sure they are focused and pay close attention to the details. Ask them to answer the questions after the first listening.
- 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 first study the conversation given on page 21. Give them five minutes to read together.
- Explain to the students that when they need information from someone on the phone they need to follow the following (write the criteria on the whiteboard):
 - When you need information on the phone, you could also say:
 - I'm calling to find out ...
 - I'd like to ask about ...
 - I'm calling about ...
 - Can you tell me ... please?
 - I'd like to know, please, if ...
- **Role-play:** Tell the pairs that they will now prepare for a role-play. Draw their attention towards question 2 on page 21. They can switch roles of the caller and the attendee.
- Give them a few minutes to prepare and decide their roles for each scenario. They can rehearse their performances. Tell the students that they must give expressions to their performance to make it look convincing. While delivering dialogues they should be clear and audible.
- Invite the pairs to perform their role-plays on the scenarios in front of the class. Encourage and motivate them while giving constructive feedback.
- Tell the students that they will assess their peers using the rubric given on page 21 while they perform. Explain the parameters the pairs will assess each other. They will be giving their partners scores between 0 and 5.
- 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.

Class assessment:	✓	✗
Can the students read the story The Festival of Eid? Can the students answer the comprehension questions accurately?		
Can the students interpret data correctly?		
Can the students pronounce words stressing on the required syllable accurately?		
Can the students make sentences accurately using given sentence structures?		
Can the students make a notice using the discussed parameters?		
Can the students listen attentively and answer questions correctly?		
Can the students perform on a given scenario using expressions?		
Can the students appropriately assess each other?		

Teacher's notes:

- If students find it hard to read the story Festival of Eid, 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 find it difficult making sentences using sentence structures ask them to make simple sentences and then add complexity to it. Alternatively you can give them sentences with blanks for the components the students need to fill.
- If the students find difficulty in writing notices, share old notices with them and ask them to identify features in them.
- 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 Vocation

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

Learning objectives:

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

- recite poems with appropriate pause, intonation and pronunciation
- identify details, characters, main idea and sequence of ideas and events in textual/nontextual material
- think critically, compare and contrast characters, events, ideas, themes and relate them to life
- infer the meaning of unfamiliar words by reading them in context

Overview:

This poem, in keeping with the unit's theme, is about a child's imagination and what he'd like to be when he grows up. Without considering the pros and cons of every situation, the child feels drawn to certain aspects of each profession, and wants to be a part of them.

Success criteria:

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

- expected to think about the positive and negative aspects of various professions.
- encouraged to know more about the descriptive style of poetry writing.
- exposed to a style of poetry writing that does not end in rhyming words, i.e. free verse.

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 free verse poem. (Activity)

Lesson structure:

Pre-Reading:

- Let the students sit with their books closed. Disclose the name of the poem they are about to read in order to create curiosity and interest.
- Generate a discussion through the following questions. Allow the students to answer either individually or in chorus. Allot ten minutes for the discussion.

- Have they ever wondered what profession they would like to be in when they grow up? What helped them make their decision?
- Have they ever thought about the work people around them do—like their parents, or aunts and uncles? What do they like/dislike about the professions of those around them?
- Do they think anybody's life is perfect? Or do they find that everyone has to make adjustments and compromises? Ask them to also ask their parents this question.
- All student responses should be encouraged and appreciated. The teacher should carefully monitor the discussion and intervene where necessary to facilitate the discussion.
- Now ask the students to open their books and turn to the corresponding poem.

Reading:

- Instruct the students to silently read the poem. Also, ask them not to move their lips or use their fingers/pencils along the lines as they read.
- Draw their attention to the difficult words given in the glossary box.
- Add your explanations to these if necessary. Also explain words or phrases you think they may find difficult to understand.
- Ask the students to point out any other words or phrases they find to be difficult, or do not know the meaning of. Explain them if that is the case.
- Discuss the following questions:
 - Did they like the poem? What did they like or dislike about it?
 - Did they find the boy in the poem sweet or silly? Why?
- Discuss the answers provided. All responses should be encouraged and appreciated to make the discussion more interactive.

Learn to read:

- *Understand and Reflect*
 - For question 1, allow them to refer to the poem, read the relevant portions and draw inferences. After they have done so, read aloud the question and elicit answers.
 - For questions 2, 3, 4, 5 and 6, ask the students to scan the text for the answers. After they have done so, ask the class to supply the answers aloud, one at a time.
 - For question 7, students will be required to practice deductive reasoning. Allow them to work with their partners and give possible options. Encourage varied responses.
- *Appreciate*
 - This is an exercise on simple similes. Revise this figure of speech by asking the students to make their own similes by using 'as' and 'like'. Examples:
 - a. *Without my glasses, I am as blind as a bat.*
 - b. *It was such a tragic novel, that he cried like a baby.*
 - **Small group work:** Divide the students into pairs of three or four. Ask the students to look at the simile question. Tell them that they can use a dictionary for reference.
 - Ask the groups to share a few answers they have come up with.

Activity:

- **Prior knowledge:** Ask the students to recall what are adjectives and what are nouns. Elicit responses and reinforce their concepts by sharing examples of simple adjectives and nouns. Reinforce their concepts
- Write the heading 'Summer Day' on the board and ask the students to think of nouns that can be associated with summer days.
- Make a list of nouns on the board by eliciting responses from the students. Ask the students to share examples of simple adjectives to accompany the nouns in their list.
- Once both lists are ready, form adjective-nouns pairs. With feedback from the students, arrange the pairs in a manner to form a poem.
- **Individual work:** Write a few topics on the board, for example: Winter days, The school playground, my best friend, etc. ask the students to pick a topic to write an adjective-noun poem, they can also choose a topic of their liking to write a poem in their notebooks.
- **Presentation:** The students 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 25 to assess themselves.
- Emphasize the importance of honest reflection to foster improvement and growth.

Class assessment:

✓

✗

Can the students read the poem Vocation with rhythm, intonation and stress appropriately?
Can the students answer the comprehension questions accurately?

Can the students make similes appropriately?

Can the students make a spoem using the correct parameters?

Teacher's notes:

- If students find it hard to read the poem Vocation, 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 student struggle with making similes share a list of similes with them to refer to.
- If the students struggle with writing a poem, ask them to revisit the poem and share more poem examples.

Unit 1 – Section 4 History

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

Learning objectives:

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

- recite poems with appropriate pause, intonation and pronunciation
- identify details, characters, main idea and sequence of ideas and events in textual/ nontextual material
- think critically, compare and contrast characters, events, ideas, themes and relate them to life
- infer the meaning of unfamiliar words by reading them in context

Overview:

This section has been included to introduce the idea of history and who makes history. The aim of the lesson is to help students understand history as not just the stories of rulers but that of the common people, the people who contributed in the ruling.

Success criteria:

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

- answer factual and inferential questions.
- speak and logically discuss an issue in a group.
- learn a different perspective of history.
- learn and appreciate poetic devices like contrast and symbolism.
- engage in group discussion.

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 story on a proverb using idioms (Learn words)

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. Let them discuss the following question:
 - Who do you think makes history?
 - How do you think history is made?

- The teacher should ensure that students discuss the issue with sensitivity. All students' responses should be appreciated. Now ask the students to open their books to the corresponding lesson.

Reading:

- Write the difficult words on the board. As the students come across the words in the text, ask them to guess their meanings in the given context. Let 2–3 students answer. Then ask them to read the meaning given in the box.
- Ask one student to read aloud the whole poem. Check the pauses, intonations and pronunciation. Ask the following questions:
 - What have the commoners been compared to in the first stanza?
 - Find out different words used in the poem to describe common folks.
 - What do you think the phrase 'Now in the sunshine, and now in the shade' mean?
 - What are the changes you think people are making?
 - Identify the line in the poem that indicates that it is the people who make the king?
 - Do people only move onward or backward too as history is made? Why?
- Now that the whole poem is read, ask the students the same questions you asked in the beginning:
 - Who do you think makes history?
 - How do you think history is made?
- Let the students discuss their opinions.

Learn to read:

- *Understand and Infer*
 - For questions 1–7, divide the class into pairs and ask them to discuss the answers. Then ask each question from a different pair. Let the other pairs respond in the affirmative if the answer is correct.
 - In case of an incorrect answer, ask the next pair to respond.
- *Appreciate*
 - Read out the definitions of contrast and symbolism from the two boxes. Give one example of each from the poem.
 - For Q.8 and 9, ask students to work in pairs. Ask different pairs to respond. Let the other pairs respond in the affirmative if the answer is correct.

Learn words: Idioms and Proverbs

- **Prior knowledge:** Ask the students to recall what are Idioms and proverbs. Write their feedback on the board. Ask the student to share a few examples of idioms and proverbs.
- Ask the students to read the definition given on page 28 of idioms and proverbs. Ask the students a few questions to check their understanding.
- Ask the students to read the idioms and proverbs with their meanings on page 29. Ask the students to explain any one or two idioms and proverbs in their own words to check their understanding. Students can also use the idioms in sentences.

- **Pair work:** Divide the students in pairs and ask them to select a proverb to write a story around. Ask them to brainstorm ideas and make a draft story which depicts the meaning of the proverb accurately. They can also use idioms in the story.
- **Individual work:** Once the students have discussed they will write their own stories in their notebooks. Ask the students to proofread and edit their story before finalising it.
- **Peer review and discussion:** Ask the students to swap their stories with their partners and discuss how the use of idioms has changed or enhanced the story. Does it bring a vibrancy to the text? Ask a few pairs to share their responses with the class.

Class assessment:	✓	✗
Can the students read the poem Vocation with rhythm, intonation and stress appropriately? Can the students answer the comprehension questions accurately?		
Can the students use idioms and proverbs appropriately?		

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 the student struggle with using idioms and proverbs share list of sample sentences using idioms and proverbs.

UNIT 2: TREES – OUR LIFELINES – Section 1 The Tree Lover

Grade: VII	Subject: English	Material: Textbook
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Teacher:	Date:	Week:
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Learning objectives:

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

- read textual/non-textual materials with comprehension
- identify details, characters, main idea and sequence of ideas and events in textual/nontextual material
- think critically, compare and contrast characters, events, ideas, themes and relate them to life
- infer the meaning of unfamiliar words by reading them in context
- refer to the dictionary, thesaurus and encyclopaedia to find meanings/spelling of words while reading and writing

Overview:

This section has been included to introduce the learners to the story of a tree lover who looked at the importance of trees beyond his own needs. The aim of the lesson is to highlight for the students the need for human beings to protect the environment with care and responsibility.

Success criteria:

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

- answer factual, inferential and reflective questions.
- speak and logically discuss an issue in a group.
- participate in different activities in English (here, *role-play*).
- identify phrasal verbs using a dictionary.
- Write a paragraph on a specific issue.

Generic skills:

- *Analytical:* students will comprehend the passage and answer questions by referring to the story.
- *Deductive:* students will work to arrive at conclusions after skimming and scanning information from the text.
- *Study Skills:* students will learn new words; exercise their listening and comprehension skills; learn about the usage of phrasal verbs; use the dictionary; prepositions; pronouns
- *Creativity:* Students will engage in a role-play [learn to communicate]; write a paragraph [learn to write]

Pre-reading – Starter:

- Use the Starter to make learners familiar with the theme of the unit which is Nature and Trees.
- The students will sit with their books closed. Do not disclose the name of the lesson they are about to read.

- Let them discuss the following question:
 - Why do you think trees are important?
 - Do you see enough trees around yourself?
- The teacher should ensure that students discuss the questions and listen to each other. All students' responses should be appreciated. Now ask the students to open their books to the corresponding lesson.
- Show the students pictures of different trees. Ask them if they know the trees. Encourage the students to find out more about the trees they do not know of on their own.

Reading:

- Write the difficult words on the board. As the students come across the words in the text, ask them to guess their meanings in the given context. Let 2–3 students answer. Then ask them to read the meaning given in the box.
- Ask the students to do a silent reading of the first three paragraphs (from '*I was never able to ... invite you into the shade*'). Discuss the following questions with the students:
 - Which incident made the speaker feel that plants loved his grandfather?
 - What would make the garden a happy place?
 - What did the speaker's grandfather do after his retirement?
 - What were the different kinds of trees he had planted? Have you seen all of them?
 - How does the speaker describe the old peepul tree?
- Write the following questions on the blackboard. Ask the students to find answers to these questions while one student reads aloud the next three paragraphs (from '*my favourite tree was ... Sal and Shisham trees*'). Check the pronunciation, intonation and stress. The students will follow the text closely and scan the material for answers.
 - Which tree was speaker's favourite tree? Why?
 - What were the different animals and insects who visited the banyan tree?
 - What attracted the squirrels to the tree?
 - What would the speaker and his grandfather go to do in the jungle? Why?
- Repeat the same activity here as given above and ask the students to read the last segment (from '*But no one ever comes here ... dream was coming true*'). While reading, the students will automatically scan the material for the answers to the following questions written on the blackboard.
 - What did the grandfather explain about planting trees in the jungle?
 - Why do men need trees?
 - What did the grandfather say about men cutting trees?
 - What did the speaker find when he revisited Dehra?
 - What caught the speaker's eye?
 - What made the speaker feel that the trees knew him?
- Now that the whole lesson is read, ask the students:

- What did you think of the lesson?
- Does this lesson make you think of your surroundings any differently? How?

Let the students discuss their opinions.

Allow a class discussion on these questions. Allow for maximum and varied participation.

Note: While explaining the lesson, both the techniques of reading aloud (for assessing pronunciation, intonation and stress) and silent reading (for comprehension) should be used. As a formative assessment exercise, after the reading, you may ask the reader (or a peer) to tell you about any error which they feel was 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*
 - For questions 1–10, divide the class into pairs and ask them to discuss the answers. Then ask each question from a different pair. Let the other pairs respond in the affirmative if the answer is correct.
 - In case of an incorrect answer, ask the next pair to indicate which paragraph the answer can be found in. Let the previous pair find out the correct answer from the paragraph.
- *Infer*
 - **Group work:** For Q.10 and 11, divide the students in groups. Ask them to discuss the questions among themselves and note down the valid points. Take one question at a time.
 - Ask one group to answer and other groups to add more points to the answer. Give them 5 minutes to discuss the answers with their team members.
- *Reflect*
 - **Pair work:** For Q.12, divide the class in pairs. Let students discuss with their partner and give their responses. The teacher should take all responses into consideration and encourage the students to think logically. Give them 5 minutes to discuss the answers with their partner.

Use the dictionary: Phrasal Verbs

- **Introduction—prior knowledge:** Ask the students to recall what are phrasal verbs. Elicit examples of phrasal verbs from the students and write them on the board. Explain to the students that a phrasal verb is a verb that is combined with an adverb or a preposition to give a new meaning. For example, bear with, break off, go ahead, etc. Draw the attention of the students towards the extract from the Oxford Essential Dictionary given on page 37 containing a set of phrasal verbs with cut.
- Ask the students to go through the questions given with the section. Thoroughly read the definitions for each phrasal verb. Discuss the first question with the students and elicit responses. Facilitate the students to complete the questions given in their notebooks.
- **Peer-review:** Ask the students to swap their work with their partner and cross check their work. Discuss any incorrect answers the students may have got wrong.

Learn Grammar: Pronouns: personal, demonstratives, interrogative, reciprocal and indefinite

- **Introduction—Prior knowledge:** Ask the students to recall what are pronouns. Elicit responses from them and write them on the board. Ask them if they can recall the types of pronouns, they can recall what different pronouns are used in different situations. Elicit various responses from the students. Write the different types of pronouns:

Video watching: Tell the students that they will watch a video on Pronouns. Scan the QR code next to the topic and watch the video with the students. Ask them questions at the end of the video to check their understanding.

1. Personal Pronouns (primarily associated with a particular grammatical person):
 - Subject Pronouns (subject of a sentence): I, you, he, she, it, we, they.
 - Object Pronouns (object of a sentence): me, you, him, her, it, us, them.
2. Possessive Pronouns (shows who owns something):
 - Singular: mine, yours, his, hers, its.
 - Plural: ours, yours, theirs.
3. Reflexive Pronouns (refers to the subject):
 - Singular: myself, yourself, himself, herself, itself.
 - Plural: ourselves, yourselves, themselves.
4. Demonstrative Pronouns (points out a noun):
 - Singular: this, that.
 - Plural: these, those.
5. Interrogative Pronouns:
 - Who, whom, whose, which, what.
6. Relative Pronouns:
 - Who, whom, whose, which, that.
7. Indefinite Pronouns (does not refer to any person, amount, or thing in particular):
 - Singular: anyone, someone, no one, everybody, somebody, nobody, everything, something, nothing.
 - Plural: all, some, few, several, many, both.
8. Reciprocal Pronouns (when two or more subjects are acting in the same way towards the other):
 - Each other, one another.

Pair work: Ask pairs to make a sentence using each one of the pronouns revised and share with the class. Write a few on the white/blackboard with the type of pronoun.

Ask the students to attempt Qs. 1 and 2 in their notebooks. Share some answers with the class.

Learn Grammar: Prepositions

- **Prior knowledge:** Ask the students to recall what are prepositions and elicit some responses. Take their feedback on the white/blackboard.
- Ask the students to read the sentences given in Qs. B. Notice the italicised word 'near'
- Ask the students to read the description given in the speech bubbles on page 40.
- Ask the students to give examples of each preposition other than the ones mentioned in the textbook.
- **Pair work:** Ask the students to go through the passage and locate examples of preposition of time, movement and direction. Ask the pairs to share their examples with the class, as well as where in the textbook did they locate the preposition
- **Compound preposition and prepositional phrase:** Ask the students to read the description given in the second speech bubble given on page 40. After reading ask the students questions to explain what are compound prepositions and prepositional phrases in their own words.
- Elicit responses from the students and also ask them to share more examples of compound prepositions and prepositional phrases. A few examples can be:

Compound Prepositions	Prepositional Phrases
According to	Under the table
Ahead of	Over the moon
Along with	Between the lines
Apart from	Behind the scenes
Because of	Across the street
By means of	Through the window
In addition to	Around the corner
In front of	Among the crowd
In spite of	Beneath the surface
On account of	Within the walls
Out of	Beyond the horizon
With regard to	Inside the box

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 40. Tell them that they must remember important details from the passage they hear to answer the questions.

- Read out the relevant listening passage once to the students from the end of the textbook. Make sure they are focused and pay close attention to the details. Ask them to answer the questions after the first listening.
- 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:** Ask the students to read the given scenario on page 50 under the Learn to speak section. Ask the students to relay the scene to the class to check their understanding. Write the roles mentioned on the board:
 - An environmentalist
 - A senior resident of the island
 - An unemployed youth
 - A farmer
 - A member from the government tourist department (government representative)
- Ask the students questions to check their understanding of the above roles. Who is an environmentalist, what could their perspective be towards the construction of an airport, etc?
- **Group activity:** Divide the students into groups of five (each member will be representing one given role in the scenario). Give each group a box containing a set of role cards for the scenario. Ask the groups member to pick one card from their group box and see what role they have received.
- Ask them to read their role-card carefully. Make sure they are clear about your role and what they should say.
- The one who role-plays the government representative will be the chairperson of the group. He/she will conduct the meeting; see that all the members get a fair chance to express their views; help the group arrive at a decision; and note down the reasons in support of the group's decision.
- Draw the attention of the students towards the guidelines mentioned on page 41 and 42 of the textbook. Remind the students to be courteous and respectful while discussing their points of views. Ask them to wait for the other person to finish before starting their dialogues, deliver their dialogues with appropriate expressions and intonation. Instruct the groups that each member has to make a case of their perspective.
- **Preparation:** Ask the groups to take a few minutes to compose their points, remember to use adequate reasons to support their opinions. They can also do a mock rehearsal within the group. Remind the students that when they are acting out scenarios, they should take cues from punctuation, such as a complete pause as a full stop, a smaller pause at a comma, an exclamatory tone with an exclamation mark, etc.
- **Role-play:** Set-up five chairs in front of the class. Invite each group to come and share their groups' views. At the end of each group's performance the government representative will share what his/her group's decision is.

- Intervene where necessary, encourage each group with a round of applause at the end of their performance.
- **Peer-assessment:** Ask the groups to reflect on the performances of their peers and fill out the peer assessment score card on page 42.

Class assessment:	✓	✗
Can the students read the story The Tree Lover?		
Can the students answer the comprehension questions accurately?		
Can the students find the correct usage of a given phrasal verb?		
Can the students use gender specific and gender neutral nouns accurately?		
Can the students identify pronouns personal, demonstrative, interrogative, reciprocal and indefinite?		
Can the students identify prepositions of time, movement, direction. Compound prepositions and prepositional phrases?		
Can the students listen for detail and mark locations on a map?		
Can the students role-play a given scenario and a role with confidence and accuracy?		

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.
- Recall grammar rules before grammar exercises, discuss the rules, asking 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.
- After the students have done the exercise, discuss the answers to ensure that learners understand the rules.
- If you feel that more practice is required in class, use the explanation(s) in the coursebook followed by reinforcement worksheets or homework.
- 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 prepositions and pronouns, 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.
- Give different scenarios to students to reenact if the students cannot perform a role. Demonstrate for the students to give them context of what to do.

Unit 2 – Section 2 Think Like a Tree

Grade: VII

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives:

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

- recite poems with appropriate pause, intonation and pronunciation
- ask and respond to questions based on texts and out of curiosity
- think critically, compare and contrast characters, events, ideas, themes and relates them to life

Overview:

This poem eulogizes trees and talks about their importance in our lives. It also establishes what positive characteristics and values we can imbibe from them.

Success criteria:

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

- think about trees as animate and living creatures.
- know more about descriptive poems.
- know more about the device of personification.
- be familiar with the diamante style of poem.

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]
- *Creativity:* Students will create a diamante style of poem.

Lesson structure:

Pre-Reading:

- Let the students sit with their books closed. Generate a discussion through the following questions. Allow the students to answer either individually or in chorus. Allot ten minutes for the discussion.
 - Do they like trees?
 - What qualities of trees do they find attractive, valuable, worth emulating?
 - Have they noticed the hardships, natural or man-induced, that trees have to endure?

- All student responses should be encouraged and appreciated. The teacher should carefully monitor the discussion.
- Now ask the students to open their books and turn to the corresponding lesson.

Reading:

- Instruct the students to silently read the poem.
- Draw their attention to the difficult words given in the glossary box.
- Add your explanations to these if necessary. Also explain words, phrases or expressions that you think they may find difficult to understand.
- Ask the students to point out any other words or phrases they find to be difficult, or do not know the meaning of Explain them if that is the case.
- Play the audio of the poem. The students should keep their books closed and listen to it with complete concentration, silently absorbing the rhythm and intonation of the language.
- Now read the poem out loud, and this time, the students should follow the lines in their books.
- Now that the poem has been read and heard, divide the class into groups and discuss the following questions:
 - Did they like the poem? Ask them to give reasoned answers.
 - What do they think about the various characteristics of trees that the poet has described?
 - Discuss the answers provided by various groups. All responses should be encouraged and appreciated to make the discussion more interactive.

Learn to read:

- *Understand and Infer*
 - For questions 1, 2, 4 and 5, ask the students to scan the text for answers. After they have done so, ask the class to supply the answers aloud, one at a time. You may also ask individual students to do so.
 - For questions 3 and 6, ask them to brainstorm aloud. Allow them to refer to the poem.
 - Discuss disagreements, if any.
- *Appreciate*
 - Discuss imagery with the students. **Imagery:** Begin by defining imagery as **a figurative language technique that creates a picture in the reader's mind using sensory details such as sight, sound, smell, taste, and touch. Imagery uses a lot of descriptive words.**
 - Ask the students to share some descriptive words that can reflect imagery, they can begin by sharing words for each sense. The following words can be used as examples:
 - **Sight:** sparkling, vibrant, shimmering, luminous, brilliant, colourful, dark, shadowy, radiant, glaring
 - **Sound:** soothing, melodic, harmonious, deafening, roaring, screeching, whispering, hushed, rhythmic, jarring

- **Smell:** fragrant, pungent, sweet, fresh, musty, spicy, acrid, floral, earthy, tangy
- **Taste:** savory, bitter, sweet, tart, salty, spicy, rich, bland, zesty, tangy
- **Touch:** rough, smooth, soft, prickly, bumpy, slimy, velvetay, icy, hot, cold
- **Auditory:** thunderous, noisy, quiet, peaceful, booming, crackling, hissing, chirping, buzzing, clanging
 - Q.7 can be completed as a class exercise, with students reading out their answers. Q.8 should be done individually.

Learn Grammar: Adverbial Phrases

- **Introduction:** Ask the students to read the description on page 45 of their textbooks. Elicit responses from the students on their explanation.
- Tell the students that Adverbial phrases are groups of words that function together as an adverb to modify a verb, adjective, or another adverb. They provide more detailed information about how, when, where, or to what extent something happens. Ask students for more examples of adverbial phrases.

Examples:

- **In a hurry:** modifies the verb “finished” in the sentence “She finished her homework in a hurry.”
- **At the park:** modifies the verb “played” in the sentence “They played soccer at the park.”
- **With great enthusiasm:** modifies the verb “sang” in the sentence “He sang the song with great enthusiasm.
- **During the night:** modifies the verb “prowled” in the sentence “The cat prowled during the night.”
- **Pair work:** Pair up the students and ask them to do Qs. 1. Take feedback from the students and ask them why they chose their answer.
- **Ask the** pairs to select any four adverbial phrases and use them in a conversation. Ask a few pairs to demonstrate their conversation in front of the class.

Learn to Write: Writing in Simple Past Tense and paragraph writing

- **Prior knowledge:** Ask the students to recall what is the simple past tense. Take feedback from them on the board.
- Ask the students to read the description written on page 46 about the simple past tense.
- Ask the students question to check their understanding. Ask them to give more examples of past tense of regular and irregular verbs.
- Provide the students with a sentence in present tense and ask them to change it to simple past tense.
- Do a few examples like this verbally.

Paragraph writing

- **Pair work:** Ask the students to form pairs and discuss their respective answers in the reflect question.

- Make a rough outline of what you want to include in your paragraph together:
 - What is the issue that you feel needs urgent attention? (e.g. caring for the environment, education for all, etc.)
 - What do you think are the reasons for this deterioration?
 - What are the steps that you feel should be taken to deal with it?
- Once the pairs have discussed an outline, they will write a draft on their own in their notebooks. Proofread and edit it and then write the final version.
- Once done, they can underline the sentences used for past tense and then compare it with their pair partner.

Activity:

- Ask the students to attempt Qs. 1 of the activity on their own in their notebooks.
- **Introduction:** Ask the students if they know what is a shape poem? Elicit responses and explain to them that a shape poem is an arrangement of words (as a poem) on a page into shapes or patterns that reveal an image. You can share the following example with the students for a shape poem:

Oh
pretty
star, shine
and sparkle
above us
in the sky,
glow and twinkle.

Moon and the star adores each other. shines at night and
make the sky look bright. Be my guiding light. Never fade little star,
always twinkle like a dot magic. All the night twinkle
like a guiding light for us.

A heavenly body
filled with
lustre

- Ask the students if they can guess what shape the poem is written in. Tell the students that today they will be writing a similar shape poem known as the Diamante shape poem. The poem is written in the shape of a diamond.
- Ask them to look at the example given on page 47 of the coursebook. Ask them to go through the structure of the poem given in the second column.
- Ask students to write their Diamante shape poems in their notebooks on a topic of their choosing.
- Ask the students to share their poems with the class and have a elocution session.
- Ask the students to fill the self-assessment rubric given at the end of the page

Class assessment:	✓	✗
Can the students read the poem Think like a tree?		
Can the students answer the comprehension questions accurately?		
Can the students identify adverbs and adverbial phrases?		
Can the students recall the simple past tense and write a paragraph accurately?		
Can the students make write a shape poem according to the parameters discussed?		
Can the students assess themselves fairly?		
<p>Teacher's notes:</p> <ul style="list-style-type: none"> • 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 find it difficult making sentences using sentence structures ask them to make simple sentences and then add complexity to it. Alternatively you can give them sentences with blanks for the components the students need to fill. • If the students find difficulty in writing a shape poem, share sample shape poems with them and ask them to identify features in them. 		

UNIT 3: AGAINST ALL ODDS – Section 1 Three Days to See

Grade: VII	Subject: English	Material: Textbook
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Teacher:	Date:	Week:
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Learning objectives:

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

- ask and respond to questions based on texts and out of curiosity
- think critically, compare and contrast characters, events, ideas, themes and relates them to life
- understand the rules of grammar through a variety of situations and contexts
- read a variety of texts for pleasure (here, *autobiography*)
- uses appropriate grammatical forms in communication (here, *defining relative clauses and using so ... that*)

Overview:

In the given lesson, young learners are inspired to pay more attention and value to all the beautiful things that our senses enable us to experience in this world.

Success criteria:

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

- appreciate the importance of our senses, especially sight.
- improve their vocabulary and grammar.
- enhance their reading, factual and inferential comprehension skills.
- Identify defining relative clauses
- Identify and use coordinating conjunctions

Generic skills:

- *Analytical:* students will comprehend the passage and answer questions by referring to the story.
- *Deductive:* students will work to arrive at conclusions after skimming and scanning information from the text.
- *Study Skills:* students will learn new words; exercise their listening and comprehension skills; learn about the usage relative clause, coordinating conjunctions

Starter:

- Use the Starter to make learners familiar with the theme of not giving up.
- Ask the students to read the text on Helen Keller on page 48.
- **Group work:** Divide the students in small groups of four and discuss the points given on page 49. Give the students time to discuss and then ask them to present their ideas.

Pre-reading :

- In the given story, the narrator, who is blind, talks about all the things she would like to see if she could have her sight back for three days. Introduce this topic by generating a discussion through simple questions like the following. Allow students to answer individually or in chorus. Allot a few minutes for this discussion:

- Can they imagine being blind or deaf or mute? What would they miss most if they were unable to use these senses?
- How can they help people who are disabled? Do disabled people need pity, or compassion and understanding? Explain.
- Initiate discussion with the starter exercise. Points of discussion could include, but not be limited to:
 - Why do they think Helen was compared to a 'wild animal in the jungle' when she was growing up?
 - How do they think Anne Mansfield was able to communicate with Helen in a short time?
 - How does Helen's life inspire us?
- At the teacher's discretion, this can either remain an oral activity, or can yield a written piece at the end of discussions.

Ask a few students to present their ideas to the class.

Reading:

- Ask the students to read the story silently, one page at a time. Tell the students that should they finish reading a page, they should wait for their classmates to finish as well, instead of beginning with the next page. Also, ask them to underline words that they find difficult as they read.
- When the class finishes reading till the end of each page, draw their attention to the difficult words given in the glossary box.
- Ask students to point out any other word(s) that they find difficult or do not know the meaning of. Explain the meanings should any such words be pointed out. Point out lines or phrases you find to be important and ask them to underline the same.
- After they finish reading till the end of the passage, give a short summary of the story in your own words.
- Ask them a few short and simple questions, such as the following, to ensure they have understood the passage:
 - Did they like the story? Why or why not?
 - If they were blind and could be given three days of sight, what would they like to see? Why?
 - What is Helen trying to teach us through this lesson?
- Allow a class discussion on these questions. Allow for maximum and varied participation.

Learn to read:

- Understand
 - For questions 1, 2, 3, 4, 5 and 7, ask the students to look for answers by referring to the story. After they have done so, ask the answer to each question to the class and discuss the answers.
 - For questions 6 and 8, ask the students to discuss in small groups of about four. Allow them to refer to the story if needed. Direct responses so that the right answers emerge.

- Infer
 - For Q.9, let the students go through the text and draw inferences. After they have done so, read the questions aloud and ask the groups to read out the inferences they have arrived at.
 - For Q.10, divide the class into pairs. Let each pair discuss their answer and share it with the class. Make sure the students give pertinent, compelling and logical reasons for their answers.
- Reflect
 - **Group work:** Since this exercise isn't about right or wrong answers, let the students respond individually and as they please for the first question. For the next question, it may be worthwhile to form the students into groups of four and let each group compile the lists together. Let the groups then share their lists with the class and discuss the points they have in common with one another, and those that they don't have in common, as well.

Learn words: Describing humans and nature

- **Prior knowledge:** Ask the students to recall describing words. Elicit their responses and take feedback on the white/blackboard.
- **Pair activity – Question 1:** Pair up the students and ask them to go through the passage again and attempt Qs. 1. Ask them to identify describing words for nature and humans and jot them in their textbooks. Take feedback from the pairs once they have completed. They can also point out from which line in the text they selected the word.
- **Question 2:** Ask the students to complete question 2 on their own. Take feedback from the students once they have completed the exercise.

Learn Spelling

- **Pair work:** Divide the students in pairs and ask them to unjumble the words in the exercise. Ask them to refer to a dictionary to check the spellings of the word.
- **They** can then attempt the question independently in their textbooks.
- **Take** feedback from the students to check their understanding

Learn Pronunciation

- Ask the students to pronounce the word 'quiver', write the pronunciation kwiver on the board.
- **Whole class – Qs. 1:** Pronounce the words in Qs. 1 together.
- **Pair work:** Pair up the students and ask them to pronounce the words in Questions 2 and 3. One student will pronounce the words while the other one will listen to check their partner's pronunciation.

Learn Grammar: Defining Relative Clause

- **Introduction:** Begin by asking students if they know what a relative clause is. Allow a brief discussion and elicit responses and examples. Provide explanations if needed. Explain that in this lesson, they will focus on a specific type of relative clause called defining relative clauses, which are used to identify and describe people and things.

- **Exposition:** Display the passage or sentences with examples of defining relative clauses on the board or chart paper or you can make handouts to share with groups in the class.

Passage: I have a friend who lives in New York. He has a dog that loves to play fetch. The restaurant that we went to last night had amazing food. The book which I'm reading is a thrilling mystery. The woman whose car broke down on the highway asked for help.

Explanation of Examples:

1. "who lives in New York" - The defining relative clause "who lives in New York" describes and identifies the friend.
2. "that loves to play fetch" - The defining relative clause "that loves to play fetch" describes and identifies the dog.
3. "that we went to last night" - The defining relative clause "that we went to last night" describes and identifies the restaurant.
4. "which I'm reading" - The defining relative clause "which I'm reading" describes and identifies the book.
5. "whose car broke down on the highway" - The defining relative clause "whose car broke down on the highway" describes and identifies the woman.

These examples demonstrate the use of "who," "that," "which," and "whose" to introduce defining relative clauses. They help provide essential information about the people and things being referred to in the sentences.

- Read each sentence aloud and ask students to identify the relative clause in each sentence. Highlight the use of "who," "which," "that," and "whose" in the examples. Discuss the function of each relative pronoun and explain that "who" is used for people, while "which" and "that" are used for things. Mention that "whose" is used for possession.
- **Explanation and Examples:** Write the following sentence on the board:
 - The dog who is barking belongs to my neighbour.
- Explain that sometimes "that" can be used instead of "who" when referring to people. Point out that "who" is more common in informal speech and writing. Provide additional examples using "that" and "who" to refer to people, and "which" to refer to things. Allow students to ask questions and clarify any confusion. Ask the students to read the explanation given on page 55 of the textbook.
- **Individual work:** Ask the students to go through Qs 1. Explain that they have to make at least eight sentences using a phrase from each column. For example: She is not the woman who stole my dog. Facilitate the students to complete the exercise.
- **Pair work – Question 2:** Divide the students in pairs and ask them to go through Qs. 2. They can divide the sentences between them.
- Take feedback from the pairs once they have practiced on their own.

Learn Grammar: so... that

- **Introduction—Prior knowledge:** Ask the students to recall what are conjunctions. Elicit responses from them and write their feedback on the board. Discuss the importance and usage of conjunctions.

- Now introduce, coordinating conjunctions and subordinating conjunctions. Explain to the students that:
Coordinating conjunctions connect words, phrases, and clauses that are equal to each other, or coordinate with one another. The seven coordinating conjunctions are: **so, yet, or, but, nor, for, and**.
Subordinating conjunctions link a dependent clause to an independent clause to show a relationship. They can be used to show time, comparison, cause-effect, reason, place, or condition. **Examples:** since, after, until, because.
- Elicit responses from the students to check their understanding and to clear any ambiguity they might have.
- **Individual work:** Explain to the students that they will be including ‘so’ and ‘that’ in the sentences they will be making. When ‘so’ and ‘that’ are used in a sentence it is used to express the idea of degree. Draw their attention towards the example given on page 56 of the textbook.. Facilitate the students in completing the exercises in their notebooks.
- **Wrap up:** Ask the students to share sentences using a coordinating conjunction and a subordinating conjunction.

Class assessment:	✓	✗
Can the students read the story Three Days to See? Can the students answer the comprehension questions accurately?		
Can the students use adjectives to describe humans and nature accurately?		
Can the students pronounce qu words accurately?		
Can the students identify relative clauses aptly?		
Can the students use coordinating conjunctions correctly?		

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.
- Recall grammar rules before grammar exercises, discuss the rules, asking 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.
- After the students have done the exercise, discuss the answers to ensure that learners understand the rules.
- If you feel that more practice is required in class, use the explanation(s) in the coursebook followed by reinforcement worksheets or homework.

- 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 describing words, teachers can give them more practice exercises focused on adjectives. Or work together on correcting sentences on the board. Another option can be to offer one-on-one help to explain grammar rules.

Unit 3 – Section 2 Subira – The Three-legged Cheetah

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

Learning objectives:

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

- read textual/non-textual materials with comprehension
- identify details, characters, main idea and sequence of ideas and events in textual/nontextual material
- think critically, compare and contrast characters, events, ideas, themes and relate them to life
- infer the meaning of unfamiliar words by reading them in context
- refer to the dictionary, thesaurus and encyclopedia to find meanings/spelling of words while reading and writing
- know the features of various types of writing (here, *diary entry*)
- refer to the dictionary, thesaurus and encyclopedia to find meanings/spelling of words while reading and writing

Overview:

This story is about a young teenage boy whose dream of being a great sportsman has been shattered due to an accident in which he loses his leg. He is unable to adjust to his new disabled condition until he meets a three-legged cheetah that inspires him to overcome all difficulties and live a new dream.

Success criteria:

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

- understand more about disabilities through active learning experiences and learn about inclusivity.
- enhance their reading, evaluative and extrapolative comprehension and inferential skills.

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)]

- listen carefully and note details.
- write diary entries.
- give their opinions and suggestions by using appropriate expressions.
- write a diary entry and practise free writing

- *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]
- *Creativity:* Students will write a diary entry. [Learn to write]

Lesson structure:

Pre-Reading:

- In the following story we meet Cory, a young teenage boy, who has lost his leg in an accident because of which his dream of being a star baseball player has been shattered. However, when he meets Subira, the three-legged cheetah, he realizes that one should not give up hope and should continue to dream.
- Introduce this topic by generating a discussion through simple questions like the following.
- Allow students to answer individually or in chorus. Allot a few minutes for this discussion.
 - What do they dream to be when they grow up? What would they do if due to a crisis they realize that they can't fulfil their dream?
 - In the face of failure, should one give up hope in life? Explain with reasons.
 - What lessons can failure teach us?
 - If they were to become disabled, how would they cope with their new condition?

Reading:

- Ask the students to read the story silently, one page at a time. Tell the students that should they finish reading a page, they should wait for their classmates to finish as well, instead of beginning with the next page. Also, ask them to underline words that they find difficult as they read.
- When the class finishes reading till the end of each page, draw their attention to the difficult words given in the glossary box.
- Ask the students to point out any other word(s) or expressions that they found difficult or do not know the meaning of. Explain the meanings should any such words be pointed out.
- Point out lines or phrases you find important and ask them to underline the same.
- Ask them a few short and simple questions, such as the following, to ensure they have understood the passage:
 - • Did they like the story? What did they like about it most?
 - • Why do they think Cory had lost more than a leg in the accident?
 - • What was special about Subira?
 - • How did Subira help Cory?
- Allow a class discussion on these questions. Allow for maximum and varied participation.

Learn to read:

- Understand
 - For questions 1, 4, 5, and 6 ask the students to look for answers by referring to the story.
 - After they have done so, have a class discussion and ask the class to supply the missing points, if any.
 - For questions 2, 3 and 7, allow them to refer to the story if needed. After they have done so, ask them to draw conclusions. Allow various responses, but guide discussions towards definitive textual deductions.
- Infer
 - For questions 7 and 8, allow them to refer to the story if needed. After they have done so, ask them to make inferences and draw conclusions. Allow various responses, but guide discussions towards definitive textual deductions.
 - For question 9, follow the instructions given above for the inferential questions. Ask students to focus on her childlike behaviour, not only with reference to her crying, but also to Hamid's looking after her needs and wishes.
- Reflect
 - **Pair work:** Divide the students in pairs and ask them to brainstorm for questions 10. Encourage students to introspect and discover life skills such as critical thinking and problem solving. Ensure that there is no bias involved while answering. Let this be a free response activity.
 - Ask a few pairs to share their responses with the class. Remind the students that they have to be respectful of each other's comments and opinion. There can be disagreements, but they should be tolerant of each other.

Use the Dictionary – Compound words

- **Prior knowledge:** Ask the students to recall compound words and their use. What are compound words, elicit examples from the students and write their feedback on the board. Ask the students to open to page 60 of the coursebook and go through the definition and usage of compound words.
- Elicit responses from the students to check their understanding. Ask the students to use their dictionaries for the next exercise on compound words.
- **Individual work:** Ask the students to sort the given words in three categories as mentioned in the table below in their notebooks. Ask them to attempt the exercise on their own as much as they can. After they have completed the exercise, ask them to check their answers from the dictionary entries given at page 67 of the coursebook.
- **Wrap up:** Ask the students to share plurals of the compound words given on page 69, note that every compound word would not have plurals.

Learn to Write: Diary Entry

- **Introduction—Prior knowledge:** Ask the students to recall writing a diary entry. Have they maintained a diary in the past? What would they write in a personal diary/journal? Elicit responses from the students.
- **Features of a diary/journal entry:** Ask the students if they can share any features of writing diary entry. Discuss the features and explain to them that your diary entry should have the following features:
 1. **Date:** Diary entries are typically dated to indicate the day the entry was written.
 2. **Personal Perspective:** Diary entries are written from a first-person point of view, providing the writer's personal thoughts, feelings, and experiences.
 3. **Informal Tone:** Diary entries often have an informal and conversational tone, as they are meant to capture the writer's genuine voice and emotions.
 4. **Chronological Order:** Diary entries are usually organized in chronological order, reflecting the events or experiences as they occurred.
 5. **Descriptive Language:** Diary entries often employ descriptive language to vividly capture the writer's surroundings, emotions, and sensory details.
 6. **Emotional Expression:** Diary entries allow for the expression of a wide range of emotions, providing an outlet for the writer to express joy, sadness, frustration, excitement, or any other feelings.
 7. **Reflective and Introspective:** Diary entries often include reflections and introspection, as the writer contemplates and analyzes their experiences, thoughts, and actions.
 8. **Personal Relevance:** Diary entries focus on the writer's personal experiences, making them unique and reflective of the writer's individuality.
 9. **Stream of Consciousness:** Diary entries may include a stream-of-consciousness style, where the writer freely writes their thoughts, associations, and observations without worrying about organization or structure.
 10. **Authenticity and Honesty:** Diary entries are meant to be sincere and authentic, allowing the writer to express their true feelings and thoughts without judgment or censorship.

Tell the students that diary writing is a form of free writing, where the writer expresses themselves openly. It is meant to be a form of informal writing. The language does not have to be formal; it is solely an expression of what the writer is thinking.

- Ask the students to recall the starter of the unit and the passages, three days to see they read in section one of the unit. What can they recall about Hellen Keller's personality? Allow them to go through pages 48 – 51 of the coursebook to refresh their memory. Emphasise on Hellen's desire to see and observe things.

- Ask the students to read Qs. 2 thoroughly. Elicit responses from the students to check their understanding of the task. Emphasise on the use of first-person pronouns, I, me, and my to refer to themselves in the diary and share their experiences of a person who is able to see for the first time.
- Ask them to make a draft of their diary entry first, jot down what they would see and the events of the day in points. Then finalise it in their notebooks, they can use the starting prompt given on page 62. Their diary entry should be not more than 150 – 250 words.
- Ask the students to proofread and edit their work once done to check for any spelling, grammar, and punctuation errors.
- **Free Writing:** Ask the students to read the definition of free writing given on page 62. **Video watching:** Scan the QR code to play the video on free writing. Ask the students to watch it carefully as they will be doing a short exercise on free writing. Once they have seen the video, ask the students questions to check their understanding.
- Ask the students to read the instructions given on page 62. They can write freely as much as they want about the events of the day, add in their feelings, expressions, and emotions. Do not give the students a word limit for their free-writing exercise.
- **Wrap up:** Ask the students about their feelings about writing diaries or free-writing. Ask them to share what they liked or disliked about the form of writing.

Learn to Communicate:

- **Speaking – Question 1: Group work:** Divide the students in groups. Ask them to read Qs. 1 on page 62. Begin the conversation by making the students reflect on the kind of changes that can be brought about in the school environment to provide better facilities for the disabled. The following pointers can be kept in mind to guide the discussion:
 - *What are the laws and regulations governing accessibility?*
 - *How should buildings be designed to ensure that disabled students get maximum possible access to general education?*
 - *How can classrooms be designed better?*
 - *How can we ensure minimum travel distances from one classroom to another?*
 - *How can we make provisions for parental involvement for students with disabilities?*
- Ask them to jot down their points to present to the class. Ask the students to look at the dialogue cues on page 63 to express their ideas.
- Ask the groups to present their ideas in front of the class once they are ready.
- Tell the students that they will assess their peers using the rubric given on page 63 while they perform. Explain the parameters the pairs will assess each other. They will be giving their partners scores between 0 and 5.
- 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.

Class assessment:	✓	✗
Can the students read the story Subira the three-legged cheetah? Can the students answer the comprehension questions accurately?		
Can the students differentiate between hyphenated, two word and single word compound word correctly?		
Can the students form plurals forms of compound words accurately?		
Can the students make sentences accurately using given sentence structures?		
Can the students write a diary entry using the given parameters?		
Can the students free write correctly?		
Can the students present their ideas with confidence and clarity?		
Can the students appropriately assess each other?		

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 find it difficulty differentiating between different compound words, put up a word wall with different types of compound words for students to revisit.
- If the students find difficulty in writing diary entry, share sample diary entries ask them to identify features in them.
- 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 3 – Section 3: I Was Born Different

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

Learning objectives:

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

- recite poems with appropriate pause, intonation and pronunciation
- identify details, characters, main idea and sequence of ideas and events in textual/ nontextual material
- think critically, compare and contrast characters, events, ideas, themes and relate them to life
- infer the meaning of unfamiliar words by reading them in context

Overview:

This section has been included to tell the students about people with disabilities and how they are treated by people. The aim of the lesson is to highlight that disability does not make any different or less and they need to be respected and cared for irrespective of their disabilities.

Success criteria:

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

- answer factual and inferential questions
- speak and logically discuss an issue in a group
- understand the lives of people with disabilities
- use the dictionary
- understand the use of poetic devices like refrain
- make a scrapbook project

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 research and make a scrapbook project. (Activity)

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. Let them discuss the following question:

- What do you understand from the phrase 'able bodied'?
- Do you think that people with disabilities need special treatment?
- The teacher should ensure that students discuss the issue with sensitivity. All students' responses should be appreciated. Now ask the students to open their books to the corresponding lesson.

Reading:

- Write the difficult words on the board. As the students come across the words in the text, ask them to guess their meanings in the given context. Let 2–3 students answer. Then ask them to read the meaning given in the box.
- Ask one student to read aloud the first three stanzas of the poem. Check the pauses, intonations and pronunciation. Ask the following questions:
 - How do people behave with the speaker?
 - What lines describe that the speaker was born different?
 - Why do you think people behave the way they do with the speaker?
 - Do you think their behaviour is right?
- Ask one student to read aloud the next part of the poem till the end. Check the pauses, intonations and pronunciation. Ask the following questions:
 - What kind of therapy has the speaker had since infancy?
 - Why do you think the speaker never had friends?

- What do the last seven lines of the poem tell us about the speaker?
- What do you think the speaker feels about her disability?
- Now that the whole poem is read, ask the students the following question:
- What feelings do you have towards the speaker after reading the poem?
- Let the student discuss their answers.

Learn to read:

- Understand and Reflect
 - For Q.1–4, divide the class into pairs and ask them to discuss the answers. Then ask each question from a different pair. Let the other pairs respond in the affirmative if the answer is correct.
 - In case of an incorrect answer, ask the next pair to respond.
- Infer
 - For Q.5–8, ask the students to work individually. Ask each question from a different student.
 - In case of incorrect answer, ask other students to respond.
- Appreciate
 - Explain to the students that a refrain is the repetition of usually a line, a phrase, two or three lines, or words in a poem. This puts emphasis on a point or for effect. Ask them to discuss the reasons behind using this poetic device.
 - For Q.10, explain the idiom ‘cook, talk, dance, etc. up a storm’— to do something with great energy and enthusiasm. The students can be introduced to other ‘storm’ idioms:
 - any port in a storm
 - the calm before the storm
 - a storm in a teacup
 - take something/somebody by storm
- This can be done as a class discussion with inputs from several students.

Activity:

- **Note:** This activity can be done over at least two days’ time as it is an extensive project that requires time to collect information and present it.
- Explain to the students how a scrapbook is created.
- Tell the students that a scrapbook project aims to give in-depth information about a topic. This can also be done in groups. Form groups of four to five, assign roles to the group members so that everyone can participate.
- Explain that the following components need to be included in a scrapbook:
- **1. Cover Page:** A decorated front page that introduces the theme or topic.
- **2. Content Pages:** Pages filled with various materials such as:
 - **Text:** Written information, summaries, and reflections.
 - **Images:** Photos, drawings, and illustrations.
 - **Clippings:** Newspaper articles, magazine cutouts, and printed materials.

- **Artifacts:** Small objects or memorabilia related to the topic.
- **Decorations:** Stickers, ribbons, and other embellishments.
- These can be written on a chart paper and pinned on the display board for students to refer to. Tell the students that they need to **collect information** related to the topic, i.e. Paralympic Games. Ask them to follow the questions given on page 66.
- They will gather information on the topic, **organise their content** which means decide the order in which the information will be presented. Each of their pages will be **decorated** with collected materials. They can add their **own reflection** related to the topic, they can share suggestions, ideas, or thoughts here. In the end, each group will present their scrapbook project to the class, explaining what they have included and sharing their reflections.
- After presentations, their scrapbook projects can be put up on the display board for students to observe closely.
- Ask the students to use the Self-assessment criteria given on page 67 to assess themselves after the project is completed.
- Emphasize the importance of honest reflection to foster improvement and growth.

Class assessment:	✓	✗
Can the students read the poem I was born different, with rhythm, intonation and stress appropriately? Can the students answer the comprehension questions accurately?		
Can the students make a scrapbook project according to the parameters shared?		
Can the students self-assess themselves honestly?		

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 the student struggle with making a scrapbook project, share links to websites or material through which they can find the information they require, share sample scrapbooks.
- If the students find it difficult to present, give them cues or starters to begin the presentation. You can also suggest them to make cue cards to write pointers on what they have to talk about. Encouragement, motivation and appreciation also play an important role in building a child's confidence.

UNIT 4: PUT ON YOUR THINKING CAP! – Section 1 Young Sherlock Holmes

Grade: VII

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives:

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

- ask and respond to questions based on texts and out of curiosity
- think critically, compare and contrast characters, events, ideas, themes and relates them to life
- understand the rules of grammar through a variety of situations and contexts
- read a variety of texts for pleasure (here, *autobiography*)
- uses appropriate grammatical forms in communication (here, *reported speech* and using *must* while making logical deductions)

Overview:

This lesson is about the famous detective, Sherlock Holmes, in his youth. The story shows a young Sherlock Holmes with his characteristic sharpness, deducing facts about a new boy in his school about whom he should otherwise, have known very little.

Success criteria:

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

- know more about the style of the narrative writing mode
- analyze the character of Sherlock Holmes through his behaviour
- improve their vocabulary and grammar
- enhance their reading, and factual and inferential comprehension skills

Generic skills:

- *Analytical:* students will comprehend the passage and answer questions by referring to the story.
- *Deductive:* students will work to arrive at conclusions after skimming and scanning information from the text.
- *Study Skills:* students will learn new words; exercise their listening and comprehension skills; learn about the usage synonyms; reported speech

Starter:

- Use the Starter to make learners familiar with the theme of suspense stories.
- Ask the students to read the questions on page 68.
- **Pair work:** Divide the students in pairs and ask them to solve the puzzle questions on page 68. Give the students time to discuss and then ask them to share their answers before checking if they are correct at the end of section two.

Pre-reading :

- In the given story, Sherlock Holmes meets his new roommate and makes all correct deductions about him except for one fact which he gets wrong. Introduce this story by generating a discussion through simple questions like the following. Allow students to answer individually or in chorus. Allot a few minutes for this discussion:
 - Do they like detective stories? Who is their favourite detective? Why?
 - Do they think Sherlock Holmes is an inspiring character? What do they like about him? Give reasoned answers.
- Initiate a discussion with the starter exercise. Points of discussion could include, but not be limited to:
 - What important qualities are needed to be a good detective?
 - How can the qualities of a detective help us in our daily lives?
 - Would they like to be a detective? What kind of crimes would they like to prevent/solve as a detective?
- At the teacher's discretion, this can either remain an oral activity, or can yield a written piece at the end of discussions.
- Ask a few students to present their ideas to the class.

Reading:

- Ask the students to read the story silently, one page at a time. Tell the students that should they finish reading a page, they should wait for their classmates to finish as well, instead of beginning with the next page. Also, ask them to underline words that they find difficult as they read.
- When the class finishes reading till the end of each page, draw their attention to the difficult words given in the glossary box.
- Ask students to point out any other word(s) that they find difficult or do not know the meaning of. Explain the meanings should any such words be pointed out. Point out lines or phrases you find to be important and ask them to underline the same.
- After they finish reading till the end of the passage, give a short summary of the story in your own words.
- Ask them a few short and simple questions, such as the following, to ensure they have understood the passage:
 - Did they like the story? Why or why not?
 - What kind of person was Sherlock Homes? Can they list his characteristics?
- Allow a class discussion on these questions. Allow for maximum and varied participation.

Learn to read:

- Understand
 - For questions 1–3, ask the students to look for answers by referring to the story. After they have done so, ask the answer to each question to the class and discuss the answers.
- Infer
 - For Q.3, ask the students to discuss in small groups of about four. Allow them to refer to the story if needed, and draw inferences. After they have done so, read the question aloud and ask the groups to read out the inferences they have arrived at. Direct responses so that the right answers emerge.
 - For Q.4 and Q.5 divide the class into pairs. Let each pair discuss their answer by referring to the story to draw inferences, and share it with the class. Make sure the students give pertinent, compelling and logical reasons for their answers.
- Reflect
 - For this question, ask the students to form groups of four and let each group discuss and note down their answers. Let the groups then share their notes with the class and discuss.

Learn words: Synonyms and verbs

- **Prior knowledge:** Ask the students to recall synonyms and verbs. Ask the students to share examples of verbs and their synonyms can be made. Elicit their responses and take feedback on the white/blackboard.
- **Pair activity – Questions 1 and 2:** Pair up the students and ask them to go through and attempt Qs. 1. Ask them to identify words similar in meaning to the word in column A. Then attempt Qs. 2. Take feedback from the pairs once they have completed.
- **Question 3:** Ask the students to complete question 3 on their own. Take feedback from the students once they have completed the exercise.

Learn Grammar: Reported Speech (Statements and imperatives)

- **Prior knowledge:** Begin by asking students if they can recall what direct and indirect speech is. Ask students to go through previous passages and share examples of a direct speech and then an indirect speech.
- Write the sentence: 'My name is not James. It is John,' said Watson.
- Ask the students what form of speech is the sentence written in. Elicit responses.
- Now write the sentence: Watson said that his name was not James but John.
- Ask the students what form of speech is it written in and also now ask them what the difference between the two statements is. Take their feedback.
- Ask the students to read the detailed descriptions given on page 73 and 74. Ask the students to now explain it in their own words. Highlight the main points of the discussion.
- You can make the following table on the white/blackboard. This can also be written on the display board and pinned up to refer back to:

Aspect	Direct Speech	Indirect Speech
Definition	Quoting someone's exact words.	Reporting what someone said without quoting exactly.
Example	"I am going to the store," said John.	John said that he was going to the store.
Quotation Marks	Uses quotation marks (" ").	Does not use quotation marks.
Pronouns	Pronouns remain the same (I, you, we).	Pronouns change to fit the context (he, she, they).
Tense	Tense remains the same as the original speech.	Tense often changes to past tense.
Reporting Verbs	Common verbs: said, asked, exclaimed.	Common verbs: said, told, asked.
Time Expressions	Time expressions remain the same (today, now).	Time expressions often change (that day, then).
Punctuation	Includes punctuation within the quotation marks.	Punctuation is outside the reported speech.

- Recap types of sentences with the students as well. Declarative sentences are statements. They end with a full stop and start with a capital letter.
- Imperative sentences can be commands, requests or instructions that can end with a full stop or an exclamation mark.
- **Video watching:** Tell the students that they will watch a video on direct and indirect speech. Scan the QR code and show the video to the students. Ask students to summarise what they saw in their own words.
- Ask the students to do Qs. 1 – 2 in their notebooks. Ask the students to refer to the information given on pages 73 and 74 while attempting the questions. Ask students to share the answers of a few questions. Qs. 3 can also be done independently in their textbooks.

Class assessment:	✓	✗
Can the students read the story Young Sherlock Holmes ?		
Can the students answer the comprehension questions accurately?		
Can the students use synonyms and verbs accurately?		
Can the students convert direct speech to indirect speech accurately?		
Can the students correctly match sentences with must to their respective pictures?		

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.

- Recall grammar rules before grammar exercises, discuss the rules, asking 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.
- After the students have done the exercise, discuss the answers to ensure that learners understand the rules.
- If you feel that more practice is required in class, use the explanation(s) in the textbook followed by reinforcement worksheets or homework.

Unit 4 – Section 2 Spying High

Grade: VII **Subject:** English **Material:** Textbook

Teacher: **Date:** **Week:**

Learning objectives:

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

- read textual/non-textual materials in English comprehension
- identify details, characters, main idea and sequence of ideas and events in textual/nontextual material
- engage in activities like role-playing the characters of the play
- think critically, compare and contrast characters, events, ideas, themes and relate them to life
- infer the meaning of unfamiliar words by reading them in context

Overview:

This section has been included to introduce the learners to the world of spies. The aim of the lesson is to encourage students to learn about playwriting and complex storylines.

Success criteria:

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

- answer factual, inferential and reflective questions.
- speak and logically discuss an issue in a group.
- use different phrases in conversations based on context.
- communicate by taking up different roles in conversations.
- compose informal letters.

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, Learn to write]
- *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:

- The students will sit with their books closed. Do not disclose the name of the lesson they are about to read. Let them discuss the following question:
 - What do you know of spies?
 - What do you think spies do?
- All students' responses should be appreciated. Now ask the students to open their books to the corresponding lesson.

Reading:

- Write the difficult words on the board. As the students come across the words in the text, ask them to guess their meanings in the given context. Let 2–3 students answer.
- Then ask them to read the meaning given in the box.
- Ask 4 students to take the four characters of the play and one as the narrator. Ask them to read the first section (from *'Living room of Prime Minister ... He and housekeeper exit.'*). Discuss the following questions with the students:
 - Why does the Prime Minister feel the situation is critical?
 - What makes the prime Minister say that the Queen has lost all hope?
 - What does the Prime Minister intend to do?
 - Who brings in the trunk?
 - What is the Prime Minister hiding?
- Assign the same roles now to a different group of four students. Write the following questions on the blackboard. Ask the students to find answers to these questions while they read the next section (from *'Fritz: Aha! They have gone ... He goes out carrying the envelope.'*). The students will follow the text closely and scan the material for answers.
 - Who are the three people who are spies?
 - What are their professional names and the names of their organizations?
 - What are all of them trying to get hold of?
 - Who is hiding in the trunk?
 - How does Fritz know where the documents are?
 - What is the Prime Minister trying to test?
 - Are the real documents in the room?
- Assign the same roles now to a different group of four students. Write the following questions on the blackboard. Ask the students to find answers to these questions while they read the next section (from *'Fritz: I must find those documents ... Join the world of spies.'*). The students will follow the text closely and scan the material for answers.
 - What does Fritz discover about the housekeeper?
 - How does Fritz know the housekeeper's real name?
 - How do Fritz, the housekeeper and B-8-W know each other? What are their real names?
 - After how long were the three meeting?

- Where did the three study together?
- Assign the same roles now to a different group of four students. Write the following questions on the blackboard. Ask the students to find answers to these questions while they read the next section (from '*B-8-W: What memories it brings ... blackout and the curtain drops.*'). The students will follow the text closely and scan the material for answers.
 - What had happened to Dean Featheringill?
 - Where were the real documents hidden?
 - Who found the real documents?
 - Why does the Prime Minister want to destroy the documents?
 - What is the real identity of the Prime Minister?
- Now that the whole lesson is read, ask the students:
 - Have you come to know of anything new about spies?

Let the students discuss their opinions.

Learn to read:

- Understand
 - For Q.1–12, divide the class into pairs and ask them to discuss the answers. Then ask each question from a different pair. Let the other pairs respond in the affirmative if the answer is correct.
 - In case of an incorrect answer, ask the next pair to indicate which paragraph the answer can be found in. Let the previous pair find out the correct answer from the paragraph.
- Infer
 - For Q.13–15, divide the students in groups. Ask them to discuss the questions among themselves and note down the valid points. Take one question at a time. Ask one group to answer and other groups to add more points to the answer. Give them 5 minutes to discuss the answers with their team members.
- Reflect
 - For Q.16, let students give their individual responses. The teacher should take all responses into consideration and encourage the students to think logically.

Learn to Write: Informal Letter writing

- **Introduction—Prior knowledge:** Ask the students to think of writing a letter to a friend or family member. Ask them what sort of language they would want to use while writing the letter, what would they like to share with them. Elicit responses from the students and explain that informal letters are typically written to friends, family members, or other people you know well.
- Discuss the different purposes for writing an informal letter, such as sharing news, telling stories, or expressing feelings.
The main differences between an informal and a formal letter are the tone, format, and content.
 - **Tone: Informal letters are typically written in a friendly and casual tone**, while formal letters are written in a more professional and serious tone.

The main differences between an informal and a formal letter are the tone, format, and content.

- **Tone: Informal letters are typically written in a friendly and casual tone**, while formal letters are written in a more professional and serious tone.
- **Format: Informal letters do not have a strict format**, while formal letters follow a specific format. The format of a formal letter typically includes:
 - **Heading:** The heading includes the sender's address, the date, and the recipient's address.
 - **Salutation:** The salutation is a formal way of addressing the recipient.
 - **Body:** The body of the letter is where you write your message.
 - **Complimentary closing:** The complimentary closing is a formal way of ending the letter.
 - **Signature:** The signature is your name.
- **Content: Informal letters typically discuss personal topics, such as family, friends, hobbies, or recent experiences.** Formal letters typically discuss business or professional topics.
- **Exposition—Group activity:** Form groups of four in the class, share sample informal and formal letters with the groups. Tell the students to compare both the letters and identify the differences between the two. Ask them to jot down their findings. Give the students some time to thoroughly compare the letters and compile their differences. Take feedback from the groups one by one and write it on the white/blackboard.

Discuss the differences between the letters. Lead the discussion to highlight the following:

- You can also put up the following quick reference table for the students to recap the differences between an informal and formal letter:

Feature	Informal Letter	Formal Letter
Tone	Friendly and casual	Professional and serious
Format	No strict format	Specific format
Content	Personal topics	Business or professional topics

- **Features of an informal letter:** After comparing letters, now focus on deriving the features of an informal letter. The features of an informal letter include:
 - **Heading:** The heading includes the sender's address and the date.
 - **Greeting:** The greeting is a friendly way to start the letter.
 - **Body:** The body of the letter is where you write your message.
 - **Closing:** The closing is a friendly way to end the letter.
 - **Signature:** The signature is your name.
- Draw the attention of the students towards the template given on page 85 of the textbook as well. Also emphasise that when writing an informal letter, it is important to use a friendly and casual tone. You can use contractions, slang, and informal language. You should also avoid using jargon or technical terms. Go through each of the guidelines with the students

- **Exercise:** Ask the students to read the question prompt given under the Learn to write heading on page 86.
- Ask the students to use the acronym CODER: first write a draft mentioning all the points and ideas, organise, draft, edit, rewrite.

Ask the students to use transition words so that there is a flow in the writing, and it does not read like separate points. Their letter should not be more than 250–300 words. Write the following checklist for students to check their work:

- Ask the students to thoroughly proofread and edit their drafts before writing the finalised version in their notebooks.
- **Peer review:** Pair up the students and ask them to swap their letters with each other. Ask pairs to provide positive and constructive feedback to their peers' work.
- **Wrap up:** Summarize the key points of writing an effective informal letter. Remind students to practice informal letter writing in their daily lives, as it is a valuable skill for maintaining relationships.

Learn to Communicate:

- **Speaking – Question 1: Pair work:** Divide the students in pairs. Ask them to read Qs. 1 on page 86 and then practice them with each other. The students can be given the choice to change the names if they wish. The objective here is to develop conversational skills. Ask the students to read the guidelines mentioned on pages 86 – 87.
- **Video watching:** Scan the QR code to view the video on role-playing with the students. Ask the students questions after watching the video so that you can check their understanding.
- **Qs. 2 – pair work:** Pair up again with the partner and role-play the scenarios given. Remind them to use the guidelines they followed in Qs. 1.
- Ask the pairs to perform in front of the class after practice.
- Tell the students that they will assess their peers using the rubric given on page 87
- while they perform. Explain the parameters the pairs will assess each other. They will be giving their partners scores between 0 and 5.
- 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.

Class assessment:	✓	✗
Can the students read the story Spying-high?		
Can the students answer the comprehension questions accurately?		
Can the students write an informal letter using all the features discussed?		
Can the students form plurals forms of compound words accurately?		
Can the students role-play with appropriate expressions, confidence and intonation?		
Can the students appropriately assess each other?		

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 find it difficult to write an informal letter appropriately, share samples of informal letters and emails with the students to build their perception. Ask them to indicate the features used in the samples.
- 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 Night Voices		
Grade: VII	Subject: English	Material: Textbook
Teacher:	Date:	Week:

Learning objectives:

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

- recite poems with appropriate pause, intonation and pronunciation
- identify details, characters, main idea and sequence of ideas and events in textual/ nontextual material
- think critically, compare and contrast characters, events, ideas, themes and relate them to life
- infer the meaning of unfamiliar words by reading them in context

Overview:

This section has been included to tell the students the story of the curiosities and fears that have taken over the child during the night. The lesson aims to highlight the mysteriousness of the night, with the child asking his father about sounds that seem to be voices in the night. However, the mystery deepens with the final two stanzas: They become eerie as the father remains 'so still and straight,/Ever staring, ever smiling, at the door.'

Success criteria:

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

- answer factual and inferential questions.
- speak and logically discuss an issue in a group.
- learn about repetition and rhyme scheme.
- identify different words for different sounds.
- understand different interpretations of a poem.
- write a poem on their own.

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 decipher different interpretations of a poem and write a poem (Activity)

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. Let them discuss the following question:
 - What are the different sounds you hear in the night?
 - Do you know the sources of all the sounds?
- The teacher should ensure that students discuss the issue with sensitivity. All students' responses should be appreciated. Now ask the students to open their books to the corresponding lesson.

Reading:

- Write the difficult words on the board. As the students come across the words in the text, ask them to guess their meanings in the given context. Let 2–3 students answer. Then ask them to read the meaning given in the box.
- Ask one student to read aloud the whole poem. Check the pauses, intonations and pronunciation. Ask the following questions:
 - How does the father explain the whisper?
 - How does the father explain the murmuring?
 - Can you identify the feelings of the speaker in the poem?
 - What is the father doing while waiting?
 - Why do you think is the father waiting?
- Now that the whole poem is read, ask the students the following question:
 - Do you have any similar questions or fears about the night? What are they?

Let the students discuss their answers.

Learn to read:

- Understand, Infer and Reflect
 - For questions 1–8, divide the class into pairs and ask them to discuss the answers. Then ask each question from a different pair. Let the other pairs respond in the affirmative if the answer is correct.
 - In case of an incorrect answer, ask the next pair to respond.
- Appreciate
 - Repetition and Rhyme Scheme
 - Explain to students what repetition is and read out the example of rhyme scheme provided in the book.
 - **Rhyme scheme:** Ask the students to share what is a rhyme scheme. Elicit responses from the students and explain to them to them briefly that a **rhyme scheme refers to the pattern of rhyming words or sounds in a poem.**
 - Tell the students to revisit the poem, 'Night Voices' and pick out five rhyming pairs of words from the poem. To each pair that they have picked ask them to add one more rhyming word to make three rhyming words.
 - Now ask them to work in pairs and attempt Q.9 and 10.

Activity:

- **Group work:** For activity 1, ask the students to work in groups of 4 or 5. Ask the groups to appoint one representative who will read out their interpretation. Ask other groups to respond to the interpretations.
- **Group work:** For activity 2, divide the class into groups of 4. Ask them to take help of the words provided and write the poem.
- **Presentation:** The students will present their poems in front of the class. Encourage them to be expressive and motivate them.
- Ask the students to them individually to conduct the self-assessment.
- In the end, ask the students to use the Self-assessment criteria given on page 90 to assess themselves.
- Emphasize the importance of honest reflection to foster improvement and growth.

Class assessment:	✓	✗
Can the students read the poem Vocation with rhythm, intonation and stress appropriately?		
Can the students answer the comprehension questions accurately?		
Can the students make similes appropriately?		
Can the students make a spoem using the correct parameters?		

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 the student struggle with identifying the rhyme scheme, share sample poems with the rhyme scheme marked for them to study. Ask them questions and to explain it in their own words.
- If the students struggle with writing a poem, ask them to revisit the poem and share more poem examples.

UNIT 5: APPRECIATING MOTHERS – Section 1 Charlie’s Mother

Grade: VII

Subject: English

Material: Textbook

Teacher:

Date:

Week:

Learning objectives:

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

- ask and respond to questions based on texts and out of curiosity
- think critically, compare and contrast characters, events, ideas, themes and relates them to life
- understand the rules of grammar through a variety of situations and contexts
- read a variety of texts for pleasure (here, biography)
- uses appropriate grammatical forms in communication (here, past perfect tense)

Overview:

This lesson is about the famous comedian, Charlie Chaplin’s childhood and his mother’s contribution towards his career as a comedian.

Success criteria:

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

- know more about the style of the narrative writing mode.
- analyze the character of protagonists through their words and behaviour.
- improve their vocabulary and grammar.
- enhance their reading, factual and inferential comprehension skills.

Generic skills:

- *Analytical:* students will comprehend the passage and answer questions by referring to the story.
- *Deductive:* students will work to arrive at conclusions after skimming and scanning information from the text.
- *Study Skills:* students will learn new words; exercise their listening and comprehension skills; learn about the usage of appropriate grammatical forms in communication

Starter:

- Use the Starter to make learners familiar with the theme of appreciating mothers.
- Ask the students to read the questions on page 95.
- Ask the students to solve the questions on page 95 individually. Give the students time to discuss and then ask them to share their answers.
- **Note:** Teachers should be sensitive and know before hand if any child has a single parent or does not have a mother. These students can be asked to fill out the form keeping a guardian figure in mind. If they are not comfortable with that as well they can be exempted from the task and be asked to do a reading task instead.

Pre-reading :

- In the given story, Charlie Chaplin’s mother tries very hard to make their hard poverty stricken life a little better by giving her sons treats and telling them stories. Introduce this topic by generating a discussion through simple questions like the following. Allow students to answer individually or in chorus. Allot a few minutes for this discussion:

- When they are sad or upset, how does their mother make them feel better? Do they know if their mother has sacrificed something she wanted, for their benefit? Share with the class.
- What would they do to help, if their mother fell ill?
- Initiate a discussion with the starter exercise. Points of discussion could include, but not be limited to:
 - Do they help their mother every day? What do they do to help?
 - What does their mother do for them every day?
 - How do they show their mother that they care for her?
- At the teacher's discretion, this can either remain an oral activity, or can yield a written piece at the end of discussions.
- Ask a few students to present their ideas to the class.

Reading:

- Ask the students to read the story silently, one page at a time. Tell the students that should they finish reading a page, they should wait for their classmates to finish as well, instead of beginning with the next page. Also, ask them to underline words that they find difficult as they read.
- When the class finishes reading till the end of each page, draw their attention to the difficult words given in the glossary box.
- Ask students to point out any other word(s) that they find difficult or do not know the meaning of. Explain the meanings should any such words be pointed out. Point out lines or phrases you find to be important and ask them to underline the same.
- After they finish reading till the end of the passage, give a short summary of the story in your own words.
- Ask them a few short and simple questions, such as the following, to ensure they have understood the passage:
 - Did they like the story? Why or why not?
 - What kind of a person was Hannah? How did Hannah influence Charlie's career?
- Allow a class discussion on these questions. Allow for maximum and varied participation.

Learn to read:

- Understand
 - For questions 1, 2, 3, 4, 6, and 8 ask the students to look for answers by referring to the story. After they have done so, ask the answer to each question to the class and discuss the answers.
 - **Group work:** For questions 5 and 7 ask the students to discuss in small groups of about four. Allow them to refer to the story if needed, and draw inferences. After they have done so, read the question aloud and ask the groups to read out the inferences they have arrived at. Direct responses so that the right answers emerge.

- Infer
 - **Pair work:** Divide the class into pairs. Let each pair discuss the answers to the questions by referring to
 - the story to draw inferences, and share it with the class. Make sure the students give pertinent, compelling and logical reasons for their answers.
- Reflect
 - **Group work:** For this question, it may be worthwhile to divide the class into groups of four and let each group discuss and note down their answers. Let the groups then share their notes with the class and discuss.

Learn words: Sound words and verbs

- Make the instructions clear to the students before they begin Q.1. Let the students work out both the questions in pairs. Discuss the answers at the end to ensure everyone has arrived at the correct conclusions.
- For Q.2, provide some more examples of nouns and their verb forms: *advice* and *advise*, *choice* and *choose*, *confusion* and *confuse*, *criticism* and *criticize*, etc. Ask the students to make some simple sentences using these words. The exercise in the book can be taken up as a verbal exercise in the classroom.

Learn Spelling

- Make the instructions clear to the students before they begin the exercises. Let the students work out both the questions in pairs. Discuss the answers at the end to ensure everyone has arrived at the correct conclusions.

Learn Grammar: Past Perfect Tense

- **Prior knowledge:** Before the exercises, it may be worthwhile to explain to students the meaning and usage of past perfect tense. Sample sentences put up on the white/blackboard for reference will help to clarify the meaning.
 - **Past Perfect:** Used for actions that happened before another action in the past (e.g., “had decided”).
 - For example: “He had decided to start early in the morning.”
 - Video watching: Scan the QR code to view the video on Past perfect tense. Ask the students questions after they have viewed the video to check their understanding and correct and misconceptions.
 - Ask the students to read the description given on pages 100 and 101.
 - You can proceed by talking about the following pointers:
 - a. It is important to explain that we are dealing with two events that took place in the past, but one before the other, not simultaneously.
 - b. Draw a timeline on the board. Ask students to describe a series of events that took place on a previous day of the week—mark them in their corresponding place in the timeline.
 - c. Now ask them to form sentences based on any two events of choice:
- Examples:
1. When I reached school on Monday, the prayer assembly had already started.

2. He had measured the wall carefully before marking the spot.
 3. By the time he called for help, he had already misplaced the nail.
 4. He had climbed the ladder several times before he finally got the nail in place.
- • **Pair work:** Form pair partners and ask them to solve Qs. 1. Take feedback from the pairs on the answers they decided. Ask them to play the roles in the conversation. A few willing pairs can come to the front of the class to perform

Learn Grammar: Pronoun-antecedent agreement

- **Prior knowledge:** Ask the students to recall what is pronoun-antecedent agreement. Ask them to provide examples. Tell the students to read the description given on page 101. Elicit responses from the students and write the feedback on the board.
- Help them recall that pronouns often take the place of a particular noun, called an **antecedent**.
- Singular pronouns require singular antecedents and plural pronouns require plural antecedents.
- *Example:* Zunera (singular antecedent) cleaned her (singular pronoun) room. They (plural antecedent) ate their (plural pronoun) food.
- Tell the students that remembering this rule is very important as many students mix-up this format and get the sentence structure incorrect.
- Ask the students to go through Qs. 2 and 3. Solve the first example with students and facilitate them in completing the exercise in their notebooks.

Class assessment:	✓	✗
Can the students read the story Charlie's Mother?		
Can the students answer the comprehension questions accurately?		
Can the students use past perfect tense accurately?		
Can the students use pronouns and their antecedent in agreement correctly?		

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.
- Recall grammar rules before grammar exercises, discuss the rules, asking 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.
- After the students have done the exercise, discuss the answers to ensure that learners understand the rules.
- If you feel that more practice is required in class, use the explanation(s) in the textbook followed by reinforcement worksheets or homework.

Unit 5 – Section 2 About Famous Mothers

Grade: VII	Subject: English	Material: Textbook
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Teacher:	Date:	Week:
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Learning objectives:

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

- read textual/non-textual materials in English/Braille with comprehension
- identify details, characters, main idea and sequence of ideas and events in textual/nontextual material
- think critically, compare and contrast characters, events, ideas, themes and relate them to life
- infer the meaning of unfamiliar words by reading them in context
- engage in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson, etc. using appropriate vocabulary (in this case, for expressing sympathy)
- refer to the dictionary, thesaurus and encyclopaedia to find meanings/spelling of words while reading and writing

Overview:

This section has been included to introduce the students to the stories of the mothers of various famous personalities. The aim of the lesson is to highlight the contribution the mothers have had in making the lives of these people successful.

Success criteria:

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

- answer factual, inferential and reflective questions
- speak and logically discuss an issue in a group
- use a dictionary and identify various usages of one word in different sentences write a film review
- listen to conversation and answer the questions based on the conversation
- conduct a peer assessment

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:

- The students will sit with their books closed. Do not disclose the name of the lesson they are about to read. Let them discuss the following question:
 - What are the different ways in which your mother supports you?
- The teacher should ensure that students discuss the issue with sensitivity. All students' responses should be appreciated. Now ask the students to open their books to the corresponding lesson.

Reading:

- Write the difficult words on the board. As the students come across the words in the text, ask them to guess their meanings in the given context. Let 2–3 students answer. Then ask them to read the meaning given in the box.
- Ask the students to do a silent reading of the first section of this passage (from '*On the winter morning ... Abraham was devastated.*'). Discuss the following questions with the students:
 - To whom did Abraham have to say goodbye in person?
 - Who was this woman whom Lincoln called 'mother'?
 - What qualities did Nancy Lincoln instill in her son?
 - How did Lincoln's birth mother die?
- Write the following questions on the blackboard. Ask the students to find answers to these questions while they read the next section of the passage (from '*fourteen months later... never dodged.*'). The students will follow the text closely and scan the material for answers.
 - How did Sarah Jacobson and Lincoln's father get married?
 - What did Sarah think of Indiana?
 - How did Sarah turn things around?
 - What did Sarah think of Lincoln?
- Repeat the same activity here as given above and ask the students to read the next segment (from '*Sarah filled the enormous void ... That's what mothers do.*'). While reading, the students will automatically scan the material for the answers to the following questions written on the white/blackboard.
 - *What was Sarah's contribution in Lincoln's life?*
 - *How strong was the bond between Sarah and Abraham?*
 - *What did Abraham confide to a relative of his?*
 - *What was Sarah's response when she came to know of Abraham's death?*
 - *Why did Sarah not want Abraham want to run for president?*

Learn to read:

- Understand and Infer
 - For questions 1–7, divide the class into pairs and ask them to discuss the answers. Then ask each question from a different pair. Let the other pairs respond in the affirmative if the answer is correct.
 - In case of an incorrect answer, ask the next pair to indicate which paragraph the answer can be found in. Let the previous pair find out the correct answer from the paragraph.
- *Appreciate*
- **Points of view: First Person:** Recall the different perspectives of writing with the students. You can make the following table on the board, elicit responses from the students to fill the table. The finished table should look something similar to this:

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

- Ask the students to do Qs. 8 individually in their notebooks. Discuss their responses in the class.

Learn to use the dictionary:

- **Group work:** Divide the class into groups of 4–5. Ask them to read the different meanings of good provided in the book.
- Ask them to work together and complete the exercise. Ask different groups to respond to each statement.
- Let the other groups respond in the affirmative if the answer is correct.
- In case of an incorrect answer, ask the next group to indicate the correct answer.

Learn to write: Writing a book review

- Ask the students to read the features of writing a book review on page 108 of their textbooks.
- Explain that a book review helps others decide whether to read the book and provides insights into the book's content and quality.
- Show examples: Share a few examples of book reviews from reputable sources (e.g., Goodreads, Amazon). You can also bring sample book reviews prior to the lesson.

- **Group work: Divide the students into groups of four or five.** Ask them to follow the points given in the table to consolidate their ideas about a book. Explain to the important key points that they must include:
 - Summarize the plot: Briefly describe the main events without giving away spoilers.
 - Analyze characters: Discuss the main characters and their development.
 - Evaluate themes: Identify the central themes and messages.
 - Personal opinion: Share what you liked or disliked about the book and why.
- **Individual work:** Ask the students to use the template given on page 108 to write their individual reviews.
- **Peer Review: Exchange reviews:** Have students exchange their reviews with a partner.
- **Provide feedback:** Encourage constructive feedback focusing on clarity, coherence, and engagement.
- **Final Edits and Sharing – Revise and finalize:** Allow time for students to make final edits based on peer feedback.
- **Share reviews:** Have students share their reviews with the class or post them on the class display board.

Learn to Communicate:

- **Listening – 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 109. Tell them that they must remember important details from the passage they hear to answer the questions.
- Read out the relevant listening passage once to the students from the end of the textbook. Make sure they are focused and pay close attention to the details. Ask them to answer the questions after the first listening.
- 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. Ask them to read Qs. 2 on page 109 and then practice them with each other. The students can be given the choice to select their own names. The objective here is to develop conversational skills. Ask the students to read the guidelines mentioned on page 109 thoroughly before practicing. They can form their own scripts or notes to talk about in their role play.
- **Qs. 3 – Group work:** Form groups of three or four and discuss Qs. 3 on page 110. Each group will discuss their points. The teacher can consolidate their ideas in the form of a mind map on the white/blackboard.
- Tell the students that they will assess their peers using the rubric given on page 110
- while they perform. Explain the parameters the pairs will assess each other. They will be giving their partners scores between 0 and 5.

- 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.

Class assessment:	✓	✗
Can the students read the story About famous Mothers?		
Can the students answer the comprehension questions accurately?		
Can the students write a book review applying all the features?		
Can the students listen for details and answer the questions accurately?		
Can the students role-play with appropriate expressions, confidence and intonation?		
Can the students appropriately assess each other?		

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 find it difficult to write a book review appropriately, share samples of book reviews with the students to build their perception. Ask them to indicate the features used in the samples.

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 – Section 3 A Mother’s Love

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

Learning objectives:

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

- recite poems with appropriate pause, intonation and pronunciation
- identify details, characters, main idea and sequence of ideas and events in textual/ nontextual material
- think critically, compare and contrast characters, events, ideas, themes and relate them to life
- infer the meaning of unfamiliar words by reading them in context

Overview:

This poem, in keeping with the unit’s theme, is about the importance and value of a mother’s love which has the power to comfort and heal even those wounds which are not evident to the naked eye.

Success criteria:

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

- understand the importance and value of a mother's love.
- appreciate a poem, and enjoy its rhythm and language.
- enhance their factual, inferential, referential and evaluative skills..

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 decipher different interpretations of a poem (Activity)

Lesson structure:**Pre-Reading:**

- Let the students sit with their books closed. Disclose the name of the poem they are about to read in order to create curiosity and interest.
- Generate a discussion through the following questions. Allow the students to answer either individually or in chorus. Allot ten minutes for the discussion.
 - What comprises a mother's love? Is it only about looking after her child physically?
 - How do they feel when they need to talk to their mother, but she is busy doing some important work? What does this tell them about their need for their mother?
- All student responses should be encouraged and appreciated. The teacher should carefully monitor the discussion.
- Now ask the students to open their books and turn to the corresponding poem.

Reading:

- Instruct the students to silently read the poem. Also, ask them not to move their lips or use their fingers/pencils along the lines as they read.
- Draw their attention to the difficult words given in the glossary box.
- Add your explanations to these if necessary. Also explain words or phrases you think they may find difficult to understand.
- Ask the students to point out any other words or phrases they find to be difficult, or do not know the meaning of. Explain them if that is the case.
- Discuss the following questions:
 - Did they like the poem? What did they like or dislike about it?
 - What is a Mother's love capable of doing?

- Discuss the answers provided. All responses should be encouraged and appreciated to make the discussion more interactive..

Learn to read:

- Understand and Infer
 - For questions 1, 2, 4, 6 and 7 ask the students to scan the text for the answers. After they have done so, ask the class to supply the answers aloud, one at a time.
 - For question 3, 5 and 8 students will be required to practice deductive reasoning. Allow them to work with their partners and give possible options. Allow the class to brainstorm together. Encourage varied responses.
- Appreciate
 - **Group work:** This is a simple task on rhyming words and can be done verbally in class as a group exercise.

Activity:

- **Informal Letter writing – Prior knowledge:** Recap Informal Letter writing with the students learnt in the previous units
- **Pair work:** With a pair partner go over Qs. 1. List points you would want to discuss with the person whom you are writing a letter to. Make an outline of the letter.
- **Individual work:** Students will write their individual drafts letters in their notebooks and then proofread and edit it to make sure it covers all the points of the question.
- A few students can share their letters with the rest of the class.
- **Qs. 2:** Ask the students to go over the points in Qs. 2. Ask them to make list by following the prompts mentioned in Qs. 2 and then write a poem.
- **Presentation:** The students will present their poems in front of the class. Encourage them to be expressive and motivate them.
- Ask the students to them individually to conduct the self-assessment.
- In the end, ask the students to use the Self-assessment criteria given on page 114 to assess themselves.
- Emphasize the importance of honest reflection to foster improvement and growth.

Class assessment:	✓	✗
Can the students read the poem A Mother’s love with rhythm, intonation and stress appropriately?		
Can the students answer the comprehension questions accurately?		
Can the students write an informal letter appropriately?		
Can the students make a poem using the correct parameters?		

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 the students struggle with writing an informal letter, share sample informal letters and ask the students to mark the features of an informal letter on it.
- If the students struggle with writing a poem, ask them to revisit the poem and share more poem examples.

ANSWER KEYS

Unit 1: Childhood

Section I: Dreams of the Future

Starter:

1. We would start by thinking about all the things that make us feel happy and contented at home. We'd want a comfy sofa, a big TV, and bookshelves in the living room. In the kitchen, we'd have a big fridge, a dining table, and a little plant. For the bedroom, a cosy bed, a wardrobe, and a desk for homework would be ideal. In the bathroom, fluffy towels and a hot shower would be nice. Finally, a garden with flowers and a swing would be perfect. We already have some of these things, but adding a few more would make our house even better.

(Accept all relevant answers).

2.

Positive	Negative
loving	violent
calm	angry
kind	dishonest
ambitious	jealous
concerned	bad-tempered
practical	hateful
caring	unfair
simple	rude
peace-loving	mean
happy	
friendly	

I believe I am kind because I always try to help my friends and family whenever they need it. Being happy is important to me, and I try to find joy in the small things every day. I also think being peace-loving is a good quality to have because it means wanting to live in harmony with others and avoiding conflicts.

When I compare my choices with my classmate's, we might find some similarities and differences. For example, my classmate might also choose 'kind,' but they might pick

‘friendly’ and ‘ambitious’ instead of ‘happy’ and ‘peace-loving.’ It’s interesting to see how we value different qualities and what that says about us.

(Accept all relevant answers).

3. I think my father’s wish to buy a new TV is the most reasonable demand. Our current TV is very old, and sometimes it does not work properly. A new TV would benefit the entire family because we all enjoy watching programmes together, especially during family time.

While my sister’s request for a scooter is important for her commuting to college, and my desire for a bicycle and cricket kit is related to my hobbies and interests, the new TV would be something that brings us all together. It would improve our family bonding time and everyone can enjoy it.

Therefore, I believe the bonus should be spent on a new TV. It is something that everyone in the family can use and appreciate, making it the most practical and beneficial choice for all of us.

(Accept all relevant answers).

Learn to read (pgs. 7-8)

1. d. reading a book
2. b. Jo
3. Yes, I think Laurie knew the four sisters well. He was able to recognise each one of them and their habits, like Meg mending, Beth playing with her doll, Amy drawing, and Jo reading. Additionally, he felt comfortable enough to join them and they accepted him easily into their group. (Accept all relevant answers).
4. Laurie did not go away because he was feeling lonely. Soon after, Beth saw him and smiled, which made him feel welcome and ask to join the girls.
5. True
6. Meg hid her face because she was embarrassed when Laurie asked if she would share her house with a husband. She did not want to show her feelings about the question.
7. Meg was the oldest and Amy was the youngest. This can be inferred from their ages mentioned in the story: Meg would be twenty-seven, Laurie and Jo twenty-six, Beth twenty-three, and Amy twenty-two.
- 8.

Name	Dreams/Wishes	Character Traits
Meg	have a lovely house, full of beautiful things, nice food, pretty clothes, pleasant people, plenty of money and servants, do good and make everybody love her	homely, loving
Jo	have horses, a room full of books, write books and become famous	creative, ambitious, artistic, adventurous, fun-loving

Beth	stay at home with parents and take care of family	loving, responsible, simple, thoughtful, caring, practical
Amy	paint pictures, go to Rome, be the best artist in the world	creative, ambitious, fun-loving, artistic, carefree
Laurie	travel, see the world, be a famous musician, be rich	adventurous, carefree, artistic, creative, fun-loving

- (a) • My friends once went to the movies without inviting me. It hurt me because I felt left out and unimportant.
- Another time, my friends made fun of my new haircut. It hurt me because I felt embarrassed and self-conscious.

(Accept all relevant answers).

- (b) • I once did not invite a friend to my birthday party. They felt hurt because they thought they were not important to me.

Another time, I teased a friend about their grades. They felt hurt because they were already feeling insecure about their performance.

(Accept all relevant answers).

Learn words (pg. 9)

Opposites

A1. a. small - large

e. poor - rich

i. plain - beautiful

b. happy in company - lonely

f. not prepared - ready

j. remembered - forgotten

c. not well known - famous

g. silently - aloud

k. dead - alive

d. foolish - wise

h. in the past - in the future

2. a. cold → quite cold → not cold → not hot → quite hot → hot

b. cold → cool → lukewarm → warm → hot

Gender-specific and Gender-Neutral Words

- a) The chairperson of the committee will address the audience.
 - b) The firefighter quickly responded to the emergency call.
 - c) The police officer responded to the query urgently.
 - d) The flight attendant helped the passengers with their luggage.
 - e) The businessperson/business owner attended the conference in New York.

Learn grammar (pgs. 10-12)

A. Infinitives

- A1. 1. He has agreed to help the earthquake victims.
2. The children have promised to join the Scouts.
3. Moosa wants to ride a motorcycle.
4. He decided to take French lessons.
5. Seem loves to play hockey.
6. Moosa has offered to help the sick and the needy.
7. He wishes to learn Spanish.
8. The children refuse to be late for school.
9. Seem wants to join the Scouts.
10. Moosa has agreed to take Spanish.

B. Bare Infinitives

a. I saw the plane land. b. Nameer heard Zunera sleep. c. She makes us run errands all the time. d. We watched her eat her lunch. e. We all felt the earth shake. f. They found the temple closed.

C. Modal verbs: would, need, could, might, shall, must, ought, dare

1. a. You ought to see a doctor if you feel unwell.
b. Shall we go to the park this afternoon?
c. He might not have the answer to your question.
d. I could help you with your homework if you ask.
e. Would you lend me your book for a day?

2. Affirmative sentences:

- She **must** finish her homework before dinner.
- We **can** go to the beach tomorrow.
- He **will** arrive on time for the meeting.

Negative sentences:

- She must not finish her homework before dinner.
- We cannot go to the beach tomorrow.
- He will not arrive on time for the meeting.

Interrogative sentences:

- **Must** she finish her homework before dinner?
- **Can** we go to the beach tomorrow?
- **Will** he arrive on time for the meeting?

(Accept all relevant answers).

Learn pronunciation (pg. 12)

a. non-smoker b. thirty-nine c. self-satisfied d. ex-minister e. pre-teen f. daughter-in-law g. under-fives h. hard-hearted i. mother-to-be j. sub-zero

Unit 1: Childhood

Section 2: The Festival of Eid

Learn to read (pgs. 17-18)

1. The writer says this because at the Eidgah everyone is considered equal. Both rich and poor pray together. He is talking about the hundreds of people who have gathered at the Eidgah on the day of Eid to offer prayers.
2. Hamid says this. He was referring to toys made of clay. He says this because even though he was tempted to buy them, he did not want to spend the little money he had on toys.
3. (d)
4. The realization came when they laughed at Hamid for buying tongs and he explained how the tongs would last much longer than their clay toys. He also showed them how the tongs could act as a gun or a pair of cymbals. He said the tongs could reduce their toys to dust and were sturdier.
5. Mohsin's water carrier was accidentally broken by his sister. Noorey's lawyer fell and broke into pieces. Mehmood's soldier survived but had broken legs.
6. Ameena scolded Hamid because she thought he was foolish. He remained hungry and thirsty to buy a pair of tongs.
7. No, he bought it because he was genuinely worried about his grandmother's hands, and he wanted to help her. He knew the iron plate burnt her hands every time she baked chapattis. He thought the tongs would be a useful addition to the household items.
8. Yes, Hamid did the right thing because he loved his grandmother. He was concerned about her and wanted to help her. He was only a child, but he helped her in whatever way he could.
9. This means that Ameena could not control her emotions. She was so touched by Hamid's concern for her that she started crying like a child. Also, in this situation their roles had been reversed. It was Ameena, the adult, who would generally take care of Hamid, the child, and provide for his needs. But Hamid's selfless and thoughtful act had made him the provider in this incident.
10. **(Accept all relevant answers).**
Hamid was thoughtful, loving and caring as he was concerned about his grandmother's hands getting burnt. He was selfless and generous as he did not buy anything for himself but bought a tong for his grandmother. He was mature because, though he was young, he did not get tempted to buy anything for himself while his friends bought toys for themselves.
11. **(Accept all relevant answers).**
If I had been in Hamid's situation, I would have thought about what my mother needs most in the house and bought her that as a thank-you gift for everything she does for me.
12. People often try to impress others so that they get praised by them. No, I don't think it is right to impress someone, just for the sake of it. That is because it is mostly an attention-seeking tactic. Instead of telling someone genuinely about yourself, you tend to lose yourself in actions/speech that are just catered to impress.

Learn to study (pg. 18)

1. school bus
2. foot
3. city bus
4. bicycle
5. double

Learn grammar (pg. 19)

(Accept all relevant answers).

- a. The city's skyline was dotted with silver domes that gleamed under the morning sun. (SVO) b. The country endured terrible strife for many years before peace was finally restored. (SVO) c. The machine operated in perpetual motion, never stopping or slowing down. (SV) d. She opened the rosewood box and found an old, cherished photograph inside. (SVO) e. The echoes resonated through the chambers of the ancient castle. (SVA)

Learn to write (pgs. 19-20)

<p>NOTICE</p> <p>ABC SCHOOL ADVENTURE CLUB</p> <p>Trip to Miranjani</p> <p>This is to notify the students of classes 7 and 8 that Adventure Club is organizing a trip to Miranjani from 22nd to 28th August, 20XX.</p> <p>Each student will have to pay Rs 2000.</p> <p>The last date for registration is 10 June, 20XX.</p> <p>For further information, please contact the undersigned.</p> <p>Secretary</p>
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Learn to communicate (pgs. 20-21)

1 (a): The train:

Name	Leaving at	Leaving from
Blue Mountain	7.45 pm	Lahore Central

(b) Backpack

(c) Items of luggage

Clothes	Personal Effects	Bedding	Food
Jeans and t-shirts	Slippers	Air pillow	Biscuits
Socks	Toothpaste	Sleeping bag	Dry Snacks
Hankies	Toothbrush		
	Soap		

B. Pointers for the activity (Accept all relevant answers).

1. Use a polite tone to check about the current situation: ask specifics about the train you need information for (from what time to what time is it running, what is the frequency of the train?)
2. First check if the newest science-fiction book is available: ask about hardback and paperback price.
3. Ask the travel agent about the return ticket price for airlines: ask for the best price options.
4. Check if tickets are available for evening show: what is the ticket price, can it be booked online, or needs to be booked only at the counter?
5. Check with the school administration if the school is working on the bandh day or not: ask if the school is using any special bus service, which you can avail of.

Unit 1: Childhood

Section 3: (Extension Reading) Vocation

Learn to read (pgs. 17-18)

1. The speaker is a young child. We can say this because he mentions that every day when he goes to school, he sees the bangle seller going by.
2. He wishes to be a bangle seller so that he could walk around without having to hurry, with no fixed route to take and no set time to come back home.
3. The speaker is attracted to the gardener's job because the gardener can do whatever he likes with his spade, soil his clothes with dust, get baked in the sun or get wet, without anyone to stop him from digging. No one scolds him for dirtying or wetting his clothes.
4. The speaker wants to be a watchman so that he can walk up and down in the dark and lonely lane at night with a lantern chasing shadows, and not go to bed.
5. List of reasons:
 - a. bangle seller—He does not have to hurry home. There is no fixed route he must follow, neither a fixed time to return home.
 - b. gardener—He can dirty his hands. He can dirty his clothes while using his spade and nobody would scold him for that. He can do that when it is sunny or when it is raining. He can dig for as long as he wants.
 - c. watchman—He can walk the streets all night. He gets to carry a large lantern and does not have to go to bed.
6. **(Accept all relevant answers).**
 - a. Children are not allowed to take whatever road they want.
 - b. Children are not allowed to dirty their clothes with dust.
 - c. Children are not allowed to stay up all night.
7. **(Accept all relevant answers).**
 - a. You are not allowed to take whatever road they want for fear that you may get lost.
 - b. You are not allowed to dirty your clothes with dust as it will be difficult to clean the clothes again.
8.

a. feather	b. arrow
c. coal	d. snow
e. rose	f. ox
g. apple	h. lion
i. fox	j. crystal

Activity (pgs. 24-25)

(Accept all relevant answers).

Sample poem:

Cool strawberry

Fresh mango

Juicy watermelon

Are my favourite fruits

Unit 1: Childhood

Section 4: (Extension Reading) History

Learn to read (pgs. 27-28)

1. In stanza 1, while the action of the commoners walking is described as a tidal movement, the nobleman ride.
2. People on the move resemble the tide because of the large numbers in which they move. This tide never stops, it moves onwards. We know this because as the onward movement happens, history is created.
3. Lines 5–6 ‘Now in the sunshine/And now in the shade,’ mention that people experience both good times and not-so good times.
4. The phrase ‘great cavalcade’ in stanza 3 is similar to ‘great tide’. Both refer to the mass movement taking place.
5. All occupations listed by the poet in stanza 2 help create history. This is because history is created by the collective lives of all persons, not by the specific activities of any one occupation.
6. (*Answers may vary.*)
‘Builders make cities’ and ‘Churchmen make churches’ are both lines which indicate that these jobs will take time.
7. While craftsmen and artists make a range of different things, rulers are committed to the single vision of developing a nation. That is the difference between the two.
8. Identifying contrasts
commoners – noblemen
walking – ride
sunshine – shade
9. a. wealth and material comforts
b. joyful times c. unhappy times
d. wars e. business
f. democracy g. progress

Learn words (pgs. 28-29)

2. Proverb: A stitch in time saves nine.

Story: Once upon a time, in a small village, there lived a girl named Sara. Sara was known for being very responsible and practical. One day, she noticed a tiny hole in her favourite dress. Her friend, Emily, suggested they go and play instead, but Sara remembered the saying ‘A stitch in time saves nine.’ She decided to fix the hole immediately to prevent it from becoming a bigger problem later. As Sara mended her dress, Emily waited impatiently. Suddenly, dark clouds gathered, and it started to rain cats and dogs. They ran inside, and Sara realised that if she had not fixed her dress, it would have been ruined in the rain. Emily learned a valuable lesson from Sara’s actions and understood the importance of taking care of small problems before they become bigger issues. From that day on, Emily always remembered the proverb and tried to be more responsible like her friend Sara.

Section 4: History (Extension Reading)

Learn to read (pg. 27 and 28)

1. In stanza 1, while the action of the commoners walking is described as a tidal movement, the nobleman ride.
2. People on the move resemble the tide because of the large numbers in which they move. This tide never stops, it moves onwards. We know this because as the onward movement happens history is created.
3. Lines 5–6 ‘Now in the sunshine/And now in the shade,’ mention that people experience both good times and not-so good times.
4. The phrase ‘great cavalcade’ in stanza 3 is like ‘great tide’. Both refer to the mass movement taking place.
5. All occupations listed by the poet in stanza 2 help create history. This is because history is created by the collective lives of all people, not by the specific activities of any one occupation.
6. ‘Builders make cities’ and ‘Churchmen make churches’ are both lines which indicate that these jobs will take time.
7. While craftsmen and artists make a range of different things, rulers are committed to the single vision of developing a nation. That is the difference between the two.
8. Contrasts:
commoners – noblemen
walking – ride
sunshine – shade
9. (a) wealth and material comforts
(b) joyful times
(c) unhappy times
(d) wars
(e) business
(f) democracy
(g) progress

Learn words (pg. 28 and 29)

2. The grass is always greener on the other side of the fence.

Sample story:

There was a boy named Sameer, who used to live in a small town where everyone knew everyone. His best friend, Ali, lived right next door. They did everything together, but sometimes Sameer used to feel a bit envious of Ali’s life. Ali’s family seemed to have it all – a big house, a fancy car, and they used to go on amazing vacations. Meanwhile, Sameer’s family was middle-class. They had a small house, an old car, and their vacations were usually just trips to their grandmother’s house in the same city.

One day while Sameer was sitting in his backyard, he looked over at Ali’s garden and wished to have Ali’s life. Just then his mother came over and told Sameer that at times it can

look like “the grass is greener on the other side of the fence”. Sameer did not really understand what his mother meant until the next day, when Ali came to Sameer’s house and told him how he wished he had Sameer’s life. Ali started to open up and said that it seemed he had everything, but he desired to spend quality time with his parents and siblings just like Sameer does. Unfortunately, Ali’s parents had given their children every luxury but failed to give them time, which made their children feel lonely. Ali ended the conversation by saying that one should never judge a book by its cover, and it is not necessary for things to be as perfect as they seem.

They both sat there, thinking about their lives. It was like a light bulb that went off in Sameer’s head. He realized that everyone has their own struggles and that what seems perfect from the outside might not be so perfect after all.

So, the next time you think the grass is greener on the other side, remember that everyone has their own battles. Sometimes, the grass is just as green right where you are.

(Answers may vary, accept all relevant answers.)

3. Encourage the students to have a participatory discussion amongst their partner regarding their work. The idea is to enhance the students’ creative thinking and brainstorming techniques.

Unit 2: Trees – Our Lifelines

Starter

1. a. botany.
2. a. the Lal Suhanra National Park
3. c. Australia
4. a. Deodar Cedar
5. c. bark
6. d. the lungs of the world.

Section 1: The Tree Lover

Learn to read (pg. 36 and 37)

1. The narrator observed on one occasion how the tendrils of a creeping vine trailing near his feet were slowly moving away from him towards his grandfather. Though he felt that there was probably a scientific explanation for this, he couldn’t help feeling that this was the special way in which plants responded to his grandfather’s love.
2. a. loved his grandfather and his garden.
3. Grandfather chose to live in the outskirts of Abbottabad after his retirement as he could settle in a bungalow there and plant trees of all kinds around it. As the Kaghan Valley is fertile, plants and trees grow well here, and Grandfather was particularly interested in nurturing plants.
4. True.
We know that the bungalow was situated in a used compound as there were other trees in the compound even before the house was built.
5. The narrator says: The Chinar tree was a world in itself, populated with small animals and large insects. Chinar tree’s soft, green leaves attract Lime Butterflies, which lay eggs on the tender shoots.

6. The narrator loved the Chinar tree because he could hide in its branches, protected by a screen of thick green leaves, and watch the world pass him by below.
7. Grandfather ensured that the land did not turn into a desert by constantly engaging in a tree-planting exercise. He also encouraged his grandson, the narrator, to join him in his efforts and further the cause.
8. The narrator was motivated by his grandfather to plant trees to prevent the formation of a desert, to attract rain, to prevent the banks of rivers from washing away, and to promote the growth of wild plants and grass. He was also scared by the thought of a world without trees, given the felling of trees without replanting them, and this encouraged him to plant more trees.
9. Grandfather's dream of a green world came true as the island turned into a green paradise. Under the trees he had planted, other small trees, wild plants and grass had also grown. The trees had multiplied, just as Grandfather had dreamt that they would.
10. (a) nature lover: Grandfather had served many years in the Pakistani Forest Service, and so it was natural that he should know and understand and like trees.
 (b) animal lover: 'We are not planting for people only,' said Grandfather. 'We're planting for the forest—and for the birds and animals that live here and need more food and shelter.'
 (c) far-sighted: The trees had multiplied! Grandfather's dream was coming true.
 (d) wise: 'For every tree that's felled, we must plant two. Otherwise, one day there'll be no forests at all, and the world will become one great desert.'
 (e) knowledgeable: He told me how men, and not only birds and animals, needed trees—for keeping the desert away, for attracting rain, for preventing the banks of rivers from washing away, and for wild plants and grass to grow beneath.
11. Yes, I agree with Grandfather. This is because birds and animals are heavily reliant on the forest ecosystem for their food, habitat and other basic needs. We need to protect forests for them too.
12. (Answers may vary, accept all relevant answers.) Encourage students to work together and have a participatory discussion. The idea is to enhance their critical thinking and brainstorming skills.
13. Ways in which we can make this world a better place:
 - Spread awareness on not using plastic, to save the environment
 - Spread awareness to reduce wastage of water
 - Take the car-pool or bus to school instead of travelling in your own car
 - Ensure that your car is not polluting the environment
 - Don't throw waste on the road, only throw it in waste-paper baskets

Use the dictionary (pg. 37 and 38)

1. (a) cut down
 (b) cut out
 (c) cut off
 (d) cut up

2. Phrasal verbs and meanings

A	B
get up	To stand up after sitting or lying down; to get out of bed.
get in	To arrive at a place; to be admitted to a school, university, etc.
get out	To leave or go out of a place; to become known; to produce or publish something
get along	to have a friendly relationship with someone.
get away with	To escape blame, punishment, or undesirable consequences for an act that is wrong
get off	To leave a place or start a journey; to leave work with permission.
get back	To return, especially to your home; to obtain something again after having lost it.
get over	To deal with or gain control of something; to return to your usual state of health, happiness, etc. after an illness or a shock.
get through	To manage to do or complete something; to be successful in an exam; to contact someone by phone.
get on	To be successful in your career; to manage or survive.

Learn grammar (pg. 39 and 40)

- A1. (a) **she**: personal pronoun
 (b) **this**: demonstrative pronoun
 (c) **who**: interrogative pronoun
 (d) **they** and **each other**: personal and reciprocal pronoun
 (e) **anybody**: indefinite pronoun
- A2. (a) He is my best friend, and we play video games together every day.
 (b) These cookies are the best I've ever tasted.
 (c) What is your favorite subject in school?
 (d) My classmates and I help each other with homework.
 (e) Everyone in my class is excited about the field trip.
 (Answers may vary, accept all relevant answers.)

B1. Prepositions of Time:

- On one occasion
- During the rains
- After first visiting
- It was February

Prepositions of Movement:

- Moving very slowly away from me towards Grandfather
- Walk into the jungle
- Walked to the riverbed
- Walked across to the trees

Prepositions of Direction:

- Towards Grandfather
- Into the jungle
- To the riverbed
- Across the trees
- Over the wall
- Along part of the pavement

B2. (a) next

(b) according to

(c) as of

(d) along with

(e) In case of

Learn to communicate (pg. 40-42)

1. Encourage the students to complete this answer on their own. Guide them wherever needed. The idea is to enhance their understanding of complex questions, their critical thinking and brainstorming skills.
2. Encourage the students to work together with their classmates as groups. The idea is to help the students in enhancing their group working, critical thinking and brainstorming skills.

Sample conversation:

Government representative: Hello everyone! All of us are gathered to finalize the development of Churna Island. I am here to represent the government and will make sure everyone gets to keep their opinion.

Environmentalist: I think we need to focus on protecting the island's unique ecosystem. In my opinion, any development should be eco-friendly and sustainable.

Senior resident of the island: Excuse me, could I interrupt you? I believe we should also consider the impact on local wildlife.

Unemployed youth: Could you repeat what you said, please? I missed that part.

Farmer: I believe strongly that preserving our natural heritage is important.

Government representative: To sum up then, our group believes that while development is important, it must not come at the cost of our natural environment.

(Answers may vary, accept all relevant answers.)

Section 2: Think Like A Tree

Learn to read (pg. 44 and 45)

1. (a) iii. appreciate the fact that life can be full of surprises
(b) vi. do not be defeated by failures
(c) v. when troubles come, do not lose faith in yourself
(d) viii. be well prepared for ups and downs in life
(e) i. be kind to people you do not know
(f) ii. face difficulties with courage
(g) vii. try to go up in life without forgetting who you are
(h) iv. learn to appreciate the goodness in yourself
2. a. one should learn lessons from troubles and be ready to face new challenges.
3. Yes, I feel refreshed after the rain because after a hot and scorching summer, rain is a welcome change. Rain makes us realize that one can come out of one's troubles no matter how difficult the situation might be. It gives one confidence and courage to deal with challenges.
4. Yes, spring is a happy time for the tree. It is the season of renewal. Trees begin to have new leaves and flowers in spring. It marks the end of the cold winter season. It is a warm season and with plenty of sunlight, trees get all the nourishment they need for regrowth.
5. The tree teaches us to approach life with a positive attitude and to be open to its many facets. It teaches us to be strong and resolute through hard times and to emerge refreshed after a difficult spell. Other lessons it has for us are to be kind to others, to be selfless and to keep working hard without being vain. It also teaches us to strive for excellence while being humble and retaining our values. We also need to learn self-confidence and self-awareness from trees.

(Answers may vary, accept all relevant answers.)

6. The two admirable things in a tree:
A tree is selfless and generous. It gives without expecting anything in return. It keeps growing despite many challenges.
7. My topic: Ice-cream
Looks like: a pink carpet, a velvety surface
Tastes like: a yummy cold sensation
Smells like: fresh strawberries
Sounds like: slurping sounds
Feels like: a melt-in-the-mouth dream
8. (a) i. sight (b) iv. sound
(c) ii. touch (d) v. touch
(e) iii. sound

Learn grammar (pg. 45)

1. (a) softly.
(b) early; early in the morning.
(c) gracefully.
(d) in the garden.
(e) with great care.

Learn to write (pg. 46)

- A. Encourage the students to write a paragraph. The idea is to help them enhance their understanding, critical thinking and brainstorming skills.

Activity (pg. 47)

1. Be graceful in every circumstance
Stand tall over all controversies
Feel refreshed after a cool drink
Grow strong with a good diet
Be prepared for all examinations
Provide shelter for stray animals
Hang tough across the bitter seasons
Emerge renewed after a good holiday
Stay deeply rooted in your traditions
Be still and cultivate patience
(Answers may vary, accept all relevant answers.)

2. Clouds

Clouds
Fluffy, White
Floating, Drifting, Changing
Sky, Rain, Thunder, Lightning
Forming, Darkening, Pouring
Gray, Stormy
Weather

Unit 3: Against All Odds

Starter

1. (a) It means Helen enjoyed and participated in all activities that are done by people without handicaps. She did not miss out on anything in life because of her handicap.
(b) Though she was blind she read more books than people with sight commonly do. She was unable to speak as a little girl, but when she grew up, she gave lectures in almost all states of the US. She wrote several books and acted in a movie made on her life.'
2. (a) Reading, baking, painting, swimming and gardening.
(Answers may vary.)
(b) No, it would be difficult to take part in these activities if I was physically challenged or disabled.

(c) I believe that my mobility while doing these tasks would be very limited. I would not be able to perform these tasks well. For example: if I was in a wheelchair and I was in the kitchen baking, I would have a difficult time moving around, opening or closing cabinets etc. (Answers may vary.)

3. To overcome physical disabilities, we need courage, determination, patience and will.

Section 1: Three Days To See

Learn to read (pg. 51-53)

1. She says so because it would make everyone appreciate the joys of life, which we otherwise take for granted. We would appreciate sight and sound so much more if we were made aware of what their absence felt like. We will learn the importance of our senses and find new beauty in the world around us.
2. She does this through touch. She feels the shape and size of leaves, the smooth skin of a birch, the rough and rugged bark of pine and the soft and tender buds in spring. She also experiences the vibrations of the sounds the birds make.
3. Wrong words: sight, touch.
4. b. feeling their faces with her fingers.
5. The writer's desires for three days:

Day 1	See people who have helped and supported her and made her life worth living.
Day 2	See the beautiful sunrise and the world as it was in the past and is in the present.
Day 3	See the workaday world, the city with its people going about their work.

6. She wants to divide the three days in order of influence various things have made on her life: first, the people who have supported her and helped her, next the history and present of the world through various sources of knowledge, and finally, the commonplace sights and occurrences of the city.
(Answers may vary.)
7. b. sadness
8. (a) Eyes have been called 'window of the soul' because they reveal the qualities that make the person. They are supposed to express the inner feelings of a person.
(b) Nature has abundant surprises in store and each day there is a new aspect revealed, each beautiful in its own way.
(c) Blindness is like the darkness of the night and has no morning.
9. The writer says this because she believes that people without any kind of handicap fail to appreciate the importance of the five senses. They take the senses for granted and as a consequence, the beauty of the world is also lost to them. In their mundane pursuits, they forget to value the gifts they have. If they were to know there is no tomorrow, they would focus on the truly beautiful things in life.

10. Yes, I agree with her. Sight lets us absorb the world visually and enjoy linking what we are experiencing with what our eyes can see.

(Answers may vary.)

11. (a) Yes, I have also experienced this. When I am happy, the world around me seems happy too, and likewise when I am sad.

(b) Sample answer:

Things that make me happy: spending time with my friends, eating my favorite snacks and being with family.

Things that make me sad: arguments with friends or family, someone or myself being bullied and getting bad grades.

Learn words (pg. 53)

1. Words describing nature and humans.

Nature	Humans
symmetry	kindness
smooth	Companionship
Rough and shaggy	Laughter, sorrow
Magnificent panorama	Smiles, serious determination
Thrilling miracle	Suffering, compassionate
gigantic	Tiny stature, powerful brains

2. (a) taste
(b) feel
(c) hear
(d) see
(e) smell

Learn spelling (pg. 53 and 54)

1. Restaurant
2. Beauty
3. Kind
4. Hockey
5. Match

Learn pronunciation (pg. 54)

1. Encourage the students to pronounce the given words out loud. The idea is to make them familiar with different pronunciation sounds.
2. No, you don't need to pronounce "kw" in these words. They are pronounced as:
Queue: "kyoo" (sounds like cue)
Quay: "ke" (sounds like key)

3. Encourage the students to pronounce the given words out loud. The idea is to make them familiar with different pronunciation sounds and how a word, its sound and pronunciation changes when a certain syllable(s) is/are stressed upon.

Learn grammar (pg. 54-56)

A1. Sample sentences:

- She is not the woman who stole my dog.
- He is the man who repaired our TV.
- This may be the bus whose conductor is very polite.
- That is the house which was renovated last year.

(Answers may vary, accept all relevant answers.)

A2. (a) A physician is a doctor who treats illnesses with medicine.

A surgeon is a doctor who performs medical operations.

(b) A vegetarian is one who does not eat meat or fish.

A non-vegetarian is one who eats meat and fish.

(c) A microscope is an instrument which makes small things seem larger.

A telescope is an instrument which makes distant things seem nearer.

(d) A thermometer is an instrument which measures the temperature of a person's body.

A barometer is an instrument which measures air pressure to show when the weather will change

(e) A referee is a person who controls the game in sports like football.

An umpire is a person who watches a game like cricket to make sure that the rules are not broken.

B. Sample sentences:

- He was so dependent that he had to be pushed around.
- Later, he became so independent that he became an expert basketball player.
- He became so skilled in basketball that he grew self-reliant and confident.

(Answers may vary, accept all relevant answers.)

Section 2: Subira – The Three-Legged Cheetah

Learn to read (pg. 59 and 60)

1. Subira is a three-year-old cheetah. This incident happened in Shambala, a wildlife reserve in the United States of America.
2. Tippi did not react because she knew words would not convince Cory. He had given up hope after his accident and had become too bitter. She knew that it was only the speed and agility of three-legged Subira that could encourage Cory to come out of his depression and strive to do well once again.
3. Cory was a talented player who dreamt of playing major league baseball someday. He had a promising future, but he met with an accident that left him physically disabled. The tragic accident not only dashed his hopes of becoming a sportsman but also left him emotionally disturbed. This is why Cory had become bitter and angry. Bitterness and anger are the immediate natural outcome of an unfortunate experience. However, one needs to overcome such feelings for they do only harm.

4. Subira jumped from the tree on which she had been reclining and began to run at full speed around the enclosure. The audience was stunned in silence. It was then that Cory asked Tippi the question that was in everybody's mind: how could she run so fast with only three legs?
5. Cory was initially surprised by Subira's display of speed but having heard her story, his attitude changed completely. Subira had affected him deeply by overcoming her own handicap. Cory seemed determined and satisfied. He also grew more communicative and polite in his interactions. Subira's excellence despite her handicap seems to have brought him out of his depression and given him hope.
6. b. the zoo believed her deformity would not attract visitors.
7. Words describing Subira and Cory

Subira	Cory
Positive	Bitter
Spirited	Angry
Happy	Sarcastic
Friendly	Upset
Lively	Lonely
Confident	Hopeless

8. The impressive display of Subira's skills shows how she overcomes her physical limitations. Cory, a young boy who lost his leg in an accident, watches Subira and feels inspired by her. Seeing Subira thrive despite her handicap gives Cory hope and helps him deal with his own emotional struggles.
9. Yes, Cory was a changed person at the end of his visit to Shambala. He came to the reserve as a bitter and angry boy who had succumbed to the hardships in life. However, having seen the prowess of three-legged Subira made a deep impact of him. The story of how Subira did not let adversity affect her life made him hopeful. There was a change in his attitude to life and towards others. He grew more communicative and volunteered to hold the rolling gate open to let the van pass by. It was a small effort but displayed how deeply Subira had affected him. The smile with which he ended his visit was a sign of his determination to find a new dream in life.
10. (a) Yes, it is true that our real handicap lies in our minds. We have numerous examples of people all over the world who have lived or continue to live rich and fulfilling lives despite various adversities. People like Hellen Keller, Stephen Hawking and Mansur Ali Khan Pataudi have all had different handicaps but have led exemplary lives. On the other hand, if we give up hope and stop making efforts, it shall lead us to failure. We must realize that there will always be new challenges, and we must be ready to tackle whatever comes our way. It is only our attitude that will decide which path we go down.
 (b) I would tell Cory of the other people with handicaps who lead successful lives. I would find out and tell him about schools and training institutes for differently abled people in his state.

Use the dictionary (pg. 60 and 61)

1. Words:

Written as single words	Written as two/three words	Separated by a hyphen
Football	Scuba diving	White-water-rafting
Basketball	Hang gliding	Pole-vaulting
Volleyball	Bungee jumping	Motor-racing
Paragliding	High jump	
	Table tennis	

2. (a) mailboxes
(b) sons-in-law
(c) firefighters
(d) classrooms
(e) footprints

Learn to write (pg. 61 and 62)

Sample diary entry:

Friday, 6 June

I got up very early today because I had very little time and there was so much, I wanted to see, hear, and feel in this beautiful world. As soon as I opened my eyes, I was amazed by the colors around me. The sunlight streaming through the window was golden and warm, and it made everything look magical.

I ran outside to the garden. The flowers were so bright and colorful, and I could see the bees buzzing around them. I touched the petals and felt their softness. The trees were tall and green, and I watched the leaves dance in the wind. I saw a squirrel scampering up a tree, and it made me laugh.

Later, I went to the park with my family. There were so many people! I saw kids playing on the swings and slides, and their laughter was the happiest sound. I joined them and felt the thrill of swinging high up in the air. The grass was green and soft under my feet, and I saw birds flying and singing in the sky.

Learn to communicate (pg. 62 and 63)

1. Within schools, accessible classrooms, special equipment, for example things like braille and hearing aids should be made available. Also, having teachers and aides who are trained to help students with disabilities can make a big difference. They can provide extra help and support when needed.

Moreover, ramps and accessible elevators in public spaces alongside accessible bathrooms, clear signage and special parking places should be made available. Encourage the students to use the given expressions while having a conversation. The idea is to enhance their public speaking, critical thinking and brainstorming skills.

Section 3: I Was Born Different (Extensive Reading)

Learn to read (pg. 65 and 66)

1. When people see the poet, they react in different ways. While some question her about her situation, others walk away, stare, or even snigger. Sometimes people talk when they see her, they turn heads to look at her. People also point or just laugh at her.
2. The poet mentions that she is born different as her fingers do not straighten, her elbows are bent, her ankles are weak, and her back is curved.
3. b. she can now speak a lot at any given time.
4. The poet takes part in bowling, track and basketball. We know that she is a successful athlete as she has won multiple medals.
5. d. She is cheerful and thinks that disability is no barrier to achievement.
6. 'So, what if I was born different!' brings out the poet's positive attitude.
7. 'I used to be shy, But not anymore'

These lines highlight the turning point in the poet's life.

8. (Answers may vary, accept all relevant answers.)
 - (a) **I agree** – The poet is sensitive, in addition to all her talents, unlike other able-bodied persons.
 - (b) **I agree** – The poet is laughing back at the world with these lines.
 - (c) **I agree** – The poet's medals reveal this also.
 - (d) **I agree** – The poet's achievements are a case in point.
 - (e) **I disagree** - No one should suffer for their disability.
 - (f) **I agree** – Yes, society has a huge responsibility to integrate disabled persons.
9. The poet repeats this line throughout the poem to make the point repeatedly that being born disabled does not disadvantage a person, if he or she is determined to strive against the odds.
10. This is an idiom as the words together represent a meaning which the individual words on their own do does not add up to.

Activity (pg. 66 and 67)

Encourage the students to research the given pointers on their own. Make sure their work includes information about all the points mentioned. The idea is to enhance the students' understanding about brainstorming, research, critical thinking and improve their writing skills.

It is also essential that the students understand how disable or rather specially abled people are not a burden on the society and should not be treated as one. Rather, they should be treated with equality just as other normally abled human beings are, with equal opportunities in all aspects of life.

After the students have completed their scrapbook project, ask them to evaluate their work and mark themselves accordingly in the table given in the coursebook.

Unit 4: Put On Your Thinking Cap!

Starter

Answers for starter activity have been given at the end of section 2. Please refer to the coursebook.

Section 1: Young Sherlock Holmes

Learn to read (pg. 71 and 72)

- d. impatient.
- (a) John Watson's mattress name tag said, 'J. Watson'. Sherlock selected the most common name beginning with 'J'.

(b) Watson's particular style of shoes was not made in the city. Holmes had noticed it only in the North of England.

(c) Watson was carrying The Hunter Encyclopedia of Diseases which is a book only available to physicians. Since Watson was too young to have gone to a medical school, Holmes assumed it must have been given to Watson by an older person who was close to him.

(d) The middle finger of Watson's left hand had a callus which is common sign of a writer.

(e) There was a stain of yellow custard on Watson's collar. That particular colour was used in making custard tarts.
- Holmes guessed Watson's first name wrong. He thought it was James. No, he was not terribly wrong in his guess.
- d. He does not introduce himself to Watson when the two meet.
- rude:** Holmes called Watson fat.
observant: He could tell so much about Watson just by observing Watson for a little while.
clever and intelligent: He was almost accurate in his deductions.
impatient: He was about to throw away his violin because he had not been able to learn to play it after trying for just three days.
- (Answers may vary, accept all relevant answers.)
Encourage the students to be creative and come up with their own answers.)
Rude behaviour is when people make mean and insensitive, uncalled for remarks about a certain person. Two examples of rude behaviour are:
 - Someone mocking a person who is disabled – the person should have been sensitive to the needs of the disabled person.
 - Student talking back to the teacher insolently – the student could have explained his/her point in a polite manner and respectfully.

Learn words (pg. 72 and 73)

- (a) valuable: precious.

(b) intelligent: brainy.

(c) impatient: restless.

(d) particular: specific.

(e) available: obtainable.

2. (a) precious.
(b) obtainable.
(c) brainy.
(d) restless.
(e) specific.
3. (a) beamed
(b) sprang
(c) released
(d) landed
(e) pressed
(f) spinning
(g) hammered
(h) shields
(i) shrunk
(j) advanced

Learn grammar (pg. 73 – 75)

- A1.** (a) Laila said that they had gone to the stadium the previous night.
(b) Sarah said that it was a match between Karachi and Lahore.
(c) Nargis said that though the film had plenty of action, she did not like it much.
(d) Umaima said that she prefers badminton.
(e) Dania said that the audience had got very noisy, especially the boys.
(f) She confessed that she had been quite anxious at times.
(g) Nazreen admitted that she had gone only because her brother had insisted.
- A2.** (a) Jonathan's father counseled him to get some sleep.
(b) His mother urged him not to stay up late.
(c) His father ordered him to get up early.
(d) His mother asked Jonathon to pack his pen.
(e) His father reminded Jonathan to sharpen his pencil.
(f) Jonathan's mother warned him not to miss the school bus the next day.
(g) Jonathan's father instructed him not to go into the exam hall late.
(h) His mother told him to answer every question.
(i) He requested his parents to repeat their advice as he wasn't listening carefully.
- B.** 1. The food must be very good here.
2. He must be very hungry.
3. It must be a very hot day.
4. He must be very upset.
5. It must be a holiday.

Section 2: Spying High

Learn to read (pg. 83 and 84)

1. When the play opens, the Prime Minister is speaking to the King. He is speaking in context of the revolution that has broken out in Glocca-Mauretania. The soldiers, the military and the sailors have revolted.
2. (a) Hope here refers to the hope that the revolution could somehow be overpowered, and the monarchy would not be overthrown.
(b) As the Queen is constantly counting calories and known to be strict about her diet, the Prime Minister knows that since she has started doing the opposite (by eating bread and honey) it means that she has given up hope.
(c) The nursery rhyme these lines have been taken from is 'Sing a Song of Sixpence'.
3. 'the situation is critical', 'in revolt', 'we are on the eve of revolution', 'our beloved country, Glocca Mauretania, is going down the drain' are some relevant phrases.
4. Yes, the Prime Minister is planning to flee. We know this because he mentions this fact to the king.
5. The Prime Minister is cautious about hiding the envelope containing secret documents as it contains classified information which he, as a spy, wants to pass on to his headquarters. No, he is not successful in hiding these documents as Fritz overhears his plans.
6. No, Fritz is not a trusty old family retainer. We know this because he soon reveals himself to be a spy who has disguised himself as a family retainer to get access to information.
7. The housekeeper is Charlie Culpepper, another spy.
8. The third spy is Herbie Haliburton, also referred to as B-8-W. He was hiding inside the trunk.
9. (a) The Prime Minister says this line.
(b) 'It' here refers to the documents.
(c) Yes, the documents change places. First the Prime Minister tries to hide them under the desk blotter. His plans are overheard by Fritz who takes them and hides them under the rug. Next the housekeeper hides it under the sofa cushion. Then Agent B-8-W hides it under the blotter on the desk.
(d) The documents come back to the original place again as Agent B-8-W hides it back under the blotter on the desk.
10. Yes, the Prime Minister is correct in his assumptions as each member of the household turns out to be a spy.
11. (a) The original names of the three spies are Charlie Culpepper, Mervyn Mickle and Herbie Haliburton.
(b) They first met as students at Spy Master's University.
(c) While Mervyn works for H.Q., Charlie works for Central Operations and Herbie works for Operations Scheduling.
(d) While Mervyn uses a two-way wristwatch to communicate, Charlie uses a walkie-talkie, and Herbie uses an old-fashioned shoe radio.
(e) While Mervyn is disguised as Fritz, the family retainer, Charlie is disguised as the housekeeper, and Herbie hides inside the trunk.

12. The three spies did not know that the Prime Minister was actually the Dean of S.M.U. as they were discussing among themselves how sad it was that the Dean had disappeared two years ago, and spying would not be the same again without him.
13. No, this play does not have an anti-climax. That is because it does not end on a disappointing note. Rather, the twist at the end of the tale keeps the suspense intact.
14. The Prime Minister, who is Dean Featheringill in disguise, is the best spy of them all, as the other spies are not able to discover who he is till he removes his false beard.
15. My favourite character in this play is Dean Featheringill. This is because:
 - The Dean is able to maintain his disguise till the end.
 - The Dean seems to play-act the part of the Prime Minister very convincingly.
 - The Dean is the one who must have trained the other spies, and he has turned out an entertaining lot of them.
16. We can tell that all the four spies in the play are happy and good-natured as they talk about going out for dinner and reliving some of the old times. They also frequently break out into their Alma Mater song. They clearly feel a deep bond. They are also considerate in thinking about their Dean when they meet.

Learn to write (pg. 85)

Sample letter:

13 A Bath Island

Clifton Block-3

Karachi

Pakistan

23rd December 2023

Dear Maham,

Hey! How are you doing? What a crazy week at S.M.U! I will never forget our last mission—it was so intense! Sneaking past security, decoding secret messages, and nearly getting caught... I still can't believe we pulled it off. You were seriously amazing out there!

Things have been kind of quiet since then (which feels weird). I keep expecting another mission to drop in at any moment. Have you heard anything? The professors won't stop giving us those mysterious looks, like they know something big is coming.

Also, tell me, are you still practicing those ninja-level escape moves? I need to step up my game because last time I tripped over a chair and nearly blew our cover!

Anyway, write back soon. We need to be ready for whatever's next.

Your partner in crime,

Aiman.

Learn to communicate (pg. 86 and 87)

1. Encourage the students to display active participation in the given role-play activity. Make sure the students display their skills of speaking and listening in an accurate manner. Guide them where needed.

2. (a) Sample role-play:

Aleena: Hey, this has been so much fun, but I just realized how late it is! My mom is going to freak out if I don't get home soon.

Zunera: Oh no, do you really have to go already?

Aleena: Yeah, I wish I could stay longer, but if I don't leave now, I will be grounded for a week. And then I won't be able to hang out at all!

Zunera: That would be terrible.

Aleena: Exactly! Also, I just remembered I still have to finish my science project tonight. If I don't, I will be rushing in the morning, and you know how bad I am under pressure!

Zunera: Oh yes. Your last-minute projects always turn into disasters, ha-ha.

Aleena: Hey, that was ONE time! But seriously, I will see you tomorrow at school, and maybe we can plan another hangout this weekend!

Zunera: That sounds awesome! Maybe we can go to the arcade or play a chess match at home?

Aleena: Yes! That sounds perfect. I will text you later to plan it. Bye!

Zunera: Take care, bye!

(b) Sample role-play:

Sami: Oh wow! I can't believe it's really you! After all these years, it's amazing to see you again.

Tariq: I know, right? It's been forever! How have you been?

Sami: I've been good—actually, I'm a doctor now, finally! But listen, I really want to catch up properly, except... I have a patient waiting for me in my clinic right now.

Tariq: Oh! I totally understand. You must be very busy.

Sami: Yes, but I don't want to just rush off like this. How about we meet up later? Maybe for dinner or coffee? I will text you so we can plan something properly.

Tariq: That sounds great! I would love to hear all about your life since school.

Sami: Me too! Okay, I must run now, but let's meet up soon!

Encourage the students to be creative with their brainstorming and ideas for the dialogues for role-play. The idea is to help the students enhance their understanding and different ways to use their skills regarding brainstorming, speaking and listening.

Section 3: Night Voices

Learn to read (pg. 89 and 90)

1. The speaker describes the sounds as whispering, murmuring, laughing and chuckling.
2. whisper – wood
murmur – seashore
laugh and chuckle – glen.
3. No, the speaker is not totally convinced by the explanations offered by his father. We know this because after every explanation the speaker says:
'But there's someone who whispers in the wood'

'But there's someone who murmurs in the night'
'And there's somebody laughing in the glen'.

4. The speaker and his father are outdoors somewhere (probably living in a forest). We can say this as the speaker keeps hearing all these night voices, which his father dismisses as those coming from nature and open spaces.
5. We can sense the urgency in stanza three as the speaker even pleads with this father that they should leave this spot and go away. The speaker gets more scared as the lights are dimming and all he can hear is the laughing, chuckling sound.
6. The speaker seems to be a small boy. We can say this as he seems to be unfamiliar with all the night sounds that one can hear in the woods and other natural spaces.
7. The poem is called 'Night Voices' as it talks about all the sounds the narrator hears at night.
8. The poem becomes eerie in stanza 4 because of the way in which the speaker describes his father sitting still and staring at the door with a fixed smile.
9. The poet uses repetitions for effect. It highlights the stark situation in which the speaker finds himself. The sounds can be repeatedly heard, and there is no convincing explanation for what is happening.
10. Rhyming words: roar-shore, go-low, for-door, late-straight.

Activity (pg. 90)

1. The father could have some sinister motive. He has brought the child to a lonely spot and is sitting there with a fixed scary smile on his face. He could be waiting for his associates to come and help him with some sinister plan.
(Answers may vary, accept all relevant answers.)

2. Sample poem:

The Haunting Night

Through the foggy woods I tread, A path so dark, so full of dread. The air is silent, thick and cold, A story waiting to be told.

The trees stand tall, their shadows menacing, Whispers echo, low and deafening. A gloomy moon hides in the sky, Watching me, with its hollow eye.

Lonely footsteps—mine alone, Yet something follows, flesh and bone. The wind begins a ghostly song, A trembling fear—something is wrong.

A door creaks open, haunting deep, Inside, the walls begin to weep. I turn to run, but shadows stay, Will I escape, or fade away?

(Answers may vary, accept all relevant answers.)

Encourage the students to be creative with their words and writing. The idea is to polish and enhance their brainstorming, thinking and writing skills.

Unit 5: Appreciating Mothers

Starter

1. (Answers will vary, accept relevant answers.)
2. Sample answer:
Mothers provide us with unconditional love and support. They keep our houses clean, cook

food for us, organize our things. They also help us with our homework and play with us. Not only this but they also take care of our health and are always there for us whenever we need them.

Encourage the students to come up with their own answers. Accept all relevant answers.

Section 1: Charlie's Mother

Learn to read (pg. 98 and 99)

1. Yes. She sang on the stage despite her fear. She would dance and sing for her sons, take them to the beach, treat them to cakes and ice cream and narrate stories to them.
2. d. the audience was known to be insensitive and rowdy.
3. Hannah had a good voice, but she was afraid of the unruly crowds. Her worst fears came true when her voice cracked while singing on the stage and the crowd started making catcalls and whistling. She was driven away from the stage.
4. It was the stage manager's idea to make Charlie go on the stage. It changed their lives because Charlie realized his talent and passion for entertaining people on his first night on stage. His mother never performed on stage again.
5. She sang, danced and told them wonderful stories. She worked hard and whenever she had some money, she took them out and treated them to cakes and ice creams. She was a gifted and imaginative person inclined to the arts. She loved her sons immensely.
6. a. the life of an entertainer is actually very difficult.
7. He inherited her singing talent, her acting skills, and her ability to bring magic into other people's world.
8. (a) Hannah and her children.
(b) Charlie.
(c) Manager.
(d) Hannah.
9. Charlie sang, danced and did several imitations including those of his mother. He also knew how to interact with the audience and keep them entertained. There was laughter and cheers and applause for his performance.
10. There wasn't enough money even for their basic needs. Hannah was forced to attempt singing at the music halls of London, despite her fears. She sewed clothes for people. The children sometimes had to go to the workhouse.
11. Charlie was heartbroken because he loved her, but he would not be able to live with her anymore. He was sad to see his loving, talented mother reduced to such a state. She must have been miserable. To see a loved one in such pain and being unable to help them is saddening.
12. (a) (Answers may vary, accept all relevant answers.)
My aunt is very special to me after my mom. She is my mom's sister and has brought me up with so much love and care after my mom.
(b) She helped me with my studies in my early years. She has always motivated me to become a better person and version of myself.

Learn words (pg. 99 and 100)

1. Catcall: people
Roar: solved in the coursebook.
Whisper: people.
Toot: vehicles.
Yell: people.
Murmur: people.
Blare: vehicles.
Whistle: people, vehicles.
Shriek: people, vehicles.
Rumble: vehicles.
2. (a) impression
(b) pronunciation
(c) explosion
(d) confusion
(e) satisfaction
(f) imagination

Learn spelling (pg. 100)

1. Crossed out words:
(a) solved in the coursebook.
(b) Its
(A) whose
(B) its; it's; whose; its

Learn grammar (pg. 100 – 102)

1. had finished
had closed
had already left
2. Before the alarm rang, Mrs. Abid had got up.
After she had washed up, Urooj got dressed.
After Mr. Abid had brushed his teeth, he shaved.
When they had dressed up, they had breakfast.
When they said goodbye to Urooj, they read the paper.
Before they left work, they had locked the house.

Pronoun antecedent agreement:

1. (a) solved in coursebook.
(b) iii. their (c) iv. their
(d) i. me (e) ii. my

Section 2: About Famous Mothers

Learn to read (pg.106 and 107)

- (a) Nancy Hanks Lincoln
(b) Thomas Lincoln
- Sarah found Abraham looking wild and desolate when she arrived. She tried to dress him up so that he would look more presentable.
- (a) The writer is referring to Sarah Lincoln in this line.
(b) These lines reveal that Sarah Lincoln was determined to make a change in the lives of all her family members and help them live a better, healthier life. The nurturing aspect in her nature comes out in these lines.
- Yes, Nancy and Sarah were both keen to educate Lincoln. Even though Nancy never received formal education, she stressed upon the importance of learning and reading. Similarly, Sarah also offered Abraham books to read and furthered Nancy's goal. She had also not received a formal education.
- We know that Sarah and Abraham shared a close, loving relationship as Abraham never spoke angrily to her and never refused her anything. Abraham also confided to a relative once that his stepmother was his best friend, and no son loved his mother more than he loved Sarah.
- Sarah was extremely heartbroken at the death of her stepson because she had a premonition that this would happen. She had never wanted him to run for president because she had feared that this would threaten his life.
- Yes, Sarah was more than a mother to Abraham Lincoln. From the time she entered his life, she did everything she could to improve his situation (with better dressing, better care of the home, and so on) and encouraged him to read and learn more. Both Lincoln and she seemed to think in a similar manner, and they treated each other with mutual love and respect. Sarah had recognized early in life that there was something very special about Abraham Lincoln and she supported him in all his intellectual endeavors, so that he could further his development.
- The passage "About Famous Mothers" is likely written from a third-person point of view, presenting information about these individuals in an objective and informative manner. This perspective allows the writer to share facts, historical significance, and accomplishments without personal bias.

Had it been written from a first-person perspective, perhaps from the viewpoint of one of the mothers, it would feel more personal and intimate, giving readers direct insight into their thoughts and emotions.

(Encourage the students to answer on their own, accept all relevant answers.)

Use the dictionary (pg. 107 and 108)

- Solved in coursebook.
8. 3. 1.
11. 5. 3.
2. 7. 6.
10. 9. 5.

Learn to write (pg. 108)

Encourage the students to answer on their own. It is essential that they use their brainstorming skills to search for a story and then put their creative writing skills to use and write a review in their own words.

Sample answer:

Book title: Little Women

Writer: Louisa May Alcott

Genre: Classic fiction

My rating: 4/5

Main characters: Jo, Meg, Beth, Amy and Marmee (Mrs. March)

Plot synopsis: The story follows four sisters: Jo, Meg, Beth, and Amy—growing up during the American Civil War. Their father is away, serving as a chaplain, so their mother, Marmee, takes care of everything at home. The girls face many challenges, like money struggles, growing up, and personal dreams. Each sister has her own journey, but through happiness and sadness, their mother's advice always guides them. Marmee teaches them kindness, generosity, and strength, especially when things get tough.

Things I liked: The fact that Marmee was such an amazing mother, she always knew the right thing to say and do. Also, the story felt real, like it could happen in any family.

Things I disliked: Some sad parts, like when Beth gets sick. But they made the story more emotional.

Would I recommend this book? YES! I would recommend it to my friends because it's about family, dreams, and being strong. Marmee is like the best role model, and the sisters feel like real people. Plus, it's a classic, so reading it makes you feel kind of smart!

Learn to communicate (pg. 109 and 110)

- (a) True
 - (b) False
 - (c) True
 - (d) False
 - (e) True
 - (f) True
 - (g) False
 - (h) True
 - (i) False
 - (j) True
- (Answers may vary, accept all relevant answers.)
 - (a) How annoying!
 - (b) I'm sorry to hear that.
 - (c) What a shame!
 - (d) That's terrible.
 - (e) Oh no! I'm sorry to hear that.
- Encourage the students to answer on their own. It is essential that the students put their brainstorming, listening and speaking skills to use.
(Answers may vary, accept all relevant answers.)

Sample answer:

Say thank you more often; help with chores and give her rest; make handmade cards or gifts; spend time together; celebrate her and be kind and patient.

Section 3: A Mother's Love (Extensive Reading)

Learn to read (pg. 112 and 113)

1. True.
2. (a) 'Our' refers to everyone.
(b) True.
(c) ii. to help us relax and overcome fear.
3. (a) No, because he uses the word 'something' and not the word 'everything'.
(b) One feels happy and excited.
(c) A mother can understand this state of mind.
4. A mother's faith helps us.
5. We need confidence because it helps us to deal with the challenges and disappointments that are a part of our day-to-day lives.
6. (a) our fears and our disappointments.
(b) to have confidence in our abilities.
(c) joys and achievements.
7. (a) True. (b) True.
(c) True. (d) False
(e) False. (f) True.
(g) True. (h) True.
(i) False. (j) True.
8. (Answers may vary, accept all relevant answers.)
Yes, I like this poem because it puts into words how deeply our mothers affect our lives. They may not make it apparent but make our lives so much better. It talks about how important their place in our lives is.
9. blue – knew
higher – wire
major – razor
slept – crept
truly – duly
landed – branded
pearls – girls
gold – mould
climbed – timed
rose – grows

Activity (pg. 113 and 114)

1. Encourage the students to answer on their own. It is essential that the students use their own brainstorming and creative writing skills. The students will have to include the important elements mentioned in the poem for example: how you are missing your mother / parent,

some of the exciting things that happened recently and how it reminded you of things at home. Also, how only mothers can understand when we are worried and help us soothe, how it is only our mother who is happy with our success, and it is her faith in us that keeps us going.

Encourage the students to also include their own pointers including how their advice is missed now that you live far.

Follow the format for an informal letter including the date and salutation etc.

2. Sample answer:

Attributes of my elder brother:

My brother is about 5ft and 10 inches tall, he is of a slim body type, has black hair and brown eyes. I feel happy and relaxed around him. We have grown up together doing everything together, for example, homework together, playing together, summer holidays fun together. I would like to tell him how much I love and value him.

Sample poem:

My Brother, My Friend

You're five foot ten, so tall and bright, Slim and strong, full of endless might. Black hair that waves, brown eyes so true, A world feels safer when I'm with you.

From homework nights to summer sun, Side by side, we've had our fun. Through laughter loud and silly games, Life with you will never change.

You make me smile, calm my fears, we've shared our joy, our dreams, our years. Through every hug, through every fight, you always make my world feel right.

So here today, I say to you, Thank you for all the things you do. You're not just my brother, strong and free— You're my best friend, my family.

(Answers may vary, accept all relevant answers.)

Encourage the students to be creative with their words and writing. The idea is to polish and enhance their brainstorming, thinking and writing skills.