

Lesson-9: Robot with a Virus

Theme 9: Why Do We Look Ahead?

14 Periods (40 minutes each)



Learn better (Main Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, My Book of Scribbles and Secrets, CRM signs, Posters



Animation, Animated Activities, Chapter Summary, Dictionary, Concept Map, eBook, Slideshow, I Explain, Spelling Activity, Test Generator

Affirming better

I am to understand concepts.

Curricular Goals and Objectives (NCF)

To enable the students:

- to understand the concept of Artificial Intelligence through reading and discussion.
- to apply conjunctions, phrasal verbs and homophones in writing and speech.
- to write structured texts, such as applications, reflections and advertisements.
- to interpret and respond to fictional and real-life scenarios.
- to express creativity through visual and written formats.
- to develop empathy, responsibility and collaboration.
- to participate actively in listening, speaking, reading and writing tasks.

Methodology

Period 1

Affirming better

SHOULD DO

10 MIN.



Affirming better I am able to understand concepts.

PLH 100

Teacher: Good morning, everyone. I hope you all are doing well today. Use CRM signs to settle the class.

Teacher: Today, we are going to start with something important. It is about understanding concepts better.

Teacher: Can anyone tell me why it is important to focus on understanding a concept thoroughly before moving to the next?

Student 1: It helps us learn better and use the concept in different situations.

Teacher: Exactly. When we understand concepts well, we can apply them to solve problems in the real world. It helps us grow and succeed in our learning.

Teacher: Now, let us all repeat this affirmation together: 'I am able to understand concepts.'

Class: 'I am able to understand concepts.'

Teacher: Well done, everyone. Remember, understanding concepts thoroughly will help you succeed in all your studies. Keep up the great work.



You may show the eBook given on the digital platform.

Teacher: Now we will begin a new chapter, 'Robot with a Virus'. I have made a KWL chart on the blackboard. Please take out your notebooks and draw the same in your notebooks.

MUST DO

25 MIN.

K	W	L

Teacher: Take a few minutes to think and write. If you have any questions, feel free to ask.

Teacher: You all did an amazing job in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting.

Re-KAP

Let us start with the Kinaesthetic activity. Open your books to page 100.

Kinaesthetic

Kinaesthetic

Take turns to exchange your notebook with your partner. Write two pairs of sentences in their notebook. Your partner will join the sentences using conjunctions. Give a thumbs up if they are correct.

100

Teacher: Now that we have worked on understanding concepts, let us do something fun and interactive to practise what we have learnt.

Teacher: Please take turns exchanging your notebook with your partner.

Teacher: In the notebook that you have, write two pairs of sentences. Then, give the notebook back to your partner. Your partner will join the sentences using conjunctions.

Teacher: For example, if your sentences are, 'I like ice cream.' and 'I like cake.', your partner will join them with a conjunction like 'and'. So, it would become, 'I like ice cream and cake.'

Teacher: After you do this, give your partner a thumbs up if the sentences are correct.

Teacher: Let us start and make sure you help each other out and use the correct conjunctions.

Auditory

Auditory*

Listen carefully to your teacher. Your teacher will read out a small passage. Fill in the blanks with the correct conjunctions.

Tanmay helped his mom with the chores. _____ he finished his chores, he asked, "May I have some kheer?" His mom replied, "Not _____ after dinner." His mom said the kheer was for dessert. _____ he helped set the table, his mom said he could have extra kheer later. Tanmay knew that _____ he finished all of his food, dessert would have to wait.

100

Teacher: Today, we will do an auditory activity using conjunctions. I will read a short passage aloud. You will listen carefully and then fill in the blanks using the correct conjunctions.

Teacher: Are you all ready? Listen closely and follow along.

Teacher: Tanmay helped his mom with the chores. _____ he finished his chores, he asked, May I have some kheer? His mom replied, Not _____ after dinner.

His mom said the kheer was for dessert. _____ he helped set the table, his mom said he could have extra kheer later.

Tanmay knew that _____ he finished all of his food, dessert would have to wait.

Teacher: Now, look at the options: when, until, if and unless.

Teacher: Think carefully about each blank. Which word makes sense in that part of the sentence?

(Teacher pauses to let students think and respond. Encourages answers.)

Teacher: Good job. Let us discuss the answers together.

Teacher: The first blank is when he finished his chores because it shows the time something happened.

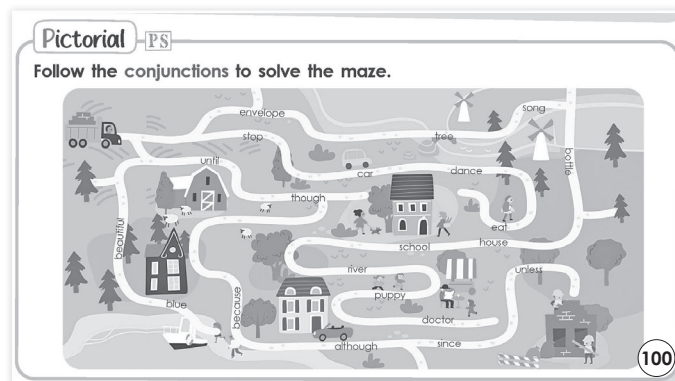
Teacher: The second is not until after dinner as it shows the condition for getting the kheer.

Teacher: The third is if he helped set the table which gives a condition for the reward.

Teacher: The last one is unless he finished all his food which shows what would happen if he did not.

Teacher: Well done, everyone. You listened carefully and used the conjunctions correctly.

Pictorial



Teacher: Today, we will do a fun pictorial activity to practise conjunctions. Look at the maze on the board.

Teacher: The paths in the maze are marked with different words. Some of these words are conjunctions and some are not.

Teacher: Your task is to solve the maze by only following the paths that have conjunctions written on them.

Teacher: Let us begin together. We start from the red truck on the left. What is the first word on the path?

Teacher: Yes, it is 'beautiful'. Is that a conjunction?

Student: No.

Teacher: Correct. So we do not go that way. What is the other path word?

Student: 'Until'.

Teacher: Is 'until' a conjunction?

Student: Yes.

Teacher: Well done. Then we follow the path marked 'until'.

Teacher: Now, who wants to come up and choose the next conjunction?

(Allow students to walk through or trace the maze step by step, identifying only conjunctions like 'if', 'when', 'unless', 'although', 'since', etc.)

Teacher: Excellent. Keep following the conjunctions until you reach the red building at the end of the maze.

(Guide students to complete the path, encouraging group discussion and identification of correct words.)

Teacher: For this section, let us take a few minutes to reflect.

COULD DO

5 MIN.

Teacher: Write in your notebook one thing you learnt today from the activities. It could be about conjunctions or what you learnt through the maze activity.

Teacher: After you finish, we will share your thoughts with the class.

Differentiated Activities

110 km/hr



Write a paragraph using at least four conjunctions. Think about how the conjunctions connect different ideas and be sure to use them correctly in your sentences.

80 km/hr



Write three connected sentences about a day at school using three different conjunctions. Try to use if, when and until correctly in your sentences.

40 km/hr



Write two short sentences joined by a suitable conjunction to show cause and effect. For example: I forgot my book so I could not do my homework.

Home Task

Write a short paragraph using at least two different conjunctions. Try to use them in a way that shows the relationship between your ideas.

Period 2

Interacting better

SHOULD DO

10 MIN.



Teacher: Good morning, everyone. I hope you are all doing well today.

Interacting better

Discuss with your class about a human-like robot that you know of. Write its name in the blank.

Ryan's mother, who is a computer engineer, has been invited by the school to give a lecture on modern technology. She talks about Artificial Intelligence (AI). She also narrates a story about a boy called Ricky and his special robot.

101

Teacher: Today, we are going to start with Interacting better on page 101. Let us talk about a human-like robot that you know.

Teacher: Can anyone think of such a robot you have seen or have heard about? Please write the name of the robot in your notebook.

(Wait for responses and engage in a brief class discussion)

Teacher: Great. Now, let us move on to our next activity.

You may show the **Animation** given on the digital platform.

MUST DO

20 MIN.



Teacher: Today, we will begin reading the chapter about Artificial Intelligence. Let us open to page 101, where we will start with the introduction.

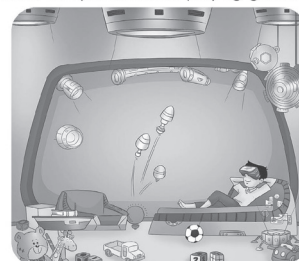
Teacher: As we read about Ricky and his love for playing games, we will discuss how advanced technology can help in everyday life. One such example is robots.

Teacher: Let me explain a bit about the character Ricky.

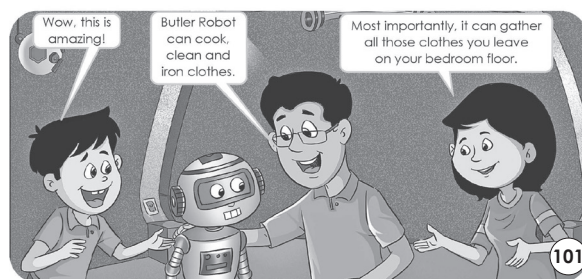
Teacher: Ricky lives in a futuristic house with everything a person could ever want. However, he does not help with household chores. He likes to stay in his room, playing games all day.

Teacher: His parents buy a special robot called the Butler Robot that helps around the house. The robot is a fascinating character. We will learn all about it as we move ahead in the story.

Ricky lived in a lovely, futuristic house that had everything a person could ever want. However, Ricky liked to stay in his room. He spent his time playing games.



He did not help much around the house, but was still very pleased when his parents bought him the latest model of the Butler Robot.



Teacher: Can anyone guess what the Butler Robot can do? (Wait for student responses)

Teacher: Yes, it can cook, clean and even gather clothes. Isn't that amazing? We will explore more about how robots can make our lives easier.

Understanding better

Understanding better

What did Ricky's parents buy him?

101

Teacher: Now that we have understood the role of the Butler Robot, let us take a few minutes to think about how robots can help in our daily lives.

Teacher: Write in your notebook one thing you would like a robot to do for you.

Teacher: After you finish, you will share your ideas with the class.

(Allow students time to write and share their ideas)

Discovering better



Discovering better LAD

futuristic: involving modern technology

101

Teacher: Now, let us discover how robots are changing the world. Look at the picture or example of the robot shown in our Main Coursebook.

Teacher: Think about how this robot helps people. What are its uses?

Teacher: Now, discuss with your partner how you think robots like this might change the way we live in the future.

Teacher: After the discussion, we will share your thoughts with the class.

Differentiated Activities

110 km/hr



Write a paragraph of about 80 to 100 words about a day in your life with a Butler Robot. Describe the tasks the robot would do and how it would make your day easier.

80 km/hr



Write a few sentences about what you would want the Butler Robot to do for you. Use one conjunction to connect your ideas.

40 km/hr



Write one sentence about what you think a robot can help you with. For example, 'The robot can clean my room.'

Home Task

Think about a futuristic invention that could help make life easier. Write a short paragraph of about 50 to 60 words describing what it would do and how it would improve daily life.

Period 3

SHOULD DO

5 MIN.



Teacher: Good morning, everyone. How are you today?

Teacher: Let us quickly recap what we discussed in the previous class about the Butler Robot and Ricky's experiences with technology.

Teacher: Today, we will continue reading about Ricky and his adventures with the robot. Let us dive into the next part of the chapter.

Teacher: Let us continue with the story on pages 102 and 103. Ricky went to sleep in his usual messy room, but when he woke up the next morning, everything was perfectly clean.

MUST DO

25 MIN.

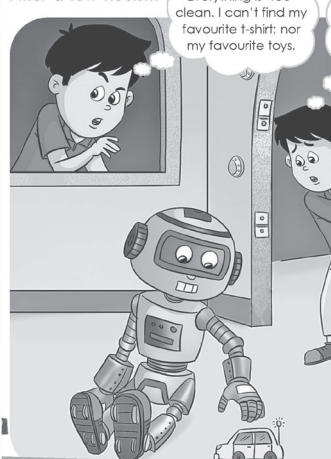


That night Ricky went to sleep with his room in its usual condition.

Next morning...



After a few hours...



Discovering better LAD

handwork: here, action, someone's doing

ICL

102

Teacher: Ricky was confused. He couldn't find his favourite t-shirt or his toys. Why do you think this happened?

Teacher: Could it be that the robot cleaned everything while Ricky was sleeping? At least that is what Ricky suspects. What do you think? Let us find out as we read further.

(Allow students to discuss and continue reading the next part)

Teacher: Ricky decides to investigate. He follows the robot and soon discovers that the Butler Robot was the one responsible for tidying up. Ricky, however, gets upset because it hid his things, such as his T-shirt and toys.

Teacher: Ricky's dialogue shows his frustration: 'Everything is too clean. I can't find my favourite T-shirt or my favourite toys.'

Teacher: Do you think the robot is really helping Ricky or is it causing more problems?

COULD DO

10 MIN.



Understanding better

Teacher: Let us start with 'Understanding better'.

Understanding better

What could Ricky not find the next morning?

ICL

101

Teacher: Look at the question in your book: What could Ricky not find the next morning?

Teacher: Think carefully about the events in the story. Ricky was depending on the Butler Robot to help him. But something went wrong.

Teacher: Who remembers what happened the next morning? What was missing?

(Allow students to respond.)

Teacher: Yes, Ricky could not find his shoes.

Teacher: Now think — how do you think he felt at that moment? Why was it a problem for him?

Teacher: Discuss your answers with a partner and be ready to share with the class.

Discovering better



Teacher: Now, let us move on to 'Discovering better'.

Teacher: Look at the word given in the box — handiwork. It means something that is done by hand or someone's action.

Teacher: Think about the actions the Butler Robot does in the story. Can you name any?

Teacher: For example, what did the robot do when it tried to help Ricky?

(Wait for responses such as: It cleaned, it folded clothes, it hid things.)

Teacher: Do you think all the robot's actions were helpful? Or did some actions cause problems?

Teacher: Talk to your partner and write down one example of the robot's handiwork that helped and one that caused trouble.

Teacher: Now let us share your thoughts with the class.

Differentiated Activities

110 km/hr



Write a short essay on how technology can be both helpful and problematic in everyday life. Use examples from Ricky's story and your own experiences with technology.

80 km/hr



Write two sentences explaining what Ricky thought about the robot at the beginning and how he felt later. Use one conjunction to connect your ideas.

40 km/hr



Write one sentence about what the robot did for Ricky. For example, 'The robot cleaned Ricky's room while he was sleeping.'

Home Task

Create your own futuristic robot. Use any craft materials you have at home (like paper, markers, cardboard and glue) to design a robot that could help you with a daily task.

Period 4

SHOULD DO



10 MIN.

Teacher: Good morning, everyone. How are you today?

Teacher: Let us start with a quick warm-up. Can anyone recall what happened in the previous part of the story?

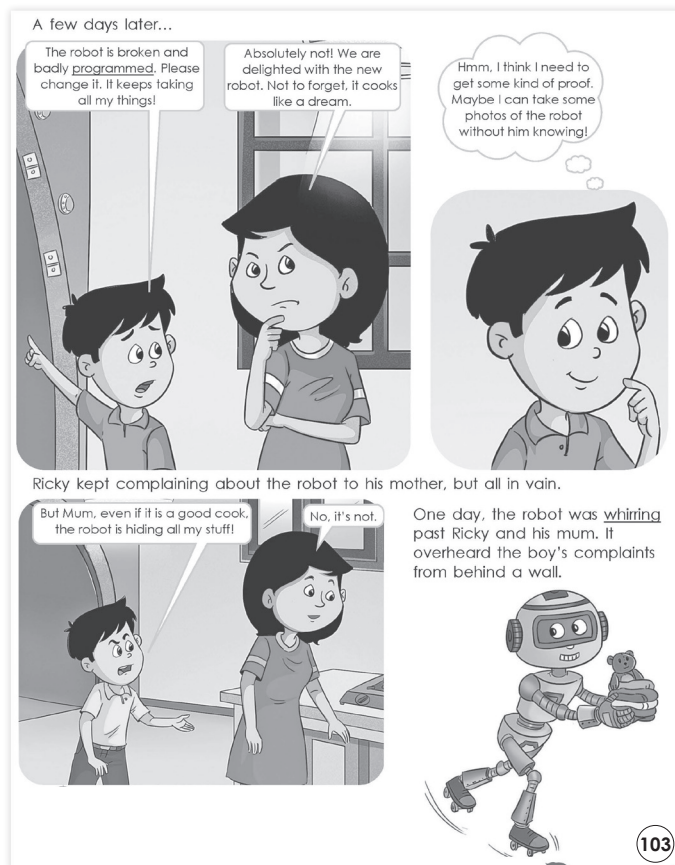
Teacher: Ricky's experience with the Butler Robot was both exciting and frustrating. Why do you think Ricky had mixed feelings about the robot?

Teacher: Today, we will continue reading and see how Ricky and the robot's relationship develops. Let us get started.

MUST DO



20 MIN.



Teacher: Now let us look at the next part of the story. Please open your book to the comic strip showing Ricky and the Butler Robot.

Teacher: What is happening here? Let us look at the first part. Ricky is saying the robot is hiding all his things.

Teacher: How is his mother reacting? Is she agreeing with him?

Teacher: No, she is still happy with the robot because it cooks well.

Teacher: Look at Ricky's face in the next frame. What is he thinking?

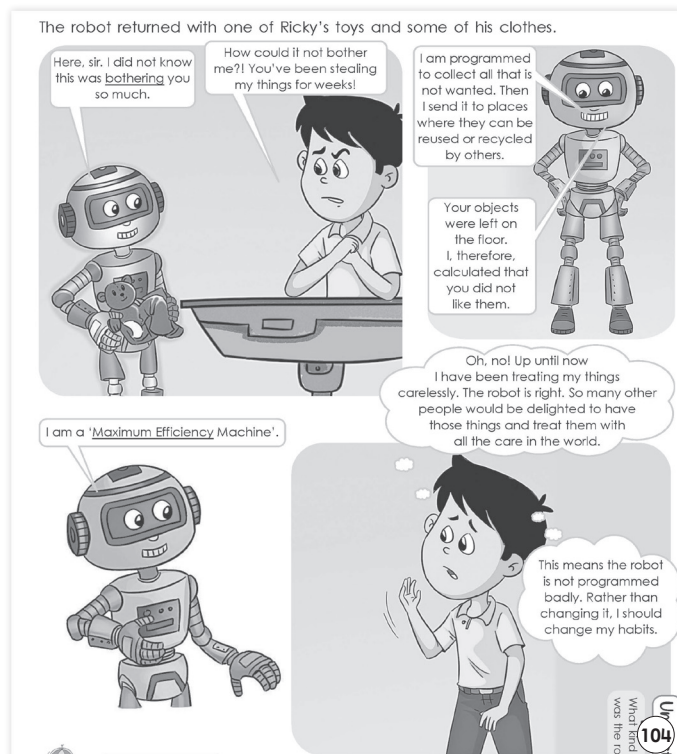
Teacher: Yes, he wants to collect proof. Why do you think he needs proof?

Teacher: Now, look at the final image. What is the robot doing?

Teacher: That is right. It is hiding and listening to Ricky and his mum.

Teacher: What do you think will happen next? Will the robot change its behaviour or do something else?

Teacher: Discuss with your partner and then share your thoughts with the class.



Teacher: Now, let us continue reading from where we left off. Open your book to page 103.

Teacher: Look at the first frame. What is the robot holding in its hand?

Teacher: Yes, Ricky's toy and some clothes. What does the robot say to Ricky?

Teacher: That is right — it says it did not know Ricky was so bothered.

Teacher: Let us now look at Ricky's reaction. How does he respond?

Teacher: Yes, he is angry and says the robot has been stealing his things for weeks.

Teacher: Now focus on the robot's explanation. What is it programmed to do?

Teacher: It says it collects items that are not wanted and sends them to be reused or recycled. Why did it think Ricky did not want the toys and clothes?

Teacher: Yes, because they were left on the floor. It calculated that they were not liked or useful anymore.

Teacher: Let us read what Ricky realises. What does he understand now?

Teacher: He realises that he has been careless and that others would be happy to have those things.

Teacher: Finally, Ricky says that instead of blaming the robot, he should change his own habits.

Teacher: What do you think about Ricky's decision? Do you agree with him?

Teacher: Turn to your partner and talk about what this part of the story teaches us.

Discovering better

Teacher: Let us move on to Discovering better. Look at the meanings given for the words **bothering** and **maximum efficiency**.

COULD DO

10 MIN.

Discovering better LAD

bothering: making someone feel worried or annoyed

maximum efficiency: doing a task in the best possible way while saving the greatest possible amount of time and money

104

Teacher: Ricky learnt a valuable lesson about keeping things tidy and not wasting useful items. What do you think maximum efficiency means here?

Teacher: Yes, the robot was trying to do the best job in the shortest time by removing unused things.

Teacher: Do you think it did the right thing? Why or why not? Discuss with your partner and write your ideas in your notebook.

Understanding better

Understanding better

What kind of a machine was the robot?

104

Teacher: Now let us move to Understanding better.

Teacher: The question is: What kind of a machine was the robot?

Teacher: Look back at the last comic strip. What name did the robot give itself?

Teacher: Yes, it called itself a Maximum Efficiency Machine. What kind of job was it created for?

Teacher: That is right. It was made to help at home, do chores, organise things and recycle unused items.

Teacher: So, it is a helpful machine designed to manage housework efficiently. Write one sentence explaining the kind of machine the Butler Robot was.

Differentiated Activities

110 km/hr



Write a paragraph of about 80 to 100 words describing what Ricky learned from his experience with the Butler Robot. Explain how the robot's actions were based on efficiency and how Ricky decided to change his habits instead of blaming the machine.

80 km/hr



Write 4 to 5 sentences about why the robot was removing Ricky's things. Use the words recycle, careless and efficiency in your response.

40 km/hr



Write one sentence about Ricky's decision to keep his room clean. For example, 'Ricky decided to keep his room tidy so that the robot would not hide his things.'

Home Task

Draw a picture of a helpful robot you would like to have at home. Write 3 to 4 sentences describing what tasks it would do and how it would make your life easier.

Period 5

Teacher: Good morning, everyone.
How are you all today?

SHOULD DO

10 MIN.

Teacher: Before we begin today's lesson, let us quickly recall what we discussed last time. Ricky and his Butler Robot had a unique experience. Can anyone share how Ricky felt about the robot in the beginning?

Teacher: Excellent. Today, we will continue with Ricky's journey and explore how things progress with the robot.



Teacher: Let us now look at the last part of the story. What do you see Ricky doing in these pictures?

Teacher: Yes, he is cleaning his room and folding clothes neatly. Why is he doing that?

Teacher: That is right. He realises he had been careless before and now he wants to become more organised.

Teacher: Read what he says in each speech bubble. What is the promise he is making about the things he owns?

Teacher: He says he will not keep more than what he needs and will donate useful items to others. That shows he is now thinking about others too, not just himself.

Teacher: What does he call himself in the last picture?

Students: 'Maximum Efficiency Boy.'

Teacher: Yes and that means he wants to be like the robot – neat, helpful and responsible.

Teacher: This shows that Ricky has grown and changed by the end of the story. He has learnt to take care of his things and think of others.

Connecting better

MUST DO

20 MIN.

Teacher: Let us begin with 'Connecting better'. Open the box on this page.

Connecting better

Ricky and his robot managed to get rid of all misunderstandings by talking to each other. What if Ricky, while living in the same house as the robot, did not communicate clearly with him? They would not have become such good friends. Imagine how tough communication must be for people living far away from each other, with no access to modern technology such as smartphones. In earlier times, people used to make 'trunk calls'. A trunk call was made from one part of a country to another. An extra amount was charged for such calls. These calls usually came with a time limitation.

MDA Hol 105

Teacher: Ricky and his robot managed to solve misunderstandings by talking to each other. This shows us how important communication is in daily life.

Teacher: Now let us think from a Social Studies point of view. In earlier times, people had no mobile phones or internet. They used trunk calls, which were expensive and slow. Today, we can call or message anyone instantly.

Teacher: How has this change in communication helped our society? Can you give examples of how people stay connected today using technology?

(Let students respond.)

Teacher: Very good. Technology helps us stay in touch with our family, friends and even teachers. It also helps in emergencies, education and learning.

Teacher: Now, write in your notebooks how communication has changed over time and why it is important for people who live far from each other.

Matching better

Matching better

proof: evidence

unaware: unknowing

LTL 105

Teacher: Now, we will move to Matching better.

Teacher: Ricky learns that he needs to properly understand the robot's purpose. It was designed to be a 'Maximum Efficiency Machine'. Let us match the right definitions to the words we learn today.

Teacher: For example, the word 'evidence' could be matched to 'proof,' and 'unaware' means 'unknowing.' Match the words in your notebooks with the correct definitions.

Recalling better

Recalling better
CING

- Ricky's parents got him a Butler Robot.
- The robot was good at cooking, cleaning and ironing.
- Ricky was very happy and excited.
- The next morning, Ricky could not find his belongings.
- He became suspicious of the robot. He thought the robot was stealing his things.
- Ricky complained to his mother, but she refused to believe him.
- The robot overheard Ricky accusing it of stealing his belongings.
- The robot informed Ricky that it had been programmed to be a 'Maximum Efficiency Machine'.
- It was designed to collect things that seemed unwanted. He sent them for recycling and reuse.
- Ricky realised how careless he had been.
- He decided to become a 'Maximum Efficiency Boy'.

105

Teacher: Let us move on to 'Recalling better'. Open the box and look at the bullet points.

Teacher: Ricky's parents got him a Butler Robot. What do you think the robot was good at?

(Let students respond.)

Teacher: Correct. The robot helped with cooking, cleaning and ironing.

Teacher: Ricky was very happy, but what happened the next morning?

(Let students respond.)

Teacher: Yes, Ricky could not find his belongings. He started thinking that the robot was stealing them. What did he do then?

(Let students respond.)

Teacher: He complained to his mother, but she did not believe him. Then something important happened. What did the robot hear?

(Let students respond.)

Teacher: The robot heard Ricky accusing him. It explained that it was programmed to collect things that seemed unwanted and send them for recycling.

Teacher: What did Ricky realise after this?

(Let students respond.)

Teacher: Very good. He understood his mistake and decided to be more careful. He even called himself the 'Maximum Efficiency Boy'.

Teacher: Now, let us write down 3-4 key points that we discussed. This will help us summarise what we have learnt so far.

 You may show the **Chapter Summary** given on the digital platform.

Teacher: Now, I want you to take a moment and think about the Butler Robot's impact on Ricky's life.

Teacher: How do you think the robot helped Ricky learn a valuable lesson? Why do you think it was important for Ricky to realise how careless he had been with his things?

Teacher: Turn to your partner and discuss your thoughts. Talk about what the robot taught Ricky. Did it change Ricky's attitude? How?

Teacher: (After some time) Now, who would like to share what they discussed with their partner? What did you think was the biggest lesson Ricky learnt from the robot?

Teacher: Yes, exactly. Ricky learnt how to take better care of his things and be more mindful of his actions. The robot's actions helped Ricky understand the importance of organisation and tidiness.

Teacher: Now, in your notebooks, write down your thoughts. Imagine you were in Ricky's place. How would you feel if you had a robot that helped you clean and organise your room, but at the same time, you noticed it hiding some of your belongings? How would you react?

Teacher: Take a moment to write your answer and then we will discuss your ideas as a class.

Differentiated Activities

110 km/hr



Write a short essay on how communication is key to resolving misunderstandings. Use Ricky and the Butler Robot's story as an example.

80 km/hr



Write a few sentences on why Ricky was initially unhappy with the Butler Robot. Use the conjunctions 'but' and 'because' to explain his feelings.

40 km/hr



Write one sentence about Ricky's feelings towards the robot. For example, 'Ricky was happy at first, but then he became upset because the robot was hiding his things.'

Home Task

Fill 'My Scribbles and Secrets'.

Period 6

Teacher: Good morning, everyone. Hope you're all doing well today.

Teacher: Before we begin, Let us quickly recap what we discussed last time. Ricky and his Butler Robot had some interesting experiences. Can anyone share what happened?

Teacher: Excellent. Today, we will delve deeper into Ricky's journey and explore the lessons he learnt from his interactions with the robot.

Teacher: Let us start with Exercise A. Please open it.

SHOULD DO

10 MIN.



MUST DO

30 MIN.



A Tick (✓) the correct answer.

1. When Ricky's parents bought him a Butler Robot, he was _____.
a. sad ☐ b. happy ☐ c. indifferent ☐
2. Ricky's bedroom was _____.
a. organised ☐ b. beautiful ☐ c. untidy ☐
3. Ricky was _____ of the robot when he could not find his toy.
a. jealous ☐ b. suspicious ☐ c. proud ☐
4. The robot _____ Ricky's clothes and toys.
a. discarded ☐ b. stole ☐ c. collected ☐
5. Ricky realised that he had taken his things for _____.
a. careful ☐ b. careless ☐ c. granted ☐

106

Teacher: This exercise is based on the full story of Ricky and the Butler Robot. You will need to recall the important events we discussed in class.

Teacher: For example, how did Ricky feel when his parents gave him the robot? What did the robot do that caused confusion? How did Ricky react and what did he learn in the end?

Teacher: Discuss your answers with a partner first. Then, we will go over each question together as a class.

Teacher: Moving on to Exercise B. Please open the exercise on this page.

B Fill in the blanks with words from the box.

friends machine thief cook mother

1. Ricky believed that the robot was a _____.
2. Ricky complained about the robot to his _____.
3. According to Ricky's mother, the robot was a great _____.
4. The robot was a maximum efficiency _____.
5. Ricky and the robot became good _____.

106

Teacher: This is a fill-in-the-blanks activity. You will choose the correct words from the box and complete each sentence.

Teacher: The correct word for the first sentence is thief. Ricky believed that the robot was a thief.

Teacher: The second sentence is completed with the word mother. Ricky complained about the robot to his mother.

Teacher: The third sentence uses the word cook. According to Ricky's mother, the robot was a great cook.

Teacher: The fourth sentence is completed with the word machine. The robot was a maximum efficiency machine.

Teacher: The last sentence uses the word friends. Ricky and the robot became good friends.

Teacher: Now write the complete answers in your notebook neatly.

Teacher: Now, let us move on to Exercise C. Please open it.

C Write short answers in your notebook.

1. What was Ricky's house like?
2. Why was Ricky suspicious of the robot?
3. What would happen if the robot was programmed 'badly'?

106

Teacher: The first question is: What was Ricky's house like? Ricky's bedroom was untidy and things were not kept in their proper places. That is why the robot started cleaning and organising the space.

Teacher: The second question is: Why was Ricky suspicious of the robot?

Ricky thought the robot was stealing his things because his belongings went missing. He did not realise that the robot was collecting unwanted items for recycling.

Teacher: The third question is: What would happen if the robot was programmed 'badly'?


If the robot had a bad programme, it could do harmful things, like throwing away useful items or not helping properly. That is why good programming is very important.

Teacher: Now, write these answers in your notebooks. If you remember any other details from the story, you can include them too.


 You may show the **Concept Map** given on the digital platform.

Differentiated Activities


110 km/hr

 Write an essay discussing how Ricky's attitude towards the Butler Robot evolved throughout the story. Include specific examples and explain how these changes reflect his personal growth.

80 km/hr

 Write a few paragraphs summarizing the key events in the story and how they influenced Ricky's feelings about the robot. Use appropriate conjunctions to connect your ideas.

40 km/hr

 Write a short paragraph describing Ricky's initial reaction to the Butler Robot and how his feelings changed by the end of the story.

Home Task

Imagine you could design your own robot. Write 3 to 4 sentences describing what your robot would look like and one special feature that makes it different from Ricky's robot.

Period 7

SHOULD DO

10 MIN.

Teacher: Good morning, everyone. How are you today?

Teacher: I hope you are feeling energetic and ready for today's class.

Teacher: Let us start with a quick warm-up. I want you to think about what we have learnt in the previous lessons. Ready?

Teacher: Can anyone remember the name of the robot Ricky had?

Student 1: It was the Butler Robot.

Teacher: That is correct. The Butler Robot was designed to help with household chores. Can anyone remember what chores the robot helped with?

Student 2: It helped with cooking, cleaning and ironing.

Teacher: Exactly. Now, let us think about how Ricky felt about the robot at first. Can anyone share what he thought when he first got the robot?

Student 3: He was excited and happy because the robot could do everything for him.

Teacher: Yes, Ricky was excited. Now, how did he feel later? Was he still happy with the robot?

Student 4: No, he started complaining because the robot kept taking his things.

Teacher: That is right. We will explore more about Ricky's changing thoughts in today's lesson. Let us dive in.

Teacher: Let us begin with Exercise D - Writing Long Answers.

MUST DO

20 MIN.

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D Write long answers in your notebook.

1. What did Ricky learn from the robot?
2. How will Ricky become a Maximum Efficiency Boy? Explain with examples.

Teacher: The first question is: What did Ricky learn from the robot? Please take a moment and write your answer in your notebook.






Teacher: The second question is: How will Ricky become a Maximum Efficiency Boy? Explain with examples. Take your time to think about it and write your response in your notebook.

Excelling Vocabulary

Teacher: Now, let us move on to Exercise E in 'Excelling Vocabulary'.

E Look at the pictures given below. Write the correct -ture ending word from the box for each picture. Read the words aloud.

puncture fracture furniture picture vulture

- 
- 
- 
- 
- 

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Teacher: In this exercise, you will look at each picture and write the correct word from the box that ends with '-ture'. The words in the box are: puncture, fracture, furniture, picture and vulture.

Teacher: For the first image of a table, the correct word is furniture.

Teacher: The second picture shows a bird. The correct word here is vulture.

Teacher: The third picture shows a family photo. That is a picture.

Teacher: The fourth image shows someone with an injured hand. The word is fracture.

Teacher: The last one shows a flat tyre. That is a puncture.

Teacher: Now, write the correct word under each picture in your book.

Teacher: Let us move on to Exercise F.

F Match the given phrasal verbs with their meanings.

- | | | |
|----------------|---|------------------------|
| 1. carry on | ○ | a. to be patient with |
| 2. turn around | ○ | b. to happen |
| 3. take place | ○ | c. to continue |
| 4. back out | ○ | d. retreat |
| 5. bear with | ○ | e. to change direction |

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Teacher: In this exercise, you will match the given phrasal verbs with their meanings.

Teacher: Let us start with 'carry on'. What do you think it means?

Teacher: Yes, it means 'to continue'. Great. Now, Let us look at 'turn around'. What does it mean?

Teacher: Correct. It means 'to change direction'. Let us move to 'take place'. What does that mean?

Teacher: Right. It means 'to happen'. Now, for 'back out'. What do you think it means?

Teacher: Yes, it means 'to retreat'. Lastly, 'bear with'. What do you think that means?

Teacher: Exactly. It means 'to be patient with'. Well done, everyone.

 You may show the **Dictionary** given on the digital platform.

COULD DO

10 MIN.

Teacher: Now, let us do a fun challenge. I will say a sentence and you have to listen carefully and tell me which -ture (like picture, adventure, structure), word or phrasal verb (like carry on, give up, look after) fits best in the blank.

Teacher: For example, I might say:

'Ravi was tired, but he decided to _____ with the project.' The correct answer is carry on.

Teacher: We will do five sentences like this. Think carefully and raise your hand if you know the right word.

(Teacher gives 2-3 sentences for -ture words and 2-3 for phrasal verbs.)

Differentiated Activities

110 km/hr



Use any two -ture words and any two phrasal verbs in four complete sentences of your own.

80 km/hr



Match the phrasal verbs with their meanings and write one sentence using any -ture word from the box.

40 km/hr



Read aloud the five -ture words from the box. Then choose one word and write one sentence using it.

Home Task

Write three phrasal verbs from the exercise and draw a small picture or symbol to help you remember what each one means.

Period 8

Excelling Spelling

Teacher: Let us begin with 'Excelling Spelling'. Please open Exercise G on this page.

MUST DO

10 MIN.

Fill in the blanks with suitable sc words. Take help of the words from the box.

- Mira wore a green _____ to the party.
- Please give me a _____ of the vanilla ice cream.
- My father bought a new _____.
- Mina _____ well in the test.
- Jai _____ through the newspaper to find the article.

scooter
scoop
scored
scanned
scarf

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Teacher: We will fill in the blanks using suitable words that begin with 'sc'. Look at the word box: scooter, scoop, scored, scanned, scarf.

Teacher: Look at the first sentence: 'Mira wore a green _____ to the party.'

Which word from the box makes the most sense here?

(Let students respond.)

Teacher: Yes, the correct answer is scarf.

Teacher: Now the second sentence: 'Please give me a _____ of the vanilla ice cream.'

What do we usually use to take out ice cream?

(Let students respond.)

Teacher: That is right, the word is scoop.

Teacher: Third sentence: 'My father bought a new _____.'

What is something we can ride?

(Let students respond.)

Teacher: Yes, it is scooter.

Teacher: Next one: 'Mina _____ well in the test.'

Which word means she did well?

(Let students respond.)

Teacher: Good job, the word is scored.

Teacher: Last sentence: 'Jai _____ through the newspaper to find the article.'

What do we do with our eyes when we look quickly through pages?

(Let students respond.)

Teacher: Correct, it is scanned.

Teacher: Great work, everyone. Now write the correct words in the blanks and read them aloud to your partner.

 You may show the **Spelling Activity** given on the digital platform.

Excelling Punctuation

Teacher: Now, let us move on to Excelling Punctuation. Open Exercise H on your page.

MUST DO

20 MIN.



Punctuate the paragraph with capital letters, full-stops and apostrophes. Rewrite it in your notebook.

car makers today have started making eco-cars or environment-friendly cars eco-car is a new type of car that use less petrol than ordinary cars they also reduce the amount

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of carbon dioxide given out by vehicles one type of eco-car is the hybrid car the word hybrid means a combination of two different things a hybrid car is a car that has two kinds of power an engine that runs on petrol and a motor that runs on electricity these cars produce less than half the amount of emissions that regular petrol-driven cars this makes these cars more environment friendly

108

Teacher: This paragraph has many punctuation mistakes. There are missing capital letters, full stops and apostrophes. We will correct it together.

Teacher: Let us start reading the paragraph slowly, one sentence at a time.

Teacher: Look at the first line:

Car makers today have started making eco-cars or environment-friendly cars eco-car is a new type of car that uses less petrol than ordinary cars

What is missing here?

Teacher: We need a capital C for Car, a full stop after cars and a capital E for Eco-car.

Teacher: Let us move to the next part and continue correcting line by line together. I will guide you and you will write the corrected version in your notebooks as we go.

Teacher: You do not need to copy everything from the board. Listen carefully and write each corrected sentence in your notebook when we finish discussing it.

Teacher: We will read, correct and rewrite the whole paragraph as a class. Let us begin.

Excelling Grammar

When we join words and sentences, we do it with the help of conjunctions.

- The robot is broken and badly programmed.
- Ricky does not clean his room, so it is always untidy.
- Manju missed the school picnic since she was absent today.

Some conjunctions tell us when something happens. These are called conjunctions of time. While and when are conjunctions of time.

While tells us about two things happening at the same time (during the time).

- I like listening to music while reading a book.
- Please don't play in the kitchen while I am cooking.

When tells us about something happening at, during or after some time.

- The wolf howls when the Moon shines.
- I shall call you when I reach home.

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Teacher: Now, let us move on to Excelling Grammar.

Teacher: Today, we will focus on the concept of conjunctions. Conjunctions are words used to connect two or more words, phrases or sentences.

Teacher: For example, in the sentence 'The robot is broken and badly programmed', the conjunction 'and' is used to connect the two ideas: the robot is broken and it is badly programmed.

Teacher: Let us look at another example: 'Ricky does not clean his room, so it is always untidy.' The conjunction here is 'so', which links the two actions: Ricky does not clean his room and it becomes untidy.

Teacher: Here is another example: 'Manju missed the school picnic since she was absent today.' The conjunction 'since' connects the two clauses, explaining the reason why Manju missed the picnic.

Teacher: Now let us look at two more conjunctions: 'when' and 'while'. These are used to show when something happens.


Teacher: For example: 'I shall call you when I reach home.' This means the action of calling will happen after reaching home. 'When' is used to show time.

Teacher: Another example: 'Do not play in the kitchen while I am cooking.'

The word 'while' tells us that both actions happen at the same time — playing and cooking.

Teacher: So, 'when' tells us something happens at or after a specific time and 'while' tells us two things are happening at the same time.

Teacher: Now that we have understood what conjunctions do, let us try creating some sentences of our own using conjunctions.

 You may show the **Animated Activities** given on the digital platform.

Teacher: Now, we are going to do an interactive activity to practise using conjunctions.

COULD DO

10 MIN.

Teacher: Pair up with your partner and each of you will exchange notebooks.

Teacher: In your notebooks, you will find some sentences where conjunctions should be used. I want you to check your partner's sentences. If you find that the conjunctions are used correctly and the punctuation is in place, give a thumbs up. If there is a mistake, help each other fix it.

Teacher: Let me give you an example: Here is a sentence: 'I like chocolate ____ I do not like vanilla'. The conjunction you need to use here is 'but'. So, it should be: 'I like chocolate but I do not like vanilla.'


Teacher: Now, I want you to do this with your partner. Read the sentences in each other's notebooks carefully. Pay attention to the punctuation and conjunctions.

Teacher: If you notice that your partner has missed a punctuation mark or used an incorrect conjunction, suggest the correct one and explain why.


Teacher: Remember, it is not just about finding mistakes, but also helping each other understand how to use conjunctions and punctuation correctly. Let us start the activity now.

Differentiated Activities

110 km/hr

 Write a short paragraph (4–5 sentences) describing a day when you faced a challenge. Use at least three different conjunctions such as 'although', 'because' and 'while' to link your ideas.

80 km/hr

 Write three meaningful sentences using 'so', 'since' and 'while'. Make sure each sentence shows a different type of connection — cause and effect, time and reason.

40 km/hr

 Complete these sentence starters by adding an idea after the conjunction:

1. I went to the park, but...
2. I stayed home because...

Use correct punctuation and capital letters.

Home Task

Write five sentences using the conjunctions 'and', 'but', 'or' and 'because'. In each sentence, make sure the conjunction connects two ideas or actions.

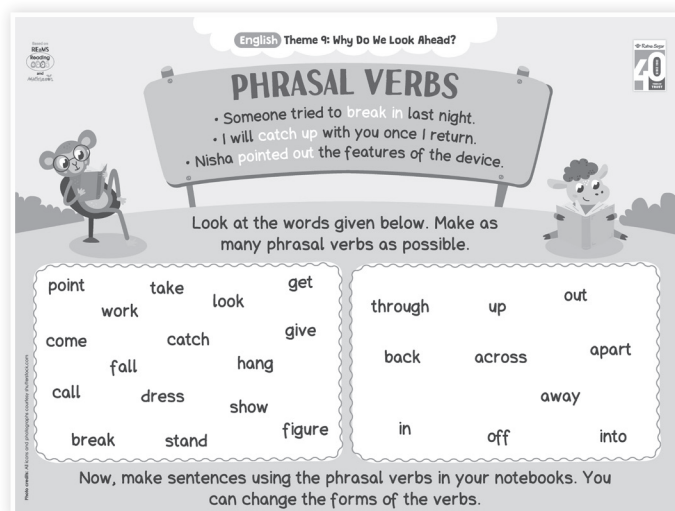
Period 9

Poster

SHOULD DO

15 MIN.

Teacher: Good morning, everyone. I hope you are all feeling ready to learn today.



English Theme 9: Why Do We Look Ahead?

PHRASAL VERBS

- Someone tried to break in last night.
- I will catch up with you once I return.
- Nisha pointed out the features of the device.

Look at the words given below. Make as many phrasal verbs as possible.

point	take	look	get
work			
come	catch	give	
fall	hang		
call	dress	show	figure
break	stand		

through	up	out
back	across	apart
	away	
in	off	into

Now, make sentences using the phrasal verbs in your notebooks. You can change the forms of the verbs.

Teacher: Today, I am going to show you a colourful poster about phrasal verbs. Please look at the board.

Teacher: Phrasal verbs are combinations of verbs and prepositions or adverbs that have a different meaning than individual words. For example, 'break in' means to enter forcefully.

Teacher: Can you find any other phrasal verbs in this poster?

Teacher: Yes, 'point out', 'catch up' and 'look ahead' are all phrasal verbs. They are very useful in speaking and writing.

Teacher: Let us now try to make some of our own.

Teacher: Look at the base verbs and the words in the two green boxes. Try pairing them. For example, 'give up', 'call off', 'look after'.

Teacher: In your notebooks, write five phrasal verbs you can make from these words. We will share some of them before we move to the next activity.

Teacher: After class, I will paste this poster on the wall so you can refer to it whenever you need help with phrasal verbs.

 You may show the **I Explain** given on the digital platform.

Excelling Grammar

Teacher: Please open your main coursebook to page 108.

MUST DO

15 MIN.

1 Fill in the blanks with when or while.

1. I was not at home _____ you called.
2. Enjoy _____ the holidays last.
3. _____ my cousins arrived, I was sitting outside.
4. Madhu watched an educational show _____ her father prepared lunch.
5. Anupriya will come out to play _____ she finishes her homework.

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Teacher: We will do Exercise I first, which is about using the words 'when' or 'while'.

Teacher: Read the first sentence aloud. What word fits best – when or while?

Teacher: Now complete all five blanks with either when or while.

Teacher: After you finish, exchange your notebook with your partner and check each other's answers. Discuss any that are different.

Teacher: Now, let us do Exercise J. You must match the correct sentence with 'when' or 'while'.

2 Match the sentences with when or while.

Sentences	Conjunctions
1. My robot likes to sing _____ I like to dance.	when
2. Manjeet answered promptly _____ it was his turn to speak.	
3. Sunaina was already there _____ I reached the playground.	
4. Mohan lost his luggage _____ travelling between cities.	while
5. It was lunchtime _____ you called.	

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Teacher: For example, 'My robot likes to sing ____ I like to dance.' Which word fits here?

Teacher: Yes, 'when'. Now try to match all the others and then compare your answers with your partner.

Teacher: Well done, everyone. These exercises help us understand how different conjunctions are used to join events happening at the same time or one after the other.

Teacher: Let us now reflect on what we have learnt today.

COULD DO

10 MIN.

Teacher: In your notebooks, write two sentences using phrasal verbs you created from the poster.

Teacher: Then write one sentence using either when or while.

Teacher: Share your answers with your partner. Let us see how well you can use these in real situations.

Differentiated Activities

110 km/hr



Write a paragraph using three phrasal verbs and two sentences with when and while. Make sure your sentences show different situations happening.

80 km/hr



Write three sentences using any phrasal verbs from the poster. Then, write one sentence using when and one using while.

40 km/hr



Write one sentence using a phrasal verb (e.g., 'wake up', 'give up') and one sentence using while.

Home Task

Write five phrasal verbs you can use at home. Use each in a sentence to show what it means.

Period 10

Teacher: Good morning, everyone.

SHOULD DO

10 MIN.

How are you today?

Teacher: Today we will begin with a fun listening activity. I will read a short paragraph aloud. You will need to listen carefully because I will then ask some questions. If the sentence I read after that is true, you will take one step forward. If it is false, you will stay where you are.

Teacher: First, listen to this short paragraph.

(Teacher reads the story passage aloud – a short summary of the field trip that includes:

- Students visited a museum.
- A guide named Sameer greeted them.
- They were told to walk, not run.
- Sarah and Kia were distracted and did not listen to the guide.
- They entered a room with a red door.
- The room had computer screens.)

Teacher: Now let us begin the game. I will say a sentence. If it is true, take one step forward. If it is false, stay where you are.

(Proceed with Sentences 1 to 6 as in the original activity.)

Excelling Concentration

Teacher: Now that you have heard the passage, let us do Excelling Concentration, Exercise K.

MUST DO

20 MIN.

Concentration*

K Listen to your teacher and write Yes or No in the table given below.

S. No.	Statement	Yes	No
1.	Students of 5F were excited to go to the space museum.		
2.	5F was greeted by a tour guide named Paul.		
3.	The only rule was to stay out of any rooms with a red door.		
4.	Sarah and Kia were careless children.		
5.	The countdown started because of Kia.		

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Teacher: Open your main coursebook to page 109 and look at the statements given in the table.

Teacher: You must write 'Yes' or 'No' based on what you heard in the story. For example, 'Students of 5F were excited to go to the space museum.' Is this true or false?

Teacher: Great. Write 'Yes'. Now complete the rest of the statements on your own.

(Allow students time to complete. Discuss the answers briefly.)

Excelling Language

Language

Pair up with your partner because it is time to play the Taboo game!

Rules:

1. Write a word of your choice on paper slips.
2. Take turns to pick a slip and describe the word to your partner without telling them what the word is.
3. Do not use the taboo words, i.e., direct clues of the main word.
4. Your partner will have to guess the word that you are describing. Give 1 point for every correct guess.
5. Keep scores. The one who guesses the most number of words is the winner.

109

Teacher: Next, let us move on to Excelling Language, Exercise L. We are going to play a fun game called Taboo.

Teacher: Each of you will write a word of your choice on a paper slip.

Teacher: Then you will describe the word to your partner without saying the actual word or any obvious clue. For example, if your word is 'dog', you cannot say 'barks' or 'pet'.

Teacher: Your partner must guess the word. If they guess correctly, they get one point.

Teacher: Let us start the game. Remember, the one who guesses the most words is the winner.

Teacher: Now that we have played the game, I want you to reflect on it.

COULD DO

10 MIN.

Teacher: In your notebooks, write three things:

1. What did you enjoy most about the game?
2. Was it difficult to explain your word without giving direct clues?
3. What ways did you use to help your partner guess?

Teacher: After you write, turn to your partner and share what you have written.

Differentiated Activities

110 km/hr



Write a short paragraph describing what happened in the space museum story. Include at least one phrasal verb and one conjunction.

80 km/hr



Write three sentences using information from the story. Use one sentence with 'when' and one with a phrasal verb.

40 km/hr



Write a sentence using the phrase 'space museum' and one sentence with 'while'.

Home Task

Write a paragraph about a class trip or a place you would like to visit with your classmates. Use one phrasal verb and one conjunction in your paragraph.

Period 11

MUST DO

15 MIN.

Excelling Expression

Teacher: Good morning, students. How are you today?

Expression

Imagine that you are going to participate in an inter-school Cyberlympics the day after tomorrow. In your notebook, write a leave application to your principal, informing him or her that you will be absent from school that day. Follow the format given below.

The Principal,
 _____ (Name of your school),
 _____ (Address of your school),
 Date: _____
 Sir/Madam,
 Subject: Leave Application

 Thank you,
 Yours obediently,
 _____ (Your name)
 _____ (Your class)

109

Teacher: Today, you will write something useful and important – a leave application.

Teacher: Imagine that you are going to participate in an inter-school Cyberlympics the day after tomorrow. You will not be able to attend school.

Teacher: Look at Excelling Expression on page 109 of your Main Coursebook.

Teacher: Use this format to write a proper leave application in your notebook. Make sure you include your school's name, date, reason for leave and your name and class.

Teacher: Once you finish writing, exchange your notebook with your partner and read each other's applications. Help each other check if all details are included.

You may show the **Slideshow** given on the digital platform.

Creating better

Teacher: Now let us move on to a Creating better turn to page 110 of your Main Coursebook.

MUST DO

15 MIN.

Creating better

Create an advertisement for a car, toy or your favourite food item. Make a logo for the product you are selling. Add a tagline for your advertisement. You may take hint from the given pictures.



110

Teacher: You will create an advertisement for a car, toy or your favourite food item.

Teacher: Look at the two examples on the page – a lemonade poster and a book market display.

Teacher: Use these as ideas. Choose a product. Then design a logo, a tagline and write a few catchy lines to describe it.

Teacher: You may draw your poster on a new page in your notebook. Be neat and colourful.

Teacher: After you finish, walk around and look at a few of your friends' advertisements. Appreciate their work.

Teacher: Let us now reflect on both tasks we did today.

Teacher: In your notebook, answer these three questions:

1. What did you enjoy more – writing the leave application or making the advertisement?
2. Why did you enjoy that task?
3. What did you learn today about expressing your ideas clearly in writing?

Teacher: After writing, share your thoughts with your partner and listen to their reflections too.

Differentiated Activities

110 km/hr



Write a second leave application requesting permission to attend a science fair. Use a different reason.

80 km/hr



Create a second advertisement for a new school bag. Add a tagline and write one line about its features.

40 km/hr



Write one sentence telling why you need leave. Then write one sentence to describe your favourite toy or food.

Home Task

Draw your advertisement neatly on a chart paper at home and decorate it. Bring it to class to display on the class board.

Period 12

Teacher: Good morning, students. How are you all today?

Teacher: We will begin today's class by thinking about something interesting – signals.

Teacher: At home, there are many things that work using signals. Can you think of any such objects?

Teacher: Yes, television remotes, microwave ovens and even Wi-Fi systems use signals.

Teacher: In your notebook, write the names of five things that work with the help of signals at your home.

Teacher: Next to each one, write a short line about how they receive signals – is it through a remote, button or wirelessly?

Teacher: After you finish, share your answers with your partner.

Thinking better

MUST DO

15 MIN.

Teacher: Let us start with Thinking better.

Thinking better

COD HOTS 2L CS

Which things at your house work with the help of signals? Find at least five such things at home and briefly write how those things catch the signals.

110

Teacher: Which things at your house work with the help of signals? Write at least five such things and briefly describe how they receive signals.

Teacher: For example, 'The television receives signals from the remote control.'

Teacher: Write in your notebook and then share one example with your partner.

Choosing better

Teacher: Let us now move to Choosing better.

Choosing better

EXL LSV 2L CS

Didi, who comes to work at your house, brings her young child along. After sometime, the child starts crying. Didi cannot look after her child because she is working. How will you help Didi? Would you play with the child? Or would you let the child play with your toys?

110

Teacher: Imagine this situation: Didi, who works at your house, has brought her child along. The child starts crying and Didi cannot attend to the child because she is busy working.

Teacher: What would you do? Would you play with the child or share your toys?

Teacher: Think about how your action can be helpful.

Teacher: In your notebook, write two or three sentences explaining how you would help and why. Then, discuss your ideas in small groups.

Revising better

Teacher: Now, let us revise some interesting word pairs. Let us do Revising better.

MUST DO

15 MIN.

Revising better

DBL

Weak for weeks! We need to knead! More to soar? Or is it already sore? Write more such homophones in your Little Book.

110

Teacher: Look at these sentences: 'Weak for weeks', 'We need to knead the dough', 'Is it sore or soar?'

Teacher: These are examples of homophones – words that sound the same but have different meanings and spellings.

Teacher: Can you think of more? Write at least three pairs of homophones in your notebook.

Teacher: Then write a sentence using each pair to show their different meanings.



You may show the **Quiz** given on the digital platform.

Teacher: Now, let us fill in the last column of the KWL chart.

Teacher: In this column we will write what we have learnt in this chapter.

Teacher: Think about the topics we have Learnt and write them neatly in the 'L' column of the chart.

(Wait for students to fill in the chart.)

Teacher: Let us all give a huge round of applause to everyone for their hard work and creativity. Great job, everyone. See you in the next class. Have a wonderful day ahead.

Differentiated Activities

110 km/hr



Write four pairs of homophones. Use each in a sentence and explain their meanings.

80 km/hr



Write three pairs of homophones and use each in a sentence.

40 km/hr



Write two pairs of homophones and make one sentence with each.

Home Task

Complete Project from 'Book of Project Ideas' and submit it in the class.

Period 13

Worksheet 1

Teacher: Good morning, students. Let us begin our final session of this chapter.

Teacher: Please open your Workbook to page 28.

Teacher: We will read a passage and then complete the exercises below it. I will read the passage aloud. Please listen carefully and follow along.

(Read aloud the passage about how dancers tell stories using gestures.)

Teacher: Now, let us do Exercise A. You must number the sentences in the order in which they appear in the passage.

Read the passage carefully.

A dancer does not need words to tell a story. Many cultures use dance to tell stories and teach young people. Aboriginal Australians dance to celebrate important events and tell stories. Their dances are about people, their way of life and the land. Some dances have been passed on for many generations. Old styles of dance from India use the whole body. Dancers even use their gums, teeth and tongue in the dance. Some dances are done while kneeling – the dancers only move their hands and face. Hand gestures are used in dances from Cambodia. They show things from nature. There are hand gestures for flowers, leaves and fruits.

A. Number the sentences in the order in which they appear in the passage.

- Many cultures use dance to tell stories. _____
- A dancer does not need words to tell a story. _____
- Hand gestures are used in dances from Cambodia. _____
- Old styles of dance from India use the whole body. _____
- Dancers use their gum, teeth and tongue in the dance. _____

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Teacher: Read all the sentences carefully. Let us discuss the first one together.

Teacher: Now complete the rest on your own and then compare your answers with your partner.

Teacher: Next is Exercise B. Fill in the blanks using the words given in the box.

B. Fill in the blanks with words from the box.

Cambodia hand teach important kneeling

- Some dances are also done while _____.
- Hand gestures are used in dances from _____.
- Many cultures use dance to tell stories and _____ young people.
- Aboriginal Australians dance to tell stories and celebrate _____ events.
- Dances that show things from nature use _____ gestures for flowers, leaves and fruits.

28

Teacher: You may underline those words in the passage to find the correct answers.

Teacher: Let us solve the first one together: 'Some dances are also done while...' – what fits here? Yes, 'kneeling'.

Teacher: Now, complete the remaining sentences on your own.

Teacher: Finally, read the questions in Exercise C and answer them in your notebooks. You will write full sentences.

C. Answer the following questions in your notebook.

- Which dance uses the whole body?
- How do different cultures use dance?
- Why do Aboriginal Australians dance?
- What is one special thing about dancers?
- What is different about Cambodian dances?

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Teacher: I will walk around to help while you write.

Book of Holistic Teaching

Teacher: Now let us move to a special activity from the Book of Holistic Teaching.

Teacher: I will write the questions on blackboard. You all have to copy and write the answers in your notebooks. I will help you answering.

Maths

A Maths

Write true or false.

- A pie-graph represents data on a circle **while** a bar graph does it using rectangular bars. _____
- A line graph represents data using rectangular bars **and** five lines. _____
- A pictograph uses **pictures** to represent data. _____

9

Teacher: First, let us begin with Maths. Think about the different ways in which we can show data. If I want to show information using shapes or figures, how might that look?

Teacher: Look at the board and think quietly for a moment. Now, talk to your partner about how different graphs might be used in real life – maybe in your favourite game or a school survey.

Science

B Science Write the correct answer.

1. It uses AI to sense its surroundings **while** driving **and** moves safely with little to no human input. It is a _____.

9

Teacher: Moving to Science now. Imagine a machine that works almost like a human – it can notice things around it, react and even make decisions. Do you think such a machine would need constant help from people?

Teacher: Think-pair-share: discuss with your partner what kind of technology can behave in such a smart way. What are its benefits? Any challenges?

Social Studies

C Social Studies Write true or false.

1. You make an ISD call **when** you want to speak to someone living in a different country. _____
2. Landline phones have been discontinued **because** they are not smart. _____

9

Teacher: Now for Social Studies. Think about ways people stay connected across long distances. In earlier days and even now, there are tools for communication that connect families and friends who live far away.

Teacher: I want you to imagine making a call to someone who lives in another country. How would that work? Is there anything special or different about that kind of call?

Teacher: Also, can you think about phones from the past – not the ones we carry today, but those that stayed in one place? Talk to your partner about what makes those phones different from the ones we use now.

Teacher: Well done. You have explored some very thoughtful ideas across subjects. Now write your responses in your notebooks in full sentences. Choose one subject you enjoyed most and write three lines about what you learnt.

Differentiated Activities

110 km/hr



Write a paragraph explaining how dances can be a way of telling stories. Include at least one example from the worksheet.

80 km/hr



Write three sentences explaining why gestures are used in dance and what you learnt from today's passage.

40 km/hr



Write one sentence about what Aboriginal people use dance for and one sentence about what dancers use in Cambodian dances.

Home Task

Think of any one cultural dance form from India or around the world. Write five lines about what story it tells or how it is performed.

Period 14

MUST DO

20 MIN.



Teacher: Good morning, everyone. How are you feeling today?

Teacher: We have learnt so many new things in this lesson – about robots, technology, conjunctions, homophones and more.

Teacher: Who remembers what Ricky learnt by the end of the story?

Teacher: Yes, he understood how to organise his room and work along with the robot.

Teacher: What writing task did we do last time?

Teacher: Yes, we wrote a leave application and created an advertisement. Very good.

Teacher: Today, we will revise vocabulary, grammar and do some listening and writing activities to wrap up this chapter.

Worksheet 2

Teacher: Let us begin with vocabulary. Open your workbook to page 29.

Worksheet 2

Vocabulary

A. Replace the underlined words with similar words.

1. The train had left when we reached the station.

2. The weather became gloomy when the clouds covered the sky.

3. Ali looked at the little dog with kind eyes.

4. Sahiba got excited after receiving her gift.

B. Rewrite the given paragraph, after punctuating it properly, in your notebook.

Berta is a robot it was bought by the kalras. it can perform various tasks such as washing clothes cleaning dusting doing the dishes and chopping vegetables. Berta helps Mrs Kalra around the house. Even though Berta can perform several tasks but some tasks are performed by Mrs Kalra herself Robots can help huma beings immensely but they cannot replace them

29

Teacher: You will find a few sentences with underlined words. Your task is to replace each underlined word with a similar word.

Teacher: Think of other words that have the same meaning. Discuss with your partner what you can use.

Teacher: Now look at the next task. There is a paragraph without punctuation. What do you notice about it?

Teacher: Yes, it is hard to read because it has no full stops or capital letters.

Teacher: Rewrite the paragraph in your notebook with proper punctuation. Begin each sentence correctly and use commas where needed.

Teacher: Let us move to the grammar section now. You will complete sentences using joining words. These words help connect ideas.

Grammar

A. Fill in the blanks with the correct conjunctions.

1. I woke up early _____ I reached on time.
2. Would you like a smoothie _____ a juice?
3. _____ it is raining, I brought my umbrella.
4. Priya dropped the plate _____ it did not break.

B. Circle the conjunctions in the following sentences.

1. The match will be cancelled if it rains.
2. She did not sit for the test since she was ill.
3. He could not stand in the Sun for long so he went indoors.
4. Amit scored well in the test because he studied very hard.

29

Teacher: Do the first two sentences on your own. Then check with your partner and solve the remaining ones.

Teacher: Now read the sentences given below that. You must spot the joining word in each one and circle it.

Teacher: I will read each sentence aloud and you will listen and circle the correct word.

Worksheet 3

Teacher: Now turn to page 30 of your workbook. This activity will help us improve listening and speaking.

MUST DO

20 MIN.

Worksheet 3

Listening / Speaking / Writing

A. Listen carefully to your teacher and fill in the table given below.*

S. No.	Sentence	Answer
1.	Artificial intelligence helps	
2.	Smart machines act almost like	
3.	Natural intelligence is possessed by	
4.	Artificial intelligence is opposite to	
5.	The intelligence displayed by machines is called	

B. In groups of four, have a discussion about the role that technology plays in our lives. How do you benefit from it? What do you think are the disadvantages of it?

C. You want to invite your favourite scientist to your school. Write an application to your principal expressing your request.

30

Teacher: I will read a few facts aloud. You need to listen carefully and fill the table with the correct information.

(Teacher reads from the listening text slowly and clearly.)

Teacher: Now discuss your answers with your partner. Are they the same? Let us quickly check them together.

Teacher: Now stay in your group. Talk about how technology helps us and some problems it might cause.

Teacher: Each group will write down two points and share with the class. You may talk about smartphones, robots, machines or anything else.

Teacher: Finally, you will write a formal application. Imagine inviting a famous scientist to your school.

Teacher: Use the format you have learnt before. Write neatly in your notebook.



You may generate additional practice worksheets using the **Test Generator** given on the digital platform.

Differentiated Activities

110 km/hr



Write four lines explaining how Artificial Intelligence is used in everyday machines. Give two real examples.

80 km/hr



Write three lines describing how you use technology at home or in school.

40 km/hr



Write one line about a smart machine and what it does.

Home Task

Draw and label one smart device from your home. Write two sentences explaining how useful it is.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none">• demonstrate control in fine motor tasks such as writing applications organising vocabulary and completing workbook activities.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• reflect on human-robot interactions and express empathy, responsibility and cooperation in daily life through guided discussions and writing.
Cognitive Development	<ul style="list-style-type: none">• apply understanding of artificial intelligence, grammar, phrasal verbs and storytelling to complete comprehension, reasoning and creative tasks.
Language and Literacy Development	<ul style="list-style-type: none">• compose structured paragraphs, leave applications and creative advertisements using appropriate vocabulary, conjunctions and punctuation.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• express ideas creatively by designing posters and advertisements, exploring cultural dances and understanding diverse storytelling forms.
Positive Learning Habits	<ul style="list-style-type: none">• participate actively in collaborative tasks, revise written work for clarity and show curiosity while exploring the use of technology in life.

Starry Knights

As we come to the close of the session, how do you perceive the learners' progress in terms of their language skills?


Also, kindly share your self-assessment in terms of incorporating latest technology in your lessons. Do you think robots could replace the real teachers in future classrooms?

Give yourself a STAR..

☐

Poem 9: My Robot

Theme 9: Why Do We
Look Ahead?

 6 Periods (40 minutes each)

 Learn better (Main Coursebook)

 Animation, eBook

Affirming better
I am to
understand
concepts.

Curricular Goals and Objectives (NCF)

To enable the students:

- to understand and appreciate poetry through rhythm, rhyme and figurative language.
- to express personal experiences and opinions in spoken and written forms.
- to develop vocabulary and comprehension using context clues.
- to work collaboratively in pairs and groups through interactive games and roleplay.
- to enhance creative thinking by designing and writing through visual and verbal cues.
- to use listening, speaking, reading and writing skills in an integrated manner across tasks.

Methodology

Period 1

Teacher: Good morning, students.
How are you all feeling today?

Teacher: Let us begin with a fun warm-up. I will describe something and you must guess what it is. Ready?

Teacher: It has metal arms and legs. It can do homework, fold clothes and tell jokes. What do you think it is?

Student: A robot.

Teacher: Yes, well done. Today we are going to start a new poem called 'My Robot'.

Teacher: This robot is very clever and funny too. Let us see what all it can do.

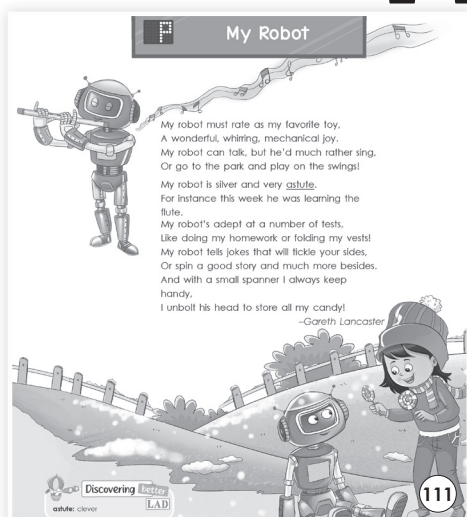
 You may show the **eBook** given on the digital platform.

SHOULD DO

10 MIN.

MUST DO

25 MIN.



Teacher: Please open your main coursebook to the poem 'My Robot'.

Teacher: I will read the first stanza aloud. Please follow along.

(Read the stanza with expression.)

Teacher: What do you notice about how the robot behaves?

Teacher: Yes, it likes to sing and go to the park. So, it is not a boring machine.

Teacher: Now let us read the next few lines. The robot is not only fun, but also 'astute'. Do you know what 'astute' means?

Student: Clever.

Teacher: Yes, that is right. Look at the 'Discovering better' box. It gives us the meaning.

Teacher: The poet tells us that this robot does homework, folds vests, tells jokes and even stores candy.

Teacher: What kind of robot would you like if you had one?

Teacher: Discuss with your partner. After two minutes, we will share your ideas.

Teacher: Now let us read the poem one more time together. This time, pay attention to the rhyming words and the robot's talents.

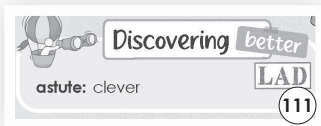
 You may show the **Animation** given on the digital platform.

Discovering better

Teacher: Let us look at the word astute in the poem. It says, 'My robot is silver and very astute.'

COULD DO

5 MIN.



Teacher: The word astute means clever or smart.

Teacher: If someone is astute, they are quick to understand things, make good decisions and solve problems easily.

Teacher: In this poem, the robot is called astute because it can learn new things like playing the flute and even help with homework.

Teacher: Can you think of a time when you were astute? Maybe you solved a problem quickly or helped someone using a smart idea?

Differentiated Activities

110 km/hr



Write a short poem about your own robot. Describe what it looks like and what special things it can do. Use at least two rhyming pairs.

80 km/hr



Write four lines about a robot you would like to have. Mention two things it can do for you and how you feel about it.

40 km/hr



Write two lines about what your robot can do. You can use phrases like 'My robot can...' and 'It helps me...'.

Home Task

Draw a picture of your dream robot. Write three lines describing what it can do and why it is your favourite.

Period 2

Teacher: Good morning, students. Let us begin today's session with a quick recap.

SHOULD DO

10 MIN.



Teacher: Who can tell me what the poet's favourite toy is?

Student: A robot.

Teacher: Very good. Can you remember one funny or clever thing the robot could do?

Student: It could fold clothes, sing and even store candy.

Teacher: Excellent. Now we will go deeper and understand the poem with some comprehension questions.

Learning better - Excelling Comprehension

Teacher: Now open your main coursebook to page 112.

Teacher: Let us begin with Exercise A. This is a multiple-choice activity where you choose the correct answer.

MUST DO

20 MIN.



Comprehension

A Choose the correct answers.

1. The poet's favourite toy is a train set / robot.
2. The toy makes a whirring / ding dong sound.
3. It likes to paint / sing more than it likes to talk.
4. The robot is shiny and intelligent / dull and blue.
5. The poet is extremely bored / happy to have the robot around.

112

Teacher: I will read each sentence and you will tell me which word fits best.

Teacher: First one: The poet's favourite toy is a train set or robot?

Student: Robot.

Teacher: Correct. Now complete the remaining four on your own. Once done, discuss your answers with a partner. (Allow 5 minutes for peer discussion)

Teacher: Now, let us move to Exercise B. It has four questions based on a few lines from the poem.

B Read the given lines from the poem and answer the following questions in your notebook.

"For instance this week he was learning the flute.
My robot's adept at a number of tests,
Like doing my homework or folding my vests!"

1. Name the poem and the poet.
2. Who is 'he' in the first line of the stanza? What did 'he' do?
3. Which word in the stanza means 'skilful'?
4. Is the robot skilful? How?

112

Teacher: I will read the lines aloud. Please listen carefully.

Teacher: Now look at question 1. What is the name of the poem and the poet?

Teacher: Please write the answer in your notebook.

Teacher: Continue with the remaining three questions. You can refer to the stanza on the page while writing. Walk around and help students as needed.)

Teacher: Let us now have a quick discussion.

COULD DO

10 MIN.



Teacher: Do you think robots like the one in the poem could really exist in the future? Why or why not?

Teacher: Discuss your answer with your partner and write down one reason in your notebook.

Differentiated Activities

110 km/hr



Write a paragraph describing a robot that can help you in school. Mention at least three tasks it can do and how it helps you learn better.

80 km/hr



Write four lines about what the robot in the poem can do. Use words from the poem like 'astute', 'adept', 'tests'.

40 km/hr



Write two sentences about the robot. Use any describing word from the poem (e.g., shiny, clever).

Home Task

Draw the robot from the poem. Label three things it can do and write one sentence describing why you would like to have this robot.

Period 3

Teacher: Good morning, students. Let us begin with a quick recap.

Teacher: What did we learn in the last class about the robot in the poem?

Student: It is clever and can do homework, sing and tell jokes.

Teacher: Wonderful. Today we will go deeper into the poem and answer both short and long questions to understand the poem better.

Teacher: Open your main coursebook and look at Exercise C and D on the same page.

Teacher: Let us begin with Exercise C – Short answers.

C Write short answers in your notebook.

1. Name two things the robot does.
2. Which word suggests that the robot does things perfectly?
3. Which musical instrument does the robot play?

112

Teacher: Please read question 1. Can anyone tell two things the robot does?

Teacher: Yes, now write that in your notebook in a full sentence.

Teacher: Continue to question 2 and 3. Use the poem to find your answers. After five minutes, we will discuss your responses.

(Teacher monitors and assists.)

Teacher: Now let us look at Exercise D – Long answers.

D Write long answers in your notebook.

1. If you were in the poet's place, would you let the robot do your work? Give reasons for your answer.
2. Why is the robot the poet's favourite toy?

112

Teacher: Read the first question: If you were in the poet's place, would you let the robot do your work?

Teacher: Think about your reasons. Some may say yes, some may say no. Write two or three sentences in your notebook.

Teacher: Next question: Why is the robot the poet's favourite toy? Think about everything the robot can do and how it makes the poet feel.

Teacher: Take your time and write your answer neatly.

Teacher: Now let us share your answers in pairs. Read your long answer to your partner and listen to theirs.

Teacher: After that, choose one answer that you liked best and share it with the class.

Differentiated Activities

110 km/hr



Write a paragraph imagining a day in your life with the robot from the poem. What will it do for you? What would you do with your free time?

80 km/hr



Write four lines describing how the robot helps the poet. Use at least one describing word from the poem.

40 km/hr



Write two sentences about what the robot can do. You can begin with 'My robot can...' or 'The robot helps with...'.

Home Task

Write five lines describing your own imaginary robot. What does it look like? What can it do? Give it a name.

Period 4

Teacher: Good morning, everyone. I hope you all are doing well today.

Teacher: Before we begin, let us do a short recap. Do you remember what the poem 'My Robot' taught us? Yes, it was about a clever and helpful robot.

Teacher: Today, we will focus on vocabulary and listening from the theme 'Why do we look ahead?' Let us begin our learning together.

Excelling Vocabulary

Teacher: Let us now open page 112 and look at Exercise E.

E Fill in the blanks with words from the box.

homework words worry world worthy

1. My mother helped me with my _____.
2. Write a few _____ to describe the picture.
3. The _____ is a beautiful place.

112

4. Raju is _____ of the first prize.
5. Don't _____, be happy.

113

Teacher: You will fill in the blanks with the correct words from the box. Read the sentences first.

Teacher: Look at the options in the word box: 'homework', 'words', 'worry', 'world' and 'worthy'.

Teacher: Use each word only once. Read each sentence and think about which word fits best.

Teacher: After you finish, exchange your notebooks with a partner and check each other's answers.

Teacher: Now let us look at the next Exercise F matching sound words.

F Match the incomplete phrases with the sound words to complete the sentences.

1. The robot made a _____ sound. a. giggled
2. Water is _____ from the tap. b. nibbled

113

3. I _____ water on my face. o o c. whirring
 4. The baby _____ at the funny sound. o o d. splashed
 5. The squirrel _____ on the peanuts. o o e. dripping

113

Teacher: There are five incomplete phrases. You must match them with the correct sound word from the list: 'giggled', 'nibbled', 'whirring', 'splashed' and 'dripping'.

Teacher: Let us do the first one together. 'The robot made a _____ sound.' What word fits? Yes, 'whirring'.

Teacher: Now complete the remaining on your own. Match the options and write the complete sentence in your notebook.

Excelling Concentration

Concentration*

Listen to your teacher read a passage and fill the table given below.

S. No.	Statement	Yes	No
1.	Looking ahead means to plan for the future and set goals.		
2.	We must take small steps to achieve our dreams.		
3.	Looking ahead helps us be prepared for challenges.		
4.	Adults want us to talk about tomorrow.		
5.	We look ahead to be prepared, reach goals and enjoy life.		

113

Teacher: Now we are going to work on a listening task. Please listen carefully as I read the passage aloud. After that, you will fill in the table with 'Yes' or 'No' based on what you understood.

Teacher (reads aloud):

Why do we look ahead?

Looking ahead means planning for the future and setting goals. Whether dreaming of being a doctor, scientist or an artist, looking ahead lets us take small steps toward our dreams every day. Just like planning a road trip, it helps us know where we are going and how to get there safely. It also prepares us for challenges. Learning from the past helps us make better choices. So, when adults talk about tomorrow, they are helping us grow and succeed. Remember, looking ahead is about reaching goals, staying prepared and making the most of life's journey.

Teacher: Now look at the table on page 113 and go through each statement carefully. You need to decide whether each one is correct based on the passage.

Teacher: Let us read the first one together – 'Looking ahead means to plan for the future and set goals.' Is this correct? Yes, so you will mark 'Yes' in the first row.

Teacher: Now complete the rest of the table by yourself. Take your time.

Teacher: Once you are done, discuss your answers with your partner. Make sure you have marked each statement clearly with 'Yes' or 'No'.

Teacher: Let us now reflect on what we have learnt.

Teacher: In your notebook, write two lines about why it is important to look ahead in life.

COULD DO

10 MIN.

Teacher: Share your answer with your partner and listen to theirs. Let us all think about our goals and how to prepare for them.

Differentiated Activities

110 km/hr



Choose any three words from Exercise E and use them in meaningful sentences of your own. Then choose two sound words from Exercise F and write creative sentences using them.

80 km/hr



Fill in three blanks from Exercise E using the correct words from the box. Then match any two sentences from Exercise F with the correct sound words.

40 km/hr



Choose two words from the box in Exercise E and say them aloud. Then write one sentence using either 'homework' or 'world'.

Home Task

Draw one object from your home that makes a sound. Write two lines about the sound it makes and when you hear it.

Period 5

SHOULD DO

10 MIN.

Teacher: Good morning, students. How are you all feeling today?

Teacher: Let us begin with a fun activity called dumb charades.

Teacher: You will work in groups of four. Think of any poem you like.

Teacher: One of you will act out the first line of the poem without speaking.

Teacher: The others in your group will try to guess the poem.

Teacher: Take turns. Let us begin and enjoy the game together.

Excelling Language

Teacher: Now, we will begin with 'Excelling Language'. This is about understanding poems in a creative way.

MUST DO

20 MIN.

Language

Work in groups of four. Think of your favourite poem(s) to play dumb charades.

How to play:

- Enact the first line or stanza in front of your group.
- Don't say the lines, only act.
- Your group will have to guess which poem you are enacting.
- Take turns to play the game.

113

Teacher: In your groups, choose any one line from a poem you know.


Teacher: Enact that line without speaking. Your friends will guess what it is.

Teacher: Remember, no words – only actions. Use your hands, face and movement to show the meaning.

Teacher: After everyone finishes, clap for each other.

Excelling Expression

Teacher: Now let us move to 'Excelling Expression'.

 **Excelling Expression**

1 An anecdote is a short, funny or interesting story about a real incident or a person. Think of such an incident that happened with you. Write an anecdote in your notebook in about 100–150 words. Follow the structure given below. **113**

Title: Identify the main event.

Context:

- Where does the incident take place?
- When did it happen?
- Who are the characters involved?

Body:

- Describe the funny or interesting part of the story. Say why and how it happened. Describe everyone's role in the incident. Also, describe their response to the event.

Reaction: How did the people involved react to the incident?

Punchline: This is the ending so everyone understands why it is funny.

Final statement: Is there a final statement to be made about the incident? Something learnt? Something to remember? **114**

Teacher: We are going to write an anecdote. That means a real-life story from your own life.

Teacher: Think of a funny or interesting incident that happened to you.

Teacher: I will help you write it step by step.

Teacher: Start with a title – what is your story about?

Teacher: Now write where it happened, when it happened and who was with you.

Teacher: Then, write what exactly happened and how everyone reacted.

Teacher: End the story with something you learnt or something funny that happened.

Teacher: Your story should be 100 to 150 words. Use short sentences and your own words.

Teacher: If you finish early, read your story to your partner. Check if they understood it.

Teacher: Now, pair up with someone new.

Teacher: Read your anecdotes to each other.

Teacher: Circle your favourite sentence from your friend's story.

Teacher: Talk about why you liked it. This will help you become better writers.

Differentiated Activities

110 km/hr



Write a detailed anecdote using all the parts: title, place, time, characters, what happened and what you learnt.

80 km/hr



Write a short story using three parts: beginning, middle and end.

40 km/hr



Write 4–5 lines about something funny that happened to you. Say where, when and who were there.

Home Task

Write your anecdote neatly at home. Add a small drawing to show your favourite moment.

Period 6

Creating better

MUST DO

20 MIN.

Creating better

Art1 2LCS

Design a compliment cup for your partner. Make a cutout of a cup and decorate it as you like. Write a compliment that you would like to give to your partner and give it to them.



114

Teacher: Good morning, students. How are you today?

Teacher: Today, we will begin with a fun creative activity called Creating better.

Teacher: Imagine you want to give your partner a compliment. You will design a 'compliment cup' for them.


Teacher: Think of something kind and encouraging you would like to say. It could be about how helpful they are or how good they are at something.

Teacher: Now, draw a cup in your notebook and decorate it. Inside the cup, write your compliment.

Teacher: After everyone finishes, we will exchange the cups and read each other's messages.
(Wait while students work on their cups.)

Thinking better

Teacher: Now that you have made something special for your partner, let us move on to Thinking better.

 **Thinking better**

Think and write the answers in your notebook.

1. Do you want a robot friend in your life? Why or why not? Give reasons to support your answer.
2. If you got a robot friend in your life, what arrangements will you make to adjust the robot in your life?

114

Teacher: Look at the two questions given on page 114.

Teacher: The first one is about wanting a robot friend in your life. Think carefully. Would you enjoy having a robot friend? Why or why not?

Teacher: The second question asks you to imagine having a robot. What arrangements would you make to adjust the robot into your daily life?

Teacher: Take five minutes to write down your answers in your notebooks. After that, we will share some thoughts in pairs.

(Allow time for writing and then pair discussion.)

Teacher: Thank you for sharing. It is always good to think about how technology can fit into our lives.

Choosing better

MUST DO

20 MIN.

Choosing better

EXL LSV 2LCS

You have a classmate, who is excellent in studies. You want to be like them. What would you do? Would you spend more time with them and learn from them? Or would you stay the way you are? **114**

Teacher: Imagine you have a classmate who is excellent in studies. You wish to be like them. What will you do?


Teacher: Will you spend more time with them and learn from them or would you like to stay the way you are?

Teacher: Take a moment to think and write your thoughts in your notebook. Then, we will have a short group discussion.

(Allow students time to reflect and discuss.)

Pledging better

Teacher: Now, let us move to Pledging better.



Pledging better

In my own little way, I pledge to:

- recycle waste material.
- participate in clean-up events in the neighbourhood.

SDG 8: DECENT WORK AND ECONOMIC GROWTH

SDGs

114

Teacher: I want you to think of two small things you can do to keep your surroundings clean.


Teacher: Please open your books to page 114. Read the pledge aloud with me:

Teacher: 'In my own little way, I pledge to recycle waste material and participate in clean-up events in the neighbourhood.'

Teacher: Now write one more pledge of your own and share it with your partner.


Sound Board

Teacher: Finally, let us explore the Sound Board.



Sound Board


Look at the following pictures and read the words aloud.



banana

Notice that the vowel **a** occurs thrice in the word **banana**. It makes two different sounds:

ba	na	na
S1	S2	S1




celebrate

Notice that the vowel **e** occurs thrice in the word **celebrate**. It makes three different sounds:


ce	le	brate
S1	S2	S3

Now, read the following words. Observe the different sounds a vowel makes in the same word.


calendar




atlas




telephone




event



cotton



divide



116

Teacher: Please open to page 116. Look at the pictures and words like 'banana' and 'celebrate'.

Teacher: Notice how the same vowel sounds different in the same word. For example, 'banana' has 'ba', 'na', 'na' – all sounding slightly different.

Teacher: Let us say it together: banana.

Teacher: Now try 'celebrate'. Each part sounds different: ce – le – brate.

Teacher: Now look at the other words on the page. Try reading them aloud with your partner.

Teacher: Pay attention to how the vowel sounds change. After that, choose any two words and use them in sentences of your own in your notebook.

Differentiated Activities

110 km/hr



Write a short paragraph describing how a robot can help you and your friend learn better. Use at least two words from the Sound Board page.

80 km/hr



Write three sentences about how you would use a robot friend at home. Include one word from the Sound Board page in your sentences.

40 km/hr



Write two sentences about what you would ask a robot to do for you. Say the word 'banana' aloud and clap for each part.

Home Task

Write a letter to future self in your main coursebook on page 115.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none">• participate in dumb charades and roleplay using gestures and expressions
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• express compliments, appreciation and kindness through partner activities
Cognitive Development	<ul style="list-style-type: none">• analyse poetic lines to infer meaning and answer comprehension-based questions
Language and Literacy Development	<ul style="list-style-type: none">• enhance vocabulary, identify homophones and use conjunctions and phrasal verbs
Aesthetic and Cultural Development	<ul style="list-style-type: none">• design creative outputs like compliment cups and advertisements
Positive Learning Habits	<ul style="list-style-type: none">• listen actively, respond thoughtfully and reflect on personal actions and choices

Starry Knights

Do you think robot teachers are the future of education? Share your views and apprehensions here.

Reward yourself with a STAR..

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