



# **Grade 5 English**

**English Adventure:  
Learn, Express and Succeed!**

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## Digital Resources



Scan the QR code above with your camera

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Use this link

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In our digital resources you will find:

Answer Keys

Lesson Plans

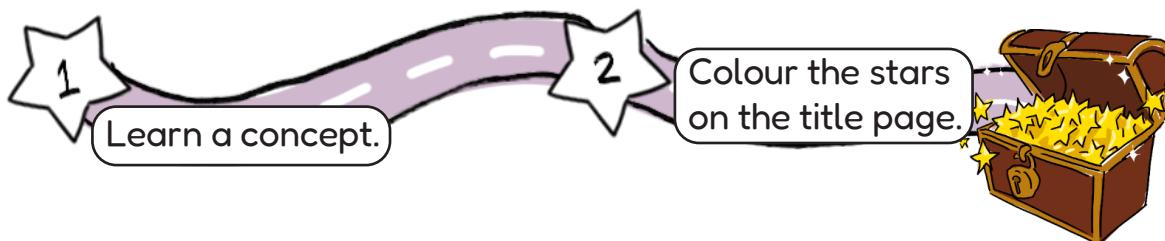
Translation

Voice-overs

Practice

Activities

How to use this book:



If you find this icon, open the link mentioned above to get lesson plans.

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# 1

# Discovering Our Superpowers!



## Explorer's Pathway

- 
- 1 Show awareness of one or more listeners by developing sensitivity to ways that others express meaning in their talk and non-verbal communication.
- 2 Listen and understand longer conversations from different contexts, short lectures and talks, radio and TV broadcasts, stories, and descriptions of events and will be able to identify main ideas.
- 3 Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using the analogy, identifying known prefixes and suffixes using context.
- 4 Apply grade-level word analysis skills to: Read common high-frequency words by sight at an appropriate grade-level.
- 5 Recognise and use the common grammatical gender noun.
- 6 Classify words into different categories, and use more naming, action and describing words, from pictures, signboards, advertisement labels etc. in their immediate and extended environment.
- 7 Demonstrate the use of more complex common, proper nouns, countable, uncountable nouns, collective nouns and abstract nouns.
- 8 Capitalise proper nouns and titles of stories and books, the first words of sentences, and letters in acronyms.
- 9 Identify syllabic patterns in multisyllabic words.
- 10 Use joined-up handwriting in all writing.
- 11 Spell high frequency and irregular words.





## Memory Lane



Hello, young explorers! Let's discover some new words together, shall we?



### New words to know

**invisible**  
cannot be seen

**shrugs**  
raising and  
lowering shoulders  
to show you don't  
care or understand

**forgiveness**  
letting go of  
your grudge  
against  
someone

**annoyance**  
feeling of being  
irritated or  
bothered

### Activity: Syllable Sort



Let's break down our new words!

Divide each word into separate syllables. For instance, 'invisible' becomes in-vis-i-ble. Write each syllable in a different colour.

-i/<sup>vis</sup>/-i-ble

invisible



forgiveness



shrugs



annoyance



## Journey Through the Text

### Pinky's Power

Pinky runs into Jojo's room.



(shouting excitedly) Jojoooooooooo!



(pointing to the wall) Pinky! Look at this mountain I painted.



Wow! It looks beautiful. But I have to tell you something first!



(puts down his brush) Okay, what is it?



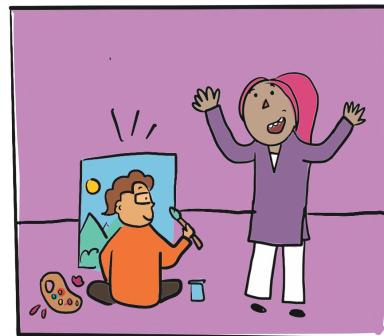
(jumping happily) Guess what? I have just discovered that I have a superpower!



What? A superpower? What is it?



You have to guess it!



Pinky sits down next to Jojo.



Can you fly like an eagle or talk to a fish?



(laughs) You know what, it's much better than that!



What! Really? What could be better than that? Can you see the future?



Nope! Keep guessing.



Can you climb Minar-e-Pakistan like a spider?



Nope! I can do something much better than that.

## Discovering Our Superpowers!



I know, you can run super fast like a cheetah!



Hmm, I wish, but no!



Do you have the power to become invisible?



Oh that's a good one, but no! Mine is much much better than that!



Can you read minds? Are you reading my mind right now?



Ha! Don't worry, I can't read minds. But trust me, this new superpower is even better than that.



(to himself) Hmm, what have I missed?

Jojo walks around the room for a couple of minutes. He shrugs.



Meh! You don't have any superpower!



No. No. I promise I do have a superpower!



So, what is it then?



I'll try to help you guess. Remember when Mano came into my room, scratched all my curtains, and tore up all my pillows?



(nods excitedly) Oh yes! You collected everything and put it in the trash. I expected you to get angry. But you didn't, you were so calm.



(laughs) Exactly! And do you remember when Rani accidentally spilled water all over my painting and ruined it?



Of course! You looked so sad. You worked so hard on it, you loved that painting! We helped you fix it, but it was all ruined. You didn't get upset at Rani at all!



I don't need to get upset anymore! My superpower helps me deal with challenge!

## Discovering Our Superpowers!



What is this secret superpower? Tell me quickly! The suspense is too much!



My superpower is... (Pinky drums on the wall with her hands)  
FORGIVENESS!



(loudly) Forgiveness? How does it work?



Well, it isn't the easiest and takes a bunch of practice, but once you get the hang of it, it feels quite nice. My body feels light and my mind feels relaxed. It's like flying in the clouds.



(eyes wide open) So are you saying that all I have to do is forgive and I will feel wonderful?



Yes, exactly!



Wow! You have to teach me how to practice it! PLEASE?



Of course, it's quite simple! Every night before going to sleep just remember to ask yourself three questions-



(gets up and runs towards his desk) Wait! Wait! I want to write this down in my book... (grabs a book and a pencil)...okay start!



Number 1: Did someone say or do anything to bother you? If yes, it's time to forgive them. Number 2: Did you do anything to upset yourself? If yes, it's time to forgive yourself. And last, number 3: If you think you have made someone else upset, it's time to be brave and ask for forgiveness from them.

Jojo writes quickly, trying to keep up with Pinky's speaking speed.



What if they didn't ask for forgiveness? Yesterday, Chintoo kicked a ball and it hit my head. He didn't ask for forgiveness! Ugh!

Jojo puffs in annoyance.



Then, you should talk to that person! Maybe they didn't realize what they did!

## Discovering Our Superpowers!



(brightens up) Hmm... Okay! Do I do this every night before going to sleep?



Yes!



Okay! (Gets up)



Where are you going?



I'm going to become a superhero!



## Diving Deeper

### Activity 1: Word Classification Quest



Every word is unique, just like you!



Look at the pictures in "Pinky's Power".

Can you spot different types of words?  
Sort them into these three columns:

Nouns

Verbs

Adjectives



For example, in the first picture Pinky is wearing a pink dress. 'Pinky' would come under nouns, 'wearing' would come under verbs and 'pink' would come under adjectives.

### Activity 2: Superpower Sentences



Now that you know your words, let's use them to make amazing sentences!

## Discovering Our Superpowers!

Write down three sentences using the nouns, verbs and adjectives from the pictures in the story.

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### Activity 3: Gender Noun Adventure



I always get some gender nouns mixed up. Can you help me?

Rewrite these sentences using the correct gender nouns

1. She is my elder brother.  
She is my elder sister. *Example*



2. That girl is my nephew.
3. My grandfather was a poetess.
4. She is the new king of Taleemabad.
5. The hero has lost her watch.
6. My aunt went to his office.

### Activity 4: Pinky's Superpower Quiz



Remember my story? Let's see how well you remember it.

- What was Pinky's superpower?
- Write down the questions Pinky listed.
- What could be your superpower? Describe it and how you would use it to help others or solve problems.

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## Share and Sparkle

### Activity 1: My superpower is...



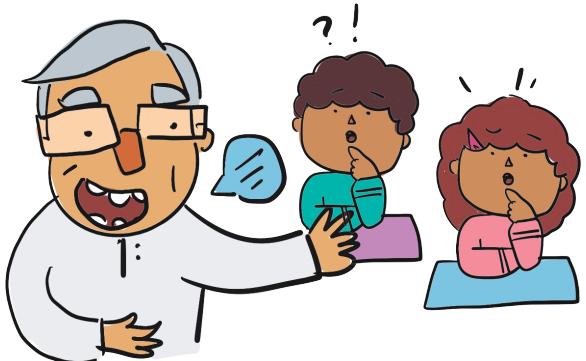
Hi everyone! Today, we're going to find our own superpowers. My superpower is forgiveness. Let's find out yours!

- **Circle Time:** Everyone gathers in a circle.
- **Sharing Time:** One at a time, each student shares his/her unique 'superpower' - a talent or strength.
- **Ears and Eyes Open:** While listening, show you understand with nods and quiet attention.
- **Applause for All:** Celebrate each superpower with a cheerful clap!



**Activity 2: Teacher's Tale Echo**

Now your teacher will narrate a story. You have to echo it back!"



- Sit in pairs
- Listen to the story
- Once the story is over, narrate the story to your partner. Did you remember all the main parts?

**Grammar Playground**

Today, we're going on a noun adventure! Nouns are names for people, places, things, and ideas. But they come in different types. Let's explore them together!

**Activity 1: The Noun Gallery**

"Common Nouns are general names for a person, place, or thing.  
Example: city, cat.

Proper Nouns are specific names of particular people, places, or things and always start with a capital letter. Example: Karachi, Pinky."

Write the proper noun for each common noun.

country - \_\_\_\_\_  
teacher - \_\_\_\_\_

city - \_\_\_\_\_  
school - \_\_\_\_\_

*Example*  
country - Pakistan

river - \_\_\_\_\_



### Activity 2: Countable & Uncountable Quest

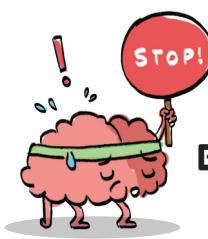


Countable Nouns can be counted (e.g. one apple, two apples).  
Uncountable Nouns cannot be counted (e.g. water, sugar).

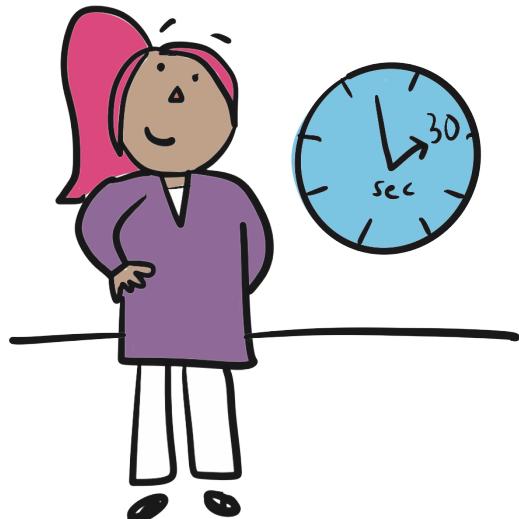
Sort the following words as  
countable (C) or uncountable (U):

- chairs - \_\_\_\_\_
- information - \_\_\_\_\_
- books - \_\_\_\_\_
- air - \_\_\_\_\_
- coins - \_\_\_\_\_





### Brain Break Activity Power Pose



Let's find our inner superhero with a Power Pose break!

- Stand with feet shoulder-width apart.
- Place your hands on your waist.
- Lift your chin, puff out your chest, and smile.
- Hold your Power Pose and take deep breaths for 30 seconds..

### Activity 3: Collective Nouns Challenge



A Collective Noun is a word for a group of things. For example: a bunch of flowers.

Match the collective noun to its group:

A fleet of  
A herd of  
A class of  
A bunch of  
A library of

grapes  
ships  
books  
students  
elephants



**Activity 4: Abstract Noun Exploration**

An abstract noun is a word for something we cannot touch or see, like an idea or feeling.

Example

happiness, bravery

Pick the correct noun to complete the sentences given below.

happiness  
intelligence

courage  
love



1. The feeling of joy when you see your friends is happiness.
2. Her great \_\_\_\_\_ helped her solve the maths problem.
3. I feel a lot of \_\_\_\_\_ for my parents.
4. His \_\_\_\_\_ was admired by everyone.



## Imagination Canvas

### Activity 1: Pinky's Capital Quest



Capital letters are like the stars of the writing world - they always stand out! Here are some words that get capital letters:

- Proper Nouns.

Examples: Amna, Islamabad, Pepsi



- Story Titles & Book Names.

Example: The Very Hungry Caterpillar



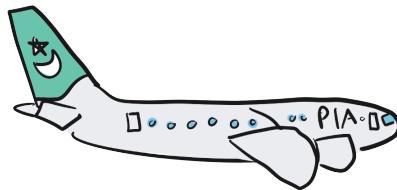
- First Words of Sentences.

Example: We are going to the mall.



- Acronyms.

Example: PIA



Read the paragraph below and sort the capital letters you find into four columns: Names, Book Titles, Sentence Starters, Acronyms.

In Taleemabad, Pinky loved to read books. Each morning, she and her friend Rani read at the Taleemabad Public Library. Today, they chose "The Adventures of Huckleberry Finn". On the way back home, Pinky saw Sir Riaz take some money out of the ATM. She waved at him.

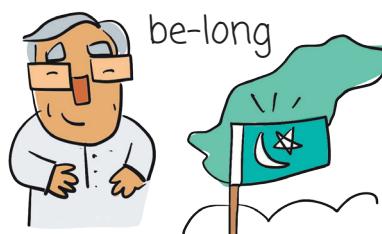
Names	Book Title	Sentence Starters	Acronyms

## Activity 2: Sir Riaz's Syllable Expedition



In the world of words, syllables are the beats that give them rhythm! Here are some multisyllabic words to practise with:

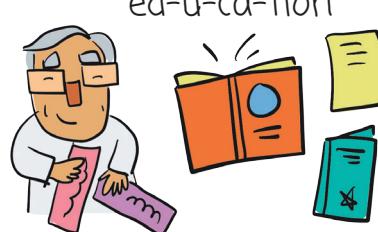
- belong (2 syllables)



- butterfly (3 syllables)



- education (4 syllables)



## Discovering Our Superpowers!



Read the paragraph below and break the words into syllables. Sort them into columns based on their syllable count: 2, 3, 4, or more syllables.

In Taleemabad, children enjoy the celebration of learning. Sir Riaz often visits schools to encourage education and discovery. The library is full of wonderful books about adventures and butterflies.

2 Syllables	3 Syllables	4 Syllables	More

### Activity 3: Once Upon a Time

Write down five sentences about your superpower. Include three words in it that have three syllables. Remember to capitalise the sentences correctly.



Now let's read your superhero story!



## Connect and Create



Hello, brave learners! Today, we'll create our own heroic tales.

### Project: Crafting Our Heroic Tales

#### What is your Superhero name?

- Think of your superpower. It could be showing kindness, being funny or being good at Maths. Then think of your Superhero name, like Captain Clever.
- Write your name using cursive handwriting on your hero badge.

#### What is your catchphrase?

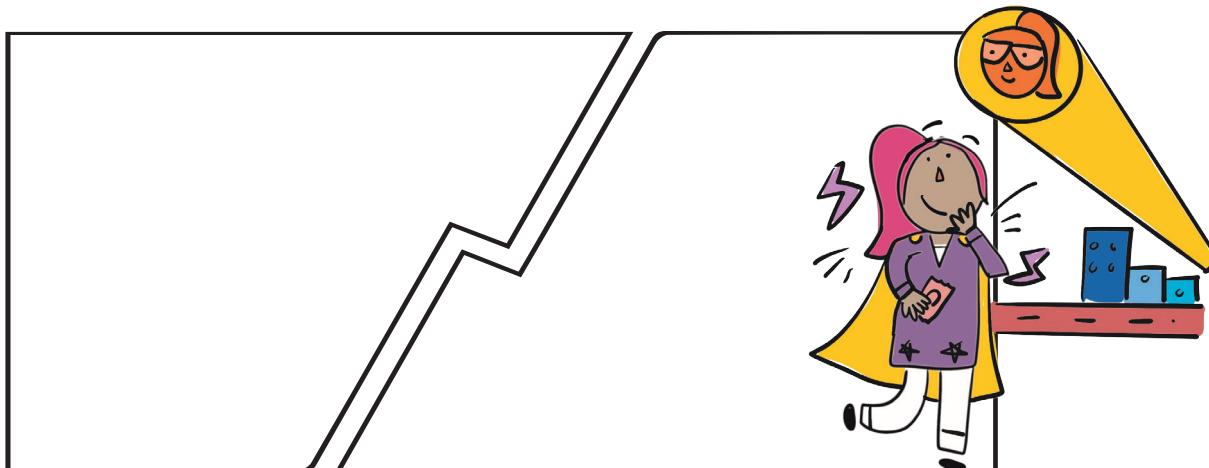
- Every superhero has a favourite line, like, "Hugs are the best!"
- Write down your line under your superhero name.

#### Drawing your Heroic Journey:

- Draw a short comic strip showing you in action.
- Write captions using joined-up handwriting and include some difficult words you learned in this chapter.

#### Sharing Stories:

- Share your heroic tale with a friend or the class.



**Activity: Superhero Sign-Off**

Superheroes, as we close this chapter, let's take a quick moment to reflect on the super day we've had.

**Superhero Sign-Off:****1. Strengths Spotted:**

- Name one strength you discovered about yourself today.

**2. Powerful Words:**

- Write down two big words you learned in this chapter.

**3. Heroic Question:**

- What's one question you have after today's lesson?

1	2	3

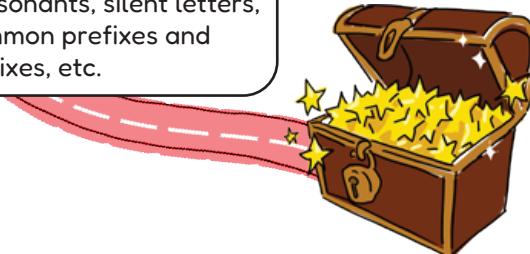
## 2

# Colours of the World



## Explorer's Pathway

- 1 Show awareness of one or more listeners by developing sensitivity to ways that others express meaning in their talk and non-verbal communication.
- 2 Listen and understand longer conversations from different contexts.
- 3 Take turns to speak on a range of topics of their own choices.
- 4 Identify and know the meaning of the most common prefixes and suffixes (Pre-, re-, mis-, -less, -ful).
- 5 Read grade-appropriate irregularly spelled words.
- 5 Explore the different processes of reading silently and reading aloud.
- 6 Use of indefinite (a/an) and definite (the) articles.
- 7 Zero article: No article for uncountable nouns (e.g. I like music and I can play the guitar).
- 8 Acquire and use grade-appropriate words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered).
- 9 Recognise and generate rhyming strings in writing (e.g. jokes, riddles, poems).
- 10 Use guide words, dictionary entries, dictionary definitions to check spelling, and meaning of words.
- 11 Recognise and use nouns with no change in number and also use regular and irregular nouns in writing.
- 12 Apply the rules of punctuation learnt earlier i.e. full stop, comma, exclamation mark, quotation marks, and question marks.
- 13 Practise fast, fluent and legible handwriting styles for different purposes and use punctuation marks appropriately.
- 14 Demonstrate an understanding of the use of spelling patterns, e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes, etc.





## Memory Lane



### New words to know

**invent**

to create something that never existed before

### Activity: Reading Tricky Words



Whenever you find a tricky word you can't spell, follow these steps:

- Look at the word
- Find parts you already know how to spell
- Sound those out
- Note silent letters
- Sound all of it together
- Practise saying it with your friends



"Now read these out:"

- Thorough: thor-ough ('thuh-roh')
- Island: is-land ('eye-land')
- Knight: k-night ('nite')
- Column: col-umn ('col-um')



## Journey Through the Text



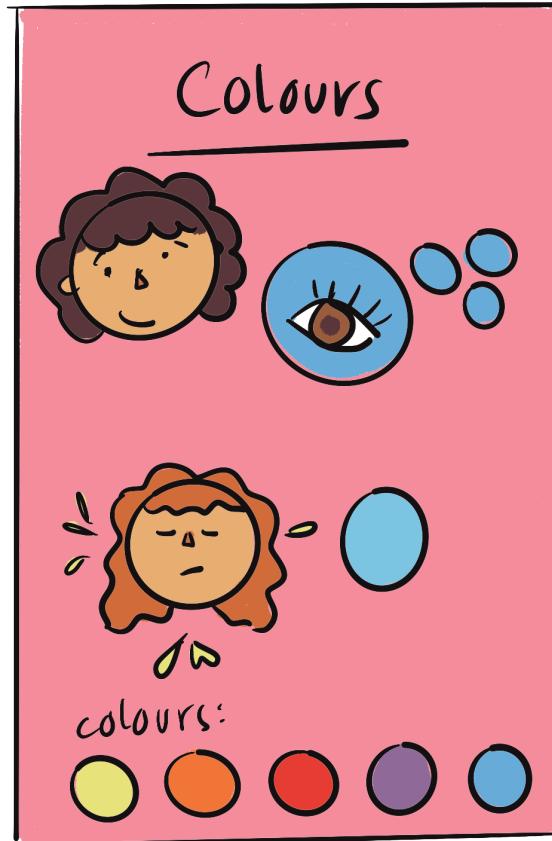
Before we read this sweet poem together, try reading it by yourself first.

### Colours by Shel Silverstein

My skin is kind of sort of brownish pinkish yellowish white.  
My eyes are greyish blueish green,  
But I'm told they look orange at night.

Look at the words 'brownish', 'pinkish'. What do you think the suffix "-ish" means here? List two other words with "-ish".

My hair is reddish blondish brown,  
But it's silver when it's wet.  
And all the colours I am inside  
Have not been invented yet.



What messages do you think the poet is telling through the different colours mentioned in the poem?

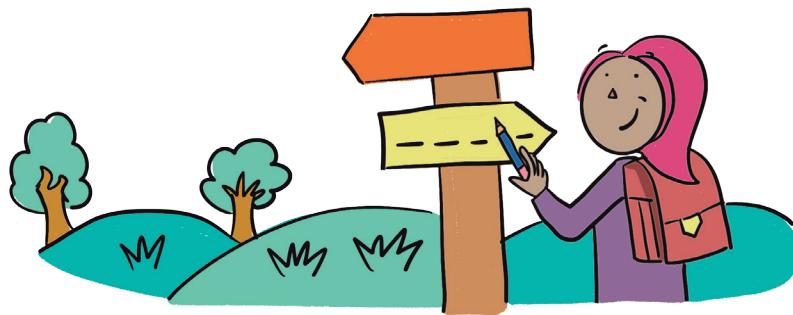


### Diving Deeper

#### Activity 1: Article Expedition



Let's explore how to use articles 'a', 'an', and 'the'.



'a'- Before a consonant sound.

Example

"Please take **a** plastic bag."

'an'- Before a vowel sound.

Example

"Bring me **an** apple."

'the' - before something specific and unique.

Example

"Can we go to **the** school?"

But wait! Sometimes you use no articles at all.

This is for uncountable and abstract nouns.

Example

"I love **music**."

Fill in the Blanks with 'a', 'an', or 'the'.

- I have \_\_\_\_\_ apple and \_\_\_\_\_ orange.
- \_\_\_\_\_ sun is shining brightly.
- She plays \_\_\_\_\_ guitar beautifully.
- I feel \_\_\_\_\_ happiness when I sing.

### Activity 2: Prefix and Suffix Challenge



We already know about prefixes and suffixes. Let's look at their meanings!

- Match the prefix or suffix to its correct meaning.
- Now use prefixes or suffixes to complete the words.

Pre-	not
Mis-	before
-ful	wrong
-less	full of

1. Hope \_\_\_\_\_
2. \_\_\_\_\_ play
3. \_\_\_\_\_ place
4. Happi \_\_\_\_\_



### Activity 3: Poem Reflection



That was such a lovely poem. I'm sure you have a lot of thoughts about it.

Answer these questions.

1. List three different colours mentioned in the poem. What do these colours represent?
2. What does the last line mean?
3. What colours would you choose to describe yourself? List those here.





## Share and Sparkle

### Activity 1: Cultural Circle



It's fun to learn about each other!

- In groups, share a short story or fact about your culture. *Example*  
“In my culture, we wear colourful clothes.”
- Listen carefully when others are sharing stuff about their culture.
- Write down 3 new things you learned about other cultures with 3 different colours.

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### Activity 2: Guess What



Having different cultures means speaking different languages! But what if there was no language? Let's try it out.

- Act out a feeling without speaking, while your partner guesses what it is.



### Activity 3: Speaking Relay



Taking turns is important in conversations. Let's practise!

- Split into smaller groups.
- Discuss the topic: 'My Favourite Festival'.
- Each student speaks for a minute, then passes the turn to the next.



## Grammar Playground

### Activity 1: Express the Mess



There are so many words out there that can help us describe our feelings and our actions.

Here are some of them:



Baffled - being confused.



Stammered - being unable to speak in complete sentences.



Whined - complained

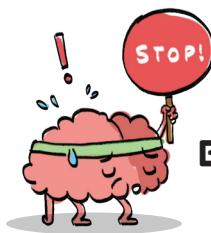
Now write a paragraph about a time when you felt shy or scared using these words.

Remember to use simple past tense!

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### Brain Break Activity

Cultural Clap



Time for a quick and energising break!



- Clap in your own rhythm.
- Then clap matching each other's rhythm
- Notice how nice it sounds when we all clap in the same rhythm?

### Activity 2: Rhyming Word Bingo



Rhyming words sound the same at the end. Let's find them in a bingo game!

Circle the words that rhyme with:

- Star
- Light

far	right	store
tar	cried	care
lane	mess	bright
car	height	

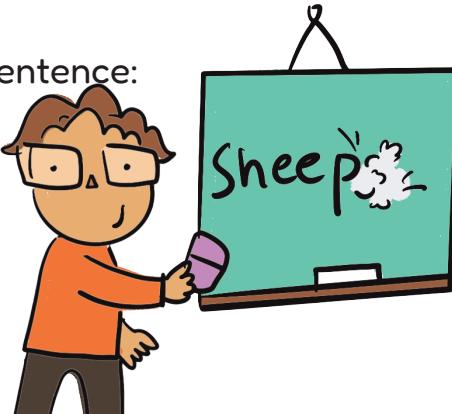
### Activity 3: Nouns with No Plural



Some singular nouns don't change into plurals. For example:  
When there are more than one sheep, we cannot write  
sheeps. It stays the same!

Circle the correct form of the noun in each sentence:

- Look at all the (sheep/sheeps) in the field.
- There are so many (pen/pens) in my drawer.
- I saw two (deer/deers) in the forest.
- I caught a lot of (fishes/fish) today.

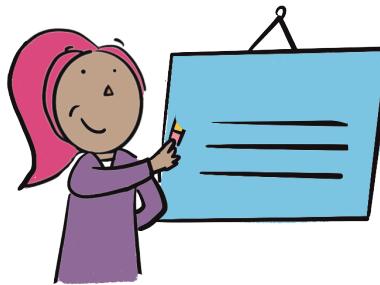


### Imagination Canvas

#### Activity 1: Punctuation Portrait



Punctuation marks help make our writing clear. Let's practise using them.



Write sentences on the topic "Myself" using each punctuation mark:

- Full Stop: \_\_\_\_\_ .
- Comma: \_\_\_\_\_ ,
- Exclamation Mark: \_\_\_\_\_ !
- Quotation Marks: “ \_\_\_\_\_ ”
- Question Mark: \_\_\_\_\_ ?

### Activity 2: Handwriting Harmony



I am still practising my handwriting. Will you practise with me?

- Pretend you are inviting your best friend to a cultural festival using this invitation card. Write down your invitation in a neat handwriting.
- Decorate it with your favourite colours.

To : \_\_\_\_\_

From : \_\_\_\_\_



## Connect and Create

### Project: My Special Day

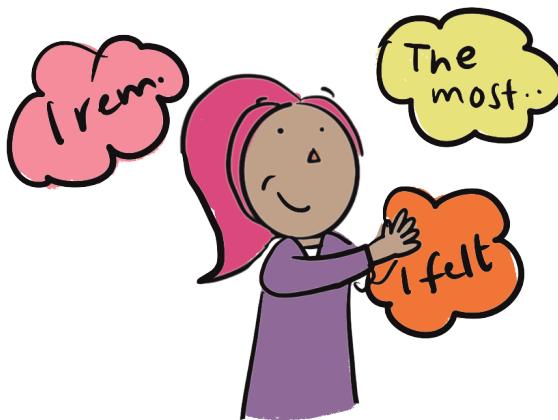
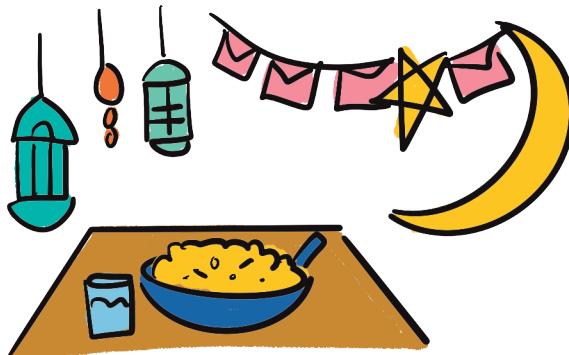
We have learned all it takes to write about our experiences. Now it's time to bring it all together!



Write a diary entry about a cultural event you attended recently.

#### Step 1: Choose a Cultural Event

- Pick a cultural event like a local festival like Eid or a family gathering like a wedding.



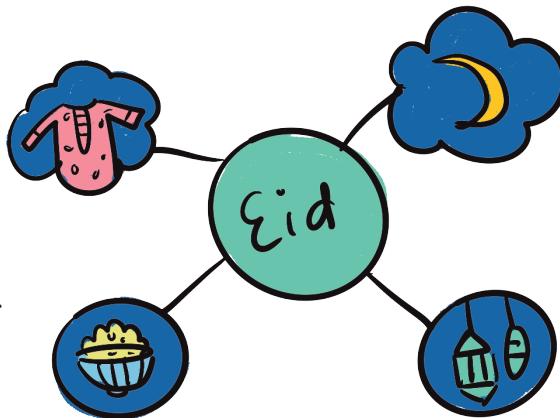
#### Step 2: Brainstorming

Use these sentence starters to help you think:

- "I felt really excited when..."
- "The most interesting part was..."
- "I remember the taste/smell/sound of..."

#### Step 3: Mind Map

- Draw a small mind map. In the middle, write the name of the event. Around it, draw pictures or write words for things like food, dresses, music, and people.



### Step 4: Writing Your Diary Entry

Now put it all together in simple sentences. Remember to write in past tense.

Example starters:

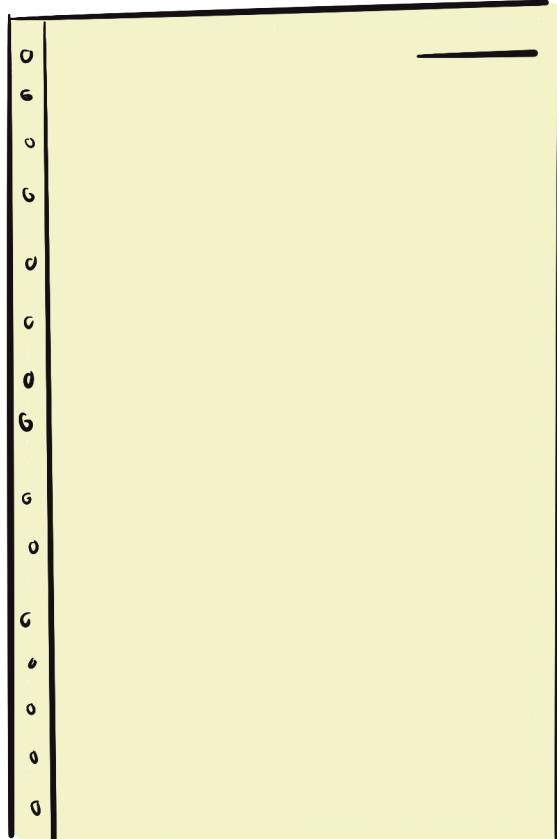
- “Dear Diary, today I went to...”
- “We saw many beautiful things...”
- “My favourite part was when...”

### Step 5: Add a Final Thought

Finish with what you enjoyed most or learned.

Example

“This day was special because...”



### Activity: Reflection



Before we finish, let's see what we've learned today!

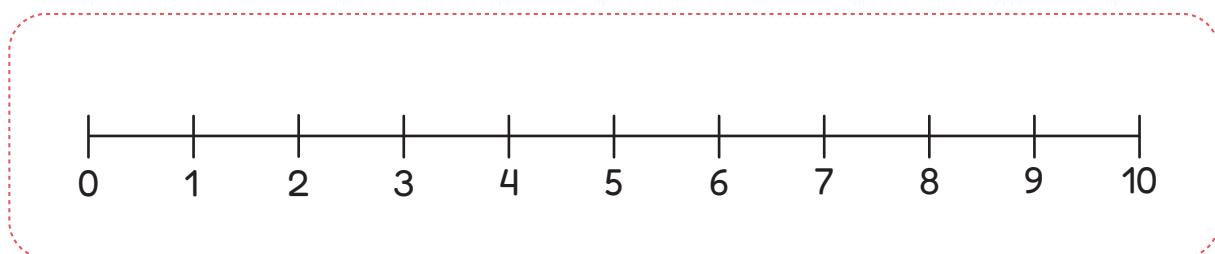
- Write one thing you have learned from today's poem.

Chapter 2  
Colours of the World

- Write down one thing you haven't understood.



- Draw a heart on this scale to show how confident you are about all the lessons you have learned in this chapter.



## 3

# Shoulder to Shoulder: Sharing Duties



## Explorer's Pathway

- 1 Show awareness of one or more listeners by developing sensitivity to ways that others express meaning in their talk and non-verbal communication.
- 2 Deduce meaning from the context in supported extended talk on a range of general and curricular topics.
- 3 Recognise and use indefinite and relative pronouns (who, which, that, whose, where) and reciprocal pronouns (each other, one another).
- 4 Recognise and match contractions to words (e.g. couldn't – could not). Recognise silent letters in words and match sounds to their corresponding letter patterns.
- 5 Discuss the meaning of unfamiliar words.
- 6 Retell or paraphrase events from the text in response to questions using pre and while reading strategies.
- 7 Form adjectives from nouns and verbs (e.g. music – musical, help – helpful).
- 8 Use a simple thesaurus to locate synonyms/antonyms and other functions definitions, etc.
- 9 Take dictation of paragraph/ text of grade level.
- 10 Keep a record of words (e.g. word wall, word bank, word journal).
- 11 Identify relative pronouns and use relative pronouns (who, whose, whom, which, that) to join relative clauses.
- 12 Recognise and use hyphens to join numbers, quantities, and fractions.
- 13 Demonstrate an understanding of the use of spelling patterns, e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes, etc.
- 14 Use spelling rules for words ending in -e and -y e.g. have/having, fry/fries.





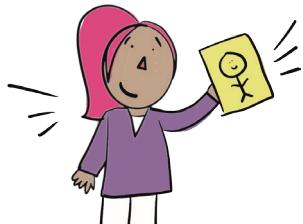
## Memory Lane



### New words to know

**show off**

to display something proudly  
to attract attention



**knots**

tangles in fur or hair



**responsibility**

the duty to take care of someone or something



### Activity: Word Discovery



Those are some interesting words. Let's put them inside some questions.

Discuss these questions:

- Have you ever shown off something special to your friends?  
What was it?
- Does your hair ever have knots?
- What responsibilities do you have at home?



## Journey Through the Text

### Being Res-paw-nsible!

Pinky had always wished for a cat. Finally, her parents said, "Okay, but you must take care of it." They brought home a little grey kitten, and Pinky named him Whiskers, because of its long whiskers.

## Shoulder to Shoulder Sharing Duties



There is a silent letter hiding in Whiskers name. What is it?

Pinky loved playing with Whiskers. She would rush home from school to feed him and change his water. She showed off Whiskers to all her friends. She would take Whiskers on walks and not let anyone touch him.

But as weeks passed, Pinky started forgetting little things. One day, she forgot to refill Whiskers' water bowl. Another day, she was too tired to play with him. She also never brushed his fur.

Slowly, Pinky spent less time with Whiskers. She'd often leave to play with her friends, saying, "Whiskers will be fine." She didn't notice that Whiskers was eating less and less. His body was covered in knots and his eyes became watery because of an eye infection.



List down all the contractions you can find in this paragraph.

One evening, Pinky found Whiskers lying very still. He was weak and didn't move much. Her parents quickly took Whiskers to the vet. The vet said, "He's sick because he hasn't been eating."

Pinky felt very sorry. She realised that she hadn't been looking after Whiskers properly. Her parents decided to give Whiskers away.

Watching Whiskers leave, Pinky promised herself to never ignore her responsibilities again. She learned that caring for someone means thinking about their needs, not just when it's fun.



## Diving Deeper

### Activity 1: Paraphrasing Pinky's Story



Let's practise putting stories in our own words. This helps us understand stories better.

## Shoulder to Shoulder Sharing Duties

Here is a paragraph from the story:

"Slowly, Pinky spent less time with Whiskers. She'd often leave to play with her friends, saying, "Whiskers will be fine." She didn't notice that Whiskers was eating less and less. His body was covered in knots and his eyes became watery because of an eye infection."

### Paraphrasing Tips:

Read the paragraph again and find the main idea. The main idea here is: Pinky wasn't taking care of Whiskers.

Use different words to describe the same idea. For example, instead of 'Pinky spent less time with Whisker' you could write "Pinky neglected Whiskers."

Notice how it is shorter?

Now paraphrase this paragraph:

"Pinky had always wished for a cat. Finally, her parents said, "Okay, but you must take care of it." They brought home a little grey kitten, and Pinky named him Whiskers, because of its long whiskers.

### Activity 2: Adjective Creation



We can turn nouns and verbs into adjectives by adding special endings like -ful, -less, -y, etc.

#### Example

- Help > Helpful: Able to provide help
- Care > Careful: being cautious.

Match the nouns and verbs on the next page with these endings to make new adjectives:

## Shoulder to Shoulder Sharing Duties

enjoy	al
music	y
shine	al
health	ment
magic	y



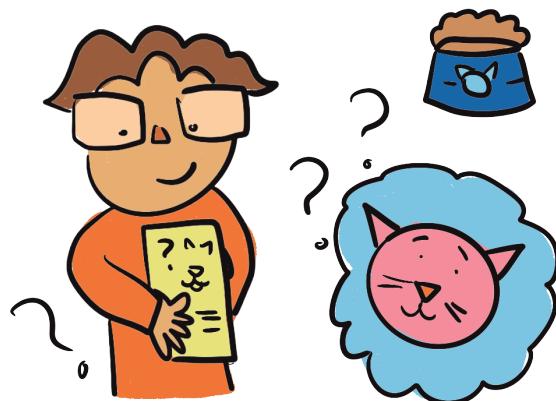
## Activity 3: Reading Comprehension Quiz



How well did you understand Pinky's story?

Answer these questions:

1. What happened when Pinky stopped caring for Whiskers?
2. How did Pinky feel after Whiskers was given away?
3. Explain how keeping a pet is a responsibility.



## Activity 4: Dictation Practice



Improve your listening and writing skills with this exercise.



Listen to the paragraph your teacher tells you and try to write it down as accurately as you can.



## Share and Sparkle

### Activity 1: Responsibility Relay



Today, we'll share our stories of responsibility.

- Form a circle with your classmates.
- Pass a stick of responsibility around.
- When you receive the stick, share one responsibility you have at home or school.
- Listen carefully to each other, and when it's your turn, add another responsibility.



### Activity 2: Pronoun Puzzle



Understanding pronouns is key to being responsible speakers!

Relative pronouns like 'who', 'which', 'that', 'whose', and 'where' link sentences to nouns.

Example

'The girl who helps her mum is kind.'

Reciprocal pronouns like 'each other' and 'one another' are used when two or more people perform the same action together, like 'They help each other with homework'.

**Activity 2: Pronoun Puzzle**

- 1.** Pair up with a friend.
- 2.** Write a paragraph about your responsibilities:
  - At home
  - At school
- 3.** Use three relative pronouns and one reciprocal pronoun.



## Grammar Playground

**Activity 1: The Thesaurus Treasure Hunt**

A thesaurus helps us find words that have similar meanings and opposite meanings.

**Your Turn:** Now pick these words and find words similar to them and their opposites:

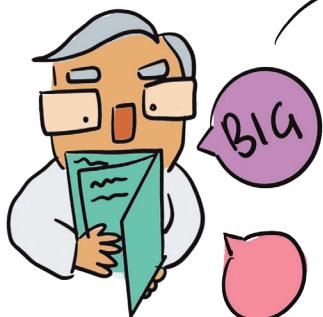
- Big
- Quiet
- Strong



**Hint:** Just remember the steps we follow when we are looking up words in a dictionary. Follow the alphabetical order!

## Shoulder to Shoulder Sharing Duties

Write them down here:



Word	Similar	Opposite

### Activity 2: Relative Nouns Adventure



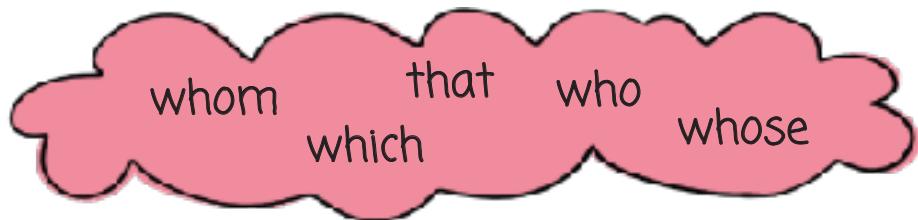
Let's get back into relative pronouns.

Connect these words using the correct relative pronoun:

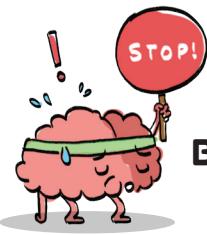
- The cake, which was very delicious, disappeared quickly.
- The girl \_\_\_\_\_ found the lost puppy was happy.
- The teacher \_\_\_\_\_ book I borrowed, is very kind.
- Jojo \_\_\_\_\_ cricket bat broke was sad.

Now create sentences using these relative pronouns:

- The man... (who/whom) \_\_\_\_\_
- The book... (which/that) \_\_\_\_\_
- The batsmen... (whose) \_\_\_\_\_



## Shoulder to Shoulder Sharing Duties



### Brain Break Activity

#### Freeze Tag



Time for a fun and quick game!

- One student starts the game and represents 'Responsibility'.
- When they tag someone, that person will freeze and say a duty they perform at home or at school.
- To unfreeze, another student must tag them and talk about their duty.



### Activity 3: Reciprocal Reception



Reciprocal pronouns are about teamwork. They show how people do things together.

Complete these sentences using these reciprocal pronouns:

- The cats chased...
- The teammates supported...
- The dancers admired...





## Imagination Canvas

### Activity 1: Hyphen Heroes

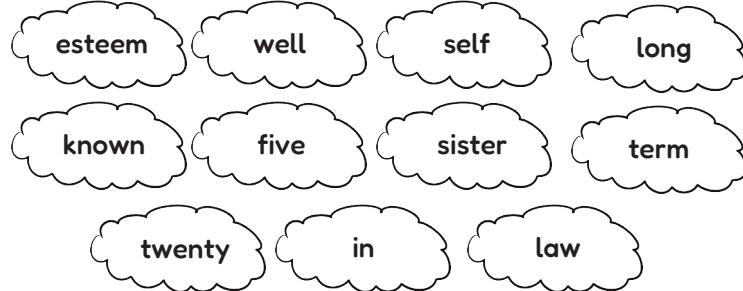
A hyphen (-) is used to join words and numbers, like twenty-one or mother-in-law. They make our words stronger!



mother\_in\_law

Here are some words floating around:

Add a hyphen between them to turn them into new words!



### Activity 2: Spell It Right!



Spelling words can be easy with some simple rules.

#### Rule 1:

Words ending with 'y' turn into 'ies' when made plural like fry—fries.

#### Rule 2:

Words ending with 'e' turn into 'ing' when the tense is present continuous. Like "I make a sandwich – I am making a sandwich."

1. Change these words into their plural form:

- Baby \_\_\_\_\_
- Body \_\_\_\_\_
- City \_\_\_\_\_
- Family \_\_\_\_\_

2. Change these words into present continuous forms:

- Have \_\_\_\_\_
- Cry \_\_\_\_\_
- Try \_\_\_\_\_
- Take \_\_\_\_\_

## Shoulder to Shoulder Sharing Duties

3. Now use the changed words in your sentences.

---

---

---

---

### Activity 3: Silent Letter Detective



Some letters in words are sneaky - they are there, but you don't hear them.



Spell these words with their silent letters.

- clim\_
- \_nee
- \_now
- lam\_



### Connect and Create

#### Project: Paragraph Wizards



Great writers are like wizards, creating magic with words!

**Choose a Theme:** Pick a topic related to being a responsible citizen.

Examples: Helping in Community Clean-up, Being Responsible at School, Caring for Pets.

**Use Spelling and Grammar Skills:**

- Use at least two hyphenated words (e.g., well-known, long-term).
- Transform two words ending in -e or -y (e.g., love to loving, cry to cries).
- Add at least one word with a silent letter (e.g., know, climb).
- Use different spelling patterns and vowel sounds in your words to make it sound nice.

**Structure Your Paragraph:**

- Start with a topic sentence introducing your chosen theme.
- Add 3-5 sentences including facts, experiences, or ideas about your theme.
- Use a concluding sentence to wrap up your paragraph.

**Edit: Check for any mistakes!**

## 4

# The Language of Liberty



## Explorer's Pathway

Listen and understand longer conversations from different contexts, short lectures and talks, radio and TV broadcasts, stories, and descriptions of events and will be able to identify main ideas.

Demonstrate attentive listening and engage appropriately with empathy and respect, taking into account opinions and ideas shared by others while developing their own.

Speak confidently using varied vocabulary and tone to express, persuade, instruct, or offer advice to engage the listener. (e.g. talking about reports, articles, programmes, etc).

Read: Initial and final consonants. Initial short and long vowel sounds. Word families with vowel-consonant patterns. Final "y" as a vowel.

5 Infer the meaning of unknown words from their context. Focus on units or chunks of meaning rather than on individual words.

6 Interpret figurative language e.g. imagery, metaphor, personification, simile, adding to understanding beyond the literal meaning.

1

7

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14

Make anagrams from/three /four syllable words. (e.g. ed/u/ca/tion)

Provide the missing letter in simple multi-syllable three/four-syllable words.

Use of quantifiers with countable and uncountable nouns (some, few/ little, many/ much, no, both/ all, each/ every).

Indicate differences in proximity to speaker i.e. this/ that, these/ those (e.g. This book belongs to her).

Read, pronounce, write, and understand the meaning of common abbreviations for titles, locations, and time periods (e.g. Dr., Ms., Mrs., St., Rd., Ave., U.S., months, days of the week, a.m., p.m.).

Write multi-syllable words at grade level with correct spelling, using spelling rules, adjectives, adverbs (e.g. Ly words) and imagery to create an atmosphere of the setting.

Insert a dialogue and an expression of emotion to add depth to the character(s).

Complete a single paragraph using your own words, phrases and complex sentences.





## Memory Lane



### New words to know

freedom

rhythmic

cherish

nervousness

sacrifice



### Activity: Guess the Meaning

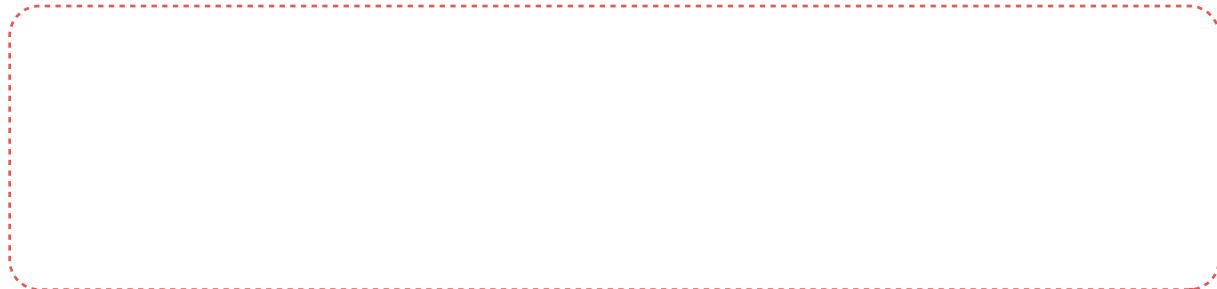


Let's see if we can find the meanings of these words just from reading them in questions!

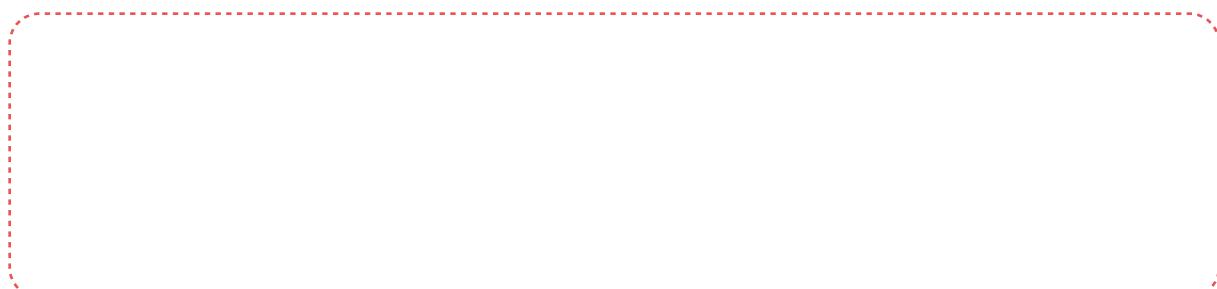
Read these clues and write down what you think this word means:

- **Clue 1:** If you had complete freedom to do whatever you wanted to do in the world what would you do?

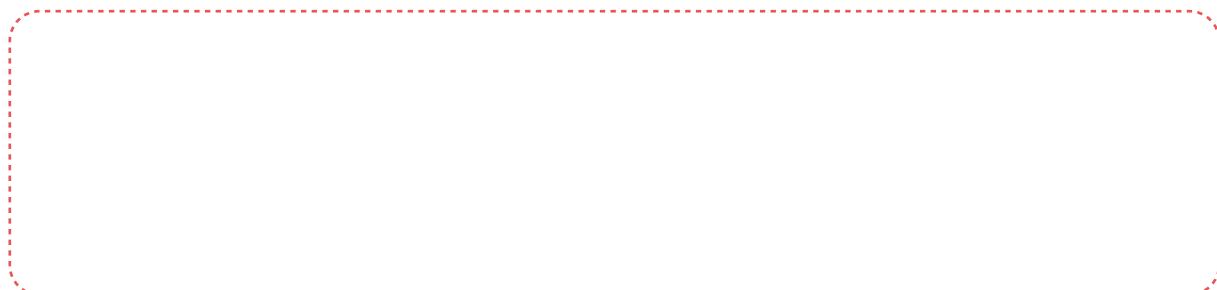
- **Clue 2:** When your heart beats in a regular and rhythmic way, does it sound like a drum?



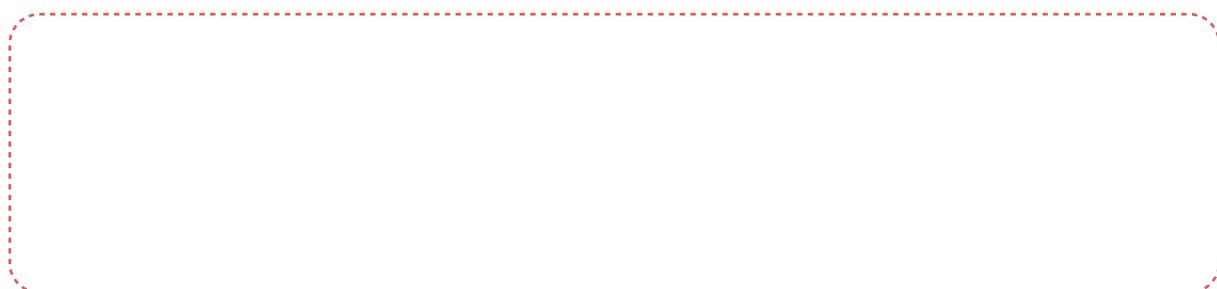
- **Clue 3:** If you feel nervous before a big game, are you calm or worried?



- **Clue 4 (Cherish):** When you cherish a gift from a friend, do you forget about it or keep it close to your heart?



- **Clue 5 (Sacrifice):** Have you ever sacrificed the last piece of candy to give to someone else?





## Journey Through the Text

### Pinky's Big Speech



Pinky stared at the blank paper in front of her. Sir Riaz had asked her to write a speech for Independence Day celebrations in Taleemabad, but she didn't know where to start. "What does freedom really mean to our country?" she wondered.

From the paragraph above, find and write down words with consonants like 'st' with 'bl'?



Lost and confused, Pinky first went to Sir Riaz and asked him: "What does freedom mean to you?" Sir Riaz had a twinkle in his eyes.

"Freedom means to learn and teach without barriers," he said.

Next, she went to her parents and asked them the same question. Jojo, her brother, also joined in and gave her his answer.

The entire week Pinky spent collecting answers from everyone she could: her friends, her teachers, her Dadi, the milkman, the traffic

Chapter 4  
The Language of Liberty

policeman outside her school, the nurse at the clinic. She had so many answers to write her speech with.

With all these thoughts, Pinky was ready. She stood before her classmates on Independence Day, her heart pounding with excitement and nervousness. The sun was smiling down at her. Everything was perfect. She began her speech.

"Dear friends, today, I speak of freedom, a treasure we all share. Freedom is our nation's heartbeat, strong and rhythmic, like the drums that beat on this special day. It is the river that flows across our lands with the dreams of our ancestors.

"Many years ago, our heroes won us this freedom through hard work and faith. So, my dear friends, we must not lose this freedom. The freedom to learn, to help, to laugh, to love, to be with our family and friends, to fight for our rights and to make our country better.



What does "freedom to learn" mean? How do you lose that freedom?

"And so, let's cherish this freedom, for it was earned with great sacrifice, and it's ours to protect, nurture, and pass on to the generations to come."

Pinky finished her speech to a round of applause.



## Diving deeper

### Activity 1: Figurative Language Exploration

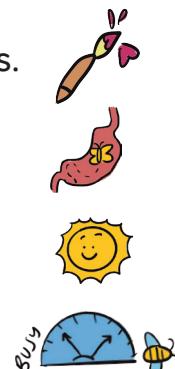
Figurative language is like using your imagination to make words fun. It's not about saying things exactly as they are, but about using words in creative ways to paint a picture in someone's mind.



So instead of saying "I am nervous" I can say: "I feel like I have butterflies in my stomach!"

To make our language figurative, we use these tools:

- 1. Imagery:** Creating a picture in your mind using words.
- 2. Metaphor:** Directly comparing two different things without using 'like' or 'as'.
- 3. Personification:** Giving human-like qualities to non-human objects or ideas.
- 4. Simile:** Comparing two things using the words 'like' or 'as'.

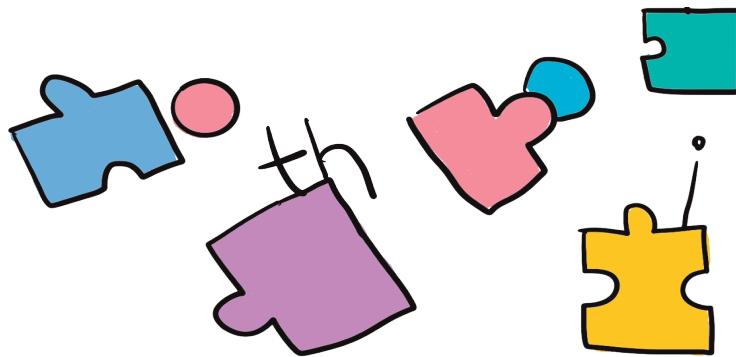


Find one example of imagery, metaphor, personification and simile in 'Pinky's Big Speech'.

### Activity 2: Fill in the Missing Letter

Complete the multi-syllable words from the reading passage by filling in the blanks:

- Freed \_\_\_\_ m
- Rhy \_\_\_\_ mic
- Nerv \_\_\_\_ usness
- Cher \_\_\_\_ sh
- Sacr \_\_\_\_ fice



### Activity 3: Comprehension Tension

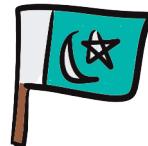


Hi friends! Let's see if you can answer these questions.

1. What did Sir Riaz say freedom means to him?



2. Who else did Pinky go to ask what freedom means?



3. According to Pinky, why is it important to protect our freedom?



4. What does freedom mean to you?





## Share and Sparkle

### Activity 1: Freedom Forum



Discussing our freedom and rights can help us understand them better.

In your groups, use these sentence starters to share your thoughts about freedom and rights.

Use these sentence starters to help you think:

Example

"I think freedom means being able to eat as much ice cream as I want!"

- "I think freedom means..."
- "One right I value is..."
- "In my life, freedom looks like..."
- "A time when I felt free was when..."
- "I believe everyone has the right to..."

### Activity 2: Perspectives Parade



Everyone has different ways of looking at things. Let's hear some!

- Divide into pairs.
- Look at the picture.
- Describe it to your friend.
- Then, listen to your friend's description.
- Did you two have different descriptions?





## Grammar Playground

### Activity 1: Word Jumble Challenge



Let's play with words!

Rearrange these words to make anagrams:

- listen ↗ silent
- angel ↗
- heart ↗
- save ↗



### Activity 2: The Trouble with T's



Let's test our previous knowledge again!

Complete the sentences with 'this', 'that', 'these', or 'those'

- [This/That] cat is very playful.
- Look at [these/those] birds in the sky.



- Can we go [this/that] bench over there?



- You can bring [those/these] books to the staffroom.



### Activity 3: Quantifier Quest



Let's explore how much and how many!

Fill in the blanks with the right quantifiers.

- There are \_\_\_\_\_ (few/little) apples left in the basket.
- We need \_\_\_\_\_ (a little/many) sugar to bake the cake.
- \_\_\_\_\_ (Each/Every) student in our class has a story to tell.



### Imagination Canvas

#### Activity 1: Abbreviation Exploration



Some words can be shortened if you don't have space to write the whole word. They are known as abbreviations.

Titles can be abbreviated. For example **Doctor** is abbreviated to **Dr.**

Time can be abbreviated. For example post meridiem is abbreviated to **p.m.**

Months can be abbreviated. For example January is abbreviated to **Jan.**

Now, next to each abbreviation, write its full form and a sentence using it.

- Abbreviation: Dr.
- Full Form: Doctor
- Sentence: Dr. Najam gave me a check-up today.

*Example*

Now you try:

- Mr. (Mister)

Full Form:

Sentence: \_\_\_\_\_

- Mrs.

(Mistress)

Full form:

Sentence: \_\_\_\_\_

- a.m

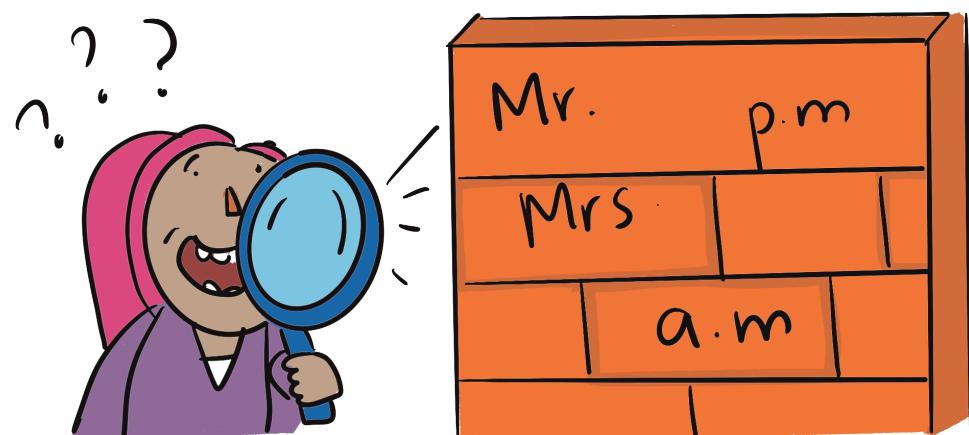
Full form:

Sentence: \_\_\_\_\_

- Nov.

Full form:

Sentence: \_\_\_\_\_



## Activity 2: Syllable Spelling Challenge



Multisyllable words can be fun to spell! Let's try some together.

- Choose five big words you will use in your speech about Independence Day.
- Write them down, breaking them into syllables.
- Spell them correctly and use each in a sentence.

- Word: Responsibility (Re-spon-si-bil-i-ty)  
Sentence: It's everyone's responsibility to respect others' rights.

Example



### Activity 3: Creative Atmosphere Writing



Let's use our imagination to describe a scene where our freedoms are celebrated!

Write a short paragraph about how you celebrate the Independence Day.

Use 2 adjectives, 2 adverbs, and imagery to create the **atmosphere**.

- Everyone joyfully waved their flags as the music played loudly...

Example



## Connect and Create

### Project: Write a Short Speech



Did you like my speech? Well now it's your turn!

Write a short speech about something you love or want to change.

#### Step 1: Choose a Topic

- Pick something you care about, like helping animals or a favourite game.

#### Step 2: Write Your Speech

- Start with "Hello, my name is..." and tell us your topic.
- Say why you like it or want to change it. Use a sentence like "I feel happy when..." or "I wish we could...".
- Use figurative language to add colour to your words.  
End by saying what you hope for, like "Let's all try to..." or "I dream of a day when...".

### Step 3: Share Your Speech

- Read your speech to a friend or your class.

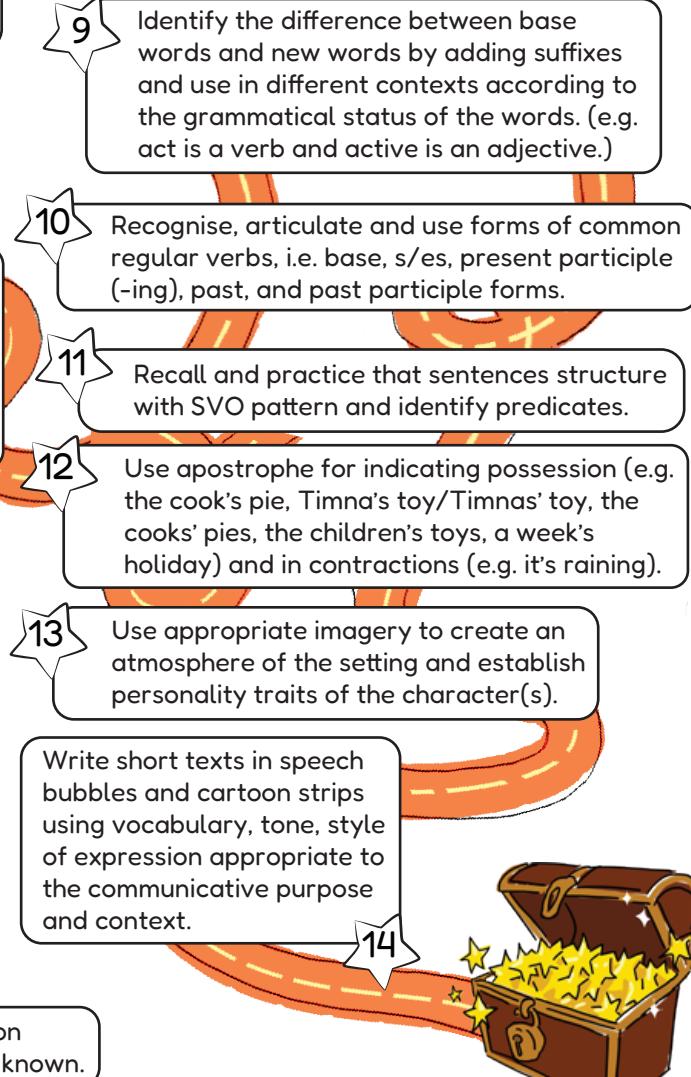


# 5

# Curious Creations



## Explorer's Pathway

- 1 Deduce meaning from the context in supported extended talk on a range of general and curricular topics.
  - 2 Ask questions to obtain information and explain ideas clearly, making meaning explicit.
  - 3 Engage in simple conversations that require performing everyday tasks and speech acts, such as introducing themselves and others, giving directions, making a call, making requests.
  - 4 Use imperative verbs in sentences i.e. Stay here, Run fast.
  - 5 Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words and sentences. Read with some expression and clarity.
  - 6 Read and evaluate a variety of texts for purpose, style, clarity and organisation.
  - 7 Look for information in non-fiction texts to build on what is already known.
  - 8 Identify adjectives that behave like nouns (e.g. the sick and the poor).
  - 9 Identify the difference between base words and new words by adding suffixes and use in different contexts according to the grammatical status of the words. (e.g. act is a verb and active is an adjective.)
  - 10 Recognise, articulate and use forms of common regular verbs, i.e. base, s/es, present participle (-ing), past, and past participle forms.
  - 11 Recall and practice that sentences structure with SVO pattern and identify predicates.
  - 12 Use apostrophe for indicating possession (e.g. the cook's pie, Timna's toy/Timnas' toy, the cooks' pies, the children's toys, a week's holiday) and in contractions (e.g. it's raining).
  - 13 Use appropriate imagery to create an atmosphere of the setting and establish personality traits of the character(s).
  - 14 Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.
- 



## Memory Lane



### New words to know

**uncover**  
to reveal or discover something hidden

**ingredient**  
a component part of any mixture or preparation, like in cooking

**transformation**  
a complete change in form or appearance

**mould**  
a hollow container used to give shape

### Activity: Context Clues



Let's put the new words we have just learned into context!

Fill in the blanks with the correct words:

- The main \_\_\_\_\_ in this recipe is chocolate.
- The police \_\_\_\_\_ the mystery of the stolen car.
- I need a round \_\_\_\_\_ to bake this cake.
- A caterpillar goes through a remarkable \_\_\_\_\_ to become a butterfly.





## Journey through the text

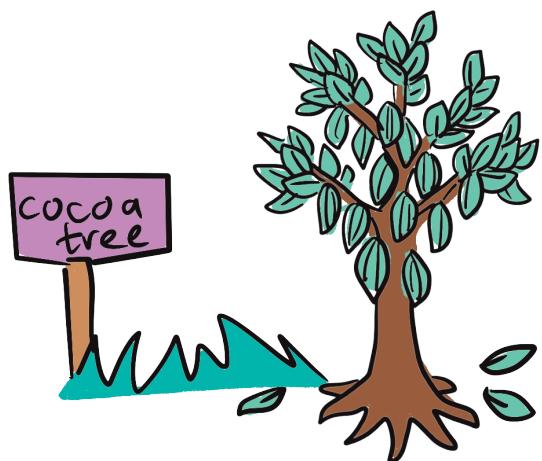
The Sweet Journey of Chocolate: From Bean to Bar  
by Pinky and the Choco-Explorers

### Introduction

Hello, young explorers! Ever wondered how the yummy chocolate bar you love is made? Join me, Pinky, as we uncover the sweet secrets of chocolate!

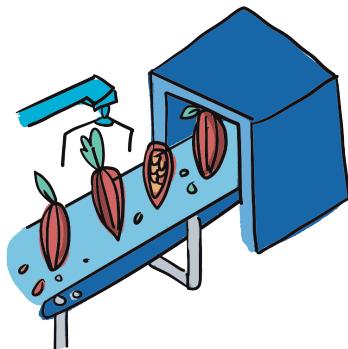


Can you find and underline the sentence that describes what we will learn about?



### Harvesting

Farmers collect these beans from the cocoa pods. They are then dried under the sun, getting ready for a big transformation!



### Cocoa Beans

Chocolate starts its journey as cocoa beans. They grow on trees in faraway places near the equator. These beans are the magical ingredient!



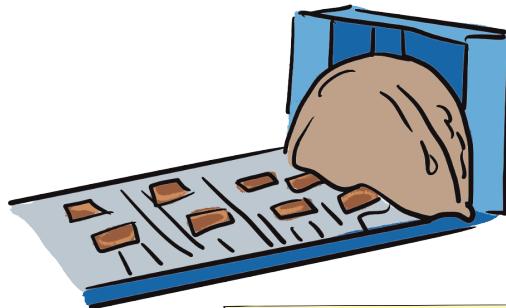
### Factory Fun

In a factory, these beans are roasted. This step brings out the chocolatey flavour we all love!

Have you heard the word "roasted" before? Where have you heard it?

### Mixing and Melting

Next, the roasted beans are ground into a liquid called chocolate liquor. Here, we add sugar and milk to make it sweet and creamy.



### Tempering

Then comes tempering. This is where chocolate is carefully heated and cooled. It makes our chocolate smooth and shiny!

Can you explain what 'tempering' does to chocolate, based on the article? What else is smooth and shiny?

### Moulding

Finally, the chocolate is poured into moulds. That's how it gets its cool shapes like bars and coins!



What is your favourite shape of chocolate? Draw it below.



### Conclusion

And that's it! Our chocolate is ready. Next time you enjoy a chocolate bar, remember this sweet journey from a bean to the yummy treat in your hand!



## Diving deeper

### Activity 1: Text Explorer Quest



Let's uncover the secrets of our chocolate article. Remember, every text has a purpose, style, clarity, and organisation.

- 'Purpose' is why the article was written. Was it to inform us about chocolate?
- 'Style' is how it's written. Was it like a story or a list of facts?
- 'Clarity' means how clear it was. Did you understand everything easily?
- 'Organisation' is how the information is put together. Did it separate paragraphs or sections?

Read the article again and fill in the chart with your findings.

#### Text Explorer Chart:

Purpose:	
Style:	
Clarity:	
Organisation:	



### Activity 2: Adjectives as Nouns



Some adjectives can transform into nouns! All you have to do is add 'the' to an adjective. Like 'the rich', 'the poor', or 'the brave'.

Here's a list of adjectives:

1. brave
2. wealthy
3. strong
4. sick

Example

The brave are never scared of the truth.

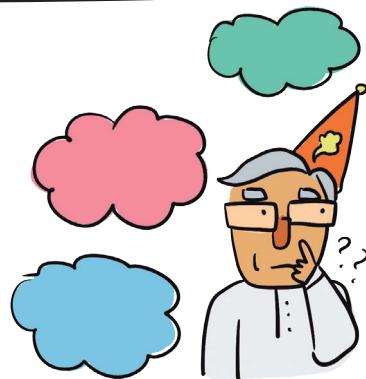
### Activity 3: Text Reflection



Now that we've read about chocolate, let's think deeper about what we learned.

Answer these questions given below.

1. Where do cocoa beans come from?
2. Why is chocolate tempered?
3. Summarise all the steps in making chocolate.



### Share and Sparkle

#### Activity 1: Curiosity Quest



Let's get curious!

Think of a machine or process you want to know more about, like how a clock works or how bread is baked.

- In groups, come up with questions about your chosen topic.
- Make sure your questions are clear and specific.
- Share your questions with the class and see if anyone can answer them.

Example

- How does a clock keep time?
- What ingredients are used to make bread?



## Activity 2: Direction Masters



Every day, we follow directions and give instructions. Let's practise using imperative verbs to do this!

- Create a simple step-by-step guide on how to make a sandwich.
- But you have to use imperative verbs like 'Mix', 'Turn', 'Cut', 'Assemble'.

Example

### How to Make a Paper Airplane

#### You will need:

A paper

Scissors

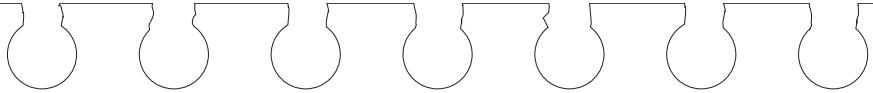
#### Steps

**Fold the paper in half**

**Crease the edges**

**Unfold and then fold the corners**

Now you try in groups.



Handwriting practice lines for writing directions.



## Grammar Playground

### Activity 1: Word Transformer



Let's refresh our memories!

A base word is a simple word without any additions. But when you add a suffix to it, it can change into a new word like from a verb to an adjective.

Example

act (verb)

act + ive = active (adjective)

Now match these base words with suffixes and in the third column write what it has turned into: noun, verb, adjective or adverb.

Base words	Suffixes	New Word	Noun/Verb/Adjective/Adverb
Friend	ful		
Help	ship		
Nation	al		
Kind	ish		
Fool	ness		



## Activity 2: Verb Forms Relay



Verbs are such tricky creatures. Always changing shape!

- Regular verbs change form based on tense.
- They can be in their base form (e.g. 'walk').
- In present tense, they can be written with 's/es' (e.g. 'walks').
- In present participle tense, they can be written with '-ing'.
- In the past tense and past participle, they can be written with '-ed' (e.g. 'walked').
- Now comes the fun part! Pick a verb from this list and write a paragraph on it using all 5 ways of writing it!

Word list: play jump wait cry

## Activity 3: SVO Puzzle



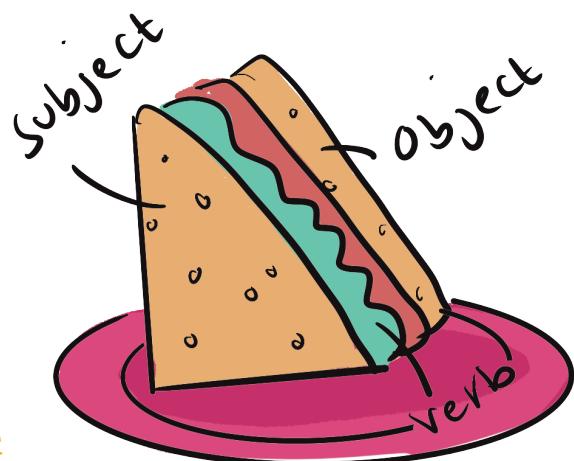
Every sentence has three special ingredients: Subject, Verb and Object. Without them our sentences would be incomplete.

Now there is a fourth thing you need to remember: the **predicate!**

The predicate is the part of the sentence that tells us what the subject does or is.

Example

"The cat (**subject**)  
eats (**verb**)  
the food (**object**)",  
"eats the food" is the **predicate**



Write 5 sentences following the SVO pattern and underline the predicate.

Example

"The dog (S) chased (V) the ball (O)."



## Imagination Canvas

### Activity 1: Mastering Apostrophes



Apostrophes can be tricky, but they're a lot of fun once you get to know them. They help us:

- a. To show possession: When something belongs to someone, we use an apostrophe and 's'. Like "Ali's kite" shows the kite belongs to Ali.
- b. For contraction: When we want to make two words short, we use an apostrophe to replace missing letters. Like "do not" becomes "don't".

Now use the apostrophe to join these words together.

1. The dog's (dog) tail was wagging happily.
2. \_\_\_\_\_ (She is) not sure, if it's going to rain.
3. \_\_\_\_\_ (They are) going to their grandma's house after school.
4. I can't find my \_\_\_\_\_ (sister) notebook anywhere.
5. \_\_\_\_\_ (It is) always sunny in the town, where I was born. \_\_\_\_\_
6. The \_\_\_\_\_ (children) playground is full of laughter and joy.

### Activity 2: Imagery and Character Sketch



Writing a story is not easy. But if we break the story down into little parts, it gets easier. Let's focus on creating the story's imagery and building a character.

Your task is to write a simple story on this topic: "The Best Machine in the World".

#### ● Imagery

Describe the setting using your five senses. What do you see, hear, taste, smell and feel?



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### ● Character

- Sketch your main character. What do they look like? What are they wearing? What colour are their eyes?
  - Character Traits: Think about their hobbies, favourite foods, and dreams.

Now write your story here:

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## Connect and Create



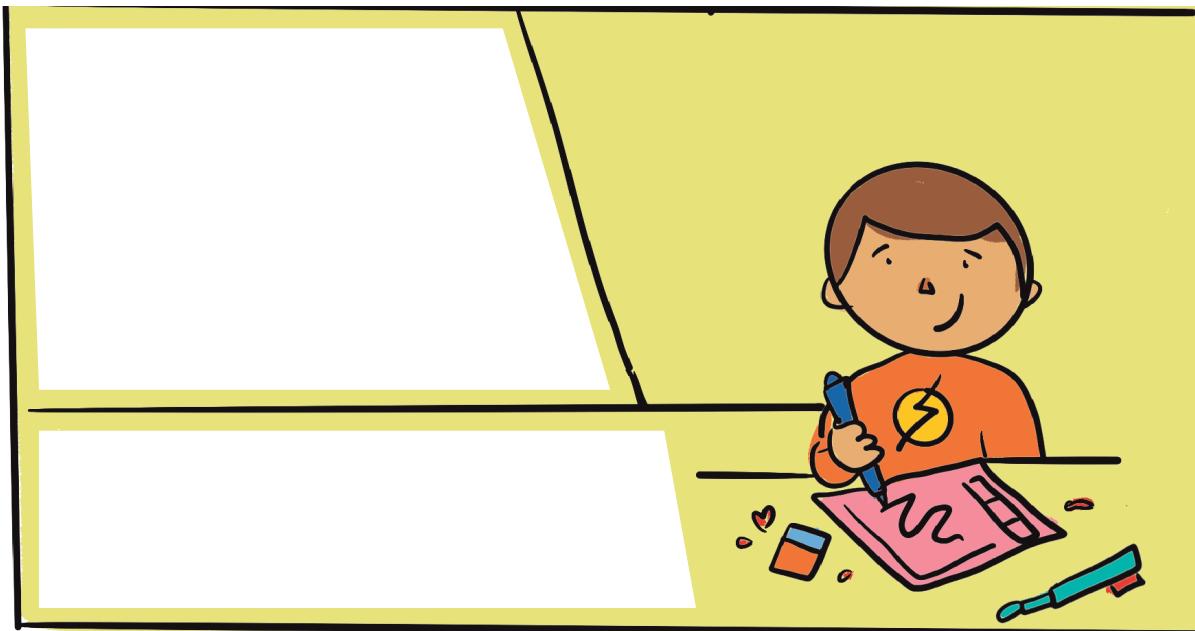
It's time to create your own comic adventure! Imagine a day in the life of someone, who invents or makes something special. Let's bring their story to life with words and pictures!

### Project Activity: Inventor's Comic Strip

- **Story Setting:** Think about an inventor or a maker in their environment, maybe a scientist in a lab or a chef in a kitchen.
- **Character Dialogue:** Write what they say and think in speech bubbles as they invent or create something. Use expressive vocabulary to show excitement, frustration, curiosity, or success.
- **Animation:** Draw the sequence of events in the form of a cartoon strip. Make sure the actions in the pictures match the words in your speech bubbles.

#### Example Prompts for Speech Bubbles:

- "Hooray! I've finally cracked the code!"
- "Hmm, what if I add this ingredient?"
- "Oops! Back to the drawing board!"
- "Ah, now that's a perfect invention!"



## 6

# Rethink, Reuse, Recycle



## Explorer's Pathway

- 1** Listen and understand longer conversations from different contexts, short lectures and talks, radio and TV broadcasts, stories, and descriptions of events and will be able to identify main ideas.
- 2** Enact a short drama/playscript showing different roles and scenarios through deliberate choice of dialogues/speech, gestures, and movements.
- 3** Differentiate between rhetorical patterns while listening (e.g. stress and intonation in an imperative statement: "You must clean your room", as opposed to a question: "Will you clean your room?").
- 4** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- 5** Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression.
- 6** Read a range of fiction and nonfiction books and begin to make links between them and infer the meanings of unknown words.
- 7** Explore the features of texts which are about events and experiences, e.g. diaries and compare writing that informs and persuades.
- 8** Adjectives with restricted positions (e.g. The cat is afraid/ the afraid cat).
- 9** Use suffixes to make nouns, adjectives (e.g. ion, ay, ship, ance, ence, able, le, ful, ent).
- 10** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g. birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- 11** Use and classify degrees of regular and irregular adjectives.
- 12** Use simple present verbs to show habitual actions, universal statements, and current facts in sentences and paragraphs.
- 13** Use and compare/replace words to make writing.
- 14** Write multiple paragraphs on a single topic (on the given text types), using correct capitalisation, punctuation, and spelling, by using the process approach - brainstorm, mind mapping, writing the first draft, seeking peer feedback developing a final draft.





## Memory Lane



### New words to know

**participate**

to take part or be involved in an activity

**recycle**

to process used materials into new products

**deed**

an action that you do on purpose, it could be good or bad

### Activity: Sound Detective



We have learned so many ways to understand new words, here's another one!

In small groups, create sentences for the new words to know and share with the class.



## Journey Through the Text



One day Pinky and Jojo decided to participate in an essay contest. Both of them wrote their essays on recycling. But their essays were very different. Let's read both of their essays and decide, which one should win!

### Jojo's Informative Essay: "Recycling Simplified"

Recycling is a simple way we help our planet. It lets us use things again instead of making more trash. Here's what happens: we put used paper, cans, and bottles into bins. These go to a recycling centre where they sort and clean them. Then, they make them into new things!



What does the colon after "Here's what happens" tell us about what's coming next in the sentence?

Next, factories take these cleaned materials and create products. This saves trees and energy. So, when you recycle, you're making a big difference!

### Pinky's Persuasive Essay: "Recycle Today!"

Friends, recycling is more than just a good deed – it's a must. Each bottle or paper you recycle can save animals and keep our planet clean. Imagine a world with less trash, more beauty and every living thing can breathe fresh air. That's what happens when we recycle!



Why do we use a dash in "good deed—it's a must"?



By recycling, we show we care. We promise to protect our Earth. Let's all be recycling heroes and start today. Can we count on you?



Now let's take a vote! Draw a heart next to whoever you think should win.



## Diving Deeper

### Activity 1: Adjective Position Play



Some adjectives only fit after the verbs: "is, are, was, were". These adjectives can't go before the noun. For example, we say "The cat is afraid," not "The afraid cat."



Look at each sentence and rewrite the sentence so the adjective comes right after the verb 'to be'.

Sentences to Rewrite:

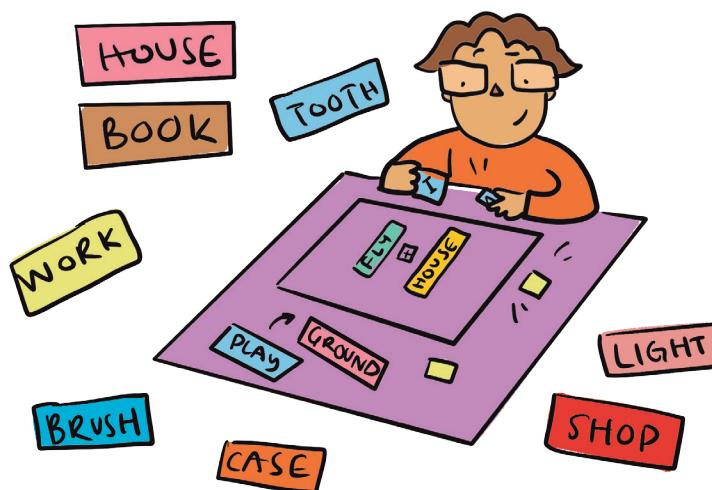
- The afraid cat hid under the bed. ↗ The cat is afraid and hid under the bed.
- An asleep dog is on the porch. ↗ \_\_\_\_\_
- The alive bird flew away. ↗ \_\_\_\_\_
- The ripe apple tastes delicious. ↗ \_\_\_\_\_
- The true story can be fascinating. ↗ \_\_\_\_\_

**Activity 2: Compound Word Creation**

- Compound words are formed by joining two smaller words. The new word often has a meaning related to both words. For example, “sun” and “flower” make “sunflower,” which is a flower that looks like the sun.
- Combine the jumbled words below to form compound words.

Jumbled Words to Sort:

House  
Tooth  
Light  
Book  
Play  
Brush  
Ground  
Work  
Shop  
Case



**Activity 3: Essay Reflection**



Now that we've read Jojo's and my essays on recycling, let's think a bit more about what we learned.

Reflection Questions:

1. In Jojo's essay, what are some benefits of recycling he mentions?

- 2.** Pinky's essay uses strong words to encourage action. Can you find and write down two examples?
- 3.** Which essay did you find more convincing and why? Discuss and write.



## Share and Sparkle

### Activity 1: Eventful Listening

- Think of a time when you helped the environment. For example for Pinky it was when she collected all the plastic bags in her neighbourhood and recycled them to make dolls.
- Each student will share their heroic moment with the classroom.
- Students will then share what they learned from this moment.

We all have amazing stories to share. Let's see what we can learn from them.



### Activity 2: The Plastic Bag Journey - A Mini-Drama



It's time to set the stage for another play!

- Your group will create and perform a short drama about the journey of a plastic bag.
- In your play show different scenarios: one where the bag is reused or recycled and another where it is not.

But here's the catch, you have to use at least **three** imperative statements!

These are commands or requests.

"Use this bag wisely" or "Please don't throw it in the river."

Example



### Grammar Playground

#### Activity 1: Suffix Factory



Friends, it's time to play with suffixes again!

Use the given suffixes to transform base words into nouns or adjectives.

**Word Bank:**

ion

ship

ence

able

ful

ment

Base word	Suffix	New Word
Invent	ion	Invention
Agree		
Wonder		
Adore		
Innocent		
Friend		

## Activity 2: Adjective Degrees



Even adjectives have different degrees!

There are three degrees of adjectives: **Positive**, **Comparative** and **Superlative**.

Positive:	Comparative:	Superlative:
This is the base form of the adjective. For example: "My car is fast."	We use comparative adjectives when two nouns or pronouns are being compared.  For example: "My car is faster than your car."	We use superlative adjectives when a noun or pronoun is the most extreme in its quality.  For example: "My car is the fastest car in the world."

Now classify the given adjectives into positive, comparative, and superlative degrees.

### Positive / Comparative / Superlative

- Happy    ↗ Happier    ↗ Happiest
- Clean    ↗ \_\_\_\_\_    ↗ \_\_\_\_\_
- Safe    ↗ \_\_\_\_\_    ↗ \_\_\_\_\_
- Polluted    ↗ \_\_\_\_\_    ↗ \_\_\_\_\_



- Efficient      ↗ \_\_\_\_\_ ↗ \_\_\_\_\_
- Big            ↗ \_\_\_\_\_ ↗ \_\_\_\_\_

### Activity 3: Present Tense Heroes



Let's go back to using different tenses again!

Sentences that are about universal truths, facts and everyday actions are **always** written in **Simple Present Tense**.

Now below are sentences about recycling and the environment that aren't written correctly. Rewrite each sentence using the simple present tense correctly.



Miswritten Sentence: We recycles bottles and cans every day.  
Rewrite: We recycle bottles and cans every day.

Miswritten Sentence: Trees were important for the environment.

• \_\_\_\_\_

Miswritten Sentence: The sun will shine brightly and will provide us with energy.

• \_\_\_\_\_

Miswritten Sentence: Plastic bags often ends up in oceans and harms wildlife.

• \_\_\_\_\_

Miswritten Sentence: People threw away too much garbage.

- Miswritten Sentence: Recycling bins makes it easy to recycle.



## Imagination Canvas

### Activity: Enhance the Story



 Let's make a story come to life by choosing the best words. Remember, every word you choose can change how a story feels and what it means!

Below is a story about recycling. Some words are missing, and it's your job to fill in the blanks with words that make the story more vivid and meaningful.



Once upon a time, in a \_\_\_\_\_ (adjective describing a place) town, there was a \_\_\_\_\_ (adjective) \_\_\_\_\_ squirrel named Sammy. Sammy loved to \_\_\_\_\_ (verb) through the park, but one day, he noticed something \_\_\_\_\_ (adjective). The park was filled with \_\_\_\_\_ (noun, plural)! He decided to \_\_\_\_\_ (verb) something about it.

Sammy started to \_\_\_\_\_ (verb) the trash into different piles. Some were for paper, some for plastic, and some for glass. He worked \_\_\_\_\_ (adverb) until all the trash was sorted. Then, something \_\_\_\_\_ (adjective) happened. People in the town saw what Sammy was doing and started to help! Together, they \_\_\_\_\_ (verb) the park into a \_\_\_\_\_ (adjective) place. From that day on, everyone in the town promised to \_\_\_\_\_ (verb) more and keep their town \_\_\_\_\_ (adjective).



## Connect and Create

### Project: Crafting Your Essay



Let's put on our writer's hats! We're going to create our own essays, step by step. Remember, writing is a journey – from the first idea to the final word.

Task: Write an Essay on 'Recycling Can Be Fun'

● **Step 1: Brainstorming**

Spend some time thinking about why recycling can be fun. Write down all your ideas – no idea is too small or too silly!





- **Step 2: Mind Mapping**

Spend some time thinking about why recycling can be fun. Write down all your ideas – no idea is too small or too silly!



- **Step 3: Writing the First Draft**

Using your mind map as a guide, start writing your essay. Focus on getting your ideas down. Don't worry about making it perfect just yet.



- **Step 4: Seeking Peer Feedback**

Swap essays with a classmate and give each other constructive feedback. Look for ways to improve clarity, punctuation, and spelling.

- **Step 5: Developing the Final Draft**

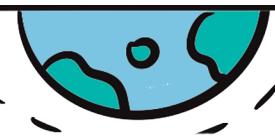
Revise your essay based on the feedback you received. Pay special attention to capitalisation, punctuation, and spelling. Make your sentences flow nicely!



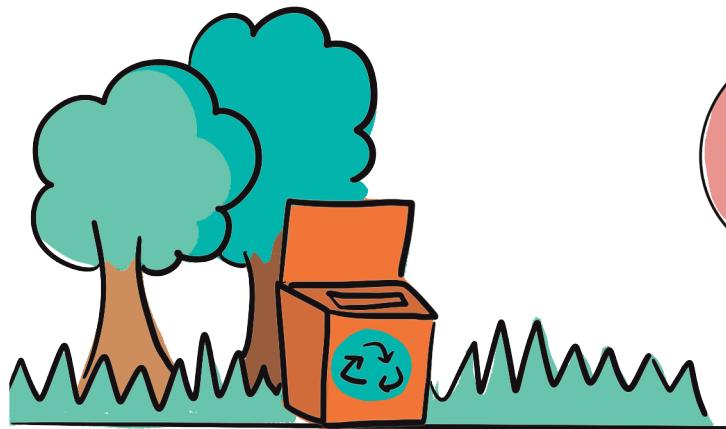
**Activity: Draw & Reflect**



Let's retrace our steps.



1. Draw and write one question you still have after finishing this chapter.
  
  
  
  
  
  
2. List two new grammar rules you learned today.
  
  
  
  
  
  
3. Draw three items you can recycle.



## 7

# Tales of Tears and Fears



## Explorer's Pathway

- 1** Deduce meaning from the context in supported extended talk on a range of general and curricular topics.
- 2** Participate in group discussions, presentations, and debates.
- 3** Develop an understanding of the participles -ing, -en and -ed to differentiate between the meanings of adjectives (e.g. She is interesting/ She is interested.)
- 4** Use pre-reading strategies to predict the type of content/vocabulary/questions about the text from pictures title etc. by using prior knowledge (identify the type of text, purpose and intended audience).
- 5** Discuss how paragraphs and chapters are structured and linked. Identify a paragraph has the following structure:  
 1. topic sentence  
 2. supporting details  
 3. concluding sentence.
- 6** Connect and use words synonyms with positive and negative connotations (e.g. elderly vs. mature, economical vs. cheap) and opposites (e.g. general -particular, frequently-occasionally) in text.
- 7** Analyse and use some analogies and more similes in speech and writing using "like" and "as \_\_\_\_ as". (e.g. she is as graceful as a swan.)
- 8** Use the present continuous for actions taking place at some time in the past.
- 9** Make simple sentences with direct and indirect objects (e.g. Teacher asked him. Teacher asked him a question).
- 10** Conclude by repeating the main points in the last paragraph. Use words such as All in All, In a nutshell, Alas! It was a thumping success, etc.
- 11** Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.





## Memory Lane



Before we start our reading, let's gather some clues about the story we're about to read.

An **excerpt** is a part taken from a larger story, like a single piece of a puzzle. When we read an excerpt, we get a small look at the larger text. Today's excerpt comes from "Boy: Tales of Childhood," a book where the author Roald Dahl tells stories from his own life.

**Look at the Clues:**

- **Title Clue:** The title "Boy: Tales of Childhood" can give us a hint. What do you think might happen during a visit to the doctor?
- **Picture Clue:** Look at the illustration of an old-fashioned doctor's office. What details do you notice, and what do they suggest about the story?

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**Your Prediction:**

- What is going to happen to the boy?

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### New words to know



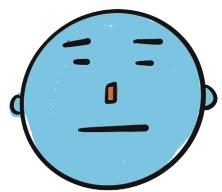
**unpleasant:**

something that is not enjoyable or nice



**peer:**

to look very carefully, especially at something that is difficult to see



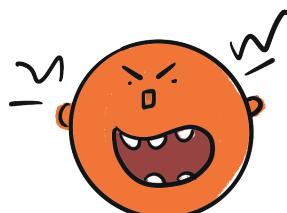
**grim:**

something that looks very serious and gloomy



**apprehensive:**

feeling worried about something that you are going to do



**outrage:**

a strong feeling of shock and anger

### Activity: Unscramble Me



Unscramble these to find the words we just learned!

'ltnpauesan' unscrambles to 'unpleasant' ← **Example**

EREP

MIRG

RHEESEPEANVI

GTRAUEO



## Journey Through the Text

### A Visit to the Doctor from Boy: Tales of Childhood by Roald Dahl

I have only one unpleasant memory of the summer holidays in Norway. We were in the grandparents' house in Oslo and my mother said to me, "We are going to the doctor this afternoon. He wants to look at your nose and mouth."

1: How do you think the boy felt when his mother told him they were going to the doctor?

I think I was eight at the time. "What's wrong with my nose and mouth?" I asked.

"Nothing much," my mother said. "But I think you've got adenoids."

"Don't worry about it," she said. "It's nothing."

I held my mother's hand as we walked to the doctor's house. It took us about half an hour. There was a kind of dentist's chair in the surgery and I was lifted into it. The doctor had a round mirror strapped to his forehead and he peered up my nose and into my mouth. He then took my mother aside and they held a whispered conversation. I saw my mother looking rather grim, but she nodded.

2: Why do you think Dahl's mother looked grim? What might the whispered conversation tell us about what's coming next?

The doctor now put some water to boil in an aluminium mug over a gas flame, and into the boiling water he placed a long thin shiny steel instrument. I sat there watching the steam coming off the boiling water. I was not in the least apprehensive. I was too young to realise that something out of the ordinary was going to happen.

Then a nurse dressed in white came in. She was carrying a red rubber apron and a curved white enamel bowl. She put the apron over the front of my body and tied it around my neck. It was far too big.

## Tales of Tears and Fears

Then she held the enamel bowl under my chin. The curve of the bowl fitted perfectly against the curve of my chest.

The doctor was bending over me. In his hand, he held that long shiny steel instrument. He held it right in front of my face, and to this day I can still describe it perfectly. It was about the thickness and length of a pencil, and like most pencils it had a lot of sides to it. Towards the end, the metal became much thinner, and at the very end of the thin bit of metal there was a tiny blade set at an angle. The blade wasn't more than a centimetre long, very small, very sharp and very shiny.

3: Dahl has described the blade in great detail. Draw how you think the blade might have looked like:

“Open your mouth,” the doctor said, speaking Norwegian. I refused. I thought he was going to do something to my teeth, and everything anyone had ever done to my teeth had been painful. “It won’t take two seconds,” the doctor said. He spoke gently, and I was seduced by his voice. I opened my mouth.

The tiny blade flashed in the bright light and disappeared into my mouth. It went high up into the roof of my mouth, and the hand that held the blade gave four or five very quick little twists and the next moment, out of my mouth into the basin came tumbling a whole mass of flesh and blood.

I was too shocked and outraged to do anything but yelp. I was horrified by the huge red lumps that had fallen out of my mouth into the white basin and my first thought was that the doctor had cut out the whole of the middle of my head. “Those were your adenoids,” I heard the doctor saying.



## Diving Deeper

### Activity 1: Paragraph Sandwich



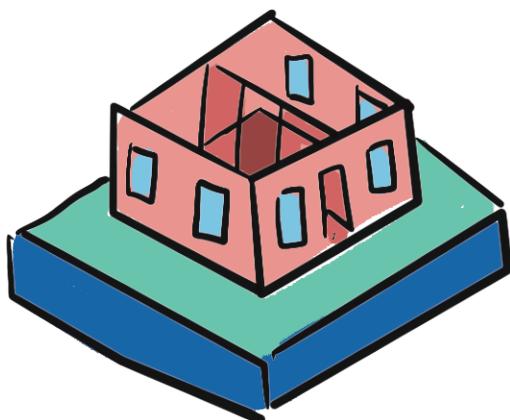
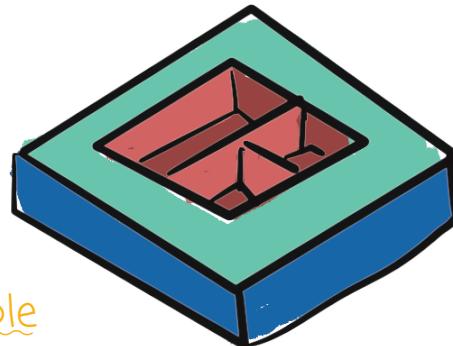
Hi explorers! Let's understand how a paragraph is made. It's basically like building a house.

#### 1. Topic Sentence: The Foundation

- It's the base of the paragraph, telling you what it's about and without it the paragraph will be weak.

"Exercising is good for health."

Example

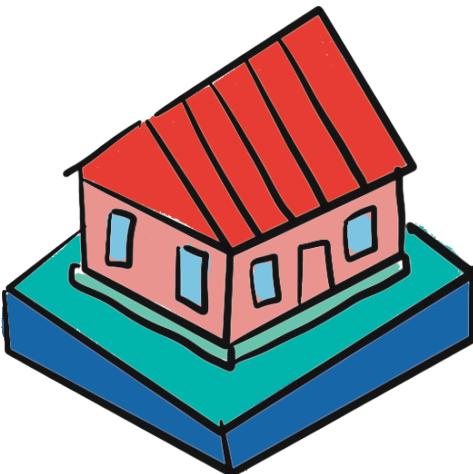


#### 2. Supporting Details: The Walls

- These are sentences that explain the main idea and add to

"Exercise makes muscles strong and gives energy."

Example



#### 3. Concluding Sentence: The Roof

- This ends the paragraph, wrapping up the idea.

"So, daily exercise makes us healthier."

Example

## Tales of Tears and Fears

Here is a paragraph from the extract you just read. Underline the topic sentence in red, the supporting details in yellow and the concluding sentence in green:

I was too shocked and outraged to do anything, but yelp. I was horrified by the huge red lumps that had fallen out of my mouth into the white basin and my first thought was that the doctor had cut out the whole of the middle of my head. “Those were your adenoids,” I heard the doctor saying.

### Activity 2: Scan for Answers



Wasn't that a fun read? Let's dive right into it!

Answer these questions:

1. How old was the boy in this story?
2. Write down three feeling verbs you found in the story. How did the boy's feelings change as the story progressed?
3. What do you think happened afterwards?



### Share and Sparkle

#### Activity 1: What Makes It Scary?



Let's explore how words can make us feel a certain way.

- In groups, analyse these sentences. Discuss what makes them scary.
- Focus on the words, the sentence structure, or the imagery.

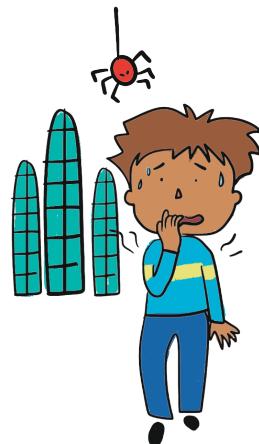
### Activity 1: What Makes It Scary?

Sentences for Discussion:

"Whispers echoed in the abandoned corridor, sending chills down my spine."



"A stranger appeared at the window, his face was glowing in the moonlight."



"The door creaked in the empty house."



"The night was still, but the sound of footsteps could be heard down the corridor."

### Activity 2: Brave Speakers' Debate



It's discussion time about our fears.

- Split into groups and debate on this topic below.
- But first write down 4 points for each side.

**Topic: "Is it okay to be afraid?"**

**For:**

Being afraid helps us prepare for something before it happens.

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**Against:**

It stops us from trying out new things.

---

---

---

---

### Activity 3: The Participle Play



Adding participles like '-ing, -en and -ed' can change the whole meaning of the sentence.

- 'She is interesting' means that the person, herself, is interesting.
- 'She is interested' means that the person is interested in something.

**Example**

### Activity 3: The Participle Play

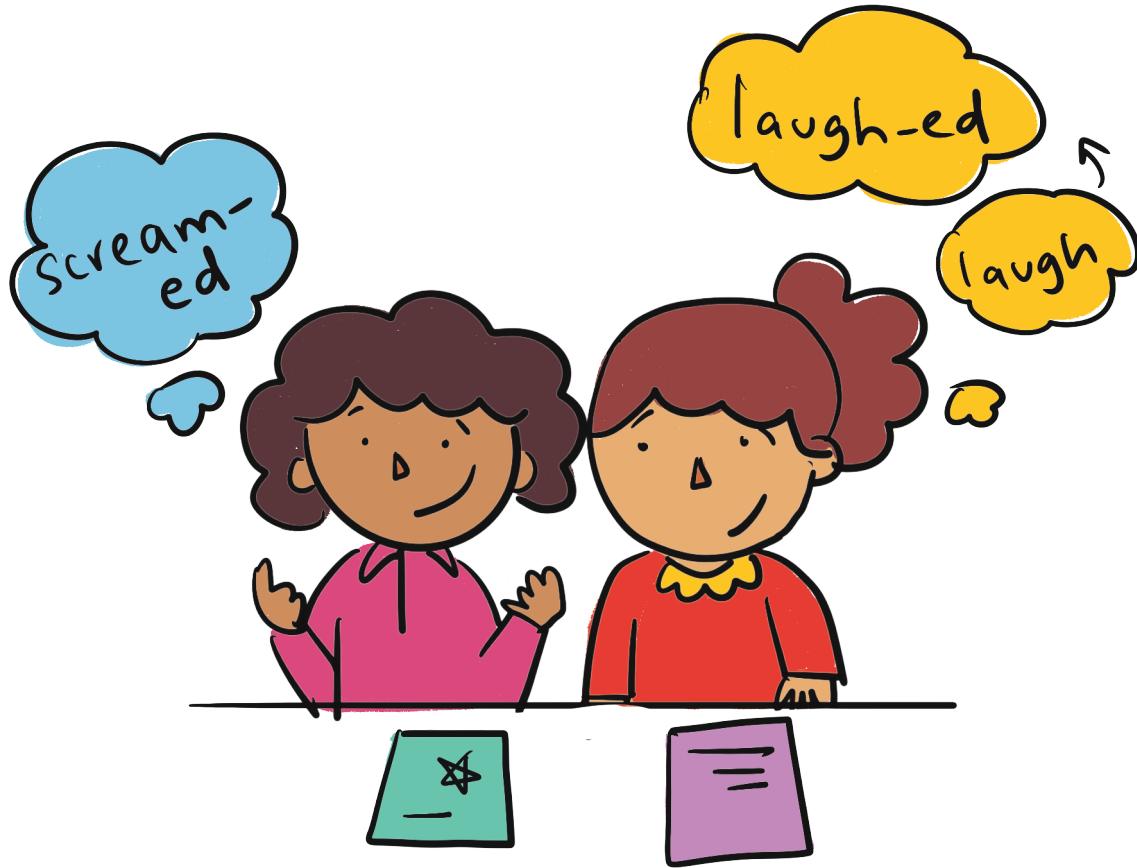
1. Gather in pairs
2. Change these sentences by using a different participle:

- The loud noise was frightening.

 Example

New Sentence: "Everyone was frightened by the loud noise."

- The figure in the corner was shaking. (Use: shaken)
- The voice in the hallway was screaming. (Use: screaming/screamed)
- The audience was laughing at the performance.  
(Use: laughing/laughed)





## Grammar Playground

### Activity 1: Connotation Sort



Hi learners! Words with similar meanings—synonyms—can have positive or negative feelings attached to them, which we call connotations. For example, 'economical' may mean something that costs less and saves you money while 'cheap' focuses on something that costs less but might not be of good quality.

Sort these into two columns based on their connotations: positive or negative.

#### Word List:

Confident  
Arrogant  
Nosy  
Interested  
Dedicated  
Stubborn  
Thrifty  
Stingy



### Activity 2: Simile Creation



I love using similes in my stories!

A simile is when you say something is like something else, or as something as something else, to make a description more vivid. In our reading, the author used a simile to describe the medical instrument by comparing it to a pencil.

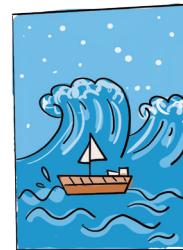
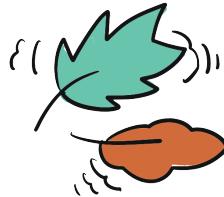
Now look at these images and create your own similes by comparing your emotions to these images.

Image Prompts: A dark forest at night

Sentence: My heart is mysterious like a dark forest.



1. A lone mouse facing a cat
2. A small boat in a vast ocean
3. A shadow stretching across a room
4. A leaf shaking in the wind



**Brain Break Activity**  
**Fear Freeze**



Let's shake out our fears with a fun game of Fear Freeze Dance!

- Stand Up: When the teacher says "Dance" dance like you're acting out a spooky story—wave your arms like wobbly ghosts, tiptoe like you're sneaking through a haunted house, or flutter like bats in the night.
- Freeze: When the music stops (or when the teacher says "freeze"), freeze in your scariest pose. Hold it until the music starts again.
- Continue: Repeat the dance and freeze for about one minute.

### Activity 3: Pick the Object



Sentences can be so tricky sometimes!

A sentence usually has a subject (who the sentence is about) and a verb (what the subject is doing).

A direct object is what the subject is acting on.

“The teacher asked him.”

Example

“Him” is the direct object.

Now we have a new thing known as the indirect object. This is the object who is affected by the action.

“The teacher asked him a question.”

Example

“Him” became the indirect object now!



## Tales of Tears and Fears

Read each sentence. Underline the direct object once and circle the indirect object.

### Example Sentence:

The magician showed the **children** a trick.

'a trick' is the direct object because it's receiving the action of being shown.

'the children' is the indirect object because they are the recipients of the trick being shown.

1. The gardener gave the flowers some water.
2. My coach offered me some advice.
3. The teacher assigned the class a project.
4. The author told the audience a story.
5. My parents bought me a new backpack for school.
6. The librarian read the kids an exciting story.
7. The chef served the guests the meal they prepared.
8. The vendor sold the customer fresh strawberries.



## Imagination Canvas

### Activity: Sum It Up with Style



Remember the story of Roald Dahl's visit to the doctor? Now it's your turn to end the story with a bang!

### Write Your Own Ending

- Step 1: Reflect on Roald Dahl's experience and feelings throughout his visit to the doctor.
- Step 2: Write a concluding paragraph for the story. How do you think he felt after the procedure? What did he learn from this experience?
- Step 3: Choose one of the sentence starters below to begin your conclusion.

Concluding Sentence Starters:

- "In the end, I learned that..."
- "Altogether, the trip to the doctor taught me that..."
- "In a nutshell, my experience at the doctor's was..."
- "Alas! even though I was afraid, I found that..."

Reflect



Concluding Sentence Starters



Write Your Ending



## Connect and Create

### Project: My Scary Story



Everyone gets scared sometimes. Sharing our scary experiences can help us understand our fears better. Let's write our own stories about a time when we felt afraid!

#### Write Your Own Scary Narrative

- **Step 1: Brainstorming**

Think of a time when you felt really scared. What happened? How did you feel? What were the sounds, sights, and smells?

- **Step 2: Planning Your Story**

Create a storyboard of the main events in your story.

- **Step 3: Writing Your Narrative**

Begin your story by setting the scene. Since you are telling a story that happened some time in the past, try writing some sentences in present continuous tense. For example: "There I am, sleeping in my bed, and suddenly, there is a loud knocking on my door."

Describe where you were and what you were doing when you started to feel scared. Continue by detailing what made you scared and how you reacted.

Conclude by explaining how the situation ended. Were you still scared afterwards?

- **Step 4: Revising and Sharing**

Read over your story. Can you add more details to make it scarier or more interesting? Ask a friend to read your story and give you feedback.

Brainstorming  
Notes

Storyboard

My Scary Story:

Revision  
Notes:

# 8

# From Barns to Big Buildings



## Explorer's Pathway

- 1 Prepare and present an argument to persuade others to adopt a point of view.
- 2 Participate in group discussions, presentations and debates.
- 3 Ask questions to obtain information and explain ideas clearly, making meaning explicit.
- 4 Read a wide range of books, drawing on background information and vocabulary provided.
- 5 Read a range of stories, poetry and information books and begin to make links between them.
- 6 Identify rhyme and rhythm, repetition, similes, and sensory images in poems.
- 7 Identify the narrator of the text.
- 8 Read and enjoy a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: Poetry (e.g. rhyme, alliteration, tongue twisters)
- 9 Locate, identify, differentiate between, and use some simple pairs of words including homophones (e.g. been/bean, flower/flour, principal/principle, toad/towed, be/bee, see/sea, bare/bear, wait/weight there/they're/their, eight/ate, where/ware, /wear, steal/steal, some/sum, by/buy).
- 10 Use present perfect for actions occurring at an unspecified time e.g. already, just, yet.
- 11 Write the first draft and then edit it.
- 12 Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- 13 Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- 14 Provide a sense of closure.





## Memory Lane



Before we dive into the poem, let's discuss what we already know!

- What important things should a poem have?
- What do you imagine when you think of a city? What about a farm? How might they be different?



### New words to know

**urban**  
relating to a city or town

**lively**  
full of life and energy

**breeze**  
a gentle wind

**rustle**  
a soft sound made by things moving or rubbing together

### Activity: Vocabulary in Action



I can't let you go without understanding these words! Create a simple drawing that represents each new word. For example, to show 'urban' you can draw buildings or city scenes!

**urban:**

**lively:**

**breeze:**

**rustle:**



## Journey Through the Text

### City Life vs. Farm Life: A Friendly Debate

Pinky says with city cheer,  
"City life's exciting, bright,  
Lights like jewels in the night.  
Cars and buses in a race,  
Every corner's a fun place."



Circle the simile in the stanza above



Pinky speaks of urban thrill,  
"In the city, there's always play,  
Friends and games just steps away.  
Sounds of life in every street,  
Music plays, a lively beat."



Rani replies with a smile so bright,  
"But the farm's a peaceful land,  
Animals play, fields so grand.  
Trees so tall they touch the sky,  
Birds and butterflies fly by."

Draw the scene Rani is describing here.



Rani sings of nature's song,  
"On the farm, life's calm and sweet,  
Growing things, a treat to meet.  
Nights so quiet, you hear the breeze,  
Days filled with rustling leaves."  
Together they stood arm in arm,  
"City or farm, both have their charm."

Together they stood arm in arm,  
"City or farm, both have their charm."

Read the poem again in pairs  
but this time notice the rhyming  
words. Can you sing this poem  
like a song?



## Diving Deeper

### Activity: Finding the Narrator



Every poem has a narrator. A narrator is like a storyteller who tells us what's happening and helps us imagine the characters and events.

Who is telling the story in the poem you read? Discuss and write your answer here:

### Activity: Poem Dissection



Let's unpack the secrets in this poem.

- 1.** Why does Pinky like city life? List all her reasons.
- 2.** What do Pinky and Rani decide in the end?
- 3.** In your opinion, is city life better or farm life? Explain why.

**Activity: Battle of the Texts**

Looking at Pinky and Rani, I also wrote a poem. Why don't you give it a read?

**Dadi's Poem: City and Farm Life**

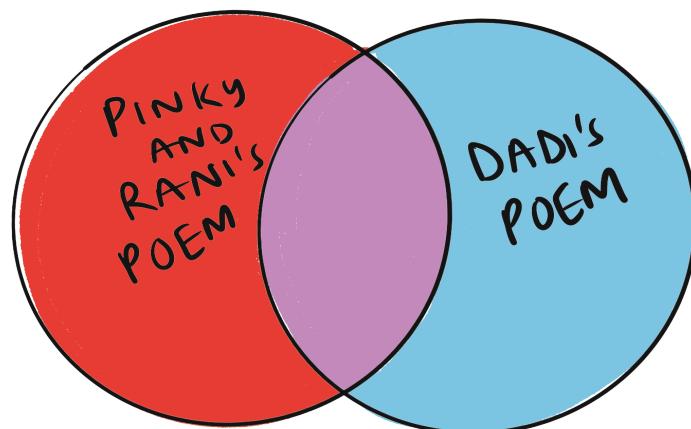
Cities are big, with lights that don't dim,  
Lots of people, buildings so high.  
Farms are quiet, air fresh and sweet,  
Humans and animals playing side by side.

Playing in soil, where life is so calm,  
Learning from nature, day by day.  
City's noise is different but fun,  
Bright and busy with lots of colours.

Now compare the poem in Journey Through the Text with Dadi's poem and think about these questions:

- What are the similarities and differences between the two poems?  
Do both poems have rhyming words, rhythm and similes?
- Are both poems talking about the same topic?
- Are both poems making the same points?

Once you have thought of these questions, fill this diagram below. Write the similarities in the middle of the two circles and the differences in the outer circles.





## Share and Sparkle

### Activity 1: Farm vs. City Debate



Let's have a fun debate in our classroom.

- Split the class into two groups.
- One group will argue in favour of farm life, while the other will argue in favour for city life.
- Each group will take some time to prepare their arguments, using points from the poems and adding their own ideas.
- Then they will hold a class debate. Each side presents their arguments.
- At the end, students can ask questions to each other to clarify points or challenge ideas.

Have fun debating!



**Activity 2: Information Quest**

Questions are just as important as answers!

- Divide into pairs.
- One student thinks of three questions about farm life.
- The other student thinks of three questions about city life.

Write your questions here:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

- See if you can answer your partner's questions.

Example Questions:

- "What kinds of activities can you do in the city that you can't do on a farm?"
- "How do farmers take care of the animals?"
- "What are some fun places to visit in a city?"





## Grammar Playground



Homophones are words that sound the same but have different meanings and spellings, like 'sea' and 'see'.

### Activity: I see a Sea of Homophones!

Read the paragraph. Find and write the homophone pairs on the lines below.

On Sunday, Pinky went to see the sea. She knew the beach would be bare, but she couldn't bear leaving her snacks behind. Passing by the principal's office, she thought of the principle, "Respect others." She had just eaten beans and had been happy to share. Pinky saw a flower by the path and remembered she needed flour for baking. Feeling the breeze, she watched leaves rustle, and thought, "I've never seen a scene so peaceful."

#### Homophone Pairs:

- \_\_\_\_\_ / \_\_\_\_\_
- \_\_\_\_\_ / \_\_\_\_\_
- \_\_\_\_\_ / \_\_\_\_\_
- \_\_\_\_\_ / \_\_\_\_\_
- \_\_\_\_\_ / \_\_\_\_\_

### Activity: More Homophones!



I brought some more homophones for you!

## From Barns to Big Buildings

Make sentences for each homophone to tell them apart.

- **wait/weight**

Wait: I waited for my friend at the bus stop.

Weight: My weight is 20 kg.

- **there/they're/their**



- **eight/ate**



- **where/ware/wear**



- **steel/steal**



- **some/sum**



- **by/buy**



### Activity : Present Perfect Conversion

The present perfect tense is used to talk about actions that happened at a time that isn't mentioned. It uses 'has' or 'have' with the past participle of the verb.

More tenses!  
Hooray!

"I have visited the farm"

means the visit happened at some time in the past, but we don't know exactly when.

Convert these simple present tense sentences into present perfect tense sentences.

#### Simple Present to Present Perfect Sentences:

"I visit the farm every summer."

"I have visited the farm every summer."

"Jane sees the sea from her house."

"They eat beans at lunch."

"She buys flour for the cake."

"The leaves rustle in the wind."





## Imagination Canvas

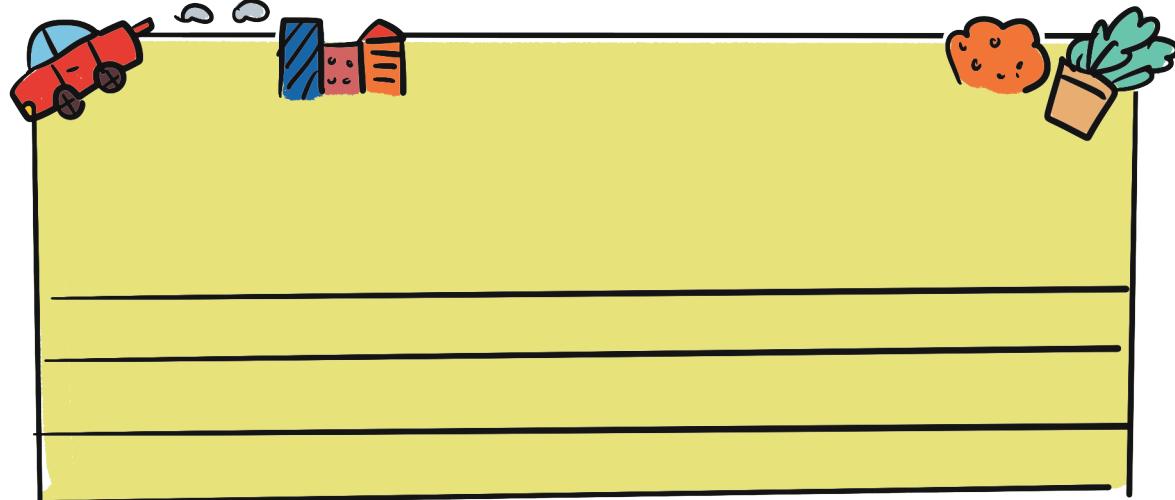
### Activity: The Story Adventure



Would you rather spend a day exploring the city or the farm?  
Write a story about your adventure in one of these places.

#### Instructions for the Draft:

- Choose a setting for your story: city or farm.
- Introduce your characters: who are they, and what do they like?
- Describe a problem or challenge they face during their day.
- Tell us how they solve it and what they learn.



**Self-Editing Guide:**

- Have you spelled all the words correctly?
- Did you use the correct tense? Is it past tense or present tense?
- Can you describe the setting and characters more vividly?
- Is the sequence of events clear and makes sense?



**Editing Notes:**

- Make notes on changes you want to make to your first draft.



## Connect and Create

### Project: Creating Your Narrative



Now that we've drafted the skeleton of our stories, let's turn them into complete stories!

- Step 1: Setting and Characters



#### Example

"Sam was a city boy who loved the sound of taxi horns and the sight of towering skyscrapers."

- Step 2: Developing the Story



#### Example

"Sam walked to the park and thought, 'This is the perfect place for a picnic.' Suddenly, a squirrel grabbed his sandwich! 'Hey!' he shouted."

- Step 3: Closure



#### Example

"In the end, Sam laughed and left a piece of bread for the squirrel, realising city life was full of surprises."

# 9 Casting Votes, Making Changes



## Explorer's Pathway

Recall and discuss important features of a talk, possibly contributing new ideas within a familiar and an unfamiliar group settings)

1

Engage in simple conversations that require performing everyday tasks and speech acts, such as introducing themselves and others, giving directions, making a call, making requests.

2

Understand the use of more modal verbs eg. can, could, may, might, must, ought, shall, should, will, and would.....

3

4 Read a range of stories, poetry and information books and begin to make links between them.

5 Identify the meaning/main idea of a paragraph through the topic.

6 Locate information in different parts of the text, collate the information and list the major points.

7 Use infinitive in sentences i.e. Teacher helped the students to complete the class project.

8 Understand and use adverbs of manner, time, place, and frequency.

9 Use past simple for completed actions/events and regular actions in the past. (In paragraphs)

10 Distinguish between four type of sentence i.e. Declarative: I have a football match tonight. Exclamatory: We won the match! Interrogative: What are you doing, is it raining? Imperative: Complete your work.

11 Write informative/explanatory texts to examine a topic and convey ideas.

12 Introduce a topic and group related information together include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information.

13 Provide a concluding statement.





## Memory Lane



Hold on! In this book have you come across any other informative texts like this report on democracy we're just about to read? Write your answer here:



### New words to know

**democracy**

a system of government where people vote to make decisions

**ancient**

very old, from a long time ago

**representatives**

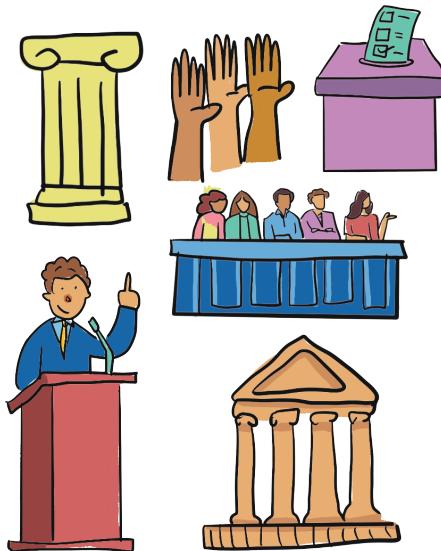
people elected to make decisions for others

### Activity 1: Match Me Up!



Match each new word to its picture. Then, use these words to fill in the blanks in the sentences below.

- democracy
- an old derelict building
- ancient
- a group of people in a meeting
- a ballot box
- representative



**Activity 2: Fill in the Missing New Words**

In \_\_\_\_\_ Greece, people started to think about the idea of \_\_\_\_\_, where citizens could choose their \_\_\_\_\_ to make laws.

**Journey Through the Text**

Hi eager learners! I asked my students to write a report on the topic of democracy. Here's what my student Pinky wrote.

**Democracy: What, Why and How****Understanding Democracy**

Democracy is a system that makes sure everyone gets a say in making rules. It's like when we choose our class monitors. It's about making sure all our voices are heard.

**The Start of Democracy**

Democracy began long ago in ancient Greece. People no longer wanted a single king or queen making all the decisions for them. They wanted everyone to participate in how things were run.

### Elections and Voting

Elections are special days when adults vote for their leaders, like Members of National Assembly. They use voting to pick the best person for the job.

### Democracy Today

After the elections are over and all the votes are counted, the majority wins. People with the most votes get to be our representatives, who make decisions for us and make sure our demands are heard. Democracy means everyone has freedom and a say in important matters.



What do you think is the main idea of Pinky's report?

### Why It Matters

Democracy is important because it lets everyone help decide things that affect us. When we're older, we'll vote too, just like adults do now.



## Diving Deeper

### Activity 1: Democracy Fact Finder



Listing the main points down helps us remember large texts!

Read Pinky's report on democracy again and find key facts or points. List them down.

1. In a democracy, everyone's voices are heard.

*Example*

2. \_\_\_\_\_

3. \_\_\_\_\_

### Activity 2: Sentence Types



There are 4 main types of sentences. Let's learn all of them!

- **Declarative Sentences** state a fact or opinion. Like "Voting is a right in a democracy."
- **Exclamatory Sentences** show strong emotion. For example, "I can't believe how unfair the voting system is!"
- **Interrogative Sentences** are questions. Like "Why is voting important in a democracy?"
- **Imperative Sentences** give commands or make requests. Such as "Remember to vote!"

Read the list of sentences below. Identify whether each one is declarative, interrogative, or imperative. Write your answer next to each sentence.

1. I can't wait to vote when I grow up!  
(Answer: \_\_\_\_\_)



2. Vote for me, vote for the future!  
(Answer: \_\_\_\_\_)



3. Who's running for President this year?  
(Answer: \_\_\_\_\_)



4. Are you going to vote?  
(Answer: \_\_\_\_\_)



5. Democracy is an important part of our world.  
(Answer: \_\_\_\_\_)

**Activity 3: Report Inspector**

Let's see if you read Pinky's report carefully.



Answer these questions given below.

**1.** Where was democracy first practised?

**2.** How is voting done in a democracy?

**3.** Do you think democracy is important? Explain your answer.

**Share and Sparkle****Activity 1: Candidate and Voter Conversations**

Get ready for a fun time!

- Half the class will role-play as election candidates, and the other half as voters.
- Candidates introduce themselves, explaining their ideas to make their school better.
- Voters make requests or ask questions about the candidates' ideas.

**Example Phrases for Candidates:**

- "Hi, I'm Asad, and I believe we should have more art classes."
- "My name is Sara, and I promise to work for longer break times."

**Example Phrases for Voters:**

- "Could you tell us how you'll make the playground safer?"
- "What are your plans for improving our school lunches?"

**Activity 2: Speech Teach** 

Let's get our listening and understanding ears ready!

- Your teacher will read out a mock election speech.
- Discuss the effectiveness of the speech. Focus on the style, clarity and persuasiveness.

**Discussion Questions:**

- What did you like about the speech?
- How convincing was the candidate? Why?

**Activity 3: Could-A, Should-A, Would-A** 

Let's dive into the magic of modal verbs!

Modal verbs are special helping words that we use to show if something is possible, allowed, necessary, or going to happen. Think of them as the 'mood' of the verb!

- 'Can' and 'Could' are about being able to do something. Like, "I can solve this Maths problem," or "Could I go to the playground?"
- 'May' and 'Might' are for things that are possible or might happen. "It may rain today," or "I might have a sandwich for lunch."
- 'Must' is for things that are really important or necessary. "We must do our homework."
- 'Ought' and 'Should' give advice or suggest something. "You ought to wear a coat," or "We should be kind to others."
- 'Will' and 'Would' are for things that will happen or something you would do. "It will be sunny tomorrow," or "I would share my toys with you."

Now get into pairs. Pretend both of you are elected representatives. Write down a list of your aims, abilities and duties and your plans as an elected representative.

**Activity 3: Could-A, Should-A, Would-A** 

You have to use 5 different modal verbs.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Grammar Playground****Activity 1: Infinitives in Democracy**

Have you ever wondered what the word 'to' is used for? Well these tiny words are really important! Sometimes verbs can't stand without them.

Infinitives are verbs that start with 'to.' We use them when we're talking about something we need to do or want to do.

Example

to learn  
to jump

**Using Infinitives:**

Choose infinitives from the list below to write wonderful sentences:

**List of Infinitives:**

- to vote
- to debate
- to elect
- to support
- to lead



**Sentences:**

1. Every person should have the right to vote.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Activity 2: Quadruple Threat**

There are 4 types of adverbs you need to remember!

**Adverbs of Manner**

that describe how an action is done, like "peacefully"

**Adverbs of Time**

that describe when an action is done, like "yesterday"

**Adverbs of Place**

that describe where an action is done, like "here"

**Adverbs of Frequency**

that describe how many times an action is done like "often"

Underline the adverbs in the following sentences and state their type:

**Sentences:**

1. We are going to visit everyday to make sure you are okay. (Time)
2. Pinky happily went to the mall.  
(        )
3. Please sit next to Amna because she needs a group partner.  
(        )
4. I always brush my teeth before I go to sleep at night.  
(        )
5. Sana rarely comes over here, but when she does she brings sweets.  
(        )



### Brain Break Activity

**Vote with Your Feet**



Let's put a spin  
on voting!

- Stand up by your desk.
- When your teacher says a statement, step to the right if you agree and step to the left if you disagree.
- Ready to vote with your feet?
- Let's begin!



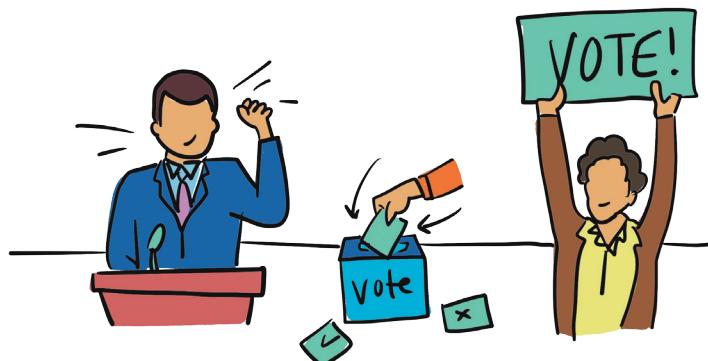
### Activity 3: Simple Past Tense Practice



Hi friends. Remember how we use the simple past tense? We use it to talk about things that happened and finished in the past. For example: "Dinosaurs roamed the earth."

Rewrite the paragraph below, changing all the verbs into the simple past tense.

"Every year, students organise and participate in a mock election. They learn how a real election works. They campaign for different issues they believe are important. The entire school votes at the end of the week."





## Imagination Canvas



Hey explorers! I think by now you are ready to write a report yourself. Let's gather all the information we need first!

### Topic: The Role of Voting in Our Lives

Write a short informative report on the role of voting in your community.

Introduction:	Facts and Details:
Write 2-3 points about what voting is and why it is important. Think about the problems in your school or community that can be solved by voting for the right candidate.	List 3 facts about voting. These could be about how voting is done in Pakistan, why every vote matters, or how voting can change things in your school or community.
Illustrations:	Conclusion:
Draw a simple picture or symbol that represents voting or democracy. It could be a ballot box, a raised hand, or a voting booth.	Finish with 1-2 sentences on how voting makes a difference in people's lives.



## Connect and Create

### Project: Junior Journalist Report



Great news, friends! The points you wrote in Imagination Canvas were really impressive.

Now you have to write a complete report based on those points and present your report to the class.

#### Introduction:

- Add a fun headline to your report.
- Introduce your topic with an opening sentence: "In this report, I will discuss..."

#### Body:

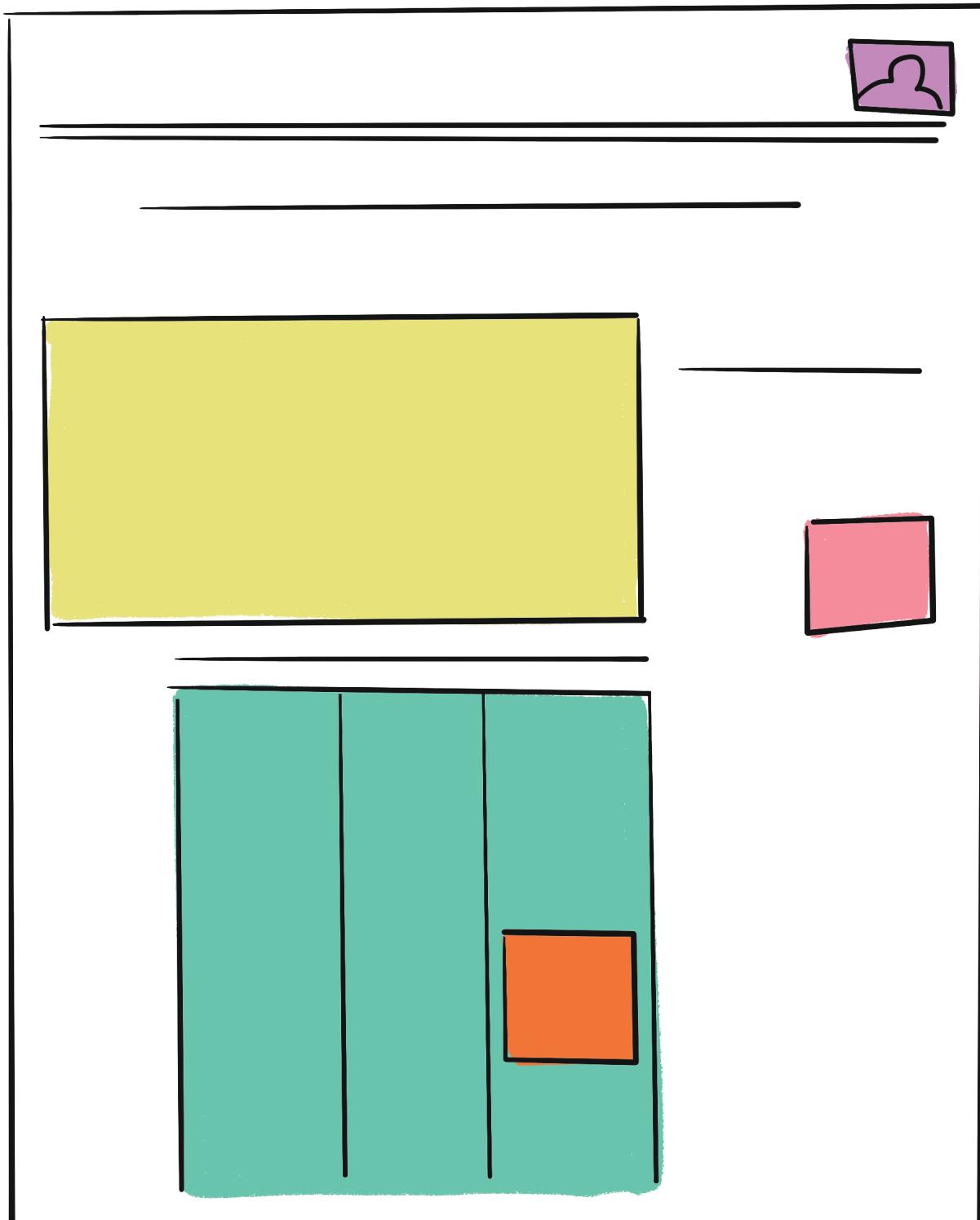
- Write the facts you've gathered, using linking words to connect your ideas like "firstly," "in addition," and "also".
- Use headings for each paragraph to keep your report organised. Begin each paragraph with a linking word or phrase: "Another important point is...", "Furthermore, ...", "For instance, ...".
- Add your drawing under each heading.

#### Conclusion:

- End your report with a strong statement about the future of voting and its impact on young people.
- Use linking words to sum up: "In conclusion," "To summarise," or "Overall, it is clear that..."

#### Creativity Tip:

- Think like a journalist. What would your readers find most interesting about voting? Include quotes, interesting facts, or short stories to make your report come alive.



**Activity: Quick Reflection**



Fill out this exit ticket before you leave!

1. One thing I loved learning about:

---

2. One question I still have:

---

3. One activity I will do when I get home:

---

# 10 A Tale of Roots and Rescues



## Explorer's Pathway

Enact a short drama/playscript showing different roles and scenarios through deliberate choice of dialogues/speech, gestures, and movements.

1

2 Take turns to speak on a range of topics of their own choices.

3 Connect and use words with opposites (e.g. general - particular, frequently-occasionally) in text.

4 Read a paragraph as a larger meaningful unit of expression to recognise that the main idea in a paragraph is carried in a sentence called the topic sentence. Other sentences in the paragraph support the topic sentence.

5 Read and enjoy a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: Narratives (e.g., stories, adventure stories, fantasy, fairy tales, fables, folktales).

6 Identify, understand and use adverbs that qualify verbs, adjectives and other adverbs.

7 Use past continuous for the action going on when a second action took place (e.g. It was raining, when the incident happened.)

8 Form questions and answers by varying the structure of sentences.

9 Write opinion pieces on topics or texts, supporting a point of view with reasons.

10 Introduce the topic or text they are writing about, state an opinion, and create an organisational structure that lists reasons.

11 Provide reasons that support the opinion.

12 Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

13 Provide a concluding statement or section.





## Memory Lane



### New words to know

**protector**

Someone or something that guards or defends


**shelter**

a place giving temporary protection from bad weather or danger


**generations**

all of the people born and living at about the same time


**gratitude**

The quality of being thankful; readiness to show appreciation



### Activity 1: Report Inspector



Here are some fun things you can do with these new words! Pick one and do it on your notebooks!

- Songwriter:**

Write a short song or a rhyme using at least two of the new words.



\_\_\_\_\_

- Storyteller:**

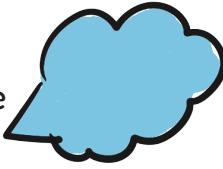
Write a short story or a paragraph using all the new words.



\_\_\_\_\_

- Comic Creator:**

Draw a simple comic strip where each frame uses one of the new words in dialogue or as part of the story.



\_\_\_\_\_



## Journey Through the Text

### Save the Tree!

One sunny day in Taleemabad, Pinky, Jojo, Rani, and Dani were playing Ludo under their favourite Neem Tree. This wasn't just any tree—it was like their big, leafy protector. Everyone in Taleemabad loved this tree. It gave them shade on hot days, shelter on rainy days, and was home to friendly birds and playful squirrels.



Have you ever had a favourite spot to play like Pinky and her friends? What is it?

Suddenly, Pinky saw a notice on the tree. It read, "This tree will be removed for a new homeless shelter."

"Removed?" said Dani, "What do they mean by 'removed'?"

"It obviously means they're going to cut it down," said Rani.

The children fell silent after this horrible news. They all loved this tree. It had been around for many generations.

"But we can't let them cut down our tree!" Pinky said.

They put their heads together to think of a plan.

Rani said, "What if we ask them to build the shelter someplace else?"

"No, they can't do that. This place is the centre of Taleemabad. It's where everyone can gather," said Jojo.

Dani suggested they take the tree someplace else. But Jojo reminded him that the tree is really old and big.

They talked to everyone in the neighbourhood to get their help.



## A Tale of Roots and Rescues



If you were part of Pinky's team, what would you do to help save the tree?



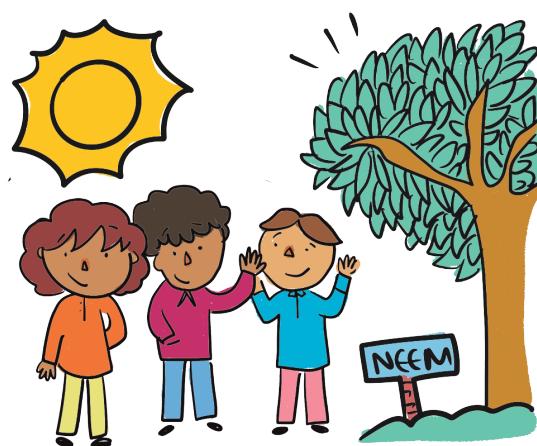
Then, Pinky had a bright idea. "What if the shelter could be made around the tree?" she said. Everyone agreed.

"Yes! The tree can also be a wonderful part of the shelter! It can provide a cool and shady place for everyone!" exclaimed Rani.

"It can also be a place where everyone can gather and tell stories," suggested Dani.

With a lot of talking, drawing, and help from their neighbours, they convinced the mayor to keep the tree. The Neem Tree became the star of the new shelter. It was no longer just their playing spot; it was a place for everyone to enjoy its shade and green leaves.

The big Neem Tree smiled down at Pinky, Jojo, Dani, and Rani and waved its long branches at them in gratitude.



## Diving Deeper

### Activity 1: Unravelling the Paragraph



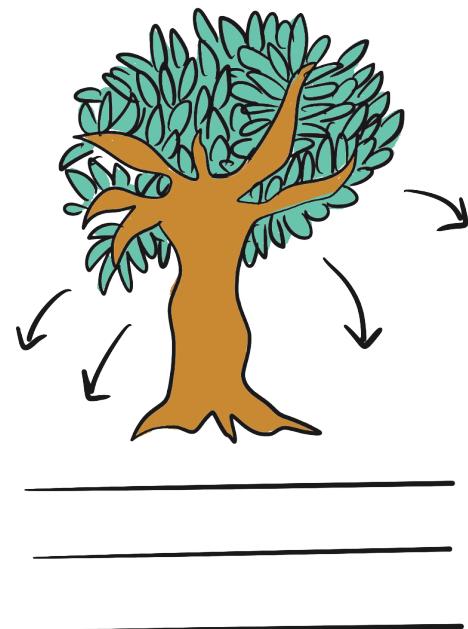
Let's try reading for meaning again.

Read the sample paragraph below. Underline the topic sentence. Then, use arrows to connect each supporting sentence to the topic sentence, showing how they are related.

## A Tale of Roots and Rescues

**Sample Paragraph:**

"The Neem tree in Taleemabad was more than just a tree; it was a vital part of the community. Every summer, its thick branches provided a cool shelter from the scorching sun, while in the monsoon season, it offered a dry spot during sudden showers. Not only did children, like Pinky and her friends, love the tree, but it was also home to countless birds and squirrels. The tree had stood in the same spot for generations, witnessing the growth and changes in Taleemabad."

**Activity 2: Opposites Attract**

Every word has an opposite out there somewhere.

Complete this table to show words and their opposites:

Words	Opposites
General	Particular
Frequently	-----
Happily	-----
-----	Dim
Known	-----

Now pick two pairs and use them in your sentence:

1. -----
2. -----

**Activity 3: Questions Galore**

Can you try answering these questions about our story?

- 1.** What role did the Neem tree play in Taleemabad?

---

- 2.** What solution did Pinky and her friends come up with to save the tree?

---

- 3.** Can you think of any other solution that would save the tree?  
Write it down here.

---

**Share and Sparkle****Activity 1: Act It Out - The Neem Tree's Day in Court** 

Gather on stage for another fun drama!

Divide into groups.

Each group will put together a short 5 minute drama titled "The Neem Tree's Day in Court."

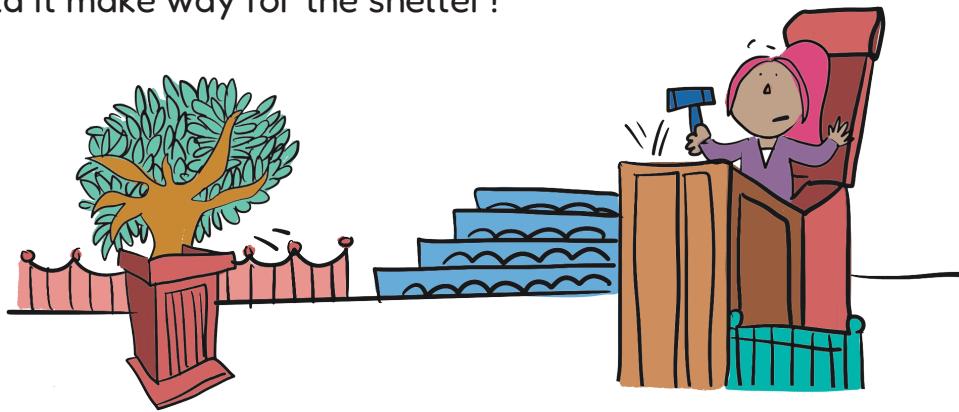
In this scenario, imagine the Neem tree is on trial for its place in the community.

Each member of the group takes on a different role: a supporter of the tree, a woodcutter, a local animal, or even the tree itself.

## A Tale of Roots and Rescues

**Activity 1: Act It Out - The Neem Tree's Day in Court** 

How does each character feel about the tree? Should it stay, or should it make way for the shelter?

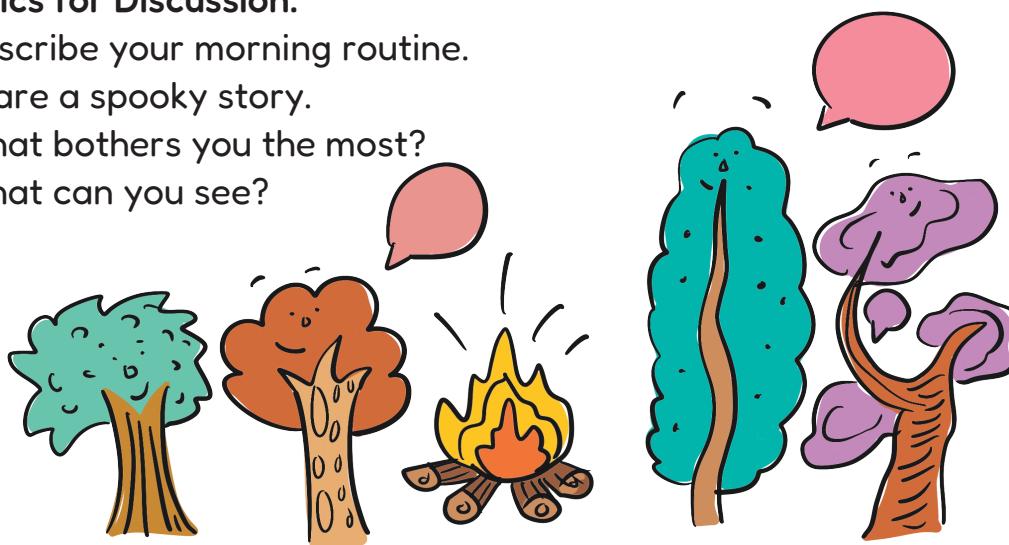
**Activity 2: Tree Tales** 

Imagination can take us very far!

Imagine you are all trees in a forest. What will you chat about? Go around the room and let's hear from everyone!

**Topics for Discussion:**

- Describe your morning routine.
- Share a spooky story.
- What bothers you the most?
- What can you see?





## Grammar Playground

### Activity 1: Qualifying Adverbs



Let's add another type of adverb to our list!

Qualifying adverbs are adverbs of degree that tell us about the intensity or degree of an action, an adjective, or another adverb. They answer the question 'how much?' or 'to what extent?'

Example

'really' in "I really want pizza" shows the degree of wanting.

- Underline the qualifying adverbs in these sentences.
  - Then, create your own sentences using qualifying adverbs.
- She is quite pretty in that dress.
  - Jojo is too sleepy to do his homework now.
  - I completely agree with you.
  - You're very late.

Sentences:


## A Tale of Roots and Rescues



### Brain Break Activity

Seed to Tree



"Let's be at one with nature."

- 1.** Seed: Start crouched down as a small seed.
- 2.** Sprout: Slowly begin to stand up, stretching your arms out like a sprouting seedling.
- 3.** Tree: Finish standing with your arms overhead, like a tall, strong tree.

Hold for three deep breaths, then relax.

### Activity 2: Past Continuous Challenge



What tense do we use when we're telling our friend about a dream we saw last night? The Past Continuous Tense.

The past continuous tense describes an action that was ongoing in the past when another action happened.

Complete a story using past continuous tense.

You use "was" and "were" along with the continuous form (-ing) of the verb.

Example,

"I was reading, when the lights went out."

- 1.** The birds \_\_\_\_\_ loudly in the trees as I \_\_\_\_\_ through the forest.
- 2.** I \_\_\_\_\_ the tall, majestic trees when suddenly I heard rustling in the bushes.

## A Tale of Roots and Rescues

- 3.** My heart \_\_\_\_\_ with curiosity and a bit of fear as I slowly approached the sound.
- 4.** I \_\_\_\_\_ out to part the leaves when a small rabbit hopped out, surprising me.
- 5.** It \_\_\_\_\_ at me with bright, curious eyes before it quickly ran away into the dense bush.

**Activity 3: Question Quest**

We love asking questions here in Taleemabad.

Questions can be made in different ways. Changing the structure of a sentence can turn it into a question.

Example

"You saw the bird." can become  
"Did you see the bird?"

- Turn these statements into questions using these question words: "Why, Did, Can, Will"
- Then, answer them creatively.

**Example:**

The birds are very loud today.

**Question:**

Why are the birds very loud today?

**Answer:**

It's because they are hungry.

1. Stars twinkle brightly in the night sky.

Question:

---

Answer:

---

2. Rivers flow gently through the forest.

Question:

---

Answer:

---

## A Tale of Roots and Rescues

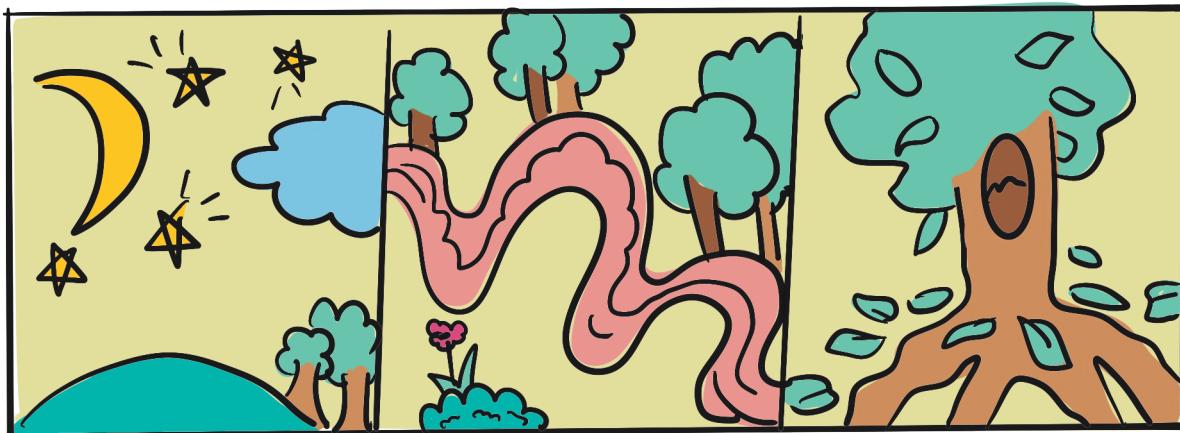
3. The leaves turn orange and red in the fall.

Question:

---

Answer:

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## Imagination Canvas

Title: The Shoebox Nest Dilemma 

Imagine you find a bird's nest with eggs inside an old shoebox in your backyard. The shoebox was supposed to be used for your school project, but now it has become a home for a family of birds. What would you do? Would you remove the nest to use the shoebox, or would you find another solution?

**State Your Opinion:**

- Write down whether you would remove the nest or not, and why.

**Supporting Reasons:**

- Give at least two reasons to support your opinion.

**What About the Opposite?:**

- What might be a reason for the opposite choice? Write those reasons too.



## A Tale of Roots and Rescues

**Your Solution:**

- Can you think of a creative solution that respects nature and still allows you to complete your project? Draw or describe your idea.



## Connect and Create

**Project: "Our Green Schoolyard"**

Think about the outdoor spaces at your school. What if you could add more nature to them? Imagine creating a green schoolyard with plants, gardens, or even a small pond. What changes would you like to see?

**State Your Opinion:**

- What change would you like to see in your schoolyard to make it greener?

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**Describe the Change in Detail:**

- How would things look after your changes? Would there be more trees, flowers, or spaces to learn about nature?

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**Describe the Benefits of Your Suggestion:**

- Why should these changes be made? How would they help students and the environment?

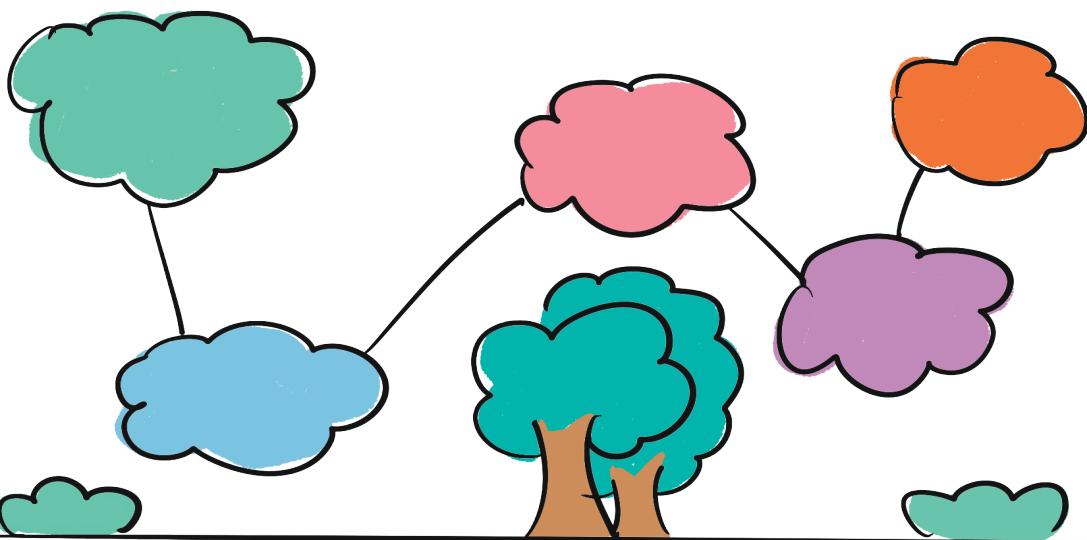
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A Tale of Roots and Rescues

Opinions:



## A Tale of Roots and Rescues

### Activity: Knew, Know and Will Know

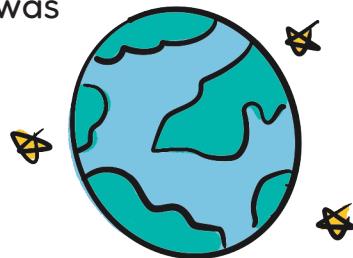
#### 1. What I Knew:

Write down one thing you knew before this chapter?



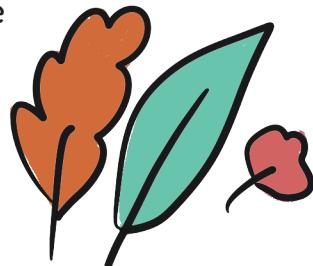
#### 2. What I Learned:

Write down one new thing you learned that was new.



#### 3. Question I Still Have:

Write down one question you still have about the topic we discussed today.



# 11

# Secrets of the Kitchen



## Explorer's Pathway

1

Deduce meaning from the context in supported extended talk on a range of general and curricular topics.

6

Demonstrate use of prepositions in writing showing position, time, movement and direction.

3

Identify the point of view from which a story is told.

2

Demonstrate attentive listening and engage appropriately with empathy and respect, taking into account opinions and ideas shared by others while developing their own.

7

Use of future tense will/shall/be going to + infinitive.

8

Write simple descriptive paragraphs (giving physical description and characteristics /traits of a person/object/place, using correct capitalisation, punctuation and spelling).

9

Write the main idea of a familiar and unfamiliar poem.

5

Develop understanding to expand adverbs into adverb phrases.

4

Read and understand questions by marking Wh-words and identify their meaning to answer questions (simple knowledge-based to more implied meaning-based questions given in the text. e.g. Labels and captions.





## Memory Lane



### New words to know

**wisdom**  
knowledge  
that comes  
from having  
many  
experiences in  
life

**culinary**  
related to  
cooking

**vanish**  
to disappear  
suddenly

**garnish**  
to decorate  
food with a  
small  
amount of  
another  
food

**sprinkle**  
to scatter  
small drops  
or pieces of  
something

### Activity: Crossword Puzzle



Let's fit all these new  
words into this puzzle!

Across:

1. knowledge that comes from  
having many experiences in life.
3. to disappear suddenly.
5. related to cooking

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5			l			a	
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Down:

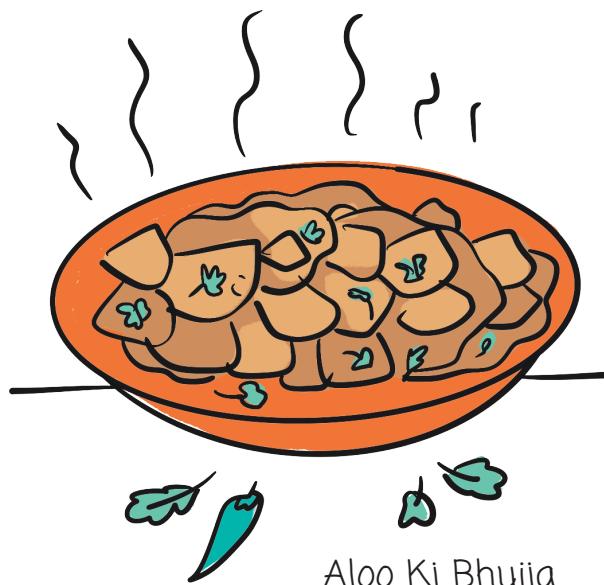
2. to scatter small drops  
or pieces of something.
4. to decorate food with small  
amount of another food.



## Journey Through the Text

### Dadi's Cookbook

In the cosy nooks of Taleemabad, Pinky's Dadi, with silver streaks in her hair and wisdom in her eyes, was a wizard in the kitchen. But lately, her magical recipes were slipping away, like sand through an hourglass. Her memory was fading bit by bit. So Pinky decided to capture these culinary spells before they vanished. She made a cookbook of all her Dadi's best recipes. Here is a recipe from her cookbook.



Aloo Ki Bhujia

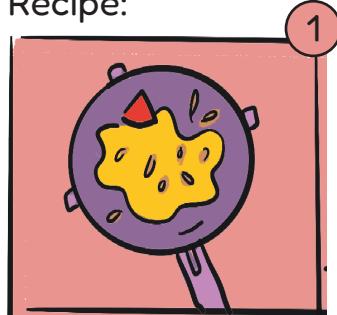
#### Ingredients:

- 5 tbsp oil
- 1 tsp cumin seeds
- 2 tomatoes, chopped
- 4 potatoes, sliced thinly
- salt, to taste
- 2 tsp red chilli powder
- chopped coriander, for garnish

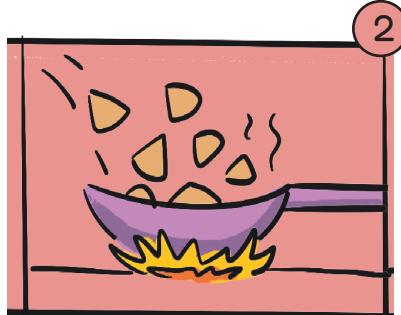


What does 'tbsp' and 'tsp' stand for? Are these abbreviations?

Recipe:



In a frying pan, pour in the oil and fry the cumin seeds and tomatoes together for 1 minute.



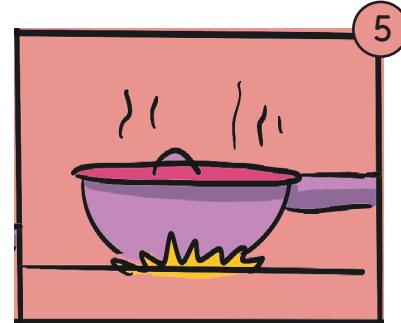
Add the sliced potatoes and fry them for 2 minutes.



Then add all the spices you want.



Follow it up with half a cup of water.



Bring to a boil, cover the frying pan and let it cook until all the potatoes are soft.



Turn off the heat, sprinkle some coriander and enjoy it with some freshly cooked roti!



Find and write down all the labels and captions you see in this recipe.



## Diving Deeper

### Activity 1: Wh-Question Exploration



Dive into Dadi's story and her Aloo ki Bhujia recipe. Let's uncover the hidden questions.

## Secrets of the Kitchen

Use Who, What, When, Where, Why, How to ask about each step in the recipe.

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Example

Q: Who pours oil in the frying pan?  
A: The cook pours oil in the frying pan.

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### Activity 2: Essence of the Recipe



Finding the main idea in a recipe is like tasting the dish—it tells you what it's all about!

After reading Dadi's Cookbook, write down the main idea of the entire story:

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### Activity 3: Taste in Question



Let's read for meaning again!

Answer these questions:

1. Why did Pinky make a cookbook for her Dadi?
2. What is the main ingredient in Aloo ki Bhujia?
3. If you could write a cookbook, which recipe would you add in it?



### Share and Sparkle

#### Activity 1: Recipe Roundtable



Let's gather around and share stories of our families' favourite dishes.

- In pairs, take turns sharing a family recipe and the story or memory attached to it.
- Listen carefully to each story, and then ask one question about it.



## Activity 2: Attentive Listening



Now, let's see if you were really listening!

As your partner shares their recipe story, listen carefully.

**Now write down:**

**Recipe's Name:**

**The Ingredients:**

**The Special Occasions it's made on:**

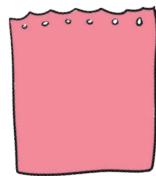
**The Feelings and Memories attached to it:**



**Recipe's Name:**

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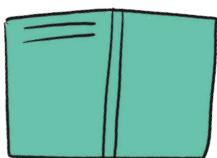
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**The Ingredients:**

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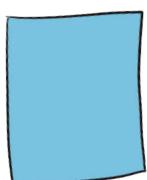
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**The Special Occasions it's Made On:**

---

---



**The Feelings and Memories Attached to It:**

---

---



## Grammar Playground

### Activity 1: Expand the Adverb



Hi friends! Adverbs need more flavour sometimes too. Adverb phrases can add more flavour to adverbs.

Adverb phrases modify adverbs, adjectives and verbs. They add to the meaning of the adverb, giving us more detail about the action.

Now add adverb phrases to the sentences about Dadi's kitchen activities.

#### Adverbs:

really quickly, extremely silently, quite eagerly, very carefully

- Dadi measured the flour very carefully.
- She seasoned the curry \_\_\_\_\_.
- Pinky set the dining table \_\_\_\_\_.
- The family awaited dinner \_\_\_\_\_.

#### Example

"I run" can be changed into  
"I run quite regularly."

### Activity 2: Prepositional Map



Giving instructions is impossible without prepositions.

Prepositions help us show how things or people are related to each other in time and space.

#### Position:

The words "on," "under," "next to," and "between" tell us the position of the nouns/pronouns.

#### Time:

The words "before," "after," "during," and "on" tell us when something is happening.

#### Movement:

The words "around," "through," "to," and "from" show where you're moving.

## Secrets of the Kitchen

**Direction:**

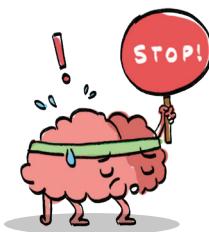
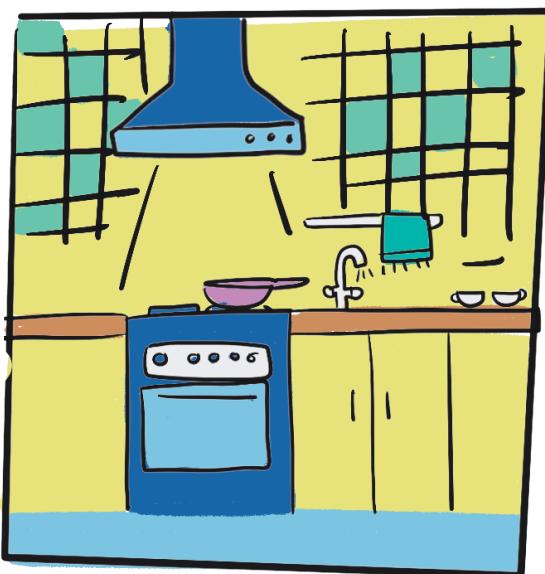
The words "over," "under," "into," and "towards" tell us in what direction something is or is going.

Look at Dadi's kitchen.

Use at least 1 preposition of position, time, movement, and direction to instruct Pinky how to boil water in Dadi's kitchen

**Step 1**

Go towards the stove.

**Step 2****Step 3****Step 4****Step 5**

**Brain Break**  
Kitchen Actions



Time to dish out all  
that sleepy feeling.

When your teacher will say a word, do the action:

- Flour: Sprinkle it.
- Eggs: Crack one on your head.
- Stir: Make a big circle with your arms.
- Taste: Mime tasting a dish.

### Activity 3: Future Tense Storyboard



The future tense predicts something that will happen or will be true.

Given a set of sentences, rewrite them in the future tense using "will," "shall," or "be going to."

- Dadi makes aloo ki bhujia every Sunday.

→ Dadi \_\_\_\_\_ make aloo ki bhujia every Sunday.

- Pinky learns a new recipe.

→ Pinky \_\_\_\_\_ learn a new recipe.

- The family gathers around the table.

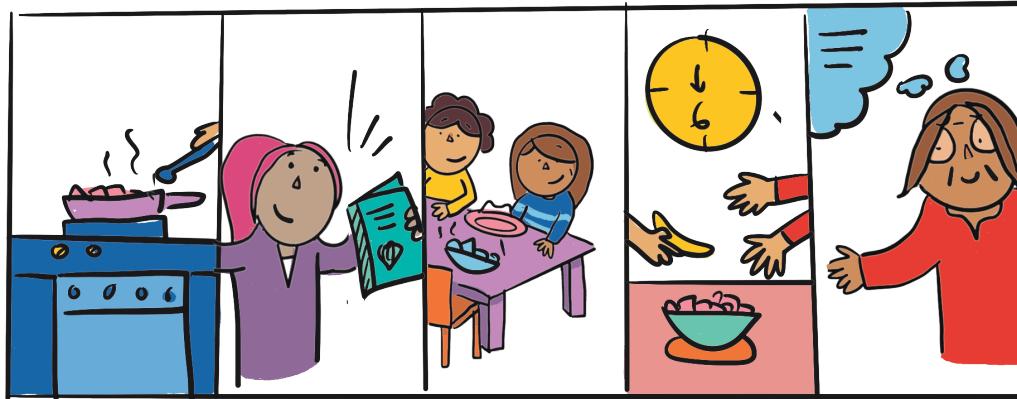
→ The family \_\_\_\_\_ gather around the table.

- They eat dinner at six in the evening.

→ They \_\_\_\_\_ eat dinner at six in the evening.

- Dadi tells stories of her childhood.

→ Dadi \_\_\_\_\_ tell stories of her childhood.





## Imagination Canvas

### Activity 1: My Family in the Next Century



We've thought a lot about the past and traditions. Now let's think about the future!

Pretend you and your family have time travelled to the year 3000.

Use future tense ('will', 'shall' or 'going to') to explain what your family will be doing, will be wearing and will be eating in the year 3000.

Example

My family shall live in a house made by robots.



## Connect and Create

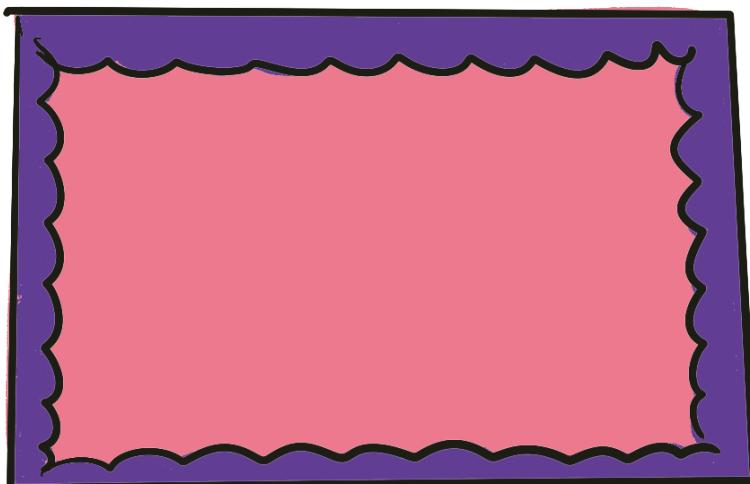


Pinky gifted me a wonderful cookbook of my recipes. Now it's time for you to do the same!

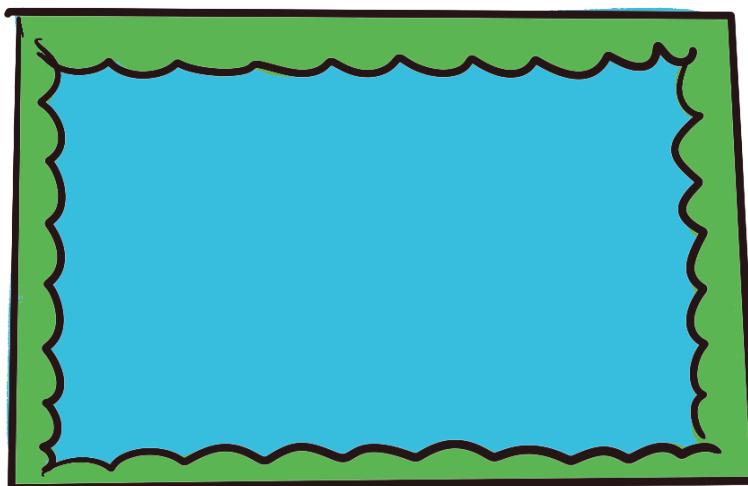
### Project: My Family Recipe

Create a family recipe page for your cookbook, practising descriptive writing and proper capitalisation, punctuation, and spelling.

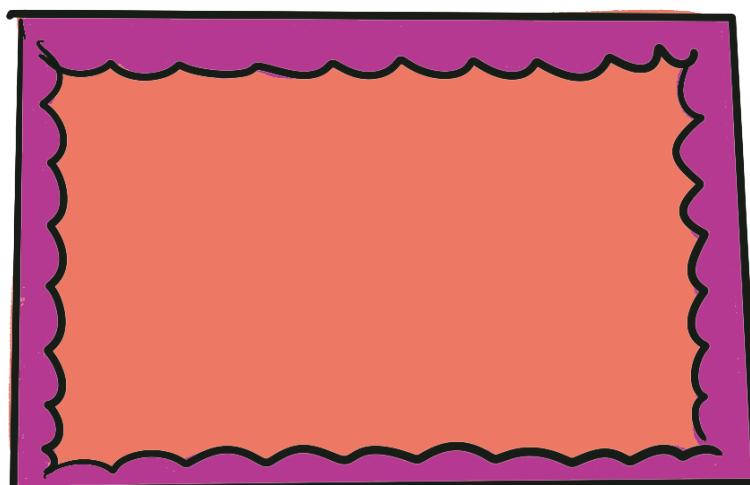
## Secrets of the Kitchen



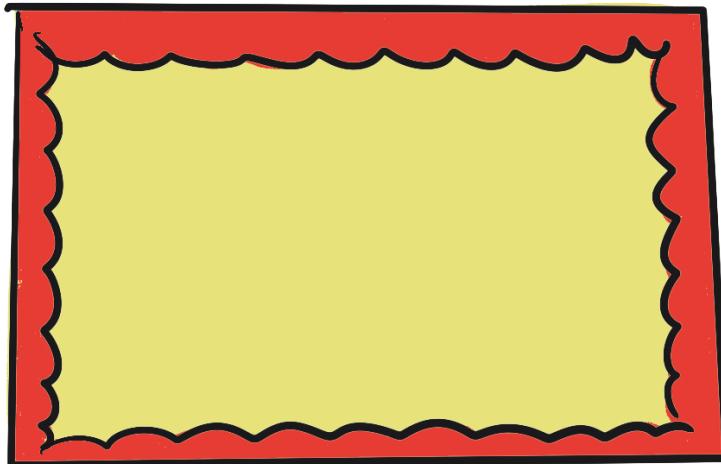
- Recipe Title:  
Capitalise the first letter of each word in the recipe title.



- Ingredients List:  
List all ingredients with correct capitalisation for proper nouns and accurate spelling.



- Recipe:  
Start each step with a capital letter and end with the correct punctuation.



- The Story Behind This Recipe:  
Write a short paragraph describing the physical appearance of the dish, its taste, texture, and any family history or memories associated with it.

### Activity: Rewind the Mind



Now let's go back to the entire chapter and let's see what we did!

3. Name three grammar and writing rules you learned:

---

---

---

2. List two things you loved reading:

---

---

1. Ask one question about your family's cooking traditions or recipes:

---

# 12

# Historic Missions



## Explorer's Pathway

1 Listen and understand longer conversations from different contexts, and descriptions of events and will be able to identify main ideas.

2 Speak confidently using varied vocabulary and tone to offer advice to engage the listener.

3 Provide an accurate textual reference from more than one point in a story to support answers to questions.

4 Identify character traits and setting to predict the proceedings in the text.

5 Summarise key ideas of the text in your own words.

6 Identify the point of view from which a story is told.

7 Select and describe the use of connectors i.e. For addition (e.g. and, as well as). For reason (e.g. because, for). For sequence (e.g. first, second)

8 Use a variety of transitional words and phrases to manage the sequence of events, such as 'Earlier...' or 'Nearby...' or 'Firstly', 'Secondly...'. They can also use phrases in the same way: 'Later on...' or 'For away...'

9 Write informal letters to people in an immediate social and academic environment for e.g. write a get well soon letter.





## Memory Lane



Before Pinky's adventure begins, look at the small picture below.



- What is the setting of this story?
- What do you think Pinky will find in the story?

### Activity: Word Sorting



Write these words next to the correct type:

• Verb:

---

• Adverb:

---

• Noun:

---



## Journey Through the Text

### Quaid's Quest

Pinky was on a school trip to Quaid-e-Azam House in Karachi. It was full of old pictures and belongings of Pakistan's founding father, Quaid e Azam Muhammad Ali Jinnah (رَحْمَتُ اللَّهِ عَلَيْهِ).



A story always includes a character's point of view. Which character's point of view is the story being told from here?

Before Pinky could look around, in a quiet corner, she saw an envelope with her name on it.



A story always includes a character's point of view. Which character's point of view is the story being told from here?

It looked very old. "For Pinky," it said. Inside was a letter, and it was from Muhammad Ali Jinnah (رَحْمَتُ اللَّهِ عَلَيْهِ), the great leader himself!

The letter said:

Dear Pinky,

I hope this letter finds you well. I am in a bit of a pickle. You see, I've lost my glasses. My glasses are very important because they help me read. And today, I have to read a very important speech for all of Pakistan on its Independence Day! It's about our country's future, about everyone being equal and free. Could you be a dear and find my glasses? They are somewhere in the museum. Once you find them, put them back inside this envelope. I will get them back in 1947. Quickly, you have to hurry!

Yours truly,  
Muhammad Ali Jinnah

Pinky couldn't believe it! She was holding a letter from the Quaid (رَحْمَةُ اللَّهِ عَلَيْهِ).

himself! She knew she had to help. She looked everywhere and finally she found the glasses encased in a glass box. They were round and silver, just like in the photos she'd seen of the Quaid (رَحْمَةُ اللَّهِ عَلَيْهِ).



Pinky sneakily opened the lid of the box and took out the glasses. She placed them in the envelope just as she was instructed to do. Suddenly, the envelope vanished!

Use three adjectives to describe Pinky in this story:



## Diving Deeper

### Activity 1: Summarise the Story

Write a short summary of The Quaid's Quest.



Wow that was a wild story!

**1.** What was Pinky's mission?

**2.** How did she feel during her search?

**3.** What was the outcome?



Now it's time to become a detective like Pinky and find clues in the story.

### Activity 2: Textual Detective

Answer these questions:

1. At what point in the story does Pinky feel shocked? Use a sentence from the text to show when this happens.
2. What do you think would have happened if Pinky hadn't found the glasses? How important were the glasses to the story? Refer to different parts of the story in your answer.



## Share and Sparkle

### Activity 1: Reflections on the Past



After reading this story, there are some things I wish I could change in the past!

Pair up with a classmate and share one mistake you made in the past that you wish you could go back and change. Explain what happened and what you learned from it.



Write down the main idea of your partner's reflection:

---

---

### Activity 1: Reflections on the Past

#### Example

"Six months ago, my partner broke her family camera. It made everyone sad because it was an expensive camera."

### Activity 2: Advice Exchange



Giving a friend some advice is also a good deed.

After listening to your partner's story, offer them advice on how they could have avoided that or solved that situation.

Use connectors like 'and,' 'as well as,' and 'also' to add more information to your advice.

#### Example

"You could apologise to everyone and save money to buy a new camera ."



### Grammar Playground



Now let's learn to connect our thoughts and feelings!

There are two types of connectors we use in a paragraph:

- Connectors for Reason: These words explain why something happens, like "because" and "for."
- Connectors for Sequence: These words and phrases order events, such as "first," "second," "later," "finally," and "then."

### Activity 1: Connector Matching Game

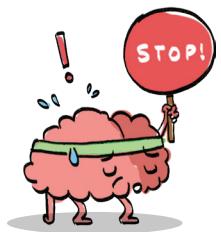
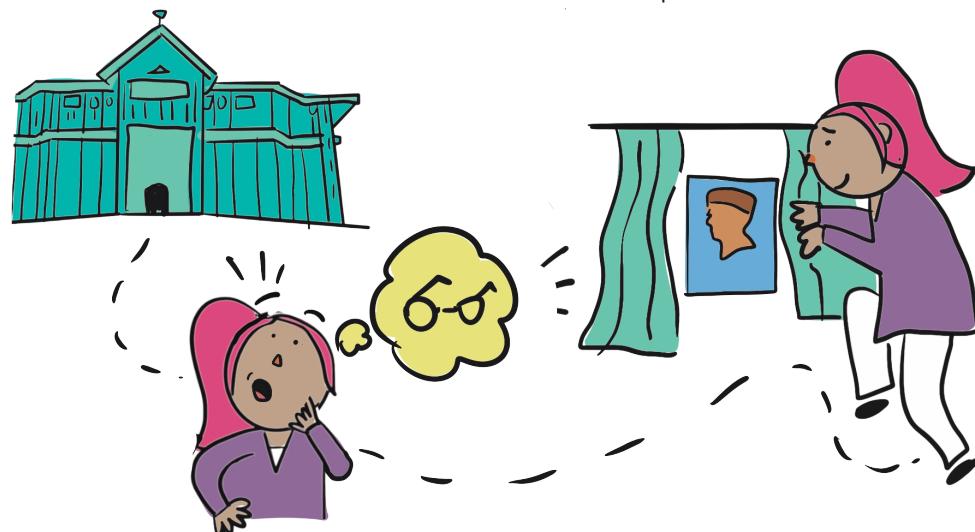
Match each sentence starting with the right connector and ending.

#### Sentence Starters:

- Pinky was determined to find the glasses...
- She felt happy visiting Quaid-e-Azam House...
- After searching everywhere, Pinky found the glasses...

#### Connectors and Endings:

- ...first checking out the old library, then going near the archives.
- ...and finally discovered them in a secret spot.
- ...because she knew their importance for history.



**Brain Break**  
Statue Gallery



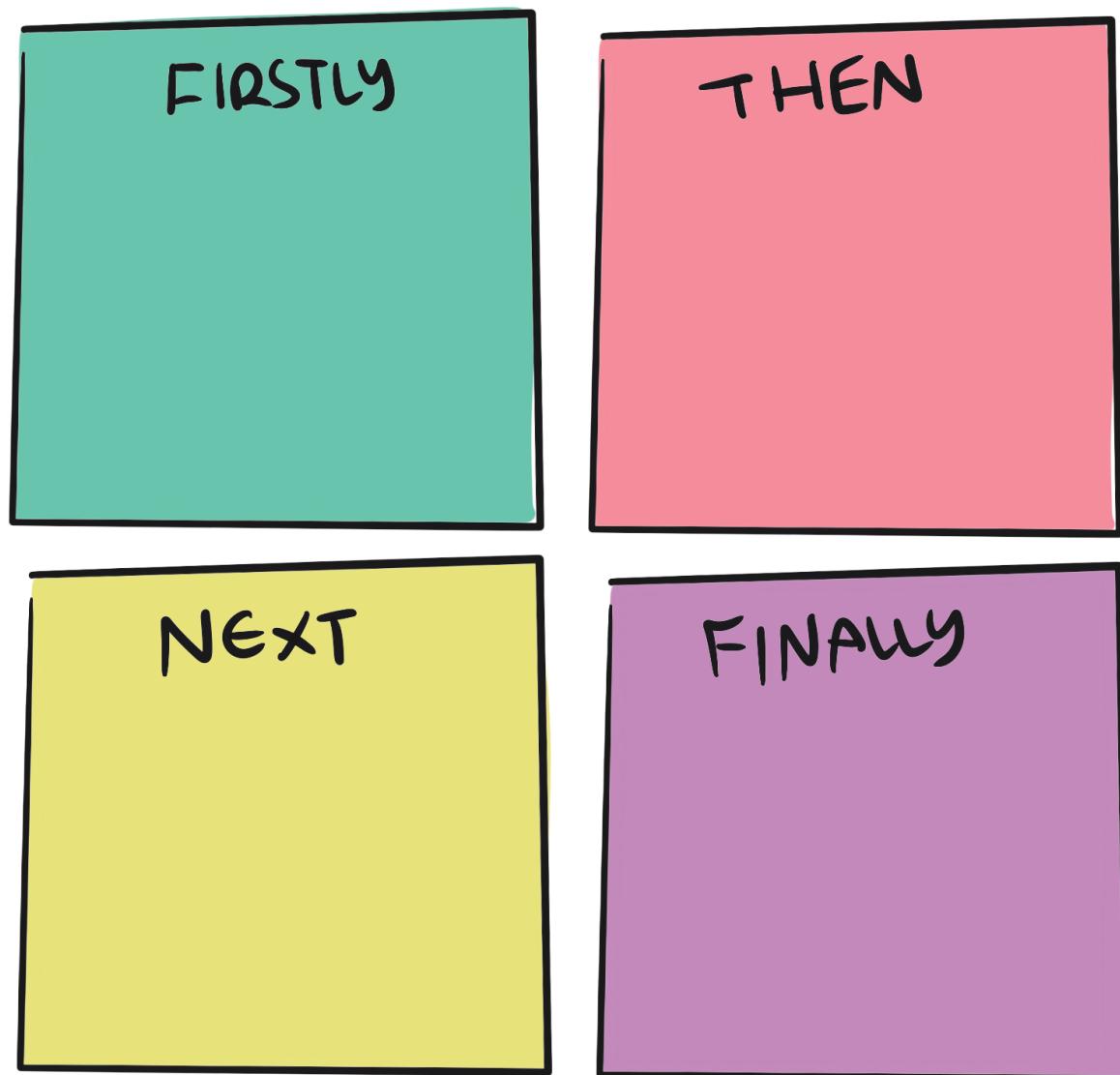
We need to get up  
off these chairs!

- Stand beside your desk.
- When your teacher says "statue," freeze.
- Hold the pose until your teacher says "move".
- Relax and shake it out before the teacher calls "statue" again.

### Activity 2: Story of Help Sequence

Remember a time when you helped someone just like Pinky did.

Write a short paragraph about it using sequence connectors in the order mentioned:





## Imagination Canvas

### Activity 1: Time Travel Helper



Use your imagination to travel through time with your writing.

Think about a famous person from the past you would like to help. It could be a scientist, a leader, an artist, or anyone else who has made a difference in the world.

Write a short story about helping a famous person from the past. Describe your adventure using all three tenses: past, present, and future.

**Past Tense:**

Start by explaining who the person is and what they did in the past.

**Example**

"Isaac Newton was a great scientist who discovered gravity."

PAST

**Present Tense:**

Then, describe what you are doing right now to help them.

Example

"I am giving Newton modern tools to conduct his experiments."

## PRESENT

**Future Tense**

Finally, imagine the future impact of your help

Example

"With these new tools, Newton will make even more amazing discoveries that change science forever."

## FUTURE



## Connect and Create

### Project: Encouraging Exemplars

- Imagine you're in the past, and your favourite historical figure is feeling a bit down. It could be anyone! A famous scientist, a queen, a painter or anyone you are inspired by. Your task is to write them a friendly and motivational letter.
- Offer words of encouragement and tell them how their work inspires you.

#### Steps:

- Start with a friendly greeting: For example, "Dear Dr. Einstein,"
- Write about how much his work means to the world. For example, "I know you're working on something amazing, and I believe in you!"
- End on a positive note: For example, "Keep going! The world is waiting for your next big discovery. Best wishes!"



**Activity: Skills Round Up!**

Let's gather all our thoughts!

**1. Reflect on your language skills:**

Speaking: Describe one way you practised speaking confidently in this chapter.

---

Listening: What is one main idea you remember from a conversation or story you listened to?

---

Writing: Share one new connector you used in writing today and in which sentence you used it.

---

**2. Seek clarification:**

Write one question you have about using tenses, connectors, or any other language feature we learned in this chapter.

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## 13

# Ready, Set, Survive!



## Explorer's Pathway

1 Prepare and present an argument to persuade others to adopt a point of view.

2 Take turns to speak on a range of topics of their own choices.

3 Introduce and explain the use of coordinating conjunctions (i.e. but, or, yet, and).

4 Vowel digraphs initial consonant blends (e.g. sw, sn, sk, bl, br, cl, cr, dr, fl, gl, pl, pr, sl, sm, sp, st, tr, tw, qu).

5 Recognise character and plot development in the story.

6 Procedures (e.g. lists, recipes, directions, instructions)

7 For cause-and-effect (e.g. so that, therefore, since).

8 For choice (e.g. either...or..., neither...nor.)

9 Use and differentiate between regular verbs (walk/ walked) and irregular verbs (drink – drank).

10 Write a haiku (poem).

11 Draft and write a formal letter/email, application, complaint.





## Memory Lane

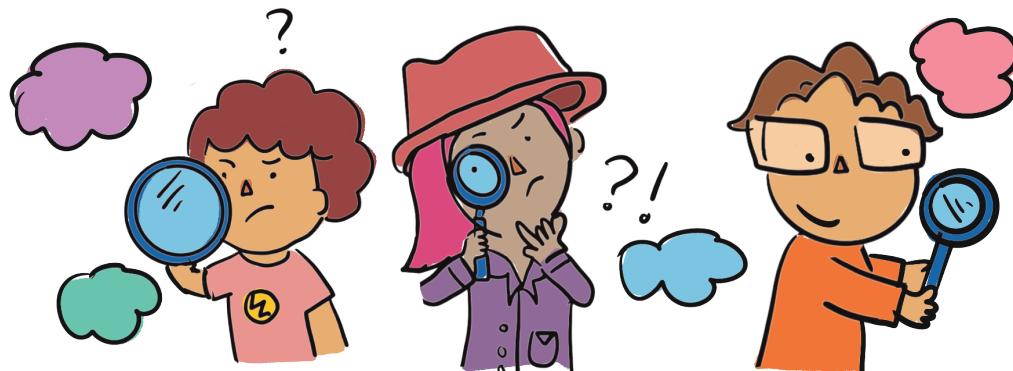


Let's warm up by hunting for vowel digraphs and initial consonant blends in words!

### Activity 1: Digraph and Blend Detective

- A vowel digraph has two vowels that make one sound.
- A consonant blend has two or more consonants making distinct sounds together.
- Circle the vowel digraphs in **pink** and consonant blends in **orange**:

swarm    brave    cloud    flight    storm    trick    quick



### New words to know

<b>tiptoe</b> moving quietly on your toes	<b>essentials</b> absolutely necessary items	<b>diversions</b> actions that distract attention	<b>barricade</b> a barrier built to block an enemy
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### Activity 2: Gap Attack



Now let's see if we can use these words in our yummy sentences.

- When the zombies approached, Pinky had to \_\_\_\_\_ to avoid being heard.
- The students used chairs and tables to create a \_\_\_\_\_ at the classroom door.
- To distract the zombies, they set up several \_\_\_\_\_ around the schoolyard.
- In their backpacks, they packed the \_\_\_\_\_ like food and a first-aid kit.



## Journey Through the Text

### Zombie Survival Guide for School

#### Escaping the Classroom

##### Introduction:

- When zombies invade, staying calm is key! Pinky and friends have a plan, and you can follow it too!

##### Instructions:

- Silent Sneakers: Move quietly! Zombies react to noise. Tip-toe like Pinky, and use hand signals to communicate with friends.
- Secret Exits: Find two ways out of the classroom. Remember, Jojo says the windows might be just as good as the door!
- Escape Kit: Keep an 'escape kit' under your desk with essentials like water, a whistle, and a map of the school.



What would you add in your escape kit?

#### Do's and Don'ts:

- Do: Stick with a buddy, like Pinky and her gang stay together.
- Don't: Leave your hiding spot without a plan.

#### Fun Tips:

- If a zombie sees you, remember what Sir Riaz taught: drop and roll to safety!

#### Strategise and Survive

##### Instructions:

- Zombie Distractions: Create diversions using a timer or a recording of school bells.
- Safe Zones: Identify and mark safe zones. Sir Riaz suggests the library—it's full of knowledge and good hiding spots!
- Barricade Basics: Use desks and bookshelves to block doors.

#### Do's and Don'ts:

- Do: Always have an escape plan ready, just like Dani plans out.
- Don't: Attract attention with loud noises or bright lights.

#### Fun Tips:

- Zombies can't swim! So if you can, head for the pool like Rani suggests.



## Diving Deeper

### Activity 1: Team Decoder



Let's go back to the survival guide and see if we can spot some fun things!

Look at the pictures from the Zombie Survival Guide for School and identify each member of Pinky's Zombie Survival Squad.

---

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Now write a mini-story summarising their adventure.

Think of:

- Who are the squad members?
- What clever tricks do they use against the zombies?
- How do they work as a team?

### Activity 2: Survival Mastermind

"Answer these brain-tickling questions based on our guide to prove you're a true mastermind."

1. What two items are essential in Pinky's squad's escape kit?
2. What should we remember about zombies that gives us an extra advantage?
3. Who would you include in your survival squad and why?



## Share and Sparkle

### Activity 1: Desert Island Debate



You survived the zombie attack. Let's see if you can survive the threats of a desert island!

- Imagine your group is stranded on a desert island.
- Debate and decide what three essential items you will need to survive seven days on the island.
- Each member should present their argument for their chosen item in front of the entire class.
- Use coordinating conjunctions like 'but', 'and', 'or', 'yet' in your arguments. For example, "I think we need a fishing net to catch food, but a water purifier is also essential for clean drinking water."
- Goal: Convince your classmates why your chosen items are crucial for survival.

### Activity 2: Survival Roundtable



Have you ever gotten out of a tricky situation? Let's talk about it.

- Divide into pairs.
- Share an instance of how you got out of a messy or life threatening situation.
- For example: "When I went hiking in the mountains I was almost about to fall down a cliff...."
- Then listen closely to your partner.

Did you learn a new survival tip? Write it down here:



## Grammar Playground

### Activity 1: Connector Choices



Connectors are a great way to plan a strategy with your friends. Let's see how to use them.

#### Connectors for Choice:

Connectors like 'either...or...' and 'neither...nor...' are used when you have to choose between options.

#### Example

"We can either hide in the library or run to the lab."



#### Cause-and-Effect Connectors:

Words like 'so that,' 'therefore,' and 'since' show why something happens.

#### Example

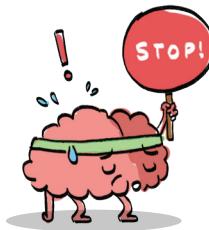
"Barricade the doors so that zombies can't get in."

Fill in the blanks using connectors for choice and cause-and-effect.

We should stay quiet, so that we don't attract zombies.

#### Example

- You can either use the flashlight \_\_\_\_\_ stay in the dark.
- We should neither drink water from the old well \_\_\_\_\_ from the dirty pond.
- There are a lot of snakes in the grass \_\_\_\_\_ we should find another route.
- \_\_\_\_\_ we are short on food, we should eat less.



### Brain Break Quick Survival Pose



Let's get those rusty bones active again!

- Stand up beside your desk.
- When your teacher yells an action (like "barricade," "scout," or "tiptoe"), quickly strike a pose that matches the action. Hold the pose for 5 seconds, then relax.
- Repeat with a different survival action.

### Activity 2: Verbs in Action



Sometimes verbs can be so unpredictable. Watch out!

Irregular verbs don't follow a pattern when they change tenses like 'drink' turns into 'drank'. The only thing you can do is remember them. Here are some common irregular verbs:

- Be - was/were, been
- Begin - began, begun
- Come - came, come
- Do - did, done
- Eat - ate, eaten
- Feel - felt
- Find - found
- Go - went, gone
- Make - made
- Run - ran, run
- See - saw, seen
- Think - thought
- Give - gave, given

- Read the sentences and identify if the verbs used are regular or irregular.
- Then, rewrite the sentences, changing the tense and using the correct verb form.

1. Pinky sneaks past the zombie. (Verb: Sneaks, Regular)  
Pinky sneaked past the zombie.

Example

2. They built a barricade last night.
3. We will pack essentials for our survival kit.
4. I will give bandages to you.
5. We will make a camp here under this tree.



## Imagination Canvas



Hi friends! Let's see if we can write Haikus together!

### Introduction to Haiku:

- A Haiku is a short poem that originated in Japan. It's known for its simplicity and deep connection to nature and the seasons.
- Haiku Pattern: It follows a specific pattern of three lines with a total of 17 syllables, divided into 5 syllables in the first line, 7 in the second, and 5 in the last line.

Example

Zombies lurk outside  
(5 syllables)  
Quietly building our  
fort (7 syllables)  
Safe until the dawn  
(5 syllables)

Gary unicorn  
 $\overbrace{1 \quad 2 \quad 3 \quad 4 \quad 5} \rightarrow 5 \text{ syllables}$

Loves to hug and laugh and sing  
 $\overbrace{1 \quad 2 \quad 3 \quad 4} \rightarrow 4 \text{ syllables}$

What a special friend!

### Activity: Survival Haiku

Write your own haiku about surviving a disaster or adventure, like the zombie scenario we've been exploring. Think about the feelings, the environment, or actions that would happen.



### Connect and Create



Hi brave learners! One way to get someone to listen to your request is to write them a formal letter. Let's see how we can do that.

#### Introduction to Formal Letters:

- A formal letter is written for official or serious purposes. It's different from an informal letter, which is more casual and friendly. In a formal letter, you use polite language, clear structure, and no slang or casual phrases.

#### Structure of a Formal Letter:

- **Heading:** Includes your address and the date.
- **Salutation:** Start with "Dear [Recipient's Name/Title]", followed by a new line.
- **Body:** Clearly state your purpose in the first paragraph. Continue with details in the next paragraphs.
- **Closing:** End with a polite closing like "Sincerely," followed by your name.

#### Project: Formal Letter on Survival Preparedness

Imagine your school needs better disaster preparedness plans. Write a formal letter to the school principal explaining why this is important and suggesting improvements.

### Guidelines:

- **Introduction:** Explain why you are writing this letter. Mention the importance of being prepared for disasters.
- **Suggestions:** Offer specific ideas for improving disaster preparedness in your school. This could include drills, safety equipment, or educational sessions.
- **Conclusion:** Summarise your points and express hope for positive changes.



### Activity: Recalling Riddles



Let's see what we've learnt in this chapter.

#### • Quick Recap:

List two things you have learnt about preparing for a disaster.

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#### • Skill Check:

Write one sentence using a coordinating conjunction (like 'but,' 'or,' 'yet,' 'and') that you learnt in this chapter.

---

---

#### • Action Plan:

What is one thing you could not learn? How will you learn it?

---

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# 14 The Amazing Anatomy Adventure!



## Explorer's Pathway

Engage in simple conversations that require performing everyday tasks and speech acts, such as making a call and making requests.

1

Speak confidently using varied vocabulary and tone to express, and to engage the listener.

2

Consonant digraphs in initial position (e.g. th, sh, ch, wh).

3

Read and evaluate non-fiction texts for purpose, style, clarity and organisation. Differentiate between personal likes and dislikes and writer's technique of making reader develop a perspective.

4

Differentiate between direct and indirect speech and change pronouns in indirect speech and replacement of other words (e.g. this-that, now-then, today-that day etc.)

5

Use transitive and intransitive verbs in sentences i.e. She bought a pan, The dog barked.

6

Construct new sentences using phrases.

7

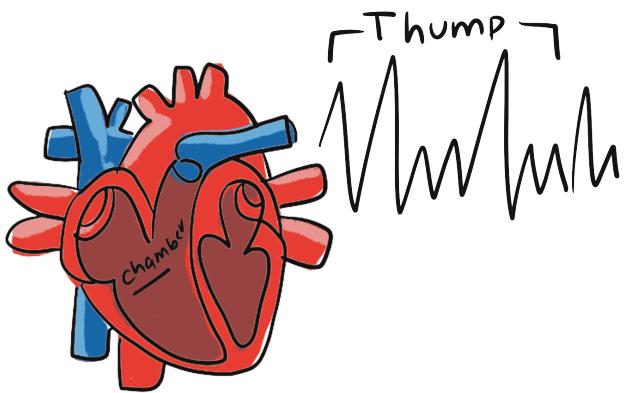
Write multiple paragraphs on a single topic (on the given text types), using correct capitalisation, punctuation, and spelling, by using the process approach - brainstorm, mind mapping. Writing the first draft, seeking peer feedback developing a final draft.

8





## Memory Lane



### Activity 1: Team Decoder

Circle the consonant digraph in these words.

chamber

thump

Write two more words starting with the same consonant digraph.



## Journey Through the Text

Pinky pulled out a book with a bright cover from the library shelf. The title read, 'The Amazing Human Body: A Journey Inside.' She flipped through the pages until she reached this chapter:

## The Amazing Anatomy Adventure

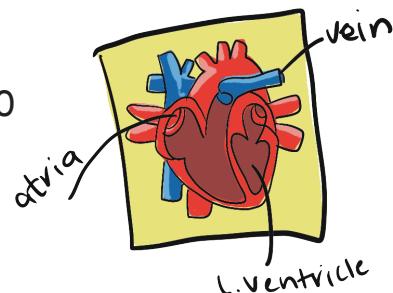
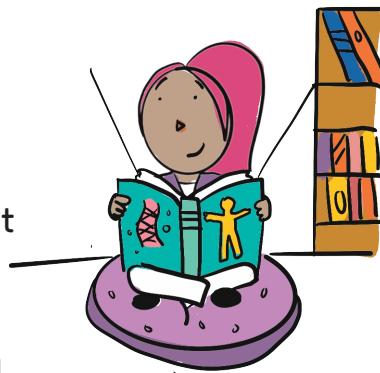
### The Human Heart: Our Powerful Pump



Is the title of this chapter appropriate?

The human heart is like a superhero inside your body. It's not big – about the size of your fist – but it's very strong. Every day, your heart pumps blood through miles of blood vessels, reaching every part of your body. It works like a pump at a water station, sending fresh, oxygen-rich blood out and bringing back blood that needs more oxygen.

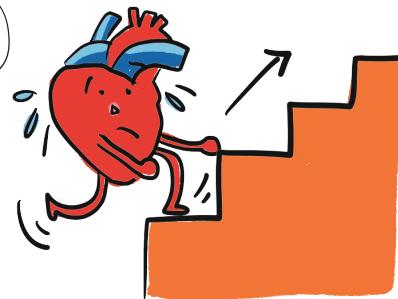
Do you know that your heart beats about 100,000 times a day? That's like walking up and down a staircase 500 times! It keeps on beating without rest, helping you run, play, and even dream.



This book keeps addressing the reader. Why do you think that is?

The heart has four rooms called chambers. The two upper chambers are the atria (say: 'AY-tree-uh'), and the two lower ones are the ventricles. Blood comes into the right atrium, goes to the right ventricle, then travels to the lungs to get oxygen. From the lungs, the blood returns to the heart's left side and then goes out to the body. This amazing journey happens every second.

Our heart also talks to us in a way. It beats faster when you're excited and slower when you're resting. Next time you run or play, put your hand on your chest. Feel that thumping? That's your heart saying, "I'm working hard for you!"



How is this chapter divided? Summarise the point made in each paragraph and write it down here:



## Diving Deeper

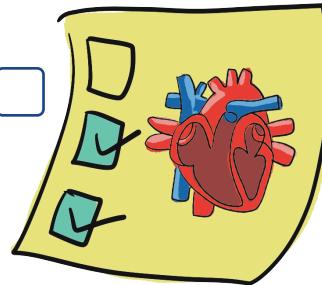
### Activity 1: Writer's Craft



Writing for an audience is a tough job. Many things need to be looked at in order for it to work.

Here is a checklist about the chapter “The Human Heart: Our Powerful Pump”. Tick the box that you think applies to the chapter

1. The purpose of this chapter was clear.
2. The writing style of this chapter was interesting.
3. The ideas were organised perfectly.
4. There was a clear beginning, middle and end.
5. The illustrations were useful.



Now fill this out:

- Write down what you personally liked or disliked about the heart’s description.
  

---

- Identify one technique the writer used to make the heart interesting or exciting.
  

---

- Was it the way they described it, the facts they included, or something else?
  

---

### Activity 2: Heartfelt Questions



We can't let you leave without answering some questions.

1. What are the four chambers of the heart called, and what role do they play?

## The Amazing Anatomy Adventure

- 2.** How does the heart 'talk' to us according to the text?
- 3.** Why is the heart compared to a superhero in the story?
- 4.** Describe one fact about the heart that you found surprising or interesting.



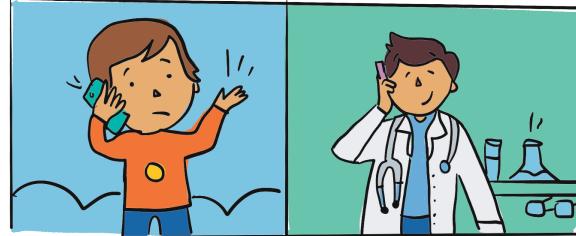
## Share and Sparkle

### Activity 1: Doctor's Call Role-Play



Making calls to be people is a useful skill that you need to do as adults.

- In pairs, role-play a phone conversation with a doctor. One student acts as a patient calling to ask about their health problem. Remember to greet the doctor. Explain your problem.
- Use questions words like: 'What' or 'Why'.
- The other student plays the role of the doctor or nurse providing information and advice.
- Remember to listen carefully and patiently. Ask questions to further understand the problem.
- Offer advice using imperative verbs like "Sleep on time."



### Activity 2: Health Inquiry Discussion



We need to have a healthy debate.

- In small groups, take turns asking and answering questions about the human body. For example "What can we do to keep our hearts healthy?"
- Present your questions to the rest of the class.
- Let's see if we can get any answers!



### Grammar Playground

#### Activity 1: Direct vs. Indirect Speech



How do you repeat someone else's words? By changing them from direct into indirect speech!

#### Direct Speech:

- Directly quotes what someone said.

#### Example

"The doctor said, 'Your heart is healthy.'"

#### Indirect Speech:

- Reports what someone said without quoting them exactly.  
The doctor said that my heart was healthy.
- Notice how pronouns and tenses change.
- Convert direct speech sentences into indirect speech.  
Direct: The nurse said, "I will check your heart now."  
Indirect: The nurse said that she would check my heart then.

## The Amazing Anatomy Adventure

1. The teacher says, "The heart beats faster when you exercise."

---

2. He said, "I learned about the heart today."

---

3. She exclaimed, "This book on the human body is fascinating!"

---

4. They shouted, "We won the health quiz competition today!"

---



### Brain Break Body Stretch Puzzle



- Your teacher will name a body part (e.g. arms, legs, back).
- Do a simple stretch related to that body part.
- Quickly switch to a new body part and stretch after a few seconds.



### Activity 2: Verb Identification Game

#### Transitive Verbs:

- Verbs that require an object to receive the action.



#### Example

"She (subject) bought (transitive verb) a pan (object)."

## The Amazing Anatomy Adventure

### Intransitive Verbs:

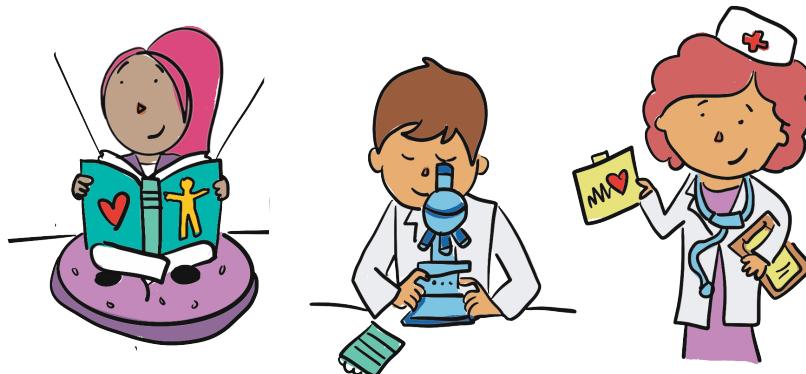
- Verbs that do not require an object.

#### Example

"The dog (subject) barked (intransitive verb)."

Read the sentences and write down whether the verbs are transitive or intransitive.

- The student read a book about the human body. (Read: Transitive)
- Her heart raced during the test. ( )
- Children played in the schoolyard. ( )
- The scientist observed the cells under a microscope. ( )
- The nurse measured my pulse. ( )



### Imagination Canvas



Using phrases in everyday sentences makes our life so much more interesting and exciting!

Phrases are groups of words that work together to add detail to a sentence. They can describe actions, locations, or qualities, and are essential for making your writing more interesting and vivid.

#### Here are some phrases

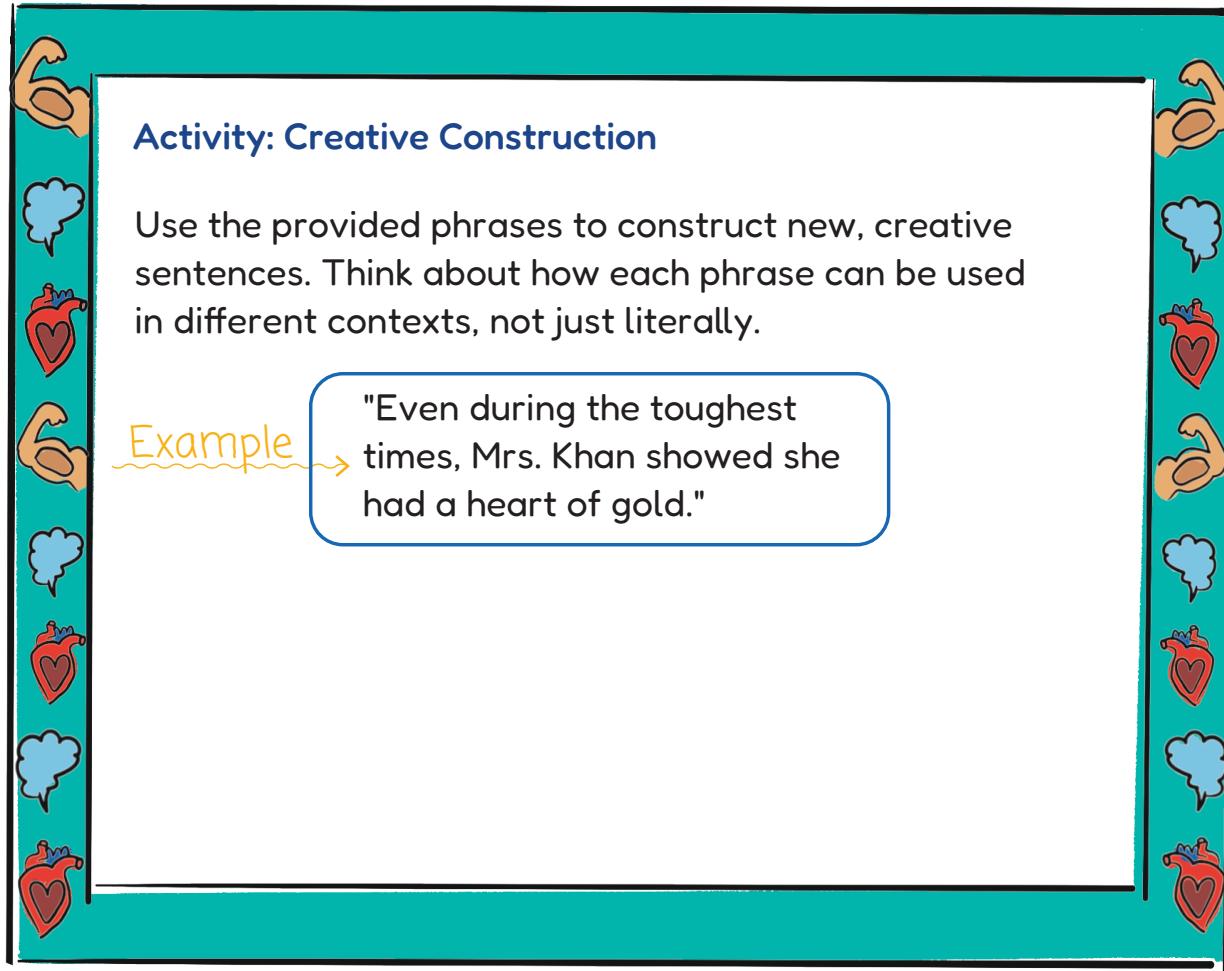
- |                       |                   |                    |
|-----------------------|-------------------|--------------------|
| • Heart of gold       | • Nerves of steel | • Strong as an ox  |
| • Light on one's feet | • Sharp as a tack | • Eyes like a hawk |

**Activity: Creative Construction**

Use the provided phrases to construct new, creative sentences. Think about how each phrase can be used in different contexts, not just literally.

**Example**

"Even during the toughest times, Mrs. Khan showed she had a heart of gold."



## Connect and Create

### Project: Crafting Your Chapter



This is it, friends! We have reached the end of Grade 5. So now I think you get to choose what to write.

#### Option 1: How-To Essay

Write detailed instructions on how to do something you know well. It could be a hobby, a simple science experiment, a recipe, or even a guide on reading a book effectively.

## The Amazing Anatomy Adventure

- Structure: Start with an introduction explaining what you will be teaching. Then write step-by-step instructions. End with a conclusion or tips for success. Add illustrations to emphasise the points.

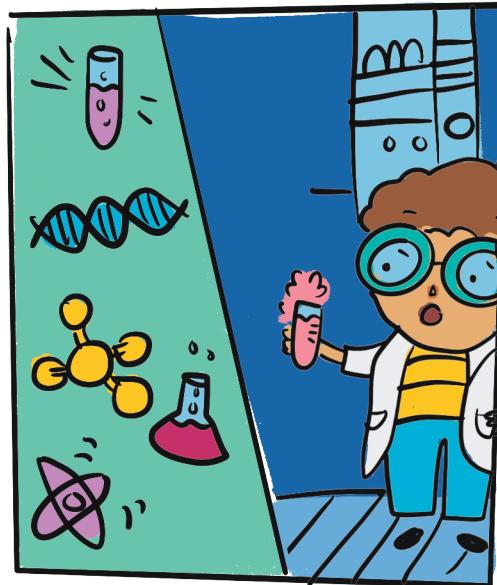
### Option 2: “I am an Expert” Essay

Write about something you consider yourself an expert in. It could be a skill, a subject you excel in, or even being the best at a video game.

- Structure: Begin with an introduction about why you consider yourself an expert. Describe your journey, experiences, and why this skill is important to you. Give advice to others on how to be good at it.

#### Steps:

- Brainstorm and Mind Map:** Jot down your ideas, organise your thoughts, and plan the structure of your essay.
- First Draft:** Start writing your essay, focusing on clarity and detail. Remember to use correct punctuation, capitalisation, and spelling.
- Peer Feedback:** Share your draft with classmates and discuss what works well and what could be improved.
- Final Draft:** Revise your essay based on the feedback.



### Activity: Recalling Riddles



Let's recap what we've achieved this far!

Write down one topic or lesson from this textbook that you found most helpful.

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## The Amazing Anatomy Adventure

Which chapter was your favourite and why?

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Share one English language skill you feel you've improved on.

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