

Scheme of Work 2021 - 2022 Subject: English Class 5th		Rev. No.:
Book: Punjab Curriculum Text Board (PCTB)		Date:
	Term: Final Term	

Week	Content
1 st	Text Book: Let's Be Helpful Reading, Translation (Understanding) Words Meaning Grammar: Application: for urgent piece of work, Parts of speech
2 nd	Text Book: Let's Be Helpful Reading, Exercise Q/A Fill in the blanks. missing letter Grammar: Story: The cat and the mouse,
3 rd	Text Book: Our National Animal Reading, Translation (Understanding) words meaning Grammar: Essay: My best friend
4 th	Text Book: Our National Animal Reading, Exercise Q/A Fill in the blanks. missing letter Grammar: Essay: My book
5 th	Text Book: When Something Went Wrong of My Life Reading Translation W/M Grammar: Letters: To sister thanking her for a gift
6 th	Text Book: When Something Went Wrong of My Life Exercise Q/A Fill in the blanks. Grammar: Types of sentences
7 th	Text Book: Together We Live Translation (Understanding) Grammar: Punctuations
8 th	Text Book: Together We Live Exercise Q/A Fill in the blanks. Grammar: Revision
9 th	Revision (4th week of January)
10 th	Final Year Exams (1st week of February)



Getting Started

Look at the pictures. Everyone is happy, but why? Have you ever tried to make someone happy? There are ways to do so.



Let's Talk

- How do you spend your saved money?
- Have you ever helped a needy person? How?

Let's Be Helpful

Pre-reading

- Do you share your things with others?
- Do you help your friends?

I am Abdullah. Sara, Tahir and Maheen are my friends. We all go to the same school. Every evening, we gather in the park of our neighbourhood. Last week, our teacher announced that the school would arrange a fun fair next month. We all became excited but we noticed that Sara was not happy. In the evening, when we were discussing the fun fair, she remained quiet and did not participate in our discussion.

We asked her what was wrong. She said that her father lost his job last month and couldn't buy her a new dress. She walked away sadly. We all were left speechless. We thought about what we could do to make Sara happy. Maheen thought for a while and said, "Abdullah and Tahir, don't worry. We will save our pocket money and buy Sara a new dress." We all liked



her idea.

For the whole month, we did not waste our money. We saved it in our money boxes.

While-reading

Why was Sara sad?

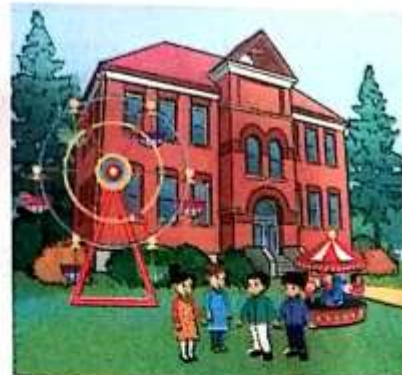


Then after a month, we collected our money and went with

Maheen's mother to buy a new dress for Sara. We

packed it in colourful wrapping paper.

We went to Sara's house and gave her the gift. She was surprised to see the gift. When she opened it, her eyes filled with delight and gratitude on seeing a new dress. She thanked us for bringing such a beautiful dress. Then we made different plans for the coming fun fair.



Sharing brings happiness to us. It shows how much we care for our friends and dear ones. We should take care of each other.

Post-reading

- Share some ways we can help our friends.
- How do you spend your pocket money?



Model the dialogue by reading with correct pronunciation and intonation. Tell students that we should respect our friends and family members. Share some ways to save pocket money.



A) Oral Communication



1. Learning the Sounds

Use of Dictionary

- i. Look and read the dictionary page to understand how words are divided into syllables.

Pronunciation
 /com/ /pal/ /ny/
 com.pa.ny (3)

Parts of speech
 company **noun**

com
 a business organization that makes money
 by providing or selling goods or services

No. of syllables

Read Me

A **dictionary** is a book which lists the words of a language in alphabetical order and gives their meanings. It also provides pronunciation and the number of syllables of words.

- ii. Find the given words in a dictionary and write their meanings along with their number of syllables. Then use these words in sentences of your own in your notebook.

investment

measure

recommend

provide



2. Learning to Speak

- i. Read and practise the given dialogue.

Adam: I want to save money. What should I do, Dad?

Father: Just follow some rules properly to spend money in your life.

Adam: What are those rules, Dad?

Father: You should set a goal that you will not spend money on extra things and only buy things you need.

Adam: Okay, Dad! I will try to follow your instructions and save money
In sha' Allah.

Father: That is great, my son.



A1 (i) Ask students to read the uses of a dictionary. Instruct them properly on how to count the number of syllables of words in a dictionary. **A1 (ii)** Ask them to find the given words in the dictionary and write their meanings along with their number of syllables.

ii. Practise the given dialogue and complete the rest on your own.

Adam: Can you tell me the way to the library?

Sa'ad: I am also going there; just follow me.

Adam: _____

Sa'ad: _____

Adam: _____



B) Reading and Critical Thinking

1. Reading Comprehension

i. Answer these questions.

- Why was Sara not happy?
- What is a fun fair?
- Why should we always help others?

ii. Read the given paragraph and write its main idea in your notebook.

Money is something essential to survive in the world. Moreover, you can fulfill any of your needs with it. So, people work hard to earn it. If you really want to earn and save money, you need to set a specific goal for yourself. Make smart spending decisions and do not waste money buying things extravagantly.

Read Me

Note-taking is a study skill used to highlight important information, summarise the given text, review and study later.

iii. Highlight important information in the paragraph given above and summarise it in 2-3 sentences.

iv. Fill in the blanks correctly.

- Their school was arranging a _____.
- Sara's father could not buy her a new _____.
- They went with Maheen's _____ to the market.
- Sharing brings _____.
- We should take _____ of each other.

2. Analytical Reading

Read and look for information about advantages and disadvantages of using the internet.



C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings and use them in your own sentences to understand the context.

participation	taking part in an activity or event
speechless	not able to speak, out of emotions
collect	to bring things together
gratitude	being grateful
care	look after

ii. Read the lesson again, underline the parts of speech to fill in the given boxes accordingly.

Noun	Verb	Pronoun	Adjective	Preposition	Adverb	Read Me
_____	_____	_____	_____	_____	_____	Nouns, pronouns, verbs, adjectives, prepositions, etc. are called parts of speech.
_____	_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	_____	



B1 (iv) Encourage students to summarise the given text in 2-3 lines in their own words. Ask them to read the lesson again and choose the correct options. C1 (i) Ask students to learn words with meanings. C1 (ii) Have them recall all parts of speech. Encourage them to find them in the lesson or think of their own.

2. Learning to Spell

Fill in the missing letters to complete the words and learn their spellings.

st__ck

in__ormatio__

st__al

ex__pert

amoun__

3. Grammar

Question Words

i. Read the given sentences to understand the question words.

- **Why** do you save money?
- **When** did you buy a new car?
- **How often** do you play cricket?
- **How much** money do you have?
- **How many** siblings do you have?

Read Me

We use **question words** to ask questions.

'Why' is used to ask for a reason.

'When' is used to ask about time and date.

'How many' is used to ask about numbers.

'How much' is used to ask about the quantity or price of something.

'How often' is used to ask about the frequency of something.

ii. Choose the correct word for each question.

- _____ do you visit your grandparents? (What, How often)
- _____ do we need money? (Why, Where)
- _____ do you go to school? (Who, When)
- _____ students are there in your classroom? (How many, What)
- _____ does this dress cost? (Who, How much)

Prepositions of Movement and Direction

iii. Read the given sentences and notice the use of prepositions of movement and direction.

- Oh no! That policeman is coming **towards** us.
- A thief dived **into** the sea.
- They drove **across** the city.
- The cat jumped **over** the wall.

Read Me

Prepositions of movement and direction show movement and direction to or from a place, for example towards, over, into, across, onto, etc.



C3 (i) Recall the concept of question words and encourage students to share more questions by using the given question words. C3 (iii) Explain the concept of prepositions of movement and direction by giving more examples.



Getting Started

Skim through the given passage and use the highlighted words in sentences to show the contextual meaning of patriotism or national pride.

It is the feeling of love, devotion and a sense of attachment to one's homeland and an association with other citizens who share the same sentiment. This affection can be a combination of many different feelings relating to one's own homeland, including ethnic, cultural, political or historical aspects. Patriotism is love and support for one's country. An example of patriotism is waving the flag proudly in your home.



Let's Talk

Tell the meaning of the following in your own words.

Patriotism _____

Devotion _____

Sentiment _____

The National Animal

Pre-reading

- Read the title and guess what the lesson can be about.
- What do you know about the national animal of Pakistan?

Markhor is the national animal of Pakistan. It belongs to the goat family and it is one of the most beautiful wild animals of Pakistan. It is considered a symbol of bravery and intelligence. It can jump downwards from mountain peaks with ease, and can also kill snakes.



Markhor lives in the mountains. It is mostly found in Northern Pakistan and the Himalayas. There are three species of markhor found in Asia.

It is known for its long and curly horns. These attractive horns on males are nearly 63 inches long and on females around 10 inches long.

Males and females can be easily identified by the colour of their coats.

Males have light brown to black coloured coats. Females have reddish coats. These coats shorten in summer and elongate in winter. A markhor male measures around 52 to 73 inches in length and weighs 71 to 240 pounds. Females are much smaller than males.

Markhor's strong, powerful legs give it the ability to maintain balance when climbing or simply walking on hills.

It eats grass in spring and summer but feeds on leaves, herbs, fruits and flowers in winter.

Snow leopards, wolves and black bears are the common enemies of markhor. It has extremely keen senses of sight and smell. These senses help it to sense hunters from a distance. It grazes mostly on the peaks of mountains so it is out of the range of predators. If it senses danger, it uses its excellent climbing skills to escape.

Markhor is an endangered species. It is killed by hunters particularly for its meat and horns. Its horns are used for traditional medicines and trophies. Markhor has a lifespan of 12 to 13 years.



While-reading

How many species of markhor are there in Asia?

Post-reading

- Write in your own words the features of the national animal of Pakistan.
- Have you ever seen a markhor? Share your experience in a few sentences.



Model the text by reading with correct pronunciation and intonation. Tell them some more facts about markhor. Ask students to share more information about it.



B) Reading and Critical Thinking

1. Reading Comprehension

i. Answer these questions.

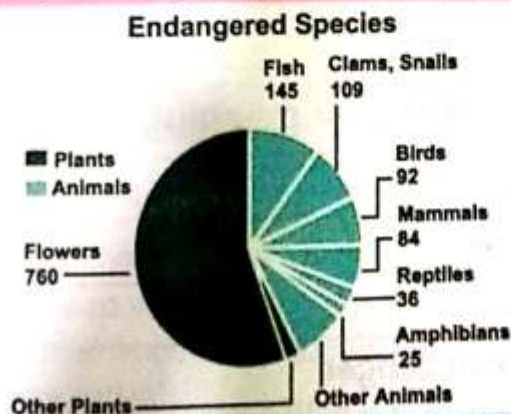
- What do markhors eat?
- How long are the horns of a markhor?
- How long can a markhor live?
- List some reasons why markhors are endangered.

ii. Look at the given calendar. Read it and answer the given questions.



1. How many months with 30 days are there on the calendar?
2. Which day of November is the first day of this month?

iii. Read the percentage of the endangered species in the given pie chart.



Read Me

A **pie chart** describes the different categories of something as a whole.



B1 (i) Encourage students to share answers to the given questions orally. B1 (ii) Recall the concept of a calendar. Help them to read the calendar by asking different questions such as 'How many national events can you find in the calendar?' 'What is the day on December 25?'

iv. Answer the following questions.

- Which is the most endangered animal species?
- What is the number of endangered flowers given in the chart?

v. Read the lesson again and fill in the blanks with the correct options.

- Markhor is the national animal of _____.
 - i) Iran
 - ii) India
 - iii) Pakistan
 - iv) Bangladesh
- There are _____ species of markhor found in Asia.
 - i) two
 - ii) three
 - iii) four
 - iv) five
- Male markhors are nearly _____ inches long.
 - i) 60
 - ii) 61
 - iii) 62
 - iv) 63
- Like other goats, markhors are _____ animals.
 - i) omnivorous
 - ii) herbivorous
 - iii) carnivorous
 - iv) hunter

2. Analytical Reading

Search the internet/ library to find out about national animals of any five countries.



C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

elongate	lengthy
predator	an enemy
escape	run away
endangered	at risk or in danger



B1 (iii-v) Tell them that a pie chart is a type of graph in which a circle is divided into sections, each representing a proportion of the whole. B1 (v) Ask students to read the lesson again and fill in the blanks with the correct options. C1 (i) Ask them to learn words with meanings and use the words in their daily conversation.

2. Learning to Spell

Fill in the missing letters to complete the words.

__eak

__ravery

end_nge_ed

h__nt

at__ractiv__

troph__es

3. Grammar

Joining Words

i. Read the given weak forms of 'so', 'and', 'or', 'but' in these phrases.

- Markhor's lower legs are black **and** white.
- Markhor is a strong **but** peaceful animal.
- Did he come by bus **or** by train?
- The bus was late **because** there was a crowd at the bus station.
- They have gone to the station **so** they can catch the train on time.

Read Me

The words which join other words, phrases and sentences are called **joining words**.

ii. Join the sentences using the correct joining words.

- He worked hard _____ he could not stand first. (but, because)
- She could not submit her plan _____ she was very ill. (so, because)
- Mohsin has bought a new shirt _____ he will come to the party. (because, so)
- She is studying history _____ culture for her assignment. (because, and)

Statements and Questions

iii. Read the statements and questions.

- Markhor is the national animal of Pakistan.
- He will not clean the house.
- Has she written about the national bird of Pakistan?
- Will they join us?

Read Me

Statements are simple sentences. They give information or negate something. Questions are used to ask different things.



C1 (ii) Have students take dictation of different words from the unit. C3 (i) Recall the concept of joining words by sharing examples. Encourage them to share more examples of each joining word. C3 (iii) Encourage students to share some statements and questions. Ask more questions and encourage them to respond.



Getting Started

Look at the given emojis. Guess the expressions and label them correctly.



Let's Talk

- When you receive a surprise gift, what do you feel?
- How would you express your feelings at that time?

When Something Went Wrong

Pre-reading

- Look at the given pictures and guess what is happening.
- Look at the book titles and guess what they are about.

Summer holidays had started. Hafsa was getting bored. She anxiously waited for the storybooks her mother had ordered for her. "It would be real fun to read a new adventure story each day," she thought to herself. Just then the doorbell rang.

"Hafsa, somebody is at the door," her mother called out from the kitchen. "Mama, I am going," responded Hafsa. "Miss, here is your parcel," said the postman with a smile as she opened the door. She took the parcel excitedly. "Mama, there is a parcel. It must be my storybooks," she said, showing the parcel to her mother.



Hafsa opened it quickly. There were some books in the parcel. "Oh no! These are not the storybooks you ordered for me," she said disappointedly. Her mother looked at the books. "Don't worry, Hafsa! I know what happened. The book company has sent us a wrong parcel. Let's write a complaint to the seller about this issue so we can get the right parcel," her mother said. Let's see what they wrote to the seller.

While-reading

What kind of books did Hafsa's mother order?

Mrs Asma Kareem,

House No. 271, Sector B
City, ABC.

Writer's address

XYZ Book Company
City, ABC.

Receiver's address

October, 15th 2020

Date

Subject: Wrong Parcel

Respected Sir,

I am writing this letter to inform you about the parcel that I have just received. I ordered some storybooks online. I was expecting my parcel today, but your company has mistakenly sent some other books. Therefore, I am returning the parcel with a request to send me the books that I ordered, as soon as possible.

Body

Looking forward to a quick reply.

Salutation

Yours truly,

Asma Kareem

Signature

Post-reading

- Whom did Hafsa's mother write the letter to and why?
- Why was Hafsa bored?



Discuss with students that the text they are reading is a formal letter. Tell them about formal and informal letters. Explain the important parts of letters in detail. Ask students to share the answers to the given questions.



B) Reading and Critical Thinking

1. Reading Comprehension

i. Answer these questions.

- What was wrong with the parcel?
- What type of stories does Hafsa like to read?
- Which storybooks do you like? Why?

ii. Read the lesson again and fill in the blanks with the correct options.

- Hafsa was anxiously waiting for her _____.
 - i) food
 - ii) storybooks
 - iii) dress
 - iv) mobile
- 'Doorbell' is an example of a/an _____ noun.
 - i) compound
 - ii) abstract
 - iii) proper
 - iv) collective
- Hafsa's mother wrote a/an _____ letter to the company.
 - i) invitation
 - ii) complaint
 - iii) greetings
 - iv) thank you
- Her _____ ordered storybooks for Hafsa.
 - i) father
 - ii) mother
 - iii) friend
 - iv) cousin

2. Analytical Reading

Read a formal and an informal letter from the internet or a children's magazine. Note its important features and differences in your notebook.



B1 (i) Encourage students to share the answers to the given questions orally.
B1 (ii) Ask them to fill in the blanks with the correct options.

v. Read the given irregular forms of verbs.

Base Form	Past Form	Past Participle Form
arise	arose	arisen
beat	beat	beaten
choose	chose	chosen
fly	flew	flown
go	went	gone

vi. Write three examples of regular and irregular verbs in your notebook.

2. Learning to Spell

Fill in the missing letters to complete the words.

un__ortu__ately

e__cite__ly

a__xiousl__

adven__rou__

ex__ec__

__isap__ointed

Unit 14

Together We Live

Learning Outcomes

After completing this unit, you will be able to:

- recite poems with actions.
- relate their feelings and experiences to what is read.
- produce in speech and practise appropriate patterns of rhythm, stress and intonation in the English language by listening to stories and poems read aloud in class.
- demonstrate conventions and dynamics of oral interactions in a group to use polite expressions to seek attention.
- practise and use an appropriate tone and non-verbal cues for different communicative functions.
- apply strategies to comprehend questions for an appropriate response by marking keywords, verbs and tenses in a variety of the following question type: inferential.
- create a short poem using rhyming words on a given topic.
- analyse and use some analogies and more similes in speech and writing using "like" and "as".
- illustrate the use of simple future tense in speech and writing.
- respond to, and ask simple questions starting with be, do and have.
- write the central idea of a given poem in simple language.
- list rhyming words and write a poem based on the same central idea.



Two Little Kittens

Pre-reading

- Look at the pictures and read the title of the lesson. Guess five words related to it.
- Did you ever fight with anyone? Share.

Two little kittens,
One stormy night,
Began to quarrel,
And then to fight.



One had a mouse
And the other had none;
And that was the way
The quarrel begun.



The old woman took
The sweeping broom,
And swept them both
Right out of the room.



While-reading

Why did the old woman send them out of the room?



And then they crept in
As quiet as mice,
All wet with snow
And as cold as ice.

They found it much better
That stormy night,
To lie by the fire,
Than to quarrel and fight.



Jane Taylor

Post-reading

- Why did the kittens begin to quarrel?
- What is the main idea of the poem?



Encourage students to read the poem with actions. Tell them that fighting is not a good thing and we should avoid it. Explain to them that when we fight with others we often harm ourselves too. Therefore, we should always avoid fighting. Ask them to recite the poem with actions. Ask them to share the answers to the given questions. Note their responses.

ii. Read the given non-verbal cues with their meanings.



Read Me

Non-verbal cues include facial expressions and body gestures. These are used to communicate without words.

iii. Read the expressions with the given tones.

The use of "really" to express different emotions with different tones.

unexpected

Oh, really?

surprise

Really? I don't believe you.

sad news

Really? But how?

good news

Really? It's great news.

Read Me

Tone is how a person uses their voice in different situations. In everyday life, we adjust our tone according to who we are talking to and what we are talking about.



B) Reading and Critical Thinking

1. Reading Comprehension

i. Answer these questions.

- What lesson did the kittens learn?
- Why is fighting a bad thing? Discuss.
- How do you relate this poem to your own personal experiences?



A2 (ii) Tell students about more non-verbal cues. Give different situations to students and ask them randomly to use non-verbal cues accordingly. Tell them that ways of talking (e.g. pauses, stress on words), sound (e.g. laughing), closeness (e.g. invading someone's space) are some other ways of non-verbal communications. A2 (iii) Explain the concept of tone by reading different examples aloud to reinforce the concept. B1 (i) Encourage students to share the answers to the given questions orally.

Read Me

- Inferential questions** are those in which the text does not actually tell us, but we can find the answer by considering the hints and clues in the text in the light of our own knowledge and experience.

This poem is about two little kittens. They began to quarrel with each other during a stormy night. One kitten had a mouse but the other kitten had none so their quarrel began. The old woman became angry and swept them out of her house with her broom. Then, they returned wet and cold. They realised their mistake and felt ashamed. They found that it is better to lie by the fire in the house than to quarrel and fight. They had learnt that fighting is a bad thing so always try to avoid it.

- The two little kittens fought during a stormy _____.
i) night ii) morning
iii) evening iv) afternoon
- The old woman swept the kittens with a _____.
i) stick ii) broom
iii) hanger iv) brush
- The kittens became wet with _____.
i) rain ii) sweat
iii) water iv) snow
- One kitten had no _____ so they began to fight.
i) toy ii) food
iii) mouse iv) blanket



B1 (Iiz) Tell them about inferential questions by sharing examples. Help them to answer the given questions. **B1 (Iii)** Ask students to share the summary of this poem in their own words.

e. They found it much better to _____ by the fire.

i) sit

ii) stand

iii) lie

iv) fight

2. Analytical Reading

Read any poem about your favourite animal from the internet / library and write it down in your notebook.



C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

stormy	weather with strong winds and heavy rain or snow
quarrel	to fight
sweep	to clean a room, surface, etc. using a broom
broom	a long brush used for cleaning the floor
crept	moved slowly without making a noise

Writing a Poem

ii. Write a poem on the topic 'My pet cat' with the help of the given rhyming words in your notebook.

purr, fur

feet, treat

fish, dish

adore, bore

Analogy

iii. Read the given analogies.

- Leaf is to tree as petal is to flower
- Apple is to fruit as carrot is to vegetable

Read Me

An **analogy** is a comparison of two pairs of words to show their similarities.



C1 (i) Tell students to learn the words with their meanings. C1 (ii) Guide them through writing a poem. C1 (iii) Explain the concept of analogies and similes by writing more examples on the board.

2. Learning to Spell

Fill in the missing letters to complete the words.

symb__l

he_biv__rous

__ravery

h__nt

at__ractiv__

3. Grammar

Simple Future Tense

- i. Read the structures of the simple future tense with sentences.

Affirmative Sentences

- He will complete his homework.
- Sana will take care of her cat.
- I shall go to the park.

Subject + will/shall + base form of verb + object.

Negative Sentences

- He will not complete his homework.
- Sana will not take care of her cat.
- I shall not go to the park.

Subject + will/shall not + base form of verb +

Read Me

The simple future tense expresses an action which has not occurred yet and will occur in the future.