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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.
ترجمہ اس اداکہ 1 "وا لارن انگلیش" (We Learn English) کی آخری بری کتاب کو پہچاننے میں اسادے کے میادین کے لیے ترتیب دی گی۔ اس رسمی اداکہ کی ہیں جو متعدد اسادے کی مد رسی کے لیے اپنی اہمیت این کے مدد کرے۔ اس کے لیے اور زمانہ کے مدين نہیں، اس رسمی اداکہ کے تیرتن مندرجہ ہے اور مارچ کے افرادی شرتوں کے

ربوطات اسادے میں شامل ہیں:

• محتویات اور ترتیب

یہ رسمی اداکہ اسادے اور اور الزامات اور مداریز پر تحقیق کر رکھتی ہے۔ اسادے اور ان ہدایات کو مذکر کر سے اور کئی ایسے جوہری اور کئی کو محض پیچیدہ ہے۔

• سیرت نامہ کا مجموعہ طریقہ کار

اسادے کو سیرت نامہ چاہئے کے طریقہ کے اورزاس من دھشت کی گئی ہے۔ اس کی تسکین طریقہ کا یہ اور فرمائش اور زمانہ کے دوسرا ہی مذکر ہے۔ مذکر دھشت کی طریقہ کے سیرت نامہ میں لے لیتے ہے کہ اسادے رضا کے کئی کو اورزاس من دھشت کر بند کر دیا ہے۔ اس کے علاوہ پر اور سیرت نامہ کے چاہئے کے افرادی جوہری اور اس کے کئی کو اورزاس من دھشت کر بند کر دیا ہے۔

• ہدایات اور الزامات

یہ ہدایات اور الزامات اورزاس من دھشت کی گئی ہے۔ اس کے علاوہ پر کا چاہئے کے افرادی جوہری اور اس کے کئی کو اورزاس من دھشت کر بند کر دیا ہے۔

• تحقیق کا سیرت نامہ

یہ تحقیق کا سیرت نامہ اورزاس من دھشت کی گئی ہے۔ اس کے علاوہ پر کا چاہئے کے افرادی جوہری اور اس کے کئی کو اورزاس من دھشت کر بند کر دیا ہے۔

• اضافی ورکشن

یہ اضافی ورکشن اورزاس من دھشت کی گئی ہے۔ اس کے علاوہ پر کا چاہئے کے افرادی جوہری اور اس کے کئی کو اورزاس من دھشت کر بند کر دیا ہے۔
LESSON 1

OBJECTIVES:

• Answer questions based on text
• Recognize naming words as nouns
• Apply spelling change in number of nouns by adding or removing s and es
• Recall use of articles a, an, and the

LEARNING OUTCOMES:

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

• understand the concept of nouns and be able to identify nouns in a sentence.
• distinguish between singular and plural nouns and give the plural form of singular words by adding s and es appropriately.
• understand the use of articles, use them in a sentence, and identify them.

RESOURCES REQUIRED (TEACHING AIDS):

• Chart paper

METHOD:

• Introduction: Introduce the concept of nouns by asking the students; ‘What is a noun?’ After listening to their responses, review that a noun is a name of a person, place, or thing. Distribute small pieces of paper. Ask each student to note down three nouns:

   My name: 
   A place I like: 
   A thing I like:

   Let each student share their answers with the rest of the class. This will recap that the noun is the name of a person, place, or thing. Stick or staple these pieces of paper to a chart paper and display it on the board under the heading ‘Nouns’.

• Getting ready for school, Reading (Page 1): Ask the students the following questions: ‘Are they all excited about the beginning of a new school year after the summer vacations?’; ‘Do they all like their new books, bags, stationery, or uniforms?’; ‘What do they enjoy most in school?’; ‘How do they get ready for their first day of school?’ Tell them Nasir and Neha are also very excited about going back to school.

• Role-play: Choose three volunteers from the class to role play as the narrator, Nasir, and Neha. The narrator will read the introduction and then Nasir and Neha will read aloud the short script given on the same page. As they are reading ask students to underline the names of all the things. List them on the board as students read these names out loud from their textbook. Recap that all these things are nouns.
نصیر محمدی

سیرت 1

متخصص:

سیرت یک طالب کو آس کا قابل موجودہ جلدیا کہ دیتا ہے:

اسم کے لحاظ کو کہ کچھ اور جملہ میں اس کی شناخت کرگئے۔

اسم کے لحاظ کو کہ کچھ اور جملہ میں اس کی شناخت کرگئے۔

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دریلا اور (the an a) کی شناخت اور جملہ میں اس کا ریس اور جملہ کرگئے۔

تذکرات کے لیے وکارواہاد ایشا:

قومی:

جاہت پتھر

طریقہ کار:

جواب:

"ااسم نئے نام کو آس کی ایک شخص دیہ کہے جا گا/گی۔ نام کے لحاظ میں کچھ اور جملہ میں اس کی شناخت کرگئے۔"

ایک طالب کو آس کا نکات کے پندرہ میں اس کا ریس اور جملہ کرگئے۔

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دریلا اور (the an a) کی ش
• **Writing (Pages 1 and 2):** Ask students to complete Exercises A and B. Discuss the answers with the class afterwards.

• **Singular and plural (Page 2):** Tell your students: ‘I have many things in my kitchen. I have fruits. I have apples, bananas, and oranges in the fridge. I also have vegetables. I have potatoes, tomatoes, and peas. I enjoy these fruits and vegetables a lot.’ Ask students to name the fruits and vegetables in their kitchen. List them down on the board. Using the list, explain the difference between singular and plural. Tell the students that apple refers to one and apples refer to more than one.

• Explain that *Singular nouns* are nouns that name one person, one place, or one thing. For example a book, a cat, or a ball. *Plural nouns* are nouns that name more than one person, place, or thing. For example books, cats, or balls. Explain that in order to change most nouns from singular to plural, they must add the letter *s*. But for nouns that end in *s*, *ss*, *ch*, *sh*, or *x*, they must add *-es* to show more than one. Explain further by using volunteers, for example, one boy, two boys, one girl, two girls, etc.

• **Reading and writing (Pages 2 and 3):** Ask students to open their textbooks and read aloud further examples of singular and plural. Next allow them some time to complete Exercise A.

• **Articles; a, an, and the (Page 3):** Write *A*, *AN* and *THE* in bold letters on the board. Explain that these three little words are called articles and are very powerful. They are used very often in writing and play a very important role in sentences.

• **The:** Explain that they may use *The* with singular as well as plural nouns. Remind the class that a singular noun refers to one person, place, thing, or animal while a plural noun refers to more than one person, place, thing, or animal. Re-enforce this concept with the help of examples:
  - The girl did her homework.
  - The girls did their homework.

• **A and An:** Explain *A* and *An* are only used with singular nouns. They must remember that *A* is used before words that begin with a consonant while *An* is used before words that begin with vowels — *a*, *e*, *i*, *o*, or *u*. Re-enforce this concept with the help of examples:
  - A girl played on the street.
  - An apple is good for health.

• **Discussion:** Practice using articles. Write simple sentences on the board and ask for volunteers to spot the article. Examples:
  1. The boy loved riding his bike.
  2. Nasir and Neha found a shell at the beach.
  3. ‘We rode an elephant at the zoo,’ said Ali.
  4. An apple a day keeps the doctor away.
  5. We have a large swing in our garden.

• **Writing:** Ask students to complete Exercise B.
• The girl did her homework.
The girls did their homework.

• A girl played on the street.
An apple is good for health.

• The boy loved riding his bike.
Naisr and Neha found a shell at the beach.
"We rode an elephant at the zoo," said Ali.
An apple a day keeps the doctor away.
We have a large swing in our garden.
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 participate in the naming activity.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Reading</strong>: Students read the passage on page 1 and identify the nouns.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. <strong>Writing</strong>: Students work individually to complete Exercises A and B on pages 1 and 2.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. <strong>Singular and plural</strong>: Review the concept of singular and plural nouns with the help of examples.</td>
<td>10 min</td>
</tr>
<tr>
<td>5. <strong>Reading and writing</strong>: Student read further examples of singular and plural nouns and complete Exercise A on page 3.</td>
<td>10 min</td>
</tr>
<tr>
<td>6. <strong>Articles</strong>: Explain the use of articles with the help of examples. Students identify articles in the given sentences.</td>
<td>20 min</td>
</tr>
<tr>
<td>7. <strong>Writing</strong>: Students complete Exercise B.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES:

**Newspaper hunt**: Divide students in groups of four or five. Provide each group with a chart paper. Provide students with a magazine or newspaper. Divide the chart into three columns, singular nouns, plural nouns, and articles. Ask them to cut and paste all the examples of singular nouns, plural nouns, and articles that they can find in the newspaper or magazine.

LESSON 2

OBJECTIVES:

- Count syllables in words
- Locate information given in tables

LEARNING OUTCOMES:

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

- understand the concept of syllables and count the syllables in words.
- draw a timetable and deduce information from it.
- understand and use ordinal numbers.

RESOURCES REQUIRED (TEACHING AIDS):

- Pictures of random objects
قسمت ایک کھوڑن خاکر

<table>
<thead>
<tr>
<th>دوڑنے کی کمی</th>
<th>کمی</th>
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<tbody>
<tr>
<td>منٹ</td>
<td>10</td>
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توپیکی سرگرمیاں:

1. کمی میں ایک خطیب ہے جس نے والدی اور ہوئے کھات پیچیدہ کر لیا ہے۔ یہ ایک بہترین راستہ ہے جس کی ثابت کیا گیا ہے۔
2. گروپ کا ہر کسی نے ایک خاص پیشرفت کی تربیت کی اہمیت پر واضح توجہ کی۔
3. کمی میں ایک کھلا کر لیا ہے۔
4. واپسی میں تمام کی بھرے سے ایک اور اور ایک محتار کے احترام کی تربیت کی۔
5. پانی اور ستھا اور کھیتی کے لیے ممکنہ محتار کے استعمال کی مشترکہ کریں۔
6. اس کے ساتھ ایک کھلا کر لیا ہے۔
7. کمی میں ایک کھلا کر لیا ہے۔

مقصد:

- ایک اور ایک گروپ کی تربیت
- ایک اور ایک گروپ کی تربیت

استعمال:

- ایک اور ایک گروپ کی تربیت
- ایک اور ایک گروپ کی تربیت

نظرات:

- اس کے لئے ایک اور ایک گروپ کی تربیت
- ایک اور ایک گروپ کی تربیت

قلم و ترتیب:

- قلم و ترتیب کے ذریعے کی تربیت
- قلم و ترتیب کے ذریعے کی تربیت

مقدار:

- مقدار
- مقدار

نذر:

- نذر
- نذر
METHOD:

- **Pronunciation check (Page 3):** Tell the students that words are made up of syllables. We can break words into small parts called syllables. If we say the words slowly we can count the syllables. Model the above technique with the help of examples.

- Write on the board the word ‘October’. Explain that oc is the first syllable, to is the second syllable, and ber is the third syllable. Write down all the months of the year on the board and count the number of syllables. Example:
  - January: Ja-nu-ary: 3 syllables
  - February: Feb-ru-ary: 3 syllables
  - March: March: 1 syllable

- **Clapping syllables:** Explain that breaking words into syllables or small parts would help them read and write. Ask for suggestions why this might be so. Would breaking a word into smaller parts make it easier to pronounce it? (Yes) Would breaking a word into smaller parts make it easier to spell it? (Yes) Write the following words on the board one by one.
  - sunshine
  - holiday
  - tasty
  - dinner
  - doctor
  - alphabet
  - communication
  - calendar
  - school
  - wonderful
  - television
  - table
  - lunch
  - airplane
  Say each word out loud after writing it. As you say each syllable in the word clap and pause. For example say sun, clap, pause and then say shine clap pause. Ask students to count the claps and thus the syllables in each word. Say the word a second time and this time have students clap for each syllable you say.

- **Reading (Page 3):** Ask students to read examples of one, two, and three syllable words and then count the syllables in the given words.

- **First day in a new class (Page 4):** Draw the new class timetable with the help of the students on the board. Make a grid with two rows for two days, Monday and Tuesday and nine columns for the eight periods. Fill in the grid with the help of the students. Ask them questions about their time table. What do they have on Monday in the first period? What do they study on Tuesday in the fifth period? And so on. Point out that first, second, third, fourth, fifth, sixth, seventh, and eighth are ordinal numbers and are used to show order.

- **Reading (Pages 4 and 5):** Divide the students into pairs and allow them to role-play the dialogue by choosing either to be Neha or Beenish.

- **Writing (Page 5):** Ask students simple questions about the timetable; e.g. Which subject do Neha and Beenish study on Monday in the sixth period? When do Neha and Beenish have Art? When do Neha and Beenish have library? In which periods do Neha and Beenish study Maths? Next ask them to complete **Exercises A and B.**
تدقيق الكلمات (الซอفر 3): ظلاك كتبناكم كن الظل للفضاء في الأركان. في مستقبل دو نين. تم أتمت تجريد لـ "ظلا" نحن مصوحون من قوة سكان بين مهر بن).

- بالله مليك: SMS جلب في خليفة يارا دار سكان أو سكان كوباها جاكيت. جمال الدماء ساعد على انضمام ملعك كما جاكيت.
- يبادور: الظل لـ "ظلا" هو واعظ حزب كن. في النصف بين هام ومشاركة دار دار سكان.

نهب: مهنا سكان كن نحن مسكينين من الأركان. هام. حزب سكان.

- 3: يناير
- 3: فبراير
- 1: مارس

تالب حارب أركان شمركا: ظلاك كتبناكم كن الظل للفضاء في الأركان. في مستقبل دو نين. تم أتمت تجريد لـ "ظلا" نحن مصوحون من قوة سكان بين مهر بن.

(بيج) في سكان كن نحن مسكينين من الأركان. هام. حزب سكان.

sunshine holiday dinner doctor alphabet communication calendar school wonderful television table lunch airplane

برلاك كي ينسر كن كن الظل للفضاء في الأركان. في مستقبل دو نين. تم أتمت تجريد لـ "ظلا" نحن مصوحون من قوة سكان بين مهر بن.

(بيج) في سكان كن نحن مسكينين من الأركان. هام. حزب سكان.

- 3: يناير
- 3: فبراير
- 1: مارس

بادر: دار دار دار دار سكان. دار دار دار دار سكان. دار دار دار دار سكان. دار دار دار دار سكان.

- 3: يناير
- 3: فبراير
- 1: مارس

بادر: دار دار دار دار سكان. دار دار دار دار سكان. دار دار دار دار سكان. دار دار دار دار سكان.

- 3: يناير
- 3: فبراير
- 1: مارس

بادر: دار دار دار دار سكان. دار دار دار دار سكان. دار دار دار دار سكان. دار دار دار دار سكان.

- 3: يناير
- 3: فبراير
- 1: مارس

بادر: دار دار دار دار سكان. دار دار دار دار سكان. دار دار دار دار سكان. دار دار دار دار سكان.

- 3: يناير
- 3: فبراير
- 1: مارس

بادر: دار دار دار دار سكان. دار دار دار دار سكان. دار دار دار دار سكان. دار دار دار دار سكان.

- 3: يناير
- 3: فبراير
- 1: مارس

بادر: دار دار دار دار سكان. دار دار دار دار سكان. دار دار دار دار سكان. دار دار دار دار سكان.

- 3: يناير
- 3: فبراير
- 1: مارس

بادر: دار دار دار دار سكان. دار دار دار دار سكان. دار دار دار دار سكان. دار دار دار دار سكان.
SUGGESTED LESSON OUTLINE (1 class period):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Counting Syllables:</strong> Students learn that words are made up of syllables.</td>
<td>10 min</td>
</tr>
<tr>
<td><strong>2. Clapping Syllables:</strong> Students clap with each syllable to count all the syllables in a word. They practice with words provided by the teacher.</td>
<td>10 min</td>
</tr>
<tr>
<td><strong>3. My Timetable:</strong> Students create a sample timetable on the board with the help of their teacher.</td>
<td>10 min</td>
</tr>
<tr>
<td><strong>4. Reading:</strong> Students work in pairs and role-play the dialogue given on pages 4 and 5.</td>
<td>10 min</td>
</tr>
<tr>
<td><strong>5. Writing:</strong> Students complete Exercises A and B.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES:

- **PICTURES:** Show students random pictures of different objects. As you show each picture, let students name it and clap for each syllable in it.

  (Suggested picture: pie (1), wagon (2), sun (1), apple (2), umbrella (3), duck (1), violin (3), rabbit (2), igloo (2), queen (1), lamp (1), tiger (2), monkey (2), kite (1), bird (1), feet (1), egg (1), hat (1), yo-yo (2), nose (1), owl (1), corn (1), present (2), jelly (2), etc.

**Answer key for Unit 1**

**Pages 1 and 2: Writing time**

A. 1. school, erasers, uniform, boxes
B. 1. Neha and Nasir are happy because their school is opening again.
2. They are packing their bags.
3. They will take bags, pencils, erasers, books, and boxes of colour pencils.

**Page 3: Writing time**

A. 1. girls 2. bushes 3. roads 4. brothers
5. dishes 6. kings 7. foxes 8. dresses
B. Nasir and Neha are very happy today. They have got many gifts. Mother gave a doll to Neha and a watch to Nasir. Father bought a shirt for Nasir, a bag for Neha, and an umbrella for mother. The children are very happy. They thank their parents.

**Page 5: Writing time**

A. 1. fifth 2. Tuesday, eight 3. Urdu 4. English
B. 1st – first 6th – sixth
2nd – second 7th – seventh
3rd – third 8th – eight
4th – fourth 9th – ninth
5th – fifth 10th – tenth
A. 1. school, erasers, uniform, box
   2. 6th, first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth

B. 1. girls, bushes, roads, brothers, dishes, kings, foaxes, dresses
   2. Neha and Nasir are very happy today. They have got many gifts. Mother gave a doll to Neha and an umbrella for mother. The children are very happy. They thank their parents.
   3. They are packing their bags. They will take bags, pencils, erasers, books and boxes of colour pencils.

A. 2. sun (1), apple (2), umbrella (3), duck (1), violin (3), rabbit (2), igloo (2), queen (1), lamp (1), tiger (2), monkey (2), kite (1), feet (1), egg (1), hat (1), yo-yo (2), nose (1), owl (1), corn (1), present (2), jelly (1), etc.

B. 1. Monday, Tuesday, Friday, Saturday, Sunday, Christmas, New Year, birthday, holiday, Easter, Valentine's Day, mothers day, fathers day, etc.

A. 1. John, Mary, Peter, Mike, Alice, Bob, Kate, Bill, Tom, Jane, etc.
B. 1. 10, 10, 10, 10, 10, 10, 10, 10, 10, 10, etc.

B. 1. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, etc.
LESSON 1

OBJECTIVES:
• Use the library to search specific pieces of information
• Understand the importance of rules

LEARNING OUTCOMES:
By the end of this lesson students should be able to:
• read books for information on simple topics.
• be familiar with different rules in the library and devise their own set of rules for the playground.

RESOURCES REQUIRED (TEACHING AIDS):
• Chart papers

METHOD:
• Introduction: For this lesson take the students to the library, also emphasize the importance of reading books. Ask the students to show you their library cards and note down and discuss the information present on their library card. Let students explore the library. Divide them into pairs and tell them to go and note down the different sections of the library and what sort of books are found in each section. Next, ask each pair to note down any information they can find on seals.

• Reading and writing (Pages 6 to 8): Tell students to read the text silently and then fill out their own library card on the same page.

• Discuss the importance of rules. Ask the following questions:
What are rules? Are there rules to be followed at home, in school, outside on the road, or markets? What rules do they have at home? Why do we need rules? What would happen if there were no rules?

Next, ask them if they follow rules in their library. List these rules on the board. Ask students to read the rules in Nasir’s school library. Ask them if they follow these rules in their own library as well.

• Playground poster: Divide the class into groups of four. Provide each group with a piece of chart paper. Tell each group to brainstorm for any five rules that they must follow in the playground. Next ask them to create a poster entitled ‘Our Playground Rules’ and note these rules down on it.
الکیوری
لا ہجری

سکی 1

مقاوضہ:

• شخصی معلومات کے حصول کے لئے الکیوری کا استعمال
• احصاء و تعدادی احصائی کوششا

نکات:

اس صفحے کا انتظام کے طور پر کل معلومات جا ہے کہ ہے:
• آئی آر ہائے دادئی جو اور معلومات کے پہلے اور مختلف معلومات کے رجوع کر کے یہ کتنے پہچان کریں۔
• الکیوری کے گردوں شواہد کے آگے دو چوکیاں اور چوکیاں کے میدانوں میں دو پہچان احصاء و تعدادی احصائی کوششا

تعریف:

• لی ہورکار اعمادی اشیاء
• ہواہ کے چنگاء

طریقہ کار:

• الکیوری کے لئے چالی ہوئے اور ان کے پہچان اور پچاپ کے کئی مسائل کی اپنی کی نئی اہل کریں - طالب علم سے ان کے الکیوری کا کارا کہا جانے کے لئے کہنے کی ہے۔
• کہنے کے لئے الکیوری کا دوز میں درج معلومات انسینٹ پاس ٹریکر کر لئے اور میں الکیوری کے پہلے اور مختلف معلومات کے رجوع کر کے یہ کتنے پہچان کریں۔
• الکیوری کے میں پچاپ کے دو پہچان اور مختلف معلومات کے رجوع کر کے یہ کتنے پہچان کریں۔

• پھر اور ہورکاری میں (سر شریف 68) طالب علم سے کہنے کہ ہوئے پچاپ اور پچاپ کے دو پہچان کے سہندے الکیوری کا کارا کہا جانے کے لئے کہنے کی ہے۔

• گردوں شواہد کے ایک چوکیاں کے لئے الکیوری، کا کہنے کے لئے احصائی کی اہل کریں - طالب علم سے ان کے الکیوری کا کارا کہا جانے کے لئے کہنے کی ہے۔

• الکیوری کے میں پچاپ کے دو پہچان اور مختلف معلومات کے رجوع کر کے یہ کتنے پہچان کریں۔

• ان کے سے پچاپ کا کہنے کا کہا جانے کے لئے الکیوری کا کارا کہا جانے کے لئے کہنے کی ہے۔

• الکیوری کے میں پچاپ کے دو پہچان اور مختلف معلومات کے رجوع کر کے یہ کتنے پہچان کریں۔

• اور ہورکار اعمادی بیانات کے جاں کے الکیوری کا کارا کہا جانے کے لئے کہنے کی ہے۔

• الکیوری کے میں پچاپ کے دو پہچان اور مختلف معلومات کے رجوع کر کے یہ کتنے پہچان کریں۔

• الکیوری کے میں پچاپ کے دو پہچان اور مختلف معلومات کے رجوع کر کے یہ کتنے پہچان کریں۔

• الکیوری کے میں پچاپ کے دو پہچان اور مختلف معلومات کے رجوع کر کے یہ کتنے پہچان کریں۔

• الکیوری کے میں پچاپ کے دو پہچان اور مختلف معلومات کے رجوع کر کے یہ کتنے پہچان کریں।
SUGGESTED LESSON OUTLINE

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Explain the importance of books and a library.</td>
<td>15 min</td>
</tr>
<tr>
<td>2. Reading and writing: Students read about Nasir’s library card and fill in their own library card.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Discussion: Students discuss why rules are important.</td>
<td>5 min</td>
</tr>
<tr>
<td>4. Playground posters: Students devise their own set of rules for the playground.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES:
As homework assignment ask students to think of five rules which they follow at home. With each rule they identify, let students think of reasons why it is important.

LESSON 2

OBJECTIVES:
- Use alphabetical order to arrange words
- Familiarize with the use of dictionary
- Write simple guided paragraphs
- Demonstrate use of verb can/cannot

LEARNING OUTCOMES:
By the end of this lesson students should be able to:
- arrange a list of words in alphabetical order.
- use can and cannot to show ability and inability.
- write paragraphs on given topics.
- use a dictionary to find the meanings of unfamiliar words.

METHOD:
- Introduction: Recap the English alphabet through the alphabet song. Sing the alphabet song twice with your class to make sure your class knows the letters of the alphabet in the correct order. Next, explain the concept of alphabetical order. Write any 5 letters in random order on the board. Ask for volunteers to come and write them down in the alphabetical order.
- Alphabetical order: Now move onto simple words and ask students to arrange them in the correct alphabetical order. Write on the board the following words: cat – rat – cow – fox – dog – ape – bat

They must look at the first letter in each word to arrange it into the correct alphabetical order.
سپت کا جھنڈا خاکر (جماعت کا 1 بینہ):

<table>
<thead>
<tr>
<th>دوراتے</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>1. تقاریب: تربیت اور تعلیم کی انسداد کردن</td>
</tr>
<tr>
<td>10</td>
<td>2. پیچھے قبائلی طاقت: طالب علم کے لئے اہم</td>
</tr>
<tr>
<td>5</td>
<td>3. پریمیٹپ: طالب علم کی اہمیت یا اقتصادی کردن</td>
</tr>
<tr>
<td>10</td>
<td>4. کمک کے میزائی ہیں: طالب علم کے مہیا کے طمن نہیں لینے کا امل</td>
</tr>
</tbody>
</table>

تقریبی مرحلہ: طالب علم کی ابتدائی تعلیم میں ہونے کی وجہ میں پہلی بار میں ہو ابتدائی تعلیم میں کمک کریں۔ متین سیٹا سیکھا ہوا کریں کہ ہیں۔

سپت کا جھنڈا:

2. مفاتیح:

- تقریبی صورت کے لئے ابتدائی تعلیم میں ہونے کی وجہ میں پہلی بار میں ہو ہوا کریں۔
- طالب علم کا استعمال کریں
- سادہ رنگی جیرا کریں
- طالب علم کا استعمال کریں
- canonical / cannot

3. نتائج:

اس سپت کا جھنڈا کے لئے ابتدائی تعلیم میں ہو ہوا کاریں۔
- تقریبی صورت کے لئے ابتدائی تعلیم میں ہو ہوا کریں۔
- قابلیت یا ابتدائی تعلیم لیے ابتدائی تعلیم کے لئے لیے
- دو جھنڈا کے موہن لیے پہر اگرا کریں
- ان الفاظ کی ابتدائی تعلیم کے لئے لیے استعمال کریں

4. طریقہ کاریں:

- تعریف: تعریف کی گفت کے لئے ابتدائی تعلیم میں ہونے کی وجہ میں پہلی بار میں ہو ہوا کریں۔
- تعریف کی گفت کے لئے ابتدائی تعلیم میں ہونے کی وجہ میں پہلی بار میں ہو ہوا کریں۔
- گفت کے لئے ابتدائی تعلیم میں ہونے کی وجہ میں پہلی بار میں ہو ہوا کریں۔
- گفت کے لئے ابتدائی تعلیم میں ہونے کی وجہ میں پہلی بار میں ہو ہوا کریں۔

کریں:

cat - rat - cow - fox - dog - ape - bat
• **Reading (Pages 7 and 8):** Read the text. Point out how Nasir and Harris used a book on animals for more information. Also point out how topics in this book are organized according in alphabetical order. Explain that word in a dictionary are always arranged in alphabetical order.

• **Discussion and writing (Pages 9 to 11):** In pairs allow students to discuss and complete Exercises A and B.

• Now give them a list of words and ask what they know about each of the following animals:
  
  Alligator  Dolphin  Butterfly  Cheetah  Camel  Donkey

After the discussion ask them to arrange this list in alphabetical order. Explain that if the first or second letters of any two words are the same then they must consider the next letter to see where it stands in the alphabetical order.

Ask students if they have visited a zoo. Distribute loose sheets of coloured paper. Tell them to draw a picture of their favourite animal and write a brief paragraph on their favourite animal below it. They may begin as follows:

My favourite animal is ___________________. It is _________________ in colour.

It likes to eat _________________. It lives in the _________________.

I like it because _________________.

• **Can and cannot:** Model the use of can and cannot with sample sentences on the board. Explain that *can* is used to show ability and *cannot* is used to show inability. Start a class discussion by telling your students, ‘I can swim but I cannot ride a bike.’ Ask them what they can and cannot do. Each student must tell the class what he or she can and cannot do in a simple sentence. Next allow students to construct three sentences using can and cannot independently.

• **Pronunciation check:** Read the words given in the pronunciation box and help the children to pronounce these words correctly.

**EXTENDED ACTIVITIES:**

• Let students learn about ordinal numbers through letters of the alphabet. Write the letters in the correct order on the board and ask students questions similar to the following orally. They may volunteer to answer.

  A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

  What is the 2nd letter in the alphabet?
  Which position is L in?
  What is the 13th letter in the alphabet?
  What is the 20th letter in the alphabet?
  Which position is K in?
My favourite animal is ______________. It is ______________ in colour.
It likes to eat ______________. It lives in the ______________. I like it because ______________.
• Provide students with a group of words containing long vowel sounds –ee- and –oo-. Ask them to use these in sentences and share these sentences with the rest of the class.

SUGGESTED LESSON OUTLINE (1 class period)

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students understand and practice the concept of alphabetical order with the help of various activities designed by the teacher.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. Reading and writing: Students read about various animals and complete the given exercises.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. Can and cannot: Students understand the use of can and cannot and make sentences of their own.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

Answer key for Unit 2

Pages 10 and 11: Writing time

B. 1. A panda likes bamboo shoots.
   2. A penguin cannot fly.
   3. A polar bear is white.

C. 1. can, cannot
   2. cannot, can
   3. can, cannot

E. 2. bat, bear, bird
   3. lamb, leopard, lion
   4. camel, cheetah, crow


The table is giving information about the number of arguments and their corresponding categories.

<table>
<thead>
<tr>
<th>Arguments</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
</tr>
</tbody>
</table>

The instructions are as follows:

- A panda likes bamboo shoots.
- A penguin cannot fly.
- A polar bear is white.

- can, cannot
- cannot, can
- can, cannot

- bat, bear, bird
- lamb, leopard, lion
- camel, cheetah, crow

- 50 - fifty; 51 - fifty-one; 52 - fifty-two; 53 - fifty-three; 54 - fifty-four; 55 - fifty-five;
  56 - fifty-six; 57 - fifty-seven; 58 - fifty-eight; 59 - fifty-nine; 60 - sixty; 61 - sixty-one;
  62 - sixty-two; 63 - sixty-three; 64 - sixty-four; 65 - sixty-five;
  66 - sixty-six; 67 - sixty-seven; 68 - sixty-eight; 69 - sixty-nine; 70 - seventy

- 21st - twenty-first; 22nd - twenty-second; 23rd - twenty-third; 24th - twenty-fourth;
  25th - twenty-fifth; 26th - twenty-sixth; 27th - twenty-seventh; 28th - twenty-eighth;
  29th - twenty-ninth; 30th - thirtieth
LESSON 1

OBJECTIVES:
• Identify basic elements of a story; write guided stories using these elements
• Talk about characters in stories
• Retell stories in a few simple sentences

LEARNING OUTCOMES:
By the end of this lesson students should be able to:
• listen to, read, and narrate a simple story.
• identify the characters, setting, beginning, middle, and ending of a story.
• answer simple questions.

RESOURCES REQUIRED (TEACHING AIDS):
• Chart papers

METHOD:
• **Reading time (Page 12):** Tell students to read the text. Ask questions to check comprehension of difficult phrases and words.

• Ask the students if they have ever travelled. Did they travel by bus, train, or airplane? Have they ever visited an airport? What did they see at the airport? Discuss difficult words and ideas like arrival, departure, porter, trolley, luggage, airhostess, pilot, conveyor belt, runway, etc.

• **Reading time (Page 13):** Talk about grandparents. Tell the class of your own grandparents. Share interesting bits of information about their profession, habits, and your own childhood memories. Next, encourage the students to talk about their own grandparents. Slowly read the passage ‘Beenish meets her grandfather’. Read the passage about Amy Johnson the first woman pilot. Pause frequently and ask simple questions to check comprehension.

• **Writing time (Pages 14 and 15):** Ask students to complete Exercises A and B.

• **Reading time:** Read aloud ‘Little Red Riding Hood.’ Give particular attention to expression and intonation. Read straight through with no interruptions so that the class enjoys the story. At the end of the story ask simple questions about the plot, setting, and the different characters to make sure that the children have understood the story. Next, ask the students to read the story aloud to each other in pairs. One of them can be the big bad wolf and the other ‘Little Red Riding Hood.’

• **Story elements:** Explain that each story has a *beginning, middle, and end*. The beginning tells us about the *characters* and *setting*. The middle tells us about a problem.
سکنٹ 1

مناظر:
• کہانی کے بخاپ نامی خیال کی چوپانی اور ان خواتین کی بخاپی کہانی کا کسی ہے۔
• کہانی کے کرداروں کے بارے میں مباحثہ کیا ہے۔
• سادہ اہمیت میں کہانی کو دیکھنے والے کردار کا مطلب ہے۔

نتیجہ:
اس سکنٹ کے انتظام کے طور پر کوئی قابل مقبول بحث نہیں ہے۔
• کہانی کے بخاپی کی بخاپی دو باتیں ایک دوسرے سے منسجم ہیں۔
• کہانی کے کرداروں میں ہدایت کا انتظام کو کھلا کر ہے۔
• آسان سوالات کے بارے میں مباحثہ کیا ہے۔

تفریح کے لیے دوڑ کی امادی اشیاء:
• چاردہ تحریر

طریقہ کار:
• پہلی کہانی (صفحہ 12): یہ سکنٹ کا بیشتر پہلواناں کے لیے متعلق ہے۔ انتظام کی طرح اور اہمیت کی طرح سے سوالات کی گئیں۔
• طالب کا پنچھ کہانی کی بخاپی سے منسجم ہے۔ انتظام کی طرح اور اہمیت کی طرح سے سوالات کی گئیں۔

پھر کہانی (صفحہ 13): بحث کی ایک اور باتیں۔
• یہ کہانی کا بیشتر پنچھ اور اہمیت کا بیشتر پنچھ ہے۔
• کہانی کے بخاپی کی بخاپی درپیش ہے۔

کہانی کا واقع (صفحہ 14 اور 15): کہانی کا انتظام باہر A ہے۔
• کہانی کا واقع (صفحہ 14 اور 15): کہانی کا انتظام باہر B ہے۔
• کہانی کا واقع: "Little Red Riding Hood"۔

"Joazad ہے۔ درد حسن۔ اس دوڑ کے لیے کہانی کی بخاپی اور اہمیت کی بخاپی کے ساتھ فریم کا تشویش بھی کیا ہے۔
• کہانی کے بخاپی کے بارے میں مباحثہ کیا ہے۔
• کہانی کے بخاپی کے بارے میں مباحثہ کیا ہے۔
In the end we see how the problem is resolved. Divide the board into five sections. Give the headings of characters, setting, beginning, middle, and end on the board.

Explain that every story has characters. The characters can be adults, children, or even animals. Discuss the characters in the story ‘Little Red Riding Hood.’

Next discuss the term plot. Explain that the plot is the story itself. A good plot captures the reader’s attention and makes the reader want to keep reading. The plot consists of the beginning, middle and end. Discuss the events in the beginning, middle, and end. Note these down in the appropriate section on the board. Every story has a problem. This is the issue or problem faced by the characters. Ask what is the problem in ‘Little Red Riding Hood’.

Next, explain that the setting is location where the story takes place. It may be a busy city or a remote village, a school, a forest, or another planet.

Ask the students to complete the activity task.

- **Writing time (Pages 18 and 19):** Ask students to complete Exercises A, B, C, and D. Briefly revise concept of verbs before doing Exercise A.

- **What is a verb?** : A verb tells us what somebody or what happens to it. Write some sentences on the board and asking students to spot the verbs in them.

  **Example:**
  Ali smiled at his younger brother.
  Zain always eats healthy food.

  Next ask students to write their own sentences on the board and identify the verbs in them.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading time: Students read the passage, discuss the vocabulary, and complete the writing task.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. Reading and writing: Students participate in a discussion about their grandparents and read the passage on page 13. Students further share what they aspire to be in the future and complete the writing exercises on pages 14 and 15.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. Reading time: Students listen to the story ‘Little Red Riding Hood’.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. Story Elements: Students understand the different story elements with the help of examples from Little ‘Red Riding Hood’ and then do the group work.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. Writing time: Students answer simple questions related to ‘Little Red Riding Hood’ in Exercises A, B, C, and D.</td>
<td>10 min</td>
</tr>
</tbody>
</table>
Ali smiled at his younger brother.
Zain always eats healthy food.

اب طالبا کتن کرکہ وہ اوہنے بھی مسیت سے آکر نہ سے آکر کیوں پی چھت میں اور ان کا جوہار کا خاک (پہلی اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوسری اور دوサー
**Pronunciation check:** Introduce the concept of silent letters. Write the words, walk, talk, calm, palm, balm on the board. Pronounce them slowly and loudly. Ask students to identify the letters they do not hear. After eliciting the correct response from them, explain that the letter ‘l’ is not pronounced in these words and therefore, is called a silent letter.

Similarly explain that we cannot hear the letter ‘t’ when we pronounce the following words and therefore the letter ‘t’ is silent in these words.

whistle, castle, listen, often

Write the following words on the board and ask each student in turn to spot the silent letter. You may also divide the class into teams and grant a point to each team which identifies the silent letter accurately.

1. island  2. design  3. calm  4. column  5. sword  
6. half  7. yolk  8. walked  9. talk  10. chalk  
11. wrinkled  12. wrong  13. autumn  14. knob  15. aisle  
16. write  17. lightning  18. knit  19. whale  20. resign
<table>
<thead>
<tr>
<th>1. island</th>
<th>2. design</th>
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<td>17. lightning</td>
<td>18. knit</td>
<td>19. whale</td>
<td>20. resign</td>
</tr>
</tbody>
</table>
Answer key for Unit 3

Page 13: Writing time

A. 1. c  2. e  3. d  4. a  5. b

Pages 14 and 15: Writing time

A. • She studies hard and goes to university. – 3
• She flies from England to Australia. – 5
• Amy is hit by a football in school. – 1
• She passes her test. – 4
• She sees a film about aeroplanes. – 2

B. 1. Amy Johnson was the first woman pilot.
   2. A football hit her lips and injured her and the other children laughed at her and call her Ugly Amy.

Pages 18 and 19: Writing time


C. The woodcutter killed the wolf.
The grandmother was sick.
There was cake and fruit in the basket.
The wolf wore a shawl and glasses.
The little girl loved red clothes.

D. 1. Little Red Riding Hood’s mother gave her cake and fruit for her grandmother.
   2. Little Red Riding Hood stopped on her way to pick some flowers.
   3. The wolf locks grandmother into the cupboard, wears her shawl and glasses, and gets into the bed to wait for Little Red Riding Hood.
   4. The woodcutter killed the wolf.

REVIEW TEST 1

Answer key

A. 1. flowers  2. books  3. oranges  4. watches  5. boxes
   6. Polly  7. toy  8. bird
C. 1. jumps  2. sings  3. reads  4. plays  5. takes
D. 1. fifteen  2. twenty-eight  3. thirty  4. thirty-four  5. forty-two
   6. eight  7. twenty-six  8. forty-seven  9. twelve 10. five
E. 1. verb  2. noun  3. verb  4. noun  5. noun
A. 1. c  2. e  3. d  4. a  5. b

A. She studies hard and goes to university. - 3
She flies from England to Australia. - 5
Amy is hit by a football in school. - 1
She passes her test. - 4
She sees a film about aeroplanes. - 2

1. Amy Johnson was the first woman pilot.
2. A football hit her lips and injured her and the other children laughed at her and call her Ugly Amy.


C. The grandmother was sick.
The wolf wore a shawl and glasses.
The little girl loved red clothes.

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3. The wolf locks grandmother into the cupboard, wears her shawl and glasses, and gets into the bed to wait for Little Red Riding Hood.
4. The woodcutter killed the wolf.
LESSON 1

OBJECTIVES:

- Recognize, find out, create, and use rhyming words and write simple poems
- Use adjectives of quantity, quality, size, and colour

LEARNING OUTCOMES:

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

- understand what are rhyming words, identify words that rhyme, and write simple poems.
- understand and use describing words to show colour, size, and quality

RESOURCES REQUIRED (TEACHING AIDS):

- A poster with the picture of a busy park
- Copies of Worksheet 1

METHOD:

- **Introduction:** Start the lesson by asking the 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.
  
  a) Simple Simon met a pieman
     Going to the fair;
     Says Simple Simon to the pieman,
     ‘Let me taste your ware.’
     Says the pieman to Simple Simon,
     ‘Show me first your penny.’
     Said Simple Simon to the pieman,
     ‘Indeed, I have not any.’
  
  b) Twinkle Twinkle little star
     How I wonder what you are.
     Up above the world so high,
     Like a diamond in the sky.

- **Reading time (Page 22):** Read the poem slowly pausing after each line and letting the children repeat after you. Emphasize particularly on rhyming words.

- **Activity time:** Let students work in pairs to read the poem, ‘The cat and the rat.’ Write the words mat, night, me, and sit on the board, and ask students to underline the words in the poem that rhyme with these words. Next, tell them to think of some more words that rhyme with mat, night, me, and sit and fill in the columns.
سشت 1

متناصر:
- تم تأثیر الغازات وقیمتیات، که نشان می‌دهد این کارها، استعمال کردنه ساده اور انسان را پیچیده کردن.

منجر:
- اور معیار، جامعه‌ای ساختار اور رگن که در میانه کار استعمال

نتایج:
- اس سختی که انتخاب کننده‌ی طلایی، کار کننده‌ی یکی می‌باشد، همین تاثیر غذا کننده‌ی بیا که اس اور انسان کردنی.
- نتایج اور نشانه‌گذاری غذا کننده‌ی اوراتهم، جامعه‌ای اور معیارهای اور انتخاب کردنه ان با استعمال کردنی.

تناولین سگ لی درک اهداف اشیا:
- که پر ریخت بارکی، یک باشندی که پر خور
- که هفتم یکی از مؤلف

طراحی کار:

تعریف: طالب‌ها بیابند دوچرخه سگ که انتخاب کردنی که یکی انسان نرمی می‌گردد که کمی غذا بیا هی‌ی نرمی که درون و از این نظر می‌تواند سه

پلاسیم - لغتم پر می‌پردازند دوچرخه بیا هی‌ی غذا کردنی او طالب‌ها که اندکی پر واقع کردنی

a. Simple Simon met a pieman 
Go to the fair;
Says simple Simon to the pieman,
'Let me taste your ware.'
Says the pieman to Simple Simon,
'Show me first your penny.'
Said Simple Simon to the pieman,
'Indeed, I have not any.'

b. Twinkie Twinkle little star 
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.

پر کشیده که وقت (قسمت 22) : لغتم پر می‌پردازند پلاسیم او طالبی که اندکی پر کردنی به صورتی که نظر می‌گردد که یکی انسان نرمی می‌گردد که کمی غذا بیا هی‌ی نرمی که درون و از این نظر می‌تواند سه

سگریز کا وقت: طالب‌ها که لغتم پر می‌پردازند بیا که کمی غذا بیا هی‌ی نرمی که درون و از این نظر می‌تواند سه

الگو اور کردنی او طالبی سگ که لغتم که اندکی کردنی او طالبی که کمی غذا بیا هی‌ی نرمی که درون و از این نظر می‌تواند سه

المیری که معیاری اور کردنی او طالبی که لغتم که اندکی کردنی او طالبی که کمی غذا بیا هی‌ی نرمی که درون و از این نظر می‌تواند سه
Fun with words

- **Adjectives**: Show them a poster of a busy park during summer. You may cut the picture from a newspaper or magazine and paste it on chart paper. Ask the children first to list all the nouns they can see in the poster: *Trees, grass, swings, children, flowers, benches, birds, etc.* This will help students to review nouns. Next, create simple sentences about these nouns.

The park has many trees.
Children played around the swings.
Butterflies fluttered around the flowers.

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? Elaborate the sentences by adding more describing words with the help of the class.

The **small** park has many **tall, green** trees.
**Little** children played around the **colourful** swings.
**Beautiful** butterflies fluttered around the **petty, blue** flowers.

**Discuss**: Do the describing words help make the sentences clearer? How?
Ask your students to come up with at least ten describing words for the nouns in the posters. For example, pretty flowers, green grass, cool breeze, etc.

- **Writing time (Page 23)**: Ask students to complete Exercises A, B, and C.

- **Fun with poems (Pages 24 and 25)**: Ask your students to open the textbook to read the poem ‘Higgledy Tiggledy’ and then to look at the pictures and complete the poem.

- **My likes and dislikes**: Now discuss with your students what they like. Write three topics on the board: *food, seasons, games*. Discuss with your class what they like in each category. Prompt them with interesting questions to encourage responses. What do you like to eat? What is your favourite food? Do you like spicy food or sweet food? Do you like fruits or vegetables? List their preferences in each category on the board. For each category ask a volunteer to write a single sentence on the board stating what they like and do not like. For example, they may write, ‘I like pizza but I do not like spinach.’ Next ask them to complete Exercise E.

- **Sadness and Happiness**: Draw a sad face on one side of the board and a happy face on the other side of the board. Ask a student to write near the sad face, one thing that makes them sad and near the happy face, one thing that makes them happy. Encourage students to think of different ideas and not to, repeat what is already written on the board. After this, copy the poem entitled ‘Sadness’ on the middle of the board. With the help of the class, fill in the blanks in the poem. Now ask the students to think of all the things that make them happy and complete the poem on happiness.

- **Writing time (Pages 26 and 27)**: Provide further practice on adjectives and revise the concept of nouns and numbers in words by asking your students to complete Exercises A, B, C, and D. After they do so, discuss their answers in class and clarify any confusion your class might be facing.
The park has many trees.
Children played around the swings.

The small park has many tall, green trees.
Little children played around the colourful swings.

Beautiful butterflies fluttered around the petty, blue flowers.
SUGGESTED LESSON OUTLINE (3 class periods)

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students are introduced to rhyming words through nursery rhymes.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Reading time:</strong> Students listen to the poem ‘The cat and the rat’ paying particular attention to rhyming words.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. <strong>Writing time:</strong> Students read the poem once more and identify the rhyming words in it. Next they fill in the table with rhyming words of their own.</td>
<td>20 min</td>
</tr>
<tr>
<td>4. <strong>Adjectives:</strong> Students understand the concept of adjectives and brainstorm for a list of adjectives through a poster activity.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. <strong>Reading and writing time:</strong> Students read further examples of adjectives and complete the Exercises A, B, and C on the same page.</td>
<td>20 min</td>
</tr>
<tr>
<td>6. <strong>Fun with poetry:</strong> Students participate in different activities to create poems of their own.</td>
<td>30 min</td>
</tr>
<tr>
<td>7. <strong>Writing time:</strong> Students complete Exercises A, B, C, and D and revise the concept of adjectives, nouns, and numbers.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES:
- Have fun with poetry. Ask students to write short poems on simple subjects like: ‘My best friend,’ ‘My father,’ ‘A sunny day.’
- Students may complete Worksheet 1 on adjectives.

LESSON 2

OBJECTIVES:
- Review the concept of singular and plural nouns
- Revise that we change the number of naming words by adding or removing ‘s’ and ‘es’
- Apply spelling change in plural form of nouns by adding ‘es’ after words ending in \( y, o, \) etc.
- Identify countable and uncountable nouns

LEARNING OUTCOMES:
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’ after words ending in \( y, o, \) etc.
## سقیفہ کا مخصوص ناک (جماعت کے 3 بیروتی)

<table>
<thead>
<tr>
<th>دور ازیں</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1. تعارف: نسیم کے پاس پناہ نہیں لیں کہ دریں لیجی طالب کم قابل قبولیت، دفاع مرکزی بار. یہ &quot;The cat and the rat&quot; نام ہے</td>
</tr>
<tr>
<td>10</td>
<td>2. قطعہ کا وقت: طالب مرکزی کے پاس نہیں اور اس کے نام قابل قبولیت نہیں. اس کے لئے اسے نہیں قابل قبولیت اور کام</td>
</tr>
<tr>
<td>20</td>
<td>3. کام کے دوسرے بندوں کو پہچانیں</td>
</tr>
<tr>
<td>20</td>
<td>4. این جریان: طالب کے پاس قابل قبولیت اور پہچانی بندوں کے نام کام کے کام</td>
</tr>
<tr>
<td>20</td>
<td>5. پہلا این جریان کا وقت: طالب کے پاس قابل قبولیت اور پہچانی بندوں کے نام کام</td>
</tr>
<tr>
<td>30</td>
<td>6. شاعری کا کام: طالب کے پاس قابل قبولیت کام کے نام کام</td>
</tr>
<tr>
<td>10</td>
<td>7. کام کا وقت: طالب کے پاس قابل قبولیت، این جریان کے نام کام</td>
</tr>
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## نوٹس
- شاعری کے کام سے لطف اندر بون- طالب سے آسان معلومات تیار کیا جاتی ہے. "میرے دل" کے پاس کیا پہچانی بندوں کا کام |
- طالب کے پاس کام کے وقت کام 1 کام کے وقت |

## سقیفہ 2

## متواضع:
- این جریان کے کام، "es", "s", "es'" کے اضافے کے ذریعے تیار کیا جاتا ہے. | "es'" کے اضافے کے ذریعے تیار کیا جاتا ہے |
- "es" کے اضافے کے ذریعے تیار کیا جاتا ہے |
- "es'" کے اضافے کے ذریعے تیار کیا جاتا ہے |
- "es'" کے اضافے کے ذریعے تیار کیا جاتا ہے |

## نتائج:
- این جریان کے کام "es'" کے ذریعے تیار کیا جاتا ہے |
- این جریان کے کام "es'" کے ذریعے تیار کیا جاتا ہے |
- "es'" کے اضافے کے ذریعے تیار کیا جاتا ہے
RESOURCES REQUIRED (TEACHING AIDS):

• Copies of Worksheet 2

METHOD:

• **Introduction:** Revise the concept of singular and plural by asking the students a series of questions. Show them a single pencil. State, ‘I have one pencil.’ Next ask any student, ‘How many pencils do you have?’ After he or she answers appropriately, write pencil and pencils on the board. Next, choose a noun that ends with x. State, ‘I have one box.’ Next ask another student, ‘How many boxes do you have?’ After they answer appropriately, write box and boxes on the board. Tell your students that pencil and box refer to a single thing or noun and pencils and boxes refer to more than one thing or noun. Point out that we change a singular noun pencil to a plural noun pencils by adding an ‘s.’ Similarly point out that we change a singular noun box to a plural noun boxes by adding ‘es.’

• **Review previous knowledge (Page 27):** State clearly each of the following:

  Singular nouns are nouns that name one person, one place, or one thing.

  Example: cap, cat, bat

  Plural nouns are nouns that name more than one person, place, or thing.

  Example: 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 give words that end in s, ss, ch, sh, or x on the board.

  **Singular:** bus, glass, dish, box, bench.

  **Plural:** buses, glasses, dishes, boxes, benches.

• **Nouns that end with ‘f’ or ‘fe’ and ‘o’:** Repeat the same strategy for nouns ending with f, fe, and o.

  **Singular:** (calf, half, knife, life, loaf, shelf, thief, wife.

  **Plural:** calves, halves, knives, lives, loaves, shelves, thieves, wives.

  **Singular:** potato, echo, hero, tomato, cargo, buffalo etcetera.

  **Singular:** potatoes, echoes, heroes, tomatoes, cargoes, buffaloes.

• **Nouns that end with ‘y’:** Divide the board into two columns. The heading of one column should be ‘singular’ and the other column ‘plural.’ Now choose several nouns that end with a vowel and y (day, bay, tray, valley, boy, guy, alley, chimney) in the left-hand column. Read them one at a time. Next, ask the students what might be the plural form of each of these words ending with ‘y.’ Write the correct plurals in the right hand column (days, bays, trays, valleys, boys, alleys, chimneys). Point out to your
The following are the words and phrases to learn:

**Singular:** bus, glass, dish, box, bench

**Plural:** buses, glasses, dishes, boxes, benches

**Singular:** calf, half, knife, life, loaf, shelf, thief, wife

**Singular:** calves, halves, knives, lives, loaves, shelves, thieves, wives

**Singular:** potato, echo, hero, tomato, cargo, buffalo

**Plural:** potatoes, echoes, heroes, tomatoes, cargoes, buffaloes
Fun with words

students now that when nouns end with a vowel followed by ‘y’ we simply add an ‘s’ to change them into plural nouns. Ask students to think up of some examples of nouns ending with a vowel followed by ‘y.’ Then ask for volunteers to come to the board and write the correct plurals for them.

The next step is to write several nouns that end with a consonant followed by ‘y’ (baby, daisy, story, trophy, etcetera.) in the left-hand column. Read them one at a time. Now slowly write the plural forms of each of the examples given on the board (babies, daisies, stories, trophies etcetera). Ask your students to note that when the last two letters of a noun consist of a consonant and ‘y’ the plural form is made by removing ‘y’ and adding ‘ies.’ Ask students to think up of some examples of nouns ending with a consonant followed by ‘y.’ Then ask for volunteers to come to the board and write the correct plural for them.

• **Countable and Uncountable nouns:** Ask your students whether they can count the hair on their heads? Have they ever tried counting the grains of rice? Can sugar be counted? What about rain or water? Explain that hair, rice, sugar, rain, and water are uncountable nouns. They cannot be counted. Things like books, pencils, papers, boys, girls, etc. can be counted.

• **Writing time:** To revise plurals and countable and uncountable nouns ask students to complete **Exercises E** and **F**.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
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<tbody>
<tr>
<td>1. Introduction: Students understand the concept of singular and plural nouns and review rules to form plurals that have been previously taught.</td>
<td>10 min</td>
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<tr>
<td>2. How to form plurals: Students learn how to form plurals of nouns that end with ‘f’ or ‘fe’ ‘o’ and ‘y’ through several examples.</td>
<td>10 min</td>
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<tr>
<td>3. Countable and uncountable nouns: Students understand the concept of countable and uncountable nouns.</td>
<td>10 min</td>
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<tr>
<td>4. Writing time: Students complete <strong>Exercises E</strong> and <strong>F on page 27</strong> to further practice forming plurals and think of countable and uncountable nouns.</td>
<td>10 min</td>
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**EXTENDED ACTIVITIES:**

• **Newspaper Plural Hunt:** Divide the class into four groups. Provide each group with an article from a children’s magazine. Ask them to look for singular and plural nouns in the article. They must underline all the singular nouns and circle all the plural nouns. Next they must change singular nouns to plural, and plural nouns to singular in a table in their notebooks.

• Students may complete **Worksheet 2** on singular and plural nouns.
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Answer key for Unit 4

Page 22: Activity time
A. and B. Words that rhyme with mat: cat, rat, pat
Words that rhyme with night: light, sight, fight
Words that rhyme with me: see, fee, three
Words that rhyme with sit: bit, hit, fit, lit

Page 23: Writing time
A. 1. cold, winter 2. tiny, poor, small, brown 3. silver 4. sly, bad

Page 24:
D. hen, eggs, ten, hen

Page 26: Writing time
A. small: huge, short: long, green: red, white: black, cries: sings, happy: sad, angry, rich: poor
C. Underline: leaves, tomatoes, butterflies
D. 1. fifteen, 2. twenty-eight, 3. thirty, 4. thirty-four, 5. forty-two, 6. eight, 7. twenty-six, 8. forty-seven, 9. twelve, 10. five

Page 27:
E. 1. lives, 2. flies, 3. potatoes, 4. donkeys, 5. cities, 6. shelves, 7. babies, 8. boys
1. cold, winter  2. tiny, poor, small, brown  3. silver  4. sly, bad

A. small: huge, short: long, green: red, white: black, cries: sings, happy: sad, angry, rich: poor

C. Underline: leaves, tomatoes, butterflies

D. 1. fifteen, 2. twenty-eight, 3. thirty, 4. thirty-four 5. forty-two, 6. eight, 7. twenty-six, 8. forty-seven, 9. twelve, 10. five

E. 1. Lives, 2. flies, 3. potatoes, 4. donkeys, 5. cities, 6. shelves, 7. babies, 8. boys
LESSON 1

OBJECTIVES:
• Predict what will follow next using context clues
• Ask questions to understand text

LEARNING OUTCOMES:
By the end of this lesson students should be able to:
• understand what are fables.
• explain the different elements of a fable (title, setting, characters, problem, action, moral) and describe the elements of the fables they read.
• answer simple questions and predict the endings.

METHOD:
• Introduction: Write in bold letters ‘FABLES’ on the board. Ask your class whether they know what a fable is. Explain that a fable is a story that teaches us a lesson and has animals as characters. Ask the class again whether they have ever heard a fable before. Have their parents or grandparents ever told them a fable? Have they ever read a fable in a book? Remind them of famous fables they might have come across, e.g. the fable of the hare and the tortoise. Ask a volunteer to retell the fable of the hare and the tortoise. Now, ask a volunteer to describe the main characters in this story. Next, ask the class what they have learned from the fable. After this state that the story teaches us that we must never waste time. Ask students if they remember any other fables and discuss the lesson learned from each. Also ask your students to note that the characters in the fables are always animals.

• Reading time (Pages 28 and 29): Tell your students it is reading time. Assign a student the role of Nasir and another student the role of Harris. Tell your students that Nasir and Harris visit the library and now they will read a fable with them. After your chosen students role play the dialogue between Nasir and Harris, read the fable, of ‘The Lion and the Bull’, pausing in between to allow the role-play of Nasir and Harris to proceed and then continue the fable. Ask the students what they think of the main characters of the fable. Allow them to describe the characters briefly. Next, ask simple questions to check their comprehension. Finish off by discussing the lesson learned from the fable. Is the lesson applicable in real life? Do friends, families, or nations benefit more if they remain united? Why?

• Writing time (Pages 29 and 30): Ask students to read the fable once more silently and then complete Exercises A and B.
1 ستھیا

مفتاح:

سابقی سیاست سے اشتراک کی صیادی پر نچلے آدم دوائیات کا اندازہ اگالہ ہے۔

متین کوہنے کے لیے سوالات کرنا ہے۔

نام:

اس ستھیا کے اخلاق کی ٹکر کو آرام دوائی نہیں ہے۔

کب ستھیا آموزگاری کے متعلق خاص اخلاق (نمونوں کے ترتیب، مصروفات، واقعات، ستھیا) کی وضاحت کرکے اور ان میں مکمل خاص کرکے کرکمہ ہے۔

آسان اور سادہ سوالات کے خواہ دوستی کے طاہرہ کی اخلاق کی اخلاقی کے جیسے کرکمہ ہے۔

طریقتہ کا ذکر:

"FABLES" (سکھت آموزگاری) کے اخلاقی ٹکر اخلاق کے اندازے میں ستھیا آموزگاری کا خاص سمجھتے ہیں۔ اسی اخلاق کو کہا جا رہا ہے:

"FABLES" (سکھت آموزگاری) کے اخلاقی ٹکر اخلاق کے اندازے میں ستھیا آموزگاری کا خاص سمجھتے ہیں۔

1 پہچان کا وقت (صفحہ 68):

"The Lion and the Bull": آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رکھنے کی ضرورت ہے۔ آپ کا پیچھے اپنے پیچھے کے چھوٹے بھائی کو خود کے ساتھ قابل کردار رک�
Stories that teach a lesson

- **Activity time**: Create flashcards for elements of a fable. Show each flashcard to your class and discuss the definition of each one. First show the Title flashcard. Explain that the title is the name of the story or fable. Next, move to the characters flashcard. Explain that characters are the animals present in the fable. Then show the setting flashcard. Explain that the setting includes the time and place where the story occurs. Now move onto the problem. State that the problem is the difficulty faced by one or more characters that must be solved by the end of the story. Now show them the action flashcard. Explain that action refers to the steps taken by the characters to resolve the problem they are facing. Finally, discuss the moral of the fable. Explain that the moral is the lesson we learn from the fable.

  *Write these headings on the board – title, setting, characters, problem, action, and moral of the story*: Discuss the title, setting, characters, problem, actions and moral of the fable, ‘The Lion and the Bulls’ with your class. As you discuss each element, write down the information you elicit from the students on the board. Ask students to read the chart on page 30 describing the elements of the fable ‘The Lions and the Bull’ and check whether they have actually understood each element correctly.

- **Reading time (Pages 30 to 32)**: Tell the class that you will be reading another fable now. State that the title of the fable is, ‘The Ant and the Grasshopper.’ Read aloud the story to your class giving particular attention to expression and intonation. Pause periodically and ask simple questions. Ask them to tell who was their favourite character and why.

- **Writing time (Pages 32 and 33)**: Ask students to complete Exercises A, B, C, D, and E.

**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 what a fable is and discuss various examples of a fable.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Reading time</strong>: Students listen to the story ‘The Lion and the Bull’ noting its characters and the moral of the story.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. <strong>Writing time</strong>: Students read the story ‘The Lion and the Bull’ themselves and complete Exercises A and B.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. <strong>Activity time</strong>: Students view flashcards to understand the elements of a fable and identify the elements of the fable, ‘The Lion and the Bull.’ They read the chart on page 30 to check their answers.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. <strong>Reading time</strong>: Students listen to the story ‘The Ant and the Grasshopper’.</td>
<td>10 min</td>
</tr>
<tr>
<td>6. <strong>Pair activity</strong>: Students work in pairs to identify the elements of ‘The Ant and the Grasshopper’ and complete Exercises A, B, C, and D.</td>
<td>20 min</td>
</tr>
</tbody>
</table>
### Pennant Aquarium

- **Mr. Green's Time:** 1:00
- **Mr. Green's Aquarium:** cube shape
- **Mr. Green's Fish:** 5 specimens
- **Mr. Green's Plants:** 3 specimens

### Questions

1. Name the fish that is red.
2. Name the fish that is blue.
3. Name the fish that is green.
4. Name the fish that is orange.
5. Name the fish that is yellow.
6. Name the fish that is purple.

### Table

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mr. Red</td>
</tr>
<tr>
<td>2</td>
<td>Mr. Blue</td>
</tr>
<tr>
<td>3</td>
<td>Mr. Green</td>
</tr>
<tr>
<td>4</td>
<td>Mr. Orange</td>
</tr>
<tr>
<td>5</td>
<td>Mr. Yellow</td>
</tr>
<tr>
<td>6</td>
<td>Mr. Purple</td>
</tr>
</tbody>
</table>

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### The Lion and the Bull

- **Plot:** A lion and a bull are fighting for the title of king of the jungle.
- **Moral:** Cooperation is better than competition.

### The Ant and the Grasshopper

- **Plot:** An ant and a grasshopper are talking about their future plans.
- **Moral:** Hard work pays off.

---

### Question

A student is asked to select a fish from each of the following questions:

- **Question 1:** Which fish is red?
- **Question 2:** Which fish is blue?
- **Question 3:** Which fish is green?
- **Question 4:** Which fish is orange?
- **Question 5:** Which fish is yellow?
- **Question 6:** Which fish is purple?

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<table>
<thead>
<tr>
<th>Fish</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Red</td>
<td>Red</td>
</tr>
<tr>
<td>Mr. Blue</td>
<td>Blue</td>
</tr>
<tr>
<td>Mr. Green</td>
<td>Green</td>
</tr>
<tr>
<td>Mr. Orange</td>
<td>Orange</td>
</tr>
<tr>
<td>Mr. Yellow</td>
<td>Yellow</td>
</tr>
<tr>
<td>Mr. Purple</td>
<td>Purple</td>
</tr>
</tbody>
</table>

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### Question

A student is asked to select a fish from each of the following questions:

- **Question 1:** Which fish is red?
- **Question 2:** Which fish is blue?
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- **Question 4:** Which fish is orange?
- **Question 5:** Which fish is yellow?
- **Question 6:** Which fish is purple?

---

### Answer

- **Mr. Red**
- **Mr. Blue**
- **Mr. Green**
- **Mr. Orange**
- **Mr. Yellow**
- **Mr. Purple**

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### Conclusion

The student selects the correct fish for each question based on the characteristics described in the questions.
Answer key for Unit 5

Page 29: Writing time

A. 1. field – an area of land  
2. graze – to eat grass  
3. bull – a male cow  
4. exactly – same in every way  
5. attack – to try to hurt someone


Pages 32 and 33: Writing time

A. Ant: tiny, hardworking, comfortable, busy, kind  
Grasshopper: lazy, hungry, sleepy

B. 1. The lion cannot kill the bulls because they make a circle.  
2. The bulls are no longer friends because the lion has spread stories.  
3. The lion eats the bulls because they are not united.  
4. The ant is not hungry because she has collected food.  
5. The grasshopper is cold because he does not have a home.

C. Title: The Ant and the Grasshopper  
Setting: Forest with a pond  
Characters: Ant, grasshopper.

Problem: The grasshopper wastes all summer lazily and faces cold and hunger in the winter.

Actions: The ant works hard all summer to build herself a cozy home and collects plenty of food. The grasshopper wastes summer months lazily. The grasshopper faces cold and hunger in winter while the ant lives comfortably in a tree. The ant offers to help the grasshopper.

Moral of the story: Never waste your precious time or you may have to suffer later.

E. a. enjoy, hole, leaves, tiny, winter  
   b. sleep, small, song, store, summer
A. 1. Field  
2. graze  
3. bull  
4. exactly  
5. attack


A. Ant : tiny, hardworking, comfortable, busy, kind  
Grasshopper : lazy, hungry, sleepy

B. 1. The lion cannot kill the bulls because they make a circle.  
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b. sleep, small, song, store, summer
LESSON 1

OBJECTIVES:
• Use simple past tense
• Write numbers from 50 to 100
• Pronounce two-consonant cluster words

LEARNING OUTCOMES:
By the end of this lesson students should be able to:
• understand and use that verbs in the past tense.
• change verbs from past to present and vice versa.
• spell numbers in words from fifty to hundred.

RESOURCES REQUIRED (TEACHING AIDS):
• A childhood photograph

METHOD:
• Introduction: Create a mailbox for your class. Use a shoe box, cover it with glaze paper and leave an opening to take out the letters. Create a slot in front to slip in the letters. Write ‘Our Class Mailbox’ in big bold letters on top. Take the mailbox to class and tell your students they will be sending a letter today. Ask them if they have ever received or sent a letter before. If they have, who have they sent it to or received it from? Does anyone in their family receive letters? Does anyone send letters? Are letters useful in any way? Are they fun to read?
• Reading time (Page 34): After a brief discussion about letters, tell your class that they will be reading a letter from Sabiha to Neha.

Read aloud the address first. Ask them to note how the house number, street number, area, and city are given on a separate line. Ask for volunteers from the class to write their addresses in a similar manner on right-hand side of the board. Correct any mistakes made by the students. After you believe they have had enough practice, rub off sender’s address and write your own address in the correct format.
Now move on to the greeting. Explain that we usually use ‘Dear _______’ when greeting someone in the letter. From the board, rub off greeting in the format and write ‘Dear (any name)’ in its place.
Next, read the body of the letter. After reading the body, ask simple questions to check comprehension. Why is Sabika writing to Neha? Where is she writing from? What is she describing in her letter? What did she do on the beach? What did her grandfather do? What did her grandmother cook?
47

خطا

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Now read the closing sentence, ‘Hoping to see you soon’ followed by the closing acknowledgement and the name. Tell your class we must always end our letters properly, asking our friend to write soon, or stating that we are hoping to hear from them soon and then moving on to an appropriate closing, e.g. ‘Your friend,’ and signing off our name.

- **Discussion and writing (Page 35):** Divide the class into pairs. Have you ever written a letter or received one? If so discuss with your friend, who was the letter for/from. What was it about? After their discussion, distribute loose sheets of coloured paper amongst your students. Ask them to write a letter to their partner about a trip to the zoo. Give them ideas about rides, animals, snacks, and toys to help them describe the trip. Tell them to remember and use the correct format of the letter written on the board. Ask your students to place their letter in an envelope (which they must be asked to bring a day beforehand) and put it into the class mailbox. The mailbox can be opened by the teacher later and the envelopes delivered to the recipients.

- **Past tense:** Bring a childhood photograph of yourself. Show it to the class and describe it. For example if you are playing in a park in the photograph, state, ‘When I was a little girl (or boy) I played in the park.’ Emphasize on the past tense of the verb ‘played.’ Next ask the students to think about their own past. Ask them to think of an activity they liked to do in the past and then construct a sentence on the format ‘When I was a little girl/boy I _________________.’ Ask each child to share his or her sentence with the rest of the class. List down the verbs in their sentences on the board. At the end of this activity, you will have a list of verbs in the past tense on the board. Read these verbs out loud again to the class. State that the verbs are all in the past tense and explain that when we talk about the events in the past, we use the past tense.

- **Changing present to past:** Make two columns on the board with the headings *then* and *now.* Under the ‘Then’ column write all the verbs the students suggested in class earlier. State that these are the past tense of the verbs. Now ask the students the present tense of each of the verbs listed on the board. Fill in the ‘Now’ column with the present tense of the verbs with the help of the class. Explain again that past tense is used to talk about events that occurred in the past and present tense is used to talk about events which occur in the present. Explain how to form the past tense of verbs with the help of examples. State that we form the past tense of most verbs by adding *-ed* to them at the end. **Examples:** play – played; walk – walked; cook – cooked etcetera. Some verbs end with ‘y.’ We form the past tense of these by removing the y and adding *-ied.* **Example:** carry – carried, hurry – hurried, cry – cried, etc. Finally, some verbs need to be changed completely in order to form their past tense. **Example:** ride – rode, say – said, catch – caught, etc.

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**Enjoying the holidays**

Now read the closing sentence, ‘Hoping to see you soon’ followed by the closing acknowledgement and the name. Tell your class we must always end our letters properly, asking our friend to write soon, or stating that we are hoping to hear from them soon and then moving on to an appropriate closing, e.g. ‘Your friend,’ and signing off our name.

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When I was a little girl (or boy) I played in the park. I played football with my friends. When I was little girl/boy I played football with my friends.

When I was a little girl/boy I present past

Present

When I was a little girl/boy I present past

Now

When I was a little girl/boy I present past

Now

When I was a little girl/boy I present past

Now

When I was a little girl/boy I present past

Now

When I was a little girl/boy I present past

Now

When I was a little girl/boy I present past

Now

When I was a little girl/boy I present past

Now
Enjoying the holidays

- **Reading time (Page 35):** Divide the class into pairs. Ask each pair to read and discuss the rules. Ask them to try to learn the verbs with irregular past tense and quiz each other.

- **Writing time (Pages 35 and 36):** To provide further practice with past tense ask students to complete Exercises A, B, C, and D.

- **Numbers:** Review the spellings of numbers fifty to seventy with the class. Ask each student to write on the board a single spelling one after another. Then ask the students to complete Exercise E.

- **Jack and the Beanstalk (Page 37):** Tell your students it is story time again. Explain that you will be reading a story about a boy Jack and how he climbs a beanstalk to become rich. Ask them to listen carefully to the story. Read aloud the story of Jack and the beanstalk inserting appropriate verbs from the box in the blanks given. After you finish reading ask your students to fill in the blanks with the correct verbs from the box.

- **Discussion and writing time (Pages 38 and 39):** Divide the class into four groups. Ask each group to look at the pictures and discuss what might happen next in the story. After the discussion allow each group to share their version of the ending with the rest of the class. Next each student must read the sentences and underline the verbs in them.

- **Pronunciation check:** Practice pronouncing the words on page 39 with your class. Allow students to say each word out loud with you so that they can become familiar with it.

- **Neha’s Letter to Sabiha:** Tell your class Neha has plied to her friend Sabiha. Read her letter and ask simple questions at the end to check comprehension. Where did Nasir and Neha go for the holidays? How did they reach there? What did they help grandfather do? What did Nasir want to do?

- **Writing time (Pages 41 and 42):** Ask your students to complete Exercises A, B, C, and D. Circulate around the class and provide help if necessary.

- **Pronunciation check (Page 42):** Practice pronouncing the words with your class. Allow students to say each word out loud and note the pronunciation.
• پہچان کا وقت (صفحہ 35) : ظاہر کی بحوریں با دودی- بھی بھجوری سے قواعد پر جمع اور ان کے بارے میں بات کیتی کرنے کے لیے کچھ - ان
• لکھتا وقت (صفحہ 36) : ظاہر کی میڈیکس کی فرض سے ظاہر کو میڈیکس میں اضافہ کیا جاتا ہے - بھی بحوری
• اعداد کے ساتھ اضافہ/ضمن اعداد کے ساتھ (spelling) کا جائزہ ہے - بھی بحوری چمپ سے بھرے ہوئے کے بعد چمپ کے
• کچھ دوسرے مصروف کی کوشش کی تحقیق کر کے اپنے اور ان سے متعلق کم کرنے کے لیے کچھ - بھی بحوری
• چوگ اور چاک کا وقت (صفحہ 37) : ظاہر کا جائزہ ہے کہ اپنے کہاں سے ظاہر اضافہ اور ان کا وقت ہے - بھی بحوری چمپ سے بھرے ہوئے کے بعد چمپ کے
• بات بھیت اور اور ان کا وقت (صفحہ 38) : ظاہر کا یہ جائزہ ہے کہ بھیت اور ان کا وقت ہے - بھی بحوری چمپ سے بھرے ہوئے کے بعد چمپ کے
• بات بھیت اور ان کا وقت (صفحہ 39) : ظاہر کا یہ جائزہ ہے کہ بھیت اور ان کا وقت ہے - بھی بحوری چمپ سے بھرے ہوئے کے بعد چمپ کے
• بات بھیت اور ان کا وقت (صفحہ 40) : ظاہر کا یہ جائزہ ہے کہ بھیت اور ان کا وقت ہے - بھی بحوری چمپ سے بھرے ہوئے کے بعد چمپ کے
• بات بھیت اور ان کا وقت (صفحہ 41) : ظاہر کا یہ جائزہ ہے کہ بھیت اور ان کا وقت ہے - بھی بحوری چمپ سے بھرے ہوئے کے بعد چمپ کے
• بات بھیت اور ان کا وقت (صفحہ 42) : ظاہر کا یہ جائزہ ہے کہ بھیت اور ان کا وقت ہے - بھی بحوری چمپ سے بھرے ہوئے کے بعد چمپ کے
### SUGGESTED LESSON OUTLINE (5 class periods)

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students talk about letters. They discuss whether they have ever sent or received a letter and talk about the usefulness of letters in general.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. Reading time: Students read the letter written by Sabiha and discuss the format of the letter. They help the teacher create a sample letter on the board.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. Discussion and writing time: Students work in pairs to discuss letter writing. They ask their partner various questions. Then they create a letter for their partner about a trip to the zoo and place it in the class mailbox.</td>
<td>20 min</td>
</tr>
<tr>
<td>4. Past tense: Students are introduced to verbs in the past tense. They learn to distinguish between verbs in the present and past tense.</td>
<td>10 min</td>
</tr>
<tr>
<td>5. Past to present: Students learn to change the present tense to past tense and vice versa.</td>
<td>10 min</td>
</tr>
<tr>
<td>6. Reading and writing time: Students revise the rules regarding past and present tense in pairs. Next they complete Exercises A, B, C, and D.</td>
<td>20 min</td>
</tr>
<tr>
<td>7. Numbers: Students learn to write numbers in words from fifty to seventy, and then complete Exercise E.</td>
<td>10 min</td>
</tr>
<tr>
<td>8. Jack and the Beanstalk: Students listen to the story Jack and the Beanstalk and fill in the blanks.</td>
<td>10 min</td>
</tr>
<tr>
<td>9. Discussion and writing: In groups students discuss what might happen next in the story and then identify the verbs.</td>
<td>10 min</td>
</tr>
<tr>
<td>10. Pronunciation check: Students practice pronouncing the words.</td>
<td>5 min</td>
</tr>
<tr>
<td>11. Neha’s letter and writing time: Students read Neha’s letter and complete Exercises A, B, C, and D.</td>
<td>15 min</td>
</tr>
<tr>
<td>12. Numbers: Students learn to write numbers in words from seventy to hundred and complete Exercise E.</td>
<td>10 min</td>
</tr>
<tr>
<td>13. Pronunciation check: Students learn to pronounce verbs in the past tense.</td>
<td>5 min</td>
</tr>
</tbody>
</table>
### Page 53

#### Reading Time:

<table>
<thead>
<tr>
<th>Duration</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Listen: zigzag. Answer questions.</td>
</tr>
<tr>
<td>20 min</td>
<td>Read: Jack and the Beanstalk. Answer questions.</td>
</tr>
<tr>
<td>20 min</td>
<td>Write: Write a story.</td>
</tr>
<tr>
<td>10 min</td>
<td>Read: Book 1, Chapter 1. Answer questions.</td>
</tr>
<tr>
<td>10 min</td>
<td>Write: Write a story.</td>
</tr>
<tr>
<td>20 min</td>
<td>Read: Book 1, Chapter 2. Answer questions.</td>
</tr>
<tr>
<td>10 min</td>
<td>Read: Book 2, Chapter 3. Answer questions.</td>
</tr>
<tr>
<td>10 min</td>
<td>Write: Write a story.</td>
</tr>
<tr>
<td>5 min</td>
<td>Write: Write a story.</td>
</tr>
<tr>
<td>15 min</td>
<td>Read: Book 2, Chapter 4. Answer questions.</td>
</tr>
<tr>
<td>10 min</td>
<td>Write: Write a story.</td>
</tr>
</tbody>
</table>
Answer key for Unit 6

Pages 35 and 36: Writing time

A. 1. laughed, 2. collected, 3. married, 4. landed, 5. cried, 6. sung
B. 1. blew, 2. taught, 3. ate, 4. made, 5. saw
C. 1. Sabiha went to the beach.
   2. She made sand castles and collected sea shells.
   3. Her friend sat on a camel.
   4. Grandfather caught a crab.
   5. Grandmother cooked chicken and rice.
D. 1. Sabiha goes to the beach.
   2. Sabiha makes sand castles.
   3. Grandfather catches a crab.

Page 37:
Once upon a time a boy named Jack and his mother lived in a small cottage. They were very poor and had no money.

One day Jack’s mother told him to go to the market and sell their cow. On the way to the market Jack sold the cow to an old man who gave him some beans. When Jack’s mother saw the beans she was very angry and she threw the beans outside the window.

The next day Jack woke up to find a giant beanstalk growing up to the sky.

Page 39: Discussion time

a. Jack climbed the beanstalk to a castle in the clouds.
b. Jack knocked on the door.
c. A huge woman opened the door.
d. Jack asked for some food and water.
e. She gave him food and told him to go away quickly.
f. The woman said her husband was a giant who would eat him up.
g. Suddenly they heard a voice crying Fee Fie Fo Fum.
h. Jack quickly hid in the oven.
i. A big giant came in and asked his wife to bring the hen that laid golden eggs.
j. The giant went to sleep.
k. Jack quietly took the hen and climbed down the beanstalk.
l. The giant tried to follow him but Jack quickly cut down the beanstalk.
m. Jack and his mother sold the eggs and became rich.
Once upon a time a boy named Jack and his mother lived in a small cottage. They were very poor and had no money. One day Jack's mother told him to go to the market and sell their cow. On the way to the market Jack sold the cow to an old man who gave him some beans. When Jack's mother saw the beans she was very angry and she threw the beans outside the window. The next day Jack woke up to find a giant beanstalk growing up to the sky.

a. Jack climbed beanstalk to a castle in the clouds.
b. Jack knocked on the door.
c. A huge woman opened the door.
d. Jack asked for some food and water.
e. She gave him food and told him to go away quickly.
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g. Suddenly they heard a voice crying Fee Fie Fo Fum.
h. Jack quickly hid in the oven.
i. A big giant came in and asked his wife to bring the hen that laid golden eggs.
j. The giant went to sleep.
k. Jack quietly took the hen and climbed down the beanstalk.
l. The giant tried to follow him but Jack quickly cut down the beanstalk.
m. Jack and his mother sold the eggs and became rich.
Page 41: Writing time

A. 1. eggs, 2. farm 3. cow, 4. chickens, 5. rotis, 6. tractor

Page 42:

D. 1. Nasir and Neha went to their grandparent’s house for the holidays.
2. They milked the cow, collected eggs, and fed the chickens to help their grandfather.
3. Grandfather did not let Nasir drive the tractor because he was too young.
4. Grandmother taught Neha how to make small ‘rotis.’

E. seventy-one, seventy-two, seventy-three, seventy-four, seventy-five, seventy-six, seventy-seven, seventy-eight, seventy-nine, eighty, eighty-one, eighty-two, eighty-three, eighty-four, eighty-five, eighty-six, eighty-seven, eighty-eight, eighty-nine, ninety, ninety-one, ninety-two, ninety-three, ninety-four, ninety-five, ninety-six, ninety-seven, ninety-eight, ninety-nine, hundred
A. 1. egg, 2. farm, 3. cow, 4. chickens, 5. rotis, 6. tractor

D. 1. Nasir and Neha went to their grandparent's house for the holidays.
2. They milked the cow, collected eggs, and fed the chickens to help their grandfather.
3. Grandfather did not let Nasir drive the tractor because he was too young.
4. Grandmother taught Neha how to make small "rotis."

E. Seventy-one, seventy-two, seventy-three, seventy-four, seventy-five, seventy-six, seventy-seven, seventy-eight, seventy-nine, eighty, eighty-one, eighty-two, eighty-three, eighty-four, eighty-five, eighty-six, eighty-seven, eighty-eight, eighty-nine, ninety, ninety-one, ninety-two, ninety-three, ninety-four, ninety-five, ninety-six, ninety-seven, ninety-eight, ninety-nine, hundred.
LESSON 1

OBJECTIVES:
• To build the students communication skills and vocabulary by identifying and describing the different seasons

LEARNING OUTCOMES:
By the end of this lesson, students should be able to:
• use present continuous tense.
• read text and answer simple questions.

RESOURCES REQUIRED (TEACHING AIDS):
• Chart papers (four)
• Loose sheets of paper (four for each child)
• Pictures depicting different seasons (may be taken from old newspapers or magazines)
• Copies of Worksheet 3

METHOD:
• Introduction: Tell your students, they would be learning about the four seasons. Before class begins create a four season bulletin board. The title of the bulletin board will be the four seasons. Take four chart papers and put them up on the bulletin board. Write the name of each of the seasons across the top of the charts and the following words in rows down the side: months, weather, holidays, activities, clothes, food.

Tell your students they will be thinking about each of the four seasons. What is the weather like in each season? What different activities do they like to do in each of these seasons? Do they like to eat different food in the different seasons? List down the students’ ideas on each of the four different chart papers. These will remain on the bulletin board for reference.

• Reading time (Pages 43 to 45): Ask students to read the first paragraph about seasons in Pakistan.

Discuss which season do they like most and why. Now move onto discussing the seasons abroad. Tell your students they will now learn what seasons are like in other countries. Ask them to look carefully at the picture depicting winter in Canada. Then tell them to describe what they see in the picture. What is happening in the picture? Talk about the snow, the snowman, the warm clothes, and the games the children are playing. After listening to their ideas, read the paragraph about winter in Canada. Turn to the
مطلق 1

محتوى:

- موسمون کی تبدیلات اور وضاحت کے ذریعہ ظالم کی ایک دو میہائی کو جانا نہیں ہے۔

نگار:

اک ایک کے اختیار میں ظالم کو اس قابلہ دوھانا جنہاں جو ہیں ہو،

- زندگی مال خانے (پرست) کا استعمال کرکے,

- مطمئن کہ پہچان آسان سیاہوں کے جواب دتے ہیں۔

تقریبی سے لیے درکار امرادی اشیا:

- چارہ بچی (چار عقد)
- کانگری خون (پرست کے لیے چار عقد)
- مختلف موسم کے طیارہ جنگی تصادی (پرست الہامات باسکی سے لی چاکی ہیں)

ورک حیث 3 کی انتقال

طبقہ کار:

طقف: ظالم کو بکار کیے ہو۔ موسمون کے پارے نہیں جا سکتے ہے۔ کہ کب سیاہوں موسم کو وضاحت پر مشتمل ہورد (چلتے ہو) کی تبادلے

شروع کرے۔ قومی بذری کا ایک عوام رہی جو موسم نہیں ہوگا۔ حیات صورت میں اور ایک دو جنگ ہوگی ہیں۔ سیاہوں بھی مکمل کی اپنی ہے جو میں بر

مواد نے تہم کیش کر کے ایک مہمان نہیں میں ریاست کی لفظ آفرین کر جو: کہ ہیں۔ آپ بہ تو برجوان، سربراہ، کیسر، ہے۔ طالب

ظالم کی کہ ہو جو موسم پر کر کر کہ موسم بن میں آپ و دو کسی وی توپی نہیں؟ انہیں سے بر موسم بن میں وہ کس لوگ کی سربراہ، انسام

دنیا کی لہر ہیں؟ آپ کا موسم پر مختلف فقط نہیں میں لہر کی لہر کے کہ ہیں؟ جو موسم پر مختلف پر جنگی تصدی کے جوابات تقریب کریں۔ بر موسم

پرفرور خودی کا کہ ہو پر لیکن

پہچان کا وقت (قریبی 45) ظالم سے مہمان کے موسم کا مثال کا "پاکستان کے موسم" کا اندازہ لیے گا۔

ظالم سے ان باڑ سے منہ بات بنتا ہے کہ کچھ کو کیا کون سیاہ رہتے ہیں۔ لیکن؟ بھی کچھ ایک مثال اور بیان کیا رپر دیکھ کر ہوسکتے ہیں۔ ان سے انوکہ کہ موسم سرمایا اور نہا کر ہوسکتے ہیں۔ ان کے سے

آہویت بھی کہ رپر نہ آتا بھی ان سے انوکہ مثال کے یہ کوئی چیز۔ ان سے بیف، بر جھیلی انسان گرم پر چلدے اور کہکلے کے پارے

بیسوں بات بنتا ہے کہ ہو مہمان پر مختلف پر سپار ہے۔ ان کے نہائے سے منہ کے بعد کی کہ اسی موسمے کے بارے میں بر موسم کے پارے۔
next page and ask them to notice the picture depicting spring. Let them describe it before reading the paragraph. Next, tell them to look at the picture showing summer in Iraq. Tell them to notice the cool lake water, the clothes, and activities of the people. Allow them to describe the picture and read the text. Next discuss autumn in England. Let them describe the beauty of autumn in the picture. Tell them to notice the scenery, activities, clothes and colours of autumn. Read aloud the paragraph about autumn in England. Ask simple questions about the seasons at the end of each paragraph to check understanding and comprehension.

• ** Seasons Album:** Tell the class they will be creating a seasons album now. Show them pictures related to the different seasons. Distribute four sheets of white paper to each of the students. Ask your students to draw a picture depicting each of the seasons on these sheets. They may use the ideas discussed so far in class. They may try to show the weather, activities, clothes, and food that confirms to the season mentioned. Ask them to write the name of the season and at least four adjectives describing the season. Afterwards they may staple the loose sheets together, along with a cover page with ‘My Seasons Album’ as the title and their name written on top. Let students display their albums in the class.

• **The present continuous tense (Page 45):** Tell your students they will be playing a guessing game with you. Divide the class into two teams. Ask a volunteer to come to the board from team A. Whisper a simple action in his ear, for example, playing cricket. The member of team A will mime the action and the members of team B will guess what he or she is doing. After allowing them a minute to guess, ask a volunteer from team B to write a sentence about the action on the board. Make sure he or she uses the present continuous tense.

  **Example:** He is playing cricket.

  If team B guesses correctly award them a point. Repeat the same with members of team B. Let the students play this game till you feel they are confident in formulating sentences using the present continuous tense.

• **Reading time (Pages 43 to 45):** Ask students to read the information about seasons once more and note the underlined verbs. Explain that the underlined verbs are in the present continuous tense. The present continuous tense is used to describe actions which are happening now. Explain how to form the present continuous tense on the board.

  They must use *am/is/are + verb+ -ing* to form the present continuous tense.

• **Writing time (Pages 45 to 46):** To provide further practice on the present continuous tense ask students to complete **Exercises A, B, C, D, and E.**
He is playing cricket.

E. D, C, B, A
Seasons

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 think of each of the four different seasons and brainstorm ideas about them.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Reading time</strong>: Students read text and learn about the different seasons in Pakistan and abroad.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. <strong>Seasons album</strong>: Students create their own album using all that they have learned about seasons so far.</td>
<td>15 min</td>
</tr>
<tr>
<td>4. <strong>Present continuous tense</strong>: Students play a miming game to learn the present continuous tense.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. <strong>Reading time</strong>: Students read the text and note the verbs in the present continuous tense.</td>
<td>10 min</td>
</tr>
<tr>
<td>6. <strong>Writing time</strong>: Students complete Exercises A, B, C, D, and E.</td>
<td>15 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES

- Students may complete Worksheet 3 on present continuous tense.

LESSON 2

OBJECTIVES:

- To learn how to write in paragraphs
- To define and identify proper nouns
- To use prepositions of position

LEARNING OUTCOMES

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

- understand the components of a paragraph and use a format to construct a paragraph of their own.
- define and identify proper nouns.
- use prepositions of position in simple sentences.

METHOD:

- **Introduction**: Introduce paragraph writing to your class. Explain that a paragraph is a group of sentences which deals with only one main idea or topic. Tell your students that the information about seasons has been divided into five paragraphs. Ask them to re-read these five paragraphs and note that each paragraph deals with a single topic or idea. After they have read the information again, ask questions about the main idea of each paragraph.
## سطح کا بجورہ مشترکہ (جمعاءت کے 2 بیسیں)

<table>
<thead>
<tr>
<th>کام</th>
<th>مدت</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
</tr>
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<td>3</td>
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<td>5</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
</tr>
</tbody>
</table>


### تعلیمی سرگرمیان

طلاباً زمانہ حال بارے پوچھے ہیں کہ کم کے کیمیٰ۔

### سطح 2

#### متناصر:

- مکانی خف جواب (preposition of position)
- آم معرقی قریبی اور ان کی مشابہت ہے۔
- تعقیب خواہ کہ اپنے اور ان کی مشابہت ہے۔

#### نتائج:

اس سطح کے امام کا اشکال حال دو حصہ ہے: بیان لکھ کدی جا اور ار پس ارہ اور ار مشابہت کریں۔

#### طریقہ کار:

- تعلیمی سرگرمیان کے بچے کا اپنے اور ان کی مشابہت کریں۔
- سطح 2 میں مکانی خف جواب اور مشابہت کریں۔
- مکانی خف جواب اور مشابہت کریں۔

### تقاریر:

- کل مکانی خف جواب اور مشابہت کریں۔
- سطح 2 میں مکانی خف جواب اور مشابہت کریں۔
• **Paragraph writing:** Write the topic of the paragraph on top. Choose a simple topic. For example, you may choose, ‘My City.’ Write an opening sentence in the first line:

I live in Karachi which also my favourite city.

Explain that this introduces the topic and tells the reader, we will be talking about our favourite city.

Give at least three details about what it is that makes Karachi so special:

Karachi is the largest city in Pakistan. Millions of people live and work here. It also has a port.

After you fill in the three details construct the concluding sentence.

I think Karachi is the most important city in Pakistan.

Give a simple topic to your class. For example, you may use the topic: ‘My Favourite Toy.’ Ask them to construct their own paragraph, writing an opening sentence, a few details and the closing sentence. Circulate around the class as the students work and provide help if required.

• **Writing time (Page 48):** Ask students to complete Exercise A.

• **Proper Nouns:** Review the definition of a noun. Recap that a noun is a name of a person, place, animal, or thing. Tell your class that special names that are given to a person, place, animal, or thing are called proper nouns and they are always written with a capital letter. Explain with the help of examples that *a boy or a girl* is simply a noun, but *Nasir and Neha* are special names given to a specific boy and girl and are therefore **proper nouns.** After giving a few more examples, ask students to read the text on seasons again and underline all the proper nouns. Next assign a letter to each student. Let him or her think of at least five proper nouns beginning with that letter and note them down on the board.

• **Prepositions:** Explain that prepositions help us to tell the position of a noun. Use yourself and a small chair as a model. Stand in front of the chair and say, ‘I am in front of the 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 can reply with the appropriate position.

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. Next ask the students to work in pairs and look at the picture on page 47. Ask each student to form five questions about the picture using the correct preposition and ask these questions to their partner.
I live in Karachi which also my favourite city.
For example: Where is the woman standing?
She is standing behind the girl.

- **Winter Days (Page 49):** Read the poem ‘Winter days’ out loud to your class. Ask your students if they think winter is fun. Let them explain the different reasons why they think so. Divide the class into groups. Assign each group a stanza to learn. After all the groups have memorized their stanza, let the whole class recite the poem with actions.

- **Writing time (Page 50):** Have fun with poetry. Allow students to complete the poem and share their poem with the rest of the class. Next ask students to complete Exercise B.

### SUGGESTED LESSON OUTLINE (3 class periods)

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Explain how to write in paragraphs.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. Reading time: Students understand the different parts of a paragraph through a paragraph writing activity.</td>
<td>15 min</td>
</tr>
<tr>
<td>3. Proper Nouns: Students understand the concept of proper nouns, learn to identify proper nouns and complete Exercise B.</td>
<td>20 min</td>
</tr>
<tr>
<td>4. Prepositions: Students understand the concept of prepositions and learn to use prepositions through a short activity.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. Poetry: Students read the poem ‘Winter days’, discuss and perform it.</td>
<td>20 min</td>
</tr>
<tr>
<td>6. Writing time: Students engage in fun poetry writing activities.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

### EXTENDED ACTIVITIES
Ask students to write a paragraph on their favourite sport following the paragraph writing format taught in class. Ask students to think up of two proper nouns for each letter of the alphabet. You may also tell them to identify and list all the proper nouns in a newspaper article or a magazine.
Where is the woman standing?
She is standing behind the girl.

• “Winter days” (صفحه 49): ظالماً كنت، رؤوسنا إلى السماء. هل زمانك؟ ظالماً (Winter days) 

• الحلقة A (صفحه 50): شاعر: ظالماً ترى السماء. ظالماً ترى السماء. ظالماً ترى السماء.

موسمная:

<table>
<thead>
<tr>
<th>دورات</th>
<th>كم</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 من</td>
<td>1</td>
</tr>
<tr>
<td>15 من</td>
<td>2</td>
</tr>
<tr>
<td>20 من</td>
<td>3</td>
</tr>
<tr>
<td>20 من</td>
<td>4</td>
</tr>
<tr>
<td>20 من</td>
<td>5</td>
</tr>
<tr>
<td>20 من</td>
<td>6</td>
</tr>
</tbody>
</table>

تواريخ ومرجع:

أواخر فصل الخريف: 1-1

شاعر: ظالماً (Winter days) (صفحه 50): شاعر: ظالماً ترى السماء.

فصول:

10 من: شاعر: ظالماً ترى السماء.
15 من: شاعر: ظالماً ترى السماء.
20 من: شاعر: ظالماً ترى السماء.

ب: يحمل struggled ب: ما لك عليه. ب: ظالماً,

في كل صدرة دم نحن بكر. (Winter days)
Answer key for Unit 7

Pages 45, 46, and 47: Writing time

A. 2. making a snowman.
   3. is drinking hot coffee.
   4. is watering the flowers in her garden.
   5. She is painting.

B. 2. No, they are not eating bananas. They are eating cold water melons.
   3. No, the leaves are not turning green. They are turning orange and brown.
   4. No, Alan and Betty are not going to school. They are going home from school.

C. 1. The farmers are planting seeds.
   2. We are cleaning the room.
   3. The man is hurrying to catch the bus.
   4. Mrs Ahmed is working on the computer.
   5. Are you studying or playing?

Page 50: Writing time

Spring Days
Spring is in the air
Flowers are everywhere
Butterflies are flying free
Lots of fruit on the tree
Animals come out to play
On a lovely April day
Spring Days
Spring is in the air.
Flowers are everywhere.
Butterflies are flying free.
Lots of fruit on the tree.
Animals come out to play.
On a lovely April day.
**REVIEW TEST 2**

**Answer key**

**A.**
1. The roses in the garden are **red**.
2. We enjoyed eating the **tasty** meal.
3. Aalia bought a **beautiful** dress.
4. We should eat **healthy** food.
5. This is a **tall** building.

**B.**
1. Cut this loaf of bread. – Cut these loaves of bread.
2. This potato is brown. – These potatoes are brown.
3. The monkey is on the tree. – The monkeys are on the trees.
4. The boy is playing in the park. – The boys are playing in the park.
5. This shelf is big. – These shelves are big.

**C.**
1. apple, grapes, mango, pear
2. aeroplane, bus, car, train
3. basketball, cricket, hockey, snooker

**D.**
1. The bird **flies** in the sky. – present tense
2. Nasir ran across the field. – past tense
3. Mother **smiled** when she **saw** her children. – past tense
4. Father is **buying** toys for us. – present continuous tense
5. The woman **cleans** the plates. – present tense

**E.**
**Name of the story:** Jack and the Beanstalk

**Setting:** Jack and his mother’s house – The giant’s castle in the sky

**Characters:** Jack, his mother, the giant’s wife, the giant

**Problem:** Jack and his mother are very poor and have no money.

**Action:** Jack goes to sell the cow. He sells the cow to an old man for some beans. Jack’s mother throws the beans out of the window. The beans form a giant beanstalk. Jack climbs the beanstalk and finds a castle. A woman opens the door. She gives Jack some food and asks him to go away. Her giant husband returns. He calls for the goose that lays golden eggs and falls asleep. Jack steals the goose and climbs down the beanstalk.
A. 1. The roses in the garden are red.
2. We enjoyed eating the tasty meal.
3. Aalia bought a beautiful dress.
4. We should eat healthy food.
5. This is a tall building

B. 1. Cut this loaf of bread -- cut these loaves of bread.
2. This potato is brown -- These potatoes are brown.
3. The monkey is on the tree -- The monkeys are on the trees.
4. The boy is playing in the park -- The boys are playing in the park.
5. This shelf is big -- These shelves are big.

C. 1. apple, grapes, mango, pear
2. aeroplane, bus, car, train
3. basketball, cricket, hockey, snooker

D. 1. The bird flies in the sky. -- present tense
2. Nasir ran across the field. -- past tense
3. Mother smiled when she saw her children. -- past tense
4. Father is buying toys for us. -- present continuous tense
5. The woman cleans the plates. -- present tense

**Jack and the Beanstalk**

Jack is tall, big and strong.

E. In one day, Jack's beanstalk grew high into the sky.

One day, Jack heard a roar and found his mother was climbing the beanstalk.

Jack was amazed. He climbed up the beanstalk and found his mother.

He brought her back and the beanstalk disappeared.

Jack and his mother were happy.
LESSON 1

OBJECTIVES:
• Express understanding of stories through role-play
• Use simple present tense for habitual actions
• Read time on a clock
• Construct sentences using this, that, these, those, there

LEARNING OUTCOMES:
By the end of this lesson students should be able to:
• use appropriate vocabulary to describe various characters in a story.
• understand and use the simple present tense to write short paragraphs of their own.
• read time on the clock.

RESOURCES REQUIRED (TEACHING AIDS):
• A wall clock
• Copies of Worksheet 4

METHOD:
• Introduction: Tell your class you will be entering the world of stories. Tell them that they would create their own story as a class. Give them a strange ‘What if’ scenario to allow them to start their story. Ask what if an alien came to their class. Ask different volunteers to give you different answers. Let the story progress according to the students’ imagination. Prompt with suggestions if the students get stuck at places.

• Reading time (Page 53): After creating the story as a class, ask students to note the different characters and the strange events in the story. Ask students to read the poem, ‘Let’s enter the world of stories.’ Ask them to note the different characters mentioned in the poem. Tell them to think of all the stories that they have read so far. Let them name stories that have these characters.

• Some good and bad characters in stories (Page 54 and 55): Choose four students for the role play. Ask one to be the fairy, another to be the wolf, the third to be the giant, and the fourth one to be the genie. Ask these students to open their textbooks and read what their character is saying. Let the class read out the answer when you ask for the name of the character. After the class guesses each character, talk about the character a bit.

• Activity time (Page 55): Divide the class into pairs. Ask each pair to select a favourite character from any story they have read. Tell them to write a few sentences describing the character. Next they would role play the character in front of the class. One of them would read the description they have written and the other would act the character, while the class tries to guess which character they have chosen.
آکو کی پنچی کی ونیلا مین سلیم

صفحہ 1

متنیات:

- اداکاری (روال سال) کے ذریعہ کیتا جانے والے امید کے لیے اہمہو کہ وہ بھیکا کے کئے استعمال کرنوا (simple present tense)
- کچھ وقت دیکھا کوئی استعمال کرتے ہوئے نجات بانے
- there, those, these, that, this

داستان:

اس ان کے انداز میں کتاب کا قسم تھا مصنفہ خیال کی ہوئی؟

- کتاب کی مصنفہ کے راہدار کو تاخیر کرنے لگے لیے میوزنی و مصور افہام انتباہ کے پرائیم۔
- ہادو خان نے کیہہ کے اور آہوں میں اور میں کیہہ کے پرائیم کے پرائیم
- دوسرے بڈوں کی بھی کہ وقت بنا خیال

فراغت:

- کتاب کا تنا بھی کہ اپ اب کی ایون کی دنیا میں میں ان کے لیے بھی کہ نہیں۔
- ایک کہ کتاب نے مصنفہ کے راہدار کو تاخیر کرنے لگے لیے میوزنی و مصور افہام انتباہ کے پرائیم۔
- ہادو خان نے کیہہ کے اور آہوں میں اور میں کیہہ کے پرائیم
- دوسرے بڈوں کی بھی کہ وقت بنا خیال

تفریقی کہا:

Let's enter the world of stories

- **My favourite characters (Page 55):** Ask your students to select any three characters they like in stories and explain why they like those characters. Ask them to create a poster for their favourite characters using a piece of chart paper. Tell them to draw a picture of each of their favourite characters and describe them.

- **Reading time (Pages 54 and 55):** Ask students to read the text about good and bad characters and note the underlined verbs. Explain that these verbs are used to tell us what is happening now and are, therefore, verbs in the present tense. Further explain that we use this tense:
  - to express the idea that an action is repeated often. The action can be a habit, a hobby, a daily event, or something that happens often.
    
    **Example:**
    
    I like cricket.
    The bus arrives every morning at 8 a.m.
    When does the bus leave?
    She always brings her papers.
    He never forgets his keys.
  
  - for general truths.
    
    **Example:**
    
    The sun sets in the west.
  
  - to show that a fact is generally true.
    
    **Example:**
    
    Dogs like bones.
    Cats do not like leaves.
    Islamabad is in Pakistan.
    Doors are made of wood.
    Karachi is a large city.

- **Present tense (Daily routine):** Write the following questions on the board and ask your students to answer them in their exercise books.
  
  - What is the first thing that you do when you wake up?
  - At what time do you have breakfast?
  - When do you leave for school?
  - What do you do every day in school?
  - What is the first thing that you do when you come home?
  - Do you play games during the day?
  - When do you start your homework?
  - When do you have dinner?
  - When do you sleep?

  After they have answered the above questions briefly, ask them to use their answers and write a paragraph entitled, ‘My daily routine’.

- **Reading time; Riaz Ahmed (Page 56):** Tell your students to read the passage on this page. Then ask your students to identify and underline verbs in the simple present tense.
I like cricket.
The bus arrives every morning at 8 a.m.
When does the bus leaves?
She always brings her papers.
He never forgets his keys.

The sun sets in the west.

Dogs like bones.
Cats do not like leaves.
Islamabad is in Pakistan.
Doors are made of wood.
Karachi is a large city.

What is the first thing that you do when you wake up?
At what time do you have breakfast?
When do you leave for school?
What do you do everyday in school?
What is the first thing that you do when you come home?
Do you play games during the day?
When do you start your homework?
When do you have dinner?
When do you sleep?

‘My daily routine’

What does I normally do in the morning?

Ramadan (فصحی 56): خلیفہ عمر بن جعفر

Pilgrimage (فصحی 55): خلیفہ عمر بن جعفر

Arabic keywords: يَوْمَ، يَوْمَ، يَوْمَ
• **Forming the present tense:** Next list all the verbs identified by your students in the passage about Riaz Ahmed on the board.

**Example:** am – get up – get ready – have – take – reach – rush – rescue – help come – go – swim

Ask them to note how the tenses are formed. Explain that we add *s* or *es* to the verb when we use *he, she, it*, or a *singular noun* in a sentence.

We do not use *s* or *es* with the verb when we make sentences with *I, you, we, or they*.

Write the following sentences on the board and ask students to choose the correct option.

1. I like/likes biryani.
2. You look/looks pretty.
3. They thinks/think a lot.
4. We throws/throw garbage in a dustbin.
5. The boys ring/rings the bell.
6. Some people drive/drives very carelessly.
7. Mother cook/cooks biryani.
8. Jack loves/love swimming.
9. Mr Johnson works/work at a bank.
10. Grandma washes/wash the dishes.

• **Writing time (Page 57):** To provide further practice for the present tense, ask students to complete **Exercises A, B, and C**.

• **Activity time – Telling the time (Page 56):** Teach your students how to tell 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 thick, short hand on the clock, the minute hand is thinner and longer, and the second hand is the thinnest and moves the fastest around the clock’s face. While explaining this, point to the hour, minute, and second hand clearly to help students recognize these.

2. Next, 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 and 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 wall clock by turning the hour hand to each new hour. Students must read the number the hour hand points to and tell the time. In the same manner teach how to read different times on the clock. Ask the students to complete the activity task on this page.
77

1. I like / likes biryani.
2. You look / looks pretty.
3. They thinks / think a lot.
4. We throws / throw garbage in a dustbin.
5. The boys ring / rings the bell.
6. Some people drive / drives very carelessly.
7. Mother cook / cooks biryani.
8. Jack loves / love swimming.
9. Mr. Johnson works / work at a bank.
10. Grandma washes / wash the dishes.
Let's enter the world of stories

• **What do they do? (Page 58):** Read aloud the brief description of various professions. Ask students to think of two other professions and construct two short paragraphs on the following format.

  I am _______________. (name)
  I am a _______________. (profession)
  I ___________________. (task performed)
  I ________________________. (responsibility)

Then ask students to complete **Exercise A.**

• **Reading time; Bashir the fisherman (Pages 59 and 60):** Ask students to read the text, discuss the questions in **Exercise A,** and answer the questions individually.

• **Writing time (Page 60):** What do your father and mother do every day? Write a paragraph about all that they do in a day. Remember to write in the simple present tense.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Introduction:</strong> Students use a ‘What if’ scenario to create a story of their own.</td>
<td>5 min</td>
</tr>
<tr>
<td>2. <strong>Reading time:</strong> Students read ‘Let’s enter the world of stories’ and discuss the different stories they have read so far.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. <strong>Good and bad characters:</strong> Students prepare a role-play about good and bad characters.</td>
<td>15 min</td>
</tr>
<tr>
<td>4. <strong>Activity time:</strong> Students describe their favourite characters while the rest of the class tries to guess them.</td>
<td>10 min</td>
</tr>
<tr>
<td>5. <strong>My favourite character:</strong> Students choose three of their favourite characters and explain why they like each.</td>
<td>5 min</td>
</tr>
<tr>
<td>6. <strong>Present tense:</strong> Students understand the use of verbs in the present tense.</td>
<td>10 min</td>
</tr>
<tr>
<td>7. <strong>Reading time:</strong> Students read a passage on Riaz Ahmed and identify all the verbs in the present tense.</td>
<td>15 min</td>
</tr>
<tr>
<td>8. <strong>Writing time:</strong> Students complete <strong>Exercises A, B, and C.</strong></td>
<td>15 min</td>
</tr>
<tr>
<td>9. <strong>Activity time:</strong> Students learn how to tell the time.</td>
<td>10 min</td>
</tr>
<tr>
<td>10. <strong>What do they do?:</strong> Students read the descriptions about various professions and complete <strong>Exercises A and B.</strong></td>
<td>10 min</td>
</tr>
<tr>
<td>11. <strong>Reading time:</strong> Students read the passage and answer the questions.</td>
<td>10 min</td>
</tr>
<tr>
<td>12. <strong>Writing time:</strong> Students write a paragraph about the daily routine of any one of their parents.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

Students may complete **Worksheet 4** on simple present tense.
آے کہاں ہے؟ (صفحہ 58): تحقیق ناظم کے بارے میں دیکھی گئی مختلف پیمانے پر آواز بلتہ چھپی ہے۔ ناظم کے کہو گھو گھو گھو کے بارے میں معلومات اور جوڑیں کا مطلب نہیں ہے۔

I am _________________. (name)
I am a _________________. (profession)
I _________________. (task performed)
I _________________. (responsibility)

اپ تر ہے؟ (صفحہ 59 پر 60): تر ہے کہ وہ کہ کہ کہ کہ اپنے وقت چھپے جوڑیں ہے۔ اس کے ساتھ ان کی کہ کہ کہ ہے۔

اپ ہے؟ (صفحہ 60): ان کے دن کہ اپنے کہ کہ کہ ہے۔ ان کی کہ کہ کہ کہ نظرات نظرے ہے۔ اس کے بارے میں آپ اپنے کہ کہ کہ کہ کے بارے میں اپنے کہ کہ کہ کے بارے میں۔

(سادہ پیشہ گفت) ہے؟ (صفحہ 3 پر 7):

<table>
<thead>
<tr>
<th>دوراتی</th>
<th>کام</th>
</tr>
</thead>
</table>
| 5 مین | تحقیق: خلا واقع گفت ہے منظرے مطالعے اپنے کہ کہ کہ کہ کے بارے میں "Let's enter the world of stories"
| 10 مین | "خلا واقع گفت" ہے منظرے مطالعے اپنے کہ کہ کہ کے بارے میں | 1 |
| 15 مین | ایک اور بارے میں: خلا واقع گفت ہے منظرے مطالعے اپنے کہ کہ کہ کے بارے میں "Let's enter the world of stories"
| 20 مین | "خلا واقع گفت" ہے منظرے مطالعے اپنے کہ کہ کہ کے بارے میں | 2 |
| 10 مین | ایک اور بارے میں: خلا واقع گفت ہے منظرے مطالعے اپنے کہ کہ کہ کے بارے میں "Let's enter the world of stories"
| 15 مین | "خلا واقع گفت" ہے منظرے مطالعے اپنے کہ کہ کہ کے بارے میں | 3 |
| 10 مین | ایک اور بارے میں: خلا واقع گفت ہے منظرے مطالعے اپنے کہ کہ کہ کے بارے میں "Let's enter the world of stories"
| 15 مین | "خلا واقع گفت" ہے منظرے مطالعے اپنے کہ کہ کہ کے بارے میں | 4 |
| 10 مین | ایک اور بارے میں: خلا واقع گفت ہے منظرے مطالعے اپنے کہ کہ کہ کے بارے میں "Let's enter the world of stories"
| 15 مین | "خلا واقع گفت" ہے منظرے مطالعے اپنے کہ کہ کہ کے بارے میں | 5 |
| 10 مین | ایک اور بارے میں: خلا واقع گفت ہے منظرے مطالعے اپنے کہ کہ کہ کے بارے میں "Let's enter the world of stories"
| 15 مین | "خلا واقع گفت" ہے منظرے مطالعے اپنے کہ کہ کہ کے بارے میں | 6 |
| 10 مین | ایک اور بارے میں: خلا واقع گفت ہے منظرے مطالعے اپنے کہ کہ کہ کے بارے میں "Let's enter the world of stories"
| 15 مین | "خلا واقع گفت" ہے منظرے مطالعے اپنے کہ کہ کہ کے بارے میں | 7 |
| 10 مین | ایک اور بارے میں: خلا واقع گفت ہے منظرے مطالعے اپنے کہ کہ کہ کے بارے میں "Let's enter the world of stories"
| 15 مین | "خلا واقع گفت" ہے منظرے مطالعے اپنے کہ کہ کہ کے بارے میں | 8 |
| 10 مین | ایک اور بارے میں: خلا واقع گفت ہے منظرے مطالعے اپنے کہ کہ کہ کے بارے میں "Let's enter the world of stories"
| 15 مین | "خلا واقع گفت" ہے منظرے مطالعے اپنے کہ کہ کہ کے بارے میں | 9 |
| 10 مین | ایک اور بارے میں: خلا واقع گفت ہے منظرے مطالعے اپنے کہ کہ کہ کے بارے میں "Let's enter the world of stories"
| 15 مین | "خلا واقع گفت" ہے منظرے مطالعے اپنے کہ کہ کہ کے بارے میں | 10 |
| 10 مین | ایک اور بارے میں: خلا واقع گفت ہے منظرے مطالعے اپنے کہ کہ کہ کے بارے میں "Let's enter the world of stories"
| 15 مین | "خلا واقع گفت" ہے منظرے مطالعے اپنے کہ کہ کہ کے بارے میں | 11 |
| 10 مین | ایک اور بارے میں: خلا واقع گفت ہے منظرے مطالعے اپنے کہ کہ کہ کے بارے میں "Let's enter the world of stories"
| 15 مین | "خلا واقع گفت" ہے منظرے مطالعے اپنے کہ کہ کہ کے بارے میں | 12 |

توطیح سرگرمیاں:

ظلا واقع ہے؟ خلا واقع گفت ہے منظرے مطالعے اپنے کہ کہ کہ کے بارے میں "Let's enter the world of stories"
LESSON 2

OBJECTIVES:

• Recognize function of question words
• Recall substitution words learnt earlier
• Show possession using pronouns before nouns

LEARNING OUTCOMES:

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

• understand the use of various question words.
• revise pronouns.
• distinguish between possessive adjectives and pronouns and use them properly.

RESOURCES REQUIRED (TEACHING AIDS):

• Copies of Worksheet 5

METHOD:

• Introduction – Asking questions (Pages 61 and 62): Introduce students to the basic question words: who, when, where, what, how, why, whose, and which.

  Explain the use of ‘who’ in a question. Tell the student who requires them to identify a person. Ask them to think of questions beginning with ‘who’. After students have a few examples of questions beginning with who, ask volunteers to come up and ask their questions to the rest of the class. Emphasize on how the answers to these questions always refer to a person.

  In the same manner explain the other question words as given in the textbook.

• Writing time: Students to then complete Exercise A on question words.

• Activity time – Wee Willie Winkie (Page 63): Ask students to read the poem ‘Wee Willie Winkie’, underline all the rhyming words, and then frame as many questions as they can, on the poem. Ask different students to share their questions with the rest of the class and note all of them on the board and revise the concept of question words.

• Pronouns, possessive adjectives, and possessive pronouns: Revise pronouns. Explain that pronouns are, used in place of nouns.

  • I, you, he, she, it, we are, all pronouns. Teacher can write these sentences on the board and ask students to identify the pronouns.

    I live in Karachi.
    Do you like playing cricket?
    He does not like working on the week ends.
    She works in Lahore.
**Sentence 2**

**Mentions:**
- What (question words)
- *It* (function)
- My (possessive adjective)

**Dialogue:**

**A:** How is your day going?

**B:** It’s going well, thank you. I’ve been busy with work.

**A:** That’s good to hear. Do you have any plans for the weekend?

**B:** Yes, I’m thinking of going for a hike in the mountains. How about you?

**A:** I’m planning to visit my family. How are you feeling?

**B:** I’m feeling good. Thanks for asking.

**A:** It was nice chatting with you. Take care.

**B:** You too. Have a great time with your family.

---

*We live in Karachi.*

Do *you* like playing cricket?

*He* does not like working on the weekends.

*She* works in Lahore.
It will be quite hard.

We are studying pronouns at the moment.

You don’t have a fever, do you?

Explain that **Possessive pronouns** mine, yours, his, hers, its, ours, yours, theirs, show that something belongs to someone. **Possessive adjectives** my, your, his, her, its, our, their, also show possession. Point out that possessive pronouns are similar to possessive adjectives (my, his, her) in that they both show possession. However, the difference is that a noun always follows the possessive adjective, but does not follow the possessive pronoun.

For example:

**Possessive Pronoun:** That book is mine.
**Possessive Adjective:** That is my book.

**Possessive Pronoun:** That house is mine.
**Possessive Adjective:** That is my house.

Provide students with sentences using possessive pronouns and ask them to convert them into sentences using possessive adjectives.

This dress is yours.
Answer: This is your dress.

That seat is his.
Answer: That is his seat.

Those letters are hers.
Answer: Those are her letters.

Those cars are ours.
Answer: Those are our cars.

• **Activity time and writing time (Pages 64 and 65):** Ask students to complete the exercises and then do worksheet – 5.

**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 meaning and use of question words</td>
<td>15 min</td>
</tr>
<tr>
<td>2. <strong>Reading time:</strong> Students learn more about question words from the table on page 61</td>
<td>10 min</td>
</tr>
<tr>
<td>3. <strong>Proper Nouns:</strong> Students complete Exercise A on question words</td>
<td>10 min</td>
</tr>
<tr>
<td>4. <strong>Activity time:</strong> Students do the activity related to the poem ‘Wee Willie Winkie.’</td>
<td>15 min</td>
</tr>
<tr>
<td>5. <strong>Pronouns, Possessive adjectives, and possessive pronouns:</strong> Students recap pronouns and learn to distinguish between possessive adjectives and possessive pronouns.</td>
<td>20 min</td>
</tr>
<tr>
<td>6. <strong>Writing time:</strong> Students complete Exercise A on page 65.</td>
<td>10 min</td>
</tr>
</tbody>
</table>
It will be quite hard.
We are studying pronouns at the moment.
You don’t have a fever, do you?

Possessive Pronoun: That book is mine.
Possessive Pronoun: That book is mine.
Possessive Pronoun: That house is mine.
Possessive Adjective: That is my house.

This address is yours
Answer: This is your address.
That seat is his.
Answer: That is his seat.
Those letters are hers.
Answer: Those are her letters.
Those cars are ours.
Answer: Those are our cars.

<table>
<thead>
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<th>دوڑاڈے</th>
<th>کام</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>تقریبًا: ذیلی انتظامیہ پر انتظامیہ کے سمتی مثبت اور ان کا انتظام کریں۔</td>
<td>-1</td>
</tr>
<tr>
<td>10</td>
<td>پہلا وقت: ذیلی صفحہ 61 کے جدول کے سمتی انتظامیہ پر انتظامیہ کے سمتی مثبت اور انتظام کریں۔</td>
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</tr>
<tr>
<td>10</td>
<td>کل کا وقت: ذیلی انتظامیہ پر انتظامیہ کا انتظام کریں۔</td>
<td>-3</td>
</tr>
<tr>
<td>15</td>
<td>مرطوبہ کا وقت: ذیلی انتظامیہ پر چیت کا انتظام کریں۔</td>
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</tr>
<tr>
<td>20</td>
<td>“We Willie Winkle” ذیلی انتظامیہ پر انتظامیہ کے سمتی انتظام کریں۔</td>
<td>-5</td>
</tr>
<tr>
<td>10</td>
<td>کل کا وقت: ذیلی صفحہ 65 کے جدول کا انتظام کریں۔</td>
<td>-6</td>
</tr>
</tbody>
</table>
**Answer key for Unit 8**

**Page 57: Writing time**

A. He is a **fireman**.
   He wakes up at **6:30 a.m.**
   He **takes** a bus to go to work.
   He **rushes** in the building.
   He **takes** part in safety drills
   He **helps** the other firemen.

**Page 58: Writing time**

A. 1. vet
   2. You should call a dentist.
   3. You should call a police man.

**Page 60: Writing time**

A. 1. Bashir is a fisherman.
   2. Bashir catches a lot of fish.
   3. He lives in Keti Bunder, a small coastal village in Sindh.
   4. He goes to the harbour at 7:30 a.m.
   5. He walks to the harbour.
   6. He takes his father’s boat.
   7. He catches fish to sell it to the people of his village.

**Page 61: Writing time**


**Page 63: Activity time**

A. town, nightgown, lock, clock

**Page 65: Writing time**

A. 1. my, 2. theirs, 3. hers, 4. your, 5. His
A. He is a fireman.
   He wakes up at 6:30 a.m.
   He takes a bus to go to work.
   He rushes in the building.
   He takes part in safety drills.
   He helps the other fireman.

A. 1. vet
    2. You should call a dentist.
    3. You should call a police man.

A. 1. Bashir is a fisherman.
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    4. He goes to the harbour at 7:30.
    5. He walks to the harbour.
    6. He takes his father’s boat.
    7. He catches fish to sell it to the people of his village.


A. town, nightgown, lock, clock

A. 1. my, 2. theirs, 3. hers, 4. your, 5. His
LESSON 1

OBJECTIVES:
• Use future tense to express actions in future
• Write short informal invitations
• Explain a process or procedure (recipe)

LEARNING OUTCOMES:
By the end of this lesson students should be able to:
• understand and use the future tense.
• make invitation cards.
• explain a procedure or process in their own words.

RESOURCES REQUIRED (TEACHING AIDS):
• Copies of Worksheet 6

METHOD:
• Introduction: Draw three columns on the board. Label the first column past, the second column present, and the third column future. Next write yesterday, today and tomorrow in the three columns consecutively. Write a sentence in the simple present tense in the appropriate column.
  For example, you may write, I study English. Next, change it to the past: I studied English, and finally under the column for tomorrow write, I will study English.
  Provide students with further practice by writing simple sentences in the present tense and asking them to change it to the past and the future tense.

• Reading time – The fun fair (Pages 66 and 67): Tell your students they will read about a fun fair now.

• Discuss: Have they ever been to a fun fair? What did they see there? Read aloud the passage and then ask simple questions to check comprehension. Next, ask students to think of one thing they would like to do, if they were organizing a fun fair. Let each student share his or her response with the rest of the class.

• The future tense (Page 67): Explain to the class that a verb in the future tense shows action that will happen.
  The future tense is formed with, will + verb. e.g. They will sing. We will play.
  It may also be used to form negative statements. We use will + not, for negative statements. e.g. They will not sing. We will not play.
  Reinforce further with examples.
  Will you come to my house tomorrow? Yes, I will.
Section 1

Summary:
- Sentence completion is an exercise to test writing skills.
- Other sentence completion exercises are also available.

Directions:
- Complete the following sentences using the words given.

1. I study English ______.
2. I will study English ______.
3. I studied English ______.
4. I am studying English ______.

Examples:
- It is going to be sunny tomorrow.
- I am going to be busy tomorrow.
- I will be busy tomorrow.
- I was busy yesterday.

Questions:
1. Will you come to my house tomorrow? Yes, I will.
Will you throw trash on the street? No, I will not.
I will do my best this term.
I will not lie again.
I will take a bus to school.
I will not be late.

Ask students to construct five sentences in the future tense using the following key words. Write these words on the board.
1. will + clean my room
2. will not + sleep late
3. will + remember to pray
4. will not + spoil my things
5. will + take care of younger brother

• Writing time (Pages 67 and 68): Ask students to complete Exercises A, B, C, and D.

• Invitation card (Page 69): Ask your students if they have ever received an invitation card? Have they ever sent an invitation card? Ask students to bring old invitation cards they might have at their homes. What have they received an invitation to? A birthday party, a wedding, or a fun fair.

Ask them to look closely at the invitation card made by Nasir and Harris on page 69. Divide the class into pairs. Ask each pair to discuss the given questions and then, design an invitation card for Eid Milan or Birthday party.

• Making fruit chaat (Page 70): Ask students what is their favourite dish. Do they know how to make their favourite dish? Tell them that to make their favourite dish they would require a recipe. In a recipe the ingredients and the method to make the dish are mentioned. Ask them to read the recipe then complete the activity task.

• Next, they can work in pairs to write a recipe for making sandwiches in their exercise books.

SUGGESTED LESSON OUTLINE (2 class periods)

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students learn to distinguish between the past, present, and future tenses.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. Reading time: Students read a passage on fun fair.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Future tense: Students understand how to use the future tense with the help of examples.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. Writing time: Students complete Exercises A, B, C, and D.</td>
<td>10 min</td>
</tr>
<tr>
<td>5. Invitation cards: Students learn how to write short formal invitations and make invitation cards.</td>
<td>20 min</td>
</tr>
<tr>
<td>6. My recipe: Students read recipe and create a recipe themselves.</td>
<td>20 min</td>
</tr>
</tbody>
</table>
Will you throw trash on the street? No, I will not.
I will do my best this term.
I will not lie again.
I will take a bus to school.
I will not be late.

طبلا سے کچھ کوڑو ان الافاز فکر کر سے دو نے زامان سال کے پابند منے بنی۔

یہ الافاز بہو پریقد کوہین۔

1. will + clean my room
2. will not + sleep late
3. will + remember to pray
4. will not + spoil my things
5. will + take care of younger brother

کئی قوما وقت (صحیح 67 اور 68) ظلباؤ سے کچھ کوڑو مہم مظان A ہے
دوقصت نام (صحیح 69) ظلباؤ سے یکی جو کی چاگی اسمان زور سے ہے؟ کیا کچھ نے مان کی کو دوست تمام کیہیا ہے؟ ظلباؤ سے کچھ کوڑو ان سے گھر میں کوڑو پار پار سے کلر کا کی جا کے چاگی استعمال ہو۔ ظلباؤ سے کچھ کوڑو

نیلے من شکر کیـ۔

طبلا سے کچھ کوڑو مہم مظان 68 پر موجودہ زور سے مہم مظان سے دوقصت جو تار مہم بات جیب کر ہو اور بتھے مہم ساگورا کے قوما وقت کے لیے ٹھیک فقہ زورہ مہم بات جیبہ۔

طبلا سے کچھ کوڑو مہم مظان 69 پر موجودہ زور سے مہم مظان سے دوقصت جو تار مہم بات جیب کر ہو اور بتھے مہم بات جیبہ۔

کہونا قوما وقت (صحیح 70) ظلباؤ سے ان کی پہچان زورہ کے بارے میں ہو چاگی اسمائے کیا ہے؟ ظلباؤ سے کچھ کوڑو ان کی پہچان ان کی پہچان اس کی چاگی اسمائے کی شرودت باتی۔ کہونا پپک نے کی ترکیب میں کہونا پپک اور چاگی اسمائے کی انجام دینے۔

طبلا سے کچھ کوڑو ان کی پہچان ان کی پہچان اس کی چاگی اسمائے کی شرودت باتی۔

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طبلا سے کچھ کوڑو اسے قاسم (بھیمجلیت الكابیعیت) کے 2 بیر بی:}

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<tr>
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<td>تعارف: طلباؤ بیجی، ملک و عام میں مہم مظان کے سمجھنے میں تعلق منہ۔</td>
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<td>کہونا وقت: طلباؤ جاکی اور گریئ کے وقت میں ہو تعلق منہ۔</td>
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<tr>
<td>10</td>
<td>گنجینہ وقت: طلباؤ کی انجام کے دور میں مہم کی اسدا سیہمن مظان کے تعلق منہ۔</td>
</tr>
<tr>
<td>10</td>
<td>دوقصت نام: طلباؤ کی اسدا سیہمن مظان کے تعلق منہ۔</td>
</tr>
<tr>
<td>20</td>
<td>دوقصت نام: طلباؤ کی اسدا سیہمن مظان کے تعلق منہ۔</td>
</tr>
<tr>
<td>20</td>
<td>دوقصت نام: طلباؤ بیجی، ملک و عام میں مہم مظان کے سمجھنے میں تعلق منہ۔</td>
</tr>
</tbody>
</table>
EXTENDED ACTIVITIES

• Students may complete Worksheet 6 on future tense.

LESSON 2

OBJECTIVES:

• Understand and use contractions
• Use appropriate expressions in conversation
• Use polite expressions for greetings, introductions, and routine conversation

LEARNING OUTCOMES:

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

• understand and use contractions.
• use appropriate expressions during a telephonic conversation.

RESOURCES REQUIRED (TEACHING AIDS):

• Index cards containing words and their contractions

METHOD:

• Reading time (Page 71): Read aloud the poem ‘Our Summer Holidays.’ Divide the class into five groups. Ask each group to learn and practice reciting a single stanza of the poem. Afterwards hold a performance of the poem by asking the different groups to recite their section out loud, one after another.

• Activity time (Page 71): Ask the students to write the poem neatly in their exercise books. Ask them to imagine they are also going on the holiday. They can draw, label, and colour all the things that they would do and enjoy.

• Contractions: Make two sets of index cards. On one set of cards write the complete word for example cannot and on the other group of card write down the contraction, can’t. Distribute the card amongst your students. Each student must then find the student holding the word or contraction matching their card. For example, a student who has an index card with ‘cannot’ written on it, must circulate around the class and find the student with the index card containing ‘can’t’ and so on. Allow students to match their cards. Next ask each pair to come to the front and write down their word, along with its contraction on the board. Build a list of contractions in this way on the board and revise it with the class.

   Explain that when we speak we often join two words together to make them shorter or smaller. We use an apostrophe in place of the missing letters. Ask the children to read the examples given in the book.

   Tell them to note the missing letter and the apostrophe that is inserted in its place.
Our Summer Holidays (Exercise 71) Q1: Our Summer Holidays

1. "I went to a beach in France this summer." (Meaning)

2. "I am going to visit my grandparents next month." (Meaning)

3. "I read a book about history last year." (Meaning)

4. "I bought a new computer yesterday." (Meaning)

5. "I saw a movie in the cinema last night." (Meaning)

6. "I played football with my friends today." (Meaning)

7. "I learned how to swim this summer." (Meaning)

8. "I spent my holiday in a hotel." (Meaning)

9. "I went on a trip to the mountains." (Meaning)

10. "I had a picnic in the park." (Meaning)
A funfair at school

• **Writing time (Pages 72 and 73):** To further practice contractions ask students to complete Exercise A, B, and C.

• **Sorry and thank you:** Start 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. Explain that they should:
  - say, ‘Thank You’ when they receive a present or gift or when someone help them or praises them.
  - say, ‘Please’ when they are asking someone for help.
  - say, ‘Excuse me’ when they burp or hiccup or sneeze or when they interrupt someone or ask them to move.
  - greet politely when they call a friend or acquaintance.
  - ask, ‘Are you alright?’ if they see someone hurt or in pain.
  - say, ‘Sorry,’ when they make a mistake or hurt someone.

Tell them that we must always think of other people, rather than ourselves and must always try never to hurt someone.

• **Using the telephone (Pages 74 and 75):** Ask students to read the given conversation and note all the polite words used.

• **Activity and writing time: (Page 75)** Ask the students to pair up, take the roles of Neha and the callers and role-play the conversation. Next, they can make up their own telephone conversations and role-play it with their partner and then do the writing task.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
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<tbody>
<tr>
<td>1. Reading time: Students read the poem and perform it.</td>
<td>15min</td>
</tr>
<tr>
<td>2. Activity time: Students write the poem and complete the related activity.</td>
<td>15 min</td>
</tr>
<tr>
<td>3. Constructions: Students use index cards to match words with their contractions.</td>
<td>15 min</td>
</tr>
<tr>
<td>4. Writing time: Students complete Exercises A, B, and C.</td>
<td>15 min</td>
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<tr>
<td>5. Polite conversation: Students discuss the importance of politeness and learn some polite phrases they must use regularly.</td>
<td>10 min</td>
</tr>
<tr>
<td>6. Using the telephone: Students are introduced to telephone conversations.</td>
<td>10 min</td>
</tr>
<tr>
<td>7. Activity and writing time: Students complete the given tasks.</td>
<td>20 min</td>
</tr>
</tbody>
</table>
کچھ کا وقت (صفحہ 72 اور 73): افغانستان کے آبادانوں کے لئے لہذا اسے کوئی کیہنا کہ "دشمن" ہے کوئی کہیا "jumlah کر کے اور ب، اور A، کو کہیا "عمل کریں۔

منافع کیہا (grade) اور "میل" (grade) (Thank You) (Thank you) (Sorry (Excuse me) (please) (Are you alright) (Excuse me) (Sorry)

جب کسی نے معاونیت کی ہے تو کوئی ان کی مدد کرے بے فتح کی فوٹس بھونے کا مربع فرام کرے "شکریہ" (کئی)۔

جب دو شخص سے معاونیت ہو تو "بازہ سہرین" (کئی)۔

جب معزز کیوں ہو کہ کسی کی تیاری تو "آپ کی معاونیت پر ہیں؟ " (کئی)۔

کسی معاونیت سے کوئی انتباہ ہو تو "آپ کی معاونیت پر ہیں؟ " (کئی)۔

"آپ کی معاونیت ہو تو "کئی"

متاثر کیا نہیں کہ اس نے دوسرے کو "معاونیت" کیا کہ کسی کا "معاونیت" کیا کہ کسی کا کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ کسی کیا کہ
A funfair at school

Answer key for Unit 9

Pages 67 and 68: Writing time
B. Beenish: I will make the poster of a donkey.
Neha and her friends: We will make the fruit chaat.
Haris and Nasir: We will make the invitations for the funfair.
Saad and Tariq: We will decorate the class.
Tariq: I will bring the cloth to blindfold the children who will play the game.

D. 1. Grandfather will read the newspaper.
2. Grandmother will stitch clothes.
3. Father will clean the car.
4. Mother will cook lunch.
5. Nasir will study science.
6. Neha will go to a friend’s house.
7. Baby will play with a ball.

Page 69: Discussion time

A. 1. The parents are invited.
2. The invitation is from Class Three.
3. The fun fair will be held on 22nd November.
4. The fun fair will end at 4 p.m.
5. There will be food, games, and lots of prizes.

Pages 72 and 73: Writing time
B. 1. We will - We’ll
2. He is - He’s
3. They are – They’re
4. I am – I’m
5. Do not – Don’t
6. You will - You’ll
7. Will not – won’t

C. 1. Don’t make a noise!
2. They’re playing football.
3. She’ll not come tomorrow.
4. I’m feeling sick.
5. He’s a doctor and she’s a nurse.

B. Beenish: I will make the poster of a donkey.
   Neha and her friends: We will make the fruit chaat.
   Haris and Nasir: We will make the invitations for the funfair.
   Saad and Tariq: We will decorate the class.
   Tariq: I will bring the cloth to blindfold the children who will play the game.

D. 1. Grandfather will read the newspaper.
   2. Grandmother will stitch clothes.
   3. Father will clean the car.
   4. Mother will cook lunch.
   5. Nasir will study science.
   6. Neha will go to a friend's house.
   7. Baby will play with a ball.

A. 1. The parents are invited.
   2. The invitation is from Nasir and Harris.
   3. The fun fair will be held on 22nd November.
   4. The fun fair will end at 4 p.m.
   5. There will be food, games and lots of prizes.

B. 1. We will - We'll
   2. He is - He's
   3. They are - They're
   4. I am - I'm
   5. Do not - Don't
   6. You will - You'll
   7. Will not - won't

C. 1. Don't make a noise!
   2. They're playing football.
   3. She'll not come tomorrow.
   4. I'm feeling sick.
   5. He's a doctor and she's a nurse.
LESSON 1

OBJECTIVES:
- Write sentences using correct capitalization, punctuation, and spellings
- Recognize functions of joining words
- Use joining words and, or, and but to show addition, alternative, and contrast. Use because to express reason
- Classify nouns into masculine, feminine, or neuter gender
- Classify and change gender of nouns

LEARNING OUTCOMES:
By the end of this lesson students should be able to:
- distinguish between statements and questions, and write them using correct punctuation marks.
- recognize the use of joining words and use and, or, but, and, because to join simple sentences effectively.
- nouns as the masculine, feminine, or neuter gender.

METHOD:
- Introduction: Ask students if they have ever had a visitor or guest. What is it like to have a visitor over? Is it fun to have visitors? Let students share and discuss their views.
- Reading time – A visitor (Page 76): Explain to the students that they will read about a visitor who arrived at Nasir and Neha’s school. Read aloud the passage, pausing periodically to ask simple questions and check comprehension.
- Discussion time: (Page 77) Divide the class into pairs. Ask each pair to discuss the questions they would like to ask the visitor, Mr Chou Lang. Next they must think of a recent visitor at their home or school and describe him/her to their classmates.
- Statements and questions: Ask the class what is a question and what is 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 and then ask children to think of their own examples.

  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.

Remind students that a statement always starts with a capital letter.

Next, explain that a question is a type of sentence that asks something. A question mostly begins with who, what, where, when, how, etc. and ends with a question mark. Ask the students to think of different questions and write them on the board. Point out that when asking a question we use a different tone. Read questions out aloud to show that questions are asked in a different tone. Then point out to the students that questions also start with a capital letter.

• **Reading and discussion time (Pages 77 and 78):** Divide the class into pairs. Ask each pair to read the information about statements and questions and complete the given activities.

• **Writing time (Pages 78 and 79):** Provide further practice of questions and statements by asking students to complete Exercises A and B.

• **Conjunctions (Page 79):** Read the sentences and ask the students to note the underlined words. Ask your students why the underlined words are important in these sentences. Can these sentences be written in any other manner? Next explain that the underlined words are called conjunctions. Conjunctions are connecting words, e.g. and, or, but, because, etc. Read and explain the use of these conjunctions as given in the textbook.

• **Writing time (Page 80):** Ask students to complete Exercises A, B, and C.

• **Old Mr Kisan has a farm (Page 81):** Read aloud the poem with your class. Ask students to chant along with you. After reading divide the class into pairs. Ask each pair to underline all the animals mentioned and the sounds they make. Next they must draw a list of four other animals and their sounds.

• **Noun: Gender (Page 82):** Explain that nouns may be classified according to their gender. A man is a masculine or male noun. A woman is a feminine or female noun and a table is a neuter noun. Neuter means without gender. Some nouns can be used for both masculine or feminine for example baby, actor, teacher. Write the following list of nouns on the board and ask students to classify them under any of the following headings: masculine, feminine, neuter:

  - boy, uncle, cousin, book, son, child, mother,
  - bag, daughter, aunt, person, girl, father, sofa,
  - child, grandfather, grandmother, grandchild.

• **Writing Time (Pages 82 and 83):** Ask students to complete Exercises B, C, and D.
The dog barked loudly.
My toy car broke.
The little boy sang.
The sky is blue.
Cats eat rats.
A visitor

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

<table>
<thead>
<tr>
<th></th>
<th>TASK</th>
<th>TIME</th>
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<tbody>
<tr>
<td>1.</td>
<td><strong>Introduction:</strong> Students participate in a class discussion describing visitors.</td>
<td>10 min</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Reading time:</strong> Students read the passage on pages 76 and 77.</td>
<td>10 min</td>
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<tr>
<td>3.</td>
<td><strong>Reading and discussion:</strong> Students work in pairs to brainstorm questions for Mr Lang. They write a description of a recent visitor to their homes.</td>
<td>20 min</td>
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<tr>
<td>4.</td>
<td><strong>Writing time:</strong> Students complete <strong>Exercises A</strong> and <strong>B</strong> to learn to distinguish between statements and questions.</td>
<td>15 min</td>
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<tr>
<td>5.</td>
<td><strong>Conjunctions:</strong> Students understand the use of conjunctions.</td>
<td>15 min</td>
</tr>
<tr>
<td>6.</td>
<td><strong>Writing time:</strong> Students practice using conjunctions by completing <strong>Exercises A, B, and C.</strong></td>
<td>10 min</td>
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<tr>
<td>7.</td>
<td><strong>Old Mr Kisan has a farm:</strong> Students read and perform the poem.</td>
<td>15 min</td>
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<tr>
<td>8.</td>
<td><strong>Masculine and feminine:</strong> Students learn to distinguish and identify masculine nouns, feminine nouns, and neuter nouns.</td>
<td>15 min</td>
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<tr>
<td>9.</td>
<td><strong>Writing time:</strong> Students complete <strong>Exercises A, B, and C.</strong></td>
<td>10 min</td>
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**EXTENDED ACTIVITIES:**

- Identify the gender of each of the following nouns. Circle the masculine nouns, underline the feminine nouns and colour the neuter nouns:

  - son
dar father
  - ship
  - drake
  - niece
  - cow
  - daughter
  - brother
  - sister
  - Father
  - tree
  - apple
  - Goose
  - Brush
  - uncle
  - Douglas
  - Anne
  - England
  - clock
  - pitcher
  - Leaf
  - Headmistress
  - George
  - mom
  - Road
### 1.

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| **Question:** &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbs...
Answer key for Unit 10

Page 78: Discussion time

D. 1. What did Mr Lang tell the children? – question
   2. The Yangtze river is in China. – statement
   3. The Chinese are very helpful people. – statement
   4. Does Mr Lang teach in Beijing? – question

Pages 78 and 79: Writing time

A. 2. Where does he live?
   3. Is China a very big country?
   4. Can he speak Urdu?
   5. What did he show them?

B. 1. e, 2. c, 3. a, 4. b, 5. d

Page 80: Writing time

A. 1. I went to the marked and bought a dress.
   2. I don’t know if I want a mango or an apple.
   3. He is very rich but he is not happy.
   4. He was punished because he broke the window.

B. 1. Ahmed is tall but Bashir is taller.
   2. Ahmed sent the letter and waited for the reply.
   3. I cannot go out because it is raining.
   4. Is this my book or yours?
   5. He worked hard but did not get good marks.
   6. He lost his balance and fell down.
   7. Would you like tea or a cold drink.
   8. He went to the hospital because he was sick.

C. 2. Islamabad is very cold but Quetta is colder.
   3. We went to Murree and had fun.
   4. The police put him in jail because he was a thief.
   5. Do you like to read books or prefer to watch movies?

Page 81: Discussion time

A. moo, neigh, quack, cock a doodle doo, cows, bulls, horses, mares, ducks, drakes, hens roosters
   Lion: lion (male) – lioness (female) (they roar)
   Bear: boar (male) – sow (female) (they growl)
   Donkey: jack (male) – jenny (female) (they bray)
   Sheep: ram (male) – ewe (female) (they bleat)
1. What did Mr. Lang tell the children? - question
2. The Yangtze river is in China. - statement
3. The Chinese are very helpful people. - statement
4. Does Mr. Lang teach in Beijing? - question

A.
1. Where does he live?
2. China is a very big country.
3. Can he speak Urdu?
4. What did he show them?

B.
1. I went to the market and bought a dress.
2. I don’t know it I want a mango or an apple.
3. He is very rich but he is not happy.
4. He was punished because he broke the window.
5. Ahmed is tall but Bashir is taller.
6. Ahmed sent the letter and waited for the reply.
7. I cannot go out because it is raining.
8. He worked hard but did not get good marks.
9. He lost his balance and fell down.
10. Would you like tea or a cold drink?
11. He went to the hospital because he was sick.

C.
1. Islamabad is very cold but Quetta is colder.
2. We went to Murree and had fun.
3. The police put him in jail because he was a thief.
4. Do you like to read books or prefer to watch movies?

A.
moo, neigh, quack, cock a doodle doo, cows, bulls, horses, mares, ducks, drakes, hens, roosters
Lion: lion (male) - lioness (female) (they roar)
Bear: boar (male) - sow (female) (they growl)
Donkey: jack (male) - jenny (female) (they bray)
Sheep: ram (male) - ewe (female) (they bleat)
Page 82:

B. tiger – tigress
   peacock – peahen
   leopard – leopards
   buck – doe
   stag - hind

Page 83:

C. 2. king – queen
   3. father – mother
   4. man – woman
   5. uncle – aunt
   6. husband – wife
   7. son – daughter
   8. brother – sister
   9. nephew – niece
  10. prince – princess

D.

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td>rooster</td>
<td>woman</td>
<td>table</td>
</tr>
<tr>
<td>husband</td>
<td>queen</td>
<td>pencil</td>
</tr>
<tr>
<td>nephew</td>
<td>cow</td>
<td>building</td>
</tr>
<tr>
<td>uncle</td>
<td>daughter</td>
<td>book</td>
</tr>
<tr>
<td>drake</td>
<td>vixen</td>
<td>tree</td>
</tr>
</tbody>
</table>
B. Tiger - tigress
   Peacock - peahen
   Leopard - leopardess
   Buck - doe
   Stag - hind

C. 2. King - queen
    3. father - mother
    4. man - woman
    5. uncle - aunt
    6. husband - wife
    7. son - daughter
    8. brother - sister
    9. nephew - niece
   10. prince - princess

D. | Masculine | Feminine | Neuter |
<table>
<thead>
<tr>
<th></th>
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LESSON 1

OBJECTIVES:

- Identify and use simple sentences that show instructions, commands, and strong feelings
- Make simple sentences using subject, verb, object, pattern

LEARNING OUTCOMES:

By the end of this lesson student should be able to:

- recognize the importance of good health.
- identify and use the four types of sentences.
- construct simple sentences and recognize the different components of a sentence: subject, verb, object.

METHOD:

- Introduction: Ask your students what do they do to remain healthy? Do they eat healthy food? What do they think is healthy food? Do they take enough fruits and vegetables? Do they exercise daily? Do they sleep on time?

- Reading time – Honey (Pages 85 and 86): Tell your class that now they will read about Nasir’s grandfather’s secrets to good health. Ask them to read the given Text. Then ask questions to check understanding. You can also ask students to role-play the dialogue between Nasir and his grandfather.

- Writing time (Page 86): Ask students to complete Exercises A, B, and C.

- What is a sentence? (Pages 87 and 88): Explain that they are four types of sentences: declarative, interrogative, imperative, and exclamatory.

A declarative sentence makes a statement. A statement shares information and ends with a full stop. Remind your students that a full stop signals the end of a thought or an idea. The statement begins with a capital letter. A capital letter signals the beginning of a new thought or idea. Ask students to look for statements on pages 84 and 85 of their textbooks. Tell them to share three examples of declarative sentences with the rest of the class.

Next, explain that an interrogative sentence is also called a question. A question always asks something and often begins with who, what, where, when, which, why, how, etc. A question always ends with a question mark and begins with a capital letter. Ask students to look for examples of questions on pages 84 and 85 and share them with the rest of the class.

Now, explain that is an imperative sentence gives a command or a request and ends with a full stop. Ask students to look for imperative sentences on pages 84 and 85 of
سیرت 1

مقامات:

1. ایمی ساء جماس کی شناخت اور ان کی استعمال کرنا جماد کھا ہے۔
2. فیصل جماس اور جماس کی استعمال کرنا جماد کھا ہے۔

نتیجہ:

اس جماد کے افتتاح کے لئے جمال کا دعویٰ کیا گیا تھا۔
1. ایمی کی بنا اور جماس کی استعمال کرنا جماد کھا ہے۔
2. فیصل جماس اور جماس کی استعمال کرنا جماد کھا ہے۔
3. سہادت نبی کے اور جماس کے دعویٰ انتہائی فیصل جماس اور جماس کی استعمال کرنا جماد کھا ہے۔

طرفیہ کار:

1. ایمی کی بنا اور جماس کی استعمال کرنا جماد کھا ہے۔
2. فیصل جماس اور جماس کی استعمال کرنا جماد کھا ہے۔

تاریخ:

علامہ ہمیشہ سے پیش جماس کی جماد سے جماد کی جماد وہاں ہے۔ جملہ جماس کی جماد سے ہے۔
1. ایمی کی بنا اور جماس کی استعمال کرنا جماد کھا ہے۔
2. فیصل جماس اور جماس کی استعمال کرنا جماد کھا ہے۔

چکر 1:

علما کی بنا اور جماس کی استعمال کرنا جماد کھا ہے۔
1. ایمی کی بنا اور جماس کی استعمال کرنا جماد کھا ہے۔
2. فیصل جماس اور جماس کی استعمال کرنا جماد کھا ہے۔

چکر 2:

علما کی بنا اور جماس کی استعمال کرنا جماد کھا ہے۔
1. ایمی کی بنا اور جماس کی استعمال کرنا جماد کھا ہے۔
2. فیصل جماس اور جماس کی استعمال کرنا جماد کھا ہے۔

چکر 3:

علما کی بنا اور جماس کی استعمال کرنا جماد کھا ہے۔
1. ایمی کی بنا اور جماس کی استعمال کرنا جماد کھا ہے۔
2. فیصل جماس اور جماس کی استعمال کرنا جماد کھا ہے۔

چکر 4:

علما کی بنا اور جماس کی استعمال کرنا جماد کھا ہے۔
1. ایمی کی بنا اور جماس کی استعمال کرنا جماد کھا ہے۔
2. فیصل جماس اور جماس کی استعمال کرنا جماد کھا ہے۔

چکر 5:

علما کی بنا اور جماس کی استعمال کرنا جماد کھا ہے۔
1. ایمی کی بنا اور جماس کی استعمال کرنا جماد کھا ہے۔
2. فیصل جماس اور جماس کی استعمال کرنا جماد کھا ہے۔
their textbook. Next they must come up with five commands and five requests that they use daily.

After this, move onto an exclamatory sentence. Explain that an exclamatory sentence shows strong feelings, happiness, shock, pain, or surprise. It ends with an exclamation mark and begins with a capital letter. Next, ask them to identify any exclamatory sentences that they can find on pages 84 and 85.

- **Sentence structure:** Explain that a sentence is a group of words that expresses a complete thought. Write the following on the board.

1. I climbed a tree.
3. Climb a

Ask which of the above is a complete sentences. Listen to the students responses and then state that 1 and 2 are sentences while 3 is not. State that a sentence must contain a subject and a verb.

A subject is the main doer of the action in a sentence and the verb is the action itself. Sentence number 3 does not contain a subject.

Now write the following on the board:

1. Ali plays cricket.
2. I love books.
3. Likes ice cream

Again explain that 1 and 2 are complete sentences, but 3 is not.

Ask students to construct five sentences.

- **Writing time (Page 88):** Ask students to complete Exercises A and B.

- **My Mother (Page 89):** Ask students to read aloud the poem ‘My Mother.’ In pairs they can then complete the given tasks.

- **Mom and Dad (Page 90):** Ask students to read the poem ‘Mom and Dad’. Let them describe their parents to their partner. Ask them to share three things their parents have taught them to do. Afterwards they can complete Exercises A, B, and C on the same page.
1. I climbed a tree.
3. Climb a

اطلاعات مجمعة:

۱. آیک پارچہ ہیور فرح کین ہے اور ۲ ہمہ جی ایم کی ہے۔

کرکٹ کے لیے بحث کریں:

۱. Ali plays cricket.
۲. I love books.
۳. Likes ice cream

آیک کے لیے بحث کریں:

۱. کابنہ کا وقت (صحرا ۹۸)؛ ظالمے سے ہمکات A اور B، کمل کر کے لیے کہے۔

میری ماما بحث کریں:

۱. My Mother (صحرا ۸۹)؛ ظالمے سے ہمکات "My Mother" کے لیے کہے۔

میں ہوں بھی گا کو کام کر کے ہے تین۔

آیک کے لیے بحث کریں:

۱. Mom and Dad (صحرا ۰۹)؛ ظالمے سے ہمکات "Mom and Dad" کے لیے کہے۔

کہاں کے بھی گا کو ساتی ہوں بھی اور الیکس کے بارے میں بحث کرے۔
# SUGGESTED LESSON OUTLINE (3 class periods)

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Introduction:</strong> Students discuss what the importance of a healthy lifestyle.</td>
<td>10 min</td>
</tr>
<tr>
<td><strong>2. Reading time:</strong> Students read the dialogue between Nasir and his grandfather, and role-play it.</td>
<td>30 min</td>
</tr>
<tr>
<td><strong>3. Writing time:</strong> Students complete Exercises A, B, and C.</td>
<td>20 min</td>
</tr>
<tr>
<td><strong>4. What is a sentence?</strong> Students understand the four different types of sentences with the help of examples.</td>
<td>20 min</td>
</tr>
<tr>
<td><strong>5. Sentence structure:</strong> Students learn about sentence structure with the help of examples.</td>
<td>10 min</td>
</tr>
<tr>
<td><strong>6. Writing time:</strong> Students complete Exercises A and B.</td>
<td>10 min</td>
</tr>
<tr>
<td><strong>7. My Mother:</strong> Students read the poem titled and complete the given tasks.</td>
<td>15 min</td>
</tr>
<tr>
<td><strong>8. Mom and Dad:</strong> Students read a poem and complete discussion and writing activities related to it.</td>
<td>15 min</td>
</tr>
</tbody>
</table>

### EXTENDED ACTIVITIES:

Ask your students to make a Thank You card for their parents. They can decorate it and write a short thank you note as well.
سند کا مجوزہ ناکر (بجاہت کے 3 تیرید) :

<table>
<thead>
<tr>
<th>دوامی</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 منٹ</td>
<td>تعارف : طالبین میدان جنگ کی کہتے پتھرگوکر ہیں۔</td>
</tr>
<tr>
<td>30 منٹ</td>
<td>پہلی جہت کا وقت : طالب ناصار ارد کے داؤ جان کے دریاں تہجی و دیے مکالمات پیچیدہ اور ناصار ارد کے</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>داؤ جان کا کروڑ ارد کے کچھ کہیں۔</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>کلکتہ کا وقت : طالب مصیات B ، A اور C کام کریں۔</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>جملہ کی بھی؟ طالب مساؤن کی حاضر سے سمتی کی جا مکمل اقسام کم ہوں۔</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>تعلیم مساؤن کی حاضر سے تعلیمی سیاست کم ہوں۔</td>
</tr>
<tr>
<td>15 منٹ</td>
<td>کلکتہ کا وقت : طالب مصیات A ، B اور C کام کریں۔</td>
</tr>
<tr>
<td>15 منٹ</td>
<td>طالب مصیات ارد کے کام کریں۔</td>
</tr>
<tr>
<td></td>
<td>کام کی سیاست کام کریں۔</td>
</tr>
</tbody>
</table>

تو صفتی سرپرہمیان:

طلاب سے کہنے کہ داؤ جان کے لیے تشریف کا کاردینال ہے۔ دعا کارتھا ہوئی ارد کے پہلے ارد کے لیے تشریف کی ضرورتی ہے۔

کے بھی۔
Answer key for Unit 11

Page 86: Writing time


B. 1. Bees live in large colonies in a hive.
   2. Bees collect pollen and nectar.
   3. Honey bees can be black or light brown in colour.
   4. Worker bees look after the hive.
   5. Worker bees collect nectar which is a sweet liquid that is found in flowers. They also keep the hive clean, take care of the eggs, and feed the baby bees.

C. 1. abdomen - the end part of an insect’s body that is attached to its thorax.
   2. nectar - a sweet liquid that is produced by flowers.
   3. colony - a group of animals that live together.
   4. thorax - the middle part of an insect’s body
   5. hive - a place where bees live in.

Page 88: Writing time

A. 1. Subject: Babar – Object: prize
   2. Subject: doctor – Object: patient
   3. Subject: Ayesha – Object: song
   4. Subject: boys – Object: cricket
   5. Subject: Mrs Ahmed – Object: computer

B. 1. Can you play tennis?
   2. Come here.
   3. I like to study history.
   4. What a fast car!

Page 90: Writing time

A. 1. dad, sad  2. clap, lap  3. school, rule  4. all, fall  5. own, grown  6. God, Lord
B. 1. Bees live in large colonies in a hive.
   2. Bees collect pollen and nector.
   3. Honey bees can be black or light brown in colour.
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   2. nectar - a sweet liquid that is produced by flowers.
   3. colony - a group of animals that live together.
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   2. Subject: doctor -- Object : patient
   3. Subject: Ayesha -- Object : song
   4. Subject: boys -- Object : cricket
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   2. Come here.
   3. I like to study history.
   4. What a fast car!

A. 1. dad, sad  2. clap, lap  3. school, rule  4. all, fall  5. own, grown  6. God, Lord
REVIEW TEST 3

Answer key

A. 1. The boy will eat his lunch.
   2. Ali goes to the market.
   3. The children played in the garden.
   4. Sara will cook rice for dinner.
   5. Ahmed saw the movie.

B. 1. I'm going to see a movie.
   2. You're my best friend.
   3. Father said, ‘Don't go there.’
   4. The children replied, ‘We'll not go there.’ or ‘We won't go there.’
   5. They'll do the work.

C. 1. Ahsan wants to go to the market.
   2. Mother makes breakfast for us.
   3. The children smile when they are happy.
   4. The bird flies in the sky.
   5. Sara likes to play with toys.

D. 1. They are going to school.
   2. We will buy a gift for Mother.
   3. He likes to read books.
   4. They went to the market.
   5. She cleaned the house.

E. 1. I need bananas, apples, oranges, and grapes to make fruit chaat.
   2. Where is my book?
   3. I have won the first prize!
   4. Do you want to come with me?
   5. Mother is very happy.
A 1. The boy will eat his lunch.
   2. Ali goes to the market.
   3. The children played in the garden.
   4. Sara will cook rice for dinner.
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   4. Do you want to come with me?
   5. Mother is very happy.
Worksheet 1

Describing Words

Q 1. Underline the adjectives in the following sentences.
   1. He is wearing a blue shirt.
   2. Look at that sparkling, diamond necklace!
   3. I have several, beautiful hats. Which one should I wear on my birthday?
   4. Sara has got a wonderful, stuffed teddy bear as her birthday present.
   5. Sana received a golden pendent.
   6. Ali loves to ride his small, red car.
   7. Sara wrote a funny poem for her mother’s birthday.
   8. My mom baked a chocolate cake.
   9. It was a dark, stormy evening.
  10. Ali’s work is always neat.

Q 2. Now re-write the above sentences using a different adjective for the ones that you have underlined.
   1. ______________________________________________________
   2. ______________________________________________________
   3. ______________________________________________________
   4. ______________________________________________________
   5. ______________________________________________________
   6. ______________________________________________________
   7. ______________________________________________________
   8. ______________________________________________________
   9. ______________________________________________________
  10. ______________________________________________________

Q 3. Draw your favourite dress and describe it with suitable adjectives.

________________________ ________________________
________________________ ________________________
Worksheet 2

Singular and Plural
Countable Uncountable Nouns

Q 1. Write the plural of the following words.

A. 1. lady ______________  6. monkey ______________
    2. lily ______________  7. bear ______________
    3. sky ______________  8. toy ______________
    4. story ______________  9. holiday ______________
    5. city ______________  10. tray ______________

B. 1. leaf ______________  6. thief ______________
    2. loaf ______________  7. life ______________
    3. Knife ______________  8. half ______________
    4. chief ______________  9. calf ______________
    5. shelf ______________  10. wolf ______________

C. 1. potato ______________  4. photo ______________
    2. cargo ______________  5. tomato ______________
    3. piano ______________

Q 2. Write whether the following nouns are singular or plural.

1. cat ______________  6. roots ______________
2. mat ______________  7. shoes ______________
3. hats ______________  8. clothes ______________
4. houses ______________  9. slipper ______________
5. flowers ______________  10. dress ______________

Q 3. Make two columns and separate the following nouns into countable and uncountable nouns.

1. tea  2. dresses  3. sugar  4. mats  5. water
Worksheet 3

Present Continuous Tense

Q 1. Rewrite these sentences in present continuous tense.

1. Sana waited for Sara.
   ________________________________________________________

2. I will go to the market.
   ________________________________________________________

3. Ali was playing cricket with his friends.
   ________________________________________________________

4. Sana ate the apple.
   ________________________________________________________

5. Sara will read a story book.
   ________________________________________________________

6. We will go to the market today.
   ________________________________________________________

7. The boy cried for an ice cream.
   ________________________________________________________

8. The teacher rewarded the good students.
   ________________________________________________________

Q 2. Underline the verbs in present continuous tense in the following sentences.

1. The baby is playing in the cradle.
   ________________________________

2. Sana is eating her lunch.
   ________________________________

3. Ali is learning his lesson.
   ________________________________

4. The children are cleaning their room.
   ________________________________

5. Uncle Ahmed is driving the car.
   ________________________________
Worksheet 4

Simple Present Tense

Q 1. Fill in the blanks with verbs in the simple present tense.

1. Sana ___________ really hard. ( work )
2. Ali ___________ beautifully. ( paint )
3. Children _________ the chocolate. ( eat )
4. The driver _________ the car. ( drive )
5. Ali _____________ the plants every day. ( water )
6. Sara often ______________ with her kitten. ( play )
7. Umar always ____________ for his school team. ( cheer )
8. Our family always __________ Eid together. ( celebrate )
9. Sana ___________ her homework every day. ( do )
10. The baby seldom ________ in the night. ( cry )

Q 2. Complete each sentence with the correct verb.

1. The shop ___________ at 9 p.m.
   a. close       b. closes
2. We ___________ our grandmother’s house every week.
   a. visit       b. visits
3. My school van ___________ at seven ‘o’ clock in the morning.
   a. arrive      b. arrives
4. I ___________ to school every day.
   a. go          b. goes
5. Sara ___________ her teeth twice a day.
   a. brush       b. brushes
Worksheet 5

Pronouns, Possessive Pronouns, and Possessive Adjectives

Q 1. Choose the right pronoun and complete each sentence.

1. This book belongs to _________________.
   (my – me – you – it)
2. ________________ are playing cricket.
   (us – we – our – them)
3. ___________ don’t have an ink bottle. Can I borrow ___________?
   (mine, hers – mine, his – I, yours – I, his)
4. This toy is ___________. ___________ can’t take it.
   (my, her – mine, you – she, it – his, it)
5. Was ________________ necklace very expensive?
   (me – our – her – mine)

Q 2. Fill in the blanks with correct possessive pronoun or possessive adjective.

1. Is this pencil ________________? (yours – my )
2. ________________ name is Anum. (me – Her)
3. This book belongs to _________________. (I – me)
4. ________________ are going on a picnic. (we – us)
5. ________________ is having lunch. (he – his)
6. Ali is playing with ________________ airplane. (his – yours)
7. ________________ are having fun in the pool. (they – theirs)
8. ________________ hat is red. (his – hers)
9. Bring ________________ books. (her – ours)
10. Can we use ________________ printer? (your – mine)
Worksheet 6

**Future Tense**

**Q 1. Complete the sentences given below.**

1. Tomorrow we will ________________________________
2. Sana will ________________________________
3. We will ________________________________
4. My mother will ________________________________
5. Ali and his father will ________________________________
6. All the children decided that they will ________________________________

**Q 2. The sentences given below are in the present tense. Rewrite them in the future tense.**

1. Sara reads a book every day.
   ______________________________________________________
2. I eat cereal for breakfast.
   ______________________________________________________
3. My uncle goes to work at night.
   ______________________________________________________
4. My father buys some fruit every day.
   ______________________________________________________
5. I work hard to achieve good marks.
   ______________________________________________________

**Q 3. Write five sentences about what you are going to do tomorrow.**

_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
Answer key

Worksheet 1

Describing Words

Q 1. Underline the adjectives in the following sentences.

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8. My mom baked a chocolate cake.
9. It was a dark, stormy evening.
10. Ali’s work is always neat.

Worksheet 2

Singular and Plural

Countable Uncountable Nouns

Q 1. Write the plural of the following words.

A. 1. ladies 2. lilies 3. skys 4. stories
   5. cities 6. monkeys 7. bears 8. toys
   9. holidays 10. trays

B. 1. leaves 2. loaves 3. knives 4. chiefs
   5. shelves 6. thieves 7. lives 8. halves
   9. calves 10. wolves

C. 1. potatoes 2. cargos 3. pianos 4. photos
   5. tomatoes

Q 2. Write whether the following nouns are singular or plural.

1. singular 6. plural
2. singular 7. plural
3. plural 8. plural
4. plural 9. singular
5. plural 10. singular

Q 3. Make two columns and separate the following nouns into countable and uncountable nouns.

countable nouns: dresses, mats, sweets, dogs,
uncountable nouns: tea, sugar, water, coffee, milk, flour
Worksheet 3

Present Continuous Tense

Q 1. Rewrite these sentences in present continuous tense.
  1. Sana is waiting for Sara.
  2. I am going to the market.
  3. Ali is playing cricket with his friends.
  4. Sana is eating the apple.
  5. Sara is reading a story book.
  6. We are going to the market today.
  7. The boy is crying for an ice cream.
  8. The teacher is rewarding the good students.

Q 3. Underline the verbs in present continuous tense in the following sentences.
  1. The baby is playing in the cradle.
  2. Sana is eating her lunch.
  3. Ali is learning his lesson.
  4. The children are cleaning their room.
  5. Uncle Ahmed is driving the car.

Worksheet 4

Simple Present Tense

Q 1. Fill in the blanks with verbs in the simple present tense.
  1. works 2. paints 3. eat 4. drives
  5. waters 6. plays 7. cheers 8. celebrates
  9. does 10. cries

Q 2. Complete each sentence with the correct verb.
  1. closes 2. visit 3. arrives 4. go
  5. brushes

Worksheet 5

Pronouns, Possessive Pronouns, and Possessive Adjectives

Q 1. Choose the right pronoun and complete each sentence.
  1. me 2. we 3. I, yours 4. mine, you
  5. her

Q 2. Fill in the blanks with correct possessive pronoun or possessive adjective.
  1. yours 2. Her 3. me 4. We
  5. He 6. his 7. They 8. His
  9. her 10. your
Worksheet 6

Future Tense

Q 2. The sentences given below are in the present tense. Rewrite them in the future tense.

1. Sara will read a book every day.
2. I will eat cereal for breakfast.
3. My uncle will go to work at night.
4. My father will buy some fruit every day.
5. I will work hard to achieve good marks.