Based on Revised Pakistan National Curriculum
## Contents

<table>
<thead>
<tr>
<th>Unit</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>iv</td>
</tr>
<tr>
<td>Section I: Teaching Strategies</td>
<td></td>
</tr>
<tr>
<td>1 Getting to Know Each Other</td>
<td>02</td>
</tr>
<tr>
<td>2 Meeting Different People</td>
<td>06</td>
</tr>
<tr>
<td>3 Past and Future</td>
<td>10</td>
</tr>
<tr>
<td>4 Numbers and Time</td>
<td>14</td>
</tr>
<tr>
<td>5 Different People and Places</td>
<td>18</td>
</tr>
<tr>
<td>6 Taking Responsibility</td>
<td>22</td>
</tr>
<tr>
<td>7 Rules to Follow</td>
<td>24</td>
</tr>
<tr>
<td>8 Doing the Right Thing</td>
<td>26</td>
</tr>
<tr>
<td>Section II: Answer Keys</td>
<td>30</td>
</tr>
</tbody>
</table>
Introduction

The Teaching Guides for *New Get Ahead English* series provide guidelines for the teacher in the classroom.

This Teaching Guide includes:

- an introduction on how to approach *New Get Ahead English* in class.
- suggestions for pre-reading tasks or warm-ups to the main lesson.
- suggestions for teaching strategies to facilitate teachers while they teach the main lesson.
- suggested answers to the exercises in the textbook.

**How to Approach *New Get Ahead English***

To teach *New Get Ahead English* in a more constructive way, teachers are advised to make classrooms more student-centered. Students are to be given a more active role in the classroom, be encouraged to present their thoughts and ideas confidently, and be instructed to respect differing opinions. In order to achieve this, teachers are to facilitate students so that they can take more responsibility for their learning journeys. The following summarizes the methodology with which all units of *New Get Ahead English* are to be approached to make a classroom more student-centered:

- Students are to be given a chance to work independently and collaboratively, i.e., in groups. Real-life examples should be discussed by teachers and students.
- Students are to be given tasks where they share opinions with each other and with the teacher. They should be encouraged to give reasons for their opinions.
- Teacher is to role-model the ideals of respect, collaboration, and active learning in the classroom. During group discussions, all students are to be encouraged to work together.
- Teacher is to facilitate students only when directions are needed; most of the time, students are to work on their own while reading, writing, and discussing the lessons in the specific units.
تعارف

یوگیت ابتدای انگلیسی برای کلیه افرادی یا اساتید که این زبان را به عنوان زبان مطالعه و یا دانشجویی لازم می‌دانند، هدف اصلی آن یافتن و بهبود گرفتن مهارت‌های زبانی است. در این کتاب، تمرینات و راهنمایی‌های خاصی ارائه شده که کاربران می‌توانند آنها را برای بهبود مهارت‌های زبانی خود استفاده کنند.

1. تقویت مهارت مطالعه

یوگیت ابتدای انگلیسی تمریناتی ارائه می‌دهد که بهبود مهارت مطالعه را در کاربران افزایش می‌دهد. این تمرینات شامل استفاده از کتاب‌های اصلی و مفاهیم درسی است.

2. تمرینات آموزشی

یوگیت ابتدای انگلیسی ارائه تمرینات آموزشی متنوعی می‌دهد که بهبود مهارت‌های زبانی کاربران را افزایش می‌دهد. این تمرینات شامل استفاده از نمونه‌های متنوع، تحلیل ادبیات انگلیسی و ارائه روش‌های آموزشی جدیدی می‌باشد.

3. تمرینات مجازی

یوگیت ابتدای انگلیسی ارائه تمرینات مجازی را با فناوری اینترنت بهبود می‌دهد. این تمرینات شامل استفاده از نرم‌افزارهای آموزشی و وسایل الکترونیکی متنوعی می‌باشد.

4. تمرینات کلاسیک

یوگیت ابتدای انگلیسی ارائه تمرینات کلاسیک را با استفاده از کتاب‌های زبانی و متن‌های متنوع تهیه کرده است. این تمرینات شامل استفاده از کتاب‌های زبانی و متن‌های متنوعی می‌باشد.

5. تمرینات آزمون‌نامه

یوگیت ابتدای انگلیسی ارائه تمرینات آزمون‌نامه را با استفاده از آزمون‌های آنلاین و آزمون‌های کلاسیک بهبود می‌دهد. این تمرینات شامل استفاده از آزمون‌های آنلاین و آزمون‌های کلاسیکی متنوعی می‌باشد.
Contents and Sequence of the Teaching Guide

The Teaching Guides for *New Get Ahead English* contain suggestions for starting a lesson and provide teaching strategies for each unit. The instructional model focuses on exploring background knowledge, where students are encouraged to participate actively.

**Recommended schedule for an active and student-centered classroom**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>Exploring background knowledge</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Discussion-based or activity-based learning</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Reflection/assessment</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

The first part of each unit contains basic suggestions for taking the lesson forward in a constructive manner. The second part of the lesson contains answers to all questions present in the book. Students are to be encouraged to come up with their own answers and teachers can use this document to assess students’ understanding and knowledge.
رتبہ میں اس اسلوک کے مشتملات اور ترتیب

روشنی اس اسلوک کے بھیچ میں مزید افسوس کرنا ہے کہ جب تجربہ بنا کے لیے ترتیب کی حتمی کمی

فرآں کرکے ہے۔ بات ہے کہ نافذ کا مزید اور تجربہ کے مشتملات کو کم کیا جا سکتا ہے۔ میں

ایک فعال اور طالب علم نوکری متعارض کے لیے ستافش کروائے ترتیب کا (دیکھو]

<table>
<thead>
<tr>
<th>تاریخ موجودہ معلومات کو کھولنا</th>
<th>5 منٹ</th>
</tr>
</thead>
<tbody>
<tr>
<td>آموزش بی سیری کے بارے میں</td>
<td>25 منٹ</td>
</tr>
<tr>
<td>تحقیق کا اصل</td>
<td>10 منٹ</td>
</tr>
</tbody>
</table>

بر باب کا ایک تجربہ اس کے بنا پر جوائیز پر مشتمل ہے۔ دوسرے دوسرے کے میں کتاب میں موجود

نظام نوکرات کی بھی کہنے کے باتوں اور چیزات کے بارات ہے۔ طالب کو جوائز اور فنون کی جا کر

کہا کہ مرتب کے جوابات دینے کے ابتداء میں اور بار نظر

یہ کی بنیاد پر جوائیز کی تقریب اور معلومات کی میتھي کرکے بہینا۔
Section I: Teaching Strategies
Getting to Know Each Other

Unit overview
The unit introduces forms of greeting to be used when meeting new people.

Part 1: Suggestions for teaching strategies
Exploring background knowledge
Exploring gestures of greeting

Students to be given the following examples and their responses to start a discussion.

Prompts:
- Why do we wave at people?
- Why do we shake hands?
- What is the meaning of the term ‘greetings’?
- Share examples of the greetings you use in your mother tongue.

While you are reading
Given below is a list of topics and recommended teaching strategies for teaching these topics.

Think-pair-share: Students to work in pairs to explore the following. The first example has been done for convenience.

<table>
<thead>
<tr>
<th>Greetings</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good morning</td>
<td>Meeting and greeting someone in a formal setting in the early part of the day</td>
</tr>
<tr>
<td>Good afternoon</td>
<td></td>
</tr>
<tr>
<td>Hello</td>
<td></td>
</tr>
<tr>
<td>Goodbye</td>
<td></td>
</tr>
<tr>
<td>How are you?</td>
<td></td>
</tr>
<tr>
<td>How is it going?</td>
<td></td>
</tr>
<tr>
<td>Nice to meet you.</td>
<td></td>
</tr>
</tbody>
</table>

Discuss the responses of the students. Students to take notes of the discussion.
ایک دوسرے کے مانگار فونا

باب کا مفتار جاکر

باب میں مختلف اقسام کے مفتار وخبرداری کلمات مانگار کردیں گی. جو بولوا ایک دوسرے سے لطیفہ بنے ادا کریں تھے.

پہلا حصہ: تدربانی کمیونٹی عملہ تک فتح ویلے

طلاب کی معلومات کا اندازہ کرنا

جسمنی وخبرداری اشتراک کا جاننا

گفتگو کا اندازہ کریں کے لیے طالب کو مندرجہ ذیل مسائل اوردن کے جوابات دے دیں جا کریں.

اشتراک

• تمام لوگوں کی طرف دیکھ کر پاکہ کیوں بات کرتے تھے?
• تمام پاکہ کیوں تعلق بھی?
• آداب وربطات کا بلندی کمیونٹی کے کی کبھی کہی؟
• آپ اپنی بارے ذبیح میں استعمال کرنے والے تجربات کی مثالیں بیان کریں۔

پہلی جگہ کے دوران

ذیل میں مفتار اور اشتراک کی تدربان کے لیے طالب کو مندرجہ ذیل مفتار کی تعلق میں استعمال کی فہرست ذیلی نہیں۔

دیکھیں تجربے۔ بزرگی افلاس: طالب جو جوان ہو گیا ہے، سوچیں کہ خود کی کیے ہوئے مفتار کونکو کی تعلق کا مفتار استعمال ہو گیا ہے - ان کی بارے میں مثالیں بیان کریں۔

<table>
<thead>
<tr>
<th>موقع استعمال</th>
<th>مفتار/خبرداری کلمات</th>
</tr>
</thead>
<tbody>
<tr>
<td>جدید مفتار کے (جگمہ)</td>
<td>Good morning</td>
</tr>
<tr>
<td>(سرپریشر)</td>
<td>Good afternoon</td>
</tr>
<tr>
<td>(ہیلی)</td>
<td>Hello</td>
</tr>
<tr>
<td>(غذا حاضر، گھر کے وقت)</td>
<td>Goodbye</td>
</tr>
<tr>
<td>آپ کہیں ہیں؟</td>
<td></td>
</tr>
<tr>
<td>کسی کو رہی رہی ہے؟ کیسا ہے؟</td>
<td></td>
</tr>
<tr>
<td>آپ سے سلام کرکے مفتاری؟</td>
<td></td>
</tr>
</tbody>
</table>

طلاب کے جوابات پر کھٹٹ کھٹٹ طالب ووڈیاں مفتار کی اہمیت پر تحقیق کریں।

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Role play: Students to work in groups of four. They would imagine a situation (visiting a marketplace, visiting a park, etc.) and roles (in case of a market place: students would take roles of a shopkeeper, shopkeeper’s assistant, a buyer, and a passerby). In the role play, students will converse as per the situation and will greet each other accordingly.

Exploring author’s message:
The main message of the text to be explored with the student’s understanding and tracking of textual details.
روال سے: طلبا پریس چار کے گردو پی باک کام کریں گے۔ وہ ایک فرضی صورت حال (بازار چاپ یا باک کی سیر کے لیے جانے دیہرے) اور کردار (بازار جانے کی صورت حال میں: طالب علم دکان دار، دکان دار کے لمبے، خریدار، اور راگا گرے کردار اورد ان کے مخصوص کردار) مشورہ کریں گے۔ روال سے: صورت حال میں طالب علم کے مطلب بات بیہت کریں گے اور ایک مطلب بیہت دورے کو مخصوص آمد کر گے۔

مصنف کا نیچے مخلص کرتا:

سیکیکہ مہیا مطلب کی ترتیب مصنف کا نیچے مخلص کرتا: طلبای کی تحریم اور مطلبی انتظامات پر توہم سے ملنے سے متعلق کا مکمل ذیلی مخلص کرتا ہے۔
Meeting Different People

Unit overview
The unit describes different personalities like Ali Nawaz, the farmer.

Part 1: Suggestions for teaching strategies

Exploring background knowledge

Guided Group Discussion
Students to be given the following prompts for discussion. Students will discuss their experiences about each of the prompts. The teacher will take a round and see whether all students are participating in the discussion.

Prompts:
- Describe your best friend. Include details in your description.

While you are reading

Given below is a list of main topics and recommended teaching strategies for teaching these topics.

Learning about descriptive writing: Teacher to explain the concept of descriptive writing. The following to be explained: Descriptive writing includes details that appeal to the five senses: to hear, to see, to smell, to touch, and taste. For example: if you are writing a descriptive paragraph about your favourite fruit, you will be describing it with reference to your senses.

Analyzing a descriptive paragraph: When you are teaching or reading a description, it is good to question how good that description is. This table would be helpful.

Read the texts Meet Ali Nawaz, the Farmer, Making Friends, and Cooking Meals in the textbook and fill in the table on the next page which senses are used more in the descriptions. The table is to be used separately while teaching the texts.
باب کا مختصر جائزہ

اس باب میں مختلف شخصیات خارج کردا گی تین سیکٹے کسان ملنے رہے ہیں۔

پہلا حصہ: تدریس کی سہلا کمیون کے لیے معاہدے

طلبا کی معلومات کو جانچنا

متتفقہ گروہ کی بحث

طلبا کو مختصر طور پر تعلیمی اشتراکات دے دیں جائیں۔ طالب علم اشتراک کے بارے میں معلومات میں تحریکات تبادلے کریں۔ اخبار کے متنوں میں کچھ معلومات وکھل رکھیں۔ کے معاہدے کا اپنے معاہدے میں محتویات دکھایے کئے۔

اثارات

• پہلے، باتیں دوست کے بارے میں میں بیان کریں۔ بیان میں متنوں کی تفصیلات دکھائیں۔

پہلا باب کے دوستان

دیکھیں کتنے افراد اور ان موضوعات کی تعلیم کے لیے امید کردا گی تدریس کی سہلا کمیون کے لیے معاہدے۔ معاہدے کے بارے میں جانچنے اور تعلیمی اشتراکات دیں جائیں۔ مفتی تعلیمی اشتراکات میں تحقیقیں شیلی بلوچ نے اپنی انسانی حقوق، ظالمیت، صحافت تھے۔ مفتی ریاح بیٹھے تحقیق کا بول۔

پہلا باب کے بارے میں خبری راکھ کا انٹری بھی مین بہترین اپنے انسانی حقوق کے بغیر تحقیقیں تھیں۔ مفتی تعلیمی اشتراکات کا دوست کے بارے میں جانچنے اور تعلیمی اشتراکات دیں جائیں۔ پہلا باب کے دوستان کا دوست کے بارے میں جانچنے اور تعلیمی اشتراکات دیں جائیں۔

(دوست the Farmer, Meet Ali Nawaz سے مقدار،)
<table>
<thead>
<tr>
<th>Touch</th>
<th>Smell</th>
<th>Sound</th>
<th>Taste</th>
<th>Sight</th>
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<td>پاکستان</td>
<td>سوریہ</td>
<td>مصر</td>
<td>پاکستان</td>
<td>دیگر</td>
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Past and Future

Unit overview
In this unit, students will learn about tenses through three different lessons.

Part 1: Suggestions for teaching strategies
Class drill and practice
Begin by asking students some questions related to past events.
For example: ‘What did you eat yesterday?’
Encourage students to reply using past tense, for example: ‘I ate Potato pulao’ or ‘I ate curry with chapati’.
Explain that the words ‘did’ and ‘ate’ in the question and answer represent past tense.
Now, ask students ‘Where do you live?’
Encourage students to respond to the question, ‘I live in ____.’
Explain that the word ‘live’ indicates the use of present tense.
Encourage students to work in pairs and reply to the following questions using past and present tenses.
- What did you learn in the school yesterday?
- What are you learning in the school today?

While you are reading
Think-pair-share: Request students to bring any old photos from home or library to the class. Students will pair up with each other. Ask students ‘What is happening in your photo?’ Encourage them to answer. They can use both present and past tense to describe their photos.

Discussion: Collect seven to eight photos or pictures from the students. Request students to repeat after you what was happening in those photos or pictures. For example: Sara is cooking or Ahmed is standing with his mother. All students will repeat the sentences after the teacher. After practicing seven to eight times request students to explain their photos again.
ماضی اور مستقبل

باب کا مختصر جائزہ

اس باب میں ظاہر متمل مطلب اس عبادت سے متعلق کی مثال کی جاتی ہے (tenses) کے بارے میں جاانے گے۔

پہلی حوصلہ کے لئے کہھا جو عملوں کے لئے تفاوٹ

کیا گا نتیجہ اور عملی مشق

ظاہر کے مثال کے لئے دو قسم کی سوالات پیچھے جو آنا چاہئے۔

مثال کے طور پر: "کیا آپ بچے نہیں کیا ہیں؟"

ظاہر کی مثال کہ کیا ہے کہ دو طرف بنتی کے لئے دو قسم کی سوالات پیچھے جو آنا چاہئے۔

لیکن عربی میں: 

کیا کھیتوں اور کیا "کاکی پنک"؟ (I ate) کیا کھیتوں اور کیا "کاکی پنک"؟ (I ate) کیا کھیتوں اور کیا "کاکی پنک"؟ (I ate)

ہم اور دوسرے مثال کے لئے past tense میں "کاکی پنک"؟ (I ate)

پاسٹ فلسطینی، کیا کھیتوں اور کیا "کاکی پنک"؟ (I ate)

where do you live (آپ کیلے رہتے ہیں؟) 

طیارہ کی مثال کہ کہ کیا ہے کہ دو طرف بنتی کے لئے دو قسم کی سوالات پیچھے جو آنا چاہئے。

کیا کھیتوں اور کیا "کاکی پنک"؟ (I ate) کیا کھیتوں اور کیا "کاکی پنک"؟ (I ate) کیا کھیتوں اور کیا "کاکی پنک"؟ (I ate)

I live in ___ (میں ___ میں رہتا ہوں)

زبانی کے لئے اس کے لئے present tense میں "کاکی پنک"؟ (I ate)

دیکھیں کہ سوال کے علاوہ سے کہ کیا ہے کہ دو طرف بنتی کے لئے دو قسم کی سوالات پیچھے جو آنا چاہئے۔

طیارہ کی مثال کہ کیا ہے کہ دو طرف بنتی کے لئے دو قسم کی سوالات پیچھے جو آنا چاہئے。

کل آپ کے اس کے لئے کیا ہے؟

آپ کے اس کے لئے کیا ہے؟

پہچانی کے ووران

سہیل نگر، میکسزیمیٹر مطبوعہ: ظاہر کے مثال نے کیا کھیتوں اور کیا "کاکی پنک"؟ (I ate) کیا کھیتوں اور کیا "کاکی پنک"؟ (I ate) کیا کھیتوں اور کیا "کاکی پنک"؟ (I ate)

اب ان سے پہچانی "کاکی پنک"؟ (I ate) کیا کھیتوں اور کیا "کاکی پنک"؟ (I ate) کیا کھیتوں اور کیا "کاکی پنک"؟ (I ate)

کیا ہے کہ سوال کے علاوہ سے کہ کیا ہے کہ دو طرف بنتی کے لئے دو قسم کی سوالات پیچھے جو آنا چاہئے۔

ظاہر کے مثال میں "کاکی پنک"؟ (I ate) کیا کھیتوں اور کیا "کاکی پنک"؟ (I ate) کیا کھیتوں اور کیا "کاکی پنک"؟ (I ate)

گفتگو: ظاہر کے مثال میں "کاکی پنک"؟ (I ate) کیا کھیتوں اور کیا "کاکی پنک"؟ (I ate) کیا کھیتوں اور کیا "کاکی پنک"؟ (I ate)

بچوں کا سائنس پر تعلیمی ایجی ایک کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے سائنسکی اور بچوں کے لئے
Practice writing: Encourage students to write five sentences on ‘how I celebrated my birthday last year’. Encourage students to write in past tense. For example, ‘Last year, I enjoyed…’ or ‘My last birthday was not good because…’. Encourage all students to write individually.

Compare students’ writing with the text: After you have taught the lesson Saleem’s birthday, ask students to compare their birthday with Saleem’s birthday.
Saleem’s birthday was a special occasion. After a long time, we finally celebrated Saleem’s birthday. We all thought it would be a simple gathering, but Saleem had planned a surprise party for his friends. We were all delighted to see the decorations and the food. Saleem’s friends and family gathered around him, and we all sang “Happy Birthday” to him. The atmosphere was filled with joy and happiness, and we all enjoyed the celebration. It was a memorable day for everyone involved.
Numbers and Time

Unit overview
The unit focuses on a visit to a fair, description of months and four seasons.

Part 1: Suggestions for teaching strategies

Exploring background knowledge

Group discussion
Work in groups and bring a calendar for your group. Discuss:
- Why do we use a calendar?
- Why are certain days marked differently on the calendar?
Share answers with your teacher.

While you are reading
Given below is a list of main topics and recommended teaching strategies for teaching these topics.

Reading fluency: Students to read the text silently and summarise the key learnings. They can share their key points with each other and with the teacher.

Vocabulary: Teacher to introduce the following words. Repeat the words by using them differently each time.
Visit, weekend, weekday, enjoy, pack, unpack, luggage, picnic place, entertainment, excitement, happiness, tiredness

Activity for students: When students have learnt the above words, ask them to summarise the chapter they have read.

Think-pair-share: Students to be encouraged to imagine the following situation and share answers with the person sitting next to them:
You are planning a picnic on the seaside, a visit to the local library and a sports week for your school. All this has to be done in one month. Work in groups and bring a calendar for your group. On the calendar, mark the days you want these visits.
اعراد اور وقت

باب کا مضامین جاگز

باب سمن ایک ہی کی بیمہ کمیونیوں اور پیپروئس کی تفصیلات کو موضوع نہیں ہے۔

پھرحا حفظ: ترکیبی ذخیرہ خصوصی کے لیے تحقیق

منصوبہ گروہ کی بحث

گروپ بنا کر کمیونیوں اور پیپروئس کے لیے کیانمکر سے لگار کیمین۔ بحث کریں:

• ہم کیانمکریں استعمال کریں؟
• کیانمکر پر کہاں چُنیں درون کہاں چاذ کیا چائزہ؟
• اسیہ ذخیرہ استادوی کا کیا چائزہ؟

پرینٹنی کے دوران

ذین بین اممو موضوعات اور ان کی تقریبات کے لیے سناش کر کہ تقریبات کمی خصوصی کے جواز میں ہیں۔

روائی سے پہچاننا: طالیبی پرہشی سے پہلے امام بازو کا خلاص کریں۔ اعارفازان وہ اسپیشال کر کہ اس کی اسپیشمال اور

استادووی ایک چائے تین۔

وہ اعتماد مہار: اعتماد جو زمین خلافت کر دیا گیا ہے بابر الظالم کو مختلف اعتماد سے استعمال کرے تھے جو سبہ کرے۔

Visit, weekend, weekday, enjoy, pack, unpack, luggage, picnic place, entertainment, excitement, happiness, tiredness

تالیا گے لیے سرگرمی: جب طالب مہار: باہر الظالم کہا ہے کہ مہار ان کے کے کہ بھی کہ اس کے کو خلاص کریں۔

سوئیج سعید- جمزی۔ الیکٹر: طالیبی سے کہا ہے کہ هی مہار ان کے کو خلاص کریں۔ جو مہار کی تحریر بھی ہے ہی فرودا سے

حوالات صارفہ:

آپ سائنسنی کی بھی مقاوم اجرا کریں کے دور سے، اور اپنے کے لیے بھی بہت جھیلی میں خلاص کرہے ہوں۔ پی ہی سب کام ایک

ہیں کہ کریں - گروپ بنا کر کمیونیوں اور پیپروئس کے لیے اپنی کیانمکر سے لگار کیمین۔ کیانمکر پر ہی ان درون کو کہاں چاذ کریں بھی ہی

سے مہار ہا باکا کریں لئی ہیں۔
Discuss:

– Have we planned the picnic on a weekend?
– Have we planned the visit to a library on a school day?
– Why did we use a calendar?
جائزہ:

• کیا تم نے تحقیق کے افتتاح پر ہی سے کی مخصوص بنیاد کی سہ؟
• کیا تم نے غیر اکثری کا لحاظ منے ہے؟ کیا اکثری کا لحاظ منے ہے؟
• کیا اپنے کیفیت میں استعمال کیا؟
Different People and Places

Unit overview
The unit introduces different cities, a child and his grandfather, and a hardworking person, Akbar.

Part 1: Suggestion for teaching strategies

Guided group discussion
Students will be divided into groups of four. They will discuss their thoughts about the following.

– Do you help your mother and father at home?
– Why do we help our parents at home?
– Do you help your teacher in the school?
– What does cooperation mean? Why do we cooperate with each other?

Students will share their responses with the entire class.

While you are reading

Group discussion: Students to work in groups of four and list all chores they perform at home. Ask students to compare their lists and check who does the most work at home.

Vocabulary: Teacher to introduce the following conversation to the class.
Teacher: Is Karachi a busy and crowded city?
Students: ________________________
Teacher: Is Shikarpur a bustling city?
Students: ________________________
Teacher: Is Murree a serene and beautiful place?
Students: ________________________
Teacher: Is Multan a historical city?
Students: ________________________

Request students to take note of all the new words in the conversation and later on when they read the chapter. Encourage students to use these new words in their write-up about ‘My favourite place’.
 مختلف لوگ ، مختلف جگہاں

باب کا منصوبہ جاگزہ

بی باب مختلف شہریوں ، ایک نئی اوراس کے دادا چنار ، اور ایک مانجش آئی آب بہرہ مختلف کردا ہے۔

چہرا حضرب: تقریبی کمید عملیہ کے لئے تجاویز

منصوبہ گروہی جنگ

ظاہر کیا چاہئے ہو گروہ کو تجربہ کریں۔ دو مندرجہ ذیل ہیں کہ اے سے میں تجاویز خپا ہیں۔

• کبھی اپنے گروہ نے ایک اور ایک کا جواب بنا رہا ہے؟

• تیم گروہ پر اپنے داؤ کا نتیجہ چکر تین؟

• کبھی آپ اکثر میں اپنی شخصی کی مدد کر چکے تھے؟

• تجاویز کے کسی بھی مثال کو ایک دوسرے سے تجاویز کی کل کر کے ثابت کیں؟

ظاہر کیا چاہئے ہو جوابات سے پوری کال کا آگاہ کریں۔

پہلائی کے دوران

گروہ کی کانگ: ظاہر پاہوں ہو گروہ بنا کیا اور ان تمام کاموں کی فیصدہ بنتیں جو ڈھون ہورا چکر پر اخیار دی گئی نیں۔ ظاہر سے کہیں کہہ ہوئے پرہوں پر کیہ اپنے گروہ کا معاونت گروہ کے اور ایک میں کہ گروہ پر سپس سے زیادہ کام کیوں کیتا ہے۔

ذخیرہ الفاظ: استاک کان میں مندرجہ ذیل کی بات تھی جن میں مختلف کرائی گئی۔

استاک: کبھی یک صدی وارکلاک کی آباد شہریہ؟

ظاہر: 

استاک: کبھی چکر پر پہچر شپیر ہے؟

ظاہر: 

استاک: کبھی پرکوک کی اور دل سچ چلی ہے؟

ظاہر: 

استاک: کبھی مانن ایک خارجی شپیر ہے؟

ظاہر:

ظاہر سے کہ یہ کہ کہ بات تھی میں دیہ نیں بات میں سے ظاہر کیا تھی۔ ای گروہ جہ باب پرچم تو نہ سے الفاظ کی ادائیگی سے لیکن ظاہر کی حوصلہ

(بطری ہوش ہو گچھ) پر ضمن کہنے نہیں ان سے الفاظ کا استعمال کریں۔ My favourite place
One minute write-up: Students to read the passages ‘Big Cities, Small Towns’ and ‘Doing Chores’. Ask students to note the use of present tense in the passage ‘Big Cities, Small Towns’. Students to write a paragraph on the topic ‘My Classroom’; the instruction of using simple present tense to be given to all students. Students to share their paragraphs with each other and with the teacher.

After reading the passage ‘Doing Chores’, ask students to note the use of past tense in the passage. Students to imagine that, like Akbar, they are on a holiday. All students would do a ‘one minute write-up’ to elaborate on what they would do on vacations. Ask students the following:

– What tense to be used in this write-up?
– When we plan for future, which tense do we use?
– Why is past tense used in the passage?
Doing Chores

By Sharon, Judy, and Suneet

In the Big Cities, Small Towns

My Classroom

Yes, it's true that operating a school is hard work.

Doing Chores

By Sharon, Judy, and Suneet

In the Big Cities, Small Towns

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Yes, it's true that operating a school is hard work.

Operating a school is hard work.

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My Classroom

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Operating a school is hard work.

My Classroom

Yes, it's true that operating a school is hard work.
Taking Responsibility

Unit overview
The unit focuses on how to learn new things, being responsible and helping others.

Part 1: Suggestions for teaching strategies
Exploring background knowledge
The ‘What if’ method
Students to be given an imaginary situation for discussion. Imagine the following situation and share your answers with the person sitting next to you:

You are on your way to a playground and you found a friend in need of your help. Discuss:

- What will you do?
- Will you abandon your plans and help your friend?
- Why is it important to help others?

While you are reading
Given below is a list of main topics and recommended teaching strategies for teaching these topics.

Jigsaw reading:
Divide students into groups of four and ask students to read different parts of texts. Later on, they can discuss each part and make sense of the story together.

Story maps:
Discuss the main components of a story (beginning, middle, end). Students will work in pairs to identify the structure of the story, and share it with each other and the rest of the class.

Vocabulary:
Students to be asked to underline the unfamiliar words in the chapter. Students would share these words with each other and try to infer their meanings as per the context. Students making the most correct predictions will be given the title of Star Reader.
نوعی داری کا مظاہرہ

باب کا مختصر جائزہ

باب میں ذکر ہے کہ دوران درسی اور ان کے امید و اور ان کے مخصوص مکمل ہیں جو کہ کوئی بھی جسیں کی نگرانی کا حاملہ ہو۔

پہلا حصہ: تدوینی کمیسٹ عمومی کے لیے تفاوٹ ہے

طلباً معلومات جانا

ساکن کا طریقہ

طلباً کو کچھ کہے لیے ایک زیرصدارت حال ہے جسیں کی مذکر ہے۔ مذکر چھلی صدارت حال کو مشمار کرے گی۔ یہ سے ماتم کی ناہنجاری کی نگرانی کو چھپھتا ہے۔

جوابات بنا کیا؟

یہ میں کے سب طرف حاضر ہو ہے۔ ای یہ دوسری اور ایک دوسرے اور وہاں اپنی ہندوک اور مذکر کو چھپھتا ہے۔

• آپ کا کبیر گی؟

• کیا آپ اپنی اورا دوسرے کے ساتھ مڈ مکری گی؟

• دورانی کی مذکر کا ساتھ کہے ہے؟

پہلاً کے دوران

ذیل میں اسی موضوعات دی رنگی کے تذکرے کے لیے مذکر کی جھڑپ کے ساتھ عمومی کی فطرت دی گئی ہے۔

تصویری محتویات اپنے اس کے لیے:

چھا چھا کے طور پر نگاری جدید نے یہ چکی کے کوئی ہونے والا ہے۔ اب دوسرے ہو ہے۔

آپ کی میں کی حاضر کہاں کا حاضر ہے؟

کہاں کے کہاں؟

کہاں کے کہاں اسی دوسرے کے بڑھ کر ہے (آنٹا، وفاقی، انتظام)。

طلباً جا گا کہ کہاں کا ساتھ کہاں کا ساتھ بانی کا کوئی کوئی کے گے

نیچے تھا مقام:

طلباً سے کہا جا گا کہ باب میں موجود ناوات فاطور کو دوسرے کہر کر ۔

طلباً افکاری اور دوسرے کا کوئی بھی کوئی دوسری سیالی کے لائیں۔

دوسرے میں اگاہی کے لیے یہاں کا خصوصی الگ الگ Star Reader

Oxford University Press
Rules to Follow

Unit overview

The unit focuses on the importance of following rules and how to ensure our safety.

Part 1: Suggestions for teaching strategies

Brainstorming

Ask students to discuss ‘What rules do we have in our school’.

Students to make a list of rules they are supposed to follow in school.

Share with the entire class.

While you are reading

Group work: Ask students to form groups. There will be four students in a group. Students to describe the rules of their favourite game. For example: if students have chosen cricket, they may write the rules as ‘there must be eleven players in a team’ and ‘there must be a batsman, bowlers, and one wicketkeeper’. Later on they can elaborate on specific rules as to how scoring happens, how turns are taken for batting and bowling, etc.

Ensure that every group has written at least five rules.

Introduce sentence structure: Teacher to explain that every sentence is to be written as:

- A team to have ______________________
- A team can ______________________
- Players to ______________________
- The captain would ______________________

Discussion: Ask students to analyse words like ‘to, would, could, may, can’. Explain that these words are called modal verbs.

Discuss the purpose of these words.

Revise the rules that you follow in your school and include modal verbs to make the sentence structure more appropriate.
A team to have ____________________

A team can _______________________

Players to __________________________

The captain would ___________________

Modal: ظالماً سے کہیں کہ دو افادات کی

(Modal: to, would, could, may, can)

modal verbs کا مختصر جائزہ

کا جائزہ سے: دو افادات کی

(Usage: اسکول میں اور ضوابط پر عمل کا جائزہ بھی

کا افادات کی ساخت کو موزوں تر بناں کے لیے

استعمال)۔
Doing the Right Thing

Unit overview
The unit focuses on the importance of owning up to your mistakes, and how to celebrate occasions while still maintaining civic sense and caring for others.

Part 1: Suggestions for teaching strategies
Exploring background knowledge
Guided group discussion
Students will be given the following prompts for discussion. Students will discuss their experiences about each of the prompts. The teacher will take a round and see whether all students are participating in the discussion.

Prompts:
- Talk about a time where you made a mistake that you regret.
- Share the details of this experience with your partner.

While you are reading
Given below is a list of main topics and recommended teaching strategies for teaching these topics.

Looking for the key message:
Request students to work in pairs and underline or highlight key points or phrases in a text. Students to read the text individually with close attention to detail. They will highlight key words and phrases, or any event or a sentence which appears surprising. In this way, students will get engaged with texts closely.

Expressing feelings:
Students to pay special attention to the details of the text ‘Being Honest’ and produce a write-up on ‘What would I do if I had committed a similar mistake’. Students will share responses with each other and with the teacher.
باب کا نصیر جاکر

باب میں اپنیظمتوں کو کم کرنا کی امتیاز، اور فرمیے گھیرے رکھتے ہوئے گھیرے اور اورہاک میں اورہاک رکے ہو۔

یہ بھی حدد: تدریسی سیکٹر میں کمیل میں یہ تقاریب

طلاب کی معلومات جاتی ہن

متضیب گروہی میں

طلاب کو یہ کہ لیے متضیبی جویل اشارات جاتی ہیں۔ وہاں اشارات کے بارے میں اپنی تجربات سنا کر گئے۔ ان کو ان سے چیزات سنا کر گئے۔ چھوٹے کچھ ہے۔ جو میں تمام طالبی کلیدی مشورے کے اب پہلے

اشارات

• اس وقت یا اس عہدے پر فکری کے جمع آپ وہ ربط کی اور اس پر آپ کو خاموش مونی ہو۔
• اس جب ہے کہ تحقیقات اسپیسی کی بنا پر

پیش نگاہی کے واران

زنیل میں اپنی نظرات اور ان عوامیات کی تدریس کے لیے سنا پسند کہرو تدیرین کمیل میں فیصلے کی ہو۔

کلیئر پیشیم کی تعلیم:

ظاہر ہے کہ کبھی کبھار رات بنا کر کام کر گئے۔ بہت متن کے کی بھی لیکن وی اسی نیافزار کو خریدھارہ کریں۔ ظاہر ہوا روہ پرمتین پیشیم کے اور تفصیل پر تصویر دی جائے۔ وہ ہی ان کی نظرات پر تفصیل جائے۔ ظاہر ہوا روہ پرمتین پیشیم کے اور متن پر تصویر دی جائے۔

چھپاتے کا اظہار کرتا:

what would I do if I had committed a similar mistake

ظاہر ہوا روہ متن کی تصویر وی اسی اور

Being Honest (آگر مچھے سے میں اپنی عوامیات کی کہرو تدیرین سے ایک مشترکہ تصور کیں۔ ظاہر ہوا روہ پرمتین پیشیم کے اور متن پر تصویر دی جائے۔)
**Vocabulary:**
Teacher to introduce the following words and their meanings to the class. honesty, bowl, suggestion, kitchen counter, sobbing, hug, courage

Request students to underline all the given words in the chapter and also underline all those words that they do not know. Teacher to introduce those words to the class and encourage students to use them in their write-up.

**Exploring author’s message:**
The main message of the text to be explored with the student’s understanding and tracking of textual details.
نریہا القاطع

استاد نہاں کا مندرجہ ذیل الفاظ اور ان کے معنی سے مختلف کرنا چاہئے- Honesty (دیالوگ)، courage (بہت ہو)، suggestion (بہت ہو)، bowl (بھگوان)، hug (بہت ہو)، sobbing (بہت ہو)، kitchen counter (بہت ہو)

طلاب سے کہیں وہی غم افکار کو پاہ ہو، پھر خط کشیدہ جو پرہ اور ان تمام الفاظ کو ہر خط کشیدہ کر کے اسی معنا اور معنی طبقہ تریزوں سے پہلے استعمال کریں۔

مصنف کا نبیت میں خلاش گرنا۔

مصنف کا مرکزی بیان مطلب کے تحقیق کی تفصیلات پر ان کی توجہ سے خلاش کی جاۓ۔
Section II: Answer Keys

Unit 1: Getting to Know Each Other

Part 2: Answer keys (Pages 3–11)

Comprehension

1. a. Children were feeling excited on the first day of school.

   b. Teacher wanted the students to get to know six new students in the class.

   c. The name of the new student is Ahmed Ali. He belongs to the province of Punjab. He speaks Punjabi at home.

      He likes to eat maize or paratha with a glass of lassi.

   d. Students will give their own answers. They could say they have made new friends and feel excited about having new friends.

2. a. This is our first day in class five.

   b. We are excited to be here.

   c. It is an important day for us.

   d. There are six new students in the class.

   e. The class teacher’s name is Miss Mona.

3. **In Circle (soft sound of c)**

   Pace

   Cell

   Rice

   Lace

   Lacy

**In Cup (hard sound of c)**

   Cute

   Cube

   Camera

   Car
Cub

4. **In giraffe (soft sound of g)**
   - Germ
   - Gentle
   - Giant
   - Huge
   - Danger
   - Cage

**In goat (hard sound of g)**
- Goal
- Gutter
- Garden
- Gap
- Fog
- Gum

5. Encourage students to write their own answers. Sentences to have is and isn’t.

6. a. Were there many children at the mela?
   b. Were the shops open yesterday?
   c. Were there many books on the shelf?
   d. Were there toys in her bedroom?
   e. Were there any cold drinks at the wedding?

7. Encourage students to make their own sentences.

8. **Common nouns**  |  **Proper nouns**
   - Boy  |  Asad, Neelum
   - Ocean  |  Pacific Ocean, Atlantic Ocean
   - Province  |  Sindh, Punjab
   - Continent  |  Australia, Europe
9. Encourage students to make their own sentences. The words in the box will help you.

10. Children will write their own paragraphs. Encourage students to take help from the comprehension passage.

11. a. Open your books – v
    b. Stop talking – iii
    c. Clean the board – ii
    d. Start writing – vi
    e. Close the door – iv
    f. Switch off the fan – i

12. Encourage students to think about a few instructions their mothers give at home. For example:
    • Complete your homework quickly
    • Finish your food
    • Don’t watch TV till late night
    • Help your younger brother/sister in doing his/her work.

13. Students will come up with their own answers.

14. Encourage students to make their own dialogues using the examples given in the textbook.

15. Students will practice role-playing and conversation.

16. Hi, are, well, thank you, is, this, to, to meet
Unit 2: Meeting Different People

Part 2: Answer key (Pages 12–25)

Comprehension

1. a. Ali Nawaz works very hard in the fields. He ploughs them with a tractor. He grows different fruits, vegetables, and wheat.
   b. By growing vegetables and fruits in the fields and selling them to us.
   c. Students will give their own answers.

2. a. village.
   b. tractor

Making friends

Comprehension

3. a. Teacher says they are good students.
   b. Fahim wants to work in a big hospital and treat the sick. He is very kind to sick people.
   c. Encourage students to give their own answers. Help students give reasons for their answers.
   d. Encourage students to make their own sentences.

Celebrating birthdays

Comprehension

4. a. It was written on Saturday, April 13 and it was addressed to Hamid.
   b. Ali wrote the invitation. It was an invite to his birthday party.
   c. The party will be at Ali’s house.
   d. Students will give their own answer. Sample answer could be: Yes, I have written an invitation. I invited my friend, Saad to my birthday. I wrote it last year. I ended it with my signature.
Cooking meals

Comprehension

5. a. Rehana went to the kitchen to see what food items were in the house. She wanted to cook something special for her family.
   
b. There were some rice, pulses, tea, milk and vegetables. She went to the market to buy flour, potatoes, sugar, meat and cooking oil.
   
c. Encourage students to give their own answer. Sample answers can be: Rehana was cooking Biryani. Rehana was cooking Chicken Karhai.

Clothes for weddings

Comprehension

6. a. Maha and Amna were talking about a friend’s wedding that Maha went to.
   
b. The bride wore a red gharara suit, a beautiful dupatta, and plenty of jewelry.
   
c. Many wedding guests were walking around and talking to their friends. Some of them were sitting on chairs. Some were going to the stage to see the bride and bridegroom and greet them.
   
d. Students will give their own answers. Help them construct good sentences with correct grammar and spellings.

7. Students will make their own sentences. For example, I will use some of my favourite vegetables and any spices that are in the kitchen.

8. a. How much does this book cost?
   
b. Can I have some sugar, please?
   
c. There are many spoons in the rack.
   
d. How many lions were there in the zoo?
   
e. Were there any children playing in the ground?
   
f. Do you have any bread left in the packet?
   
g. She takes too much sugar with tea.
9. Example: Was there any rice in Rehana’s kitchen?
   Ans. Yes, there was some rice.
   a. Was there any flour?
      Ans. No, there wasn’t any flour.
   b. Were there any potatoes?
      Ans. No, there weren’t any potatoes.
   c. Was there any tea and sugar?
      Ans. Yes, there was some tea, but there wasn’t any sugar.
   d. Was there some milk in the fridge?
      Ans. Yes, there was some milk in the fridge.
   e. Were there any vegetables?
      Ans. Yes, there were some vegetables.

10. a. Ali is a student. He works hard to get good grades.
    b. Sara wants to eat custard. She asks her mother to help her make it.
    c. You are my best friend.
    d. Farmers work hard day and night for us. They plough the field, sow the seeds and harvest the crops.
    e. All of us are very happy today. We are going on a picnic together.
    f. I do my homework daily. I read and revise regularly.

11. Encourage students to make their own sentences using pronouns. For example, Ahmed teaches in a school. He loves his job.

12. | Singular subjects | Singular verbs | Plural subjects | Plural verbs |
    |-----------------|---------------|----------------|-------------|
    | Fahim           | Works         | They           | Work        |
    | Zahid           | builds        | Them           | are         |

13. a. The Wonderful Wizard of Oz
    b. The Wind in the Willows
    c. Tales of Mother Goose
d. The Legend of Sleepy Hollow

e. The Children of the New Forest

f. The King of the Golden River

14. Encourage students to write their own paragraphs about the pictures. There are no correct or incorrect answers. Accept all answers as long as they are in correct English grammar and sentence structures.

15. Five joining words are:

and, but, but, but, and, but

Note for the teacher: Some joining words are repetitive because they have appeared many times in the comprehension passage. Also, this is to encourage students to make two sentences of the same joining word.

16. a. Early in the morning, I go to school in my school van. My friends are already in the van and I enjoy my journey to school.

b. In the classroom, I study quietly. The teacher gives us classwork and we complete it with full concentration.

c. In the school break, I play with my friends. We enjoy our break time very much, but we miss lunch.

d. On holidays, I play with my friends in a near-by park and feel relaxed.

e. In the evening, I watch television with my family. I don’t like dramas but I like watching comedy shows.

17. Date: August 03, 2018

Dear Sana,

I would like to invite you to my birthday party. My birthday is on August 20, 2018.

There will be lots of games and many delicious food to eat. We will have a lot of fun.

Please do come. The birthday party is at my house. It will start at 4 o’clock and end at 8 o’clock.

Love/Best/Regards,
Students will write their names.

18. Encourage students to write replies choosing phrases given in the textbook. The invitation will have the same format as given in the textbook.

19. Encourage students to write sentences. Follow sample sentences given in Question 16.

20. Imran: **Who** is having a party?
    Irfan: Ali is having a party.
    Imran: **When** is the party?
    Irfan: It's on Saturday.
    Imran: **What is** the date?
    Irfan: It’s 13 April, 2018
    Imran: **What time** is the party?
    Irfan: It’s at 4 o’clock.

22. Encourage students to make questions as given in question 20.

23. Students will practise the given questions.

**Extra activity**

24. a. Man in shalwar, kameez, and waistcoat – Answer: Number 3
   b. Girl in school uniform – Answer: 1
   c. Boy in school uniform – Answer: 2
   d. Man in shirt, pants, coat, and tie – Answer: 5
   e. Lady in shalwar, kameez, and dupatta – Answer: 4
   f. Boy in track suit – Answer: 8
   g. Man in T-shirt and pants – Answer: 7
   h. Girl in frock – Answer: 6
Unit 3: Past and future

Part 2: Answer keys (Pages 26–41)

What happened yesterday?

Comprehension
1. a. The alarm rang at six o clock.
   b. Because he missed his school bus.
   c. The teacher scolded because he was late for school.
   d. Encourage students to give their own answers.

Saleem’s birthday

Comprehension
2. a. Saleem threw a party to celebrate his birthday.
   b. He invited all of his friends to his birthday party.
   c. Saleem wrote invitation cards for everybody.
   d. His mother made delicious food for the party.

An accident

Comprehension
3. a. Salma was sitting quietly in her room. She was looking out of the window. She was watching the people on the road.
   b. A woman was buying vegetables from a shop.
   c. People have accidents when they don’t follow traffic rules and drive carelessly.
   d. Encourage students to give their own answers. Sample answer could be: Yes, I think the driver would have gotten out to help the injured man and taken him to hospital. He would have done this because the man was injured.
   e. I agree with the statement. People must follow traffic rules because this will ensure everyone’s safety—the driver’s, the passengers’, and of those who are walking on the road.
Good morning!

Comprehension

4. a. The alarm will ring tomorrow at six-thirty in the morning.
   b. Ahmed will get ready to go to school.
   c. He will eat cereal and drink a glass of milk.
   d. Encourage students to give their own answers. Help them relate to this question. Ask them why they arrive on time. Then, help student derive answers from what they say.

My dream holiday

Comprehension

5. a. Her father told her that they will go to Dubai in the summer holidays.
   b. She will stay in a hotel.
   c. Laila will go to the Dubai Shopping Festival. She will buy latest computer game from there. She will also go to the Dubai Funland, the underwater aquarium, and the zoo.
   c. Encourage students to talk about their experiences in past tense. For example, ‘Last year I went to my grandparents’ home.’
   d. Encourage students to do research on the places of Dubai they have learnt about in the chapter My Dream Holiday either in school or at home and help them write a paragraph on Dubai.

6. a. False
   b. True
   c. False
   d. False
   e. False

My visit to a farm

Comprehension

7. a. Aamir and his cousins were going to Uncle Saleem’s farm.
b. Uncle Saleem taught his children to ride a horse.
c. Aamir will enjoy riding the horse.
d. Sample answer: Yes, I think the visit cheered up Aamir as it was a lot of fun.

Predictions

Comprehension

8. a. Pakistan will find oil in Balochistan.
    b. 2020
    c. All the countries in the world will be at peace.
    d. Encourage students to give their own answers. Students can give any prediction that they want to, for example, I will be very rich in future.

Professions

Comprehension

9. a. Ayesha wants to be a doctor when she grows up. Saba says that she will be a nurse when she grows up.
    b. Ayesha saw many sick people when she visited her grandfather at the hospital. The patients were waiting to get help from the doctors and nurses. Most of the patients were poor. Many were in pain. When Ayesha saw all this, Ayesha decided to become a doctor.
    c. Lubna want to build tall buildings, roads, and bridges. She wants to work in factories or outdoors. This is why she wants to become a civil engineer.
    d. Khalid wants to become a teacher in the future.
    e. Khalid wants to be a teacher because every day when he goes to school, he sees many poor children on the streets. Some are beggars and some sell newspapers or flowers. Some do nothing. He wants to teach all these children so they can become useful citizens of Pakistan.

10. Let students choose the adjectives on their own to describe the two girls.
Vocabulary
11. a. A group of mango trees is called a mango **orchard**.
   b. We like to go **boating** on the Jhelum River.
   c. A small body of water is called a **pond**.
   d. When I have nothing to do, I feel **bored**.
   e. In the **countryside**, there are big fields and farms.
12. Students will come up with their own answers.
13. Arc - car
   Elbow - Below
   Cider - Cried
   Dusty - Study
   Night - Thing
   Inch - Chin
   Brag - Grab
   Cat - Act
   Bored - Robed
   Save - Vase
   Angel - Angle
   Stressed - Desserts

Grammar and structure
14. **Column A**          **Column B**
    Wake               Woke
    Get                Got
    Wear               Wore
    Are                Were
    Have               Had
    Drink              Drank
    Take               Took
Sit, Sat
Ring, Rang
Fly, Flew
Make, Made
Write, Wrote
Come, Came
Run, Ran

15. a. I **listened** to the radio last night.
    b. There **was** a storm in the village.
    c. My friend **visited** me yesterday.
    d. I **did** all my homework.
    e. The class **finished** the maths exercise.

16. a. The school bell **rang** (ring) at eleven o’clock. It was break time. The children **went** (go) out into the schoolyard. Some of them **ate** (eat) snacks and **drank** (drink) water. They **enjoyed** (enjoy) for half an hour. They **came** (come) back to class at half past eleven and **sat** (sit) down at their desks.
    b. Samina and her family did a lot of things yesterday. They **woke** (wake) up early in the morning and **had** (have) a nice breakfast. After that, they **went** (go) to Safari Park. There they **had** (have) a lot of fun. They **played** (play) on the swings. They **walked** (walk) around the pond and **fed** (feed) popcorn to the ducks. They **came** (come) back in the afternoon. They **were** (are) all very tired, so they **went** (go) to bed early.

17. a. It was a hot day yesterday. The sun was **shining** (shine) brightly. A lot of children were **playing** (play) in the park. An ice cream seller **was selling** (sell) ice cream and lollipops. Some children were **buying** (buy) ice cream from him. Children love ice cream.
    b. It was a rainy day last Sunday. The wind was **blowing** (blow) very hard. It was **raining** (rain). The weather was dark and cloudy. Plastic bags and pieces of paper were **flying** (fly) on the road. People were **rushing** (rush) to go home. They were **holding** (hold) umbrellas over their heads.
18. At half past five in the evening, Sara will do her homework. She will read her history book. Sara likes history. She will write the answers to the questions in the book. At night, Sara will watch TV. Then, she will have dinner with her family.

19. a. Aamir will plant vegetables in his garden.
   b. Aamir will play cricket with his brothers.
   c. Aamir will paint with his new water colours.
   d. Aamir will visit his cousins.

Punctuation

20. a. Where did Aamir go for the holidays?
   b. Aamir lives in Lahore.
   c. The sun rises in the East and sets in the West.
   d. Did you know that Aamir has three cousins?
   e. How many days did Aamir spend on the farm?
   f. We have a mango orchard.
   g. The brown horse is beautiful.
   h. Aamir loved Sohail’s farm.
   i. Huma’s farm is near the Jhelum river.

Writing

21. Using the clustering technique, help your students write a comprehensive paragraph about their activities on Sunday.

22. Encourage students to write their own answers. Begin like this: Tomorrow at break time, I will sit under a tree.

23. Students will write their own answers. Encourage them to be imaginative. They can choose any one topic from the choices given.
Activity

24. Students will write their own answers. Encourage them to be imaginative.

25. Students will write their own answers. Encourage students to use verbs to describe activities. While answering the second part of the question, encourage students to use adjectives.

26. and 27. Students will carry out the activities.

Extra activity

28. a. cow
    b. horse
    c. hen
    d. dog
    e. cat
    f. goat
Unit 4: Numbers and The Time
Part 2: Answer key (Pages 43–55)

Comprehension
1. a. The children were excited because there was a fair at the school.
   b. There were food stalls, stationery stalls, game stalls, and jewellery stalls.
   c. They celebrated by buying food for all of their friends from the food stalls. After eating, everyone went to the game stalls to play different games. They kept playing until it was time to go home.
   d. The children played many games at the fair, they ate and kept enjoying until it was time to go home.

Which month is it?
Comprehension
2. a. 31 days
   b. No, there are 31 days
   c. January, March, May, July, August, October, December
   d. 30 days
   e. February

3. a. The first Sunday in January falls on 1.
   b. The second Sunday in October falls on 14.
   c. The third Sunday in February falls on 19.
   d. The fourth Sunday in March falls on 25.

A business trip
4. a. Gul Zaman had some business in Karachi.
   b. On the first day, he met his business friend and completed all his work with him.
   c. 1. He went to interesting places.
      2. He went to a park.
3. He went to a restaurant.
4. He watched a movie.

The four seasons

Comprehension

5. Encourage students to write a sentence or two regarding the picture. Ask them to think what they do in different seasons and then write their answers.

6. a. fresh flowers  
    b. light rain  
    c. cool and windy  
    d. sunny  
    e. snowy  
    f. falling leaves

Comprehension

7. Students will come up with their own answers.
8. Students to fill in the colours themselves.

May night

9. a. Fresh and fearless  
    b. Spring  
    c. She sings.

What time is it?

Comprehension

10. a. At 9 o’clock  
    b. Lunch  
    c. Abdul Raheed’s boss is proud of him because Abdul Raheed is a good worker. He goes to work daily and doesn’t like to be absent from work. He is very hardworking and completes all the tasks on time. He is also very honest and friendly with his co-workers.
    d. Students will give their own answers.
Vocabulary

11. Students to be able to un-jumble the words and guess the words correctly.

12. Irfan came to Peshawar with his parents. They came from a village in Abbottabad. This is his first day at the new school. He is sitting at his desk and is looking outside the window. The students are doing English exercises in their notebooks. They are answering the questions on the blackboard. It is before break time. At eleven o’clock, the bell will ring and the children will go out for thirty minutes. They will play or sit under the trees and eat their snacks.

13. a. Sheeza is taller than her friend. (tall)
   b. Abdullah bowls the fastest in the whole team. (fast)
   c. I think that the rose flower is more beautiful than the jasmine flower. (beautiful)
   d. It is very dangerous to play on the streets. (dangerous)
   e. Ali is the most intelligent student of our class. (intelligent)

Writing

   b. 12:15/quarter past 12
   c. 10:30/half past 10
   d. 9:15/quarter past 9
   e. 11:45/quarter to 12
   f. 12:30/half past 12

15. a. Done in the book.
   b. Done in the book.
   c. I attend the assembly
   d. My classes begin
   e. It is my break time
   f. My classes end.
   g. I reach home.
   h. I eat lunch.
16. a. Students to be able to write answers as given in question 15.
17. and 18. Students to practise the oral communication activities.

**Extra activity**

19. Take help from the calendar. Encourage students to read the current month’s calendar and fill in the month’s name, days, and dates. Then, hold a general discussion about the season and ask students to draw pictures depicting the current weather/season.

20. Students to be able to do this question on their own.

21. This question can be taken as a revision question.
Unit 5: Different People and Places
Part 2: Answer key (Pages 56–65)

Big cities, small towns

Comprehension

1. a. It is located along the coast of the Arabian Sea.
   b. People from all over Pakistan move to Karachi to get better education or a better job.
   c. In Murree, the weather is cool in summer and very cold and snowy in winter.
   d. In the summer season, many people from all over the world visit Murree. It is a good place to spend summer holidays.
   e. Students will give their own answers.

A good play

Comprehension

2. a. Pillows and chairs
   b. Saw, nails, water in nursery pails, an apple and a slice of cake
   c. He fell out and hurt his knee.
   d. The main idea of the poem revolves around two boys playing at home. It shows the playfulness of children and how their imaginations run wild.

Help students to summarize this poem. First explain the poem to them, and then summarize it. You can even perform a role-play in class on this poem.
   e. Students will write their own responses.

At the hospital

Comprehension

3. a. He was admitted in the general ward of the hospital.
   b. There were junior doctors in the ward, but there wasn’t any specialist. Two nurses were standing care of patients in the ward.
c. Many people were waiting outside the ward to meet their relatives.

d. Students will write their own experiences. Encourage them to describe the visit. For example: I saw many doctors and nurses wearing white coats.

4. a. iii
b. ii
c. iii

Unhealthy food

Comprehension

5. a. His mother says that Karim should do all his work on time. She also says that he should always eat healthy food.

b. Last week, he bought an ice lolly from a hawker.

c. He had a bad stomach ache and became very sick. He didn’t go to school for a whole week.

d. He completed his school work within a week. He didn’t play in the evening. He just did his homework all day long.

Doing chores

6. a. Abdul cooks food, washes the dishes, and goes to the market to buy different things.

b. To the city

c. Encourage students to give an opinion and support it with at least one reason.

The annual function

Comprehension

7. a. On the first day of the function, there will be a sports day. There will also be an annual fair. There will be an art competition too; there will also be speeches, a stage drama, and a show for displaying of national dresses.

b. There won’t be any classes next week so the students won’t bring any books and stationery to school.
c. No.
d. Students will write their own answers.

Vocabulary
8. Students will do this exercise themselves.
9. a. students
   b. different
   c. annual
   d. speeches
   e. music

Invitation to parent-teacher meeting
July 30th, 2018
Dear Parents,
Greetings of the season!

We are pleased (please) to tell you that our pupils have settled well into their new classes. The teachers have introduced (introduce) students to their new syllabi, classroom rules and have set the expectations for the upcoming year.

However, though we have begun (begin) the learning process, we would like to engage with you too. We believe that learning happens more at homes than in the school. We want to partner with you to embark on this learning journey. We wish to involve you actively in imparting quality and life education to our students.

To do that, the school has organized (organize) a Parent-Teacher Meeting on Saturday August 11, 2018 (8:00 a.m. to 12:00 p.m.) to be held at our school.

Thank you.

School Management
10. a. strap b. scrap c. split d. throat e. spring
    f. struck g. trap h. tenth i. light j. thirsty
    k. trucks l. tasty m. catch n. switch
11. a. At midnight tonight, we will celebrate (celebrate) his birthday.
   b. This time next week we will go (go) to visit our aunt.
   c. At six I will watch (watch) my favourite cartoons.
   d. ‘We will cram up (cram up) for the upcoming exams,’ the boys said.
   e. He will play (play) the match with his team next week.
   f. The girls will not play (not / play) all afternoon in the sun.

12. a. Wasim Akram plays cricket/Aslam plays cricket/Yes.
    Does Aslam play cricket?
    Yes, he does.
    b. The Khan family have a garden/the Malik family have a garden/No.
    Do the Malik family have a garden?
    No, they don’t.
    c. Tahir lives in Pakistan/You live in Pakistan/Yes.
    Do you live in Pakistan?
    Yes, I do.

13. The children (is, are) excited because they have a fair at school. Ali (is, are) happy. He (doesn’t, don’t) want the fair to end. Sara and Saba (is, are) preparing for their speeches. Some children who have taken part in the drama (is, are) practicing their dialogues in a corner. They (doesn’t, don’t) want anyone to hear their dialogues before the drama. Last year, the fair (was, were) enjoyed by everyone.

Writing
14. Students will write answers on their own.

15. Students will read silently. Ask them to notice the features of scientific writing. They can be asked to explain another scientific process in a similar manner.

Oral communication
16 and 17. Students will practise the given exercises.
Learning new things

Comprehension

1. a. Ayesha and Sara. They are both sisters.
   b. She was confused about the difference between revolution and rotation.
   c. Sara asked Ayesha, ‘Have you seen people walking around the Holy Ka’aba on television?’ Ayesha answered quickly, ‘Yes, I have.’ ‘That is an example of revolution,’ said Sara.
   d. Students will give their own answers as per their understanding of the two terms.

2. Ayesha is a good student. When she does not understand anything, she asks questions about it. When she learns something new, she shares it with her elder sister who gives her more information about it. She explains new words and also helps her perform activities to get a clear concept.

Responsible Hashir

Comprehension

3. a. Hashir woke up early last Sunday because he had promised Father to help him wash the car.
   b. He took detergent, towels, mugs, and a bucket.
   c. Father patted Hashir on the back to appreciate him. Father said, ‘You are a responsible boy.’

4. a. A bucket of water was filled. 5
   b. The car was covered with foam. 4
   c. The car was dried with towels. 7
   d. The detergent was rubbed with towels. 3
   e. The detergent was spread on the car. 2
f. The foam was washed away with water.  

6
g. Water was thrown on the car.  

1

Health and clean surroundings

Comprehension

5. a. Ali was feeling sad when he came out of the doctor’s room.

b. She had malaria. She was already old and sick.

c. Sara and Ali talked to their friends in the neighbourhood about how dirty surroundings cause different diseases.

d. They all promised each other to keep their surroundings clean in future, so that no one would fall sick.

e. Students will give their own answers.

6. Students to be able to classify the words on the Student’s Book.

7. a. Hashir is a responsible boy who keeps his promises. His father has a red car. Hashir and his father washed the car last Sunday. They used a bucket of water to wash it. They did not use the hose. They did this to save water. They filled the bucket with water and used mugs to pour water on the car. They used a small quantity of detergent and towels to scrub the car.

b. Ali and Sara are upset because their grandmother has malaria. Malaria is a disease caused by mosquitoes. The malaria patient to get plenty of rest. The patient to also take the medicines given to them by the doctor on time.

8. My name is Sam. I am eleven years old and study in grade five. Today, my family and I were stuck indoors because it was a rainy/wet (adjective) day. At first I was bored (adjective) because I thought we wouldn’t have anything fun to do, but then my parent took out some papers (noun, plural) and some crayons (noun, plural) and we drew pictures of all of our favorite places and things. I drew pictures of castles and horses while my sister, Amna, drew pictures of dolls and houses. After we cleaned up, my sibling and I helped my parents cook chicken (noun) for dinner. We also watched Superman Show (TV show name) and then played a game of Ludo (noun). Our day turned out to be such a lovely (adjective) one!
   b. Ali is very friendly himself, but the rest of his family isn’t.
   c. I planted the mango tree in my garden myself ten years ago.
   d. Ayesha does all her homework herself.
   e. We will carry our bags ourselves.
10. a. The soup was served in 16-ounce bowls.
   b. There is a six-storey building in front of our house.
   c. The doctor advised her to take a two-week leave from school.
   d. I bought a five-kg bag of rice.
   e. The length of the room was four-metres.
   f. It was a three-inch deep puddle.

Writing

11. Students will complete the writing section themselves.
12. Students will write their own responses. Teacher to ensure that the dialogues are relevant to test situations.
13. a. Ali, Sara, Grandmother, and doctor
   b. Ali and Sara are siblings. Their grandmother is ill.
   c. They took grandmother to a doctor.
   d. Past tense
14. Students will write their own answers.
15. One day, I had an accident. I was going to school. My van could not stop. It hit a big tree. All the children started to cry. I did not cry. I am brave. I told what happened to my mother when I went home. She was very happy that I am safe. She cooked my favourite food in dinner.
16. Students will write their own responses.

Oral communication

17. Students will practice spoken text in pairs.
Comprehension

1. a. To school
   b. He was irritated because Zafar Baba was honking at the cars continuously.
   c. She reminded about the following rules:
      • come to school on time and in complete school uniform
      • bring the required books, notebooks, and stationary
      • not to bring fancy stationary items to school
   d. Rules help us live an organized and safe life.
   e. Students will give their own answers.

Being safe

Comprehension

2. a. Bina missed a step and rolled down the stairs.
   b. Mother gave her a painkiller and called her father.
   c. She made posters for her school. The posters had safety rules for the school ground and staircases. She did not want anyone else to get hurt.

3. a. informed
   i. told
   b. up and about
   ii. Sara didn’t have to be in bed anymore.

Zebra crossing

Comprehension

4. a. A zebra crossing is for people who want to cross the road on foot.
   b. People who walk on or beside the road are called pedestrians.
c. We do so to ensure there is no traffic coming from either side while we are crossing the road.

d. Students will make own individual posters and present in front of the class. Encourage students to give constructive feedback on the posters, and avoid criticizing unnecessarily.

Vocabulary

5. Students will write their answers on the Student’s Book.

6. a. Ali **shouldn’t** waste his time during tests.
   b. I **can** write neatly but my hand is injured right now.
   c. **Can’t I** go to my friend’s house?
   d. **May I** go to drink water?
   e. You **should** cross the road carefully.
   f. Bina **can’t** walk because she fell from the stairs.

7. a. This is **my** scarf. That one is **yours**.
   b. It was **my** fault, not **hers**.
   c. Where is **their** house? Is that house **theirs**?
   d. Where is **his** diary? Is that **yours**?

Punctuation

8. Students will make their own sentences.

9. a. Things in your pencil box: **stationery items**
   b. The fruits you like to eat: **mango, pineapple, apple, bananas**
   c. Your favourite picnic spots: **National Park, National Zoo**
   d. Things your mother uses to make tea: **milk, sugar, tea, water**
Writing
10. Students will write answers themselves.
11. Students will write answers themselves.
12. Students will write answers themselves.
13. Students will write answers themselves.

Oral communication
14. Students will practice verbally.
15. Students will practice verbally.
Unit 8: Doing The Right Thing
Part 2: Answer key (Pages 85–90)

Being honest

Comprehension

1. a. Because Mom’s favourite vase broke.
   b. They thought they could tell Mom that the cat broke the vase.
   c. Mom was happy because the children hadn’t told a lie. She was not angry.
   d. Because the children were honest about the vase.
   e. Students will give their own responses. Students to give an opinion (I agree or I disagree) followed by reasons.
   f. Fun Activity: Students will perform their own role-play. Teacher to encourage dialogues between students.

Is this right?

2. a. Quarrelling and calling names is not the right way to solve a fight.
   b. We will never be able to find the truth. Quarrelling will not let us find the solutions to our problems.
   c. Calling names and quarrelling.
   d. might - fight, right - polite, night - right, plight - light.

3. Students will come up with their own answers.

Is this freedom?

Comprehension

4. a. Some people were excited because they were celebrating Independence Day.
   b. Saqib was upset because he was trying to prepare for his test and was not able to focus.
   c. These people are important for our country because they provide services to the nation through their work.
   d. Students will write their own answers.
Vocabulary

5. a. I can hear here a cell sell phone ringing somewhere.
   b. The rose rows plants were planted in straight rose rows.
   c. We were not aloud allowed to read aloud allowed in class.
   d. The one won and only game that I one won was of chess.
   e. Jack and Jill went up the hill to fetch a pail pale of water but Jack fell down and got hurt. His face turned really pail pale due to pain.
   f. I was board bored of copying answers from the board bored.
   g. I passed past an old building on my way to school. As I went past it, I saw somebody coming out of it.

Grammar and structure

Revision

6. a. We must take care of ourselves and our things.
   b. Father made this bench all by himself when he was a little boy.
   c. Mother cooked all these dishes for the guests herself.
   d. I tried to solve it myself but I couldn’t.
   e. They will have to clean this mess themselves.

7. a. First of all, cover the shoes with cloth to wipe the dust. Then, rub the shoes with polish with the shoe polish brush. Next, brush the shoes with a clean brush. Finally, wipe with a piece of cloth. This will make your shoes shine.
   b. Ali rubbed the sole of his shoes on the doormat before entering the house. He did not want any dirt to enter his house. He always kept his house neat and tidy.
   c. ‘Will you write the letter yourself?’ asked Father. But she told him that she wants to do it herself. Father smiled and left the room. She sat at the desk and started to write the letter. After writing the letter, she showed it to Father. He became very happy when he saw that there were no errors.
8. The next day, **Saqib** went to school **tired** because he was not able to sleep the **whole** night. He was really worried about his test. The test was very important for him. He was upset that he could not prepare well for the test. Soon the science period started and the paper was in front of him. He wrote whatever he could remember. There were some questions that he could not answer, **however**, he did not try to look at other students’ papers. He gave his paper to the teacher and went outside.

**Writing**

9. Students will write their own answers.

10. Students will write their own answers.

11. Students will write their own answers.