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FOR GRADE

5

# KNOW YOUR WORLD

THIRD EDITION



## Answer Key



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# ANSWER KEY

## Chapter 1.1: Human Rights

### QUICK RECALL

- i. eye contact
- ii. provision
- iii. resolution
- iv. Etiquettes
- v. democracy

### LEARNING CHECK BRIEF Q/A

- i. Some fundamental human rights as stated by the United Nations are:
  - All human beings are born free and equal.
  - Everyone has the right to life, liberty, and security.
  - Everyone has the right to receive an education.
  - Slavery and slave trade is prohibited.
  - All are equal before the law.
  - Everyone has a right to freedom of movement.
  - Everyone has the right to belong to a country.
  - Everyone has the right to thought, conscience, and religion.
  - Everyone has the right to work and receive a salary.
- ii. Freedom of speech is crucial for society because it allows people to express their views and opinions. They can communicate their problems and raise voices against social injustice, discrimination, inequality, etc.
- iii. Discussion and negotiation are two important tools for conflict resolution. If the conflicting parties are willing to listen to each other and look at the issue from the other person's point of view, they can understand each other's concerns.

They can also explore different options to solve the problem.
- iv. Some etiquettes that I follow:
  - Knock before you enter a room and greet everyone when you enter.
  - Push your chair in when you leave the table.
  - Spend time with your elderly family members.
  - Use polite words like thank you, sorry and please, etc.
  - Be a good listener.
  - Give a helping hand to anyone in need.



## DESCRIPTIVE Q/A

- i. The saying 'Live and let live' means that you should let other people behave in the way that they want to and not criticise them for behaving differently from you.
- ii. Digital citizens must follow digital ethics when interacting with others online. Sometimes, differences in opinions arise, which must be dealt with patience. In such situations, digital citizens should show tolerance and avoid getting into an argument.
- iii. We must act responsibly as digital citizens. Spending hours using the Internet is very easy, but that is not a good habit. One should be very careful with suspicious links, messages, or pop-ups, and should open these links carefully, as they could be carrying a virus.
- iv. They are a way of showing respect and consideration to others in society. They become the means for achieving other goals such as conflict resolution and prepare us to become good citizens of the civilised world.

## GOING FURTHER

1. Gather small groups and give each a large sheet of paper and markers. Ask them to create a mind map showing fundamental human rights, like education and freedom of speech. Have each group present their mind map to the class and discuss how students can uphold these rights daily.
2. Show how to use SmartArt on the computer to create an illustration. Provide examples of digital citizenship, such as privacy, respectful communication, and avoiding cyberbullying. Have students work in small groups to create SmartArt illustrations highlighting responsible digital citizenship. Then, each group presents their illustration to the class and explains the key points.
3. Share a personal story of experiencing unfair treatment. Ask students to form groups and discuss similar experiences they have faced or witnessed, focusing on the causes of such behaviour. Urge each group to devise solutions to prevent unfair treatment and present their findings to the class. Facilitate a class discussion on how these solutions can be implemented in daily life and within the school community.
4. Divide students into small groups and have them create role-play scenarios to demonstrate how real-life conflicts can be managed peacefully. Each group performs their role-play for the class, followed by a discussion on conflict resolution strategies, communication, and empathy.
5. Ask students to consider a recent conflict with a friend or sibling. Have them write it down, share and discuss it in pairs, and then present one conflict and its resolution to the class to facilitate a discussion on effective conflict resolution strategies and the importance of maintaining positive relationships.

## Chapter 1.2: Means of Communication

### QUICK RECALL

- i. true
- ii. false
- iii. false
- iv. true
- v. false
- vi. false

### LEARNING CHECK BRIEF Q/A

- i. Sources of information include newspapers, magazines, television, radio channels, journals, magazines, newsletters, and some specific websites.
- ii. Sources of information that reach and influence many people (the masses) are known as mass media.
- iii. Social media refers to the various online platforms people use to connect with each other, such as Facebook, Instagram, WhatsApp, etc

### DESCRIPTIVE Q/A

- i. People are at the receiving end of mass media, whereas, through social media, they can interact and give their opinions. Hence, it provides a unique experience of social interaction and social collaboration. Through social media, anyone can reach people on a massive scale in a short span of time. Once information has been published in mass media, it cannot be changed. But on social media, changes can be made after publishing. Mass media is more authentic than the social media.
- ii. Social media helps us stay connected with friends and family, even if they are far away, through pictures, video calls, and instant messages. Sometimes, the false information circulating online can misinform people. We must always check for correct information before believing or sharing it. Radio is particularly beneficial to those with impaired sight or people living faraway places but sometimes it is difficult to get good signal reception where other means of communication are not accessible.
- iii. Social media is the most effective. It facilitates sharing ideas, information, and images by uploading content. People all over the world use social media to stay in touch with family and friends. All businesses now have a presence on social media. This allows them better access to people for marketing and promoting their products

### GOING FURTHER

1. Divide the class into groups and assign each group specific sections (articles, advertisements, editorials, news items, weather reports, cartoons, jokes). Have each group create and compile their sections, then combine them to form the class newspaper and present it to the class.



2. Divide students into two groups (for and against the motion) and assign roles for speakers and researchers. Conduct the debate, allowing each side to present their arguments and respond to the opposing team's points.
3. Assign students to find and bring a recent news event presented on both TV and in a newspaper. Have them compare the presentations and discuss the effectiveness of each method, then share their findings with the class.
4. Divide students into groups and assign each group a medium (radio, TV, newspaper, Internet). Have groups create and present their digital public service messages, discussing the impact and importance of trees.

## Chapter 2.1: Our Culture

### QUICK RECALL

- i. Culture
- ii. Muslims
- iii. Easter
- iv. Diwali
- v. Sikhs
- vi. Nauroz
- vii. Turkish
- viii. Nationhood

### LEARNING CHECK BRIEF Q/A

- i.
  - Punjabi
  - Sindhi
  - Pakhtun
  - Balochi
  - Kashmiri
  - Potohari
  - Siraiki
  - Balti
  - Shina
  - Hazara
  - Makrani
- ii. Inclusion means ensuring everyone feels welcome, accepted, and a part of the group. No one is left out in an inclusive environment because of their differences. Inclusion also means including women, minorities, and differently-abled persons.
- iii. A multicultural society is formed when people belonging to different countries or regions migrate to a new place and make it their home

## DESCRIPTIVE Q/A

- i. People learn to be open-minded and tolerant when they live with others who have different beliefs. They understand why people behave differently from them and in a certain manner which removes bias and negative feelings about other cultures. When people realise that everyone is equal and deserves to be respected for who they are, they accept differences and become tolerant.
- ii. When people get along, they depend on each other and are loyal to those around them.
- iii. In Pakistan, the cultural values are very similar, no matter which region one belongs to. Each different cultural group has a great tradition of hospitality. Guests are welcomed with open arms and are looked after very well. People depend on each other and are loyal to those around them. They respect their elders and consider it an honour to serve them.
- iv. When people from different environments and countries come together and share their ideas, a pool of ideas is formed from which everyone can benefit that enriches the culture of that country. People adopt lifestyles of a different culture according to their convenience and needs. Sometimes, using a new invention in our daily lives can change our culture.

## GOING FURTHER

1. Assign each class or group a specific culture of Pakistan to research and represent through clothing, food, music, and decorations. Organise a cultural day event where each group presents their culture through performances and displays, allowing students to learn from each other.
2. Have students research and select a traditional folk song from their region, focusing on its history and significance. They should practice singing the song and perform it during the cultural day celebration.
3. Assign students to interview their grandparents about how Pakistani culture has evolved. Have students share their findings in class, discussing the differences and similarities between past and present cultures.
4. Have students choose a Southeast Asian country and research its cultural aspects, such as traditions, clothing, food, and festivals. Present their findings to the class and compare the similarities and differences with Pakistani culture.
5. Divide students into groups, assigning each group a specific cultural group in Pakistan to research. Have each group present their findings on clothing, arts and crafts, languages, and food to the class.
6. Provide materials and assign students to design posters that include pictures and descriptions of food items from various Pakistani cultures. Display the posters around the classroom and discuss the diversity and richness of Pakistani cuisine.
7. Assign students to research famous writers from Sindh, Punjab, Khyber Pakhtunkhwa, Balochistan, Gilgit-Baltistan, Azad Jammu and Kashmir, focusing on their works and cultural influences. Compile the information into a colourful booklet and have students present their findings to the class.



## Chapter 3.1: Constitution and Government

### QUICK RECALL

- i. parliamentary
- ii. population
- iii. Parliament
- iv. constitution
- v. law

### LEARNING CHECK BRIEF Q/A

- i. A constitution is a document containing the laws and principles according to which the powers of the state are exercised.
- ii. All citizens will be treated equally before the law.  
All citizens can practice their religion and protect their language and culture.  
They have the right to fair trial, if they are arrested or detained.
- iii. Both the provincial and the federal governments have three branches: The Executive, Legislature, and the Judiciary.

### DESCRIPTIVE Q/A

- i. The federal government looks after the finance, defence, communications, and foreign affairs of a country. The federal government sets priorities for spending public money. It decides how much tax people need to pay to meet the costs of running the country and carrying out developmental projects. It draws up plans for improving the condition of the country. The Ministry of Defence looks after Pakistan's security, and the Foreign Office handles Pakistan's relations with other countries of the world. The federal government has a role in keeping Pakistan financially stable.
- ii. It is most important for everyone to follow the constitution because it serves as a social contract between the government and the people. It helps keep checks and balances on the people in authority. It protects the rights of all the citizens, including minorities. It helps curb power misuse by any person or group, including the government. The constitution also defines the provincial governments' powers and functions so they can work smoothly.
- iii. The rule of law means that the laws of the land apply equally to every citizen and that no one is above the law. It is important to follow the rule of law in society. When the rule of law prevails against unjust and illegal activities and to protect the fundamental rights of the people, they feel secure. The punishments are meant to discourage people from performing criminal acts.
- iv. The federal government looks after the interests of the whole country, whereas a provincial government does legislation only for that province. The Provincial governments



are also responsible for setting up the local government system. The federal government distributes funds, money, and resources among the provinces. Provinces, in turn, empower their local governments by giving them required funds. Local government plays an essential role in democracy. The federal and provincial governments can only meet the needs and wants of ordinary people if the local government helps. They help provide awareness to the upper levels of government about the wants and needs of people.

### **GOING FURTHER**

1. Divide students into groups and assign each group to draft a bill to address a community problem. Ensure that the bill includes a clear explanation of the problem and proposed solutions. Conduct a class debate in which each group presents its bill, listens to feedback, and makes necessary revisions. Conclude by voting on the final version of the bill.
2. Organise an election campaign where candidates present their plans and promises to the class. Encourage students to ask questions and discuss the candidates' proposals. Hold a secret ballot election, count the votes, and announce the winner. Discuss the importance of fair elections and democratic processes.
3. Facilitate a class discussion on the rights of Pakistani citizens, such as freedom of speech, education, and equality. Use real-life examples to illustrate these rights.

Discuss the responsibilities that come with these rights, such as obeying laws, voting, and respecting others. Encourage students to share their thoughts and experiences.

## **Chapter 4.1: Ancient Civilisation**

### **QUICK RECALL**

- i. communities
- ii. Pharaohs
- iii. valleys
- iv. Taxila
- v. China

### **LEARNING CHECK BRIEF Q/A**

- i. They were pioneers in various fields, such as inventing writing using clay tablets called cuneiform, inventing the wheel and the sundial clock, and developing the concept of counting. They also ploughed land, created the first maps in history, and gave the world the first written laws.
- ii. They invented many tools, such as the plough, sickle, and mills for grinding grains. They also created hieroglyphs for writing and used papyrus as writing material. The Egyptians developed a calendar and clock and were known for their skill in preserving dead bodies through mummification.





- iii. Purushapura (present-day Peshawar), Takshasila (present-day Taxila), and Pushkalavati (present-day Charsadda).

### DESCRIPTIVE Q/A

- i. The Egyptians were known for their skill in preserving dead bodies through mummification. They built pyramids to bury their dead.
- ii. Gandhara had a rich artistic tradition dating back to 1st century BCE. The paintings, sculptures, pottery, and coins have their own unique style. King Kanishka, who ruled at that time, produced the Buddha image for the first time, which became the hallmark of Gandhara art. Thousands of Buddha images were produced and scattered all over the land. That is why the excavations unearthed many Buddha statues.

### GOING FURTHER

1. Assign students to research famous artefacts from Mesopotamian, Egyptian, and Gandhara civilisations, focusing on seals, pottery, and sculptures. Have students create a colourful poster showcasing their researched artefacts for display and discussion in class.
2. Please remember the following instructions: Provide students with a list of key events from Mesopotamian, Egyptian, and Gandhara civilisations. Ask them to research and gather dates for these events. Have students draw a timeline on a large sheet of paper, placing each event chronologically. Display and discuss the timelines in class.
3. Ask students to research and present on ancient objects from Mesopotamian, Egyptian, and Gandhara archaeological sites that are still used today, explaining their modern usage and locations.
4. Ask students to select an ancient civilisation (Mesopotamian, Egyptian, or Gandhara) and describe their daily life, including activities, clothing, and environment. Then, have them share their descriptions with the class and discuss the differences and similarities between ancient and modern life.

## Chapter 4.2: The Great Leaders of Pakistan

### QUICK RECALL

- i. Delhi/ 1817
- ii. 1877
- iii. 1920
- iv. Begum Jahan Ara Shahnawaz
- v. Begum Rana Liaquat Ali Khan

### LEARNING CHECK BRIEF Q/A

- i. Sir Syed realised that one reason for the backwardness of Muslims was their lack of education. If they had not stayed away from modern education and the English language, they would have been able to get better jobs, just as the Hindus.

- ii. Sir Syed Ahmed Khan understood that Muslims needed to organise themselves to protect their political, social, and economic interests. To remedy this, he first set up a modern school in Aligarh in 1875 called Muhammadan Anglo-Oriental School. He later founded the Muhammadan Anglo-Oriental College in 1877, which later turned into the famous Aligarh Muslim University in 1920.
- iii. Sir Syed proposed the 'Two Nation Theory' in 1867, which stated that the subcontinent had two distinct nations with different religions, customs, languages, and histories. He understood that Muslims needed to organise themselves to protect their political, social, and economic interests.
- iv. Begum Jahan Ara Shahnawaz
- v. Begum Rana Liaquat Ali Khan

**DESCRIPTIVE Q/A**

- i. Sir Syed Ahmed Khan became an inspiration for the Pakistan Movement through his establishment of the Aligarh Muslim University and promotion of the two-nation theory, which argued that Hindus and Muslims are two distinct nations. He urged Muslims to pursue modern education to succeed under British rule. His educational institute proved to be the first brick in the foundation of Pakistan as some of its students became leaders of the Pakistan Movement.
- ii. Begum Rana Liaquat Ali Khan was the wife of Liaquat Ali Khan, who served as the first Prime Minister of Pakistan and was a prominent leader of the Pakistan Movement. She helped to establish the first nurse foundation in Pakistan. In 1949, she founded the All-Pakistan Women's Association (APWA) to empower women nationwide. Begum Jahan Ara Shahnawaz, a prominent female leader of the Pakistan Movement, played an instrumental role in promoting the Urdu language through her writings and helped raise funds for the Khilafat Movement. In 1935, she established the Women's wing of the Muslim League in Punjab and was one of the key founders of Anjumane-Khawatine-Islam, which aimed to empower women by providing education and improving their standard of living.
  - 1. Assign each student a leader from the Pakistan Movement to research, providing key points such as the leader's early life, major achievements, and role in the Pakistan Movement. Students will then write an autobiography from the leader's perspective and share it with the class.
  - 2. Ask students to brainstorm and write down six things they would prioritise or change if they were the leader of Pakistan. Have each student present their list to the class, explain their choices, and encourage discussion and feedback from peers.



## Chapter 4.3: The Journey Toward of Pakistan

### QUICK RECALL

- i. Sindh
- ii. Punjab
- iii. Jammu and Kashmir
- iv. Balochistan
- v. North-Western Frontier Province (NWFP) / Khyber Pakhtunkhwa

### LEARNING CHECK BRIEF Q/A

- i. Sindh was made a province on 1 April 1936.
- ii. Maharaja Hari Singh
- iii. A. Balochistan B. Sindh C. Punjab D. North-Western Frontier Province (NWFP) / Khyber Pakhtunkhwa

### DESCRIPTIVE Q/A

- i. Sindh, Balochistan, NWFP (now Khyber Pakhtunkhwa), and Punjab played crucial roles in the Pakistan Movement. Sindh was the first province to pass a resolution for an independent Muslim state. Balochistan and its princely states joined Pakistan in 1947. NWFP held a referendum and decided to join Pakistan. The Lahore Resolution of 1940 strengthened the movement, especially in Punjab. Kashmir and Gilgit-Baltistan were part of the princely state of Jammu and Kashmir, with the majority Muslim population wanting to join Pakistan, leading to the creation of Azad Jammu and Kashmir and Gilgit-Baltistan.
- ii. Before partition in 1947, Muslim League worked for greater representation of minorities on all political councils. They spoke against injustice to any community and pressurised the British for political and social equality. Minorities in the subcontinent believed that their future was less safe under the leadership of a Hindu-dominated Congress therefore they preferred to join the Muslim League.
- iii. A group is a minority when it is less than half the population. Minorities in Pakistan include Hindus, Christians, Sikhs, Parsees, Buddhists, etc. Before partition in 1947, the Muslim League worked for greater representation of minorities in political councils. They believed their future was less safe under the Hindu-dominated Congress and preferred to join the Muslim League. Quaid-e-Azam promised religious minorities in Pakistan the freedom to follow their religion and equal rights. Many religious minority groups chose to stay in Pakistan after independence in 1947. Today, ten seats in the National Assembly of Pakistan are reserved for religious minorities.

### GOING FURTHER

1. Have students use the library or internet to gather information about their province's contributions to the Pakistan Movement, focusing on key events, figures, and activities. Ask students to create a short report or presentation summarising their findings and share it with the class, highlighting the significance of their province's role.

2. Instruct students to prepare a list of questions to ask a family member about their experiences and memories of their early years in Pakistan. Students can conduct the interview, then write a brief summary or share a verbal account of what they learned with the class.

## **Chapter 5.1: An Introduction to Maps**

### **QUICK RECALL**

- i. **b.** north to south
- ii. **b.** Equator and the South Pole
- iii. **a.** 0° longitude
- iv. **d.** line of longitude
- v. **b.** parallel.

### **LEARNING CHECK BRIEF Q/A**

- i. Road map
- ii. Pakistan is bounded by Iran to the west, Afghanistan to the northwest and north, China to the northeast, and India to the east and southeast. The coast of the Arabian Sea forms its southern border.
- iii. Himalayan and Karakoram ranges and the Balochistan plateau.
- iv. Punjab, Sindh, Khyber Pakhtunkhwa, and Balochistan; the Islamabad Capital Territory; and the administrative territories of Azad Jammu and Kashmir and Gilgit–Baltistan.
- v. Thematic map/climate map

### **DESCRIPTIVE Q/A**

- i. Topographical maps are 3D representations of the land on paper, showing the terrain through lines and colours. Political maps show boundaries, while climate maps display weather patterns. Road maps guide travel, and tourist maps help visitors explore cities and attractions.
- ii. BOLTS is an acronym that stands for border, orientation, legend, title, and scale. It's used to ensure that every map has essential components such as a border, orientation indicator, legend, title, and scale. Every map has a title indicating what it depicts. For example, a political map shows country and provincial boundaries. Maps are drawn to scale, meaning a constant factor reduces the actual size of an area.
- iii. Each time zone covers an area of 15 degrees of longitude, corresponding to the twenty-four hours of the day, dividing the world into twenty-four time zones.
- iv. The equator is an imaginary line that separates the Earth into the Northern and Southern Hemispheres. Similarly, the Prime Meridian is an imaginary line that separates the Earth into the Eastern and Western hemispheres.



## GOING FURTHER

1. Provide students with a globe and a world political map. Ask them to find and point out Pakistan on both. Discuss the neighbouring countries and major geographical features surrounding Pakistan with students.
2. Explain how to use latitude and longitude to locate places on a map. Show Pakistan's coordinates (30.3753° N, 69.3451° E). Help students identify Pakistan's time zone (PKT, UTC+5) using these coordinates on a time zone map.
3. Provide students with a detailed map of Pakistan and an atlas. Ask them to locate Azad Jammu and Kashmir, and Balakot. Have students write down the latitude, longitude, and physical features of these areas in their notebooks, emphasizing the impact of the 2005 earthquake.
4. Provide students with an atlas and ask them to find the coordinates of Beijing, London, Moscow, and Washington, DC. Using a world time zone map, guide students to determine and note the time zones for each city (Beijing: UTC+8, London: UTC+0, Moscow: UTC+3, Washington DC: UTC-5).
5. You can ask the students to pair up for this activity. Ask them to take turns in choosing a random line of latitude, while the other identifies and writes down the name of the place that lies on (or nearest to) the line.

## Chapter 5.2: Physical Regions of Pakistan

### QUICK RECALL

- i. arid/barren
- ii. similar mountainous
- iii. Pakistan and Iran
- iv. Indus river
- v. delta

### LEARNING CHECK BRIEF Q/A

- i. A physical region can be a region based on physical features; for example, areas with mountains are classified as mountainous regions.
- ii. In the mountainous areas of Pakistan, the people's livelihood depends on arable agriculture and cattle breeding.
- iii. Punjab
- iv. Life in the desert is harsh due to the climate and lack of water. Due to limited agriculture, people constantly move to find water, wear light clothes, and have limited food variety.

## DESCRIPTIVE Q/A

- i. The mountainous regions of Pakistan are rich with vast glaciers, fast-flowing rivers, large lakes, and lush green valleys. In the plateau regions, there are dry hills with valuable mineral deposits. The fertile Indus plains are densely populated and prime for agriculture. Additionally, Pakistan is home to three deserts: Kharan, Thal, and Thar. To the south, the Sindh and Balochistan provinces boast a coastline stretching 1058 km along the Arabian Sea, hosting crucial seaports in Karachi, Bin Qasim, and Gwadar. The Indus River harbors prawns, crabs, and fish, and is enveloped by mangrove forests.
- ii. Fishing was once the most common profession of people settled in coastal areas. Mangrove forests surround the region, and the locals are engaged in various industrial activities. The inhabitants of the desert regions depend on what little agriculture is possible in the oases and animal grazing. Most people are involved in raising livestock, such as cattle, camels, donkeys, and goats. They draw water from the deep wells and usually move with all their belongings from one place to another to find water. Most people living on the plains are engaged in agriculture because the soil is fertile, and water is plentiful. People living in the plateau regions of Pakistan and Iran engage in agriculture. Many people work in quarries, oil drilling companies, and refineries. In Pakistan's mountainous regions, people live through agriculture and tourism. They must wear warm, woollen clothes to protect themselves from the extreme cold.

## GOING FURTHER

1. Divide students into small groups and assign each group a specific region of Pakistan. Provide access to resources to gather information and pictures. Guide students in creating a tourist guidebook for their area and present it to the class.
2. Encourage the students to recognise the physical characteristics of their region (like mountains, plains, deserts, or coastal areas). Suggest authentic websites to investigate and document the people's lifestyle, culture, and daily routines in their respective regions. You can have the students present their findings to the class, highlighting the similarities and differences between the diverse regions.

## Chapter 5.3: Weather and Climate

### QUICK RECALL

- i. weather chart
- ii. 165
- iii. winter
- iv. 24.5 to 36.75
- v. Equator



## LEARNING CHECK BRIEF Q/A

- i. Weather refers to the daily changes in the atmospheric conditions. The weather keeps changing; it does not remain the same for long. The term climate is used to describe the common weather conditions of an area over a long period of time, of at least thirty years.
- ii. Brazil, Indonesia, and Kenya are some countries located near the Equator.

## DESCRIPTIVE Q/A

- i. The climate varies from one part of the world to another. Factors affecting climate include the temperature record amount of rainfall or snow, moisture, wind, and atmospheric pressure.
- ii. Factors affecting climate include the temperature record amount of rainfall or snow, moisture, wind, and atmospheric pressure. The further the region is from the Equator, the cooler its climate will be. The higher a place is situated above sea level, the cooler it is. The climate of places located closer to the sea is moderate.
- iii. Different types of weather affect many aspects of our lives. For example, the weather influences the clothes we wear, the food we eat, the games we play, and even where we live. Most people prefer to live in areas that have a moderate climate. The growth of certain crops depends on the right amount of rain, sun, and suitable temperatures. Some crops need intense sun and warm temperatures, while others need cooler temperatures and less rain. For instance, the River Indus and its tributaries overflow from July to September, depositing silt on the riverbed. Heavy rain can lead to flash floods in dry areas, and extreme temperatures can lead to dehydration and heat strokes. Life can become very difficult in mountainous regions due to freezing temperatures, avalanches, and landslides. Extreme weather can also disrupt transportation, causing roadblocks or delays in flights and travel by road and rail.

## GOING FURTHER

1. Assign students the task of recording the daily temperature of their city for the last month. They can use their readings or gather data from newspapers, the Internet, weather apps, or the meteorological department. Have students analyze the collected data to identify weather patterns and trends. Each student or group should present their findings to the class, discussing noticeable changes or patterns.
2. Provide students with resources (e.g., books, the Internet) to research the different climates in various regions of Pakistan (e.g., mountainous, coastal, desert, and plain areas). Have students create a poster using pictures and information they found. The poster should visually represent the different climates and include brief descriptions. Display the posters in the classroom and allow students to present their work.
3. Assign students to research the impact of the temperature increase on agriculture in Pakistan. Provide access to relevant articles, reports, and other resources. Have students summarise their findings in a short report or presentation, focusing on specific effects on crops, farming practices, and food security. Students should present their work to the class, followed by a discussion on potential solutions and adaptations.



## Chapter 5.4: Global Warming

### QUICK RECALL

- i. increase in CO<sub>2</sub> in the atmosphere
- ii. extreme weather & d. crop failure
- iii. greenhouse gases
- iv. reduced electricity from fossil fuels
- v. shields the Earth from UV radiation.

### LEARNING CHECK BRIEF Q/A

- i. This layer shields the Earth from harmful ultraviolet radiation from the Sun which can harm us by causing skin cancer and eye damage.
- ii. low-lying areas of land

### DESCRIPTIVE Q/A

- i. The sun warms the Earth's surface, which then gives off heat. Greenhouse gases trap this heat as it tries to leave the Earth's atmosphere. When there are more greenhouse gases, more heat is trapped, making the Earth warmer overall. This is called the greenhouse effect. Without greenhouse gases, the Earth would be very cold. Greenhouse gases help keep some of the Earth's heat so that it doesn't all escape into space. However, there are negative effects, too, like coastal flooding, land becoming desert-like, melting ice, and powerful hurricanes.
- ii. Take good care of our forests and avoid cutting down more trees than necessary. It's important to plant new trees to replace the ones that have been cut. Also, remember to turn off lights and other electrical appliances when they're not in use. For short distances, consider walking or using a bicycle. When it comes to long distances, opt for buses and trains instead of private cars.

### GOING FURTHER

1. Assign students to research global warming and climate change, focusing on causes, effects, and potential solutions. Provide access to articles and online resources. Have students create informative posters or charts based on their research and display them in the school to raise awareness.
2. Organise students into groups to research suitable plants for their local area. Then, have each group plant their chosen plants around the school or community. Document the campaign with photos and brief descriptions to share with the school.



## Chapter 5.5: Natural Disasters

### QUICK RECALL

- i. Plates
- ii. falling objects
- iii. a and c
- iv. a river breaks its banks.
- v. natural phenomena

### LEARNING CHECK BRIEF Q/A

- i. It is necessary because in heavy flooding, entire villages may come under water.
- ii. Pakistan's Himalayan region

### DESCRIPTIVE Q/A

- i. Dsadsf
- ii. Safety measures for tsunamis involve having early warning systems to alert coastal communities. Coastal infrastructure can also be designed to withstand tsunamis, reducing the impact of the powerful waves on coastal communities. Being prepared and taking mitigation measures, such as building away from floodplains and elevating homes, can reduce the risk of damage and injuries in a flood. Some ways of reducing risks from earthquakes are building safer structures, practicing evacuations, and preparing emergency kits.
- iii. If you experience a strong earthquake, you should look for shelter under a table, a desk, or anything strong that will protect you from falling objects. When the quake stops, move outside, away from buildings or vehicles that could topple onto you. People should be aware of the weather conditions that could lead to flooding. In the event of a flood warning, you should shut off the utilities such as electricity and gas and check the drainage system of your house. Park vehicles on higher ground and move a supply of food and water to upstairs rooms in your house if possible.

### GOING FURTHER

1. Research the after-effects of a recent flood in Pakistan, focusing on displacement, infrastructure damage, health impacts, and relief efforts. Present findings through a short presentation or written report, emphasising key after-effects and ongoing recovery efforts.
2. Assign students to research an area affected by the 2005 earthquake using online resources, documentaries, and interviews. Have them create a detailed report or presentation focusing on the area's condition before the earthquake, the immediate effects, and the recovery process, including the impact on the local population and the organisations involved in the recovery efforts.

3. Ask students to research and create a chart with pictures and descriptions of different natural disasters like earthquakes, floods, tsunamis, and hurricanes. Display the charts in the classroom for reference.
4. Ask students to research natural disasters that have affected their community in the past decade and compile a list of tips for preparing for future events. Display the list in the classroom or create a pamphlet to share with the community.

## **Chapter 6.1: Goods and Services**

### **QUICK RECALL**

- i. government
- ii. Taxes
- iii. debt instruments
- iv. tangible
- v. government

### **LEARNING CHECK BRIEF Q/A**

- i. Goods are things that can be bought and sold. These are tangible items, i.e., they can be touched. Services refer to the performance of any duty or work for another person. These are not tangible.
- ii. Private businesses produce and sell goods and services, making a profit for the business owner. The government provides public goods and services for citizens to benefit from and should be looked after and not misused.
- iii. Consumers buy goods and services to satisfy their wants, and producers make goods and services.

### **DESCRIPTIVE Q/A**

- i. Governments are responsible for planning and carrying out important projects such as building dams, roads, bridges, hospitals, and schools for development. These projects require a substantial amount of money, and sometimes, governments need to borrow funds to meet the needs of their citizens, even after collecting taxes and engaging in international trade.
- ii. The government needs a lot of money to provide public goods and services to its citizens. In order to pay for them, it collects money through taxes, which are paid by individuals and businesses in the country.

### **GOING FURTHER**

1. Have students brainstorm and write a list of public and private goods and services. Ask them to share their lists with the class and discuss their differences. Compile a master list on the board for reference.



2. Divide the class into small groups and ask each group to discuss and identify various services they use or are aware of (e.g., healthcare, education, transportation). Have each group present their findings to the class and create a comprehensive list of services on the board, ensuring all areas are covered and discussed.

## Chapter 6.2: Trade

### QUICK RECALL

- i. buying and selling
- ii. Money
- iii. entrepreneurs
- iv. Afghanistan
- v. 96

### LEARNING CHECK BRIEF Q/A

- i. Trade involves buying and selling goods and services. Through international trade, countries spend money to buy things they need (import) and earn money by selling things they make (export).
- ii. The primary means of transportation include cars, motorcycles, pick-ups, delivery vans, buses, mini-buses, trucks, trailers, rickshaws, wagons, bicycles, jeeps, tractors in rural areas, as well as aeroplanes, helicopters, air ambulances, ships, boats, cruises, and cargo ships for air and sea transport.

### DESCRIPTIVE Q/A

1. Guide students to research Pakistan's major imports and exports using the Internet. Instruct them to note down key items and their quantities or values, along with their sources and destinations. Have students create a chart using graphics software (like Canva, PowerPoint, or Google Sheets) to visually present the data on Pakistan's imports and exports. Allow them to share and explain their charts with the class.

## Chapter 6.3: Entrepreneurship

### QUICK RECALL

- i. True
- ii. False
- iii. True
- iv. False
- v. True

**LEARNING CHECK BRIEF Q/A**

- i. Business is the practice of making one's living or making money by producing or buying and selling products.
- ii. Decision-making, Creativity, Self-confidence, Self-accountability, and Business ethics

**DESCRIPTIVE Q/A**

- i. Timeline:
  - Early history: People used to buy and sell through barter exchange.
  - Around 1200 BCE: Cowrie shells became the first medium of exchange in China and continued to be used as money for a long time.
  - 500 BCE: Pieces of silver were used as coins. Eventually, coins were produced with faces of emperors imprinted on them.
  - 500 BCE: Gold coins were first produced in Lydia, which is part of present-day Türkiye.
  - Persian, Roman, and Macedonian periods: Coins were made from other metals such as silver and bronze.
  - 118 BCE: The first banknotes were produced in China.
  - 806 CE: Paper money was invented in China and used as currency.
  - Sixth century CE: Coinage appeared in the subcontinent.
  - 712 CE: When the Arabs conquered Sindh, they struck their own coins.
  - 750–1250 CE: During the Delhi Sultanate, base metal alloys, gold, silver, and copper coins were minted.
  - 18th century: Paper money was first issued by the British government.
  - 1857: After the War of Independence, the Rupee was made the official currency of British India.
  - 1948: After gaining independence from the British, the State Bank of Pakistan issued the first Pakistani bank note.
- ii. Inflation is the rise in price of goods and services in the market. Demand-pull inflation is caused when the demand for goods and services rises but the quantity of goods and services is not enough to meet the demand. Hence the price of the products increases. Cost-push inflation is caused when the cost of producing goods or services increases due to which the price of products also increases.

**GOING FURTHER**

1. Assign students to visit a local small business or research it online. They should gather information about the unique aspects of the business's products or services and how they meet customer needs. Have students present their findings to the class in a short oral presentation or a written report, highlighting the unique concepts and why they are successful."
2. Please guide students in researching social entrepreneurship initiatives focused on education in Pakistan using online resources. Ask them to identify key programs, their goals, and their impacts, and then write a report summarizing their research, including specific examples of successful initiatives and their contributions to improving education.



3. Assign students to research two notable Pakistani entrepreneurs, one male and one female. Instruct them to gather information about their backgrounds, businesses, and significant contributions. Have students create a PowerPoint presentation with at least five slides for each entrepreneur, including pictures and key facts. Encourage them to present their findings to the class.
4. Instruct students to brainstorm and outline a hypothetical business idea, including the concept, target market, marketing strategy, and financial plan. Have students create a concise business plan document or presentation and present their business idea to the class, simulating a pitch to potential investors or partners.

## Chapter 6.4: Banks

### QUICK RECALL

- i. Money
- ii. investment
- iii. Banks
- iv. Internet
- v. State Bank of Pakistan / Bank Daulat Pakistan

### LEARNING CHECK BRIEF Q/A

- i. The purpose of opening a bank account is to benefit from banking services, such as the system of saving money and getting profits on savings.
- ii. Banks give out loans for education, starting a new business, for buying a car, a house, etc.

### DESCRIPTIVE Q/A

- i. Banks provide the facility of safe deposit lockers where customers can safely store valuable items such as jewellery or documents. Banks issue local and international demand drafts and pay orders. Demand drafts make money transfers from one bank account to another and do not require a signature to be deposited. A pay order instructs one's bank to pay somebody on their behalf. Both these ways make the transfer of money very convenient and safe. Banks assist in the safe transfer of money from one city to another or from one country to another. Banks issue credit/debit/ATM cards, which can be used at any time to obtain cash or as a substitute for cash.
- ii. The central bank of Pakistan is the State Bank of Pakistan, also called Bank Daulat Pakistan. It plays a very important role in the economic development of our country. The State Bank is a federal institute that works with the federal government to regulate and run all other banks in the country and the economy. The bank is responsible for issuing all of Pakistan's banknotes and coins. It assists the government with foreign exchange and

business. All the commercial banks deposit their surplus funds with the State Bank of Pakistan. It carefully studies all matters relating to the financial and commercial activities of the country and those of foreign countries. The government seeks the SBP's advice on such matters from time to time. If the commercial banks face a shortage of cash in their branches at any time, they can obtain money from the State Bank of Pakistan.

- iii. By providing services to individuals and business owners, banks are playing an important role in the economic growth and development of their account holders, whether they are students, employees, or employers. Many overseas Pakistanis send money to their families through bank transfers, which helps the economy of Pakistan

### **GOING FURTHER**

1. Please instruct students to use the Internet or a financial news app to look up the current exchange rate of the Pakistani Rupee (PKR) against five world currencies: the US Dollar (USD), Euro (EUR), British Pound (GBP), Japanese Yen (JPY), and Chinese Yuan (CNY). Ask them to create a table listing these currencies and their corresponding exchange rates against the PKR and encourage them to share their findings with the class.
2. Instruct students to sit with their parents and observe how to pay utility or other bills online. Have them take notes on the steps involved, including logging into the account, selecting the bill to pay, and completing the payment. Then, ask students to write a short paragraph describing the online bill payment process, including any security measures taken to ensure safe transactions. Finally, encourage them to discuss what they learned with the class.