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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.
تعلیم

یوگیت ابتدا انگلیسی کے لئے لیے تیار کردہ ہے اما اس میں اس کے تعلیمی اسکولی ریجنال کی کلی ہے۔

یوگیت ابتدا انگلیسی کے لئے لیے تیار کردہ ہے اما اس میں اس کے تعلیمی اسکولی ریجنال کی کلی ہے۔

• یوگیت کرکے بنا آئے تعلیمی اہمیت انگلیسی کا تعلیمی طور پر پہچانا جا سکتا ہے۔

• پہلے (سہلی) شروع کرنے سے پہلے کہ اس کا ماموری دستیاب ہو جائے تھا کہ کوئی چیز نہیں کونا کرتا۔

• مزید سخت اپنے تدریس کے وسائے اس کے اساتذہ کے لئے دنیا کی حیات میں کلچر کی تجارب ہوتی ہیں۔

• اس کے کام میں دیگر مخاطبر کے جوڑنے کے ٹیم کے جوابات

یوگیت ابتدا انگلیسی کے تدریس کی کیا جا سکتا ہے؟

یوگیت ابتدا انگلیسی کے تدریس کی کیا جا سکتا ہے؟

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• یوگیت ابتدا انگلیسی کے تدریس کی کیا جا سکتا ہے؟
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**

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<tr>
<td>Discussion-based or activity-based learning</td>
<td>25 minutes</td>
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<tr>
<td>Reflection/assessment</td>
<td>10 minutes</td>
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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.
ارتقا اعمال کے مشاہدات اور ترتیب

ارتقا اعمال کے مشاہدات اور ترتیب کے لئے روش کے طور پر مشتمل نہیں ہے اور باب کے لئے ترتیب کم حساب میں ترقی میں پھر یہ مشکل ہے۔

یک فعال اور طالب علم کو کمک کرنا۔

<table>
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برہاکہ ازدواجی صعبہ پر مشتمل ادارے میں جماعت کا حساب بھی لی جاتی ہے۔ دوسرے معیار میں کتاب میں موجود قام سوالات کے جوابات دیتے گی جن کی حوصلہ افزائی کی جا سکتا ہے۔ اور اے گیا کہ کیا اصل ان کی حوصلہ افزائی کی جا سکتا ہے کی یہ جوابات کی حوصلہ افزائی کا سب سے مالیہ کرتی ہے۔
Section I: Teaching Strategies
Beautiful Pakistan

Unit Overview
In this unit, we will be introduced to the Thar desert and the village of Mithi.

Part 1: Suggestion for teaching strategies

Exploring background knowledge
Teacher would show pictures of desert landscapes to the students. Students to work in pairs. They need to be given the following prompts to discuss.

Prompt:
• If you visit a desert for a day, how would it be different from your usual days?
  Teacher to take responses from students. Encourage everyone to speak up.

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

Finding the main idea: Students to work in pairs to explore the main idea of the text ‘The Thar Desert’. They need to look for the answers to the following questions.

• What does the given picture on page 1 represent?
• Find details in the text that support the given pictures.

Students to share their learnings with the entire class.

Point to ponder: Do you think your discussion summarizes the main idea of the entire text.

Descriptive writing
Instruct students to be divided in to pairs. Each pair will be responsible for finding out details in the text which give a perception of the 5 senses.
For example:
In the 6th paragraph, ‘The red Sun was setting in the large, orange sky’, is a description based on the sense of sight.
نخوہ صورت پاکستان

باب کا مختصر جائزہ

اہم ہے کہ بہت مادہ ہر قوم کی تاریخ یا دیواری کا ناگری کے بارے میں جانا گیا ہے۔

چھوٹا حکم: تدریس کی کمٹی عملہ کے لیے جواب دینے کی معلومات جاری کیں۔

اطلاعات جاری کیں

اہم ہے کہ بہت مادہ ہر قوم کی تاریخ یا دیواری کا ناگری کے بارے میں جانا گیا ہے۔

اشکار

• آر آپ آپ دن کے لیے خوشی میں بہت بہتر ہوں تاکہ آپ کے عالم دونوں سے کیے خلاف نہ ہوگا؟

اطلاعات کے جواب دینے پر عالم غزی کی تعلیم کی ہوں کہا جواب دیں۔

پہلی اہمیت کے دوران

زیلین میں اہم موضوعات اور ان موضوعات کی تدریس کے لیے منہاج کو مدارس میں خصوصی کمک کیں۔

کا مکمل درجہ خیال کرتا ہے: ہم جزیرہ نما کی کشتی کی دریا کے لیے کشتی عملہ کی تدریس کیں۔

جواب خالص کر کے گے

• صفحہ 1 پر دو جگہ ادائیگی کی اطلاع کر کے ہو۔

• دیگر نکات کی ادائیگی سے وسیع تر خصوصیات متعین میں خالص کریں۔

اس مشکل سے ہم کا سب جوگہ کا خاکہ ہمیں کیتا گیا۔

ئورت فکر: کیا آپ کے خیال میں آپ کی بھی جو یہ کوشش کر سکتے میں خالص کرتی ہے۔

برقی مسئل

طاہر کو جزیرہ نما کی بھیجان کے بجا میں ہر محنت میں دو تفریحات خالص کرتے ہیں۔

The red Sun was setting in the large, orange sky

مینلے کے طور پر: چھوٹی سی گرگنگ مین خالص کرتے ہیں۔

وکیو دو فرید ِ نارمل آسیانا نم خوب ہورا ہو تا ہے؟ یہ بھی جنہوں نے میں سب سے اس کے خالص کرتی ہے۔
Teacher to explain to the entire class that ‘descriptive writing appeals to the reader’s sense of sight, smell, touch, hearing and taste.’

**Task:**
Find out descriptions based on any of the five senses. Share your descriptions with the entire class.
اتریدا پوری کال اپی داش کرے کے بیاہ پر سوی پھیلن داںکی سو باصرہ، شامی، یلام، سامع و دیوالہ کی سو کومنتیکی بیہے۔

کام:

پاچوں حسینہ مین سے متعلق بیان خلاص کرے کے اسپی خلاص کرے بیات کے پوری کال کو آگاہ کریں۔
Pages from Islam’s History

Unit Overview
The unit focuses on the themes of kindness, its importance in Islam, and how we can make it a part of our life.

Part 1: Suggestion for teaching strategies

Exploring background knowledge
Teacher would show pictures of desert landscapes to the students. Students to work in pairs. They need to be given the following prompts to discuss.

Prompt:
• Why is kindness an important value to have in a society?
• If nobody shows kindness to you, how would you feel?

Teacher to take responses from students. Encourage everyone to speak up.

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

Finding the main theme
Teacher to explain that in order to find theme; you have to find the main idea. Students will read the chapter ‘The Prophet’s Kindness’. They will jot down the message of the text and share it with their partner.

As a second step, students to work in pairs to explore the main idea of the text ‘The Second Caliph’. They need to look for the answers to the following questions.

• Why did the Caliph walk alone at night?
• Why did the Caliph think that the girl had a good heart?

As a third step, students to work in pairs and read ‘The First Moezzin’, students will think about the message of this text.

As a fourth step, students will discuss:
• How are the three texts related?
• Do you think the message of being kind is promoted in all texts?
باب کا مخصوص جاگز

بباب متن الام، اسلام میں اس کے اثبات، اور اس بات پر توجہ بھی دی جاتی ہے کہ ابتدائی الہام کے مادہ تا نظم کا چھوٹا نزدیک کہ دو باتکسی تھا۔

پہلی بات: تدریس کی حکمت عملیوں سے لے تجربہ

طلاب کی معلومات جانبی

استاد الامل کی عادات و عقیدت کی تلاش کی حیثیت میں، الام پر مجموعہ بنا کر کام کریں، اسی عالم سے تعلیممائی اور کوشش دیں۔ سے ایک اور نویں ہے کہ سے، اور دوازی اور انہات دیے جاگزہ۔

usahaan کے دوران

ذیل میں ایک مجموعہ اور امید معلومات کے تدوین کے لیے سفاح ہر کم کردی جاتی ہے کہ حکمت عملیوں کی تجربہ رہی گی۔

اصول موضوع سفاح کرنا

امہ مکرمہ کریں گے کہ اصل موضوع سفاح کریں گے لیے الامل اوپر کمرزی خیال ذوقنا ماگد The Prophet's Kindness طلباء سے دوسرے قدم کے طور پر، الام پر مخصوص بنا کر کام کریں۔ The Second Caliph میں دوسرے قدم کے طور پر، الام پر مخصوص بنا کر کام کریں۔

مدبرہ جڑا سالہ کے جواب ذوقنا گے

• خلیج روٹن کو قبیلا کیجنگ کا جھرا کرے تھا؟
• خلیج ہی پیشک یکو آکا کر ہیں؟
• ضیافت پر مخصوص بنا کر کام کریں۔ The First Moezzin بنیام کیتی ببیت نبی کرے تھا؟
• جن کے قدم کے طور پر، الام مدبرہ جڑا سالہ کے جواب ذوقنا گے
• تب تک بنیام کیتی ببیت نبی کرے تھا؟
• آپ کے قدم کے طور پر، الام مدبرہ جڑا سالہ کے جواب ذوقنا گے
•
Students to share their learnings with the entire class.

**Writing task:** Students to work individually and will write a paragraph about the following sentence, ‘The common theme across all three texts is hence kindness.’
The common theme across all three texts is hence kindness.
Environment

Unit overview
In this unit, we will get to know about the juniper trees of Balochistan, conservation attempts of an old redwood tree, and habitat of sea turtles.

Part 1: Suggestion for teaching strategies
Guided group discussion
Students to form pairs. Students to discuss the following.

Prompts
- Why do you think the trees are important for human beings?
- What are some problems we can face without trees?
- What are some problems we can face without animals?

Ask the students to discuss their ideas with the entire class. Teacher can ask each pair to share their ideas one by one.

While you are reading
Making connections between science and English:
Students to be divided into groups. Every group to have four students. Teacher will assign the following task.

Visit a nearby garden and note the names of all living things; animals or plants you see around.

Teacher to explain that in order to create food web, students have to write about the primary producers, herbivores, omnivores, and carnivores for their chosen habitat. Connect them with arrows showing both predator and prey. For example, insects survive on the nectar of flowers, etc.

Gallery walk
Students to share their food web with the entire class in form of a gallery walk. Instruct students to draw their food webs clearly and paste it on a soft board. All students can see the food webs of each other.

Teacher will discuss all food webs and stress on how all living things are dependent on each other.
باب کا مختصر جائزہ

اب ہر باب میں مذکرہ ہوئی جاں ہے جو انگریزی (JUNIPER) کے درخت، امریکی جائے قومی درخت کے نامہ کے ساتھ لے جاتی ہے جو اس کے بعد نقل کی جا سکتا ہے

پہلا حصہ: تاریخی عہد عمیون کے لئے تحقیق

مندرجہ آمیز: گروپی

طلباں جہاں یہاں بتاکر متدری کردی ہوئی کوزیکٹ اکیڈیمی

اطلاعات

آپ کے کھیل میں بھی فوٹو انسان کے لئے درخت کوئی ایسی بھی؟

• یہ چند سواکل کی بھی منا کی اسی درخت کوئی دوسرے نے ہو سامان مکمل کی؟

• یہ چند سواکل کی بھی جو کسی جارواں کی عمدہ ضرورت میں زیادہ تر کی?

طلباں تک یہاں اپنی خیالات سے پوری کیاس و آغا کیہر کے ایستاد ہر دو روزی کو سی کے بعد درکمہ سے اپنی خیالات سانی کہ بہائے کر گئے تھے

پہلے کے دوران

ساتھ اور اگر یہی کے دوران ہر ماہ پہلی کرتا: طالب کو ووپوہپوں میں پہنچ کر ہی جا سکتا۔ بھرگوب میں چار طالب علم بحث ہو جاتی ہے۔ اپنے مذہب کی بنیاداں پر احتمال کر یہ گل کریں

قریبی باشیوں میں چاہئے اور یہاں ہاں دار انشاہ جارواں اور پوہول کے تنا گھنے جو ہو آپ کو ہوں آئیں اپ سے بھر ہوئے۔

اطلاعات کریں کہ بھی جنگال ہجدیالاہ کے ساتھ اپنی خیالات کے ساتھ نہیں پر خیالات کوئی دو روزیں دم کر کے پھر وہ ایک دو روزیں جاتی ہوں کہ شانی دو روزیں بھی آنے ہوئے

میوزیک والے

طلباں کی صورت میں اپنے ہم حضرت جال کو پوری کیاس کے ساتھ شیلہ کر کے گل کریں گے۔ غنا جال کو سفر کرنا ہے اور واضح بھی ہو جاگ اور شرمن سنہرہ پر پچھان کرے۔ شام طلب خود ایک دوسرے کے گل کریں کے

اطلاعات

اشادات بھی جنگال کو زیریکت لایا گا اور ماہ رہے پر ززموہ گا کر کے پنئم جان دار انشاہ ایک دوسرے پر احتمال کریں تھے
Writing task:
Students would take notes of the food webs and discussions. Based on their notes, they will write one paragraph on ‘the importance of protecting our environment and all living beings in it’.
کئیں کا کام:
طلالہ اختیار جان اور اے۔ جی۔ این کئیں کی ابتہاج پر پہچان کے اسی حالت بھی کہ اسی حالت کی شکل پر وہ انہوں نے جان اور اے۔ جی۔ این کئیں کی ابتہاج پر پہچان کے اسی حالت کے ابتداء کی جا تھی۔ اس حالت کے ابتہاج کے سطح سے ایک بچوں نے گرفتار کر دیا گیا۔
Health is Wealth

Unit overview
In this unit, we will focus on how to maintain good health, oral hygiene, and the very important role nurses play in a hospital to take care of sick people.

Part 1: Suggestion for teaching strategies
Guided group discussion
Students should form pairs. Students should discuss the following.

Prompts

- If you are asked to choose between ‘health’ and ‘wealth’, which one would you choose, and why?
- What do you think we can do to stay healthy?
- How important is oral health?
- Have you ever visited a hospital? Which professionals do you meet in a hospital?

Ask the students to discuss their ideas with the entire class. Teacher can ask each pair to share their ideas one by one.

While you are reading
Writing a summary
Students to be divided into groups. Every group to have 4 students. Teacher will assign the following task.

Read page 29 and 32 of this book. Underline all important points on page 29 and 32. Share your points with your group members. Collate and organise all points you have by comparing it with the points given by other students. Write a summary of the information in the chapters Good Health I and Good Health II by following the below mentioned guidelines.
تدریسی بزرگنمایی ہے

باب کا مختلف کاکھ

اب باب میں ان موضوعات پر تجویز ہو گے کہ اس میں صحیح، منفیکی ضرورت، وسائٹ کے بیان اور ذکر دکھایا جا یے۔ اسے اچھائی میں بہتر کرنے کی

ہدایت: تدریسی بہتر کیسے عملیہ کے لیے ضروریہ

منفیکی گروپی کی بہت

طلای گروپ بھٹیاں، اور مدارج کے کوزی بھٹنک اکین۔

اعضاہات

• اگر آپ سے کاپا جا جا سکتی ہو، کاپا۔ اور ہاوا میں سے کاپا کا موہموار۔ کاپا آپ کا کاپا کی اپ یا آپ کے خصوص کی کی گی۔ اور یہ کی گی?

• آپ کے خیال میں کہے مدد سنے کے لیے تب آپ کی کی کچھ ہے؟

• منفیکی صحیح ایک ایم ہے؟

• کیا آپ کے ایچیاں گن کی؟ اچیاں میں آپ کی ملاقات کی کچھ دروغیں سے متعلق ہے؟

طلاب سے کیا کہ آپ کے خصوصیات/بجاہتات سے پوری کالا کو سالی ہے۔ ایم پر بھی کہ کو ان کے خصوصیات اور باری باری بیان کر کے جاہت

کر کے بھین۔

پہچانی کے دوران

خیال کریں کہ

طلاب کے گروپ بھٹیاں جا کے یا گروپ میں چار طالب علم بھیں۔ چکاں کے دوران بھی کاپا کا اصلی ہے۔ کتاب کا صفحہ 20 اور 32 پر میں تین تک کی کوہ کا باہر کر کے ہیں۔ دورے طالب کے کتاب سے مماثل ہے۔

Good اور Good Health

یہ بھی سے کہ کتاب بھٹیاں سے اور منفیکی گروپ بھٹیاں ہے۔ مدارج کے کوزی بھٹنک اکین کے جو بھی کہ ہے۔
Guidelines for writing a summary

- Collate all points that answer who, what, when, where, why and how questions about a chapter.
- Do not rewrite the original piece.
- Keep your summary short.
- Use your own wording.
- Refer to the central and main ideas of the original piece.

Making a poster: Teacher to ask students to work in pairs. Students to read Good Health II paying attention to the dangers of smoking. In their task, they will draw a picture representing some danger of smoking. It could be the picture of a person, place, and internal organs, etc. Task would be divided between the two members of the group, one member will be responsible for drawing and the second member will think of and write a catchy title or short description of the picture. Both members are responsible for making the poster attractive and eye catching. The title of each poster would be ‘Say No to Smoking’.

Writing a story: Students to work in pairs and read pages 35 and 36. They will underline all important points highlighting the important role nurses play in healthcare. They will further ask about stories and examples from people in their home, school, and neighbourhood about the important role nurses play in healthcare. Students would take notes of the information from book, examples/stories of people, and any class discussions. Based on their notes, they will write one paragraph on ‘The importance of nursing profession in our life’.
1. Where do you think the author's main point is?
2. What evidence does the author provide to support this point?
3. How does the author's argument change if the point is reversed?
4. What is the author's conclusion?
5. How does the author's conclusion impact the overall argument?

---

**Health Checkers**

*Why does a person need a health checker?*

A health checker is a person who monitors your health and wellbeing. They can help you stay healthy and catch any problems early. Health checkers can be doctors, nurses, or other healthcare professionals.

**What can a health checker do for you?**

A health checker can:

- Take your blood pressure
- Check your weight
- Screen for diabetes
- Screen for cancer
- Check your heart rate
- Give you advice on healthy eating
- Give you advice on exercise

**How often should you get a health check?**

It’s a good idea to get a health check every year, or more often if you have certain health conditions.

---

**Say No to Smoking**

*What are the health risks of smoking?*

Smoking can harm almost every part of your body. It can cause:

- Lung cancer
- Heart disease
- Stroke
- Diabetes
- Premature aging
- Depressions
- Bladder cancer
- Oral cancer

**What are the benefits of quitting smoking?**

Quitting smoking can benefit your health in many ways. It can:

- Improve your breathing
- Lower your risk of heart disease
- Improve your sense of taste and smell
- Help you sleep better
- Lower your risk of cancer
- Improve your chances of having a healthy baby
- Improve your looks

---

**How to Quit Smoking**

*What can you do to quit smoking?*

There are many ways to quit smoking. Some options include:

- Using nicotine replacement therapy
- Taking medication
- Joining a support group
- Using a smartphone app
- Using hypnosis
- Getting acupuncture
- Not smoking at all

---

**Your Health Checklist**

*What should I do if I have a health problem?*

If you have a health problem, it’s important to see a healthcare professional. They can help you find the best treatment for your condition.

**What should I do if I have a health problem?**

If you have a health problem, it’s important to:

- See a healthcare professional
- Take any medications as prescribed
- Follow any dietary recommendations
- Get enough rest
- Stay active
- Manage stress
Hobbies

Unit overview
In this unit, we will get to know about different hobbies of people.

Part 1: Suggestion for teaching strategies

Guided group discussion
Students to form pairs. Students to discuss the following.

Prompts
- Do you have a hobby? Discuss your hobby with your classmates?
- How do you benefit from your hobby?

Ask the students to discuss their ideas with the entire class. Teacher can ask each pair to share their ideas one by one.

While you are reading

Practicing subject-verb agreement: Read the text ‘An interesting hobby’. Note the use of the tenses in all the sentences. For example:

Example 1: Tahira likes to read newspapers.

Explanation: When you are telling people about your hobbies, you often use present tense. The reason for this is that hobbies represent continued action.

Example 2: She cuts out the news clippings that she likes and keeps them.

Explanation: Note the use of verbs. All three verbs: cut, like and keep, end with ‘s’.

Rule of grammar here is that with all singular subjects; Tahira/she/he/it the verb includes ‘s’.

Nasir plays football.
Sun rises in the east.
Mariam likes to eat biryani.

Task: Students to work in pairs. Every student will ask about the hobbies of his / her partner and will write complete sentences using subject-verb agreement. For example: My friend Sana likes to play football.
مشاغل

باب کا مشغور ہاتھ

اس باب میں تم لوگوں کے مختلف مشاغل کے بارے میں بحث کی جا رہی ہے۔

پہلا حصّہ: تم لوگوں کے لئے تجاویز

 множество کروے بیچ

طلبہ بچے ہوں یا بزرگ ہوں یا متوسط سن میں ہوں۔

اشواست

• کیا آپ نے کوئی مشغولیت ادا کی؟ ایک مشغولیت پر جو انتظام کیا جا رہا ہے؟
• آپ ایک مشغولیتے سے طرح چارہا اسے انجام دیتا ہیں؟

طلبہ کے پہلے خیالات سے پہلا کاس کا کاہل کریں۔ اس کے بعد کیہو یا کوئی باروی انتظامیہ مشغولیت کی بنا پر کرے کھت۔

پرخاسی کے ووران

فعال - نفی معاوہ کا استعمال: (ایک دل کی بہت مشغولیت) کا تیسرا پرچمی - نام تملس منن فل کی خاطرات (tenses) کے استعمال پر چورکریں۔ مثال کے طور پر:

(طاپھر کو کہیا ہوا ہے)

Tahira likes to read newspapers.

(نئے کس سے کہیا ہوا ہے)

She cuts out the news clippings that she likes and keeps them.

توضیحات:

• تھاها آپ پر چور کر کے بارے میں بحث کیجیئے جو کوئی باروی مشغولیت ہو۔
• اس کی دوپہری سے ہیک مشغولیت (کام) کے استعمال کے لئے کام دیتا ہو۔
• جو یہ کام ہو جائے یا گہر مشغولیت (کام) کے لئے کام دیتا ہو۔

مثال 2:

She keeps the news clippings that she likes and keeps them.

(اختیار کر کے کام دیتا ہو۔)

Tahira/she/he/it's keep s' keep/other clippings that she likes and keeps them.

(نئے کس سے کہیا ہوا ہے)

She keeps the news clippings that she likes and keeps them.

(اختیار کر کے کام دیتا ہو۔)

Nasir plays football.

(خود کو کہیا ہوا ہے)

(Sun rises in the east.

(منہاج کو کہیا ہوا ہے)

Marian likes to eat biryani.
Samina Baig

Unit overview
In this unit, we will be introduced to Samina Baig who is the first Pakistani woman to climb Mount Everest.

Part 1: Suggestion for teaching strategies

Describing classmates
Students should form pairs. Each student has to describe his / her partner by answering the following questions.

Prompts
- What does your partner look like?
- Mention the colour of eyes and hair of your partner.

Ask the students to discuss their ideas with the entire class. Teacher can ask each pair to share their ideas one by one.

While you are reading

Analysing description of personalities
Students to work in pairs to analyze the description of Samina Baig’s personality in this chapter. Read the text closely and highlight all the important points. The following questions will help you determine how well Samina Baig has been described in the text.

- Does the text describe what Samina Baig looks like?
- Does the text include where Samina Baig is from?
- Has the writer described the achievements of Samina Baig?
- How well has the writer described Samina’s career? Are there any dates mentioned?
- Does the text include any detail about how Samina feels about her achievements?

Students will share their analysis with the teacher. If the students feel that the answer of any of the above question is no; they will try to include that detail themselves.

Inference: In this activity, students will use adjectives to describe different aspects of Samina Baig’s personality. They will analyse facts for inference.
شميند بیگ

باب کا مختصر جائزہ

اس باب میں شمند بیگ سے متعلق بحث میں کہا جائے گا کہ ہونا چاہئے اور مسکن کے دو اصولی طریقوں میں ہونا چاہئے۔

پہلا حصہ: تحریک حکمت عملیہ کے سلسلہ میں متمیز

حنیم حسن سے بارہ میں بیان کرنا ممکن ہے کہ ابتدائی طالبہ اور طالب علم بھی بیان کرنا ممکن ہے۔

اشکار

• آپ کا سچی طرف نکالی دیتی ہے؟ آپ کی سطحی کی دکانی دیتی ہے؟
• اپنے رائین ستمب کی اخبار اور پاکستانی کی اخبار بیان کریں۔

طالبہ کی اپنی خیالات جو مذاہب اور مذاہب کے ساتھ ہوئے انتہا رائین ستمب کے بارے میں بیان کریں۔

پہلے جلیل کے دوران

شمند بیگ کا تجربہ کرتا

طالبہ دوبارہ بات کرنا اس باب میں شمند بیگ کی شخصیت کے بیان کا تجربہ کرتا گی۔ ممکن کہ اوہ اپنے دوران میں تمام کتاب ہیں

کیا ہے?

• کیا میں بیان کا کیا ہے؟ کیا روشنی مجید سے کب بیان کا کہنے ممکن ہے؟
• کیا میں بیان کا کب بیان کا کہنے ممکن ہے؟

منہاج کے شخصیتی مشایک کو زندگی کو کی مثال کرنا ممکن ہے?

• منہاج کے شخصیتی مشایک کو زندگی کو کی مثال کرنا ممکن ہے?
• منہاج کے شخصیتی مشایک کو زندگی کو کی مثال کرنا ممکن ہے?

طالبہ اپنی خیالات بے انداز اور طاقتوں کے پہچان کی ساتھ ہوئے انتہا رائین ستمب کے بارے میں بیان کریں۔

اختراعات

اکسیری میں میں طالبہ اپنے میں سے متعلق بیگ کا احتمال کرنا ممکن ہے۔
<table>
<thead>
<tr>
<th>Facts about Samina</th>
<th>Inference</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shimshal also has its own mountaineering school where men and women are trained</td>
<td>Mountaineering is difficult and many people in Shimshal do it so people</td>
<td>Tough</td>
</tr>
<tr>
<td>to become mountaineers. Samina also learnt climbing there.</td>
<td>of Shimshal are</td>
<td></td>
</tr>
<tr>
<td>Samina Baig started climbing from the age of four.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samina was dreaming of going to the peak of her profession.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samina says that she took up the dangerous sport of climbing high mountain peaks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>because she wanted Pakistani women to know that they can do everything that men</td>
<td></td>
<td></td>
</tr>
<tr>
<td>can do.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Shimshal also has its own mountaineering school where men and women are trained to become mountaineers. Samina also learnt climbing there. 

Mountaineering is difficult and many people in Shimshal do it so people of Shimshal are Tough.

Samina Baig started climbing from the age of four.

Samina was dreaming of going to the peak of her profession.

Samina says that she took up the dangerous sport of climbing high mountain peaks because she wanted Pakistani women to know that they can do everything that men can do.
<table>
<thead>
<tr>
<th>اسم عفراء</th>
<th>استخراج</th>
<th>شیکے نے طالع نظر کیا</th>
<th>یا رنگ</th>
<th>ہے۔ یا ترینیتی گنجینے کی قیمت۔</th>
</tr>
</thead>
<tbody>
<tr>
<td>شمسیہ مین حسن</td>
<td>پھر پچھلی جوہری مشکل کا میں بھی اور شمشیہ کے بیشتر لوگ نہیں کام کر کے بھی اور زمانہ کے لوگ نہیں</td>
<td>شیکے نے طالع نظر کیا</td>
<td>یا رنگ</td>
<td>ہے۔ یا ترینیتی گنجینے کی قیمت۔</td>
</tr>
</tbody>
</table>

شیکے نے طالع نظر کیا کہ اکثر میں کا میں بھی اور شمشیہ کے بیشتر لوگ نہیں کام کر کے بھی اور زمانہ کے لوگ نہیں ہیں۔
Social Behaviour

Unit overview
In this unit, we will be introduced to various aspects of social behaviour.

Part 1: Suggestion for teaching strategies

Inference
Students to form pairs. Each student has to answer the following questions, and then share their answers with their partners.

Prompts
- What are a few things you notice when you meet someone?
- Do you think the way we eat, drink, walk, and talk tell something about us?
- What are some qualities that makes one likeable?

Ask the students to discuss their ideas with the entire class. Teacher can ask each pair to share their ideas one by one.

While you are reading

Make inferences: Students to work in pairs. Each pair will read the chapter ‘Social Behaviour’ paying special attention to how people behave and what does it tell you about them. The first example has been done for your convenience.

Example 1: At restaurant, Zaheer Bhai spread the napkin on his lap.
What it tells us about Zaheer’s personality: Zaheer Bhai spread the napkin on his lap so that if he drops any food while eating; his dress will not be destroyed. This tells us that Zaheer Bhai is a well-mannered person.

Example 2: At restaurant, Jamil picked up his fork and scratched his head with it.
What it tells us about Jamil’s personality:
سامی رویہ

باب کا مختصر چاراگ

اس باب میں تم سامی رویہ کے مختلف نمازیون کے بارے میں بات گیا گیا۔

پہلا حصہ: تذکرہ کمیونس کے لئے تجاویز

اتخراج

طلبہ نچلے پناہے، برطالظم مردہ ذین سواحل کے جہازوں دے اور برخی اپنے جہازات سے اپنی سائیکل کو لے نیچے۔

اشکالات

- دو پرچم بانے کی نہیں پر اپنے کسے سے طاقتوں کے بارے میں دوسرے دیکھنے ہیں؟
- کیا اپنے پرچمی کسے کا بات کے حوالے سے پہنچی اور پرچمی کے ابتدائی تاریخ کے بارے میں کچھ بیان کرنا ہے؟
- دو پرچمی کے بانے کی نہیں پرچمی کو اپنے دیکھیں؟

طلبہ سے کہ کہا جا سکتا ہے جنگ کی کاس کا آگاہ کریں۔ اس بار برخی کو بارے بارے اظہار خیالی کی بہت کثرت کے بارے میں۔

پہلا حصہ کے ووران

اتخراج ہی/تذکرہ اخراج کرتا: طالبہ جذبیت میں کام کریں گے۔ برخی اس بارے پر چھوٹی ہو جیسے جو ہے۔ کہا جا سکتا ہے Social Behaviour مثال کم لگئی ہے۔

مثال 1: رہتوں نہیں لئے مظہر بنیانی نے دووال (حکیمین) اپنے دو والنچھوخبھا باہمہ۔ اس سے ظہور جذبیت کے خطط کے بارے میں تین خبرے کی چھتی کے جواب بہ ہے۔

مثال 2: رہتوں نہیں لئے مظہر بنیانی نے دووال (حکیمین) اپنے دو والنچھوخبھا باہمہ۔
Example 3: Jamil picked up the napkin and loudly blew his nose in it.
What it tells us about Jamil’s personality:

Example 4: Jamil yawned and stretched and belched loudly.
What it tells us about Jamil’s personality:

Example 5: Zaheer Bhai took the spoon from his right and slowly ate his soup.
What it tells us about Zaheer’s personality:

Students to share their responses with each other and with the teacher. Teacher to discuss in the whole class. Instruct students to take notes of the unique points discussed in the class.

Comparing characters:
Every student should be able to fill in the table.

<table>
<thead>
<tr>
<th>Personality details</th>
<th>Zaheer</th>
<th>Jamil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appearance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Habits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Profession</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opinion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students to share their tables with the teacher.
مثال 3: جملے روزانہ اخلاقیات اور بلند آوازات کے لئے بہت اس سے اپنے ط','=کے پرچم
اس سے جمل کی شخصیت کے بارے میں محسوس کیا ہو چاہئے؟

مثال 4: جملے پرچم اخلاقیات اور بلند آوازات میں دکاری۔
اس سے جمل کی شخصیت کے بارے میں محسوس کیا ہو چاہئے?

مثال 5: جملے پرچم سے ایک دکان جانب سے کچھ اخلاقیات اور آوازات کے ساتھ اپنا سوپریم کرایہ۔
اس سے جمل کی شخصیت کے بارے میں محسوس کیا ہو چاہئے?

طلباً اپنے جوابات آپکو دوسرے کو بیان کریں، اور پھر اس تعلیم کی ہوائی کریں۔

اطلاعات کے لئے زیر المبینات کا کارنامہ کریں۔

طلباً کو بدیاہت کردیشی کے دور میں اپنی تعلیم کے کورس سے آمند کریں۔

کاروائیاں کا موافقت کرنا:
پرطالب علم کو اس قانون دونوں طرف پر کہ جدول پر کرکے۔

<table>
<thead>
<tr>
<th>جمل</th>
<th>تفصیلات</th>
</tr>
</thead>
<tbody>
<tr>
<td>عمر</td>
<td></td>
</tr>
<tr>
<td>طلی</td>
<td></td>
</tr>
<tr>
<td>عادات</td>
<td></td>
</tr>
<tr>
<td>فیسٹر</td>
<td></td>
</tr>
<tr>
<td>ران</td>
<td></td>
</tr>
</tbody>
</table>

طلباً اپنے جدول استادوں کو کمیشن کریں۔
Active Citizenship

Unit overview
In this unit, we will get to know how we can effectively conserve community resources and hence fulfill requirements of good citizenship.

Part 1: Suggestion for teaching strategies

Think-pair-share
Students should form pairs. Each pair has to answer the following questions.

Prompts
• Discuss with your classmates why we need water to survive.
• What are some ways in which we use water in our homes?

Ask the students to discuss their ideas with the entire class. Teacher can ask each pair to share their ideas one by one.

While you are reading

Introducing new vocabulary
Teacher to introduce the following vocabulary, i.e., the words and their meanings. Teacher can introduce the dictionary meaning of the words and ask students to discuss examples regarding each concept with reference to their surroundings.

Civics, citizenship, active citizenship, civic responsibility, community, community service

Teacher to initiate the discussion regarding each word. While explaining the meaning, ask learners to share their thoughts and experiences regarding the given words. For example: civics means the study of rights and duties of citizenship, citizenship means the status of a person recognized under the custom or law as being a legal member of a sovereign state. Similarly, teacher to explain the meaning of each word while discussing student’s thoughts about it. Ensure that every learner speaks up.
فعل شهری کا کردار ادا کرنا

باب کا مختصر جائزہ

اس باب میں جائزہ کے قبلا کیے گئے مسیر اور پرکاریزی آپ کی سوالات کا خوبصورت جواب دیا جاتا ہے اور اپنے افکار اور خیالات کو واضح کرنا کے لئے وہ اپنا چوہار پر پروپاگنڈا کرتی ہے۔

پہلا حصر: تربیتیں حکمت عملیہ کے لئے توجہہزد

سوحیب ہزارہ-جوہری-افکار

طلبا تعلیمی بانکے-بر جوہری مدرسے جنرل سولون کے جواب دے۔

اشوازات

• اس باب میں جائزہ کے قبلا سوالات خیالات کی کئے کئے سوالات کے لئے وہ اپنا چوہار پر پروپاگنڈا کرتی ہے؟
• اس باب میں جائزہ کے قبلا سوالات خیالات کی کئے سوالات کے لئے وہ اپنا چوہار پر پروپاگنڈا کرتی ہے؟

طلبا تعلیمی بانکے جوابات خیالات کے لئے وہ اپنا چوہار پر پروپاگنڈا کرتی ہے۔

پہلی فصل کے دوران

لئے الافاظ و معینی مضامین کروا کے

اس باب میں جائزہ کے قبلا سوالات خیالات کی کئے سوالات کے لئے وہ اپنا چوہار پر پروپاگنڈا کرتی ہے۔

کردار کے دوران

فرما کردار کے دوران

فرما کردار کے دوران

active (شہریت)، citizenship (شہریت)،
Civics (شہریت)، community service (شہریت)
(شہری ذاتی تعلیمی کونسل) یا ان کے معینی مضامین کروا کے

اس باب میں جائزہ کے قبلا سوالات خیالات کی کئے سوالات کے لئے وہ اپنا چوہار پر پروپاگنڈا کرتی ہے۔

فرما کردار کے دوران

فرما کردار کے دوران

active (شہریت)، citizenship (شہریت)
Civics (شہریت)، community service (شہریت)
(شہری ذاتی تعلیمی کونسل) یا ان کے معینی مضامین کروا کے

اس باب میں جائزہ کے قبلا سوالات خیالات کی کئے سوالات کے لئے وہ اپنا چوہار پر پروپاگنڈا کرتی ہے۔
Class discussion

Learners to work in pairs and read chapter *Respecting community resources*. Learners to answer the following questions after reading the chapter.

- Why is it important to preserve water?
- How is Safdar an active citizen?
- Which civic responsibility was not fulfilled by the residents of the building?
Respecting community resources

لیکھیں جہدیں بنا کر سہل، (آبادی کے وسائل کا استعمال/ خیال کریں) پڑھیں

بعض سوالاتیں مہم کے متبادل سوالات کے بھی لیں

• کیا ہیں کیا تھا کرنا کیون ایک اور؟
• صدر کی طرح ایک گفتگو شروع کی؟
• عمارت کے کنٹرول نے کون یہ شروع زدے دواری پہنچیں کئی؟
Pakistan

Unit overview
In this unit, students will be introduced to facts regarding Pakistan, information regarding most populated cities of Pakistan, and Pakistan’s flag.

Part 1: Suggestion for teaching strategies
Think-pair-share
Students should form pairs. Each pair has to answer the following questions.

Prompts
• Which colours can you see on the flag of Pakistan?
• What is the shape of the moon on the flag?
• What do the white and green colours represent?

Ask the students to discuss their ideas with the entire class. Teacher can ask each pair to share their ideas one by one.

While you are reading
Quiz time
Teacher to take a quiz on the following questions about Pakistan. Share the correct answers later on.

a. When did Pakistan break from British India?
   (Answer: 1947)

b. Which is the capital city of Pakistan?
   (Answer: Islamabad)

c. Which is area-wise the biggest province in Pakistan?
   (Answer: Balochistan)

d. Which is area-wise smallest province in Pakistan?
   (Answer: Khyber Pakhtoonkhawa)

e. Which is the national animal of Pakistan?
   (Answer: Markhor)
پاکستان

باب کا مختصر جائزہ

اس باب میں طلبہ کو پاکستان کے مختلف حوالے پر مفتی جائزہ ہے۔ پاکستان کے گھاٹنے کی زبردست حالات کے بارے میں معلومات اور پاکستانی چھوٹے سے میلے کا ہم ایکجا گا۔

پہلا حصہ: تدربیں ملتین کہتے ہیں کہ یہ شاہد ہے

سوسائٹی - چھوٹی - اطہار

طلاب چھوٹی ہی نہیں - چھوٹی ملتین میں میں ساواں کے جواب دے گا۔

امشارت

• پاکستان کے جائزہ میں آپ کو کون سے نگہ آخر کے تین؟
• پتھر پو چھوٹی کس کہ کا کہا؟
• سندھ اور ممبئی کا فاقد کرے تین؟

طلاب سے کہکہ اپنی خیالات سے پہلی کاس کا آگہا کریں۔ انتبار چھوٹی چھوٹی باری باری اطہار خیال کی بہادیت کر کے تین۔

پہلا حصہ کے دوور

زمین آزادی کا وقت

اتساب پاکستان کے بارے میں مفتی جائزہ ہے۔ پاکستان کا گھاٹنے کا ابتدائی تین۔

افلاک - پاکستان بھارتیوں کے بعد سے کب تک پہچا جا سکتا ہے?

(جواب: 1947 میں)

پب - پاکستان کا دارالگومت کون سا شہر ہے?

(جواب: اسلام آباد)

پچ - رہنے کے لئے پاکستان کا سپ سے پہلا اسٹیشن کون سا ہے?

(جواب: پشاور)

پچت - رہنے کے لئے پاکستان کا سپ سے پہلا اسٹیشن کون سا ہے?

(جواب: نیوجوائن)

پچت - پاکستان کے قومی جانور کا نام ہے?

(جواب: باربارا)
f. Which is the national flower of Pakistan?
   (Answer: Jasmine)
g. What is the national language of Pakistan?
   (Answer: Urdu)
h. What is the official language of Pakistan?
   (Answer: English and Urdu)

Students to share their responses with the teacher.

**Identifying fact versus opinion**

Teacher to explain the concept of fact and opinion. The following can be used for explanation.

Fact: A fact is something that exist in objective reality or can be proven with evidence.

Opinion: A view or judgement formed by someone; it may or may not be based on facts.

Teacher to give the following examples to the students. Students will have to identify these statements as facts or opinions.

a. Biryani is the best option for lunch.
b. Karachi is the capital of Sindh.
c. Ziarat is located in Quetta.
d. Tea is the best drink in winters.
e. Horses are very beautiful animals.
f. Pakistan is a country in South Asia.

Teacher to explain that statements a, d, and e are opinions as they are based on personal likes and dislikes of people. Statements b, c, and f are facts; they are objective and can be proven, personal opinions will not change it.

Students to form pairs. Each pair has to create four examples of facts and four examples of opinions. Each pair will present their work to the entire class.
ث - پاکستان کا قومی پیگول کون سیہ؟
(جواب: جینگی)

ب - پاکستان کی قومی زبان کیا کہئے؟
(جواب: اردو)

پ - پاکستان کی سرکاری زبان کون سیہ؟
(جواب: انگریزی اور اردو)

طالبہ بہرحال سے استاد کو آگھا کرین۔

حاجت اور راے کی بیچھیں کرنا

اتنے حاجتیں اور راے باہر نظر کے لیے مصور کو بیان کریں۔ وہ اس کے لیے مندرجے ہیں اور استعمال کا مکمل ہے حاجتیں: اسی جگہ بھی معنی حاجتیں کی رہنے کی خواہش ہے اور نے شواہد کے ذریعہ خاکہ ہے۔

راے ہے بہرحال: کپڑے کی حاجتیں نظر ہے راے: اس کی بہرحال کپڑے پہن کریں ہے اور نے شواہد ہے۔

اتنے حاجتیں مندرجہ ذیل مثالیں ہیں: طالبہ بہرحال راے کے لیے شواہد پر اپنی بیانات کی مداخلات کریں گے۔

(الف) دو پیر کے کلمات کے لیے برائی کی تعلیم انجام بھی

(ب) کہا گیا سداک کا صدیما میں ہے:

(پ) تیار کریں کہ وہ دوٹ ہے

(ت) جاگا سید کا نبی ہے

(ث) گہرے سے مہمت گنور ہے

(ث) پاکستان مولی اشبه کا بیک ہے

اگر اور خیال کریں کہ بیان کی الف، ب، پ، اور تیار بھی بیان کریں کہ ان کی بہرحال کی ذاتی پہچان اور تعلیم پر ہے۔ بیان ب، پ،

اور راے بھی حاجتیں نظر ہے: اس کے لیے بہرحال کے خواہش کی چار فراموش کننے گی۔ جن کو جن زمین پر ہے اور آس پاس کے کئی بیانات کے لیے بنائی گئی۔
About Books

Unit overview
In this unit, students will be introduced to the process of how books are made, and how dictionary should be used.

Part 1: Suggestion for teaching strategies

Think-pair-share
Students should form pairs. Each pair has to answer the following prompt.

Prompt
• Take a look at your textbook, in your opinion, how many people were involved in making it?

Students to work in pairs to think about the prompt. They will share their opinion with each other. Teacher will ask random pairs to share their answers.

Summarising texts
Students to work in pairs to read all the texts on pages 83 to 86. Their task is to:

– Read all pages silently, highlight the important points.
– Share the important points with each other.
– Rewrite all important points in their own words in a concise manner.
– Read together and leave out all the details which have been repeated.
– Write the remaining information after discussing with each other.
کتابول کے بارے میں

باب کا مختصر جائزہ

اس باب میں تاہم کتابول کی تاریخ کے بارے میں گؤ گؤ اور ان باتیں سے متعلق کروائی جا سکتی ہیں جو کہ کافی کا استعمال کیے جا سکتے ہیں۔

پہلہ حضرت: تعلیمی سطح کے لئے لطیفہ نیاز

سواتی میئر - جوزفی - امتھار

طلبا جوزفی بنا تھا - بر جوزفی منتقل جو اندازی دیکھنے کے بھیج دے۔

اشکار

• ایک نئی کتاب کو مورچے سے وکل مہینے، آپ کے نئے خیال میں اس کی تprarیم میں کئی اشکال لگا نہیں رہے ہوں گے?

طلبا جوزفی کی صورت میں اس سوال کے جواب پہلے اس کو اپنے اہم دوسرے کو شریک کریں گے۔ انتہا،

• بااختیاری ایک مرتبہ سے جوزفی نے جواب بھی کرکے کہ کیا ہے اپنے جواب کا حاصل?

متن کا خلاص

طلبا جوزفی بنا تھا 36 ہی۔ یہاں میں پہلے ہی ہوں گے ان کا کام کے بھی کہا ہے؟

• نئام صفت خاص ہے سے پہلے دوسرے ایکم کتاب کو قسمیان کریں ۔

• ایک کتاب کو ایک دوسرے سے ذبین کریں۔

• نئام صفت کو ذبینوں کے افسانہ میں میں مختصر اور جانا انسداد میں ذبین کریں۔

• ذبین پہلے بنے اور بہتر ہو جائیں گے تفصیلات کا نظر انداز کریں۔

• ایک دوسرے سے تقابلی تعلق کے بعد پہلے ذبین دی جائیں جو معلومات تعمیر کریں۔
Section II: Answer Keys

Unit 1: Beautiful Pakistan

Part 2: Answer key (Pages 3–8)

The Thar Desert

Comprehension

1.
   a. Sabir wanted his friend to see the beautiful colours of the desert.
   b. The name of Sabir’s hometown was Mithi.
   c. There are lots of sand dunes, stars, peacocks, cattle in Thar.
   d. A million stars had lit the night sky.
   e. The women were going to a well to fill their pitchers with water.

2.
   a. He went there to see the beautiful colours of the Thar Desert.
   b. There was little traffic or tall buildings. There were not many people on the roads. But that didn’t mean there was no life in the desert. Cows, goats, and sheep, with long, pointed horns went calmly about their business. They looked as though the town belonged to them, and took no notice of the human beings.
   c. As soon as it rains, the seeds hidden in the sand sprout, and turn this desert into a beautiful land.
   d. It lit up with a million stars.
   e. The women did not look like fairies. The peacocks looked like fairies from far away.
   f. The old woman wanted the writer to pray that they get water in pipes like in the cities. And she wanted him to pray that the children in Mithi stay healthy and have good lives.
g. Students will give their own responses. For example: Yes, the writer must have enjoyed his visit to Thar because he saw a million stars in the sky, he saw peacocks, sand dunes with flowers here and there and experienced the village life.

**Vocabulary**

3. Words | Meanings
--- | ---
a. Unforgettable | something you cannot forget
b. Tenderly | gently
c. Stunned | surprised
d. Strange | odd
e. Dignity | self-respect
f. Shove | push

4. Students will make their own sentences.

5.

a. The morning light told the stars to go away.
b. attractive colours
c. far away

**Grammar and structure**

6.

a. Adverb of Time
b. Adverb of Frequency
c. Adverb of Place
d. Adverb of Manner

7.

a. Tenderly, I patted my camera which hung around my neck. (Adverb of Manner)
b. Cows, goats, and sheep, with long, pointed horns went calmly about their business. (Adverb of Manner)
c. Miles and miles of sand, with sand dunes everywhere. (Adverb of Place)
d. Down and down the Sun went. (Adverb of Place)
e. Never before had I seen such a beautiful sky, so full of stars! (Adverb of Frequency)
f. I could see some cattle, a few sheep and some goats, walking along sleepily. (Adverb of Manner)
g. The sky we saw was bigger than I had ever seen before. (Adverb of Frequency)
h. The people brought us lots of food. (None)

8.

a. Time
b. Frequency
c. Manner
d. Place
e. Manner
f. Place
g. Manner

Punctuation

9.

a. What a wonderful place Thar is!
b. How wonderful the world is!
c. Be my friend!
d. What I thought was a group of tiny fairies were actually peacocks!
e. The stars in the night sky were awesome!
f. It’s unforgettable!
Writing

10. Students will write the letter themselves. But before giving this exercise, explain how a letter is written. Go through the letters and their formats given in the textbook and help students understand how a letter is structured.

Oral Communication

11. Conduct these exercises as group discussions. Encourage students to speak up and participate in discussions.

12. Conduct these exercises as group discussions. Encourage students to speak up and participate in discussions.

13. Conduct these exercises as group discussions. Encourage students to speak up and participate in discussions.
Unit 2: Pages from Islamic History

Part 2: Answer key (Pages 9-20)

The Prophet’s (PBUH) kindness

Comprehension

1.
   a. baby birds
   b. her babies
   c. put them back in the place where he took them from

2.
   a. He was attracted to the twittering of the little birds.
   b. The mother bird came fluttering after the man.
   c. Students will give their own responses. Help them think of different examples. Students can think of real-life situations to explain the meaning of this statement.

Vocabulary

3.

Words | Meanings
----- | ----------------------------------
   a. twitter | to make short, high-pitched sounds repeatedly
   b. attracted | to become interested in something
   c. flutter | to move quickly back and forth or up and down
   d. return | give, put, or send back to a place or person

4. Students will make their own sentences.

5. Ask the students to re-read the passages. Then hold a class discussion. Ask the students to give the main ideas of the two passages in their own words.

Grammar and structure

6. He, I, it, she, his, their, them, me, you.
The Second Caliph

Comprehension

7.
   a. ii
   b. ii
   c. i

8.
   a. He used to walk alone at night in the streets of Madina.
   b. He decided that the girl was good and honest and that he would get her married to one of his sons.
   c. Students will give their own answer. For example: Yes, I agree with this statement. We need to be honest about all the things. Cheating is not acceptable and is evil.

Vocabulary

9.
Words                Meanings
   a. right       correct
   b. streets     roads
   c. too         also
   d. cheating    dishonesty
   e. honest      truthful
   f. mother      a female parent

Grammar and structure

10. Help students to match the correct pronouns with nouns.

11.
   a. Hamid is an intelligent boy. He can solve difficult questions very easily.
   b. When the Prophet (PBUH) started preaching Islam, he was living in Makkah.
c. Fatima and Salwa are best friends. **They** are often seen playing together.

d. It is said that one day a man came to the Prophet (PBUH). **He** held some baby birds in the man’s hands.

e. The puppies are cute, but sometimes **they** get too noisy.

f. Hazrat Omar (RA) wanted to know how the people lived. So, **he** used to walk alone at night in the streets of Madina.

12.

a. him
b. her
c. them.
d. it
e. them
f. it

**The first muezzin**

**Comprehension**

13.

a. Because Hazrat Bilal (RA) had become a Muslim.

b. Because, in Madina, the Muslims could pray without danger from the Kuffar.

c. This was a great honour for a man who had been a slave and who was not an Arab.

**Vocabulary**

14.

<table>
<thead>
<tr>
<th>Words</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. preaching</td>
<td>teaching</td>
</tr>
<tr>
<td>b. cruel</td>
<td>harsh</td>
</tr>
<tr>
<td>c. honour</td>
<td>high respect</td>
</tr>
</tbody>
</table>
d. torture causing pain

e. companion friend

15.
a. companion
b. tortured
c. cruel
d. preaching

**Grammar and structure**

16.
a. myself
b. herself
c. itself
d. ourselves
e. themselves
f. himself

17.
a. mine
b. yours
c. his
d. hers
e. theirs
f. his, him.

18.
a. Done in the book.
b. hers
c. yours, mine
d. ours
e. theirs
Punctuation

19.
   a. Baby birds are called nestlings.
   b. Mother birds have to take real good care of these nestlings.
   c. Do you know some of the things mother birds do for their babies?
   d. They feed them, protect them, and keep them warm.

20. Insert commas (,), speech marks (‘ ’), full stops (.), and question marks (?) in the given sentences.
   a. Saad said, ‘I am doing my work.’
   b. ‘Fahria has finished her work,’ said Hina happily.
   c. Muneer asked, ‘Can we play for some time?’
   d. Hafeez requested, ‘Please give me some money.’

Writing

21. Students will write stories on their own. Teacher to explain the structure of a story. Then help them construct different paragraphs with the help of the points given in the textbook.

22. Brainstorm some of the dialogues that can be added to the passage. Let the students think out loud. There is no correct or incorrect answer. Dialogues should be about praising the milk girl.

Oral communication

23. Firstly explain the question to the students. Then ask them of some of the possible questions. Then select one student who would play the role of milkman. Others in class would ask him questions. You can give different roles to different students.

24. Students will give their own responses.

25.
   a. Hazrat Bilal (RA) was the first person to become Muslim.
   b. His companions also went to live in Madina.
   c. Hazrat Hasan (RA) and Hazrat Hussain (RA) requested him to recite the ‘Azaan’ in the same way.
Unit 3: Environment

Part 2: Answer keys (Pages 22–28)

The Junipers of Balochistan

Comprehension

1.
   a. mountains
   b. 3000 years old

2.
   a. They grow very slowly, so they do not need much water.
   b. Some of the juniper forests, growing near Ziarat are very old—more than 3,000 years old.
      The juniper forests of Balochistan are the second largest in the world. They are home to some unusual birds and animals, not found anywhere else.
   c. Many of the trees are cut down by people living nearby to be used as fuel.
      Factories use their wood for making pencils.
      The population is growing, so more and more people live near the juniper forests. They cut down more and more wood for fuel. Also, more and more cattle graze in the forests, eating up juniper leaves and seeds.
   d. We can stop cutting the trees for fuel and other activities. People can build their home around the forest or away from the forest. Similarly, separate pastures for cattle grazing should be developed so these forests don’t get destroyed.

3.
   a. False
   b. True
   c. True
   d. False
e. False
f. True

**Vocabulary**

4.

<table>
<thead>
<tr>
<th>Words</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Unusual</td>
<td>strange</td>
</tr>
<tr>
<td>b. Wonderful</td>
<td>delightful, marvellous</td>
</tr>
<tr>
<td>c. Graze</td>
<td>feed</td>
</tr>
<tr>
<td>d. Population</td>
<td>people living in a particular place</td>
</tr>
<tr>
<td>e. Thinned</td>
<td>became less thick</td>
</tr>
</tbody>
</table>

5. Students will make their own sentences.

**A guardian of trees**

**Comprehension**

6.

a. 24-year old American
b. 200-feet
c. 1000-year-old
d. $50,000
e. university research

7.

a. Julia sat in the 1000-year-old tree, in rain, storms, hot and cold weather. She was interviewed many times on her mobile phone. Her food was brought to her at the foot of the tree and she pulled it up. But she could not take a bath or go anywhere. She had a very uncomfortable life for two years.

b. The lumber company agreed to save the area if she climbed down from the tree. They also gave her $50,000/ that she donated for university research.

c. Julia was photographed by newspapers and TV cameras.
d. No, she saved it from being chopped down.

e. Students will give their own responses. For example: I placed a net around a small plant to protect it from the surrounding thing.

Vocabulary

8.

<table>
<thead>
<tr>
<th>Words</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Owned</td>
<td>possessed</td>
</tr>
<tr>
<td>b. Chop</td>
<td>cut</td>
</tr>
<tr>
<td>c. Uncomfortable</td>
<td>painful</td>
</tr>
<tr>
<td>d. Donated</td>
<td>a gift given for charity</td>
</tr>
</tbody>
</table>

9. Students will make their own sentences.

Green turtles

Comprehension

10.

a. Name: green turtles

b. Eats: sea grass or seaweed

c. Can travel up to: 20 to 40 km in a day

d. In Karachi, you can find these turtles at: Hawkes Bay or the Sandspit

e. Name of the department working to save these turtles: Sindh Wildlife Department

11.

a. Earth was different because millions of years ago, there were neither human beings on earth nor most of the animals that we see now. The Earth in those days had huge and very strong animals called dinosaurs.

b. Female turtles need a safe nesting ground where there is peace and no predators.

c. They can eat them.
d. They have built enclosures in three places on the beaches of Karachi. These enclosures are quiet places where the female turtle is not disturbed while laying eggs.

e. The enclosures are keeping away the predators.

f. Posters can be made in the Arts class. Encourage students to use their creativity and imagination while making posters.

12.

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

Vocabulary

13.

<table>
<thead>
<tr>
<th>Words</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Huge</td>
<td>very big</td>
</tr>
<tr>
<td>b. Perhaps</td>
<td>may be</td>
</tr>
<tr>
<td>c. Enclosure</td>
<td>an area surrounded by barriers</td>
</tr>
<tr>
<td>d. Survive</td>
<td>continue to live/exist</td>
</tr>
</tbody>
</table>

14. Students will make sentences on their own.

Grammar and structure

15.

a. If I find a green turtle, I will take it home.

b. If a dog catches a baby turtle, it will eat the baby turtle.

c. If people don’t take care of trees, they will die.

d. If I go to the beach at night, I will be able to see many turtles laying eggs.
16.  
   a. If I saw the dinosaur, **I would get scared.**  
   b. If everyone planted a tree, **there would be a lot of greenery.**  
   c. If I were Julia, **I would have done the same.**  
   d. If the redwood tree was cut down, **Julia would have been very upset.**  
   e. If Haris won the hurdle race, **his parents would be very happy.**

**Punctuation**

17.  
Hawkes Bay is a beach in Karachi where you can see green turtles. There are not many turtles left in the world, so we need to take care of these animals. There are different organisations that are working hard to save them.

**Writing**

18. Ask the students to refer to the information they collected in question 10. Then revise different parts of a composition (beginning, body and ending). Brainstorm some points they can write in their compositions. Then instruct them to write. The question has asked for only one comprehensive paragraph, therefore advice students not to break their writing in different paragraphs.

**Oral communication**

19.  
   a. True  
   b. False  
   c. True  
   d. False  
   e. False  
   f. False

20. Students should be able to find transitional devices. They have been covered in previous classes. For example: However, perhaps etc.

21. Students will write their own responses.
Unit 4: Health is Wealth

Part 2: Answer keys (Pages 30–39)

Good health-1

Comprehension

1.
   a. ii
   b. iii
   c. i

2.
   a. A healthy person would be able to eat, go out, play or study.
   b. Due to unhealthy environment, people will have poor health and short lives.
   c. Students will give their own responses. For example: Eat healthy food, keep the environment around us clean and tidy, take a shower daily, brush our teeth twice a day etc. Instruct the students to draw pictures and make their answers more interesting.
   d. See the table below.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Diseases</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Done in the book</td>
<td>typhoid or dysentery</td>
</tr>
<tr>
<td>ii. Dirty food</td>
<td>diseases of the skin</td>
</tr>
<tr>
<td>iii. Dirty clothes and body</td>
<td>cancer or tuberculosis</td>
</tr>
<tr>
<td>iv. Dirty air</td>
<td></td>
</tr>
</tbody>
</table>

3.
   a. False
   b. True
   c. True
   d. False
   e. True
f. True
g. False
h. False

Vocabulary

4.
   a. When you are not healthy, you do not enjoy the company of your friends.
   b. People living in an unhealthy environment have short lives and poor health.
   c. The greatest enemy of our health is dirt.
   d. We should not fight with our friends, brothers and sisters.

5. Students will make their own sentences.

Grammar and structure

6. Everybody loves Sania’s baby sister, Sana. She is a happy child and doesn’t cry much. Her mother gives her a bath every day, so she smells as fresh as a rose. Her skin is as smooth as marble. Her hair is as black as coal. It shines like black silk because it is so clean. She has a dozen teeth.

First teeth are called milk teeth, and Sana’s milk teeth are as white as milk. Sana’s mother has given her a soft toothbrush. Sana loves to brush her twelve new teeth with it. She brushes them whenever Sania is brushing her teeth and many more times in the day. Sania says to her, ‘Sana, you should brush your teeth twice a day,’ but Sana shakes her head. She does not want to put away her toothbrush. She even sleeps with it!

Good health-2

Comprehension

7.
   a. a healthy environment and good medical care.
   b. cause our teeth to rot
8.
   a. Smoking can cause lung cancer and many other diseases.
   b. He doesn’t exercise.
   c. Eat fruits and vegetables, avoid sweets, stay clean, brush teeth twice a day, exercise, avoid junk food.
   d. Students will give their own responses. For example: I eat lots of fruits and vegetables to stay healthy. I also drink a lot of water.

Vocabulary

9.
   a. expensive
   b. cheap
   c. prevent

Grammar and structure

10.
   a. a
   b. a
   c. an
   d. an
   e. an

11.
   a. a
   b. a
   c. a
   d. the
   e. a
   f. an

12.
   a. an, a, x, the, The, x, a
   b. a, x, a, The, x, x
13. The magazine would be about eating nutritional food and living a healthy life.

**Nursing**

**Comprehension**

14.

a. different kinds of nurses

b. trained

c. Florence Nightingale

15.

a. Private nurses are the ones who are trained to take care of one patient and they may look after the patient at his home or in the hospital.

b. One must pass Matric or Intermediate for admission into nursing school. Training in the nursing school takes three years. After passing the exam and at the end of three years, they become qualified nurses.

c. The British were fighting the Russians in Crimea. She saw that the wounded soldiers were taken to a hospital, but the conditions in that hospital were very bad.

d. Nightingale worked very hard to change the bad conditions of the hospitals in Crimea. She arranged to give excellent care to the wounded soldiers. By the time war ended and she went home to England, Florence Nightingale had become famous.

e. Students will give their own responses.

16.

<table>
<thead>
<tr>
<th>Words</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wounded</td>
<td>injured</td>
</tr>
<tr>
<td>Private</td>
<td>belonging to one person only</td>
</tr>
<tr>
<td>Trained</td>
<td>having knowledge/professional</td>
</tr>
<tr>
<td>Admission</td>
<td>entering a school or university</td>
</tr>
</tbody>
</table>
17. Students will make their own sentences.

**Grammar and structure**

18. 
   a. You should never smoke because it can cause lung cancer.
   b. A lot of sweet food can rot your teeth and it can make you fat.
   c. You may eat sweets and candies, but do not forget to brush your teeth.
   d. Doctors needed trained helpers therefore nursing schools were set up.
   e. Nurses need to be active and alert because they have to take care of the patients.
   f. You must visit a doctor because you feel sick.
   g. Doctors treat the patients and nurses look after them.
   h. Medical care is expensive but you can avoid it by staying clean and eating healthy food.
   i. An unhealthy environment can cause diseases so you must keep your surroundings clean.
   j. Nursing is a noble profession but not many people choose to become a nurse.

**Punctuation**

19. Florence Nightingale is famous for being the person who looked after the sick and wounded soldiers. During the Crimean war she changed nursing into a respectable profession for women, and in 1860 she established the first professional training school for nurses, The Nightingale Training School at St. Thomas’ Hospital.
Writing

20. Read the passage in the textbook. While reading, instruct students to observe the writing style. Ask them to notice how the daily schedule has been described. After that, instruct them to write their daily routines in the same manner.

Oral communication

21. Divide the class into groups. Instruct each group to think about problems that arise from living in an unhealthy environment. Ask them to think of solutions too. Then ask each group to come in front of the class and present their work.

22. Instruct students to do this question in pairs.

23. Students to come up with their own answer.
Unit 5: Hobbies

Part 2: Answer key (Pages 41–48)

My aunt’s hobby

Comprehension

1.  
   a. use her free time wisely  
   b. make interesting patchwork  
   c. ii. left-over things can be made into useful articles.

2. Students will give their own responses. For example: We can make blankets by sewing leftover pieces of clothes. We can also use leftover cloth pieces for making gloves etc.

Vocabulary

3.  
   a. Strip  
   b. Arrange  
   c. Chat

4. Students will write summaries themselves.

An interesting hobby

Comprehension

5.  
   a. to read newspapers.  
   b. to make a scrapbook  
   c. stationer

6.  
   a. 9 years  
   b. In euros  
   c. Because that is the currency of Vietnam.  
   d. They become too old and weak.  
   e. Students will give their own responses.
f. Students will give their own responses. For example: They keep us updated about the global news. They improve our language skills.

Vocabulary

7.
   a. celebrate
   b. creature
   c. auction
   d. injured

Grammar and structure

8.
   a. present tense
   b. past tense

9.
   a. Last Monday, my brother got up at eight o’clock. Then he had breakfast, got ready, and went to work.
   
   b. My brother gets up at eight o’clock every day. Then he has breakfast, gets ready, and goes to work.

Punctuation

10.
   a. To mark the end of a sentence, we put a full stop.
   b. At the end of a question, we put a question mark.
   c. To separate things in a list or phrases in a sentence, we put a comma.
   d. While writing dialogues, we use quotation marks.

11.
   a. To make the perfect jam sandwich you need three things: bread, butter, and strawberry jam.
   
   b. Penguin: an aquatic, flightless bird found in the Antarctic
   
   c. We’ll serve these dishes at the picnic: sandwiches, potato salad, and fruit salad.
d. Stale: no longer fresh and unpleasant to eat

e. Some rules you need to follow are:

- Walk in a line
- Don’t talk

**Writing**

12. Discuss in detail the different parts of an essay. Then, instruct the students to form groups of three or four students and brainstorm about their hobbies. After this, ask students to begin writing their essays.

**Oral communication (Presentation)**

13. Conduct this activity in groups. While presenting, ensure each student gets a chance to present his/her material in front of the class.
Unit 6: Samina Baig
Part 2 Answer Key (Pages 50-58)

Comprehension

1.
   a. Gilgit-Baltistan
   b. Valley of Mountaineers
   c. 200
   d. four
   e. Pride of Performance award

2.
   a. It lies close to the border with China and in the heart of tall mountains.
   b. They make their own electricity because every house has solar panels on its rooftop.
   c. Samina has been awarded the Pride of Performance award.
      She started climbing at the age of four. At 15, she began to train as a professional mountaineer. Her brother, Mirza Ali, was her guide and teacher. At 23 she climbed the highest peak in the world, Mount Everest, together with her brother. She became the youngest Muslim woman to climb Mount Everest, and also the only Pakistani woman to do so.
   d. She took up the dangerous sport of climbing high mountain peaks because she wanted Pakistani women to know that they can do everything that men can do.
   e. Her brother, Mirza Ali, was her guide and teacher in mountaineering.
   f. Students will give their own responses. For example: One can slip and fall off the mountain. It can result in serious injuries or even death. There could be amputations too. One might get lost on the way or on the mountains. Mountaineers might run out of oxygen and other necessary supplies too.
Vocabulary

3.

<table>
<thead>
<tr>
<th>Words</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guide</td>
<td>to lead</td>
</tr>
<tr>
<td>Award</td>
<td>prize</td>
</tr>
<tr>
<td>Honour</td>
<td>respect</td>
</tr>
<tr>
<td>Peak</td>
<td>pointed top of a mountain</td>
</tr>
<tr>
<td>Solar panels</td>
<td>panels that absorb sunlight as a source of</td>
</tr>
<tr>
<td></td>
<td>energy</td>
</tr>
</tbody>
</table>

Grammar and structure

4.

a. Samina Baig is a Pakistani woman. (origin)
b. Shimshal is surrounded by tall mountains. (size)
c. Mount Everest is the highest peak. (size)
d. A lot of great mountaineers belong to Shimshal. (quality)
e. Samina took up a dangerous sport. (quality)

5. Students should be able to find adjectives in the passage. There are many. Adjectives have been introduced in the primary books and have been revised many times.


7.

a. highest
b. most famous
c. more courageous
d. tallest
e. more successful
f. best
Punctuation

8.
   a. The mountains—high and lofty—never frightened her.
   b. She knew more than anything—she was born to be a mountaineer.
   c. Upon discovering the errors—all 124 of them—the publisher immediately recalled the books.
   d. The white sand, the warm water, the sparkling Sun—this is what brought them to Hawaii.

Writing

9. Students will write their own essays.
10. Let students make their own statements using the expressions given in the textbook. Don’t discourage if they make wrong statements. Give constructive feedback.
11. This exercise can be done in the IT or library period. Integrate subjects with one another so that learning becomes fun.
Unit 7: Social Behaviours

Part 2: Answer key (Pages 59–68)

Table manners

Comprehension

1.
   a. Zaheer Bhai
   b. Shah Publishers
   c. restaurant
   d. noises

2.
   a. Zaheer Bhai was the host and Jamil was the guest.
   b. The waiter gave them the menu.
   c. It is important because good companies like their employees to be well-mannered.
   d. It was because he would be invited to lunches and dinners while working for Shah Publishers.
   e. Students will give their own responses. For example: Yes, I observed that people have good manners. They were eating with proper cutlery. They had excellent table manners.

3.
   a. x
   b. x
   c. √
   d. √
   e. x
   f. x
   g. x
   h. x
Vocabulary

4.
   a. emit wind noisily from the stomach through the mouth
   b. involuntarily open one’s mouth wide and inhale deeply due to
tiredness or boredom
   c. snatch
   d. a loud, sucking sound made while drinking or eating
   e. tasting good

5.
   a. reject
   b. sad
   c. noisily
   d. drop

6.
   a. reject
   b. drop
   c. noisy
   d. disorder

A note from Zaheer Bhai

Comprehension

7.
   a. dos and don’ts
   b. ii

8.
   a. True
   b. True
   c. True
   d. False
e. False
f. False

**Vocabulary**

9.

a. delicious
b. belched
c. yawned
d. slurped
e. grabbed

**Grammar and structure**

10.

a. They have bought a new car.
b. Zaheer Bhai has sent a letter to Jameel.
c. Sania has lost her notebook.
d. The teacher has given a lot of work today.
e. We have seen Faisal Mosque several times.
f. The children have cleaned the room.
g. Jameel has read the letter.

11.

a. Jameel said to Zaheer Bhai, ‘I think the waiter has forgotten us. We have been waiting here for over half an hour and nobody has taken our order yet.’

b. Zaheer Bhai said to Jameel, ‘I think you’re right. He has walked by us at least twenty times. I don’t know if he has even noticed us. He must realise we have waited long enough.’
12.  
   a. Yes, I have been to Lahore.
   b. Yes, she has given me a present.
   c. No, they have not borrowed any books from the library.
   d. No, she has not cooked the food yet.
   e. Yes, she has explained me the exercise.
   f. Yes, he has received a note from Zaheer Bhai.

Past Perfect Tenses

   a.  
      Event A: The boss had gone out  
      Event B: I arrived in the office
   b.  
      Event A: I had saved the document  
      Event B: I shut down the computer
   c.  
      Event A: She had already decided to take the paper  
      Event B: her parents could convince her otherwise

Change the following sentences into past perfect tense.
   a. She had begun copying the answers when teacher caught her.
   b. When they arrived, we had started cooking.
   c. Ali had left the house when his mother called out for him.
   d. Hina had asked the question before.
   e. Seema had slept well because she was very tired.

13. Students should re-read the passage and take three things that you should do while eating from there.

14. Students should re-read the passage and take three things that you should do not while eating from there.
Have you ever seen the Badshahi Mosque? This splendid mosque was built in 1673 by the Mughal Emperor Aurangzeb in Lahore Pakistan. The mosque remained the largest mosque of the world from 1673 to 1986 when it was overtaken in capacity and size upon the completion of Shah Faisal mosque in Islamabad. Badshahi Mosque, with its beautiful Mughal architectural style and historical background, is a major landmark and tourist attraction not only in Lahore but in all of Punjab. It can accommodate up to 100,000 worshippers.

Dos:
- We should pick our litter and throw it in the dustbin or take it back home.
- We should be mindful of the wildlife and those around us.
- We should take care and enjoy the beauty of the plants that are in the park.

Don’ts:
- We should not litter in the park. We should not disturb or harm the wildlife.
- We should not make a lot of noise in the park.

Oral communication
- Students will give their own responses.
Unit 8: Active Citizenship
Part 2: Answer key (Pages 70–74)

Respecting community resources

Comprehension

1.
   a. i
   b. iii
   c. i

2.
   a. By leaving the water tap open very often.
   b. He would always close the tap. He would also tell the children not to throw garbage on the stairs.
   c. His foot slipped on a sweet wrapper and he fell. The fall broke his leg. Someone called the ambulance and he was taken to the hospital.
   d. He had to deal with the shortage of water emergency at home.
   e. Students will give their own responses. For example: Life will become very difficult without water. We won’t be able to cook food, wash clothes or even go to the washroom.

Vocabulary

3.
   a. having more than one floor
   b. water
   c. not careful
   d. trash
   e. at once
   f. walk slowly and with difficulty because of an injured or painful leg or foot
Grammar and structure

4.
   a. Safdar
   b. the wife
   c. someone
   d. children

Active voice

5.
   a. Active voice
   b. Active voice
   c. Passive voice
   d. Active voice
   e. Passive voice
   f. Passive voice

6.
   a. Safdar was taken to the hospital.
   b. The tap
   c. The water
   d. attached to a tank

Passive voice

7.
   a. between
   b. from, to
   c. from, into, to
   d. by
   e. from
Punctuation

8.

a. ‘I told her I am coming,’ Sara shouted angrily.

b. ‘Come home at once!’ she said.

c. She said, ‘There is not a drop of water in the whole building.’

d. The man said, ‘I must get water first.’

Oral communication

9. Students will give their own responses.

Writing

10. Posters can be made in Arts class. Integrate English with other subjects.

Once the students have made their poster, encourage them to present it in front of the class. You can even display these posters on soft boards in the corridors of your school and assembly areas to create awareness. Your students can present their posters in morning assemblies too.
Unit 9: Pakistan

Part 2: Answer key (Pages 75–82)

The green and white flag

Comprehension

1.
   a. ii
   b. i

2.
   a. 1947
   b. Karachi
   c. Muslim; non-Muslim;
   d. symbols of Islam

Vocabulary

3.
   a. five-pointed star – it is white in colour representing minorities
   b. crescent moon
   c. green – majority of Muslims
   d. white – minorities

Green is larger because the Muslims are in majority; white bar is thinner representing minorities in lesser number as compared to Muslims.

4. Students will use a dictionary to find the meanings of the given words. Encourage them to bring a dictionary to school daily OR use it at home.

Grammar and structure

5.
   a. The teacher said that she was writing some figures on the board.
   b. Saeed said that he doesn’t know the answer.
   c. The farmer said that he thought I needed someone’s help.
d. The boy said that he was going to play outside.

e. The old man said that one must work very hard to achieve success.

f. Mother said that we should not waste our time.

**Scene: A classroom**

**Comprehension**

6.

a. i

b. i

7.

a. Yes, it is.

b. Faisalabad

c. ii. a library built two hundred years ago by a Mughal king, and still standing

d. Students will give their own responses. For example: Fact is that Karachi has a pollution of 14,910. Opinion is that Kashif thinks Quetta is a beautiful city.

**Grammar and structure**

8.

a. The old man asked me to put on my sweaters.

b. Mother told me to complete my work.

c. The teacher told us not to leave the classroom.

d. The policeman told not to move.

9.

a. The old man asked to please help him cross the road.

b. The child asked to give him some water.

c. Faria asked to tell her way to the hospital.

d. Areeb asked to explain her question.
Punctuation
10.

a. Ali finally answered (after taking five minutes to think) that he did not understand the question.

b. He has promised to lend me fifty thousand rupees (Rs 50,000) next month.

c. The manager has told me that I need to submit (1) a copy of my I.D. card (2) all relevant documents.

d. We need a receptionist who can (1) think quickly, (2) direct delivery personnel, and (3) make guests feel comfortable.

e. He is trying to delay the project (and we knew that already) so we have approached another firm.

Writing
11. Students will write a description of their favourite place themselves. The description will be divided into three parts – introduction, body and conclusion.

Oral communication
12.

a. second largest province

b. two big seaports

c. biggest airport

d. Cotton, rice, wheat, and sugarcane
Unit 10: About Books

Part 2: Answer key (pages 84–91)

How a book is made

Comprehension

1.
   a. book
   b. author, illustrator, editor

2.
   a. author, illustrator, designer, editor, printer
   b.
      i. printer
      ii. editor
      iii. author
      iv. illustrator
      v. designer

Vocabulary

3.
   a. design
   b. print
   c. write
   d. illustrate
   e. edit

4.
   a. Done in the book.
   b. edits
   c. illustrates
d. designs
e. prints

Using the dictionary

Comprehension

5.
   a. after
   b. axe
   c. animal, beach, egg, example, pleasant, turtle, weather
   d. It is important so we can find the find words quickly in a dictionary.
   e. Students will write their own responses.

Vocabulary

6.
   a. useful
   b. order
   c. different

Grammar and structure

7.
   a. The book is planned by a team of people.
   b. The photographs were taken by the photographer.
   c. The book was designed by a designer.
   d. The books were bought by the students.
   e. The explanation was given by the teacher.
   f. The author will be chosen by the team.
   g. The book will be lent to me by Urooj.
   h. A bookshop will be visited by us.
8.

a. The book is being played by a team.
b. A poetry is being written by Saira.
c. Illustrations are being made by Farhan.
d. A book was being edited by Sahar.
e. Mangoes were being picked by the boys.
f. The crops were being watered by the farmer.

9.

a. A new illustrator made the illustrations.
b. We are writing an exciting story.
c. We are covering the books.
d. Sometimes, a photographer takes photographs for the books.
e. The shops sometimes sell books at discounted rates.

Punctuation

10.

a. Books are now made with the help of state-of-the-art technology.
b. A happy-go-lucky person does not plan much and accepts what happens.
c. It is a one-way street.
d. Ahmad found a good-looking teddy bear to gift his sister.
e. Afra’s mother-in-law is sick.
f. The bad-tempered lady did not give the child a second helping of the soup.

Writing

11. Students should be able to underline the sentences which will be used in writing a summary of the passage. Help and guide the students throughout the process.

12. Meanings, synonym, alphabetical order, find.
13. Sentences arranged in order are:
   · First of all, a team of people decide the author, contents, and the size of the book.
   · After that, the author writes the book.
   · After the writing is finished, an editor edits it.
   · Once it has been edited, an illustrator draws illustrations for the book.
   · Then comes the turn of the designer who decides where on each page the text and pictures will go.
   · It is finally sent to a printer who prints the book.

   Then, the students will write a summary using the points given above.

Oral communication

Role-play

14. The role-play should be a fun activity. Encourage students to improvise and create their own dialogues as well as perform the role-play.