

Unit 7

What Goes Around, Comes Around

Learning Outcomes

After completing this unit, you will be able to:

- apply critical thinking to interact with a text using intensive reading strategies (while-reading) to guess meaning of difficult words from context.
- use critical thinking to respond to the text (post-reading): applying world knowledge and their own opinion to the text read.
- identify and practise the use of the words starting with consonant and vowel sounds.
- demonstrate conventions and dynamics of oral interactions in a group to engage in conversation.
- recognise and describe briefly story elements.
- tell when and where the story is set.
- describe the characters in a story and express preferences about them.
- retell a story briefly but sequentially.
- summarise a short folktale through gapped summary exercise.
- use common compound words in their own speech and writing, e.g. milkshake, airport.
- join some words to make common compound words and use them in speech and writing.
- locate, identify, differentiate between, and use some simple pairs of words including homonyms.
- recognise and use the personal pronouns myself, yourself, himself, herself, ourselves, themselves, and itself.
- recognise and use be and do to make interrogative sentences.
- recall the rules of punctuation learnt earlier.
- identify the elements of a story: plot, beginning, middle and the end of a story with conflict and resolution; human, animal, imaginary characters and their roles; setting.
- write a guided story using the elements of story writing.





Getting Started

Look at the pictures. They show what true friends do for one another.



Let's Talk

- What are the friends in the pictures doing?
- Can you share other things that friends do for one another?
- How can you be a good friend to someone?
- Are you a good friend? Think about yourself and then tell.

What Goes Around, Comes Around

Pre-reading

- Look at the given pictures and guess what is happening.
- Share good qualities of your best friend.

There was a mouse who had always lived on land. By chance, he met a frog who used to live in water for most of his life. The mouse showed the frog around the little hole he lived in and every beautiful thing in it. The frog invited the mouse to come along and see the wonderful underwater world. "I would love to go with you

but I cannot swim," said the mouse. "No worries, dear," replied the frog. "I will tie your foot to mine, and then I can pull you along." The mouse agreed.

The frog laughed as he thought it would be good fun for him. The frog tied the mouse's foot to his own with a piece of thread.





Thus joined together, they started walking across the meadow where they would find their food. All went well until the frog led the mouse to the pond where he lived. Then the frog jumped in, taking the mouse with him. The frog splashed around happily and swam, croaking about as if he had done a good deed.

"Oh, how cool and nice the water is," said the frog, as he swam about. But the poor mouse was frightened.

"Please, get me out of the water," said the mouse, "or I shall die."

"Oh, never mind. You will get used to the water. I just love it," said the unkind frog.

But soon the poor mouse was drowned, while the cruel frog frisked about down below, tied to the foot of the mouse. Just then, a hawk saw the mouse, and pounced upon it. As he flew away with it, the frog was dragged out of the water too, for he was still tied to the mouse.

"Stop, stop!" cried the frog. "Let me go. It is the mouse you want."

"Come along," said the hawk. "I want you both. I will eat you first, for I like frog meat even better than mouse meat."

In a few moments, the hawk had a good supper, and there was nothing left of either the selfish frog or the poor mouse.

Moral: As you sow, so shall you reap.

While-reading

Tell meanings of 'underwater' and 'pounced.'



Post-reading

- Can you think of a different moral for the fable?
- Read the story again and think of another ending for this story and then discuss.



Discuss with students that the text they are reading is a fable. A fable is a short story, often involving animal characters that represent people. It shows conflict over any issue and, through it, teaches us a moral lesson. Discuss the moral with students. Ask them to give answers to the given questions. Note their responses.



A) Oral Communication

1. Learning the Sounds

Vowels and Consonants

i. Read the given sentences and notice the use of words starting with consonant and vowel sounds.

- The frog splashed around and swam croaking about as if he had done an admirable feat.
- The frog intended to get into mischief.
- Maryam likes to eat eggs and bread for breakfast.
- Only eight apples were left in this basket.
- Naeema is a bright student of our university.

ii. Write five words starting with consonant and vowel sounds each in your notebook.

2. Learning to Speak

i. Read and practise the given dialogue.

Hen: Hello, Mouse! How are you?

Mouse: I'm fine thank you. How are you?

Hen: I'm good. You look in a hurry. Where are you going?

Mouse: Yes, I'm getting late. I'm going with a frog to see the underwater world.

Crow: Hello, Hen and Mouse. What are you both discussing? Mouse looks happy today.

Hen: He is going with a frog to the underwater world.

Crow: Oh! It seems interesting. But it can be dangerous for you. This frog is naughty so be aware of him.

Mouse: I will take care of myself. You don't need to worry. Thank you for your advice, Crow.

Crow: Okay, bye.

Mouse: Bye.

Hen: Goodbye.

ii. Have students discuss their favourite stories. Engage them in a conversation by asking different questions.



A1 (i) Ask students to share more words with vowel and consonant sounds. Note their responses. A2 (ii) Ask them different questions about their favourite stories during the discussion to keep them engaged in conversation.



B) Reading and Critical Thinking

1. Reading Comprehension

i. Answer these questions.

- Why does the frog tie his foot to the mouse's foot?
- What happened at the end of the story?
- Write a summary of the fable you have just read.

ii. Read the given elements of a fable.

Character: Characters are the people and animals in a story.

Setting: It is where and when the action in the story takes place.

Plot: It has the theme of the story around which events are planned. It is the beginning, middle and end of the story.

Conflict: Every fable has a problem that makes the characters work and resolve it.

Resolution: It is the solution to the conflict. It has a moral as well.

Read Me

A **fable** is a short story with animal characters. It has a moral lesson. It is not based on any reality.

iii. Which is your favourite character of the story?

iv. Read the given story and fill in the blanks with the correct words given below.

a, the, winning, hare, challenged, fast, woke, won, tortoise, left, the

Once there lived a hare and a tortoise in a forest. The _____ was very proud of his speed. He used to make fun of the _____ for being too slow. One day, the tortoise _____ the hare to a race. The hare accepted the challenge. The race started. The hare ran very _____. The tortoise was _____ much behind. The hare got tired and stopped to have some rest under _____ tree. He fell asleep. _____ tortoise passed by him and reached the _____ post. The hare _____ up and ran as fast as he could. He saw that the tortoise was already there at _____ winning post. The tortoise had _____ the race.



B1 (i) Ask students the above questions. B1 (ii) Discuss the elements of a fable with them by giving examples. Ask them to give answers to the given questions. Note their responses.

v. Read the story again and write its summary in your own words in your notebook.

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

- The frog lived in _____ for most of his life.
 - i) a stable
 - ii) a nest
 - iii) soil
 - iv) water
- The frog tied the mouse's foot to his own with a piece of _____.
 - i) cloth
 - ii) thread
 - iii) rope
 - iv) string
- The poor _____ drowned and his body floated on the surface of the water.
 - i) hawk
 - ii) hen
 - iii) mouse
 - iv) crow
- As you sow, so shall you _____.
 - i) cook
 - ii) reap
 - iii) eat
 - iv) enjoy
- The hawk had a good _____.
 - i) lunch
 - ii) dinner
 - iii) supper
 - iv) breakfast

2. Analytical Reading

Read any fable. Write its elements and moral in your notebook.



C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

croaking	a sound made by a frog
intent	the purpose to do something
drag	to pull somebody
frightened	afraid
pounced	sprang forward suddenly so as to catch something



B1 (v) Guide students through writing a summary in correct sequential order. B1 (vi) Ask students to fill in the blanks with the correct answers. C1 (i) Ask students to learn the meanings of the difficult words.

Compound Words

ii. Read the given compound words.

Word 1	Word 2	Compound Word
birth	day	birthday
after	noon	afternoon
back	bone	backbone
chair	man	chairman
air	port	airport
milk	shake	milkshake

Read Me

Compound words are formed when two words are put together to form a new word with a new meaning.

iii. Make compound words by combining the words from the word bank.

table bed sun air tooth moon
fire port spoon room shine brush light

Homonyms

iv. Read the given homonyms and their use.

sink sink	There are some plates in the kitchen sink. The ship sinks to the bottom of the sea.
tie tie	Please tie a knot in this rope. He likes to wear a tie and a shirt.
park park	They usually park their cars outside their house. The children are playing in the park.
bank bank	Ali bought a house near the riverbank. Sara opened an account in a bank.
match match	Could you please, light matchsticks? They won the cricket match.

Read Me

Homonyms are words that sound the same and have the same spelling also but with different meanings.



C1 (ii) Ask students to share more examples of compound words. C1 (iv) Ask them to share more examples of homonyms.

v. Read the given sentences and circle the correct words from the given homonyms.

- The apples are beginning to **drop (fall)** / **drop (a small quantity of a liquid)** from the trees.
- He held the bird gently in his **palm (a straight tree with long leaves at the top)** / **palm (the inner surface of the hand between the wrist and the fingers)**.
- The key was hanging from a **nail (the thin hard layer covering the outer tip of the fingers or toes)** / **nail (a small pointed piece of metal with a flat head)** by the door.

vi. Use the given homonyms in your own sentences in your notebook.

right right

fair fair

glasses glasses

well well

2. Learning to Spell

Fill in the missing letters to complete the words.

wonde__ful

th__ead

s__rfa__e

d__owned

su__p_r

3. Grammar

Personal Pronouns

i. Read the given sentences and notice the use of personal pronouns.

- The frog hurt **itself** while playing.
- Ali introduced **himself** to his new neighbour.
- God helps those who help **themselves**.
- Sana bought a dress for **herself**.
- You should complete your assignment **yourself**.
- We are enjoying **ourselves**.
- I prepare lunch **myself**.

Read Me

A **personal pronoun** is a pronoun that refers back to the subject of the same sentence. It ends in -self or -selves.



C3 (i) Explain the concept of personal pronouns in detail by sharing more examples.

- ii. Use the personal pronouns on the previous page in your sentences and write them in your notebook.

Interrogative Sentence of 'Be' and 'Do'

- iii. Read the given interrogative sentences and notice the use of different forms of 'be' and 'do'.

Be:

- **Is** the hawk eating a frog?
- **Are** the boys playing?
- **Am** I reading a storybook?
- **Was** Anum cooking pasta?
- **Were** a frog and a mouse swimming in the pond?

Do:

- **Does** Ali ride a bicycle?
- **Do** we get up early?
- **Did** they learn a lesson?

Read Me

'Be' has four forms in the present: is, am, are, be.

'Be' has two forms in the past: was, were.

'Do' has two forms in the present: do and does.

'Do' has one form in the past: did.

We put these verbs at the beginning of sentences to make interrogative sentences.

- iv. Write interrogative sentences of the forms of 'be' and 'do' in your notebook.

- v. Rewrite the given sentences by adding correct punctuation in your notebook.

- sara is twenty two years old
- oh what a beautiful scene it is
- the frog deceived the poor mouse
- do you know the moral of this story
- it is raining outside



D) Writing

Read Me

A **full stop** (.) is used at the end of a declarative sentence. A **question mark** (?) is used at the end of a question. An **exclamation mark** (!) is used to show strong feelings or emotions. A **hyphen** (-) is used to join two or more words together.

1. Learning to Write

- i. Write a story about your favourite animals and also note the elements of the fable learnt previously from the 'reading section' in your notebook.

2. Creative Writing

- ii. Write a story with the moral 'A Friend in Need is a Friend Indeed'.



C3 (iv) Ask students to share more examples of interrogative sentences of 'be' and 'do'. C3 (v) Recall the rules of punctuation in detail. D1 (ii) Guide students through writing a story by following the rules they have already learnt.