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Teaching Guide 1 – 8 have been designed to support teachers using *We Learn English* textbooks 1 – 8. The primary objective of these guides is to assist teachers in planning their lessons in a way which allows them to achieve their learning objectives in a fun and interactive classroom environment. The guide contains individual teaching sessions offering a wide variety of approaches to learning and teaching.

**The Teaching Guide offers:**

- **Objectives and Learning Outcomes**
  These help both teachers and students focus at imparting and acquiring the concepts and skills being taught.

- **Teaching methodology**
  Lesson plans are explained in an easy manner. They aim at providing students with ample opportunities to interact with the language meaningfully in order to achieve the learning outcomes. Teacher demonstrations along with shared reading and shared writing are a prominent feature of many suggested lesson plans. A wide variety of whole class, group, pair, and individual tasks are also set which involve reading, writing, speaking, and listening actively.

- **Suggested lesson outlines**
  The suggested lesson outline breaks up the lesson into easy-to-follow stages, each with its own estimated time slot.

- **Extended activities**
  Picture flashcards, vocabulary cards, stories, songs, role plays, puzzles, and question and answer sessions cater to a wide variety of learning styles. Children practice skills and concepts in ways which make learning fun and interactive.

- **Additional worksheets**
  Additional worksheets act as useful classroom tools to provide further practice and help students become active English-language learners.

A wide range of abilities, interests, and motivation exist in the average classroom. It is not realistic or practical, therefore, to stick rigidly to any lesson plan or activity outlined within. All the suggestions in this guide, therefore, allow flexibility and may be adapted depending on the individual classroom situation.
تعارف

(We Learn English)

کی آن دوری کب کو پچھانے مین اسانے کی مختلف کے لیے ترتیب دی گئی ہے۔ اس رنگے اس ایک کہا نیا کی تمام عناصر کے ذریعے دیکھی گئیں ہیں۔ اس ایک کہا نیا کی تمام عناصر کے ذریعے دیکھی گئیں ہیں۔

ریتمی اساتذہ ممکن شامل ہیں:

- متاح اور نئی

یہ رنگے اساتذہ انتخابات اور جماعتوں پہچان کر رکھیں مین اسانے اور نئی دولتی کی مدارک سی جو بچاؤ کے اور تعلیم کے بارے میں۔

- سنتی پچھاڑ کا مجنون طریقہ کار

اسانے کو اساتذہ پچھاڑ کے طریقہ کار کی آسان ادا کر کی مہارت کے مقابلہ کی گئی۔ ان کا مجنون طریقہ کاری جو مسائل کے مقابلہ کی گئی۔ اسی طریقہ کار کو پچھاڑ کا مجنون طریقہ کار کے ذریعے دیکھی گئیں ہیں۔ اسی طریقہ کار کو جو مسائل کے ذریعے دیکھی گئیں ہیں۔

- زیادہ تر سنجی کے ساتھ م(cosmetician کا مجنون طریقہ کار

اسے کہا نیا کی ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ایک اور جماعت کو ای
LESSON 1

OBJECTIVES:

• To recognize and name common naming words
• To classify nouns into different categories

LEARNING OUTCOMES:

By the end of this lesson, students should be able to:

• identify and name some common and proper nouns in a sentence.
• classify nouns in different categories.

METHOD:

• Introduction: Introduce your students to the concept of nouns through a fun activity. Tell them to look around and write down the names of everything they see. Ask each student to read the names of at least five of these items aloud. For example, a student’s list might include: blackboard, fan, chairs, desk, teacher, Sana, Ahmed, pens, posters, etc. Next, ask your students to make three columns in their exercise books and divide items in the list they have created into three categories: people, places, and things. Point out that the items they have on their list are called nouns.

• At the park (Page 1): Now tell the students they will be visiting a park with Neha. Ask the students to read the passage given on this page. Ask questions to check comprehension. (Examples: What did Neha find in the grass? What did Neha see up in the tree? Why did Neha climb the tree? Who did the nest belong to?) After reading, repeat and list all the words underlined in the passage on the board. Tell your students that all the naming words on the board are called nouns. Ask for at least three volunteers to read the definition of a noun. Then explain once more that a noun is the name of a person, place, or thing.

• Discussion time (Page 2): Ask each student to discuss the given questions. Ask each pair to then note and share their responses with the rest of the class.

• Writing time (Page 2): Students must continue working in pairs to complete the writing task. As students work on their exercises, circulate around the classroom offering help and assistance if required.
سبق 1

مقداہد: 
ایک ہنگامی ےلعہ میں پاکستان کے بائیلیبل کو اپنے نام کے ساتھ اچھا رکھنے کا قصہ ہے۔

نعت: 
اس کلیسا کے اخلاق کے بارے میں کتاب قیام عوامی طور پر مقرر ہے:

- کتاب کا نام واسطے، (Common and Proper Nouns)
- مثال: زمزم، تکمیل، اخلاق کسی کے ہی کفیل ہے۔

طریقہ کار: 

- اپنی کتابوں کو جلد کی روشنی میں تاریخ اور مانیکی کے ذریعہ اپنی کتابوں کے نام کے ساتھ اچھا رکھنے کا قصہ ہے۔ اگر ہم اب کتابوں کو جلد کی روشنی میں تاریخ اور مانیکی کے ذریعہ اپنی کتابوں کے نام کے ساتھ اچھا رکھنے کا قصہ ہے، تو بہت بہتر ہوگا۔
- اچھا رکھنے کے ساتھ اچھا رکھنے کے ذریعہ اپنی کتابوں کے نام کے ساتھ اچھا رکھنے کا قصہ ہے۔
- اچھا رکھنے کے ساتھ اچھا رکھنے کا قصہ ہے۔
- اچھا رکھنے کے ساتھ اچھا رکھنے کا قصہ ہے۔
- اچھا رکھنے کے ساتھ اچھا رکھنے کا قصہ ہے۔


یکم (صغر 1): اپنی کتابوں کو جلد کی روشنی میں تاریخ اور مانیکی کے ذریعہ اپنی کتابوں کے نام کے ساتھ اچھا رکھنے کا قصہ ہے۔

- اپنی کتابوں کو جلد کی روشنی میں تاریخ اور مانیکی کے ذریعہ اپنی کتابوں کے نام کے ساتھ اچھا رکھنے کا قصہ ہے۔
- اپنی کتابوں کو جلد کی روشنی میں تاریخ اور مانیکی کے ذریعہ اپنی کتابوں کے نام کے ساتھ اچھا رکھنے کا قصہ ہے۔
- اپنی کتابوں کو جلد کی روشنی میں تاریخ اور مانیکی کے ذریعہ اپنی کتابوں کے نام کے ساتھ اچھا رکھنے کا قصہ ہے۔
- اپنی کتابوں کو جلد کی روشنی میں تاریخ اور مانیکی کے ذریعہ اپنی کتابوں کے نام کے ساتھ اچھا رکھنے کا قصہ ہے۔


یکم (صغر 2): اپنی کتابوں کو جلد کی روشنی میں تاریخ اور مانیکی کے ذریعہ اپنی کتابوں کے نام کے ساتھ اچھا رکھنے کا قصہ ہے۔

- اپنی کتابوں کو جلد کی روشنی میں تاریخ اور مانیکی کے ذریعہ اپنی کتابوں کے نام کے ساتھ اچھا رکھنے کا قصہ ہے۔
- اپنی کتابوں کو جلد کی روشنی میں تاریخ اور مانیکی کے ذریعہ اپنی کتابوں کے نام کے ساتھ اچھا رکھنے کا قصہ ہے۔
- اپنی کتابوں کو جلد کی روشنی میں تاریخ اور مانیکی کے ذریعہ اپنی کتابوں کے نام کے ساتھ اچھا رکھنے کا قصہ ہے۔
- اپنی کتابوں کو جلد کی روشنی میں تاریخ اور مانیکی کے ذریعہ اپنی کتابوں کے نام کے ساتھ اچھا رکھنے کا قصہ ہے۔


یکم (صغر 3): اپنی کتابوں کو جلد کی روشنی میں تاریخ اور مانیکی کے ذریعہ اپنی کتابوں کے نام کے ساتھ اچھا رکھنے کا قصہ ہے۔

- اپنی کتابوں کو جلد کی روشنی میں تاریخ اور مانیکی کے ذریعہ اپنی کتابوں کے نام کے ساتھ اچھا رکھنے کا قصہ ہے۔
- اپنی کتابوں کو جلد کی روشنی میں تاریخ اور مانیکی کے ذریعہ اپنی کتابوں کے نام کے ساتھ اچھا رکھنے کا قصہ ہے۔
- اپنی کتابوں کو جلد کی روشنی میں تاریخ اور مانیکی کے ذریعہ اپنی کتابوں کے نام کے ساتھ اچھا رکھنے کا قصہ ہے۔
- اپنی کتابوں کو جلد کی روشنی میں تاریخ اور مانیکی کے ذریعہ اپنی کتابوں کے نام کے ساتھ اچھا رکھنے کا قصہ ہے۔
SUGGESTED LESSON OUTLINE (1 class period):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students participate in the naming activity.</td>
<td>5 min</td>
</tr>
<tr>
<td>2. Reading: Students read the passage on page 1 and try to understand the concept of a noun.</td>
<td>15 min</td>
</tr>
<tr>
<td>3. Discussion: Students work in pairs and answer the discussion questions on page 2. They share their responses with the class.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. Writing: Students continue working in pairs to complete the writing task on page 2.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES:

Do a noun activity with your classes. Write on the board the following headings:

- **Places I visit**
  Ask students to suggest places they go to. Build a list of such places on the board: bank, market, library, school, park, club, etc.

- **Things I see on my visit**
  Ask students to suggest the names of things they might see in the places that they visit daily. Build another list on the board: bank – money, cashier, guard, locks; market – stalls, fruits, vegetable, toys, clothes; park – flowers, swings, trees, etc.

- **People I go with on my visit**
  Ask students to suggest the names of people they take with them on the visit. Build a list again on the board: mother, father, sister, brother, uncle, aunt, etc.

  Next, ask each student to use the list created to write a few sentences about their visit.

  Provide an example: Yesterday I went to the bank. I saw a guard, a cashier, a teller, and some money there. I went with my father and mother.

  Ask them to underline the nouns in the sentences.

LESSON 2

OBJECTIVE:
- To use words that point to something

LEARNING OUTCOMES:
- By the end of this lesson, students should be able to understand and use the words, this and that for objects near or far.
### Table 1: Omer Khan's Daily Routine

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 AM</td>
<td>Wake up</td>
</tr>
<tr>
<td>6 AM</td>
<td>Take a bath</td>
</tr>
<tr>
<td>7 AM</td>
<td>Breakfast</td>
</tr>
<tr>
<td>8 AM</td>
<td>Start work</td>
</tr>
<tr>
<td>12 PM</td>
<td>Lunch break</td>
</tr>
<tr>
<td>1 PM</td>
<td>Continue work</td>
</tr>
<tr>
<td>6 PM</td>
<td>Dinner</td>
</tr>
<tr>
<td>8 PM</td>
<td>Relaxation time</td>
</tr>
</tbody>
</table>

### Narrative

I went to the bank yesterday. I saw a guard, a cashier, a teller, and some money there.

Last night I went with my father and mother.
METHOD:

- **Introduction:** In bold letters, write the words *this* and *that* on the board. Tell your students that these words are used to point to things.

- **Explanation:** Point to a book close to you and say, ‘This is a book.’ Tell your students that when they point to a thing close to them, they must use the word ‘this’. Point to a book further away, and say, ‘That is a book.’ Tell your students that when they point to a thing far away they must use the word ‘that.’ Demonstrate the same concept using a few more objects, e.g. a pencil case, a chair, or a desk.

- **The Gesture Game:** Now use gestures to play a game of ‘What is …?’ Point to an object close to a student, for example, a chair, and ask, ‘What is this?’ The student must answer appropriately with, ‘This is a chair.’ Point to an object far away, for example, a book, and ask, ‘What is that?’ They must answer appropriately with, ‘That is a book.’ Play the same game several times, until you think all your students understand the use of the words ‘this’ and ‘that.’

- **Reading, Near or far (Page 3):** Read the sentences aloud to your students. Pause at the end of each sentence and ask your students to identify the pointing words in it. Also ask whether the word has been used to point to things near or far away.

- **Discussion time:** (Pair work) Ask students to work in pairs. They must note objects around them, and create sentences using ‘this’ or ‘that’.

**SUGGESTED LESSON OUTLINE (1 class period):**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction and explanation: Use of words <em>this</em> and <em>that</em> to point out objects near or far.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. The Gesture Game: Students play the Gesture Game</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Reading: Students listen to the sentences on page 3 and answer questions based on them.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. Discussion time: Students work in pairs to create sentences beginning with <em>this</em> and <em>that</em>.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

Ask students to play the pointing game. The class will be divided into two groups. A student from Group A will point to an object near or far. Members of Group B will raise their hands and volunteer to create a sentence using the appropriate demonstrative pronoun for that object. For example, if a member of Group A points to the duster near him, Group B will have to answer with, ‘This is a duster.’ Next it will be Group B’s turn to point and Group A’s turn to answer. Award points for correct answers and decide the winning team at the end.
Text:

A book is a collection of written information that is bound together. It contains a series of pages, each of which contains text or images that convey information or entertainment. Books can be made from a variety of materials, such as paper, cloth, or leather, and are often bound with glue or stitching. The format of a book can vary widely, from the standard hardcover or paperback to more unique options like spiral-bound or bound in cloth. The content of a book can range from fiction and non-fiction to poetry and technical manuals. Books are an important part of culture and education, providing a means for the preservation and transmission of knowledge and information from one generation to the next.

---

<table>
<thead>
<tr>
<th>Time</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Begin This by asking a question.</td>
</tr>
<tr>
<td>10 min</td>
<td>Ask a question about the book.</td>
</tr>
<tr>
<td>10 min</td>
<td>Discuss thebook as a class.</td>
</tr>
<tr>
<td>10 min</td>
<td>End the class.</td>
</tr>
</tbody>
</table>

---

Pronouns:

Pronouns are words that replace the name of a person, place, or thing. They are used to avoid repeating the same noun or to refer to an unspecified or unknown individual. Pronouns can be divided into personal pronouns (I, you, he, she, it, we, they), possessive pronouns (my, your, his, her, its, our, their), and reflexive pronouns (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves). Pronouns are an essential part of language and are used in a variety of contexts to convey meaning and perform grammatical functions. Understanding pronouns is an important aspect of learning a new language or improving language skills.
LESSON 3

OBJECTIVES:

- To build the students’ communication skills and vocabulary by identifying and talking about different kinds of fruits
- To identify words that begin with consonant and vowel sounds
- To understand use of articles *a* and *an*

LEARNING OUTCOMES:

By the end of this lesson, students should be able to:

- use appropriate vocabulary to identify and describe different kinds of fruit.
- distinguish between vowels and consonants and use the articles ‘*a*’ and ‘*an*’ appropriately.

RESOURCES REQUIRED (TEACHING AIDS):

- Pictures of different fruits cut from magazines, newspapers, etc.
- Copies of Worksheet 1

METHOD:

- **Introduction – Buying fruit (Page 4):** Begin the lesson by talking about your favourite fruit. Bring a picture of your favourite fruit and show it to the students. For example, you may tell them, ‘This is a lemon. It is my favourite fruit. It is yellow and tastes sour.’ Ask the students to describe their own favourite fruit.

- **Fruit Fest (Activity):** Show students flashcards of different fruits. Write the name of the fruit clearly on the board. You may choose an apple, apricot, plum, peach, banana, strawberry, raspberry, mango, etc. Talk about different characteristics of the fruits. Ask questions about the size, shape, texture, and colour of the fruit. Repeat the name of the fruits often so that students can associate the pictures with the name.

- **Vowels and consonants:** Sing the alphabet song with your class to revise and review the letters of the alphabet. Next say, ‘Now that we know all our letters, let us talk about a special group of letters called vowels.’ Write the vowels in capital letters and small letters on the board:

<table>
<thead>
<tr>
<th>A</th>
<th>E</th>
<th>I</th>
<th>O</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>e</td>
<td>i</td>
<td>o</td>
<td>u</td>
</tr>
</tbody>
</table>

Ask each student to repeat the vowels out loud. When the student reaches *u* they will point to the next student who will repeat the vowels again. After every child has been given a chance to say their vowels out loud, the whole class will chant the vowels together.

Tell the students that the rest of the letters of the alphabet are called consonants. Ask for volunteers to write the consonants on the board in small and capital letters.
سقتیٰ 3

متنسیرد:
• مختلف اقسام کے حروف کو مشاہدہ اور ان کے بارے میں ہوتے ہوں، اور تحقیق کے متوقع ا sockaddr کے ان کی صالحتی اور ان کے ذیلی افتاظ کو ظاہر کرنا۔
• ان الافاظ کی مشاہدہ کرنا جنہاں کو اسٹریٹم پر دیکھا ہے (Consonants) کا خرچ کرتا ہے اور خود اور جزو کام a (Articles) کا استعمال کرتا ہے

نتائج:
• اسLG حوالے سے امر جو اس قابل ذکر ہے کہ:
  • مختلف اقسام کے حروف کو مشاہدہ اور ان کے بارے میں خود بطور مکمل کرنے کے لئے مزین افاظ کی اسٹریٹم استعمال کرکے۔
  • محفوظ ارتوق علی (Vowels) کا خرچ کرتا ہے a (article) کا خرچ کرتا ہے اور "an" (Consonants) کا خرچ کرتا ہے اور "a" کا خرچ کرتا ہے (Vowels)
• اس حوالے سے ہمیشہ قابل ذکر ہے کہ:
  • ورسیل کی بھی کٹنے کہ
  • یہ شخص کا تقریب (texture): کسی کا جہاز اپنے پانہ دوہدہ جہاز پر گھنہ کے سے کچھ اور اور نظر دینے کی مال نہیں جن میں اب پتہ کیا ہے۔

طریقۂ کار:
• محفوظ ارتوق علی (Vowels and Consonants) محفوظ ارتوق علی، اور اس حوالے سے، ورسیل کا ام قرار دینے کا، اور سے تقریب اور یہ شخص کا (texture) کے میں سوالات کریں۔
• محفوظ ارتوق علی (Vowels and Consonants) محفوظ ارتوق علی، اور اس حوالے سے، ورسیل کا ام قرار دینے کا، اور سے تقریب اور یہ شخص کا (texture) کے میں سوالات کریں۔
• a e i o u
• a e i o u
• a e i o u
• a e i o u
• a e i o u

یہاں کے ساتھینے یک روز
Show the students flashcards of the fruits again and ask them the names of each. As they say the name out loud, ask whether it begins with a vowel or a consonant. Let different volunteers respond each time.

- **Articles**: Explain that we use ‘a’ before a word that begins with a consonant and ‘an’ before a word that begins with a vowel. List names of things beginning with vowels and consonants on the board and ask the students to add the appropriate article before them. You may also practice the use of articles by showing the students the fruit flashcards. They have to add ‘a’ or ‘an’ before the fruit’s name appropriately.

- **Reading (Page 4)**: Read the passage aloud. Pause on each fruit listed to talk about its size, shape, colour, taste, and texture with the class. Ask your students to draw and write the names of all the fruits just discussed in their exercise copies. Revise the concept of vowels and consonants with your class. Read aloud and list all the words on page 4 and ask your students to remember to put ‘a’ before a word which starts with a consonant and ‘an’ before a word which start with a vowel.

**Discussion time (Page 4)**: Ask students to work with a partner to brainstorm five words which begin with a vowel and five words which begin with a consonant.

- **Writing time (Page 5)**: Students can do this task individually or in pairs.

**SUGGESTED LESSON OUTLINE (2 class periods):**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Introduction</strong>: Students describe their favourite fruit to their classmates.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Fruit fest</strong>: Students identify and learn the names of different fruits.</td>
<td>15 min</td>
</tr>
<tr>
<td>3. <strong>Vowels and consonants</strong>: Students learn the concept of vowels and consonants.</td>
<td>15 min</td>
</tr>
<tr>
<td>4. <strong>Articles</strong>: Students learn to use the indefinite articles ‘a’ or ‘an’ appropriately.</td>
<td>15 min</td>
</tr>
<tr>
<td>5. <strong>Reading</strong>: Students read page 4 to review the concept of vowels and consonants and articles.</td>
<td>15 min</td>
</tr>
<tr>
<td>6. <strong>Writing</strong>: Students to complete the exercises on page 5 and practice the use of articles.</td>
<td>15 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

**Fruit salad fun**: Ask students to create their own recipe for a fruit salad using their favourite fruits. They must name all the fruits they would like to add to their fruit salad. Then they must write the order in which they would add these fruits. Finally, suggest ingredients they might use to season their fruit salad, for example, sugar, salt, lemon juice, or black pepper. Tell them to draw their yummy bowl of fruit salad for the rest of the class.

You may also make copies of **Worksheet 1** to practice the use of articles.
<table>
<thead>
<tr>
<th>شماره</th>
<th>لر</th>
<th>توضیحات</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>6</td>
<td></td>
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</tr>
</tbody>
</table>

(توضیحات:)

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- 
- 

(کلمات):
LESSON 4

OBJECTIVES:
• To write numbers in words
• To change number of naming words by adding or removing s

LEARNING OUTCOMES:
By the end of this lesson, students should be able to:
• write numbers from 1 to 10 in words.
• understand the difference between singular and plural nouns, and make singular nouns plural and vice versa by adding or removing an s.

METHOD:
• Introduction: Sing nursery rhymes with your class to introduce them to counting. Start with nursery rhymes which count forward, like ‘One, two, Buckle my Shoe’ and ‘1, 2, 3, 4, 5… Once I caught a fish alive.’ Then sing rhymes like ‘Ten Green Bottles’ and ‘Five Little Ducks’ which count backwards.

• ‘How many?’ – Activity: Write the numbers one to ten in words on the board. Give your students time to learn the spelling of the numbers one to ten. Students may do so first as a class, chanting the spellings out loud and then individually, to memorize them properly. After they do so, play a game of ‘How Many?’ with them. Quiz each student individually. Ask questions like, ‘How many pencils do you have?’ After the child answers with the number, encourage them to recite the spelling of the number aloud.

• Singular and plural (Page 6): Write the words Singular and Plural on the board. Write pen and pens beneath singular and plural respectively. Explain that the word singular refers to just one. Hold up a pen and say, ‘This is one pen. The word ‘pen’ is singular because it refers to just one.’ Explain that the word plural refers to more than one. Hold up two pens and say, ‘These are two pens. The word ‘pens’ is plural because it refers to more than one.’ Explain that to make a singular naming word into a plural naming word, we add an s. Point to the s at the end of the word pens to make this clear. Illustrate this concept further with the help of examples given in the book. Write singular words on the board and ask students to volunteer and change them into plurals and vice versa.

Next, tell your students they are going to visit the park with Neha. Ask them to look at the picture on this page. Let them identify all the different things that they can see in the park. Ask if they have ever visited a park themselves. Allow them to describe all the different things they have seen at the park.

• Writing (Page 7): Students to complete Exercise E and F.
Chapter 4

Singular and Plural:

- Adjectives agree with the noun they modify.

Examples:

- The girl is happy.
- The girls are happy.

- Adjectives can also modify plural nouns.

Examples:

- The girls are happy.
- The girls are happy.

- Adjectives can modify plural nouns.

Examples:

- The girls are happy.
- The girls are happy.

- Adjectives can also modify plural nouns.

Examples:

- The girls are happy.
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- Adjectives can also modify plural nouns.

Examples:

- The girls are happy.
- The girls are happy.
A day with Neha

SUGGESTED LESSON OUTLINE (1 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Introduction:</strong> Students sing nursery rhymes to practice counting.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>‘How Many’ Activity:</strong> Students learn to count in words from one to ten and play a game of ‘How Many?’</td>
<td>10 min</td>
</tr>
<tr>
<td>3. <strong>Singular and plural:</strong> Students learn the concept of singular and plural nouns and practice changing singular nouns to plural and vice versa.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. <strong>Reading:</strong> Students describe a visit to a nearby park and practice counting.</td>
<td>5 min</td>
</tr>
<tr>
<td>5. <strong>Writing:</strong> Students complete the exercises on page 7.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES:

**What number am I? (Guessing game):** You may play this game in any extra time available in the class. This game is specifically useful in helping students think about the order of numbers. Tell your students that you are thinking of a number between 1 and 10. They must try to guess the mysterious number you are thinking of by asking questions to which you can only answer with a simple ‘yes’ or ‘no.’ Students can ask questions like, ‘Is the number bigger than 8?’ Tell students they may ask only five questions before they have to guess the correct answer.

**Singular and plural:** Ask students to write a list of at least five things that they see in the classroom. They may choose any object, chair, table, boy, teacher, pen, etc. Next, tell them to add the appropriate letter to make these words plural in a separate column. Each student must share their list of plural words with the rest of the class.

**Answer key for Unit 1**

**Page 2: Writing time**

   2. flowers – trees – birds

**Pages 5, 6, and 7: Writing time**

A. 1. an    2. a    3. an    4. an    5. a
B. 1. an    2. a    3. a    4. an    5. a    6. an
D. 1. three 2. two 3. four 4. six 5. seven 6. ten
E. 1. cups   2. erasers 3. birds 4. pencils 5. chairs
F. Animals – tigers, lions, monkeys
   Fruits – apples, oranges, bananas, grapes
   Birds – crows, parrots, eagles
<table>
<thead>
<tr>
<th>Time (Min)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>10</td>
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<td>4</td>
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<tr>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>

**Newspaper Article:**

The time is 15:15.

1. chair - lamp - curtains - picture - table - ball
2. flowers - tree - birds
3. an 2. a 3. an 4. an 5. a
4. 1. three 2. two 3. four 4. six 5. seven 6. ten.
5. cups 2. erasers 3. birds 4. pencils 5. chairs
6. Animals - tigers, lions, monkeys
   - Fruits - apples, oranges, bananas, grapes
   - Birds - crows, parrots, eagles
LESSON 1

OBJECTIVES:
• To understand the use of capital letters for beginning sentences and proper nouns
• To use punctuation marks—full stops, question marks, exclamation marks, and commas correctly

LEARNING OUTCOMES:
By the end of this lesson, students should be able to:
• understand the importance of punctuation in writing.
• understand the use of capital letters and some common punctuation marks such as the full stop, question mark, exclamation mark, and comma.

RESOURCES REQUIRED (TEACHING AIDS):
• Chart papers to create a punctuation poster
• Copies of Worksheet 2

METHOD:
• Introduction: Draw a simple illustration on the board. Draw two stick figures one of a boy and the other of a girl. Write ‘Nasir’ and ‘Neha’ beneath the stick figures. Make a speech bubble above each stick figure. Write within the speech bubble for Nasir: ‘Don't! Go away!’ Write within the speech bubble for Neha: ‘Don’t go away.’ Ask your class whether Nasir and Neha mean the same thing. Point out that although they say the same words they mean something completely different. Maybe one of Nasir’s friends is annoying him and he wants them to stop annoying him and go away. That is why he says, ‘Don’t! Go away!’ Maybe one of Neha’s friends is leaving and she does not want them to go away, that is why she tells them, ‘Don’t go away.’ Explain that punctuation marks help give meaning to our writing.

• Quiz time (Page 8): Read the given questions. Write down the questions on the board and let volunteers write down the answers. Ask students then to volunteer to underline all the capital letters on the board. Next, ask them to look at the questions and answers on the board carefully and point out where capital letters have been used and why. Ask them to note that capital letters have been used:
  • at the beginning of sentences
  • for the letter ‘I’
  • for the names given to people and places
  • and, finally, for the names of days and months.
قسمت 1

منابع:

- لفظ اور ان مرز (Proper Nouns) (الفظ اور امر مرفوع)
- پunctuation marks (الکتا نمایش یا پunctuation)
- Capital letters (الفظ اور امر مرفوع)
- الفاظ فعال (فعل فعل)
- لفظ اور امر مرفوع (افعال فعل)
- کلمات اضافی (افعال فعل)
- کلمات اضافی (افعال فعل)
- کلمات اضافی (افعال فعل)
- کلمات اضافی (افعال فعل)

نتایج:

اکثر کلمات الکتا نمایش یا پunctuation کلمات اضافی (افعال فعل)
- تمرین اور امر مرفوع بیشتر افزایش یابد.
- مثال اور امر مرفوع بیشتر افزایش یابد.
- مثال اور امر مرفوع بیشتر افزایش یابد.
- مثال اور امر مرفوع بیشتر افزایش یابد.

در رتینگ که در زبان انگلیسی اشاره کنند:

- اور امر مرفوع بیشتر افزایش یابد.
- مثال اور امر مرفوع بیشتر افزایش یابد.
- مثال اور امر مرفوع بیشتر افزایش یابد.
- مثال اور امر مرفوع بیشتر افزایش یابد.

در رتینگ که در زبان انگلیسی اشاره کنند:

- اور امر مرفوع بیشتر افزایش یابد.
- مثال اور امر مرفوع بیشتر افزایش یابد.
- مثال اور امر مرفوع بیشتر افزایش یابد.
- مثال اور امر مرفوع بیشتر افزایش یابد.

در رتینگ که در زبان انگلیسی اشاره کنند:

- اور امر مرفوع بیشتر افزایش یابد.
- مثال اور امر مرفوع بیشتر افزایش یابد.
- مثال اور امر مرفوع بیشتر افزایش یابد.
- مثال اور امر مرفوع بیشتر افزایش یابد.

در رتینگ که در زبان انگلیسی اشاره کنند:

- اور امر مرفوع بیشتر افزایش یابد.
- مثال اور امر مرفوع بیشتر افزایش یابد.
- مثال اور امر مرفوع بیشتر افزایش یابد.
- مثال اور امر مرفوع بیشتر افزایش یابد.

در رتینگ که در زبان انگلیسی اشاره کنند:

- اور امر مرفوع بیشتر افزایش یابد.
- مثال اور امر مرفوع بیشتر افزایش یابد.
- مثال اور امر مرفوع بیشتر افزایش یابد.
- مثال اور امر مرفوع بیشتر افزایش یابد.

در رتینگ که در زبان انگلیسی اشاره کنند:

- اور امر مرفوع بیشتر افزایش یابد.
- مثال اور امر مرفوع بیشتر افزایش یابد.
- مثال اور امر مرفوع بیشتر افزایش یابد.
- مثال اور امر مرفوع بیشتر افزایش یابد.
Quiz time

Write down a few sentences on the board and then ask the students to mark the letters which have to be written in capital. For example:

nasir and neha went to tariq road on saturday.
quetta is quite cold in december.
ahmed and i love to play cricket together.

- **Punctuation Chart:** Teacher can draw the following punctuation marks and in bold letters write the slogans accompanying them. This chart can be displayed on the soft board.

1.  •  I am a full stop. I come at the end of each statement.

2.  ?  I am a question mark. I come at the end of each question.

3.  !  I am an exclamation mark. You may also call me an excitement mark. I come at the end of sentences which show strong emotions or give commands.

4.  ,  I am a comma. I am used to separate a list of words.

- **Reading (Page 9):** Ask students to read this page.
- **Writing time (Pages 9, 8, and 10):** Students to complete exercises given on these pages.

**SUGGESTED LESSON OUTLINE (1 class period):**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Explain the importance of punctuation marks.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Capital letters:</strong> Students understand the use of capital letters and work in pairs to practice using capital letters.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. <strong>Punctuation marks:</strong> Students are introduced to the four basic punctuation marks using a punctuation poster.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. <strong>Writing time:</strong> Students apply the rules learned about punctuation by completing the given exercises.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**
Ask students to read unit 2 again. Then mark all the words that begin with a capital letter.
Discuss why these words begin with a capital letter.
You may also make copies of **Worksheet 2** for further practice.
nasir and neha went to tariq road on saturday.
quetta is quite cold in december.

ahmed and i love to play cricket together.

• announces of the meeting:
  • 1. announce of the meeting (confirmed):
    • 1. announce of the meeting (confirmed)
  • 2. announce of the meeting (confirmed)
  • 3. announce of the meeting (confirmed)
  • 4. announce of the meeting (confirmed)

  at 9 (confirmed):
  at 8.10 (confirmed):

  announce of the meeting (confirmed):

  announce of the meeting (confirmed)
LESSON 2

OBJECTIVES:
• To use and respond to simple sentences showing commands, and requests
• To write sentences of different types

LEARNING OUTCOMES:
By the end of this lesson, students should be able to:
• understand the difference between commands and requests.
• make different kinds of sentences: statements, questions, commands, and requests.

METHOD:
• Introduction and explanation: Introduce your class to the four different types of sentences. Write the following on the board: statement, question, command, and request.

Ask the class what they think a statement is. After listening to their responses, explain that a statement is a kind of sentence that tells something. It always ends with a full stop. Remind your class that a full stop is a punctuation mark that looks like a dot and always comes at the end of a complete idea or thought. Write several examples of statements on the board.

e.g. The dog barked loudly. - The little boy sang. - My toy car broke. - My dress is pretty. - The sky is blue. - Cats eat rats.

Next, ask the class, ‘What is a question?’ After eliciting answers from them, explain that a question is a type of sentence that asks something. A question mostly begins with who, what, where, when, or how and ends with a question mark. Ask the students to think of different questions and write them on the board. Read the questions out loud to show that questions are asked in a different tone.

Point to a student and say, ‘Stand up.’ After the student stands up, point out that the sentence ‘stand up’ is a command. A command is a type of sentence that gives a direction or an order to do something. Ask students to think of some commands they might have heard in school or in town. For example:

‘Walk in a line.’
‘Maintain silence.’
‘Beware of dogs!’
‘Danger!’
‘Fragile. Do not touch.’
سوقی کا وقت

2.

متقاضی:

• حجم وسیع اور درخواست کرنے کو معمال بنایا جاتا ہے۔
• مختلف اقسام کے شفافت کے معنی۔

نتیجوں:

اِس ہم کے اختیار پر ہم کا اس قائلہ بھی شدہ ہے:

• حجم اور درخواست کے مستقل ہونے والے کہانی۔
• مختلف اقسام کے متعلق بنا کیے جانے چاہیے۔
• سوالات اور درخواست کے متصل ہم ہاں۔

طرز کے کار:

• پڑھتوں ہیں، جوابات کی وی مذکورہ اقسام کے متعلق سیاسی - عقیدت - شخصیات کے حوالے - باتیں (statement).
• معمولی (request) اور درخواست (command) اور درخواست (question).
• اِس کا پہلی بات پہلی بات ہے۔ سوالات اور درخواست کے لیے اِس کا پہلی بات ہے۔
• مختلف اقسام کے متعلق حروف کی تصدیق استعمال کی جاتی ہے۔
• اِس کا پہلی بات پہلی بات ہے۔ سوالات اور درخواست کے لیے اِس کا پہلی بات ہے۔
• مختلف اقسام کے متعلق کی روہ ہے۔
• مختلف اقسام کے متعلق حروف کی تصدیق استعمال کی جاتی ہے。
• مختلف اقسام کے متعلق حروف کی تصدیق استعمال کی جاتی ہے。
• مختلف اقسام کے متعلق حروف کی تصدیق استعمال کی جاتی ہے。
• مختلف اقسام کے متعلق حروف کی تصدیق استعمال کی جاتی ہے。
• مختلف اقسام کے متعلق حروف کی تصدیق استعمال کی جاتی ہے。

The dog barked loudly. - The little boy sang. - My toy car broke.

My dress is pretty. - The sky is blue. - Cats eat rats.
Ask the students what might be the difference between a request and a command. If we add *please* at the beginning of a sentence, asking someone to do something, we are making a request. For example: ‘Please be careful.’ Ask students to come up with their own requests.

- **Sentence activity**: Read out different kinds of sentences to your class. Ask them to stand up if it is a simple statement; if it is a question, they must look confused and puzzled and reply, ‘I do not know’; if it is a command, they must raise their hands and say aloud, ‘Yes Teacher’; finally, if it is a request they must nod and say, ‘Of course, no problem.’ Read the following sentences one by one, giving them time to react:
  
  It is cold today. – When will she arrive? – (You) Sit down. – Where are my pens? – Close the door. – The sky is blue. – Why are you laughing? – Stop talking. – Is your room clean? - English is fun.

- **Reading and writing (Pages 10 and 11)**: Read the commands and requests on to recap the concepts taught. Next, ask your students to complete Exercise E.

**SUGGESTED LESSON OUTLINE (1 class period):**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction and explanation: Explain the four different types of sentences with the help of examples.</td>
<td>20 min</td>
</tr>
<tr>
<td>2. Sentence activity: Students practice identifying different types of sentences in a fun activity.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Reading and writing: Students read further examples of commands and practice constructing different types of sentences in Exercise E.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

**LESSON 3**

**OBJECTIVES:**

- To recite poems with actions
- To identify rhyming words

**LEARNING OUTCOMES:**

- By the end of this lesson, students should be able to understand what rhyming words are, identify words that rhyme, and recite poems with appropriate actions.

**METHOD:**

- **Introduction**: Start the lesson by asking students whether they remember any nursery rhymes. Recite the following nursery rhymes aloud, stopping right before a rhyming word to allow the students to fill it in.
<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 منٹ</td>
<td>تحریر اور وضاحت: مثال کے ذریعہ پہلا افسانہ کے جملوں کی تفسیر کیے جائیں</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>جملوں کی سرگرمی: ظاہر کیے جانے والے جملوں کے ذریعہ پیش کیے جانے والے افسانے کے جملوں کی تفسیر کے لئے کام کریں</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>پہلا اور دومہا: ظاہر کیے جملوں کے مزید افسانے پر مبنی جملوں کے ذریعہ تخلیقی کام کریں</td>
</tr>
</tbody>
</table>

سکیئ کہ ماتما گاک (بنی عامت کا 1 بیج) |

سکیئ 3

مفتاح:
- کوئی بھی کام کی کتاب آخر کتاب کے سے در سر آنے کے لئے مفت اور کم حجم کی ہے 
- متواضع و اہم ان فرم (Rhyme) کا استعمال کیا گیا ہے۔

نمازج:
- کم وقت کے لئے تخلیقی کام کی ہے।
- ایک افسانے پر مبنی کام کا استعمال کیا گیا ہے جو تحفظ کے لئے باتی ہے۔

طریقہ کار:
- تحقیق کا ہدف اس جلسے پر مبنی کام کی تخلیق ہے جو کتابی کا کام ہے، کتابی کا کام ایک افسانے پر مبنی تخلیقی کام ہے جو کتابی کا کام ہے۔

Oxford University Press
Quiz time

- *Baa, baa, black sheep,*
  *Have you any wool?*
  *Yes, sir, yes, sir,*
  *Three bags __________;*
  *One for my master,*
  *And one for my dame,*
  *and one for the little boy*
  *Who lives down the __________.*

- ‘*Pussycat, pussycat, where have you been?’*
  ‘*I’ve been up to London to visit the __________.’*
  ‘*Pussycat, pussycat, what did you dare?*
  ‘*I frightened a little mouse under her __________.’*

Tell your students that all nursery rhymes are fun and easy to remember because they contain *rhyming words*. The rhyming words in the above poems are: *wool full, dame lane, been queen, dare chair.*

- **Simple Simon met a pieman (Page12):** Read the poem ‘Simple Simon met a pieman’ aloud. You must read each line out loud with appropriate intonation and expression and then allow the class to repeat it. After you have finished reading, make sure your students know the meanings of all the difficult words used; *fair, ware, pieman, penny*. Ask the students to work in pairs and practice reciting the poem out loud with actions. Each child will recite a single line out loud alternatively.

- **Writing time (Page 13):** Ask the students to continue working in pairs and finish the writing activity.

- **Twinkle, twinkle little star (Page14):** Read the poem with appropriate gestures.
  *Twinkle, twinkle little star:* Open and close your fingers to mimic a twinkling gesture;
  *How I wonder what you are:* Hold your chin with your hand in a thinking gesture;
  *Up above the world so high:* Point upwards at so high;
  *Like a diamond in the sky:* Again point to the sky.

- Allow students to memorize and practice reading the poem aloud with appropriate gestures. Divide the class into groups and then allow them to perform for the rest of the class.

- **Writing time (Page 15):** Review some examples of rhyming words again and ask students to complete *Exercises A, B, C,* and *D*. Students can share their answers with the rest of the class.
Baa, baa, black sheep,
Have you any wool?
Yes, sir, Yes, sir
Three bags ________;
One for my master,
And one for my dame,
and one for the little boy
Who lives down the ________.

"Pussycat, pussycat, where have you been?"
"I’ve been up to London to visit the ________.
"Pussycat, pussycat, what did you dare?"
I frightened a little mouse under her ________.

Simple Simon met a Pieman,
Said Simple Simon, "Give me penny, pieman, ware, fair"
And the Pieman gave Simple Simon a penny, 
Then Simple Simon said, "Give me two pennies, Pieman, please!"

Twinkle, Twinkle little star,
How I wonder what you are,
Up above the world so high,
Like a diamond in the sky.
SUGGESTED LESSON OUTLINE (1 class period):

<table>
<thead>
<tr>
<th></th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Introduction</strong>: Students learn to identify rhyming words through nursery rhymes.</td>
<td>5 min</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Reading – Simple Simon met a pieman</strong>: Students practice reading the poem with the correct intonation and gestures.</td>
<td>10 min</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Writing time</strong>: Students review the concepts of nouns and identify rhyming words through a short writing activity.</td>
<td>10 min</td>
</tr>
<tr>
<td>4.</td>
<td><strong>Reading – twinkle, twinkle little star</strong>: Students practice reading another poem with correct intonation and gestures.</td>
<td>10 min</td>
</tr>
<tr>
<td>5.</td>
<td><strong>Writing time</strong>: Students continue practicing rhyming words with this writing activity.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES:
Ask students to write short poems on simple subjects like: ‘My cat’, ‘Mom’, ‘Sunny Day’, etc.
سلسلہ کا جہاز ناگر (بجائے کا 1 بیٹی دریافت کردیا گیا ہے):

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام مندرجہ ذیل ہے</th>
<th>کام مندرجہ ذیل ہے</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 منٹ</td>
<td>تعلیمی ہدایتکیں، مثبت طلا اور خاص طلا اور دونوں کے لئے منصوبہ بنانے کی مہم</td>
<td>أولیء امامی علامت گزاروں کے لئے منصوبہ بنانے کی مہم</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>پہچان کے حساب میں سادہ لوگ سامنے بہت فرق سے ملتے ہیں: طلا اور سرگرمی اور اعتماد کے حوالے کے ساتھ اخذ</td>
<td>نئی طلا اور اعتماد کے حوالے کے ساتھ اخذ</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>کافی وقت: لکھنے کی اپنی چوہدری میری کے ذریعے طلا اور سرگرمی کے لئے منصوبہ بنانے کی مہم</td>
<td>شناخت کے لئے بحث</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>پہچان کے حساب میں: سونگ، میں اسی صورت میں ہوہے، اس طرح سرگرمی اور اعتماد کے حوالے کے ساتھ اخذ</td>
<td>نئی طلا اور اعتماد کے حوالے کے ساتھ اخذ</td>
</tr>
</tbody>
</table>

توانائع سرگرمیان:

شاعری کا ایک اہم تجزیہ، طلا اور سرگرمی کے ذریعے سے منصوبہ بنانے کی مہم

My cat, Mom, Sunny Day میں ہم یہ معنوی تجزیہ کرتے ہیں。

Oxford University Press
Answer key for Unit 2

Pages 8, 9, and 10: Writing time
A. 1. S – A – B
   2. D – J
   3. S
   4. S – G – L
C. 1. full stop
   2. full stop
   3. question mark
   4. question mark
   5. question mark
   6. full stop
D. 2. Mateen is going to buy apples, oranges, peaches, and grapes.
   3. I have put pencils, pens, erasers, and books in my school bag.
   4. Sara saw lions, tigers, elephants, and zebras in the zoo.

Page 13: Writing time
A. 1. fair  2. pieman  3. taste  4. penny  5. penny
B. nouns: Simon, pieman, fair, ware, penny
D. Rhyming words: Simon, pieman – fair, ware – penny, any

Page 15: Writing time
A. far – tar – jar – car - bar
A. 1. S - A - B
   2. D - J
   3. S
   4. S - G - L
B. Monday - Ahsan - Bilal - Islamabad - Saturday - Rawalpindi - Mrs Ahmed - December - Peshawar
C. 1. full stop
   2. full stop
   3. question mark
   4. question mark
   5. question mark
   6. full stop
D. 2. Mateen is going to buy apples, oranges, peaches, and grapes.
   3. I have put pencils, pens, erasers, and books in my school bag.
   4. Sara saw lions, tigers, elephants, and zebras in the zoo.

A. 1. fair  2. pieman  3. taste  4. penny  5. penny
B. nouns: Simon, pieman, fair, ware, penny
C. Pieman: a man who sells pies - ware: things - penny: coin
D. Rhyming words: Simon, pieman - fair, ware - penny, any

A. far - tar - jar - car - bar-
B. my - by - cry - eye - pie - why
LESSON 1

OBJECTIVES:
• To read aloud stories, predict endings, identify, and name characters
• To respond both orally and in writing, their likes and dislikes about characters and stories
• To understand the function of question words

LEARNING OUTCOME:
By the end of this lesson, students should be able to:
• listen to and read a simple story and talk about their characters.
• ask and answer simple questions and understand the use of question words.

RESOURCES REQUIRED (TEACHING AIDS):
• Charts introducing question words.

METHOD
• Reading time (Page 16): Tell your students it is story time. Make story time a special time. Create a little reading corner for your class. It might be made within the classroom or in the corner of the library.
  Read the story with expression and pause at places in between to ask simple questions to check students’ comprehension. Talk about the characters they have read about so far. Ask them to describe the Khargosh (hare) and the Katchwa (tortoise). Ask them to predict what might happen next in the story.
• Activity time (Page 16): Give the students a few minutes to discuss the given questions. Next, ask them to answer the questions orally.
• Reading time: Continue reading the story and discuss all the events that take place. Encourage students to retell the story orally in their own words. Assign each student a reading partner. Students must now read the story to their partners and number the pictures given on page 17 in the correct order.
• Writing time (Page 18): Read and explain the questions. Emphasize on the question words what, who, when, and where; and explain the type of information required by each question word. Ask students to work in pairs to write the answers of the question asked. After they have answered, encourage them to share their responses with the rest of the class.
سِیٰٰت 1

مِتَافِعِّد: 

- بُنی آؤدار سے کہ یہاں پر ہندوستانی اتحاد کے بارے میں دہشت گردی کو کھوشبھگی کرنا اور فراموش کرنا ہے۔
- ایک اور اس کے بارے میں ہے کہ ایک اور ایک اور ایک بارہ کے بارے میں اسے اچھی طرح سے ہمارا راج ہے۔
- اور وسیعِ الفاظ کے کام ہے۔

نامِ سیٰٰت: 

- اس سِیٰٰت کے اخلاقی پرائصوم کا تحقیق میں دو ملٹری ہے:
  - ایسے کہ کپتان کو کچھ دکثر، اس پر کبھی کبھار اور ان کے کرداروں پر ہوسکتے ہیں۔
  - ایسے سے سوالات کرنا، ان کے بھی باپ دیکھنے کے کرداروں کے اخلاقی پرائصوم اور ان کے کرداروں کے کریکر کھپٹنے

ٹبرِس کے لیے دوکار ہمادی اخلاق: 

- وسیعِ الفاظ کا تقدیر کرنے کے انہیں دیکھیں۔

طریقہ کار: 

- یہ خط میں وقت (صحیح 16)؛ بس یہ دو کہ کو ہمیشہ کا وقت سے، کہ کامیابی کے وقت کو بھی خاص وقت باہر کرتی ہے، اپنی جماعت کے لیے اپنے
- یہ بہت ہی خوش کو عظیم کی کے لیے اغوا کی دکھائی ہے، جس کے دستیابی میں باہر کوچھ کا ان کے لیے ممکن ہوا۔
- کہ تاریخ کی اخلاق کے ساتھ یہاں پر تاریخ ہے، وہاں میں وہ کبھی تاریخ کے کھپٹنے کی تدوین کے اس کے جبلی کر
- ایک کا کہ انہیں سے میں بھی کردار پر اپنے ان کے پرائصوم اور ان کے باپ دیکھنے کے کرداروں کو لی
- تاریخ کے تناہی کے لیے کہ ہے، ان کے ہی کردار کو ان کے لیے کہ کہ کامیاب ہو اگے کا باپ دیکھنے۔

- سپرِ گھڑی کا وقت (صحیح 16)؛ بس یہ ایک سوالات کے بارے میں ہماشہ خیال کرنے کے مقصد سے سوالات کے ریاستی تذکرے کے لیے ہے:
- کہ کہا وقت: کہ یہاں پر نہیں اور ان کے باپ دیکھنے کا ساتھ ہے اور باپ دیکھنے کا اپنی شریف
- ملکا یا ساتھی ہے، اور یہاں ساتھی کہ کامیابی پر کھپٹنے کے سے اور وہاں 17 پر دیکھی جا سکتی ہے،
- گھڑی کا وقت (صحیح 18)؛ سوالات کے سے باپ دیکھنے کی وضاحت کریں، ملکا یا ساتھی کا کام کیا کوئی خاص کہ

The race

- **Question words:** Introduce students to the basic question words – *who, when, where, what,* and *how.* If possible, create posters containing the question words, along with their use and examples for this lesson. Explain the use of each question word and then ask students to make questions beginning with these words.

  - **What:** to find out about characteristics and general information.
  - **Who:** Tell the student the word who requires them to identify a character or person. Ask them to think of questions beginning with ‘who’.
  - **When:** to find out general or specific time.
  - **Where:** to find out about places.
  - **How:** to find out characteristics, qualities, quantities, etc.

**Writing time (Page 19):** Students to now complete Exercise B and C.

**SUGGESTED LESSON OUTLINE (For 2 class periods):**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Reading time:</strong> Students listen to and read the story, discuss the story, and complete the activity on page 16.</td>
<td>20 min</td>
</tr>
<tr>
<td>2. <strong>Story time:</strong> Students work in groups and act out the story.</td>
<td>15 min</td>
</tr>
<tr>
<td>3. <strong>Writing time:</strong> Students to answer the questions on page 18.</td>
<td>15 min</td>
</tr>
<tr>
<td>4. <strong>Question words:</strong> Students are introduced to different question words and their uses.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. <strong>Writing time:</strong> Students complete exercises on page 19.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

**Quiz Time:**
Conduct a quiz in your class. Ask the students to suggest which question words might best be used to fill in the blanks:

1. _______ are you doing tomorrow?
2. _______ do you get up in the morning?
3. _______ is going to the park with Ahmed?
4. _______ is the book I was reading?
5. _______ is the sports day?
6. _______ is the name of that boy?
7. _______ many people were there at the fair?
8. _______ are you going to Murree?
9. _______ are you late? I have been waiting for ages.
10. _______ did it cost?
(who, when, where, what, how)

1. Who are you doing tomorrow?
2. When do you get up in the morning?
3. What is going to the park with Ahmed?
4. What is the book I was reading?
5. When is the sports day?
6. What is the name of that boy?
7. Who many people were there at the fair?
8. Where are you going to Murree?
9. When are you late? I have been waiting for ages.
10. How did it cost?

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 mint</td>
<td>Complete Homework</td>
</tr>
<tr>
<td>15 mint</td>
<td>Complete Homework</td>
</tr>
<tr>
<td>15 mint</td>
<td>Complete Homework</td>
</tr>
<tr>
<td>20 mint</td>
<td>Complete Homework</td>
</tr>
<tr>
<td>10 mint</td>
<td>Complete Homework</td>
</tr>
</tbody>
</table>

What: Exemplary questions about the exam
Who: Breakdowns about the exam
When: Timing of the exam
Where: Location of the exam
How: Method of the exam
LESSON 2

OBJECTIVES:

• To change number of naming words by adding or removing s and es
• To identify words that begin or end with the same sound

LEARNING OUTCOME:

By the end of this lesson, students should be able to:

• understand the difference between singular and plural nouns:
• make singular nouns plural and vice versa by adding or removing s and es.

RESOURCES REQUIRED (TEACHING AIDS):

• Copies of Worksheet 3

METHOD:

• Introduction: Revise the concept of singular and plural by reminding students that singular refers to one and plural refers to more than one.

• Explanation: Write the following on the board:
  Singular nouns are nouns that name one person, one place, or one thing.
  Examples: cap, cat, bat
  Plural nouns are nouns that name more than one person, place, or thing.
  Examples: caps, cats, bats
  Repeat that to change most nouns from singular to plural, we add the letter s. But for nouns that end in s, ss, ch, sh, or x, we need to add -es to show more than one.

  Draw two columns on the board, ask students to name nouns that end in s, ss, ch, sh, or x on the board.
  Singular: bus, glass, dish, box, bench
  Plural: buses, glasses, dishes, boxes, benches

• Reading time (Page 20): Go through the given examples. Form their plurals on the board. Repeat the rule concerning plurals once more.

• Beginning and ending sounds. Ask the students to think of words beginning with sh or ending with ch. Make a list of all the examples the students suggest on the board.

• Writing time (page 21): Ask students to complete Exercises A, B, and C.
Sentence 2

Context:
- "es" is used to indicate a noun or verb.
- "am" is used to indicate a verb.

Translation:

Sentence 2: "es" is used to indicate a noun or verb.

Word List 3:

- Word list specific to the content.

Explanation:

Explanation specific to the content.
The race

SUGGESTED LESSON OUTLINE (1 class period):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students revise the concept of singular and plural nouns.</td>
<td>5 min</td>
</tr>
<tr>
<td>2. Explanation: Students understand the rules to make singular nouns, ending with s, ss, sh, ch and x, plural.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Reading time: Students review examples of singular and plural nouns on page 20.</td>
<td>5 min</td>
</tr>
<tr>
<td>4. Beginning and ending sounds: Students give words beginning with <em>sh</em> or ending with <em>ch</em>.</td>
<td>10 min</td>
</tr>
<tr>
<td>5. Writing time: Students complete the exercises on page 21.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

Guess who I am (Page 22):

Animal charades: Play animal charade with your class. Students mimic different animals silently before the class while their classmates guess the name of the animal. Write the names of these animals on the board and make their plurals with the help of the class.

Make copies of Worksheet 3 for further practice.
## سپت کا جوہر ناکی (بجاماعت کا 1 بیج رہے):

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 منٹ</td>
<td>تعارف: ظاہر ای ایم اور ایم اور اے کے طبیب کا اعیاد کر کے پہناں 1</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>واضحہ: ظاہر ای ایم اور ایم اور اے کے کوئی سکیپ پس پر گزر کے سب کی سینے کے ایک سے ایک</td>
</tr>
</tbody>
</table>

## پوجوں کا سلم کون جول (صحیح 22):

اہمیت کا لحاظ سے ذیلی چاودوں کو بہت اہم سمجھی جاتی ہے: ایک بجاماعت کے ساتھ سے چھوٹی کہی، ظاہر بجاماعت کے ساتھ سے اچھے کوئی کل ہے، اگر کوئی متعلق چاودوں کی قسم ہو گیا تو ان کی بجاماعت کے موجب بجاماعت کی مدد سے ان کی مدد کے بعد میں۔

مزید مDetailsService کے سلیک دو گھنٹے 3 کی تخلیق تیار کیے۔
The race

Answer key for Unit 3

Page 16: Activity time
A. 1. Individual answers.
   2. The animals meet in the jungle.
   3. Khargosh tells everybody that he can run very fast and nobody can beat him.
   4. The race starts at 10 o’clock.

Pages 18 and 19: Writing time
A. 1. Khargosh tells everybody that he can run very fast and no one can beat him.
   2. Bhaloo, the bear starts the race.
   3. Katchwa reaches the finish line at 11 o’clock.
   4. Khargosh was sleeping under a tree.
   5. All the animals clap for Katchwa and shout ‘Hurrah!’
   6. Individual answers.
   7. Individual answers.

C. 1. Where
   2. When
   3. What
   4. Where
   5. What
   6. When

Page 21: Writing time
A. 1. benches
   2. bushes
   3. boxes
   4. classes
   5. peaches

B. shark – show – ship – shop
C. watch – match – such – touch – which

REVIEW TEST 1

Answer key
A. 1. an 2. an 3. a 4. a 5. an
C. Ahsan – Mirpur – March – He – Monday – His – Mangla Dam – Sunday
E. 1. ? 2. ? 3. . 4. ?
H. 1. chairs 2. brushes 3. matches 4. birds 5. lamps
A. 1. Individual answers.
   2. The animals meet in the jungle.
   3. Khargosh tells everybody that he can run very fast and nobody can beat him.
   4. The race starts at 10 o'clock.

B. 1. Khargosh tells everybody that he can run very fast and no one can beat him.
   2. Bhaloo, the bear starts the race.
   3. Katchwa reaches the finish line at 11 o'clock.
   4. Khargosh was sleeping under a tree.
   5. All the animals clap for Katchwa and shout 'Hurrah!'
   6. Individual answers.
   7. Individual answers.


A. 1. benches  
   2. bushes   
   3. boxes    
   4. classes  
   5. peaches  

B. shark - show - ship - shop

C. watch - match - such - touch - which

A. 1. an    2. an    3. a    4. a    5. an
C. Ahsan - Mirpur - March - Monday - His - Mangla Dam - Sunday
E. 1. ?    2. ?    3. .    4. ?
H. 1. chairs 2. brushes 3. matches 4. birds 5. lamps
LESSON 1

OBJECTIVES:
• To build students’ communication skills and vocabulary by identifying and talking about colours
• To recite poems with actions

LEARNING OUTCOMES:
By the end of this lesson, students should be able to:
• use appropriate vocabulary to identify and describe colours.
• recite different poems with actions.

RESOURCES REQUIRED (TEACHING AIDS):
• Coloured papers
• Paints
• Paper plate
• Paintbrush

METHOD:
• **Introduction:** To introduce the students to appropriate vocabulary bring some coloured papers to the class. Place each paper on the board and repeat its colour twice. For example, you may place the red coloured paper on the board and say aloud, ‘red.’ Next, ask your students to repeat the name of the colour. Do so for all the colours till you are sure they clearly know all the colours.

• **Fun with paints:** Ask your students to bring in their paintboxes, paintbrushes, a paper plate, and an empty cup or saucer for water. Start the lesson by asking your students if they have ever seen a rainbow. Tell them to open page 25 of their textbooks. They must look at the picture carefully. Tell them to note and count all the colours of the rainbow and name the colours. Read the text on this page and then ask each child to paint their own rainbow.

• **Colouring activity (Page 26):** Let students name and point out all the colours they know to a friend. They can then use red, blue, and yellow to complete the colouring activity.

• **Primary and secondary colours (Page 27):** Ask students to identify the three basic colours (red, blue, and yellow) in their surroundings. Then tell them that all other colours are made by mixing only these basic colours. Ask them to mix different colours on the paper plate using the paint they have bought. Ask them to mix the following to get new colours: red and yellow, yellow and blue, and red and blue. Explain that red, blue, and yellow are primary colours and orange, purple, and green are secondary colours. Ask your students to complete the writing activity on page 27.
حائط 4

السقاط 1

المتاحند:
- توجهات موحذة
- حركات وأعمال
- نشأة

نقطة:
- اجتماعية
- توجهات موحذة
- حركات وأعمال
- نشأة

مداعب:
- توجهات موحذة
- حركات وأعمال
- نشأة

لغة:
- توجهات موحذة
- حركات وأعمال
- نشأة

اللغة العلوية:
- توجهات موحذة
- حركات وأعمال
- نشأة
Colors

- **Traffic Light (Page 28):** Read the poem with the correct intonation and expression. Then read the poem a second time, pause after each line, and let the class repeat after you. Make sure your students use the correct expression and appropriate gestures as they mimic you. Let students work in pairs to practice and perform this poem. Each pair must then perform in front of the class, reading each line alternatively. After performing the poem, students can draw the traffic signal and complete the writing activity. Ask students to identify the three main colours in the poem. Introduce the concept of adjectives by explaining that the colours are describing words. They describe a noun, light, in the poem ‘Traffic Lights.’

**SUGGESTED LESSON OUTLINE (2 class periods):**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Introduction:</strong> Students learn the names of different colours.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Fun with paints:</strong> Students name and experiment with the different colours of the rainbow.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. <strong>Colouring activity:</strong> Students revise all the colours they know and complete a colouring activity.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. <strong>Primary and secondary colours:</strong> Students understand the difference between primary and secondary colours and have fun mixing colours to create new ones.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. <strong>Poem:</strong> Students learn to perform a poem with the correct expression and are introduced to the concept of adjectives.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

Play a game of ‘Catch the Colour’ with your class. You must name a loud and the students must run and touch an object of that colour. Name colours which students can find easily at first and then progress to other colours.

**LESSON 2**

**OBJECTIVE:**

- To understand and use describing words showing quality, size, and colour

**LEARNING OUTCOMES:**

By the end of this lesson, students should be able to:

- understand the concept of describing words
- use describing words to show colour, size, and quality.
شکل کا جنوب شاک (بجات کے 2 بھر پتے):

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 مینٹ</td>
<td>1. تقریب: ظاہر کلف دیگن کے سامت کہنے کی بیان</td>
</tr>
<tr>
<td>20 مینٹ</td>
<td>2. دیگن کے سامت درجہ  ظاہر کلف دیگن کے سامت کہنے کی بیان</td>
</tr>
<tr>
<td>10 مینٹ</td>
<td>3. تقریب: ظاہر کلف دیگن کے سامت درجہ  ظاہر کلف دیگن کے سامت کہنے کی بیان</td>
</tr>
<tr>
<td>20 مینٹ</td>
<td>4. دیگن کے سامت درجہ  ظاہر کلف دیگن کے سامت درجہ  ظاہر کلف دیگن کے سامت کہنے کی بیان</td>
</tr>
<tr>
<td>20 مینٹ</td>
<td>5. تقریب: ظاہر کلف دیگن کے سامت درجہ  ظاہر کلف دیگن کے سامت درجہ  ظاہر کلف دیگن کے سامت کہنے کی بیان</td>
</tr>
</tbody>
</table>

توطیح سرمربیان:

اپنی نتعات کے سامنے "Catch the Colour" یا "کیمیل سہلی"، آپ ا بدلون آواز سے ایک گرگن کا نام پہنچانی اور نتعات اس گرگن کی کچھ کی نئی لوگوں کے لیے دوڑی سے پہلے کہ کہنے کے لیے ایک ایسی طریقہ آسان سے جانسے کر کر کمی ہو گرگن کی طرح بہت بہت۔

سہنٹ 2

مقدصر:

• معماری: جنگی اور گرگن کی طرف اتشاد کرنے دو وہ نمازی (یا ایکی ضمتنہ بیان کرنے دو وہ نمازی) افغان کا کسی اور اکثر استعمال کرتے ہوئے

نیال:

اس سہنٹ کے افتتاح کے لئے ایک یا تین دعویں پر دیکھئے ہوئے ہیں:

• انیس افغان کا میراجعہ پیدا کر

• نےجا افغان کی طرف اشناد کرنے کے لئے دو یا تین افغان استعمال کرتے ہیں۔

Oxford University Press
RESOURCES REQUIRED (TEACHING AIDS):

- A poster of any sporting event
- Chart papers
- Copies of Worksheet 4

METHOD:

- **Introduction:** Introduce the concept of adjectives. Show them a poster of the Pakistan Cricket Team playing in a match. You can use a poster of any other sport your class might be interested in (football, tennis, swimming, etc.). Ask the children to list all the nouns they can see in the poster: players, field, stadium, coach, wicket keeper, etc. This will help students to revise nouns. Next, create simple sentences.

  For example:
  
  Our team will win.
The fieldsman dropped the ball.
We went to watch the match.

  Ask everyone to read each sentence. Ask if these sentences help create a picture in their minds. Do the sentences have enough information to help them imagine what is going on? If not, then what can be done? Should one add describing words? Edit the sentences by adding more describing words with the help of the class.

  For example:
  
  Our **fantastic** team will win.
The **careless** fieldsman dropped the ball.
We went to watch the **exciting** match.

  **Discuss:** Do the describing words help make the sentences clearer? How?

  Ask your students to come up with more describing words for the nouns in the posters. For example, the tall players, green field, fat coach, etc.

- **White (Page 29):** Read the poem and then ask the students to repeat it. Mark the nouns on the board; rabbit, snow, milk, and teeth. Ask the class to identify the describing words in the poem. Make a list of all the describing words with the help of the class:

  - **rabbit:** white, soft, fluffy
  - **snow:** white, cold, icy
  - **milk:** white
  - **teeth:** sharp, small

  Ask students to add to the list. They must think of more describing words for the four nouns in the poem. Remind students that describing words give more information about the noun. They are called adjectives. Students then complete the writing activity.
Our team will win.
The fieldsman dropped the ball.

We went to watch the exciting match.

Fat coach (green field), snow, teeth, milk, rabbit, white, cold, icky.
My Colour Poem (Activity time): Tell the students they will devise their own colour poem. Divide the class into groups of four. Each group will work on a colour poem entitled ‘green’ or ‘blue’. Provide posters to each group to write and illustrate their colour poem. Display the colour poems on the board. You may provide students with the first verse of their poem to help them get started.

Green is the grass,  
soft and glossy.  

Or  
Blue is the sky,  
Beautiful and wide.

Describing words (Page 30): Recap the definition of adjectives. An adjective is a word that describes a noun (person, place, or thing). Adjectives can tell us how something looks, tastes, feels, or sounds. Adjectives answer questions like: How many? How big? What kind? Which colour? Read the sentences on this page with your class. Ask them to note the underlined words in the sentences. Tell them that these are adjectives. Students can then complete the given task.

Adjective activity: Place four chart papers around the room with varied adjective categories labeled on them like size, colour, shape, made of what material. Divide the class into four teams and give each team a specific coloured marker. When you give the starting signal, students must think of as many adjectives for the category in a given time period. Ask them to stop at the ending signal. After the ending signal, they then move over to the next category and wait for the next starting signal. Continue this process till each group has visited all the four charts. Next, students can choose a noun and use these adjectives to make sentences with them.

Opposites (Page 31): Teach opposites, through a fun-filled activity. Give them an adjective and ask them to act it out. The adjectives you give must be opposites of each other. For example, if you say ‘stand’, they must stand. Then say ‘sit’. Say ‘happy’ and they make a happy face and then say ‘sad’. Say ‘fast’ and then ‘slow’. Say ‘left’ and then ‘right’ and so on. Continue doing this till students understand the concept of opposites. Read the text on this page and ask them to note the underlined words. Point out that they are opposites. Then ask them to do the writing task on page 32.
Green is the grass
Soft and glossy
Or
Blue is the sky
Beautiful and wide
Colours

SUGGESTED LESSON OUTLINE (2 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students complete the picture activity to understand the concept of describing words.</td>
<td>20 min</td>
</tr>
<tr>
<td>2. Poem - White: Students read the poem and identify all the describing words in it.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Colour poem: Students work in groups to create their own colour poem using adjectives.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. Adjectives: Students understand the concept of adjectives.</td>
<td>10 min</td>
</tr>
<tr>
<td>5. Adjectives activity: Students work in groups to brainstorm different adjectives.</td>
<td>20 min</td>
</tr>
<tr>
<td>6. Opposites: Students understand the concept of opposites and complete a writing activity.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES:

Adjective hunt: Put some everyday objects (book, pen, pencil, ruler, comb, hat, toy) into a paper bag. Ask a student to put their hand in the paper bag and try describing the object they can feel without taking it out of the bag. The others have to guess what they might be describing. The student, who guesses correctly, gets the chance to describe the next object in the bag.

Copies of Worksheet 4 to allow your class to further practice adjectives and opposites.

Answer key for Unit 4

Page 28: Writing time
1. 1. stop 2. yellow 3. go

Page 29: Writing time
1. White, soft, fluffy. 2. cold, icy. 3. sharp, small.

Page 30:
1. clever 2. hot 3. thin 4. blue 5. small

Page 32: Writing time
A. light – dark, fat – thin, tall – short, hot – cold, big – small
C:\Users\user\Downloads\translated.txt
LESSON 1

OBJECTIVES:

• To read stories and predict ending
• To understand and use pronouns

LEARNING OUTCOME:

By the end of this lesson, students should be able to:

• understand and use different kinds of pronouns.
• read and enjoy stories and predict the endings.

METHOD:

• Reading time (Page 33): Tell your students it is story time again. Sit in a circle with the class and make story time relaxing and fun. Read the story *Alladin and the Lamp*. Discuss the story with your students and ask them to predict what Alladin might wish for. After listening to all their suggestions, turn to the next page. Continue reading the story. Pause frequently and ask children simple questions to check comprehension. Emphasize that the underlined words are called pronouns.

• Introducing Pronouns: Begin the lesson by writing down a list of subject pronouns (I, he, she, we, and they) on the board. Teach the subject pronouns through gestures and repetition. Choose a very simple sentence.

  Miss _____________ is happy. (Write your name in the blank)

  I am happy.

  Point towards yourself clearly as you say *I*. Tell the students *I* can be used to replace your name and is called a pronoun.

  Next, you may point to a boy, named Ahmed. First say, ‘Ahmed is happy.’ Then repeat by pointing to Ahmed and saying, ‘He is happy.’ Tell the students *he* is being used to replace the noun Ahmed. Do the same for all the other pronouns. Form simple sentences: He is happy. She is happy. We are happy. They are happy. Point to the appropriate gender and number as you speak each sentence. Ask your students to repeat each sentence after you, along with appropriate gestures.

  Read the text on page 34 and emphasize on the subject pronouns as you read aloud. Students can write all the pronouns in their exercise books and then complete the given tasks.
صفحہ 1

متناہد:

• کشاں پرہش اور اس کے اہتمام کے بارے میں تعلیم کی کتاب

اسلام دیکھنے (Pronouns) کی کتاب اور استعمال کرنا تھا

نماذج:

اِس سے کچھ اہتمام میں پچھلا انسان واضح کہا جاتا ہے:
• مختلف اقسام کے اس کے اس کے اہتمام کے بارے میں اہتمام کے بارے میں مختلف کتاب کر کے
• کبھی کبھی پھیک کر جاتا ہے ان سے اگلے اہتمام کے بارے میں مختلف کتاب کر کے۔

طرز کے کار

• پرہش کا وقت (Chapter 33): اس پرہش کا وقت نمایاں ہے کہ یہ کتاب اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطابق اور کتاب کا وقت ہے چہ، ایک سمجھتوں کے مطا
SUGGESTED LESSON OUTLINE (1 class period):

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<th>TASK</th>
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<tbody>
<tr>
<td>1. Reading time: Students listen to the story ‘Alladin and the Lamp’, noting all the subject pronouns and try to predict the end.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. Pronouns: Students learn about pronouns through a game.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Writing time: Students complete the writing activity.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. My wish: Students discuss their wishes with a friend and share them with the rest of the class.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES:

Pronoun game: Students match pronouns with their appropriate noun in this easy game. Draw four large baskets on the board. Label each ‘He’, ‘She’, ‘It’, and ‘They’. Divide the class into two teams. Select a member from the first team and give them a noun. For example, you may say, ‘boy’. The student will then write the noun in the appropriate basket on the board. Award the team a point if the answer is correct. Continue till all the students get a turn.

LESSON 2

OBJECTIVES:
- To recognize and use words that show position for example, up/ down/ in/ under/ here/ there etc.

LEARNING OUTCOMES:
By the end of this lesson, students should be able to understand and use prepositions.

RESOURCES REQUIRED (TEACHING AIDS):
- A cardboard cut-out of a monkey.
- Copies of Worksheet 5

METHOD:
- Introduction – Where am I?: Stand in front of the chair and say, ‘I am in front of a chair.’ Stand beside the chair and say, ‘I am beside the chair.’ Stand on the chair and say, ‘I am on the chair.’ Stand next to, behind, in front of, raise the chair over your head, etc. Repeat your positions aloud.
  
Now stand in different positions again and ask the students, ‘Where am I?’ They will reply using the appropriate position word. For example, ‘You are in front of the chair.’
- Point out that on, behind, beside, next to, under, over are prepositions of place and they tell us where somebody or something is.
# Section 1: Grammar (Sentence 14)

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<tr>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Write a sentence: &quot;She was in the garden.&quot;</td>
</tr>
<tr>
<td>10 min</td>
<td>Write a sentence: &quot;He went for a walk.&quot;</td>
</tr>
<tr>
<td>10 min</td>
<td>Write a sentence: &quot;They went to the park.&quot;</td>
</tr>
<tr>
<td>10 min</td>
<td>Write a sentence: &quot;Boy and girl are playing.&quot;</td>
</tr>
</tbody>
</table>

## Vocabulary
- there, here, under, in, down, up, for, about, in front of, behind, on, in front, near, near, next to, beside, behind, on

## Notes
- Study these words and phrases.
- Practice writing sentences using these words.

## Exercises
- Write sentences using the words and phrases.

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• **Where are these? (Page 37):** Ask the students to look at the pictures carefully and read the sentences out loud to each other. Tell them that the sentences tell the position of something. They must note that the underlined words tell them where somebody or something is. Split the class into two teams now. Assign each team a desk. Choose the name of an object that can be found in the class easily and any preposition of place. For example, you may say, ‘Put a pencil case on the desk.’ The team members must rush to find a pencil case and put it in its proper position. Continue the game, alternating between the two teams. The players of each team must find the object specified and rush to put it on, under, next to, behind, or beside the desk.

• **Writing time (Pages 38 and 39):** Tell your students to complete the writing activity on prepositions.

• **Discussion time:** Students to then work in pairs and ask questions about the students and things in class and their positions, and then do the writing task.

• **Hide Mr Monkey:** Prepare a cardboard cut-out of a monkey. Introduce it to the class as Mr. Monkey. Tell the students they are going to look for Mr Monkey. Ask a pair of students to go out of the class. The rest of the class must decide where to hide Mr Monkey. Once the Monkey is hidden, allow the pair outside to come in. They must then locate the monkey by asking simple yes or no questions about its position from the rest of the class. ‘Is Mr Monkey behind the door?’, ‘Is Mr Monkey under the desk?’ etc.

**SUGGESTED LESSON OUTLINE (1 class period):**

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<tr>
<td>1. Introduction: As given in the methodology.</td>
<td>10 min</td>
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<tr>
<td>2. Prepositions (Where are these?): Students read the sentences in their textbook and play an easy game to learn prepositions.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Writing and discussion time: Students work in pairs to complete the discussion and writing activity.</td>
<td>10 min</td>
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<td>4. Hide Mr Monkey: Students play the game.</td>
<td>10 min</td>
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**EXTENDED ACTIVITIES:**

**Simon says:** Play a game of ‘Simon says’ with the class to practice recognizing prepositions of place. For example, you may say, ‘Simon says put your hands on your head’ or ‘Simon says put your bags under the desk.’

Make copies of **Worksheet 5** for further practice.
الدبی اور چپ اچانگ

"یہ سب کیا ہے؟" (تصویر 37): ظاہر ہے کہ وہ تصادم کو اضلاع سے گرفتی اور ایک کے بارے میں تحقیق کے لئے آواز سے پہچانے، آئین یہ بنیاد کر کہ وہ تحقیق کی جگہ ہے۔ اسی میں ضرورت ہے کہ وہ دیکھنے والی جگہ ہے۔ ایک ایک کہ کہ انسان کا انسان ہے۔

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<thead>
<tr>
<th>وقت</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 دن وہ</td>
<td>تحقیق: جیسن کی ریکارڈ کار آلہ مرن دیجے۔</td>
</tr>
<tr>
<td>10 دن وہ</td>
<td>خروج جاری (سیب کیا ہے؟): ظاہر کہ جاری کیے کے لئے ایک اور ایک کا کام کرتی ہے۔</td>
</tr>
<tr>
<td></td>
<td>آسانی سے نئے کہلائے کہنه ہے۔</td>
</tr>
<tr>
<td>10 دن وہ</td>
<td>کلنگوار وجہ خلاف کا ہے: ظاہر کہ جاری کیے کے لئے ایک اور ایک کا کام کرتی ہے۔</td>
</tr>
<tr>
<td></td>
<td>مشرکوں کے ساتھ کا کام کرتی ہے۔</td>
</tr>
</tbody>
</table>
LESSON 3

OBJECTIVES:
- To identify and name characters and settings in a story
- To identify and classify gender of naming words

LEARNING OUTCOME:
By the end of this lesson, students should be able to:
- identify and name the character and setting of different stories.
- classify nouns according to their gender.

METHOD:
- **Introduction:** Take your class to the library. Assign each child a partner and allow them to choose and read any storybook of their liking. Next, they can discuss who the characters in the story are and where the story takes place (the setting). Allow each pair to share their answers with the rest of the class. As they end their oral presentation, ask them whether there were both male and female characters in their stories, if so, which ones were male and which ones were female.

- **Reading time:** Back in the class, ask the students to read the story ‘The Race’ in Unit 3 and discuss the characters and setting of the story. Next, they can read the story ‘Alladin and the Lamp’ and discuss the characters and setting of the story. Allow them to open page 41 of the textbook and check if they have identified the correct characters and setting.

- **Writing and discussion (Page 42):** Let each student briefly share their favourite story with the rest of the class and talk about its characters and setting.

- **Going to the zoo (Page 43):** Explain that **masculine nouns** are words for men, boys, and male animals and birds; **feminine nouns** are words for women, girls and female animals and birds. Read the poem ‘Going to the Zoo’ and emphasize the nouns that show gender. At the end, list all the underlined nouns on the board. Make two columns on the board. Put the heading ‘masculine’ on one and ‘feminine’ on the other. Ask them to discuss in pairs which listed on the board are masculine and which nouns are feminine. Next, ask the students to volunteer to write the nouns on the board in the correct column. Students to then complete the given table.
Chapter 3

Section:

Main Concepts:

- Critical race theory and the concept of power dynamics.
- The role of gender and intersectionality in understanding power relations.

Nature:

As mentioned in the previous sections, critical race theory is a framework that addresses the dynamics of power and control between different groups. It emphasizes the importance of recognizing the ways in which power is exercised and maintained through different social institutions.

- Critical race theory highlights the importance of understanding the intersections of race, class, gender, and other social identities.
- It challenges traditional legal frameworks that may perpetuate racial and social inequalities.

Excerpts:

- "Going to the Zoo"

1. Understanding the concept of "Going to the Zoo." This refers to the idea of experiencing a place or situation that is unfamiliar or unknown. In this context, it can be seen as a metaphor for the exploration of different perspectives and experiences.

2. "Gender" (Table)

Table: Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Description</th>
</tr>
</thead>
</table>
| Male   |...
| Female |...

- This table provides a basic overview of gender categories and their associated characteristics. The table can be expanded to include more detailed information.

Conclusion:

- Critical race theory provides a framework for understanding the complex dynamics of power and control in society.
- It is essential to acknowledge the intersections of different social identities and to work towards creating more equitable and just societies.
SUGGESTED LESSON OUTLINE (2 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students read their favourite stories in the library and discuss the characters and settings within them.</td>
<td>40 min</td>
</tr>
<tr>
<td>2. Reading time: Students read the stories and discuss their characters and settings.</td>
<td>15 min</td>
</tr>
<tr>
<td>3. Writing and discussion time: Students talk about the main character and setting in their favourite story and then complete the writing activity.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. Masculine and feminine nouns: Students understand the difference between masculine and feminine nouns by reading a poem and through other activities.</td>
<td>10 min</td>
</tr>
<tr>
<td>5. Writing time: Students work in pairs to complete the task.</td>
<td>5 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES:

My favourite character: Provide students with loose sheets of paper. Ask students to choose a character from their favourite story and illustrate it. They must also write a few lines describing their favourite character. Display the students’ descriptions and drawings on the board.
## سقیع کا تحریک ناکار (جماعت کے 2 بیانی)

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 مینٹ</td>
<td>تلافی: ٹیم میں ایک پیپر کی کانفرنس پڑھنے پر ٹیم اور اس کے کوروناورس کے مقام کے بارے میں ہجوم کرنے کے لیے۔</td>
</tr>
<tr>
<td>15 مینٹ</td>
<td>پہچان کا وقت: ایک کانفرنس پڑھنے پر اور اس کے کوروناورس کے مقام کے بارے میں ہجوم کرنے کے لیے۔</td>
</tr>
<tr>
<td>10 مینٹ</td>
<td>کمیشن آرٹ کے وقت: ایک کانفرنس پڑھنے پر اور اس کے کوروناورس کے مقام کے بارے میں ہجوم کرنے کے لیے۔</td>
</tr>
<tr>
<td>10 مینٹ</td>
<td>فغر اور مومن انسان کے وقت: ایک کانفرنس پڑھنے پر اور اس کے کوروناورس کے مقام کے بارے میں ہجوم کرنے کے لیے۔</td>
</tr>
<tr>
<td>5 مینٹ</td>
<td>کمیشن آرٹ کے وقت: ایک کانفرنس پڑھنے پر اور اس کے کوروناورس کے مقام کے بارے میں ہجوم کرنے کے لیے۔</td>
</tr>
</tbody>
</table>

## نوکیش گمرکیان

مرجع گمرکیان کو ہدایت دیتے ہوئے کہ اس کی مرحمت کو اور اس سے سمجھنے کے لئے ایک کانفرنس پڑھنے پر اور اس کے کوروناورس کے مقام کے بارے میں ہجوم کرنے کے لیے۔
Answer key for Unit 5

Pages 35 and 36: Writing time

A. 1. Saleem – He
   2. A horse – It
   3. Ahmed and Ali – They
   4. A book – It
   5. Tahira and I – We
   6. A girl – She

C. One day Bashir and Saif go for a long walk. They are feeling very hot. ‘I want to dive in the river,’ says Bashir. ‘It is cold.’ We can both swim,’ says Saif, and he dives in fast into the water. A woman sees them and she cries, ‘Be careful, there are stones in the river!’

D. 1. true  2. false  3. false  4. true  5. false  6. false

Pages 38 and 39: Writing time

A. 1. It is behind the bush.
   2. She is under the tree.
   3. It is between the chairs.
   4. It is on the road.
   5. He is in the pool.
   6. It is above the clouds.
   7. It is in front of the house.

Page 43: Writing time

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>uncle</td>
<td>aunt</td>
</tr>
<tr>
<td>man</td>
<td>woman</td>
</tr>
<tr>
<td>king</td>
<td>queen</td>
</tr>
<tr>
<td>grandfather</td>
<td>grandmother</td>
</tr>
<tr>
<td>son</td>
<td>daughter</td>
</tr>
<tr>
<td>actor</td>
<td>actress</td>
</tr>
</tbody>
</table>
A. 1. Saleem - He
2. A horse - It
3. Ahmed and Ali - They
4. A book - It
5. Tahira and I - We
6. A girl - She

C. One day Bashir and Saif go for a long walk. They are feeling very hot. "I want to dive in the river," says Bashir. "It is cold." We can both swim," says Saif, and he dives in fast into the water. A woman sees them and she cries, "Be careful, there are stones in the river!"

D. 1. true 2. false 3. false 4. true 5. false 6. false

---

Masculine | Feminine
----------|----------
uncle | aunt
man | woman
king | queen
grand father | grand mother
son | daughter
actor | actress
LESSON 1

OBJECTIVES:
• To locate months and days in a calendar
• To read and write ordinal numbers from first to tenth
• To identify position of objects using ordinal numbers

LEARNING OUTCOME:
By the end of this lesson, students should be able to:
• read and understand data given in a calendar.
• read and write ordinal numbers from first to tenth and use them to identify the position of objects.

RESOURCES REQUIRED (TEACHING AIDS):
• A calendar

METHOD:
• Introduction: Show the calendar to the students, point to each day of the week and read its name aloud. Pause after each day and allow the students to repeat after you. Ask students to think of an activity they do on each day of the week. Write on the board:
  M is for Monday.
  On Monday I sleep.
  T is for Tuesday.
  On Tuesday I ______________.
  W is for Wednesday.
  On Wednesday I ______________.
  T is for Thursday too.
  On Thursday I ______________.
  F is for Friday.
  On Friday I ______________.
  S is for Saturday.
  On Saturday I ______________.
  S is also for Sunday.
  On Sunday I ______________.
Section 1

Focus:

1. The concept of ordinal numbers (Ordinal Numbers) is used in various applications. The first, second, third, etc., are examples of ordinal numbers.

2. Ordinal numbers are used in situations such as ranking, ordering, and identification.

3. For example, in a race, the first, second, and third positions are determined.

4. Ordinal numbers are also used in calendars, dates, and sequences.

5. For instance, the first day of the week is Monday.

M is for Monday.
On Monday I sleep.
T is for Tuesday.
On Tuesday I ____________.
W is for Wednesday.
On Wednesday I ____________.
T is for Thursday too.
On Thursday I ____________.
F is for Friday.
On Friday I ____________.
S is for Saturday.
On Saturday I ____________.
S is also for Sunday.
On Sunday I ____________.
• **What do we do? (Page 44):** Read aloud the poem with actions. Ask students to recite the poem, they can also act out all the verbs in the poem, for example, go to school, swim in the pool, clean the yard, etc.

• **Writing (Page 44):** Ask students to complete this task. They must think of the special things they do on each day of the week and write sentences about them.

• **Day, month, and date:** Allocate 10 minutes at the beginning of each day Calendar Time. Point out the date and day on the calendar. Then ask simple questions like: What was the date yesterday? What day will it be tomorrow? etc. Next, sing the ‘Days of the Week’ song with your class to revise all the days of the week. Then, do a ‘Yesterday, Today, Tomorrow’ activity. Ask your students ‘Yesterday was ____________, today is ________________, tomorrow will be ________________’ and pause in between to allow them to name the appropriate days of the week. Look at the month and note what month it is. Continue this daily to revise the days of the week and names of different months.

• **Months in a year (Page 45):** Read the text on this page. Ask the class to repeat the days of the week and months in a year. Repeat that in a year there are 12 months, 52 weeks, and 365 and 1/4 days.

• **Ordinal numbers:** Take your students to the playground. Hold races to explain the concept of ordinal numbers. Divide the class into groups of ten. Have a race and then ask the students to stand according to their position attained in the race: first, second, third, fourth, and so on.

  Take students back to class. Explain to your class that ordinal numbers mean in order from 1 to 10. First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, and tenth are ordinal numbers. Create two tables on the board, one for days of the week and the other for months of the year.

<table>
<thead>
<tr>
<th>Days of the Week</th>
<th>Months of the year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Monday</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; January</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Tuesday</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; February</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Wednesday</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; March</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; Thursday</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; April</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; Friday</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; May</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt; Saturday</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; June</td>
</tr>
<tr>
<td>7&lt;sup&gt;th&lt;/sup&gt; Sunday</td>
<td>7&lt;sup&gt;th&lt;/sup&gt; July</td>
</tr>
<tr>
<td>8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>8&lt;sup&gt;th&lt;/sup&gt; August</td>
</tr>
<tr>
<td>9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; September</td>
</tr>
<tr>
<td>10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>10&lt;sup&gt;th&lt;/sup&gt; October</td>
</tr>
<tr>
<td>11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>11&lt;sup&gt;th&lt;/sup&gt; November</td>
</tr>
<tr>
<td>12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>12&lt;sup&gt;th&lt;/sup&gt; December</td>
</tr>
</tbody>
</table>
Months of the year

| 1st  | January |
| 2nd  | February |
| 3rd  | March |
| 4th  | April |
| 5th  | May |
| 6th  | June |
| 7th  | July |
| 8th  | August |
| 9th  | September |
| 10th | October |
| 11th | November |
| 12th | December |

Days of the Week

| 1st  | Monday |
| 2nd  | Tuesday |
| 3rd  | Wednesday |
| 4th  | Thursday |
| 5th  | Friday |
| 6th  | Saturday |
| 7th  | Sunday |
The calendar

Fill in the first column and ask students to volunteer to fill in the second with the names of the days of the week and months. Ask questions related to the correct order of the days and months. Which is the second day of the week? Which month comes before February? Name the months that come after May?

**Writing time:** Students can then complete the given activities.

**SUGGESTED LESSON OUTLINE (2 class periods):**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Introduction:</strong> Students are introduced to the days of the week through a poem and a calendar.</td>
<td>15 min</td>
</tr>
<tr>
<td>2. <strong>Reading time:</strong> Students learn the poem What do we do?</td>
<td>20 min</td>
</tr>
<tr>
<td>3. <strong>Writing time:</strong> Students write what they do on each day of the week.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. <strong>Day, month, and date:</strong> Teach the names of days and months with the help of a calendar</td>
<td>10 min</td>
</tr>
<tr>
<td>5. <strong>Months in a year:</strong> Reading the text and completing the written task.</td>
<td>10 min</td>
</tr>
<tr>
<td>6. <strong>Ordinal numbers:</strong> Students learn the concept of ordinal numbers by holding races. They learn to place the days of the week and months in a year in order.</td>
<td>20 min</td>
</tr>
<tr>
<td>7. <strong>Writing time:</strong> Students practice ordinal numbers and days and months through writing exercises.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES**

**My weekly plan:** Ask students to create a weekly planner. Draw a table with two columns, one for days of the week and the other for scheduled tasks. Let students fill in the tasks in the order in which they need to be done.

**My class party:** Ask students to plan a class party. Tell them to plan all the events of the party in the order in which they will occur. For example, first there will be an introduction; second, a song competition; third, a snacks break; fourth, a game; and so on.

**LESSON 2**

**OBJECTIVES:**

- To understand and use prepositions
- To write numbers in 10s in words

**LEARNING OUTCOME:**

By the end of this lesson, students should be able to:

- understand and use prepositions of time.
- write numbers in 10s in words.
روشنی کردار

پہلا کام ہے کہ ایک کل کام کے اہداف کی اسلامی طرح کی ترتیب کے لیے کام کی اس ترتیب کے خلاصے کے لیے ترتیب کے لیے۔ ایک اور مہم کی درست ترتیب سے مختلف سوالوں پر چلنے۔ ترتیب کے اہداف کو وہاں سے پہلے چوہہ کالم میں سے میں کہیں ہے۔

کل ہے کہ وقت: غلطی یہ سرگرمیاں کم کرنے کی۔

سکتی ہے چودہ خاک (ہر ابحاث کے 2 بہتیان):

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
</tr>
</thead>
</table>
| 15 مین | 1. ایک کلام اور ایک کل کا درجہ طلب ہے اور کہ کام کے اہداف کا خلاصے کی، What do we do?
| 20 مین | 2. غلطی ہے وقت: غلطی؟ دل کی حسرت کے لیے؟ |
| 10 مین | 3. غلطی ہے وقت: غلطی ہے کہ وہاں سے پہلے چوہہ کالم کے لیے۔ |
| 10 مین | 4. دل: غلطی اور اندر بہاؤ: لاہور اور وہاں کے نام ایک کل کا کام کے متبادل ہے۔ |
| 10 مین | 5. سال: کہ کسی کا بہاؤ: لاہور اور وہاں کا کام کسلم کرے۔ |
| 20 مین | 6. انادر بہاؤ: دور اور اہداف کے درجہ طلبہ کا اندر بہاؤ کہ ہے بہاؤ کے ایم اور سال کے
| 10 مین | 7. انادر بہاؤ: کسی کا بہاؤ: متبادل ہے بہاؤ کے ہے۔ |

تاریخی سرگرمیاں:

ہر اہداف کا مختلف: غلطی سے بہاؤ کہ ہے بہاؤ کا مختلف بنندی کے لیے سکتی ہے۔ وہ غلطی کے مختلف بنندی کے لیے ہے۔ ایم اور وہاں کے نام اہداف کے لیے وہاں ایک کلام کہ وہاں کے اہداف کا مختلف بنندی کے لیے۔

مہری مبتہ کو بیان، غلطی سے بہاؤ کہ ہے بہاؤ کے مختلف بنندی کے لیے وہاں ایک کلام کہ وہاں کے اہداف کا مختلف بنندی کے لیے۔

سکتی 2

منظور:

- تزئین بیان (Prepositions)
- دیان (10) واسطہ اہداف کا مختلف بنندی

نکاتی:

- اس سکتی ہے انتظام، غلطی کو اس قائم بہاؤ کا پیشی کہ وہ
- وقت سے مختلف تزئین بیان کو بہاؤ کے مختلف بنندی کے،
- وہاں اور وہاں اہداف کا مختلف بنندی کے لیے۔
METHOD:

• **Bashir (Page 47):** Introduce students to *prepositions of time*. Explain that there are three prepositions they need to know: *in*, *on*, and *at*. If they refer to a longer duration of time, for example, a year, a month, or even a week, they will use the preposition *in*. For example, I was born in 1984, in July in the summer months. If they refer to a specific day they must use *on*. For example, I was born *on* the 5th of July or *on* Monday. If they refer to a specific time, they will use *at*. For example, I was born at 5 o’clock. Students read about Bashir and note the use of the prepositions of time *in* and *on*.

• **Short interview:** Ask your students to interview their classmates. Allow them to walk around the class and ask their friends in which year, month, and on which day they were born. Next, ask the students to complete the writing task.

• **Numbers in tens (Page 48):** Students learn numbers in 10s by reading the poem aloud to a partner. They learn the numbers ten, twenty, thirty, forty, and fifty and also spell them. Next, they complete the writing activity.

**SUGGESTED LESSON OUTLINE (1 class period):**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Introduction:</strong> Students learn the three main prepositions of time through examples.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Short interview:</strong> Students interview their classmates to practice using prepositions of time.</td>
<td>15 min</td>
</tr>
<tr>
<td>3. <strong>Writing time:</strong> Students complete the writing exercises on prepositions.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. <strong>Numbers in tens:</strong> Students work in pairs to learn counting in tens through a fun poem and do the writing task.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

Ask students to bring in a box of toothpicks. Let students separate the toothpicks into groups of tens first and then add them up to count by tens: ten, twenty, thirty, forty, and fifty.
### Prepositions

- at
- in
- on

### Explanation

- **at** is used to indicate a specific point in time, e.g., **I was born in 1984, in July in the summer months.**
- **in** is used for general time spans, e.g., **I was born on the 5th of July or on Monday.**
- **on** is used for specific days of the week, e.g., **I was born at 5 o'clock.**

### Toothpicks

- **Toothpicks** are used for cleaning the crevices between teeth.
- They are made from natural materials and are available in various sizes and shapes.

### Table

<table>
<thead>
<tr>
<th>Time</th>
<th>Action</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Scratch: Punch toothpicks in the side of the tooth at the gum line. (Prepositions)</td>
<td>- 1</td>
</tr>
<tr>
<td>15 min</td>
<td>Scratch: Punch toothpicks side by side at the gum line. (Prepositions)</td>
<td>- 2</td>
</tr>
<tr>
<td>10 min</td>
<td>Repeat toothpick punch at the gum line.</td>
<td>- 3</td>
</tr>
<tr>
<td>10 min</td>
<td>Dental flossing is done.</td>
<td>- 4</td>
</tr>
</tbody>
</table>

### Conclusion

- Scratching the teeth is done first.
- Flossing is done after scratching.
- Toothpicks are used to clean between the teeth.

---

**Oxford University Press**
**Answer key for Unit 6**

**Pages 45 and 46: Writing time**


B. 1. first 2. second 3. third 4. fourth 5. fifth

6. sixth 7. seventh 8. eight 9. ninth 10. tenth

C. 1. First January
2. Second February
3. Third March
4. Fourth April
5. Fifth May
6. Sixth June
7. Seventh July
8. Eight August
9. Ninth September
10. Tenth October
11. Eleventh November
12. Twelfth December

**Page 47: Writing time**

A. 1. on 2. in 3. in 4. on 5. on 6. in 7. in

**Page 48: Writing time**

A. 1. twenty 2. forty 3. ten 4. fifty 5. thirty

B. 1. ten 2. fifty 3. twenty 4. forty 5. thirty

**REVIEW TEST 2**

**Answer key**

A. 1. late 2. white 3. sad 4. short 5. cold

B. 1. He 2. They 3. She


D. 1. first 2. second 3. third

E. 1. in 2. above 3. behind 4. under 5. on

F. 1. a. Nasir is buying books.
   b. The old lady is buying an Eid card.
   c. They are at a bookstore.
   d. She drops her purse.
   e. Nasir picks up her purse and returns it.

2. Characters: Nasir – old lady
Setting: Bookstore
B. 1. first 2. second 3. third 4. fourth 5. fifth
6. sixth 7. seventh 8. eight 9. ninth 10. tenth
C. 1. First January 2. Second February 3. Third March
4. Fourth April 5. Fifth May 6. Sixth June
10. Tenth October 11. Eleventh November 12. Twelfth December
A. 1. on 2. in 3. in 4. on 5. on 6. in 7. in
A. 1. twenty 2. forty 3. ten 4. fifty 5. thirty
B. 1. ten 2. fifty 3. twenty 4. forty 5. thirty

A. 1. late 2. white 3. sad 4. short 5. cold
B. 1. He 2. They 3. She
D. 1. first 2. second 3. third
E. 1. in 2. above 3. behind 4. under 5. on
F. 1. a. Nasir is buying books.
   b. The old lady is buying an Eid card.
   c. They are at a bookstore.
   d. She drops her purse.
   e. Nasir picks up her purse and returns it.

2. Characters: Nasir – old lady
   Setting: Bookstore
LESSON 1

OBJECTIVES:

- To understand and use verbs
- To read the time on a clock

LEARNING OUTCOME:

By the end of this lesson, students should be able to:

- understand and use verbs in the present continuous tense.

RESOURCES REQUIRED (TEACHING AIDS):

- A large wall clock

METHOD:

- **Introduction:** Take the students outdoors and allow them to play. As they play, move amongst the different groups and ask, what they are doing? Allow them to answer with the appropriate verb; running, skipping, chasing, jumping, swinging, building, etc. before telling them that they have just mentioned verbs. Tell them that a verb is a word that tells us what somebody is doing. In other words, verbs are action words.

- **What are Verbs?** Take the students back to the class and explain the definition of a verb again with the help of examples. Tell them that clearly, ‘verbs tell us what somebody is doing.’ Write simple sentences on the board and tell your students to point out the verbs. For example:
  - Ali is cleaning his room.
  - Ahmed is cutting vegetables.
  - Neha is playing with her doll house.

  Allow volunteers to point out that cleaning, cutting, and playing are verbs. They are actions and tell us what somebody is doing.

- **Letter from Murree (Page 52):** Ask the children to read the letter. Point out the format of the letter. Ask students to identify each of the following in the letter: the address of the sender, the date, the greeting, the main body, the closing, and the signature. Ask students to identify all the action words in the letter. Tell them that the underlined words in the letter are verbs as they tell us what Taha is doing.

- **My letter (Writing task):** Ask students to write a simple letter to a friend. This letter will start with the greeting and end with the closing remark and signature. They can tell their friend what they did in their summer holidays. Ask them to write at least four sentences about different things that they did during their summer vacations. Afterwards, allow students to exchange their letters with a partner and underline all the verbs (action words) in their partner’s letter.
Sentence 1

Description:

Verb (Present Continuous tense)

Example sentence:

Ali is cleaning his room.

Ahmed is cutting vegetables.

Neha is playing with her doll house.

Goal of the exercise:

To practice forming Present Continuous tense sentences in English.
• **Writing time (Page 52):** Ask students to complete the writing exercise.

• **Telling the Time:** Teach your students how to read the time. Bring a large wall clock to class.

  1. Point out the hands of the clock. Tell your students that the hour hand is the shorter hand and the minute hand is the longer one. While explaining this, point to the hour, minute, and second hands clearly to help students recognize these.

  2. Next, move onto the clock’s face. Tell your students there are twenty-four hours in a day. To complete a full day, the hour hand will move twice around the clock’s face. Point out each number on the clock’s face starting with 12 and moving clockwise. Let students read these numbers aloud for a second and third time to practice. Now point out that the clock’s hands always move in this same direction.

  3. Now teach students to identify each hour on the clock’s face. Use the board to draw 12 different clocks so you’ll have a picture of each hour (with the minute hand always on 12). An alternative is to use the stopped wall clock by turning the hour hand to each new hour. Students can read the number the hour hand points to, and tell the time.

  4. After students can read each hour on a clock, ask them to draw 12 different clocks to show the twelve different hours during the day.

• **My timetable:** Use the board to list the following six activities:

  1. Brushing my teeth
  2. Going to school
  3. Eating lunch
  4. Doing home work
  5. Watching television
  6. Sleeping

Tell your students they are going to create their personal picture timetable. Give each child ¼ of a chart paper to create their timetable. They can give the heading ‘My timetable’, list each of the above activity, and draw a picture to illustrate the activity. Next, ask them to write the time at which they perform the activity daily and draw a clock to illustrate this time.

For example:

1. **My Time Table**

   ![Brushing my Teeth](image)

   **I brush my teeth at 6 o’clock.**
وقت نباتة: 7:30

1- جزر كيك من السويفون. وجبة سابقة من البروباغا. (wall clock)

2- جزر كيك من السويفون. وجبة سابقة من البروباغا. (wall clock)

3- جزر كيك من السويفون. وجبة سابقة من البروباغا. (wall clock)

4- جزر كيك من السويفون. وجبة سابقة من البروباغا. (wall clock)

5- جزر كيك من السويفون. وجبة سابقة من البروباغا. (wall clock)

6- جزر كيك من السويفون. وجبة سابقة من البروباغا. (wall clock)

ملاحظة الوقت

My Time Table

(بروتفاري: الوقت)

ومن 6 إلى 6 بتوقيت مكة المكرمة)
Let students underline the verbs on their chart and display the students' work on the class board.

- **Reading time (Page 53):** Tell students that they will now find out more about Nasir’s daily activities. Ask them to read about Nasir’s daily activities to a partner. Tell them to note the different times at which Nasir performs these activities. After they have read the text, ask the class simple questions to check their comprehension.

- **What is happening?:** Tell students to note that the words wash, go, help, eat, play, and sleep are action words or *verbs*. We use the *verb + ing* for actions that are happening at the moment of speaking. Play a game of ‘What is happening?’ with your class. Select a student from your class. Whisper an action word to them, for example ‘sleeping’. The student must act out this action for the rest of the class. Ask the class, ‘What is happening?’ and let them guess the action being performed. For example, they will say, ‘He is sleeping.’

Play this game till students clearly understand that the actions happening at the moment are expressed by adding –*ing* to a verb. Students to then work in pairs to complete the discussion activity and writing exercises on pages 54 and 55 of their textbook.

**SUGGESTED LESSON OUTLINE (3 class periods):**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students are taken outdoors to be introduced to the concept of verbs.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. Verbs: Back in the classroom, students learn to define and identify verbs.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Reading time: Students read the letter and identify verbs.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. My letter: Students write a letter to a friend describing their holiday activities and identify the verbs in a partner’s letter.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. Writing time: Students work in pairs to complete a writing exercise.</td>
<td>10 min</td>
</tr>
<tr>
<td>6. Telling the time: Students learn how to tell the time using a wall clock.</td>
<td>10 min</td>
</tr>
<tr>
<td>7. My timetable: Students create their personal time table.</td>
<td>30 min</td>
</tr>
<tr>
<td>8. Reading time: Students practice telling time and identifying verbs. Students play a game of ‘What is happening?’</td>
<td>10 min</td>
</tr>
<tr>
<td>9. Writing time: Students work in pairs to complete discussion and writing activities.</td>
<td>10 min</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Verb phrases:
- Verbs (verbs)
- Action words
- Sleep, play, eat, help, go, wash, listen, read, write, see, hear, know, understand, (understand)
LESSON 2

OBJECTIVES:
• To make simple greeting cards
• To arrange words in alphabetical order
• To write simple sentences on a given topic

LEARNING OUTCOMES:
By the end of this lesson, students should be able to:
• create simple greeting cards.
• arrange words in alphabetical order.
• write simple sentences on a given topic.

RESOURCES REQUIRED (TEACHING AIDS):
• Chart papers
• Crayons

METHOD:

• Eid Greetings (Page 56): Ask students to share in groups, what they do on Eid day. Next, tell them to write a few sentences about how they spend their Eid and read them out to a partner.

Tell your students that Nasir is sending his friend Talha an Eid card. They can open their textbook to see Nasir’s Eid card to Talha. Ask them to design their own Eid card for a friend and write a message on it. They can use chart paper and crayons.

• Writing time (Page 57): Ask students to work in pairs to complete the writing exercises.

• Order of the letters (Pages 58 and 59): Sing the alphabet song with your class. Ask your students to remember the order in which the letters come after one another. Quiz them by asking them short questions about the order of the letters in the alphabet. For example, you may ask: which letter comes after b; name the letter between g and i; which letter comes before z, and so on. Explain to your students that a set of words are given in alphabetical order if the first letter of the words follow the order of the alphabet. Give students groups of simple words to be arranged in alphabetical order. For example, ask them to arrange each of the following groups in alphabetical order:
  1. bee – dog – cat – ant - elephant
  2. goat – jacket – house – frog - igloo
  3. orange – net – lemon – mango – kite
  4. rocket – star – turtle – quilt – palace
  5. wallet – x-ray – yoyo – van – umbrella – zebra

• Writing time: Ask the students to complete the writing exercises.
ستثنیٰ 2

متناصر:
- سادہ سے ٹینک کارڈز (Greeting Cards) 
- تروف ٹیٹ کے ٹریبپ کے اندازے کو ورتے کرنا۔
- دوہرے کے موضوع پر سادہ سے ملتی کھدائیا۔

ائرین:
- اس سکیے کے اخلاق پر ذکر کا اس قائلی توجہ نہیں جانے کہ ہے۔
- سادہ سے ٹینک کارڈز بنا کر سن۔
- اندازے کو ورتے کرنا۔
- دوہرے کے موضوع پر سادہ سے ملتی کھدائیا۔

کورنگ کے لئے یہ دکھار اندکی ایسیا:
- (Crayons)
- جاری میں کھدائیا
- طرفی اخلاق کا

عمری تحقیق (صحیح 56): طالبہ سے یکی ہوی جو عیار کے ڈر کو ہدایت دیں گئی ہے۔ ان سے اسی انسان گروہ کو آگاہ کریں۔ جو ہیں

عمری تحقیق (صحیح 57): طالبہ سے یکی ہوی جو عیار کے ڈر کو آگاہ کریں۔ جو ہیں

طریقہ کار:

تروف ٹیٹ کی تحقیق (صحیح 58 اور 59): ایک میسرے کے ساتھ تروفہ کی زمباب کا جو ہے۔ یہ لائن غیر ہوئی کو ہوئی تروفہ کی تحقیق کا

تروف ٹیٹ کی تحقیق (صحیح 58 اور 59): ایک میسرے کے ساتھ یہ کا جو ہے۔ یہ لائن غیر ہوئی کو ہوئی تروفہ کی تحقیق کا

تروف ٹیٹ کی تحقیق (صحیح 58 اور 59): ایک میسرے کے ساتھ یہ کا جو ہے۔ یہ لائن غیر ہوئی کو ہوئی تروفہ کی تحقیق کا

1. bee - dog - cat - ant - elephant
2. goat - jacket - house - frog - igloo
3. orange - net - lemon - mango - kite
4. rocket - star - turtle - quilt - palace
5. wallet - x-ray - yoyo - van - umbrella - zebra

کچھ کچھ وقت: ٹالبہ سے یکی ہوی جو عیار کے ڈرا کو آگاہ کریں۔
SUGGESTED LESSON OUTLINE (2 class periods):

<table>
<thead>
<tr>
<th></th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Introduction:</strong> Students talk about how they spent their Eid day with their classmates.</td>
<td>10 min</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Eid Greetings:</strong> Students design a greeting card for their friend.</td>
<td>30 min</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Writing time:</strong> Students work in pairs to complete the writing exercises.</td>
<td>10 min</td>
</tr>
<tr>
<td>4.</td>
<td><strong>Alphabetical order:</strong> Students revise the alphabet and learn how to arrange words in alphabetical order.</td>
<td>20 min</td>
</tr>
<tr>
<td>5.</td>
<td><strong>Writing time:</strong> Students do the writing task.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES:

Write down the names of all the students on the board and arrange them in alphabetical order with the help of the class. Next, divide the class into different groups and ask all the group members to line up according to the alphabetical order. You may change the group members to keep changing the order of the students’ line in each group.

**Answer key for Unit 7**

Page 52: Writing time

A. 1. reading 2. enjoying 3. cutting 4. making 5. shopping

Page 54: Discussion time

A. 1. Nasir is eating lunch at 2 o’clock.
2. Nasir is washing his face at 6 o’clock.
3. Nasir is sleeping at 9 o’clock.

Writing time

A. 1. It is 1 o’clock.
2. It is 8 o’clock.
3. It is 4 o’clock.

Page 55: Writing time

B. 1. sitting 2. fishing 3. playing 4. eating 5. running 6. standing

Page 57: Writing time


Pages 58 and 59: Writing time

A. 1. b 2. s 3. y – q – h – n – e, g – s, u, w – k, m
B. fat, hat, mat, Pat, rat, sat
C. 1. boat, coat, goat, moat
2. bear, dear, fear, tear
## بحث 1

### کمی کا ترتیب نکردن (نجاہت کے 2 بیانات):

<table>
<thead>
<tr>
<th>وقت</th>
<th>کمی</th>
<th>ہدایت</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 منٹ</td>
<td>1</td>
<td>خلاص: طالبات بنمانتے کے ساتھیوں سے احاطا کرنا ہے تاکہ کوئی کی کمی گر کرنا نہ ہو۔</td>
</tr>
<tr>
<td>30 منٹ</td>
<td>2</td>
<td>عبوری کی تجربہ: طالبات اس کے ووٹس کے لئے احاطا کارہ بنانے جاری ہے۔</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>3</td>
<td>کمیکا وقت: طالبات مخفی کرنے کے لئے معاوضہ کی کل میں کام کریں۔</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>4</td>
<td>حروف جنی کی ترتیب: طالبات جنی کی دیجیتے ہیں اور اس کے لئے بہترین جوڑ کے احاطا کی کمی کی ترتیب کے مطابق ہے۔</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>5</td>
<td>کمیکا وقت: طالب  کو کمی کا کام کریں۔</td>
</tr>
</tbody>
</table>

### لوکسکی سرگرمیان:

تم طالب کے کام برد پر پیسے اور معاوضہ کی مدد سے احاطا کے مطابق کام کریں۔ بھر معاوضہ کو احاطا کریں۔  اور ان سے حروف کی ترتیب کے مطابق قطعہ بنانے کے لئی کیمیا قطعہ کی ترتیب تیزی کرنے کے لئے آپ کو احاطہ کر کے بھریں۔

### پیش 7 کے تجزیبات

<table>
<thead>
<tr>
<th>صفحہ</th>
<th>کمی</th>
<th>وقت</th>
</tr>
</thead>
<tbody>
<tr>
<td>صفحہ 52</td>
<td>کمی</td>
<td>وقت</td>
</tr>
</tbody>
</table>

### ہدایت 54: جادو گروہ کا وقت

<table>
<thead>
<tr>
<th>کمی</th>
<th>وقت</th>
</tr>
</thead>
</table>

### ہدایت 55: جادو گروہ کا وقت

<table>
<thead>
<tr>
<th>کمی</th>
<th>وقت</th>
</tr>
</thead>
</table>

### ہدایت 57: جادو گروہ کا وقت

<table>
<thead>
<tr>
<th>کمی</th>
<th>وقت</th>
</tr>
</thead>
</table>

### ہدایت 58: جادو گروہ کا وقت

<table>
<thead>
<tr>
<th>کمی</th>
<th>وقت</th>
</tr>
</thead>
</table>

### سوالات

A. 1. reading 2. enjoying 3. cutting 4. making 5. shopping

A. 1. Nasir is eating lunch at 2 o'clock.
   2. Nasir is washing his face at 6 o'clock.
   3. Nasir is sleeping at 9 o'clock.

A. 1. It is 1 o'clock. 2. It is 8 o'clock. 3. It is 4 o'clock.

B. 1. sitting 2. fishing 3. playing 4. eating 5. running 6. standing

B. sun - snake - soon - sale - sum - school

A. 1. b 2. s 3. y - q - h - n - e, g - s, u, w - k, m
B. fat, hat, mat, Pat, rat, sat
C. 1. boat, coat, goat, moat
   2. bear, dear, fear, tear

### کتاب کا ریپورٹ

OXFORD UNIVERSITY PRESS
LESSON 1

OBJECTIVES:
• To understand and respond to simple *wh*– questions
• To understand and use possessive adjectives
• To read text and answer questions

LEARNING OUTCOME:
• By the end of this lesson, student should be able to understand and use different kinds of question words.

RESOURCES REQUIRED (TEACHING AIDS):
• Pictures of people from different professions

METHOD:
• **Introduction (Question words):** To introduce your class to question words, ask them some general questions. Try to use a different question word in each question. Tell the student what kind of information is required by each question word. For example, you may ask,

  1. ‘Who is the Prime Minister of Pakistan?’
     Tell your students that the information required by a ‘who’ question would be the name of a person.
  2. ‘What is your name?’
     Tell your students that a ‘what’ question usually requires the name of a thing.
  3. ‘When did you arrive?’
     Tell your students that ‘when’ questions require time.
  4. ‘Where do you live?’
     Tell your students that a ‘where’ question requires the name of a place.
  5. ‘Why are you sad?’
     Tell your students that a ‘why’ question requires a reason.
  6. ‘How can I cook biryani?’
     Tell your students that ‘how’ questions require explanation.

• **The black bird (Page 60):** Ask the students to read the poem ‘The Black Bird’. Choose any four students to role-play the poem. As the rest of the class reads the poem, these students may act as the king, queen, maid, and blackbird. The king can pretend to count money, the queen to eat bread and honey, the maid may pretend to hang out clothes, and the black bird would pretend to swoop down and peck at the maid. Next, divide the class into pairs and ask them to read the poem.
Chapter 8

Section 1

Examples:

1. Whose book is this?
2. Whose book is this?
3. Whose book is this?

Note:

1. Whose book is this?
2. Whose book is this?
3. Whose book is this?

Theatre:

1. Whose book is this?
2. Whose book is this?
3. Whose book is this?
The black bird

• **Writing time (Page 61):** Discuss the questions on this page. Explain again the question words. Students to then do the writing task.

• **Jack and Jill (Page 62):** Divide the class into groups of four. Allow each group to perform the poem ‘Jack and Jill’ in front of the class. Two students from each group can read the poem and the other two can act as Jack and Jill. After the students’ performances, recap that a ‘who’ question is used to ask about people and a ‘why’ question is used to ask for the reason why something happens. Allow students to answer the given questions.

• **Who are they? (Pages 63 and 64):** Start this activity with a class discussion. Ask the students, ‘What would you want to be when you grow up?’ After listening to their responses, ask why have they chosen this a profession. Allow each child to answer. Cut out pictures from newspapers and magazines which depict different careers. Show these pictures and talk about different careers. For example: a teacher, an athlete, a policeman, a firefighter, a doctor, and so on. Discuss the advantages of joining each profession. Ask students to look at the pictures on this page and then answer the questions, solve the riddles as well as complete the matching activity on the next page. After they complete the matching activity, ask students questions for all the answers in Exercise D. For example, if they have completed the sentence, ‘Bilal is wearing new clothes because it is Eid,’ you will ask them, ‘Why is Bilal wearing new clothes?’

**SUGGESTED LESSON OUTLINE (2 class periods):**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Explain question words.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. Read a poem: Students read and perform the poem.</td>
<td>30 min</td>
</tr>
<tr>
<td>3. Writing time: Students complete the writing task.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. Jack and Jill: Students read another poem and complete the task.</td>
<td>15 min</td>
</tr>
<tr>
<td>5. Who are they? Students discuss different professions and answer questions, solve the riddles, and complete the matching activity.</td>
<td>15 min</td>
</tr>
</tbody>
</table>
85

1. What is the time? (سماح 61): What time is it? (عمر 62): Column 2: Why is Bilal wearing new clothes because it is Eid. (Why is Bilal wearing new clothes?)

2. Does everyone have a partner? (Column 2: 2 duplicate?): Does everyone have a partner?

---

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Matching: everyone gets a new partner.</td>
</tr>
<tr>
<td>30 min</td>
<td>Column 2:</td>
</tr>
<tr>
<td>10 min</td>
<td>Column 2:</td>
</tr>
<tr>
<td>15 min</td>
<td>Column 2:</td>
</tr>
<tr>
<td>15 min</td>
<td>Column 2:</td>
</tr>
<tr>
<td>15 min</td>
<td>Column 2:</td>
</tr>
</tbody>
</table>
LESSON 2

OBJECTIVES:

• To understand and use possessive adjectives
• To read text and answer questions

LEARNING OUTCOME:

By the end of this lesson, student will be able to:

• understand and use possessive adjectives in sentences.
• read a story and answer questions related to it.

RESOURCES REQUIRED (TEACHING AIDS):

• Copies of Worksheet 6

METHOD:

• Introduction: Introduce the possessive adjectives my, your, his, her, its, ours, and theirs through a small activity. Bring a book to class. Point to the book and say, ‘I have a book. This is my book.’ Emphasize on the possessive adjective my. Repeat several times till the students can recall easily. Point to different objects around the class and introduce all the other possessive adjectives in a similar manner. Point to a student’s book and say, ‘You have a book. This is your book.’ Point to a student’s pen and say, ‘Ahmed has a pen. This is his pen.’ Point to a student’s lunchbox and say, ‘Sara has a lunchbox. This is her lunchbox.’ Point to the class room and say, ‘We have a classroom. This is our classroom.’ Point outside the window and say, ‘The school has a yard. This is its yard.’

• Activity: Continue practicing the use of possessive adjectives with the class orally. Ask questions, and allow the students to use appropriate possessive adjectives in their answers. Ask, ‘Is your name Sara?’ Emphasize on your. The student will reply with, ‘No, my name is ____________.’ Continue asking simple questions, for example ‘Is her name Zara?’ Allow the student to reply with, ‘No, her name is ____________.’ If the student replies incorrectly, prompt another student with the same question, till you elicit the correct answer. Ask ‘Is his name Ahmed?’ Wait for the appropriate answer: ‘No, his name is Nabil.’ Next, allow students to ask similar questions. ‘Is your name Saad?’, ‘Is her name Mariam?’, ‘Is his name Kamal?’
Sarajevo

Chapter 2

Possessive Adjectives

- My book is on the table. What is yours?
- Our classroom has a new blackboard. What is your classroom like?

Forms of Possessive Adjectives

- Mine (Possessive adjective)
- Yours (Possessive adjective)
- Ours (Possessive adjective)
- Yours (Possessive adjective)
- His (Possessive adjective)
- Her (Possessive adjective)
- Its (Possessive adjective)
- Their (Possessive adjective)

Example Sentences

- My cat is sleeping on the chair.
- Your book is on the table.
- Our classroom is very big.
- Her pencil is red.
- Their desks are in a row.
- His backpack is on the floor.
- Its name is湘潭.
- Their names are John and Mary.

Common Possessive Adjectives

- Mine (Possessive adjective)
- Yours (Possessive adjective)
- Ours (Possessive adjective)
- Yours (Possessive adjective)
- His (Possessive adjective)
- Her (Possessive adjective)
- Its (Possessive adjective)
- Their (Possessive adjective)

Example Sentences

- My car is very fast.
- Your bag is heavy.
- Our house is old.
- Her shoes are broken.
- His jacket is blue.
- Its tail is long.
- Their pencils are sharp.
- Our books are on the shelf.

Common Possessive Adjectives

- Mine (Possessive adjective)
- Yours (Possessive adjective)
- Ours (Possessive adjective)
- Yours (Possessive adjective)
- His (Possessive adjective)
- Her (Possessive adjective)
- Its (Possessive adjective)
- Their (Possessive adjective)

Example Sentences

- My car is very fast.
- Your bag is heavy.
- Our house is old.
- Her shoes are broken.
- His jacket is blue.
- Its tail is long.
- Their pencils are sharp.
- Our books are on the shelf.
The black bird

• **Taha’s family (Page 65):** Tell students now they will meet Taha’s family. Ask them to read about Taha’s family. Tell them to note the use of all the possessive adjectives they have learnt so far. Ask them to write about their own family in a similar manner. They must construct four similar sentences about their mother, father, sister, and/or brother, and house using the possessive adjectives they have learnt so far.

• **Writing time (Page 66):** Students to complete the writing exercises.

• **Story time – Ali Baba (Pages 67 and 68):** Tell your students it is story time again. Read the story once in continuity and then read a second time, pausing in between frequently, and asking questions to check comprehension. Ask students why did Ali Baba report the thieves to the police. Would they have done the same?

• **Writing time:** Allow students to work in pairs to complete the writing tasks.

**SUGGESTED LESSON OUTLINE (2 class periods)**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Introduction:</strong> Students are introduced to the concept of possessive adjectives through a class discussion.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Activity:</strong> Students play a game to further understand possessive adjectives.</td>
<td>15 min</td>
</tr>
<tr>
<td>3. <strong>Reading time:</strong> Students read about Taha’s family and describe their own family using possessive adjectives.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. <strong>Writing time:</strong> Students complete the writing exercise on possessive adjectives.</td>
<td>10 min</td>
</tr>
<tr>
<td>5. <strong>Story time:</strong> Students listen to a story and answer questions related to it.</td>
<td>15 min</td>
</tr>
<tr>
<td>6. <strong>Writing time:</strong> Students complete the writing activity on the story they have read.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

**Possessive Adjectives:** Play a game of passing the parcel with the students. Choose any parcel: a pillow or a ball. Ask the students to sit in a circle. Start the game yourself. Hold up the parcel and loudly say a sentence which has a possessive adjective in it, e.g. THIS is not MY parcel, this is YOUR parcel.’ Pass the parcel to the next student in the circle and start clapping. They must repeat your statement and pass the parcel along. If a student is unable to remember the statement, prompt them a bit. Let the game continue. After a certain period, stop clapping. The student who has the parcel when you stop clapping must say a sentence which has a possessive adjective in it. Allow the game to continue. You may also make copies of **Worksheet 6** to allow students to further practice possessive adjectives.
Sah Pehlu

- Please open the package (Section 65): Open the package and check the contents. Ensure all items are present and undamaged.

- Check the time (Section 66): Check the time of receipt.

- Unlock the box (Section 67 or 68): Unlock the box and check the documents inside. Ensure all documents are present and undamaged.

- Parish: Place the package in the appropriate location.

---

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Check the contents of the package.</td>
</tr>
<tr>
<td>15 min</td>
<td>Check the documents.</td>
</tr>
<tr>
<td>10 min</td>
<td>Check the time and date on the documents.</td>
</tr>
<tr>
<td>10 min</td>
<td>Check the custody of the documents.</td>
</tr>
<tr>
<td>15 min</td>
<td>Check the time and date on the documents.</td>
</tr>
<tr>
<td>20 min</td>
<td>Check the contents of the package.</td>
</tr>
</tbody>
</table>

- This is not MY parcel: If it is not your parcel, do not sign for it.

---

Oxford University Press
Answer key for Unit 8

Page 61: Writing time

A. 3. The Queen is in the parlour.
    4. She is eating bread and honey.
    5. The maid is in the garden.
    6. She is hanging out the clothes.

Pages 62, 63, and 64: Writing time

B. 1. Mr Rahim  2. Mr Shahid  3. Mr Rehman  4. Mr Faisal  5. Mr Arif
C. teacher.
    farmer.
    pilot.
    doctor.
D 1. Bilal is wearing new clothes because it is Eid.
    2. Sara is crying because she has lost her book.
    3. They are wearing jackets because it is cold.
    4. They are running because they want to catch the bus.
    5. Ahmed is happy because he has a new watch.

Page 66: Writing time

A. 1. your, his, her  2. her  3. His  4. Our  5. Its  6. their

Pages 67 and 68: Writing time

A. 1 Ali Baba was a carpenter.  2. He was cutting wood.
    3. He heard horses.  4. He hid behind a tree.
    5. He saw forty men.  6. A door opened.
B. 4th, 3rd, 5th, 2nd, 1st
A. 3. The Queen is in the parlour.
4. She is eating bread and honey.
5. The maid is in the garden.
6. She is hanging out the clothes.

B. 1. Jack, Jill
2. fetch, pail
3. Jack
4. fell

C. teacher.
farmer.
pilot.
doctor.

D. 1. Bilal is wearing new clothes because it is Eid.
2. Sara is crying because she has lost her book.
3. They are wearing jackets because it is cold.
4. They are running because they want to catch the bus.
5. Ahmed is happy because he has a new watch.

A. 1. your, his, her
2. her
3. His
4. Our
5. Its
6. their

A. 1. Ali Baba was a carpenter.
2. He was cutting wood.
3. He heard horses.
4. He hid behind a tree.
5. He saw forty men.
6. A door opened.

B. 4th, 3rd, 5th, 2nd, 1st
LESSON 1

OBJECTIVES:
- To exchange routine greetings and social courtesies
- To use ‘has’ and ‘have’ to show possession
- To use ‘can’ and ‘cannot’ to show ability or inability
- To express likes and dislikes
- To read and answer questions about simple maps and plans

LEARNING OUTCOME:
By the end of this lesson, students should be able to:
- understand the importance of good manners and exchange routine greetings and social courtesies.
- use ‘has’ and ‘have’ to show possession and ‘can’ and ‘cannot’ to show ability or inability.
- use simple sentences to express likes and dislikes
- read and answer simple questions related to a floor plan.

RESOURCES REQUIRED (TEACHING AIDS):
- Pictures of fruits and vegetables

METHOD:
- **Introduction:** Start the lesson with a discussion on the importance of using polite words and phrases. Explain that we should always use words like please, thank you, and excuse me to respect others and make them feel special.
- Make sure that they understand that they must never forget to say:
  - Thank You when they receive a present or gift or when someone helps them or praises them.
  - Please when they are asking someone to help them with something.
  - Excuse me when they burp or hiccup or sneeze or when they interrupt someone or ask them to move.
  - Greet politely when they meet a friend or acquaintance.
  - Are you alright? if they see someone hurt or in pain.
  - Sorry, when they make a mistake or hurt someone.
- Tell them that we all must always think of other people, rather than ourselves and must try never to hurt someone.
**Item 1**

**Instructions:**
- Use the prepositions "of" or "from" in the context of the given sentence.
- Write the sentence in English.

**Task:**
- Write a sentence using the word "of" or "from" in the context of the given sentence.

**Translation:**
As a rule, the purpose of the exercise is to practice using prepositions.

**Tips:**
- Use "of" or "from" in the context of the given sentence.

**Note:**
- Use the word "of" or "from" in the context of the given sentence.

---

**Item 2**

**Task:**
- Write a sentence using the word "in" in the context of the given sentence.

**Translation:**
In general, the main purpose of the exercise is to practice using prepositions.

**Tips:**
- Use "in" in the context of the given sentence.

**Note:**
- Use the word "in" in the context of the given sentence.

---

**Item 3**

**Task:**
- Write a sentence using the word "on" in the context of the given sentence.

**Translation:**
On average, the main point of the exercise is to practice using prepositions.

**Tips:**
- Use "on" in the context of the given sentence.

**Note:**
- Use the word "on" in the context of the given sentence.

---

**Item 4**

**Task:**
- Write a sentence using the word "at" in the context of the given sentence.

**Translation:**
At first glance, the main idea of the exercise is to practice using prepositions.

**Tips:**
- Use "at" in the context of the given sentence.

**Note:**
- Use the word "at" in the context of the given sentence.

---

**Item 5**

**Task:**
- Write a sentence using the word "for" in the context of the given sentence.

**Translation:**
For the sake of clarity, the main purpose of the exercise is to practice using prepositions.

**Tips:**
- Use "for" in the context of the given sentence.

**Note:**
- Use the word "for" in the context of the given sentence.

---

**Summary:**

As a whole, the purpose of the exercise is to practice using prepositions.
Hurray for Nasir!

- **Reading time (Page 69):** Tell students that they will now meet Nasir, a very polite boy. Ask them to read the passage and discuss all the polite words Nasir uses and ask them if they use those words themselves. On the next page, read with the class why Nasir is the best behaved boy. Ask again whether they also are well-behaved like Nasir, and do they do all the polite things Nasir does.

- **Writing time (Page 70):** Students can complete the task given on this page.

- **The new girl (Page 71):** Introduce the use of *has* and *have*. Explain to your students that they will now meet a new girl Beenish. Ask them read the passage about Beenish. Then ask simple questions to check comprehension. Next, ask students to read the passage to a partner and underline *has* and *have* in the passage. Read the sentences on this page out loud to the class. Ask students to note the use of *has* and *have* in these sentences again. Explain that we use ‘*has*’ with he, she, it, and singular nouns, and we use ‘*have*’ with I, you, we, they, and plural nouns. Practice this concept with the class on the board. Write some fill-in-the-blanks on the board and allow your students to suggest the appropriate helping word.

- **Writing time (Page 72):** Next, working in pairs, students complete the writing exercise.

- **Can and cannot (Page 72):** Model the use of *can* and *cannot* with sample sentences on the board. Start a class discussion by telling your students, ‘I can ride a bike but I cannot swim.’ Ask them what they *can* and *cannot* do. Each student must tell the class what they *can* and *cannot* do in a simple sentence. Read the sentences on this page. Next, allow students to construct three sentences using *can* and *cannot*.

- **Likes and dislikes (Page 73):** Bring some pictures of fruits and vegetables to the class. Show the picture of an apple to the class and say, ‘I like apples.’ Show a picture of a lemon and say ‘I don’t like lemons.’ Show different fruits and vegetables to the class and let them say for each one whether they like or dislike it. Discuss what students like and dislike. Say, ‘I like reading but I don’t like dancing.’ Allow each student to share their likes and dislikes with you. Then read the text on this page. Students can then construct sentences on their likes and dislikes.

- **My school:** Make a plan of your school on the board with the help of the students. Prompt them with questions as you draw each room. Make the classroom in the middle of the board. Ask them which rooms lie to the left and to the right of their classroom. Ask them the location of the library, the principal’s office, the canteen, etc. Complete drawing the floor plan with input from your students. Next, ask them to look at Neha’s school plan on page 74 of their textbook, and let them discuss the floor plan with their partner. After the discussion activity, they can complete the writing exercise.
کچھ ہوا وقت (ساتھی): ظاہر کو تناکی کے کلب کے ایک بہت خوش اخلاق لئے کے نام سے رنگ لئے کے سے۔ اسے سے کسی کو دو ہوئے پھیچے

اور ان نام میں بہت خوش اخلاق پر ذکر گیا ہے۔ الحاشیہ میں اس کا تعلق کہ نہیں۔ اور انہوں نے پھیچے کریں آئے۔

کچھ ہوا وقت (ساتھی): ظاہر کو تناکی کے کلب کے ایک بہت خوش اخلاق لئے کے نام سے رنگ لئے کے سے۔ اسے سے کسی کو دو ہوئے پھیچے

ہے۔ اور ان نام میں بہت خوش اخلاق پر ذکر گیا ہے۔ الحاشیہ میں اس کا تعلق کہ نہیں۔ اور انہوں نے پھیچے کریں آئے۔

472x602

464x39

95

1
Hurray for Nasir!

SUGGESTED LESSON OUTLINE (2 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students learn the importance of manners through a short discussion.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. Reading time: Students learn to use polite words by reading about Nasir.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Writing time: Students work in pairs to complete a short activity on page 70.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. Reading time: Students learn how to use <em>has</em> and <em>have</em>. Students complete an exercise to practice use of ‘has’ and ‘have’.</td>
<td>10 min</td>
</tr>
<tr>
<td>5. Can and cannot: Students learn how to use <em>can</em> and <em>cannot</em> to express their ability or inability to do something.</td>
<td>10 min</td>
</tr>
<tr>
<td>6. Likes and dislikes: Students learn how to express their likes and dislikes through simple sentences.</td>
<td>20 min</td>
</tr>
<tr>
<td>7. My school: Students draw a floor plan of their school, look at another floor plan in their textbook, and answer questions related to it.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES:

Divide the class into different groups. Ask each group to write a short dialogue on a given situation and perform it in front of their classmates. They must show through dialogue, how they can use polite words in each given situation. Give students time to prepare, practice, and present their role-plays to the class.

1. Your father gives you a new toy car as a birthday gift.
2. Your friend compliments you on your new haircut.
3. You want someone to lend you a book.
4. You want to ask your friend to help you with your work.
### Table of Events

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Began to write a story about a space alien.</td>
</tr>
<tr>
<td>20 min</td>
<td>Finished writing the story.</td>
</tr>
</tbody>
</table>

### Notes:

- You cannot use a space alien as a friend.
- Can is often used with have or use as a substitute for cannot.
- After finishing the story, you decided to read it to your friend.

---

1. Your father gives you a new toy car as a birthday gift.
2. Your friend compliments you on your new haircut.
3. You want someone to lend you a book.
4. You want to ask your friend to help you with your work.
Answer key for Unit 9

Page 70: Writing time
A. 1. c        2. a        3. b        4. d

Page 72: Writing time
A. 1. have     2. has     3. have     4. has     5. have     6. has     7. have

Page 75: Writing time
A. 1. It is on the left of the Assembly Hall.
2. The Art Room is to the right of the Principal's office.
3. The library is to the left of the Principal's office.
4. The playground is to the right of the Art Room.
5. Class 1 is between the toilet and Class 2.

REVIEW TEST 3

Answer key
A. 1. The teacher is writing on the board.
2. Ahmed is fishing.
3. Sara and Neha are eating ice cream.
4. Nasir is reading.
5. Mother is cooking dinner.
B. 1. bold, cold, gold, old, told
2. car, ear, mar, tar, war
3. bail, nail, mail, sail, tail
C. 3 o'clock     1 o'clock     6 o'clock
D. 1. c        2. a        3. e        4. d        5. b
E. 1. his       2. her       3. their     4. our
G. 2. Sidra can draw but she cannot cook.
3. My mother can write but she cannot type.
4. Ali can run but he cannot swim.
### A. 1. c  2. a  3. b  4. d

### A. 1. have  2. has  3. have  4. has  5. have  6. has  7. have

**A.**
1. It is on the left of the Assembly Hall.
2. The Art Room is to the right of the principal’s office.
3. The library is to the left of the principal’s office.
4. The playground is to the right of the Art Room.
5. Class 1 is between the toilet and Class 2.

### A. 1. The teacher is writing on the board.
2. Ahmed is fishing
3. Sara and Neha are eating ice cream
4. Nasir is reading
5. Mother is cooking dinner.

### B. 1. bold, cold, gold, old, told.
2. car, ear, mar, tar? war
3. bail, nail, mail, sail, tail

### C. 3 o’clock  1 o’clock  6 o’clock

### D. 1. c  2. a  3. e  4. d  5. b

### E. 1. his  2. her  3. their  4. our

### G. 2. Sidra can draw but she cannot cook.
3. My mother can write but she cannot type.
4. Ali can run but he cannot swim.
Worksheet 1

Articles

A. Fill in the blanks with the correct articles: ‘a’ or ‘an’
1. ___________ elephant
2. ___________ hat
3. ___________ ball
4. ___________ umbrella
5. ___________ aero plane

B. Read the sentences given below. Fill the blanks with ‘a’ or ‘an’.
1. I ate _________ orange.
2. Ali is playing with ___________ red ball.
3. I am ___________ intelligent student.
4. Sana is _________ well mannered girl.
5. ___________ apple a day is good for health.
6. There was _________ cat in the room.
7. She wanted to eat a _________ boiled egg for breakfast.
8. It was ___________ adventurous journey.
9. She has _________ beautiful dress.
10. Sana has _________ old wooden box.

C. Complete the following sentences.

This is ________________
This is ________________
This is ________________
This is ________________
Worksheet 2

Punctuation

A. Rewrite the following sentences by using capital letters where needed.

   ______________________________________________________

2. Sana loves to eat ice cream.
   ______________________________________________________

3. On Monday Akber and Sara went to visit the Faisal mosque.
   ______________________________________________________

4. Quaid-e-Azam is the founder of Pakistan.
   ______________________________________________________

5. Last year we went to Murree in the winter holidays. It was very cold.
   ______________________________________________________

B. Put a full stop (.) or a question mark (?) at the end of each sentence.

1. Can u go out _________

2. Sana has a test tomorrow _______

3. Where are you going to spend your winter vacations __________

4. What is the time __________ Is it 2 p.m __________

5. I love to sing ____________

C. Rewrite the following sentences using capital letters and punctuation marks where required.

1. Ali Sana and Sara are playing cricket
   ______________________________________________________

2. Ouch I hurt my head
   ______________________________________________________

3. Hello my name is Sana and what is your name
   ______________________________________________________
4. Maha has got red, blue, orange, and yellow pencils.

5. Hooray! We are finally going for a picnic.

6. Ali loves to eat watermelon, bananas, mangoes, and grapes.

7. Where have you kept the books?

8. This week we will have holidays on Monday, Tuesday, Wednesday, and Thursday.

9. Wow, you have all the pretty dresses!

10. Is there anybody in the class who has a blue dress?
Worksheet 3

Singular and plural

A. Write the plurals of the following words.

1. watch  ___________________________
2. ball    ___________________________
3. paper   ___________________________
4. dish    ___________________________
5. bush    ___________________________

B. Underline the correct plural for each word.

1. Street
   • Streetes
   • Streets
   • Streeties
2. Peach
   • Peachs
   • Peaches
   • Peachies
3. Sweet
   • Sweetes
   • Sweeties
   • Sweets
4. Box
   • Boxs
   • Boxes
   • Boxis
Worksheet 4

Adjectives and opposites

A. Fill in the blanks with suitable adjectives.
1. Sana has a ______________ puppy.
2. Raheel is a ______________ boy.
3. Yesterday was a very ______________ day.
4. I bought a very ______________ dress.
5. All the students were ______________ about the field trip.

B. Write the opposites of the following words.
1. fat ___________________________
2. hot ___________________________
3. ugly ___________________________
4. white ___________________________
5. heavy ___________________________
6. fast ___________________________
7. long ___________________________
8. soft ___________________________
9. high ___________________________
10. old ___________________________

C. Make sentences using any five words from the above list.
1. _______________________________________________
2. _______________________________________________
3. _______________________________________________
4. _______________________________________________
5. _______________________________________________
Worksheet 5

Prepositions

A. Look at the pictures below and write the position of the red ball in relation to the square.

1. ________________ 2.  ________________
3.  ________________ 4.   ________________
5.   ________________  6.  ________________

e.g.

1. ______ on _______ 2.  ________________
3.  ________________ 4.   ________________
5.   ________________  6.  ________________
Worksheet 6

Possessive adjectives

A. Choose the correct possessive adjective from the box and complete each sentence.

me  my  your  his  her  its  our  their

MEET ALI’S FAMILY

1. Hello! ___________ name is Ali.
2. ___________ father is an accountant and mother a housewife.
3. That boy is ___________ brother. ___________ name is Ahmed.
4. ___________ sister’s name is Sana.
5. I like ___________ family very much.
6. We have a dog. ___________ name is Tommy.
7. We go to ___________ school every day.
8. Sana has got a red bow in ___________ hair.
9. Ahmed likes to go to school on ___________ bicycle.
10. We have got a car. ___________ car is black.
11. My mother said, “Ali! Go to ___________ room now!”
13. We love ___________ dog Tommy and play with it daily.
Answer key

Worksheet 1

Articles

A. Fill in the blanks with the correct articles: ‘a’ or ‘an’
1. an elephant  3. a ball  5. an aero plane
2. a hat  4. an umbrella

B. Read the sentences given below. Fill the blanks with ‘a’ or ‘an’.
1. an  4. a  7. a  10. an
2. a  5. An  8. an
3. an  6. an  9. a

C. Complete the following sentences.
This is a cat
This is a hat
This is a ball
This is an ice cream

Worksheet 2

Punctuation

A. Rewrite the following sentences by using capital letters where needed.
2. Sana loves to eat ice cream.
3. On Monday Akber and Sara went to visit the Faisal Mosque.
4. Quaid-e-Azam is the founder of Pakistan.
5. Last year we went to Murree in the winter holidays. It was very cold.

B. Put a full stop (.) or a question mark (?) at the end of each sentence.
1. Can u go out?
2. Sana has a test tomorrow.
3. Where are you going to spend your winter vacations?
4. What is the time? Is it 2 p.m.
5. I love to sing.

C. Rewrite the following sentences using capital letters and punctuation marks where required.
1. Ali, Sana, and Sara are playing cricket.
2. Ouch! I hurt my head.
3. Hello, my name is Sana and what is your name?
4. Maha has got red, blue, orange, and yellow pencils.
5. Hooray! We are finally going for a picnic.
6. Ali loves to eat watermelon, bananas, mangoes, and grapes.
7. Where have you kept the books?
8. This week we will have holidays on Monday, Tuesday, Wednesday, and Thursday.
9. Wow! you have all the pretty dresses.
10. Is there anybody in the class who has a blue dress?

Worksheet 3
Singular and plural
A. Write the plurals of the following words.
   1. watches  3. papers  5. bushes
   2. balls 4. dishes
B. Underline the correct plural for each word.

Worksheet 4
Adjectives and opposites
B. Write the opposites of the following words.
   1. fat thin 6. fast slow
   2. hot cold 7. long short
   3. ugly beautiful 8. soft hard
   4. white black 9. high low
   5. heavy light 10. old new/young

Worksheet 5
Prepositions
A. Look at the pictures below and write the position of the red ball in relation to the square.
   1. on 3. below 5. behind
   2. above 4. beside 6. under

Worksheet 6
Possessive adjectives
A. Choose the correct possessive adjective from the box and complete each sentence.

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1. my 5. my 9. his 13. Our
3. my, His 7. our 11. your
4. My 8. her 12. your