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| **Topic** | A Polar Explorer | **Week** | 4 |

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| **Class** | VI | **Duration** | 60 min |

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| **Learning Outcomes** | Upon completion of this lesson, students will be able to:   * Comprehend text post reading * Write composition * Answer post reading questions * Write answers to comprehension questions * Read the text on their own * Read and understand the words to know * Understand the moral of the story * Enhance their listening and speaking skills * Enhance their writing skills * Enhance their reading skills * Work on individual tasks * Work well in pair tasks * Answer challenge question * Learn to use dictionary on their own * Answer challenging questions on their own * Make sentences on their own * Mark whether the sentences are true or false * Correct the false statements * Answer the questions with reference to context * Write comparative sentences * Find meaning of given words in a dictionary * Complete the incomplete proverbs * Explain the meaning of the proverbs * Identify the homographs in a sentence * Provide the function of the given parts of speech * Identify the correct type of adjective * Identify the correct type of sentence * Make questions from the given sentences * Sort out a specific sounding words in a list * Conduct group tasks and conversations |

| **Date and Time** | **Content and teacher activity** | **Formative assessment** |
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| **Day 1: 00/00/00**  **05 min** | **Settling time:**  As this is the third week of the term, students are still settling in. Help them out with their textbooks and notebooks. If there are any new students in the class, take the time to introduce them to their classmates and make them feel comfortable before moving on with the session. | Verbal response |
| **10 min** | **Starter:**  Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise and through this activity the new students will get to know what was taught the week before. Try and gauge their speaking and listening skills as well.  **Class presentation skills:**  If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.  Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate. | Verbal response  Recall  Speaking and listening skills |
| **10 min** | **Pre-reading:**  A *pre-reading activity* is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.  Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.  **PRE-READING TASK 1:**  Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.  **PRE-READING TASK 2:**  Ask the students to discuss what they know of Alabama and / or Norway. Initiate a discussion: For many of the students, Alabama and / or Norway will be an exotic land, with a different religion, language, clothes, and culture. They may have had heard about Alabama and / or Norway but many of their ideas about them will be based on fanciful thinking. Ask the students to work together with their friend, think of a country that you have heard about but never visited or met a person from there. What do you think that country is like? Fill in the following notes:  Food: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Games: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Transport: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Clothes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Language: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Compare your notes with your friend. How similar or different are your answers? Do you think we should form views about a place before seeing it for ourselves?  Gently probe students and encourage them to participate. | Brainstorming  Creative thinking |
| **10 min**  **10 min** | **Classroom procedure (group and pair work)**  The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.  After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.  **Focused [Group / Silent] Reading:**  After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.   1. Who is the Polar Explorer? 2. Where wasRoald Amundsen born? 3. What inspiredRoald Amundsen? 4. What did Roald Amundsen do to train himself for exploring? 5. What is scurvy? 6. Did Roald Amundsen achieve success ever since he started? 7. When did Roald Amundsen started his own expeditions? 8. How did Roald Amundsen reach the North pole? 9. What happened to Roald Amundsen? 10. What is Roald Amundsen have thought to be the first to achieve?   **Class discussion:**  Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.  After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers. | Reading skills  Comprehension skills  Silent reading skills  Discussion skills  Skim & scan  Focused reading |
| **10 min** | **Teacher’s Resource: Answers**   1. Roald Amundsen is the Polar explorer discussed in this chapter. 2. Roald Amundsen was born in Norway in 1872. 3. As a child Roald Amundsen read about British explorers. 4. Roald Amundsen joined several sports teams and got his body used to Norwegian winter in order to train his body for the brutality of exploring. 5. Scurvy is a disease lacked by the lack of Vitamin C. 6. No, in the beginning of his expeditions, Roald Amundsen was only the part of the crew and limited himself to observing his surroundings. 7. At the age of twenty-eight, Roald Amundsen led his own expedition. 8. After failing to reach the North pole by sea, Roald Amundsen successfully reached the North pole by air. 9. In 1928 Roald Amundsen’s plane disappeared during a rescue mission. The people on the plane are presumed to be dead. 10. Roald Amundsen is recognized as the first person to have reached both North and South poles.   **Feedback:**  Give feedback on responses. |  |
| **10 min** | **Reading aloud:**  Have a reading session with the students. Focus on the words that they are having difficulty in and repeat until they can read the passage without any problem.  **Post-reading**  Imagine you are on an expedition ship that has crashed on a deserted island. You are the only one there and cannot return home. The island is safe and beautiful, but there are no people, houses, or roads there. Think of how you would survive on the island:  • How would you find food and water?  • Where would you sleep?  • How would you protect yourself from the hot sun and cold wind?  • How would you see at night?  • How would you find a way to return home?  **HOMEWORK:**  Imagine you are about to be left on an island alone and you can take only one book with you. Which book would you prefer to take? Provide a reason for your answer. | Reading skills  Comprehension skills |
| **Day 2: 00/00/00**  **20 min** | **Comprehension questions**  Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a *class discussion* leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.  Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.  Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.  The students may write the answers after the oral work.  **Class Work: Comprehension**  Attempt Exercise A 1, 2, 3, 4 in class.  **Challenge Question:**  Have a small discussion on ‘Challenge Question’.  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Brainstorm  Creative thinking  Prediction  Foreshadowing |
| **20 min** | **ACTIVITY 1: HEAR IT OUT!**   1. Cut few sheets of A4 size papers into several chits. 2. Write few sentences on the chits. 3. Make sure that the sentences have one word containing a homographic word. For example:  * Please, do not tear the paper into pieces. * I saw a big brown bear in the woods. * No one will notice these minute details.  1. Ask the students to read the sentences and figure out which word is the homograph. 2. Next, ask them which meaning fits the sentence as per the context.   **ADDITIONAL HELPFUL RESOURCES:**  **EXERCISE: HOMOGRAPHS**  **Re-write the following sentences and write the meanings of each of the underlined word against each sentence:**   1. The doctor said I would need a cast after breaking my arm. 2. I ended up in the final cast in my school’s musical. 3. I tripped on my right foot and fell down the stairs. 4. The slow turtle managed to move only a foot in the past three hours. 5. Baby girl is wearing a pink bow. 6. The actors took a bow after a breathtaking performance. 7. The teenagers had to pay a fine because of their rash driving. 8. My sister is raising her son to be a fine, young lad. 9. Draco will resent his father raising him with his prejudices. 10. I will have to resent the files because of the added data.   **EXERCISE: PROVERBS**  **A. Tick the correct idioms and proverbs.**  1. a. Great minds think alike.  b. Great minds think differently.  2. a. Never slap the hand that feeds you.  b. Never bite the hand that feeds you.  3. a. New kid on the building  b. New kid on the block  4. a. Rise and shine  b. Rise and prize  5. a. The best of both worlds  b. The best of every world  6. a. The whole one yard  b. The whole nine yards  7. a. Under the weather  b. Under the heavy stone  8. a. Water under the bridge  b. Petrol under the bridge  9. a. You are what you buy.  b. You are what you eat.  10. a. Your dress is as good as mine.  b. Your guess is as good as mine.  11. a. Between the devil and the deep blue sea  b. Between the devil and the angels  12. a. A penny saved is a penny earned.  b. A penny saved is a penny spent. |  |
| **20 min** | **Class Work: Working with words:**  It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:  • Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, ‘laughed’.  **Class Work: Working with words:**  Attempt Exercise B 1, 2, 3, 4.  **HOMEWORK:**  Practice using thesaurus. | Verbal Response  Counting skills  Writing skill  Brainstorming  Creative writing |
| **Day 3: 00/00/00**  **20 min** | **ADDITIONAL HELPFUL RESOURCES: REVISION**  **EXERCISE 1: NOUNS**  **Underline the nouns in the following sentences.**  1. Ghous is going to the market.  2. The chef made onion soup for the old lady.  3. Maira and Alisha will attend their friend’s wedding.  4. The author attended the book launch.  5. Please tell me Rimsha did not go to the theatre alone!  **EXERCISE 2: ADJECTIVES**  **Underline the adjectives in the following sentences.**  1. Dark clouds filled the sky.  2. The flowers are beautiful.  3. Neha is wearing a red dress.  4. Is it a blue shirt that you are wearing?  5. The little rabbit hopped away.  **EXERCISE 3: PRONOUNS**  **A. Replace the underlined words in each sentence with *he*, *she* or *it*.**  1. The girl listened to music while eating her lunch. The girl enjoyed both.  The girl listened to music while eating her lunch. ............................ enjoyed both.  2. The boy played games after dinner. The boy does this every evening.  The boy played games after dinner. ............................ does this every evening.  3. The cat climbed onto the kitchen table. Then the cat drank the milk kept in the saucer.  The cat climbed onto the kitchen table. Then ............................ drank the milk kept in the saucer.  4. My brother is in high school. My brother is part of the basketball team.  My brother is in high school. ............................ is part of the basketball team.  5. The shopping centre was filled with hundreds of people. The shopping centre was so crowded that I couldn’t buy anything.  The shopping centre was filled with hundreds of people. ............................ was so crowded that I couldn’t buy anything.  **EXERCISE 3: VERBS**  **Fill in the blanks with suitable verbs.**  1. The monkeys were ……………………………………… from the tree.  2. Will you ……………………………………… to the party?  3. Arham and Sarah want to ……………………………………… cake.  4. Mary ……………………………………… at the joke.  5. The lamb ……………………………………… loudly.  **EXERCISE 4: ADVERB**  **Underline the adverbs in the following sentences. Try and point out the verbs they tell you**  **something about.**  1. Read quietly in the library. verb— ............................  2. She arrived here first, so she got the best seat. verb—............................  3. I telephoned you yesterday. verb— ............................  4. I live here. verb— ............................  5. Her father had scolded her, and she was crying loudly. verb— ..........................  **EXERCISE 5: CONJUNCTIONS**  **Join the pair of sentences with the conjunctions *and* or *but*.**  1. Harris was upset. Harris was angry.  .......................................................................................................................................................................  2. He is tired. He has to work.  .......................................................................................................................................................................  3. Mashal walked to the door. She opened it.  .......................................................................................................................................................................  4. The doorbell rang. There was nobody outside.  .......................................................................................................................................................................  5. He likes to read books. He likes to paint pictures.  .......................................................................................................................................................................  **EXERCISE 6: CONJUNCTIONS**  **Complete the sentence by choosing the correct preposition from the list given below.**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | near | on | behind | under | into |   1. The sofa and the carpet are ............................ the floor.  2. The river flowed ............................ the bridge.  3. Our house is ............................ the school and ............................ the library.  4. He jumped ............................ the swimming pool.  5. The dog fell ............................ the river. | Writing skill  Brainstorming |
| **20 min** | **ACTIVITY: INTERROGATIVE ADJECTIVES**  Introduce interrogative adjectives by asking some questions, e.g. ‘Which book are you reading? What colour do you like best?’ Write the sentences on the board and ask student volunteers to underline the noun in each sentence; elicit that the word preceding it is an adjective and introduce the term interrogative adjective. Show the students the groups of items you have prepared and elicit that you have, e.g. six pencils, four books, etc. Write the phrase on the board and explain that six, four, etc. are definite numeral adjectives because they tell you exactly how many items you have. Show them the other items you have prepared, e.g. the jar of lentils, the sweets, etc. and ask them how many there are of each; elicit responses such as a lot of lentils, a few/not many sweets. Write these phrases on the board and explain that these are indefinite numeral adjectives because they do not tell us an exact number.  **ADDITIONAL HELPFUL RESOURCES:**  **EXERCISE: TYPES OF ADJECTIVES**  **A. Identify the nouns and verbs used as adjectives in the following sentences.**  1. Her gold chain was stolen on a bus in Karachi.  2. That horrifying movie left me in shock for a long time.  3. We love eating mashed potatoes on weekends.  4. He loves to put on an entertaining show for everyone.  5. The broken clock needs to be fixed soon.  **B. Fill in the blanks using the adjective forms of the following words.**  1. Those emotions came so (nature) to her, we couldn’t tell she was acting.  2. I am so sorry for your loss, it must’ve been very (pain).  3. There is a (violence) streak in him he cannot control.  4. (fortunate) he missed the bus that caused the accident.  5. He admitted he was (guilt) of committing the crimes.  **C. Fill in the blanks with the correct order of adjectives in the brackets.**  1. He wanted to get a (carpet, velvet, blue) from the flea market.  2. Have you seen my (rugged, jacket, leather, black)? I left it on the counter.  3. It was the (yellow, beautiful, sunset) that had all of us in awe.  4. It was a (box-like, sports car, low) that he borrowed from a friend.  5. She wore a (sweater, black, large, woollen) to the concert.  6. It was his (British, thick, accent) that made it hard to understand what he was saying.  7. He was a (man, tall, middle-aged, polite, thin) who loved meeting new people.  8. They lived in a (cottage, eighty-year-old, abandoned, strange) on top of the hill.  9. They were a (midde-aged, Canadian, couple) who spent most of their time travelling in a (van, rusty, old).  10. We bought them this (antique, expensive, rug, Persian) for their wedding.  **EXERCISE: TYPES OF SENTENCES**  **Identify whether the sentences below are imperative or exclamatory and punctuate accordingly.**  1. What a wonderful person she is  2. I just heard the most outrageous comment  3. You must not let this come between the two of you  4. I cannot believe he wore pajamas to the restaurant  5. Wear a jacket as it is getting cold outside  6. Give me a few days to get back to you  7. Let me know if Sara shows up for the meeting  8. You cannot be serious about leaving the job  9. How could you let it happen on a day like this  10. Tell them that you need a new pair of shoes  **Class Work:**  Attempt Exercise C 1, 2, 3, 4 in class.  **Feedback:**  Give feedback on responses and correct any answer if required.  **HOMEWORK:**  Practise parts of speech. |  |
| **20 min** | **Workbook Exercise:**  Attempt workbook exercises.  **HOMEWORK:**  Complete any incomplete work. | Writing skill |
| **Day 4: 00/00/00**  **15 min** | **Activity: Listening and pronunciation skills**  This activity will sharpen the students’ listening and pronunciation skills.  Divide the class in pairs and ask one to pronounce the words and the other to listen and write them then exchange roles.  Make sure that the students are enunciating the words and acting out the roles properly. The point of this exercise is not to check their memory or spelling, rather their speaking and listening. Move on when the students are able to speak and convey their message properly to the other party.  Attempt Ex: D  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Acting skills  Pronunciation skills  Listening skills  Speaking skills  Observation skills |
| **Day 5: 00/00/00**  **20 min** | **Class Work: Composition**  Attempt Exercise E in class.  Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.  Encourage students to think creatively to develop their own similes and metaphors. Guide them to differentiate between the two while making sentences.  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Writing skills  Reading skills  Speaking skills  Listening skills  Composition skills |
| **05 min** | **Plenary:** Ask the students the following question:  What have they learned so far? Has it helped them in becoming a better person? | Brainstorm  Verbal Response  Discussion skills  Cooperation skills |

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| **ASSESSMENT** | **REFLECTION** |