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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.
ترمیمے انسانوں کی "We Learn English" کی آگرہ دیکھ کر ہم انسانوں کی معاشت کے لیے تربیتی ذیلبی چاہیے۔ اس رہنماؤں کا نام "We Learn English" کے نام سے لیے اسے ایک ایسی اسکول ایکانہ میں مند کرنا ہے جس کے ذریعے ہم کو کہا جانے کے معاشت میں اسی دنیائیں کے افراد کے ساتھ کمک کیے جانے کی ضرورت کا فکر لگایا جا سکے۔ اس رہنماؤں کے معاشت کی تربیت کے لیے اسے دوسرے کے ساتھ کمک کیے جانے کی ضرورت ہے۔

ترمیمے انسانوں کے حوالے ہیں:

- معاشرتی اثرات

یہ رہنماؤں انسانوں کے حوالے ہیں۔ انسانوں کے ذریعے اور بہترین پریمیئر کرتے ہیں اور انسانوں کو خود کا خدا ہُنے کے لیے اور بہترین پریمیئر کرتے ہیں۔ اس کے نام سے انسانوں کے حوالے ہیں۔ اس کے نام سے انسانوں کے حوالے ہیں۔

- انسانوں کے حوالے ہیں

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- انسانوں کے حوالے ہیں

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- انسانوں کے حوالے ہیں

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LESSON 1

OBJECTIVES:
• Demonstrate rules/norms of group interactions to introduce self, take turns, and use polite expressions
• Illustrate use of tenses previously learnt
• Locate specific information in a clock
• Arrange words in alphabetical order
• Read and understand poems and write simple poems.

LEARNING OUTCOMES:
By the end of this lesson students should be able to:
• introduce themselves and others.
• use the present tense and form negative statements in the present tense.
• read time on a clock.
• arrange words in alphabetical order.

RESOURCES REQUIRED (TEACHING AIDS):
• Small cards to make name tags
• Copies of Worksheet 1

METHOD:
• Introduction: Begin the lesson by introducing yourself to your new class. Tell them your full name and what they may call you. Then talk a bit about your hobbies, your likes and dislikes. Explain that they must also introduce themselves politely whenever they meet a new person. Divide the class into pairs now. Ask each student to think of questions to ask his or her partner. They must ask their partners their names, their favourite subjects, their hobbies and likes and dislikes. Ask each student then to stand in front of the class and try to introduce his or her partner to the rest of the class. At the end of the introductions, ask students to create a name tag for themselves. Hand them small cards to write their full name on and colour or decorate. Ask them to wear their name tag on their shirt pockets so that others can read and remember their names.
• Reading time (Pages 1 and 2): After a round of introductions, explain that you will be reading about a new girl in school. Her name is Amber and it is her first day in school. Read the passage aloud slowly. Pause after each paragraph, and ask simple questions to check students’ comprehension.
کیا وقت بھاٹے؟

قسمت 1

معنی کا تعارف:

گروپ میں معاون خیال کے اصول وضوابات، خودوکاری کے ہیک کچھ ہے چیز، اپنی باتی کی اختیار کے اور گروپ کے ساتھ امتیاز کرنا کا رجحان کرنا۔

ان زرود کو جو بہت معاون ہی ہوئے تے ہیں جو بہت ریوک کرنا۔

گروپ کو معاونی طور پر بہت معاون ہے۔

اوقاف کا نشانی اور دینا جانے کا تعلق کرنا۔

پھر یہ کہ انہوں نے اور سائرے خودوکاری کا نشان اٹھانے کیا۔

دائرہ ہے:

اس کے لئے اہم ہے کہ اس کا تعلق نہیں بھاٹے کہ ہو:

یہاں اور زرود کا تعلق کرنا۔

زماں حال کا اعتماد کرنا اور اس زرود کی معاونہ ہی کی خواہش کرنا۔

گروپ کو جو بہت معاون ہوئے تے ہیں۔

اوقاف کا نشانی اور دینا جانے کا تعلق کرنا۔

تعریف کے لئے ہی کہ اہم ہے اور دینا جانے کے لئے نہیں۔

قانون 1 کا نقل:

طرز نقل کار:

تعریف کے کل کا تعلق کی اہمیت کا ہے کہ اس کا تعلق کرنا اور دینا جانے کا ہے۔ ایسی اہمیت پر مبنی اور سائرے خودوکاری کے لئے جو بہت معاون ہے۔ اس کا تعلق نہیں بھاٹے کہ ہو۔

倡导 2 کا تعریف:

倡导 2 کا تعریف کا مسلسل ہے پر پہلے نہیں پر پھر کچھ ہے کہ اس کا اختیار کے اور گروپ کے ساتھ امتیاز کرنا کا رجحان کرنا۔

پھر یہ کہ انہوں نے اور سائرے خودوکاری کا نشان اٹھانے کیا کہ،

پھر یہ کہ اس کا تعلق نہیں بھاٹے کہ ہو۔

پھر یہ کہ اس کا تعلق نہیں بھاٹے کہ ہو۔

پھر یہ کہ اس کا تعلق نہیں بھاٹے کہ ہو۔

پھر یہ کہ اس کا تعلق نہیں بھاٹے کہ ہو۔

پھر یہ کہ اس کا تعلق نہیں بھاٹے کہ ہو۔

پھر یہ کہ اس کا تعلق نہیں بھاٹے کہ ہو۔
• Activity time (Page 3): After you complete reading page 2, read aloud the conversation between Sara and Amber. Make sure you read with the correct expression and intonation. Point out to the students how politely Sara and Amber introduced themselves to each other. Then ask the students to introduce themselves to any new student in class. If no new student has joined, let them introduce themselves to you. To make the activity more interesting, ask them to stand and introduce themselves by their first name and then add an adjective beginning with the same letter as their name. For example, they may say, “Hello, I am Amazing Amir. I live in Clifton, Karachi. I love cycling, reading, and playing games with my friends. I hope to get to know you better,” or “Hi, I am Sweet Sana. I live near the school. I love watching cartoons, talking to my friends, and reading story books. I would like to be your friend.”

• Discussion time (Page 3): Divide the class into pairs. Ask each pair to take turns reading the passage and then discuss the given questions. After they have discussed and answered the questions, let each student share with the rest of the class an occasion when he or she felt nervous and what happened as a result.

• Writing time (Page 3): Tell the students they have just read how Amber spends her day. Discuss how you spend a typical day, tell them about your daily routine. Next, ask them to discuss with a partner what they do each day. What is their daily routine like on a week day? Students can then answer the given questions.

• The present tense (Page 4): Revise the use of the simple present tense with your class. State that we use the simple present tense:
  1. for habits and actions that are done regularly, e.g. She goes to work by car.
  2. for general truths, e.g. The sun rises in the east.

Recap the rules of adding s or es to a verb.
  1. Explain that with a singular noun we must use –s or –es.
     e.g. A monkey eats bananas. A seal catches fish.
  2. However with a plural noun do not use –s or –es.
     e.g. Monkeys eat bananas. Seals catch fish.
  3. With he, she, or it use –s or –es.
     e.g. She likes swimming. He goes to school. It works with a battery.
  4. With I, you, we, or they, do not use –s or –es.
     e.g. We like swimming. You sing very well. I study history. They eat a lot.

After explaining all the rules with the help of examples, ask students to review them once more by reading page 4. Next, they can explain the rules to their partner with the help of other examples.
Hello, I am Amazing Amir. I live in Clifton, Karachi. I love cycling, reading, and playing games with my friends. I hope to get to know you better."

"Hi, I am Sweet Sana. I live near the school. I love watching cartoons, talking to my friends, and reading story books. I would like to be your friend."
Reinforce the use of the simple present tense with the help of an oral drill. Select students randomly and provide them with any two nouns and ask them to form a simple sentence in the simple present tense using the two nouns.

example: Teacher: Ahmer; books
Student: Ahmer likes to read books.
Teacher: I newspaper.
Student: I read the newspaper every day.

- **Activity time (Page 4):** Ask students to re-read pages 1 and 2, underline all the words that end with *s* or *es*, and then discuss why these verbs end in *s* or *es*.

- **Writing time (Page 5):** To further practice the use of the present tense ask students to complete the writing task.

- **Negative statements (Page 5):** Explain the rules for forming negative statements.
  We do not use the –*s* ending in the negative for singular nouns and with *he*, *she*, or *it*. We use the word ‘*does*’ in the negative.
  example: He teaches — He does not teach.
  She swims — She does not swim.

- **With plurals and *I, you, we, they,* we use ‘*do*’ in the negative.**
  example: They play hockey. — They do not play hockey.
  I cry. — I do not cry.

Reinforce the use of the negative statements with the help of an oral drill. Select students randomly and provide them with a sentence in the affirmative and ask students to change the statement into a negative one.

example: Teacher: Amber knows Sara.
Student: Amber does not know Sara.
Teacher: I like playing games.
Student: I do not like playing games.

Continue the drill until you have practiced forming the simple present tense negative statements with all the students.

- **Writing time (Pages 5 and 6):** To further practice the use of the present tense in negative statements ask students to complete Exercises B and C.

- **Reading the time (Page 6):**
  
  There is a time to wake up and a time to go to bed,
  A time to eat lunch and a time to rest.
  There is a time to do homework and a time to play football,
  Learning to read the time will help us all.

Tell your students you will learn to tell the time now. Use a large wall clock for this. Divide the class into two teams. Each team must take turns to read the time on the wall clock. You can move the hour hand and minute hand of the clock to show different times.
I like playing games.
Student: I don't like playing games.

There is a time to wake up and a time to go to bed.
A time to eat lunch and a time to rest.
There is a time to do homework and a time to play football.
Learning to read the time will help us all.

Ka yahaan kyu hai?

Teacher: Ahmer; books
Student: Ahmer likes to read books.
Teacher: I read the newspaper every day.
Student: I read the newspaper every day.

He teaches - He does not teach.
She swims - She does not swim.

They play hockey. - They do not play hockey.
I cry. - I do not cry.

There is a time to wake up and a time to go to bed.
A time to eat lunch and a time to rest.
There is a time to do homework and a time to play football.
Learning to read the time will help us all.

Teacher: Amber knows Sara.
Student: Amber does not know Sara.

There is a time to wake up and a time to go to bed.
A time to eat lunch and a time to rest.
There is a time to do homework and a time to play football.
Learning to read the time will help us all.

Teacher: Amber knows Sara.
Student: Amber does not know Sara.
Teacher: I like playing games.
Student: I do not like playing games.

There is a time to wake up and a time to go to bed.
A time to eat lunch and a time to rest.
There is a time to do homework and a time to play football.
Learning to read the time will help us all.

Teacher: Ahmer; books
Student: Ahmer likes to read books.
Teacher: I read the newspaper every day.
Student: I read the newspaper every day.

He teaches - He does not teach.
She swims - She does not swim.

They play hockey. - They do not play hockey.
I cry. - I do not cry.

There is a time to wake up and a time to go to bed.
A time to eat lunch and a time to rest.
There is a time to do homework and a time to play football.
Learning to read the time will help us all.
What is the time?

Next, write different times on the board, for e.g. 5:50, 4:10, 8:20, etc. Ask students to read the time and draw a clock on the board showing that time. Each team may take turns doing this. Award scores for correct answers.

Ask students to read the text on this page and then discuss the given questions. Tell them to describe their day to a partner.

- **Writing time (Page 6):** Ask students to select any one day in the past week and write all that they did on this day. Ask them to mention the time of each activity and also draw the time on clock faces.

- **Poem—I am afraid.... (Page 7):** Tell your students you will be reading a poem with them now. Remind them that it is not necessary for all poems to rhyme. Read the poem, using the correct intonation and expression. Then ask your students to read the same poem to their partner. Next, ask the students if they are afraid of anything. Discuss the things that you are afraid of.

- **Discussion time (Page 7):** Ask students to discuss about things that they are afraid of and how they may overcome this fear. Next, ask them to write a poem entitled, ‘I am happy...’ They may write about all the things that make them happy. Let students share their poem with their classmates.

- **Writing time (Page 8):** Revise the alphabet with your students. Write four random words on the board and ask for volunteers to arrange them in alphabetical order. Continue this activity till the students have sufficient practice. Next, ask them to complete the writing activity.
I am afraid. (Chapter 6)

I am happy. (Chapter 7)

I am very happy. (Chapter 8)

I am very happy.
What is the time?

**SUGGESTED LESSON OUTLINE (6 class periods):**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Introduction:</strong> Students learn about the importance of introducing others and self.</td>
<td>20 min</td>
</tr>
<tr>
<td><strong>2. Reading time:</strong> Students read the passage on pages 1 and 2.</td>
<td>20 min</td>
</tr>
<tr>
<td><strong>3. Activity time:</strong> Students read Amber and Sara’s conversation on page 3 and learn to introduce themselves to others through a fun activity.</td>
<td>20 min</td>
</tr>
<tr>
<td><strong>4. Discussion time:</strong> Students complete the discussion activity on page 3 and share with the class an occasion which made them nervous.</td>
<td>20 min</td>
</tr>
<tr>
<td><strong>5. Writing time:</strong> Students answer the questions given on page 3 of their textbooks.</td>
<td>10 min</td>
</tr>
<tr>
<td><strong>6. The present tense:</strong> Students review the use of the simple present tense with the help of examples given by their teacher.</td>
<td>10 min</td>
</tr>
<tr>
<td><strong>7. Negative statements:</strong> Students review the rules for forming negative statements in the simple present tense.</td>
<td>10 min</td>
</tr>
<tr>
<td><strong>8. Writing time:</strong> For further practice ask students to complete writing Exercises B and C on pages 5 and 6.</td>
<td>10 min</td>
</tr>
<tr>
<td><strong>9. Reading the time (Page 6):</strong> Students practice reading the time using a wall clock and discuss their schedule with a partner.</td>
<td>20 min</td>
</tr>
<tr>
<td><strong>10. Writing time:</strong> Students describe a day in their past week using the writing activity on page 6.</td>
<td>20 min</td>
</tr>
<tr>
<td><strong>11. Poem—I am afraid:</strong> Students read a poem on page 7 and discuss the things that might make them afraid.</td>
<td>15 min</td>
</tr>
<tr>
<td><strong>12. Discussion time:</strong> Students complete a discussion activity and write a poem titled, “I am happy…”</td>
<td>15 min</td>
</tr>
<tr>
<td><strong>13. Writing time:</strong> Students practice arranging words in alphabetical order and then complete the writing activity on page 8.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

- **Writing a paragraph:** Ask students to write a simple paragraph about what they usually do on the weekends. Tell them to use the simple present tense to form their sentences.

- Ask students to complete **Worksheet 1** to practice using the simple present tense and negative statements.
### کتنی کا جگو تھا کا (بیانات کے 6 بیج یہ)؟

<table>
<thead>
<tr>
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<th>کام</th>
</tr>
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</tr>
<tr>
<td>17 مین</td>
<td>پہلی کا بات: ظالمی انا 1 اور 2 ایقتباس کرنا-</td>
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<tr>
<td>20 مین</td>
<td>وضاحت کا وقت: ظالمی انا سورة کی تقرر کرنا کے بارے میں بااختیار-</td>
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<tr>
<td>20 مین</td>
<td>گرفتار کردی جاگ ہے-</td>
</tr>
<tr>
<td>20 مین</td>
<td>بات ترتیب کا وقت: ظالمی انا 3 اور 4 بات ترتیب کرنا کے بارے میں بااختیار-</td>
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<tr>
<td>10 مین</td>
<td>ساتھ ساتھ بھی ہے-</td>
</tr>
<tr>
<td>10 مین</td>
<td>تقرر کا وقت: ظالمی انا انجام ادا کے سلسلہ میں ظالمی انا سورة کی تقرر کرنا کے بارے میں بااختیار-</td>
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<tr>
<td>10 مین</td>
<td>گرفتار کردی جاگ ہے-</td>
</tr>
<tr>
<td>10 مین</td>
<td>بات ترتیب کا وقت: ظالمی انا 5 اور 6 بات ترتیب کرنا کے بارے میں بااختیار-</td>
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<td>20 مین</td>
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<tr>
<td>10 مین</td>
<td>گرفتار کردی جاگ ہے-</td>
</tr>
<tr>
<td>20 مین</td>
<td>تقرر کا وقت: ظالمی انا 6 اور 7 بات ترتیب کرنا کے بارے میں بااختیار-</td>
</tr>
<tr>
<td>15 مین</td>
<td>لفظی - ظالمی انا 7 اور 8 بات ترتیب کرنا کے بارے میں بااختیار-</td>
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<tr>
<td>15 مین</td>
<td>نزدیک رکن تھا-</td>
</tr>
<tr>
<td>10 مین</td>
<td>بات ترتیب کا وقت: ظالمی انا 6 اور 7 بات ترتیب کرنا کے بارے میں بااختیار-</td>
</tr>
</tbody>
</table>

### ابتدائی سوالات:

- ظالمی انا کا انتظام طالب علم کا انتظام کے انتظام کا بند کرنا۔
- ظالمی انا کا انتظام کا انتظام کے انتظام کا بند کرنا۔
- ظالمی انا کا انتظام کا انتظام کے انتظام کا بند کرنا۔
- ظالمی انا کا انتظام کا انتظام کے انتظام کا بند کرنا۔
LESSON 1

OBJECTIVES:

• Learn the fundamentals of bartering, the banking system, and the importance of saving.
• Read dialogue with appropriate rhythm, stress, and intonation.
• Answer questions based on text.

LEARNING OUTCOMES:

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

• understand the value of money and the importance of saving.
• read and perform dialogue with appropriate expression.
• answer questions based on the given text.

RESOURCES REQUIRED (TEACHING AIDS):

• Different bank notes and coins
• Loose sheets of white paper

METHOD:

• **Introduction:** Start the lesson by showing the students different notes and coins. Ask students to identify them. Explain that the lesson today will focus on money and saving. Ask the students what they understand by the phrase ‘earning money.’ After listening to their responses, explain that earning money means doing some sort of work to receive payment. Next, ask them to explain what ‘saving money’ means. Explain that it means setting money aside now so that it will be there for use in the future. Now they must attempt to explain what is meant by ‘spending money.’ Review that spending money means using money that has been earned or saved to pay for things. Finally ask them if they can explain what is meant by ‘borrowing money.’ Clarify that borrowing money means using money that will have to be paid back in the future.

• **Discussion:** Now move on to general discussion about money. Ask students what are the different ways to earn money. How do their parents earn money? Do they work hard for the money they earn? Next, ask them if it is easy to spend money. Do they get an allowance to spend? What do they spend money on? Do they spend money carefully? Discuss why it is not desirable to borrow money? Where do we borrow money from? Why do banks lend us money?
سجین 1

تنوع

مختصر:

• مداخل کاری، بیشترین اطمینان که بالاتر معلومات اور کریت کی اینجیت کے بارے میں مہاک
• قانون آئین اور سیاست کے سطح میں سامانہ
• محققین سے مختلف سوالات کی جوابات دینا۔

نگار:

ات سمجھ کے اس اخلاق کے اوکے کو ان کی تعلیم جوہر پر کیہو
• دوسری جانب کی اخلاق کے اسکل کو مکمل بننے
• مداخل کو پہچان نامہ نسخے کے سر کیا کہ اداگی کرگیم
• محققین سے مختلف سوالات کی جوابات دینے۔

تذکرہ سے لیے دوکار اعماجی اخیار:

• مختصر بات کی نوت اور پیش
• مختصر بات کی نوت اور پیش
• مختصر بات کی نوت اور پیش
• مختصر بات کی نوت اور پیش

طریقہ کار:

• مختصر بات کی نوت اور پیش
• مختصر بات کی نوت اور پیش
• مختصر بات کی نوت اور پیش
• مختصر بات کی نوت اور پیش
Next ask if it is important to save money. Explain that saving will help us to avoid borrowing money. Ask them if they save from their allowance. If so, explain that they are a lot like Adnan who also intends to save by opening his own bank account.

- **Reading time (Page 9):** Ask the students to read about Adnan. Role-play the dialogue between Adnan and Mr Qureshi. Take the role of the narrator and ask for three volunteers to read the dialogues of father, Adnan, and Mr Qureshi. Make sure students deliver their dialogue with appropriate expression and intonation.

- **Writing time (Page 11):** After the role-play, go through the saving account form with the students. Fill in a sample form on the board to help students comprehend their different categories. Explain the more difficult terms: gender and nationality. Next, ask students to fill in the form independently in their textbooks and answer the questions. Ask students to note the different features of a cheque and help students fill in the cheque.

- **My cheque:** Distribute loose sheets of white paper amongst your students. Ask the students to design their own cheque. It must follow the same format as that in the textbook. Next, they can fill in the cheque with the name of the recipient and the amount they wish to pay.

- **Reading time – The barter system (Page 12):** Ask students if they know what used to happen before money was invented. After listening to their ideas tell them you will now be reading about the barter system. Ask students to read the passage. Explain difficult terms to help the students understand the passage.

- **Writing time (Page 12):** To check comprehension and understanding, ask students to read the passage again and complete the writing activity.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
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</thead>
<tbody>
<tr>
<td>1. Introduction: Students discuss the phrases ‘earning money,’ ‘spending money,’ ‘saving money,’ and ‘borrowing money.’</td>
<td>10 min</td>
</tr>
<tr>
<td>2. Discussion: Students discuss the concept of money and the importance of saving.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Reading: Students role-play the dialogue on page 9.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. Writing time: Students complete the writing activity on page 11.</td>
<td>10 min</td>
</tr>
<tr>
<td>5. My cheque: Students design their own cheque.</td>
<td>10 min</td>
</tr>
<tr>
<td>6. Reading time : Students read about the barter system on page 12.</td>
<td>15 min</td>
</tr>
<tr>
<td>7. Writing time: Students complete the writing activity on page 12.</td>
<td>5 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

- **Design your own currency:** Ask students to design their own bank note. It can be of any value and may have the picture of any important person.
1. اگر اعداد 15 و 1 از بارگذاری مطالب کتاب کتاب خود در جعبه طالبی روشن نشویند، سپس کتاب را با اعداد 15 و 1 از بارگذاری مطالب کتاب خود در جعبه طالبی روشن نشویند. سپس کتاب را با اعداد 15 و 1 از بارگذاری مطالب کتاب خود در جعبه طالبی روشن نشویند.

2. اگر اعداد 15 و 1 از بارگذاری مطالب کتاب کتاب خود در جعبه طالبی روشن نشویند، سپس کتاب را با اعداد 15 و 1 از بارگذاری مطالب کتاب خود در جعبه طالبی روشن نشویند. سپس کتاب را با اعداد 15 و 1 از بارگذاری مطالب کتاب خود در جعبه طالبی روشن نشویند.

3. اگر اعداد 15 و 1 از بارگذاری مطالب کتاب کتاب خود در جعبه طالبی روشن نشویند، سپس کتاب را با اعداد 15 و 1 از بارگذاری مطالب کتاب خود در جعبه طالبی روشن نشویند. سپس کتاب را با اعداد 15 و 1 از بارگذاری مطالب کتاب خود در جعبه طالبی روشن نشویند.

4. اگر اعداد 15 و 1 از بارگذاری مطالب کتاب کتاب خود در جعبه طالبی روشن نشویند، سپس کتاب را با اعداد 15 و 1 از بارگذاری مطالب کتاب خود در جعبه طالبی روشن نشویند. سپس کتاب را با اعداد 15 و 1 از بارگذاری مطالب کتاب خود در جعبه طالبی روشن نشویند.

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<td>خلاف دیگر کتاب</td>
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<td>7</td>
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5. اگر اعداد 15 و 1 از بارگذاری مطالب کتاب خود در جعبه طالبی روشن نشویند، سپس کتاب را با اعداد 15 و 1 از بارگذاری مطالب کتاب خود در جعبه طالبی روشن نشویند. سپس کتاب را با اعداد 15 و 1 از بارگذاری مطالب کتاب خود در جعبه طالبی روشن نشویند.
LESSON 2

OBJECTIVES:
• Use present continuous tense to describe activities or actions
• Write simple sentences to describe events in a picture
• Recite poems with the appropriate rhythm, stress, and intonation by listening to them first.

LEARNING OUTCOMES:
By the end of this lesson, students should be able to:
• use the present continuous tense to describe what is happening in a picture or around them.
• read and write poems.

RESOURCES REQUIRED (TEACHING AIDS):
• Copies of Worksheet 2

METHOD:
• Introduction – What are they doing?: Tell your students they will be playing a guessing game. Divide the class into two teams. Ask a volunteer to come to the board from team A. Whisper a simple action in their ear, for example, playing cricket. The member of team A will mime the action and members of team B will guess what he or she is doing. After providing 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. You may modify the first written sentence to clarify this for your class. ‘He is playing cricket’ would be the correct answer for this round. If team B guesses correctly, award them a point. Repeat the same procedure now with members of team B miming an action and members of team A guessing. Allow students to play this game till you feel they are confident in forming sentences using the present continuous tense.

• The Present Continuous Tense: Explain to your class the use of the present continuous tense. Point out that we use the ‘ing’ form of the verb to form the present continuous tense. It is used for actions that are happening now, at the moment of speaking.
  e.g. Adnan is talking on the phone.

• We use the helping verbs am, is, are + the ‘ing’ verb.
  e.g. I am playing cricket.

  She is going home.
  They are watching television.

Ask your students to form at least one sentence each in the present continuous tense and share it with the rest of the class.
I am playing cricket. She is going home. They are watching television.
All about money

• **Writing time (Pages 14 and 15):** To further practice the use of the present continuous tense, ask your students to complete the writing activity.

• **Reading poems and writing time (Pages 16):** Read the poem ‘Money’, using the correct intonation and expression. Next ask students to read aloud the poem to their partner and then complete the writing activity. You can also develop your own poem on ‘Money’ with the help of the class. Ask students to brainstorm for a list of ten objects that they may want to buy. Next, they must think of adjectives to describe these objects. Use this list of nouns and adjectives to draft a rough poem. Next ask students to create their own poem following the same plan. If necessary review the concepts of nouns and adjectives with the help of examples. Remind students that nouns are naming words and adjectives are describing words.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
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<tbody>
<tr>
<td>1. <strong>Introduction:</strong> Students use a mimicking game to understand the present continuous tense.</td>
<td>20 min</td>
</tr>
<tr>
<td>2. <strong>The Present Continuous Tense:</strong> Students understand the use of the present continuous tense with the help of examples.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. <strong>Writing time:</strong> Students complete the writing activity on <strong>pages 14 and 15</strong> to practice using the present continuous tense.</td>
<td>20 min</td>
</tr>
<tr>
<td>4. <strong>Poetry Reading time and Writing:</strong> Students read a poem with the correct intonation and expression and attempt to create a poem themselves.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

• **Guess the profession:** Students describe what they might have been doing right then if they were in a profession of their choice. For example, if they choose to be a doctor, they may say they are looking at an x-ray, or checking a patient’s mouth. The rest of the class must guess what profession they belong to. Students may choose to pretend to belong to varied professions to make the activity interesting. They may choose to be firemen, movie stars, spies, policemen, etc.

• Provide students with **Worksheet 2** to further practice using the present continuous tense.
کسی کا جنوب غاکر (جماعت کے 3 بھرثے):

<table>
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<tr>
<th>دورات</th>
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<td>30 منٹ</td>
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<tr>
<td>40 منٹ</td>
<td>4</td>
</tr>
</tbody>
</table>

لزمکی سرگرمیاں:

- انسانوں کو چاہئے کہ چاہئے پہنچنے کی فرمات دی جائے تاکہ وہ بہت سی کم کر سکیں۔
- ہر دن کو کچھ مسلسلی کی جاتی ہے لکھنؤ کے بارے میں۔
- ناہنے کے وقت میں ہر بارسرت کا پنداں ہے۔
- ہر دن کو کچھ مسلسلی کی جاتی ہے لکھنؤ کے بارے میں۔
LESSON 1

OBJECTIVES:

• Read stories.
• Identify basic elements of a story.
• Retell stories in a few simple sentences

LEARNING OUTCOMES:

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

• read stories with the correct emphasis and expression.
• talk about the different elements in a story.
• retell the story they have read in their own words.

METHOD:

• Reading time (Page 17): Tell your students it is story time. Make story time something special. Create a little reading corner for your class. It might be made within the classroom or in the corner of the library. Arrange chairs in a circle or create a comfortable space with cushions and rugs. Do not make story time a reading lesson, it is a time for sharing, relaxing, and having fun. After the students are seated properly read the story ‘Sindbad the sailor.’ Pause in between and ask questions to check comprehension of difficult phrases and words.

• Story elements: Introduce the story elements. Explain that each story has a beginning, a middle, and an end. The beginning tells us about the characters and setting. The middle tells us about a problem. The end tells how the problem is resolved. Divide the board into five sections. Write the headings 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 of ‘Sindbad the Sailor’. Is there any good or bad character in the story? Who is the main character of the story? Note down the characters on the board.

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 ‘Sindbad the Sailor’. Note these down in the appropriate section on the board.

Then, go on to setting. Explain that the setting is where the story takes place. It may take place in a busy city or a remote village, at a school, in a forest, or in another planet. Discuss the setting of ‘Sindbad the Sailor’ and note it down on the board.
سیرت 1

متناصر:

- کیپانی پرچم
- میانی کے نخودی عناصر کی شاخص کرا
- پتے سادہ بلومن من کیپانی کو دوبارہ بیان کرنا

ضائع:

- اس سیرت کے اقتباس کی طریقہ کاری اور قابل توجہ قابلیت پر بیاہ کہدہ
- دستیابی افکار اور السب بیان کے معنی کیپانی پر بیاہ
- کیپانی کے مختلف عناصر کے بارے میں میں انتخاب کرنا
- کتنی گاهانی کا حصہ افکارہ میں بیان کرنا

طرح کار:

- پہلے واچ کا وقت (صفحہ 17): خلا اور نتیجہ کے کیپانی کا وقت سیہ۔ اس وقت کو کیپانی خاص نہیں۔ ایئر کا سہ لیاں پہنچتا ہے کہ کیپانی کا وقت سیہ۔
- گھر میں جرارد کی جانب اے کے ادریک بیکر بیکری کے یکی کی پوائنٹ ہے میں بیاہ اپنی آپ سے۔ گھر میں میں کپتان کیہاں ہے کہ پتے سادہ بلومن من کیپانی کو نکلو دیکھیاں ہے۔
- کیپانی کے مختلف عناصر کے بارے میں میں انتخاب کرنا
- گھر کا کیپانی کا حصہ افکارہ میں بیان کرنا

دوبارہ بنی جانی کے لیے خلا اور نتیجہ کے کیپانی اور مختلف عناصر اور افکار کو دوبارہ بیان کرنا۔ ایئر کا سہ لیاں پہنچتا ہے۔

کیپانی کے عناصر: کیپانی کے افراد مختلف۔ کیپانی کا اکثریہ کا اکثریہ کا اکثریہ۔ دوبارہ اور اقتباس بیان کرنا۔ ایئر کا سہ لیاں پہنچتا ہے۔

کیپانی کے مختلف عناصر کے بارے میں میں انتخاب کرنا

میں سے بیاہ کا وقت کیپانی کا وقت سیہ۔ میں کیپانی کا وقت سیہ۔
Sindbad the sailor

• **Writing time (Page 18):** Ask students to discuss and complete **Exercises A and B.**

• **Re-telling the Story:** Explain to the students that they should be able to demonstrate their comprehension of a story by retelling it. Tell them retelling is very simple. In fact, many of them already use it often. Ask them if they have ever repeated what they did on the weekend to their friends. Have they ever recounted an interesting event which took place in the past? If so, they are already retelling. Tell them they will do the same with the story ‘Sindbad the Sailor.’ They will repeat the story in their own words.

• **Writing time (Page 18):** Students complete the writing exercise.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading time: Students listen to the story on page 17 in Reading time.</td>
<td>20 min</td>
</tr>
<tr>
<td>2. Story Elements: Students understand the definition of the different story elements with the help of examples from ‘Sindbad the Sailor.’</td>
<td>20 min</td>
</tr>
<tr>
<td>3. Writing time: Students practice identifying story elements by completing Exercises A and B on page 18.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. Retelling the story: Students discuss how to retell the story.</td>
<td>10 min</td>
</tr>
<tr>
<td>5. Writing time: Students recount the story ‘Sindbad the Sailor’ by completing Exercise C on page 18.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

**LESSON 2**

**OBJECTIVES:**

- Recognize and use simple regular and irregular verbs
- Recognize rhyming words and recite simple poems using correct intonation and expression

**LEARNING OUTCOMES:**

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

- understand and use the correct tense.
- recite poems with the expression and intonation.

**RESOURCES REQUIRED:**

- Pieces of chart paper
- Copies of **Worksheet 3**
### سند بدل ماح

#### کلنت کا وقت (صفحہ 18):

<table>
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<th>کاپین</th>
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#### سند بدل ماح

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#### مفتی سنہری

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#### سند بدل ماح

#### سند بدل ماح

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<th>مفتی سنہری</th>
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<td>3</td>
<td>پہلا ہندی وقت قالم</td>
<td>پہلا ہندی الوقت قالم</td>
<td>پہلا ہندی وقت قالم</td>
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<td>پہلا ہندی وقت قالم</td>
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</tbody>
</table>
METHOD:

• **Introduction:** Divide the class into pairs. Tell each student to interview and record the responses of his or her partner. Each student must ask his or her partner the following questions:
  
  **Your Last Holiday**
  
  Where did you go for your last holiday?
  
  Who did you go with?
  
  How did you get there?
  
  Where did you stay?
  
  What did you do?
  
  Did you visit any special place?
  
  After they have interviewed and recorded their partner’s responses, ask each pair to share the responses with the rest of the class. Explain that each interview refers to events that occurred in the past and therefore they have used the past tense in their answers to the interview questions.

• **The past tense (Page 18):** Explain to the students the use of the past tense. Point out that we use the past tense for actions which started and finished at a specific time in the past.
  
  e.g. I played cricket yesterday.
  
  We went to Lahore last week.
  
  The past tense of regular verbs is formed by by adding ‘ed’ to the verb.
  
  The form is the same for all persons, singular, and plural.
  
  e.g. He works — He worked. They work — They worked.
  
  The negative is formed with did not and the verb.
  
  e.g. I worked yesterday. I did not work yesterday.
  
  Ask students to review the rules explained so far, by referring to page 18.

• **Using the past tense:** After explaining the rules practice the use of the past tense. Select different students in the class and give them a verb. They must form a sentence in the past tense using that verb with any noun.


  **Irregular Verbs:** go – see – drink – sleep – eat, etc.
Your Last Holiday
Where did you go for your last holiday?
Who did you go with?
How did you get there?
Where did you stay?
What did you do?
Did you visit any special place?

I played cricket yesterday.
We went to Lahore last week.

He works - He worked. They work - They worked.

I worked yesterday. I did not work yesterday.
• **Negative sentences:** Select different students and ask them to change the given statements into negative statements in the past tense.
  
  e.g.  
  Teacher: I watched television last night.  
  Student: I did not watch television last night.  
  Teacher: I saw her at the theatre.  
  Student: I did not see her at the theatre.

• **Writing time (Pages 19 and 20):** To provide further practice using the past tense, ask students to complete **Exercises A, B, C, D and E.**

• **Reading the poem (Page 21):** Read the poem ‘There was an old woman’ with expression and intonation. Each student must now attempt to mimic your recitation, by reading the poem. Students must next identify two pairs of rhyming words from the poem. Next, provide each student with a piece of chart paper. Ask them to copy down the poem neatly on the chart paper and illustrate it by drawing the old woman’s house and then complete the writing task.

### 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 are introduced to the past tense by a fun interviewing activity.</td>
<td>15 min</td>
</tr>
<tr>
<td>2. <strong>The past tense:</strong> Students understand the use of the past tense and how to form the past tense.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. <strong>Negative sentences:</strong> Students practice forming negative statements in the past tense.</td>
<td>15 min</td>
</tr>
<tr>
<td>4. <strong>Writing time:</strong> Students practice using the past tense by completing Exercises A, B, C, D and E on pages 19 and 20. They review arranging words in alphabetical order by completing Exercise F on page 20.</td>
<td>25 min</td>
</tr>
<tr>
<td>5. <strong>Reading the poem:</strong> Students listen to and read a poem ‘There was an old woman’, complete a fun activity and writing Exercises A and B.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

### EXTENDED ACTIVITIES:

- Ask students to write short paragraphs on simple topics using the simple past tense. Sample topics: My visit to the zoo/museum/dentist, My winter vacations, A memorable trip, My cooking experiment, etc.
- Provide students with **Worksheet 3** to further practice the past tense.
ست پر مlève

الکلی قسمت: یہ طالب علم کا انعقاد کھیلا اور ان سے زمانتپانی کے دوسرے گئے ہیں جنہوں نے ایک اور لونیم کو نئے ہدیہ کرنے کے لئے کیے۔

مثال کے طور پر:

**Teacher:** I watched television last night.
**Student:** I did not watch television last night.
**Teacher:** I saw her at the theatre.
**Student:** I did not see her at the theatre.

کچھ کہا ہے (صفحہ 19 اور 20): زمانتپانی کے استعمال کی وضاحت کے لئے لیموں سے لیٹے ہیں جو مختلف عمليات کے لئے استعمال کیے جاتے ہیں۔

**Teacher:** There was an old woman.

کچھ کہا ہے (صفحہ 21): یہ قسم ماخی ہے کہ لٹک کر سے اپنے لٹک کرنے کے لئے قبضہ الیکٹرک کے دوسرے گئے ہیں۔

کچھ کہا ہے (صفحہ 22): اس کے لئے ہیں۔

لقوین نسخیہ جاکر (جمعت کے 3 بھرہیں):

<table>
<thead>
<tr>
<th>دوراتی</th>
<th>کام</th>
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<tr>
<td>15</td>
<td>تقریف: انریو کر کے یہ طلف سرگرمی کے ذریعہ طالب علم نے اپنے ہدیہ کرنا مانتے سے منحصر ہو گیا۔</td>
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<tr>
<td>20</td>
<td>زمانتپانی: نامہ نافذ کے استعمال کی وضاحت کے لئے قبضہ الیکٹرک کے دوسرے گئے ہیں۔</td>
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<tr>
<td>15</td>
<td>ضیافت: طلاب نامہ نافذ کے استعمال کی وضاحت کے لئے قبضہ الیکٹرک کے دوسرے گئے ہیں۔</td>
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<td>25</td>
<td>گھمئے کا وقت: طالب علم کے ذریعہ نامہ نافذ کے استعمال کی وضاحت کے لئے قبضہ الیکٹرک کے دوسرے گئے ہیں۔</td>
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</table>
| 40     | There was an old woman.

نقوشی سرگرمیاں:

- یہ طالب علم کو ہدیہ کہا ہے کہ انہوں نے زمانتپانی کے دوسرے گئے ہیں۔
- آسانی کے ساتھ یہ طلباً ہدیہ کہا ہے کہ انہوں نے زمانتپانی کے دوسرے گئے ہیں۔
- پہلی نوعیت کی طیارہ، ایک ہدیہ الکلیاری کو اور لونیم کی۔
LESSON 1

OBJECTIVES:
• Classify adjectives of quantity, quality, size, shape, colour, and origin
• Identify and use degrees of regular adjectives
• Tell how many syllables each word has

LEARNING OUTCOMES:
By the end of this lesson students should be able to:
• define and identify adjectives.
• arrange more than one adjective in the appropriate order.
• form comparative and superlative forms of regular and irregular adjectives.
• define the term syllables and count the number of syllables in different words.

RESOURCES REQUIRED (TEACHING AIDS):
• Pictures of a shopping mall
• Chart paper

METHOD:
• Introduction: Revise adjectives. Show them a poster of a busy shopping mall. You may cut the picture from a newspaper or magazine and paste it on chart paper. Ask the children first to list all the things they can see in the poster: shops, clothes, shoes, food stalls, benches, cafeteria, etc. This will help students to review nouns. Next create simple sentences about these nouns.

The shop was filled with clothes.
Children ran up the stairs.
People were selling popcorn.

Ask everyone to close their eyes and read each sentence out loud slowly. 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 to remedy this situation? Should one add describing words? Edit the sentences by adding more describing words with the help of the class.

The large, newly-opened shop was lined with expensive clothes.
Happy little children ran up the busy flight of stairs.
A few people were selling delicious popcorn.
The shop was filled with clothes.

Children ran up the stairs.

People were selling popcorn.
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 the exclusive shop, angry customer, delicious smell, etc.

• Reading and discussion time (Pages 25 and 26): Tell your students its story time again. Ask the class to sit comfortably and listen to the story of Bilal and his bike. Read out the passage pausing frequently to ask questions. Divide the class into pairs and ask each pair to discuss the questions. After that have a general discussion with your class. Let students share their views on friendship. Who is their best friend? What quality do they specially value in their best friend? Do they have a friend who they wish could change in some way? If so, how would they like their friend to change? What qualities should a good friend possess? Provide the class with a chart paper. Give the heading ‘Friendship Recipe’ and note down all the ingredients required to make a good friend and keep him or her. Ask the students to brainstorm the different things required to maintain friendship and note down student responses on the chart with a thick marker. This chart may then be put on display on the bulletin board.

• Writing time (Page 26): Now ask the students to read the passage and complete the exercises.

• Adjectives (Page 27): Recap that describing words are called adjectives. Ask your students to read the story of Bilal and his bike and pick out all the adjectives used to describe Bilal. List these adjectives on the board. Some words that students may point out are: small, black hair, fair complexion, blue eyes. Now, write some sentences on the board and ask students to identify the adjectives within them. For example:
  1. The giraffe is a huge animal with a long neck.
  2. My best friend is a caring and polite person.
  3. I need a refreshing, cool drink.
  4. A sleek, shiny new Mercedes was parked next to my battered, old Foxy.
Ask students to identify all the adjectives in the above sentences and then name the nouns they describe.
Next go on an adjective hunt around the class. Point to any object around the class and ask students to state as many adjectives as they can to describe it. List the student’s responses on the board.

• Writing time (Page 27): To further reinforce the concept of adjectives in the student’s minds, ask them to complete Exercises A, B and C.

• Adjective order: Explain that we often use more than one adjective to describe an object, for example, we might say an old, wooden table; a smart, energetic, young man. Point out that when we use more than one adjective we must make sure our adjectives follow the correct order. Now divide the board into seven columns and explain the order as given in the textbook.
The giraffe is a huge animal with a long neck.

My best friend is a caring and polite person.

I need a refreshing, cool drink.

A sleek, shiny new Mercedes was parked next to my battered, old Foxy.
Bilal and his bike

Write each of the following phrases out of order on the board and ask students to arrange them in the correct order.

e.g. 1: French, thin, old woman

e.g. 2: steel, new, sharp knife

e.g. 3: black, beautiful, metal bed

e.g. 4: square, wooden, old table

e.g. 5: red, plastic, big bottle

• **Writing time (Page 28):** To practice further, ask students to complete **Exercise D.**

• **My Superhero:** Distribute loose sheets of paper amongst the students. Ask them to draw their favourite superhero (batman, superman, spiderman, etc.) and suggest at least five adjectives to describe him or her. Now ask a pair of students to come to the front along with their superhero posters. Ask each to state two things that make his or her superhero better. For examples one may say, ‘Spiderman is faster,’ and the other may state, ‘Superman is smarter.’ As different pairs respond, note down any comparative adjectives they use on the board.

• **Comparative adjectives:** After the superhero activity, ask students to note all the comparative adjectives on the board. Explain that when we compare two nouns we use comparative adjective. Ask any two students to step forth. Compare their heights and state, ‘A is taller than B,’ or ‘B is shorter than A.’ (A and B are names of students.) Give more examples using objects around you, pencils, chairs, bags, pieces of chalk, any two objects can be used to set up a comparison.

• **My family activity:** Divide the class into pairs. Ask each student to write down at least five questions to ask their partners. These questions should follow the following format:

  Who is the youngest member of your family?
  Who is the oldest person in your family?
  Who is the friendliest in your family?
  Who is the oldest girl in your family?
  Who is the youngest boy in your family?

After they ask the questions they should record their partner’s responses. Next, ask each pair to share their responses with the rest of the class. As the pairs present their interviews and responses, note the superlative adjectives used by them on the board. They might be repetitive, but at the end of this activity you will have a moderate list of superlative adjectives on the board.

• **Superlative adjectives:** Point to the superlative adjectives and explain that when we need to compare more than two nouns, we use superlative adjectives.
Who is the youngest member of your family?
Who is the oldest person in your family?
Who is the friendliest in your family?
Who is the oldest girl in your family?
Who is the youngest boy in your family?
• **Comparatives and superlative adjectives:** Practice forming comparative and superlative adjectives with the class. Explain that we add ‘*er*’ at the end of an adjective or ‘*more*’ at the beginning to form a comparative. For example, nicer or more important. Now explain that we add ‘*est*’ at the end of an adjective or ‘*most*’ at the beginning to form a superlative. For example, nicest or most important. Divide the board into three columns. Give the headings, Adjective, Comparative, and Superlative on top of each column. Copy the following list of adjectives in the adjective column and ask the class to give the comparative and superlative adjectives.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
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</thead>
<tbody>
<tr>
<td>cheap</td>
<td>soft</td>
<td>fat</td>
</tr>
<tr>
<td>sweet</td>
<td>thin</td>
<td>beautiful</td>
</tr>
<tr>
<td>useless</td>
<td>old</td>
<td>wide</td>
</tr>
</tbody>
</table>

• Now move on to irregular comparative and superlatives. Explain that some adjectives have irregular comparative and superlative forms. Give the following examples:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>far</td>
<td>farther/furthest</td>
<td>farthest/furthest</td>
</tr>
</tbody>
</table>

• **Writing time (Page 29):** To further practice forming comparative and superlative adjectives, ask students to complete Exercises E and F.

• **Reading poems and discussion time (Page 30):** Read the poem ‘My Prayer’. This is a prayer to God and therefore must be read with the appropriate tone and gestures. Next ask students to read. Explain that they have just asked God to make them kind, loving, obedient, and tolerant. Discuss with the class what each of these qualities mean. Ask if it is important to possess these qualities. Tell your students to assess themselves carefully. Do they think they possess these qualities? After a general class discussion, divide the class into pairs. Ask each pair to answer the discussion questions on page 30.

• **Syllables (Page 31):** Start your lesson with a brief recap of the term syllables. Explain that words can be divided into syllables. Spend a few minutes talking about a few multi-syllable words and then ask the students to complete the writing task.
• Comparing adjectives: English has more comparative forms than Urdu. English has more ‘more’ and ‘nicer’ forms, while Urdu has more ‘most’ and ‘best’ forms. For example, English has ‘cheaper’, ‘nicer’, and ‘most important’, while Urdu has ‘sabse samayi’, ‘sabse adab’, and ‘sabse aik’. Urdu also has ‘most important’ forms, which are used in formal contexts.

- cheap, soft, fat, boring
- sweet, thin, beautiful, pretty
- useless, old, wide, careful

- Adjective
- Comparative
- Superlative
- good
- better
- best
- bad
- worse
- worst
- far
- farther/further
- farthest/furthest

- Finally, there is a substantial difference in the way English and Urdu express numbers and quantities. English uses more abstract nouns and adjectives to describe quantities, while Urdu uses more concrete nouns and adjectives.

- “I have three apples.”
- “Mera hattu takhtiyar hai.”

- Arabic numerals are used in both languages, but Urdu has more specific terms for quantities, such as “lishq”, “aaza”, and “aik”.
Bilal and his bike

SUGGESTED LESSON OUTLINE (4 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
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</thead>
<tbody>
<tr>
<td>1. <strong>Introduction</strong>: Students understand the concept of adjectives and brainstorm for a list of adjectives through a poster activity.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Reading time and Discussion time</strong>: Students read the story ‘Bilal and his bike’ on page 25 and discuss it with their partners. The class then discusses the importance of friendship and the qualities of a good friend.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. <strong>Writing time</strong>: Students read the passage about Bilal and his bike again and complete Exercises A and B on page 26.</td>
<td>20 min</td>
</tr>
<tr>
<td>4. <strong>Adjectives</strong>: Students learn to define and identify adjectives. They go on an adjective hunt around the class.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. <strong>Writing time</strong>: Students practice using adjectives further by completing writing Exercises A, B, and C on page 27.</td>
<td>15 min</td>
</tr>
<tr>
<td>6. <strong>Adjective Order Practice</strong>: Students practice arranging adjectives in the correct order.</td>
<td>10 min</td>
</tr>
<tr>
<td>7. <strong>Writing time</strong>: Students practice arranging more than one adjective in the correct order by completing Exercise D on page 28.</td>
<td>10 min</td>
</tr>
<tr>
<td>8. <strong>Comparative and superlative adjectives</strong>: Students learn the concept of comparative and superlative adjectives with the help of examples.</td>
<td>20 min</td>
</tr>
<tr>
<td>9. <strong>Writing time</strong>: Students complet Exercises E and F on page 29.</td>
<td>10 min</td>
</tr>
<tr>
<td>10. <strong>Reading poems and discussion time</strong>: Students read a poem ‘My Prayer’ and discuss the qualities they should possess. They also answer the questions on page 30.</td>
<td>20 min</td>
</tr>
<tr>
<td>11. <strong>Syllables hunt</strong>: Students define the term syllable and learn to divide words into syllables and then complete the exercise on page 31.</td>
<td>15 min</td>
</tr>
<tr>
<td>وضاحتی</td>
<td>کام</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>تعریف، میاں علی صاحب رحمۃ اللہ علیہ کے ایک تقریب کے لئے قبضہ کیا۔ 1- وہ رہنما اورجواب کا وقت: 20 پیو. یہ کام اور اس کے مثال کے لئے بند کیا گیا ہے۔</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>2- سوہتی اورجواب کا وقت: 25 پیو. یہ کام اور اس کے مثال کے لئے بند کیا گیا ہے۔</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>ب) اورجواب کا وقت: 26 پیو. یہ کام اور اس کے مثال کے لئے بند کیا گیا ہے۔</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>ج) اورجواب کا وقت: 30 پیو. یہ کام اور اس کے مثال کے لئے بند کیا گیا ہے۔</td>
</tr>
<tr>
<td>15 منٹ</td>
<td>ک) اورجواب کا وقت: 35 پیو. یہ کام اور اس کے مثال کے لئے بند کیا گیا ہے۔</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>ل) اورجواب کا وقت: 40 پیو. یہ کام اور اس کے مثال کے لئے بند کیا گیا ہے۔</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>م) اورجواب کا وقت: 45 پیو. یہ کام اور اس کے مثال کے لئے بند کیا گیا ہے۔</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>ن) اورجواب کا وقت: 50 پیو. یہ کام اور اس کے مثال کے لئے بند کیا گیا ہے۔</td>
</tr>
<tr>
<td>15 منٹ</td>
<td>او) اورجواب کا وقت: 55 پیو. یہ کام اور اس کے مثال کے لئے بند کیا گیا ہے۔</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>پ) اورجواب کا وقت: 60 پیو. یہ کام اور اس کے مثال کے لئے بند کیا گیا ہے۔</td>
</tr>
</tbody>
</table>
LESSON 1

OBJECTIVES:
• Use past continuous tense for actions that were in progress in the past
• Research and share information about the wonderful sea world and sea animals.

LEARNING OUTCOMES:
By the end of this lesson students should be able to:
• understand and use past continuous tense to write sentences and paragraphs.
• research and write simple descriptive paragraphs on any given topic.

RESOURCES REQUIRED (TEACHING AIDS):
• Pictures of different sea creatures
• Worksheet 4

METHOD:
• Introduction: Begin the lesson by asking your students whether they have ever been to see the sea or ocean. Discuss what kind of creatures live in the ocean. Ask the students to name and describe their favourite sea creatures.

• Reading and discussion time (Pages 32 and 33): Read the story ‘Babloo and the Dolphin.’ Pause at intervals to explain difficult words and ask simple questions.
  Example:
  What is their favourite sea animal?
  What do they know about other sea animals?
  What does the word endangered mean? Name some endangered sea animals?
  Have they have ever tried to help an animal?
  Can humans help animals? How should we help animals?
  (Discuss varying ideas: finding relevant information about animals; creating awareness about different animal related issues, for example, endangered species, prevention of cruelty to animals, the use of animals in medical research, hunting, etc.)

• Writing time (Page 33): Ask students to complete Exercises A and B.

• The past continuous tense (Page 33): Explain to the students that the present continuous tense is used for two purposes.
  • To show that an action was going on at a definite time in the past.
    e.g. Babloo was swimming happily. Some boats were sailing far away.
پرید: 5

سکث 1

متاصد:
- ان انخال کا کامون کے لیے زندگی ضائع ہوئی جاری استعمال کرنا چھوڑ کر ضائع بچا نہیں تھا۔
- گھوپ سہور یا مدرسے دینا اور الٰہ جوہر کے بارے میں تحقیق کرنا اور معلومات سے وہر کرے گا کہ کہ ہے۔

دائرہ:
- اس سکث کے اخلاق کا خطا کا اس قائم کرنا جا سکتا ہے اور چھاپ کہہ کہہ کہ مہم ہو جائے گا۔
- زمانہ قائم خطرہ کو جوہر کے اور بھی اور جاری اور جاری اور جاری جا سکتا ہے۔
- کیوں کہ وہ کوئی موضوع پر تحقیق کرے گا جو ہے اور سان اور اور سان اور جاری اور جاری قائم ہو گا۔

مقرریاں:
- لیے دوکار اہلیہ اشیا:
  - مختلف انواع کی تماشائی
  - وکل شیف 4

طریقۂ کار:
- چھاپ کا خطا کا ایک خطا ہے جس پر چھاپ کہہ کهہ کہ مہم ہو جائے گا۔
- کیوں کہ مرہب؟ اور جاری اور جاری اور جاری اور جاری اور جاری جا سکتا ہے۔
- پر ہے اور ہے اور ہے (صدور 32 اور 33): کہنیں ہے اور ہے اور ہے۔
- لیے چھاپ کا خطا کریں جیسے کہ نہ ہو یہ:

What is their favourite sea animal?
What do they know about other sea animals?
What does the word endangered mean? Name some endangered sea animals?
Have they ever tried to help an animal?
Can humans help animals? How should we help animals?

(اختیار کئے گے کے وہ جیسے کے ہئے: جاہنور کے مختلف معلومات کی دریافت، جاہنور کے مختلف معلومات کی دریافت، جاہنور کے مختلف معلومات کی دریافت، جاہنور کے مختلف معلومات کی دریافت)

- کل 18 مڑی (صفر 33): خطا سے کہے گے کہ وہ شفقت A ہے
- جاہنور کے مختلف معلومات کی دریافت (صفر 33): خطا پر واضح کہنیں کہ زمانہ ضائع جاری اور مقرریاں کے لیے اخلاق کا خطا ہے۔
- پر کبھی کبھی کے لیے ہی خطرہ میں کی ناس خوف چکر فتنہ پر کام جاری قیام ہے مثال کے طور پر:

Babloo was swimming happily. Some boats were sailing far away.
To show that an action continued for a period of time in the past.
   e.g. It was raining hard. My father and I were discussing the cricket match last night.

Ask each student to state what they were doing at 7 p.m. the previous day. Note their responses on the board. Explain that they all used the past continuous tense to answer.

Now go on to explain how the past continuous tense is formed.
For singular nouns and pronouns I, she, he, and it use was + base form of verb + ing
   e.g. The kitten was drinking milk.
For plural nouns and pronouns you, we, and they use were + base form of the verb + ing
   e.g. We were sweeping the floor.
Practice forming sentences in the past continuous tense.

• **Writing time (Pages 34 and 35):** Ask students to complete Exercises A, B, C, and D.

• **Reading time (Page 35):** Ask students to read the passage on dolphins and complete the discussion and writing tasks.
   You can take students to a library where they can use encyclopedias or other resources to find information about any sea animal.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students share their knowledge of the sea world and describe their favourite sea creature.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Reading and discussion time:</strong> Students read about ‘Babloo and the Dolphin’ on page 32 and complete the discussion activity on page 33.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. <strong>Writing time:</strong> Students complete Exercises A and B on page 33.</td>
<td>10min</td>
</tr>
<tr>
<td>4. <strong>The past continuous tense:</strong> Students understand the use of the past continuous tense and practice using it.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. <strong>Writing time:</strong> Students complete Exercise A, B, C, and D.</td>
<td>20 min</td>
</tr>
<tr>
<td>6. <strong>Reading time:</strong> Students read the passage on dolphins and complete the given tasks.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**
• Provide students with **Worksheet 4** to complete exercises on the past continuous tense.
It was raining hard. My father and I were discussing the cricket match last night.

The kitten was drinking milk.

We were sweeping the floor.

<table>
<thead>
<tr>
<th>الدورات</th>
<th>الفصل</th>
<th>الملاحظات</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>10 دقائق</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>20 دقيقة</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>10 دقائق</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>20 דקות</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
<td>20 دقائق</td>
</tr>
<tr>
<td>6</td>
<td>F</td>
<td>40 דקות</td>
</tr>
</tbody>
</table>

الكامل:

- A
- B
- C
- D
- E
- F

قدماً على وقت (حفرة 34) : طالع كتبه وجد محتوى A

قدماً على وقت (حفرة 35) : طالع كتبه وجد محتوى B

قدماً على وقت (حفرة 36) : طالع كتبه وجد محتوى C

قدماً على وقت (حفرة 37) : طالع كتبه وجد محتوى D

قدماً على وقت (حفرة 38) : طالع كتبه وجد محتوى E

قدماً على وقت (حفرة 39) : طالع كتبه وجد محتوى F

الاستشغال:

- A
- B
- C
- D
- E
- F

الاستشغال:

- A
- B
- C
- D
- E
- F
LESSON 2

OBJECTIVES:

• Use joining words and, or, and but to show addition, alternative, and contrast; use because to express reason.

LEARNING OUTCOMES:

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

• understand the function of conjunctions.
• use conjunctions to join simple sentences.

METHOD:

• Introduction: Introduce conjunctions. Explain that a simple sentence has one subject and one verb. If we only use simple sentences, our writing will be a little strange to read. In order to make our writing more interesting, we can use longer sentences joined by conjunctions. Conjunctions thus are joining words. Two or more short and simple sentences can be joined together using conjunctions.

  e.g. ‘I do not like pizzas.’ is a simple sentence and ‘I like Chinese food.’ is also a simple sentence. We can put these together to make one, longer and interesting sentence using a conjunction

  ‘I do not like pizza’ + but + ‘I like Chinese food’ = ‘I do not like pizza, but I like Chinese food.’

  Reinforce this concept with examples given on page 36.

• Tell your students that they must use conjunctions really carefully. Conjunctions do not just join sentences, they also show the relation between the two pieces of information given.

  e.g. Note the different meanings of these sentences:

  I ran to school. I was late.
  I ran to school and I was late.
  I ran to school as I was late.
  I ran to school but I was late.

  We must pay careful attention while choosing conjunctions.
Section 2

Materials:

- Name:
  - اس کے اخلاق کے لیے کہ اس قانون کو ایک پہلو کے لیے کہ:
  - تحقیق کا عرصہ کے لیے کہ ایک پہلو (function) کا استعمال کیا جا سکتا ہے۔
  - سادہ بھی اور بھی کے لیے تحقیق کا استعمال کیا جا سکتا ہے۔

- Type of cases:
  - تحقیق کے لیے کہ ایک پہلو (verb) کا استعمال کیا جا سکتا ہے۔ اگر تحقیق کے لیے کہ ایک پہلو (subject) کا استعمال کیا جا سکتا ہے۔
  - اگر تحقیق کے لیے کہ ایک پہلو (object) کا استعمال کیا جا سکتا ہے۔

- Examples:
  - I like Chinese food.' 
  - I do not like pizzas.'
  - I do not like pizza' + but + 'I like Chinese food' = 'I do not like pizza, but I like Chinese food.'

I ran to school. I was late.
I ran to school and I was late.
I ran to school as I was late.
I ran to school but I was late.
**Conjunctions**: Write the following conjunctions on the board:
and, although, as, because, but, if, or, so.

Ask your students to use these conjunctions to join the following sentences.
1. The dress was very expensive. It had very fine embroidery.
2. The flower show went ahead. The judge was absent.
3. We wanted to cook kheer. There was no milk.
4. She arrived late. She missed the opening presentation.
5. Tie the seat belt on. It is a safety measure.
6. I will complete my studies. I will look for a job.
7. Imran is a good student. Ahmer might be better.
8. He spends more time exercising. He wants to lose weight.
9. The roof needed repair. It was damaged during the storm last week.
10. Sana liked all her toys. She likes her Barbie doll the best.

**Writing time (Page 37)**: To provide further practice using conjunctions, ask your students to complete Exercises A and B.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Introduction</strong>: Students understand the function of conjunctions.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Conjunctions</strong>: Students use different conjunctions to join simple sentences.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. <strong>Writing time</strong>: Students complete Exercises A and B on page 37.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

More practice with conjunctions. Provide students with the following sentences and ask them to use as many conjunctions as they can to join them.

1. Ostriches are birds. They cannot fly.
2. Do you want to watch a movie? Do you want to play football?
3. I like pizza. I like ice cream.
4. Nasir completed all his homework. Mother let him go out to play.
5. She came inside. It was raining.
1. The dress was very expensive. It had very fine embroidery.
2. The flower show went ahead. The judge was absent.
3. We wanted to cook kheer. There was no milk.
4. She arrived late. She missed the opening presentation.
5. Tie the seat belt on. It is a safety measure.
6. I will complete my studies. I will look for a job.
7. Imran is a good student. Ahmer might be better.
8. He spends more time exercising. He wants to lose weight.
9. The roof needed repair. It was damaged during the storm last week.
10. Sana liked all her toys. She likes her Barbie doll the best.

### Task 2

#### سکش یک جام عکس کریں (بیانات کا 1 بیان):

<table>
<thead>
<tr>
<th>دوراتی</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>مت   10</td>
<td>غیرف :  ظلا تنفظ روابیا کا استعمال کریں</td>
</tr>
<tr>
<td>مت 20</td>
<td>خروف روابیا: ظلا تنفظ سمنوں کا ہی کارم نلے لیے عظیف تنفظ روابیا استعمال کریں</td>
</tr>
<tr>
<td>مت 10</td>
<td>کام کا وقت : ظلا سحر 37 پچیزی جگی شائع کریں</td>
</tr>
</tbody>
</table>

#### ہر سکش کا سرگرمی:

1. Ostriches are birds. They cannot fly.
2. Do you want to watch a movie? Do you want to play football?
3. I like pizza. I like ice cream.
4. Nasir completed all his homework. Mother let him go out to play.
5. She came inside. It was raining.
LESSON 1

OBJECTIVES:

- Use pre-reading time strategies to predict what will happen next.
- Guess meaning of difficult words in text using context clues.
- Identify story elements and use the same to write a new story.
- Use reading text as models for own writing.

LEARNING OUTCOMES:

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

- talk about events and stories and predict what might happen next.
- guess the meaning of the words they read using context clues.
- define and identify different story elements and use these to write their own stories.

RESOURCES REQUIRED (TEACHING AIDS):

- Chart papers
- Loose sheets of paper for the students to create mini-books
- Worksheet 5

METHOD:

- **Reading and discussion time (Pages 38 and 39):** Ask students to read the story of the greedy king and then ask simple questions to check comprehension. You may also explain the meaning of difficult words.

  At the end of page 38 and ask your students to discuss the given questions with a partner.

  Then ask each pair to share their answers with the rest of the class.

  Now continue reading the story on page 39 and then ask students to re-tell the story orally in their own words to a friend. After they have done so, they can attempt to guess the meanings of the difficult words. Next, they can count the number of syllables in each word. They must pronounce it carefully and clap simultaneously to do so.

- **Writing time (Pages 39 and 40):** Ask students to complete Exercises A, B, and C.
الابن بابنهاش

الصفحات

1

الصفحة 6

من محتوى

1. قرر إستغلال من صلاتك
2. تلبس مداخلك
3. اتبع لمتابعة
4. ارتفع في المكان
5. ابدأ في المكان

من ناحية

الاثار

اكتب كتابة

مراجع

1. كتاب
2. كتاب
3. كتاب
4. كتاب
5. كتاب

الطرق

1. قم بإعداد
2. قم بإعداد
3. قم بإعداد
4. قم بإعداد
5. قم بإعداد
The greedy king

- **Story elements (Page 41):** Revise story elements with your students. To do so you will need to prepare story element posters. Take five chart papers and on each poster write the following definition of each story element.
  - **Character:** a person, animal or creature who takes part in the story
  - **Setting:** when and where the story takes place
  - **Beginning:** the first part of the story where the characters and setting are introduced
  - **Middle:** the middle part of the story where the story develops
  - **End:** the last part of the story when the story comes to a conclusion

Ask five students to hold these posters as you recap and review the different story elements. Now, identify the characters, setting, beginning, middle and end of ‘The greedy king’ using the table.

- **Writing time (Page 41):** Tell your students it is time for them to write their own stories. Every story has characters, setting, beginning, middle, and end. Using these elements interesting stories may be created. They have been given the story elements of three different stories. They can use any one to write a story of their own. After they have written a first draft of the story, ask them to read the story out loud to their partner. Their partners can review the story and give suggestions.

- **Story writing activity (Page 42):** Tell your students they can create a completely fun, exciting story themselves also in the same way.

They must think carefully about the characters in their story. Their story can include all types of characters, from fairies and giants to doctors and firemen. What will be the main characters like in their story, good or bad?

After they decide their main characters, they must move on to the setting. When and where would their story occur? In the midst of a jungle in the middle of a night? Or in a busy, modern city in the future? Or at a school in the cafeteria during recess?

They must also carefully think of the beginning, middle, and end of this story. How will their character or setting be introduced? Will their main character face a problem? How will it be solved? How will the story end?

Next, they must use this plan to write a first draft of their stories.
کہا ہے کہ عاصم(صحیح 41): ظاہر ہے کہ ساتھائی کو کہ کسی اور کسی کے فائرنگ کی حکمت کے پہلے نہیں ہے۔

کورن: ایک شخص، جناور یا کوئی جیسے حیوان کو حمایت کے لئے مصنوعی مواد کے ذریعہ بھونے۔

安康: کہا ہے کہ ابتدائی حاضرہ کا کسی کو کہ کسی بھی اور کوئی کے متعلق کسی اور کسی کو بھونے ہے۔

درمیان: کہا ہے کہ ابتدائی حاضرہ کے کسی بھی کوئی اور کسی کو بھونے ہے۔

یتیام: کہا ہے کہ ابتدائی حاضرہ کو کسی اور کسی کو بھونے ہے۔

کہا ہے (صحیح 41): ظاہر ہے کہ ساتھائی کو کہ کسی اور کوئی کو حمایت کے لئے مصنوعی مواد کے ذریعہ بھونے ہے۔

کہا ہے (صحیح 42): ظاہر ہے کہ ساتھائی کو کہ کسی اور کوئی کو حمایت کے لئے مصنوعی مواد کے ذریعہ بھونے ہے۔

کہا ہے کہ عاصم(صحیح 41): ظاہر ہے کہ ساتھائی کو کسی اور کسی کے فائرنگ کی حکمت کے پہلے نہیں ہے۔

کہا ہے کہ عاصم(صحیح 42): ظاہر ہے کہ ساتھائی کو کسی اور کسی کے فائرنگ کی حکمت کے پہلے نہیں ہے۔

کہا ہے کہ عاصم(صحیح 41): ظاہر ہے کہ ساتھائی کو کسی اور کسی کے فائرنگ کی حکمت کے پہلے نہیں ہے۔
The greedy king

SUGGESTED LESSON OUTLINE (3 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Reading time</strong>: After holding a general discussion, students read the story ‘The greedy king’ on page 38.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Discussion time</strong>: Students pause at the end of page 38 and try to predict what will happen next in the story. They share their views with the rest of the class.</td>
<td>10min</td>
</tr>
<tr>
<td>3. <strong>Reading time and Discussion continued</strong>: Students finish reading the story on page 39 and complete the discussion activity on the same page.</td>
<td>20 min</td>
</tr>
<tr>
<td>4. <strong>Writing time</strong>: Students complete Exercises A, B, and C on pages 39 and 40.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. <strong>Story Elements</strong>: Students review the elements of the story through a poster activity. They identify story elements in ‘The greedy king.’</td>
<td>10 min</td>
</tr>
<tr>
<td>6. <strong>Writing time</strong>: Students attempt to write short story using the story elements given on page 41.</td>
<td>25 min</td>
</tr>
<tr>
<td>7. <strong>Story writing activity</strong>: Students create their own short story using the graphic organizer present on page 41.</td>
<td>25 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITY:

Provide students with Worksheet 5 so they can create and write a story of their own.

LESSON 2

OBJECTIVES:

- Classify nouns as countable and uncountable nouns
- Apply rules for use of a or an before words that start with mute consonant letters and vowel sounds
- Write simple poems using a poem as a model
- Pronounce hard and soft sounds of c and g in different words

LEARNING OUTCOMES:

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

- classify countable and uncountable nouns.
- change singular countable nouns to plural and vice versa.
- recite poems with correct expression and intonation.
- count the number of syllables in words.
- pronounce words with the hard ‘c’ and soft ‘c’ sound.
<table>
<thead>
<tr>
<th>سمتی کا تجوزہ خاکر (جمعہ کے 3 شعبہ)</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 منٹ</td>
<td>پہلے سمتی کا وقت: تمہارے گھر کی کتاب جس کا صفحہ 38 سے کیا جاتا ہے، &quot;The Greedy King&quot;۔</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>پندرہ سمتی کا وقت: تمہارے گھر کی کتاب جس کا صفحہ 38 سے کیا جاتا ہے، &quot;The Greedy King&quot;۔</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>پندرہ سمتی کا وقت: تمہارے گھر کی کتاب جس کا صفحہ 39 سے کیا جاتا ہے، &quot;The Greedy King&quot;۔</td>
</tr>
<tr>
<td>3 منٹ</td>
<td>کہا جاتا ہے کہ ظال صفحہ 41 پر بی کی سمتی کی کتاب جس کا صفحہ 41 سے کیا جاتا ہے، &quot;The Greedy King&quot;۔</td>
</tr>
<tr>
<td>4 منٹ</td>
<td>کہا جاتا ہے کہ ظال صفحہ 41 پر بی کی سمتی کی کتاب جس کا صفحہ 41 سے کیا جاتا ہے، &quot;The Greedy King&quot;۔</td>
</tr>
<tr>
<td>5 منٹ</td>
<td>کہا جاتا ہے کہ ظال صفحہ 41 پر بی کی سمتی کی کتاب جس کا صفحہ 41 سے کیا جاتا ہے، &quot;The Greedy King&quot;۔</td>
</tr>
<tr>
<td>6 منٹ</td>
<td>کہا جاتا ہے کہ ظال صفحہ 41 پر بی کی سمتی کی کتاب جس کا صفحہ 41 سے کیا جاتا ہے، &quot;The Greedy King&quot;۔</td>
</tr>
<tr>
<td>7 منٹ</td>
<td>کہا جاتا ہے کہ ظال صفحہ 41 پر بی کی سمتی کی کتاب جس کا صفحہ 41 سے کیا جاتا ہے، &quot;The Greedy King&quot;۔</td>
</tr>
</tbody>
</table>

## سوال 2

### متوقعہ جواب:

- اکثر کی تعلیم کے اہم تعلق کے خطوں پر ذرائع ہے کہ...
- ان کے سمتی کے
- ان کے سمتی کے
- اکثر کی تعلق کے خطوں پر ذرائع ہے کہ...
- ان کے سمتی کے
- ممکنہ کی تعلق کے خطوں پر ذرائع ہے کہ...
- ان کے سمتی کے

### نتیجہ:

اس سمتی کے اہم تعلق کے خطوں پر ذرائع ہے کہ:...

- اکثر کی تعلق کے خطوں پر ذرائع ہے کہ...
- ان کے سمتی کے
- اکثر کی تعلق کے خطوں پر ذرائع ہے کہ...
- اکثر کی تعلق کے خطوں پر ذرائع ہے کہ...

## سوال 1

### متوقعہ جواب:

- تمہارے گھر کی کتاب جس کا صفحہ 38 سے کیا جاتا ہے، "The Greedy King"۔
- پندرہ سمتی کا وقت: تمہارے گھر کی کتاب جس کا صفحہ 38 سے کیا جاتا ہے، "The Greedy King"۔
- پندرہ سمتی کا وقت: تمہارے گھر کی کتاب جس کا صفحہ 39 سے کیا جاتا ہے، "The Greedy King"۔
- کہا جاتا ہے کہ ظال صفحہ 41 پر بی کی سمتی کی کتاب جس کا صفحہ 41 سے کیا جاتا ہے، "The Greedy King"۔
- کہا جاتا ہے کہ ظال صفحہ 41 پر بی کی سمتی کی کتاب جس کا صفحہ 41 سے کیا جاتا ہے، "The Greedy King"۔
- کہا جاتا ہے کہ ظال صفحہ 41 پر بی کی سمتی کی کتاب جس کا صفحہ 41 سے کیا جاتا ہے، "The Greedy King"۔
- کہا جاتا ہے کہ ظال صفحہ 41 پر بی کی سمتی کی کتاب جس کا صفحہ 41 سے کیا جاتا ہے، "The Greedy King"۔
The greedy king

METHOD:

• **Introduction:** Ask your students whether they can count the hair on their head? Have they ever tried counting 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. However, things like like books, pencils, papers, boys, or girls can be counted.

Explain that countable nouns can be counted and they have both singular and plural forms. We can use a/an or numbers before them.

• **Singular and plural (Page 42):** Go over the rules of changing singular nouns to plural and vice versa. State clearly each of the following:

  Singular nouns are nouns that name one person, one place, or one thing.
  e.g. cap, cat, bat

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

Nouns that end with ‘f’ or ‘fe’: 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 ‘f’ or ‘fe’ (calf, half, knife, life, loaf, shelf, thief, wife) 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. Write the correct plurals in the right hand column (calves, halves, knives, lives, loaves, shelves, thieves, wives). Point out to your students now that when nouns end with ‘f’ or ‘fe’ we remove the ‘f’ or ‘fe’ and add ‘ves’ to change them into plural nouns. Ask students to think up of some more things ending with ‘f’ or ‘fe.’ Then ask for volunteers to come to the board and write the correct plurals for them.

Nouns that end with ‘o’: 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 ‘o’ (potato, echo, hero, tomato, cargo, buffalo, etc.) 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 ‘o’. Write the correct plurals in the right hand column (potatoes, echoes, heroes, tomatoes, cargoes, buffaloes). Point out to your students now that when nouns end with ‘o’ we add ‘es’ to change them into plural forms.

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 students now that when nouns end with a vowel followed by ‘y’ we simply add an ‘s’
التصنيف كارد:

- cap, cat, bat
- caps, cats, bats
- calf, half, knife, life, loaf, shelf, thief
- calves, halves, knives, lives, loaves, shelves, thieves, wives
- potato, echo, hero, tomato, cargo, buffalo
- days, bays, trays, valleys, boys, alleys, chimneys

ة المجموعة كارد:

- plural
- singular

- day, bay, tray, valley, boy, guy
- days, bays, trays, valleys, boys, alleys, chimneys

- على سبيل المثال:
- cap, cat, bat
- caps, cats, bats
- calf, half, knife, life, loaf, shelf, thief
- calves, halves, knives, lives, loaves, shelves, thieves, wives
- potato, echo, hero, tomato, cargo, buffalo
- days, bays, trays, valleys, boys, alleys, chimneys
to change them into plural nouns. Ask students to think of some more 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, etc.) in the left-hand column. Read them one at a time. Now slowly write the plural forms of each on the board (babies, daisies, stories, trophies etc.). Ask your students to note that when the last two letters of a noun have a consonant and ‘y’ the plural form is made by removing ‘y’ and adding ‘ies.’ Ask students to think up of some more nouns ending with a consonant followed by ‘y.’

Then ask for volunteers to come to the board and write the correct plurals for them.

Ask students to read the list of singular and plural nouns on page 42 of their textbooks.

• Uncountable nouns (Page 43): Explain that uncountable nouns cannot be counted and have no plural form. We do not use a/an or numbers before them. However, we can say
  
  two cups of tea  two cups of rice
  a lot of money  four cartons of milk

Read the examples given in the textbook.

• Writing time (Pages 43 to 45): Ask students to practice all the concepts learned so far by completing Exercises A, B, C, and D. Before students start Exercise C, explain the rules for using the articles ‘a’ and ‘an.’ Repeat that ‘a’ and ‘an’ are always used before a singular countable noun. ‘An’ is used before nouns beginning with a vowel sound and ‘a’ is used before nouns beginning with a consonant sound. After this point out that ‘how many’ is used before plural countable nouns and ‘how much’ is used before uncountable nouns.

• Poetry reading and writing time (Page 46): Ask students to read the poem ‘I wish’. Ask each student to come forth and perform the poem for the class. Now ask students to brainstorm for ten things that they wish they could do or have. Ask them to write their own version of the poem on the things that they wish for.

• Pronunciation check (Page 47): Review the concept of syllables and ask students to read the given word list. You can pronounce each word more than once with the class, so that they can be sure about the number of syllables in it. Next ask the students to list each word given in the table in the appropriate column.

Review that there are two kinds of c sounds. A hard ‘c’ which sounds like ‘ka’ and is found in words like cat and a soft ‘c’ which is pronounced like ‘sa’ and is found in words like dance. Ask them to read all the words and categorize them in the appropriate column. Explain that a single word will appear in both columns as it contains a hard ‘c’ sound as well as a soft ‘c’ sound. Allow the class to identify this word themselves. You can then confirm that the word is circle.
two cups of tea
two cups of milk
a lot of money
four cartons of rice
SUGGESTED LESSON OUTLINE (3 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students differentiate between countable and uncountable nouns using a drawing activity.</td>
<td>20 min</td>
</tr>
<tr>
<td>2. Countable nouns: Students briefly review countable nouns.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Singular and plural: Students revise the rules required to change singular countable nouns to plural countable nouns. They practice changing singular nouns to plural nouns and vice versa through an oral drill.</td>
<td>20 min</td>
</tr>
<tr>
<td>4. Uncountable nouns: Students briefly review uncountable nouns.</td>
<td>10 min</td>
</tr>
<tr>
<td>5. Writing time: Students complete Exercises A, B, C, and D on pages 43, 44 and 45.</td>
<td>20 min</td>
</tr>
<tr>
<td>6. Poetry reading and writing time: Students read a poem ‘I wish’ on page 46 and attempt to write a similar poem.</td>
<td>30 min</td>
</tr>
<tr>
<td>7. Pronunciation check: Students practice dividing longer words into syllables and differentiating between the hard and soft sound of ‘c’.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

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.
## سیرت کا بجورہ خاکر (جمعیت کے 3 بیانات):

<table>
<thead>
<tr>
<th>دوران</th>
<th>کام</th>
<th>تاریخ</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>1</td>
<td>تقاریب: ظلاما کا باخانی کو سرگرمی کے ذریعے اغلیہ گھومنے تک بطور کرے گئے۔</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>قابل ہے: ظلاما کا باخانی کو تحقیق اور اخلاقی کرے گئے۔</td>
</tr>
<tr>
<td>20</td>
<td>3</td>
<td>واعظ اور میانگ: ظلاما کا باخانی کو سرگرمی کے ذریعے اغلیہ گھومنے تک بطور کرے گئے۔</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>قابل ہے: ظلاما کا باخانی کو تحقیق اور اخلاقی کرے گئے۔</td>
</tr>
<tr>
<td>20</td>
<td>5</td>
<td>کمیت کا دیوان: ظلاما کا باخانی کو سرگرمی کے ذریعے اغلیہ گھومنے تک بطور کرے گئے۔</td>
</tr>
<tr>
<td>30</td>
<td>6</td>
<td>دیوان پنچاوا: ظلاما کا باخانی کو سرگرمی کے ذریعے اغلیہ گھومنے تک بطور کرے گئے۔</td>
</tr>
<tr>
<td>20</td>
<td>7</td>
<td>متعالی کی باتیں: ظلاما کا باخانی کو سرگرمی کے ذریعے اغلیہ گھومنے تک بطور کرے گئے۔</td>
</tr>
</tbody>
</table>

## تلویزیون سرگرمیان:

- اخبار پر موجود کی خاطر: کاس وچی کاNamed میں اور پوری ویجا تے گردوکوکٹھی کے دوسرے نے بھی سے لیا گیا کیکی مکمل ہوئی۔ ان سے کیک
- کم دوسرے نے بھی اور پوری ویجا تے گردوکوکٹھی کے دوسرے نے بھی سے لیا گیا کیکی مکمل ہوئی۔
LESSON 1

OBJECTIVES:

- Recognize that sentences join to make paragraphs and to make sense in relation to each other.
- Identify paragraphs as larger meaningful units of expression.
- Distinguish fact from opinion.

LEARNING OUTCOMES:

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

- organize writing in paragraphs and understand that each paragraph tells about one main idea.
- distinguish facts from opinions.

METHOD:

- **Introduction:** Introduce your students to dinosaurs with a short quiz to see how much they know about dinosaurs. Ask each of the following questions and hear different students’ responses before sharing the correct answer.
  1. How long ago did dinosaurs live, hundreds of years, thousands of years, or millions of years?
  2. What can we call a person who studies dinosaurs, an anthropologist, a paleontologist, or a geologist?
  3. Some dinosaurs were meat-eaters and some were plant-eaters. Discuss the food they might have eaten.
  4. Which creature does a dinosaur resemble: a snake, a crocodile, or an elephant?

  **Answers:**
  
  1. Dinosaurs lived millions of years ago.
  2. A person who studies dinosaurs is called a paleontologist.
  3. Dinosaurs resemble crocodiles.

- **Dinosaurs:** Some facts about dinosaurs.
  
  - Explain that the word *dinosaur* actually means terrible lizard. However, most dinosaurs ate plants and were really not that horrible. They were generally gigantic though. Ask them whether they knew that reptiles never stop growing throughout their lives.
1. How long ago did dinosaurs live, hundreds of years, thousands of years, or millions of years?
2. What can we call a person who studies dinosaurs, an anthropologist, a paleontologist, or a geologist?
3. Some dinosaurs were meat-eaters and some were plant-eaters. Discuss the food they might have eaten.
4. Which creature does a dinosaur resemble: a snake, a crocodile, or an elephant?

Answers:
1. Dinosaurs lived millions of years ago.
2. A person who studies dinosaurs is called a paleontologist.
3. Dinosaurs resemble crocodiles.
Dinosaurs

- Do they know what a fossil is? A fossil refers to evidence of anything that once lived, found in the earth’s crust.
- How big were the dinosaurs? They came in all different shapes and sizes. Some were more than a 100 ft. tall, while others were as small as a chicken.

**Reading and writing time (Pages 51 and 52):** Ask students to read the passage on dinosaurs, discuss difficult vocabulary, and then complete Exercises A, B, C, and D.

**Discussion time (Page 53):** How did dinosaurs vanish from earth? Discuss different theories with the class. Discuss the reasons listed in their textbooks. Which one seems the most plausible? Ask them to brainstorm for different reasons themselves. Are these opinions or are they facts? Point out the difference between opinion and facts.

**Paragraphs (Page 54):** Ask your students to read the information about dinosaurs again. It is divided into four paragraphs. Explain that a paragraph is a group of sentences that tells about one main idea. Tell them to notice how each paragraph in the passage deals with only one main idea. Ask them to share with the rest of the class what is the main idea behind each paragraph.

**Writing in paragraphs:** Help students understand how to write in paragraphs. Tell them that the main components of a paragraph are:

- **An opening sentence:** Introduces the topic.
- **Details:** Three or four details about the topic.
- **A closing sentence:** Concludes the topic.

Write the topic of the paragraph on top. Choose a simple topic. For example, ‘My Family.’

Write an opening sentence: I have a great family.

Explain that this introduces the topic and tells the reader, you will be talking about your family.

Give at least three details about what it is that makes your family so special: My family includes my mother, father, two sisters, brother, grandpa, and grandma. They all care for me and support me. They help me out when I need help and give me advice when I need it. They are fun-loving and friendly.

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

I love my family a lot.

**Writing time (Page 54):** Ask students to read the jumbled up paragraph and complete the writing activity to organize the sentences in a proper order.
I have a great family. My family includes my mother, father, two sisters, brother, grandpa, and grandma. They all care for me and support me. They help me out when I need help and give me advice when I need it. They are fun-loving and friendly.

I love my family a lot.
Dinosaurs

SUGGESTED LESSON OUTLINE (2 class period):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Introduction:</strong> Students read some facts about dinosaurs.</td>
<td>20 min</td>
</tr>
<tr>
<td>2. <strong>Reading and writing time:</strong> Students read the passage on dinosaurs and complete Exercises A, B, C, and D on pages 52 and 53.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. <strong>Discussion time:</strong> Students discuss why dinosaurs vanished from earth. They learn to differentiate between facts and opinions.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. <strong>Paragraphs:</strong> Students read the passage on dinosaurs again to assess how information is divided into paragraphs.</td>
<td>10 min</td>
</tr>
<tr>
<td>5. <strong>How to Write a Paragraph:</strong> Students learn how to write in paragraphs.</td>
<td>20 min</td>
</tr>
<tr>
<td>6. <strong>Writing time:</strong> Students complete the writing activity on page 54 to create a logically organized paragraph.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES:
Ask students to write a paragraph on their favourite animal. Their paragraph must include a topic sentence, three or four supporting details, and a concluding sentence.

LESSON 2

OBJECTIVES:
- Recite poems with actions
- Write sentences using correct capitalization, punctuation, and spellings
- Recognize and apply capitalization to initial letter of proper nouns

LEARNING OUTCOMES:
By the end of this lesson students should be able to:
- identify the four different kinds of sentences and punctuate them correctly.
- distinguish between proper and common nouns.
- write two different kinds of poems and read them with appropriate expressions.

METHOD:
- **Introduction:** Introduce your class to the four different types of sentences. Write the following on the board: declarative, interrogative, exclamatory, and imperative.
  - Declarative sentence tells us something. It always ends with a full stop.
    - 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, etc.
سَقْطُ الْعَيْبَاءِ ذَا الْكَلَّامُ (بِحَمَامَةٍ كَيْبَةٍ)

<table>
<thead>
<tr>
<th>دوراتٍ</th>
<th>كَامِنَةَ</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>قَرَائِرْ: ذَا الْكَلَّامُ كَبَارِسٍ بِمَنْ يَنْتَظَرَ فِي قَلْبِهِ.</td>
</tr>
<tr>
<td>20</td>
<td>پَرْسِلِ فِي اِلْكَلَّامُ كَبَارِسٍ بِمَنْ يَنْتَظَرَ فِي قَلْبِهِ.</td>
</tr>
<tr>
<td>10</td>
<td>بَاتِ النَّيْحَةِ: ذَلِكَ الْبَرُزُ بِمَنْ يَنْتَظَرَ كَبَارِسٍ بِمَنْ يَنْتَظَرَ فِي قَلْبِهِ.</td>
</tr>
<tr>
<td>10</td>
<td>ذَلِكَ الْبَرُزُ بِمَنْ يَنْتَظَرَ كَبَارِسٍ بِمَنْ يَنْتَظَرَ فِي قَلْبِهِ.</td>
</tr>
</tbody>
</table>

ہُنَّاکے تَصَارِعَ: ذَلِكَ الْبَرُزُ بِمَنْ يَنْتَظَرَ كَبَارِسٍ بِمَنْ يَنْتَظَرَ فِي قَلْبِهِ. 

**نوَهَنَّی**

- ذَلِكَ الْبَرُزُ بِمَنْ يَنْتَظَرَ كَبَارِسٍ بِمَنْ يَنْتَظَرَ فِي قَلْبِهِ. 
- ذَلِكَ الْبَرُزُ بِمَنْ يَنْتَظَرَ كَبَارِسٍ بِمَنْ يَنْتَظَرَ فِي قَلْبِهِ. 

**سِئلَةٌ**

- ذَلِكَ الْبَرُزُ بِمَنْ يَنْتَظَرَ كَبَارِسٍ بِمَنْ يَنْتَظَرَ فِي قَلْبِهِ.
- ذَلِكَ الْبَرُزُ بِمَنْ يَنْتَظَرَ كَبَارِسٍ بِمَنْ يَنْتَظَرَ فِي قَلْبِهِ.

**مَتَاعِقَةٌ**

- ذَلِكَ الْبَرُزُ بِمَنْ يَنْتَظَرَ كَبَارِسٍ بِمَنْ يَنْتَظَرَ فِي قَلْبِهِ.
- ذَلِكَ الْبَرُزُ بِمَنْ يَنْتَظَرَ كَبَارِسٍ بِمَنْ يَنْتَظَرَ فِي قَلْبِهِ.

**ضَرُرُّهُ**

- ذَلِكَ الْبَرُزُ بِمَنْ يَنْتَظَرَ كَبَارِسٍ بِمَنْ يَنْتَظَرَ فِي قَلْبِهِ.
- ذَلِكَ الْبَرُزُ بِمَنْ يَنْتَظَرَ كَبَارِسٍ بِمَنْ يَنْتَظَرَ فِي قَلْبِهِ.

**قَرَائِرْ**:

- ذَلِكَ الْبَرُزُ بِمَنْ يَنْتَظَرَ كَبَارِسٍ بِمَنْ يَنْتَظَرَ فِي قَلْبِهِ.
- ذَلِكَ الْبَرُزُ بِمَنْ يَنْتَظَرَ كَبَارِسٍ بِمَنْ يَنْتَظَرَ فِي قَلْبِهِ.

The dog barked loudly.

The little boy sang. My toy car broke. My dress is pretty. The sky is blue. Cats eat rats.
Interrogative sentence asks us something. An interrogative sentence usually begins with who, what, where, when, or how and ends with a question mark. Point out that when asking a question we use a different intonation. Read questions out loud to show that questions are asked in a different tone.

Imperative sentence gives a direction or an order to do something. Ask students to think of some imperative sentences they might have heard in school. For example ‘Walk in a line.’
‘Maintain Silence.’
‘Fragile. Do not touch.’

Exclamatory sentence is used to express strong emotions. It may be surprise or shock, horror, amazement, or any kind of strong emotion. Point out that exclamatory sentences begin end with an exclamation mark.

• Writing time (Pages 54 and 55): Ask students to complete Exercises B, C, and D.
• Proper and common nouns: Revise the concept of a noun. Explain that a noun is a name of a person, place, or thing. Point out that a common noun is a general name for a person, place, or thing. Common nouns are not written in capital letters. Now move onto proper nouns. Explain that a proper noun is the name of a particular person, place, or thing. A proper noun is always written with a capital letter.
• Writing time (Pages 55 and 56): To further practice using common and proper nouns ask students to complete Exercises E and F.
• Fact or opinion: Ask students if they can tell the difference between a fact and an opinion and then, explain the difference between a fact and an opinion with the help of examples. A fact is a statement that can be proven right or wrong, e.g. the box is on the table is a fact. Either it is correct, can be proven right (by pointing to the table) or incorrect, can be proven wrong (again by checking the table). However, ‘The box should be on the table,’ is an opinion. It cannot be proven right or wrong. It is what a person feels or thinks about a certain situation. Written work usually contains a mixture of facts and opinions. Point out that we need to learn to distinguish between a fact and an opinion.

Ask students to take a paper. On one side they need to write fact, on the other side they need to write opinion. Tell them you will now read a statement. They will hold up the fact side of the paper if they believe it is a fact or the opinion side of the paper if they believe it is an opinion. Read the following sentences and note the students’ reaction.

1. Islamabad is the capital city of Pakistan.
2. The Eifel Tower is in Paris.
3. Whales are superior to dolphins.
4. Whales are mammals.
5. Allama Iqbal is a famous poet.
6. Shakespeare was talented.
'Walk in a line.'
'Maintain Silence.'
'Fragile. Do not touch.'
Dinosaurs

7. Imran Khan was the best sportsman Pakistan has ever had.
8. Karachi is a huge city.
9. There are glaciers in Alaska.
10. Christopher Columbus discovered America.
11. There is no life on Mars.
12. Cats are not as friendly as dogs.

• Writing time (Page 56): Ask students to read the passage on dinosaurs again and complete Exercise G.

• Poems for all (Pages 57 and 58): Tell students they are going to have fun with poetry in this lesson. They will learn two new types of poems, a list poem and an acrostic poem. Explain that a list poem reads like a list. Ask them to open their textbooks and read the list poems. Tell them to notice the way the students have listed what a smile is.

Next, explain that an acrostic poem is a poem in which the first letter of each line spells out a word which is often the title or subject of the poem. Ask them to read the poems and then ask which poem they like the best. Ask each student to recite the poem he or she likes best for the rest of the class.

• Writing time (Page 58): Ask students to complete the writing Exercises A and B. They can copy out their final poems on two loose sheets of paper and decorate them. They can next display their poems on the bulletin board in class.

SUGGESTED LESSON OUTLINE (4 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students are introduced to the four different kinds of sentences and their proper punctuation.</td>
<td>25 min</td>
</tr>
<tr>
<td>2. Writing time: Students complete Exercises B, C and D on pages 54 and 55 to further practice punctuating sentences.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Common and proper nouns: Students understand the difference between common and proper nouns.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. Writing time: Students further practice Exercises E and F on pages 55 and 56.</td>
<td>5 min</td>
</tr>
<tr>
<td>5. Facts or Opinions: Students learn to distinguish between facts and opinions through a fun activity.</td>
<td>20 min</td>
</tr>
<tr>
<td>6. Writing time: Students identify facts and opinions by completing Exercise G on page 56.</td>
<td>20 min</td>
</tr>
<tr>
<td>7. Poems for all: Students read and enjoy two different kinds of poems.</td>
<td>15 min</td>
</tr>
<tr>
<td>8. Writing time: Students complete Exercises A and B on page 58.</td>
<td>15 min</td>
</tr>
</tbody>
</table>
7. Imran Khan was the best sportsman Pakistan has ever had.
8. Karachi is a huge city.
9. There are glaciers in Alaska.
10. Christopher Columbus discovered America.
11. There is no life on Mars.
12. Cats are not as friendly as dogs.

---

**G** 57 = 3.5
**S** 58 = 3.0

**Acrostic Poem**

- **A**... (58)
- **B**... (57)

---

<table>
<thead>
<tr>
<th>Duration</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 min</td>
<td>G</td>
</tr>
<tr>
<td>10 min</td>
<td>S</td>
</tr>
<tr>
<td>10 min</td>
<td><strong>C, B</strong></td>
</tr>
<tr>
<td>5 min</td>
<td>D</td>
</tr>
<tr>
<td>20 min</td>
<td><strong>E, F</strong></td>
</tr>
<tr>
<td>20 min</td>
<td><strong>G</strong></td>
</tr>
<tr>
<td>15 min</td>
<td><strong>B</strong></td>
</tr>
<tr>
<td>15 min</td>
<td><strong>A</strong></td>
</tr>
</tbody>
</table>
EXTENDED ACTIVITIES:

- **Common and Proper nouns:** Provide students with magazines. Ask students to find words and pictures from the magazines that can be classified as common and proper nouns. They will cut the words and pictures out and paste them on a poster divided into two parts. The two parts will be classified as ‘common nouns’ and ‘proper nouns.’

- **Facts and opinions:** Ask students to bring in a short magazine article. Tell them to read the article carefully and copy out the statements in it. In front of each statement they must write F for fact or O for opinion.
 Urdu میں سرمشیابی:

• اسمی اسم مکرر: ظاہر کر رساالی میں کہنا ان سے کہی کہ وہ رساالی میں سے لیے الگ الگ اور تصادمی غائل کر یہ مشین ایم کرکے اور اسم مکرر

• اسمی اسم مکرر (proper nouns) یا (common nouns) کا نام وہی ہے کہ یہ رد کر

• اسمی اسم مکرر: ظاہر سے کہی کہ وہ رساالی میں سے الگ الگ اور مواقع مکرر کر کے ایک کپڑہ چپا کر یہ گیا جو روشنی میں مل جاتا ہے اور اسم مکرر

• تجویزات اور فیصلے کر لئے میں میں سے لیے الگ الگ اور اور اسم مکرر

• اور خیال یا دلے (O) یا فکر (F) یا دلے
LESSON 1

OBJECTIVES:
• Apply skills taught to understand and identify question words.

LEARNING OUTCOMES:
By the end of this lesson students should be able to:
• understand the use of different question words.
• identify the kind of information required by each question word.

METHOD:
• Reading and discussion time (Page 59): Ask your students to read the story ‘The robbery’. Explain difficult vocabulary and ask simple questions to check students’ comprehension. Now ask students to read the story once more independently and discuss its characters, setting, beginning, middle, and end with a partner. After the students have discussed the story in pairs, let them share their answers with the rest of the class.

• Writing time (Pages 59 and 60): Ask students to complete Exercises A and B.

• Question words (Page 60): Revise the basic question words. Explain which question word is asked to get particular information.
  ▪ Who requires them to identify a person and answers to these questions always refer to a person.
  ▪ When is used to ask general or specific time.
  ▪ Where is used to ask about places.
  ▪ What asks about characteristics.
  ▪ How can be used to ask about a lot of things, characteristics, qualities, quantities, etc.
  ▪ Why is used to ask for the reason.
  ▪ Writing time (Page 60): Ask students to complete Exercise C on page 60.

• Forming Questions: Write the following statements on the board and ask students to frame questions on them.
  1. Nasir is the new student in our class. (Form a question using ‘who’)
  2. Shaila is the new president of the company. (Form a question using ‘who’)
  3. Neha came to my house at 7 a.m. (Form a question using ‘when’)
  4. I reached the stadium at 9 a.m. (Form a question using ‘when’)
1. **Question:**

   "The robbery" (Chapter 59): Explain the key events and characters.

   **Scenario:**

   1. What a thief might be thinking at the time of the crime.
   2. The method of the thief.
   3. The target of the theft.
   4. The consequences of the theft.

   **Keywords:**

   - Who
   - When
   - Where
   - What
   - Why

   **Example:**

   Nasir is the new student in our class.
   Shaila is the new president of the company.
   Neha came to my house at 7 a.m.
   I reached the stadium at 9 a.m.
The robbery

5. We will meet at the shopping mall. (Form a question using ‘where’)
6. We went to Malaysia during the summer holidays. (Form a question using ‘where’)
7. This sum is difficult to solve. (Form a question using ‘why’)
8. I slipped on the snow and injured my arm. (Form a question using ‘how’)
9. I did not attend school yesterday because I was ill. (Form a question using ‘why’)
10. I left the clothes out in the sun to dry. (Form a question using ‘why’)

SUGGESTED LESSON OUTLINE (2 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading time and Discussion time: Students read a short story “The Robbery” on page 59 and discuss its characters, setting, beginning, middle and end.</td>
<td>20 min</td>
</tr>
<tr>
<td>2. Writing time: Students complete Exercises A and B on pages 59 and 60.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. Question Words: Students review the use of question words.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. Writing time: Students complete Exercise C on page 60 to practice using question words.</td>
<td>10 min</td>
</tr>
<tr>
<td>5. Forming Questions: Students practice formulating questions using different question words.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

LESSON 2

OBJECTIVES:
- Understand and use personal pronouns
- Demonstrate correct use of possessive pronouns – mine, yours, your, etc and possessive adjectives.

LEARNING OUTCOMES:
By the end of this lesson students should be able to:
- understand and use personal pronouns.
- understand the difference between possessive pronouns and possessive adjectives and use them appropriately.

METHOD:
- Personal pronouns (Page 61): Introduce the students to the concept of personal pronouns. Ask the students to stand in a circle. Begin the lesson by writing down a list of subject pronouns (I, you, he, she, we, it, and they) on the board. Teach the subject pronouns through gestures and repetition. Choose a very simple sentence.
  Miss ______________ is happy. (Write your name in the blank)
  I am happy.
We will meet at the shopping mall.

We went to Malaysia during the summer holidays.

This sum is difficult to solve.

I slipped on the snow and injured my arm.

I did not attend school yesterday because I was ill.

I left the clothes out in the sun to dry.

<table>
<thead>
<tr>
<th>دورانی</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>The Robbery</td>
</tr>
<tr>
<td>20</td>
<td>A</td>
</tr>
<tr>
<td>10</td>
<td>B</td>
</tr>
<tr>
<td>10</td>
<td>C</td>
</tr>
<tr>
<td>20</td>
<td>D</td>
</tr>
</tbody>
</table>

سینٹ کا نجوزہ ناک (بجااعت کے 2 بیان):

- The Robbery
- A
- B
- C
- D

بحث 2

متناوب: 
- ضاربہ ذالی اور ان کا استعمال کھتنا 
- ضاربہ ذالی اور ان کے دوسرے استعمال کا مظاہرہ کیتے
- ضاربہ ذالی اور ان کا دوسرے استعمال کے ساتھ استعمال کا مظاہرہ کیتے
- ضاربہ ذالی اور ان کا دوسرے استعمال کے ساتھ استعمال کا مظاہرہ کیتے
- ضاربہ ذالی اور ان کا دوسرے استعمال کے ساتھ استعمال کا مظاہرہ کیتے

طلای بند (حروف 61): طالے کوری ذالی کے کامون سے متناسب کوری ہے۔ انہوں نے دوسرے کی خطرے میں مکاائری کر دی۔ بنا کوری ذالی مظاہرہ ذالی اور ان کے دوسرے مظاہرہ

Miss _____________ is happy.

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

Now, write on the board all the object pronouns me, us, you, him, her, it, them. Teach the object pronouns through gestures and repetition. Choose a very simple sentence. The Principal was talking to Miss ____________. (Write your name in the blank) The Principal was talking to me.

Point towards yourself clearly as you say me. Tell the students ‘me’ can be used to replace your name and is called an object pronoun. Next you may point to a boy Fahad. First say, ‘The Principal was talking to Fahad.’ Then repeat yourself by pointing to Fahad and saying, ‘The Principal was talking to him.’ Tell the students ‘him’ is being used to replace a noun Fahad. Do the same for all the other pronouns. Form simple sentences: ‘The Principal was talking to him. The Principal was talking to her. The Principal was talking to us. The Principal was talking to them.’ Point to the appropriate gender and number as you speak each sentence. Ask your students standing in a circle to repeat each sentence after you.

Students can be asked to give similar sentences for further practice.

Ask students to read the definition of personal pronouns and complete Exercise D.

**Possessive adjectives and Possessive pronouns (Page 62):** 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:


Give further examples to reinforce this point:

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.
That is his seat.
Those letters are hers.
Those cars are ours.
The Principal was talking to Miss ________________.

The Principal was talking to me.

Fahad: "The Principal was talking to him. The Principal was talking to us. The Principal was talking to them."

The Principal was talking to me.

"You see, you are an important person. You are a leader."

The Principal was talking to me, and to me, and to me.
The robbery

Answer:
This is your dress.
That is his seat.
Those are her letters.
Those are our cars.

Ask students to complete Exercise E to further practice using possessive pronouns and possessive adjectives.

- Activity time: Ask each student to pick up any object belonging to them and talk about it in two ways.
  e.g. This is my book.
  This book is mine.
  After everybody has had a turn, tell the students to talk about the things that their partner has.
  e.g. This is his pencil.
  This pencil is his.
  This is her bottle.
  This bottle is hers.

SUGGESTED LESSON OUTLINE (2 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal pronouns: Students understand the use of personal pronouns in the subject and object positions.</td>
<td>20 min</td>
</tr>
<tr>
<td>2. Reading and writing time: Students complete Exercise D on page 61 to practice using personal pronouns.</td>
<td>15 min</td>
</tr>
<tr>
<td>3. Possessive adjectives and possessive pronouns: Students understand and distinguish between possessive adjectives and possessive pronouns.</td>
<td>15 min</td>
</tr>
<tr>
<td>4. Activity time: Students use possessive adjectives and possessive pronouns through a short activity.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. Writing time: Students complete Exercise E on page 62.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

LESSON 3

OBJECTIVES:
- Write the central idea of a poem in simple language
- Use some common similes in speech and writing
- Recognize that an adverb qualifies verbs, adjectives, and other adverbs
This is your dress.
That is his seat.
Those are her letters.
Those are our cars.

E  

This is my book.
This book is mine.

This is his pencil.
This pencil is his.
This is her bottle.
This bottle is hers.

1. This is your dress.
2. That is his seat.
3. Those are her letters.
4. Those are our cars.
5. This is my book.
6. This book is mine.
7. This is his pencil.
8. This pencil is his.
9. This is her bottle.
10. This bottle is hers.

<table>
<thead>
<tr>
<th>사항</th>
<th>개수</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td>3</td>
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<td>5</td>
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</tr>
</tbody>
</table>

**Situation 3**

**Instructions:***

1. This is your dress.
2. That is his seat.
3. Those are her letters.
4. Those are our cars.
5. This is my book.
6. This book is mine.
7. This is his pencil.
8. This pencil is his.
9. This is her bottle.
10. This bottle is hers.
LEARNING OUTCOMES:
By the end of this lesson students should be able to:
• understand what is meant by the central idea of a poem.
• use similes in their own writing.
• understand the function of an adverb and use different types of adverbs appropriately.

METHOD:
• Mr Nobody (Page 63): Tell your students you are going to read a fun poem with them. Read aloud the poem, ‘Mr Nobody’ to your class. Make sure that you are using the correct intonation and expression and follow your recitation with gestures. Now give some time to the students to prepare their recitation of the poem. Encourage them to perform the poem, using the appropriate gestures and correct expression. The student’s style of delivery usually shows his or her understanding of the poem. Give your students a chance to read and think about the meaning of the poem. Ask them to read Mr Nobody again. What do they think the poem is about? Who do they think is Mr Nobody? Let them guess this, themselves. You may provide hints if necessary.

• Central idea of a poem: Explain what is meant by the central idea of a poem. Tell your students the name of your favourite book. Briefly explain what your favourite book is about. Ask them to share with the class their favourite book and explain what it is about. Point out that what you have just discussed is the main idea behind the book. Just like books all poems also have a main idea behind them. It is what the poem is about and is sometimes also referred to as the central idea. After explaining the meaning of the term central idea, ask your students to identify the central idea of the poem ‘Mr Nobody.’ What do they think the poem is about? Give them some time to think, and after eliciting some responses explain the central idea of the poem. The poem humorously points out the fact that we as human beings are always in the habit of blaming someone else for our faults or mistakes. In the poem that somebody else is ‘Mr Nobody.’

• Discussion time (Pages 63 and 64): Ask students to discuss the tasks given in Exercise A and B.

• Similes (Page 64): Explain that a simile compares two nouns using the words like or as. They are often found in poem to create an effect.
For example, as fast as a cheetah, as light as a leopard, red like a rose.
Use things around the class to create similes.
For example, you may pick up the chalk and say, as white as chalk. Or you may pick up chair and say, as sturdy as this chair’, and so on.

• Writing time: Ask students to complete Exercise A on the same page.
نُصْحَ: 

اس سلسلہ کے اخبارات میں ظاہر کیے جانے والے قطعات کا مکمل متن میں دیکھیں کہ دو:

- مزدور بولوئے اور بحاجات کے ساتھ جھیل کا اپنی نیکی کارکردگی کے طور پر دنیا کی لیے کہا گیا۔
- مزدور بحاجات کے ساتھ تعلقات پر اشارے کر کے نئيں لیے ظاہر کی خوشحالی اور قیمتی کئے جاتے ہیں مزدور کی اشاعت کے ساتھ جمع کے کوشش کے کوہ قسم کا کوہ کے کوشش کے کوہ پہلے کے۔

طقیب کا کہانی: (سخن 63) Mr Nobody

تعلق کا کہانی کے اب آپ ان کے ساتھ سے کسے نئیں مزدور کے نئے مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے نئیں مزدور کے Nari

Metro

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The robbery

- **Adverbs (Page 65):** Explain to your class that an adverb tells us more about a verb. There are many kinds of adverbs.
  - *Adverbs of frequency* tell us how often an action occurs, e.g. often, never, always, usually, sometimes, etc.
  - *Adverbs of manner* describe how or in what way an action occurs, e.g. quietly, slowly, badly, carefully, etc.
  - *Adverbs of time* tell us when an action would occur, e.g. soon, yesterday, tomorrow, etc.
  - *Adverbs of place* tell us where an action occurs, e.g. outside, inside, nearby, here, there, etc.
- **Writing time:** Ask students to complete Exercise B.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Mr Nobody:</strong> Students read and perform a poem and understand what the central idea of the poem is.</td>
<td>20 min</td>
</tr>
<tr>
<td>2. <strong>Discussion time:</strong> Students participate in the discussion activity on page 63 and 64.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. <strong>Simile:</strong> Students define and create similes.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. <strong>Reading and writing time:</strong> Students complete Exercise A on page 64.</td>
<td>10 min</td>
</tr>
<tr>
<td>5. <strong>Adverbs:</strong> Students learn how to use the different types of adverbs.</td>
<td>15 min</td>
</tr>
<tr>
<td>6. <strong>Adverb Guessing Game:</strong> Students participate in a fun game to learn more about adverbs.</td>
<td>10 min</td>
</tr>
<tr>
<td>7. <strong>Writing time:</strong> Students complete Exercise B on page 65.</td>
<td>5 min</td>
</tr>
</tbody>
</table>
ملخص (صفحہ 65): کنے کو بتاییں کہ ایک مختصر فصل ضرور اب وہ اس بازی سے مریز کہنا ہے۔ مختصر فصل کی اقسام ذیل ہیں:

1. تاریخی مختصر فصل
2. مخصوص انسان
3. انسان کی ادارہ کرنا

ہلک بھی مختصر فصل انسان ادارہ کرنا کرتا ہے جس ادارے سے ایک مختصر فصل تیار ہو جاتا ہے۔ اس مختصر فصل کا زمرہ بھی خاص شاہی کے ساتھ رابطہ رکھتا ہے۔

تاریخی مختصر فصل کا زمرہ بھی کوم ہے۔ تاریخی مختصر فصل کا زمرہ بھی کوم ہے۔

بیان تاریخی مختصر فصل کا زمرہ بھی کوم ہے۔


<table>
<thead>
<tr>
<th>کام</th>
<th>دوراتین</th>
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</thead>
<tbody>
<tr>
<td>Mr Nobody</td>
<td>20</td>
</tr>
<tr>
<td>ظالہ سیف 63 اور 64</td>
<td>10</td>
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<td>ظالہ سیف 66 اور 64</td>
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<td>ظالہ سیف 66 اور 64</td>
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</tbody>
</table>

کم کا وقت: ظالہ سیف 65 اور 66 کی مختصر

سچکا چوجا ناکر (جمعت کے 2 تبریکی)
LESSON 1

OBJECTIVES:
• Use future tense for expressing actions in future
• Identify the various kinds of professions they can join
• Think about the career choices they might make later in life

LEARNING OUTCOMES:
By the end of this lesson students should be able to:
• understand and use the future tense to express actions in the future.
• identify the different kinds of professions available, think of the duties and responsibilities involved in each profession, and consider the profession they would like to join themselves.

METHOD:
• Introduction: Begin the lesson by drawing a career chart on the board. Draw three columns on the board. In the first column write the title of the profession being described, in the second column the duties of the chosen profession, and in the third the training required for that profession. Ask students to think of all the people they know – their parents, relatives, neighbours, the parents of their friends, their grandparents etc. What sorts of jobs do they have?

Ask each student to chose one person in their lives, name the profession of this person, the kind of responsibility he or she has, and the training required to join this profession. Let each student share this information with the rest of the class. Note this information down on the board. In this way you will be able to build a list of professions and discover how much students already know about the various professions. After completing this activity, fill in any additional information you might want to add.

• Reading time (Pages 66 and 67): Select different students to read the short paragraphs about various professions.

• Discussion time: Ask students to think carefully about the following questions:
  ▪ What profession would they like to join when they grow up?
  ▪ What type of work do they think they would have to do?
  ▪ Have they ever considered why they want to join this profession?
  ▪ Do they know anyone who already is a member of that profession?

When they have carefully considered each of the above questions and noted their responses, ask students to discuss their answers with a partner.

• The Future Tense (Page 67): Explain to the class that a verb in the future tense shows action that will happen.
سئل 1

متفقّد:

• مستقل میں افضل ہے کہ اگر ہمارے کے اخبار کے لیے دوسرے مستقل کا استعمال کریں

• ان کے تعلقات میں افضل ہے کہ اگر مستقل کی دوسرے مستقل کے لیے استعمال کریں

• کے بہتر سے متعلق ان موجود کے بارے میں فوائد میں خصوصیات تھیں ہے اس کی ضرورت کی تین ہوئی

مفتّح:

اس سئل کے افتہام کے طور پر اپنے مقبول بچے کو دوچار کرتے ہیں:

• مستقل کے اخبار کے متعلق میں افضل ہے کہ اگر مستقل کے لیے مستقل کا استعمال کریں

• مستقل کے اخبار کے متعلق افضل ہے کہ اگر مستقل کا استعمال کریں

طریقہ کار:

قدیر فیصل: کہا ہے کہ اگر ہمارے کے اخبار کے لیے مستقل کی ضرورت کہتا ہے، تو مستقل کا استعمال کیا جا سکتا ہے

• مستقل کے اخبار کے لیے مستقل کا استعمال کریں

• مستقل کے اخبار کے لیے مستقل کا استعمال کریں

• مستقل کے اخبار کے لیے مستقل کا استعمال کریں

کل کے وقت (صفحہ 66 اور 67): مستقل کے بارے میں بہت اگر صرف پہلے کے لیے مستقل کی ضرورت کی انتظار کرتے ہیں

• مستقل کے بارے میں بہت اگر صرف پہلے کے لیے مستقل کی ضرورت کی انتظار کرتے ہیں

• مستقل کے بارے میں بہت اگر صرف پہلے کے لیے مستقل کی ضرورت کی انتظار کرتے ہیں

• مستقل کے بارے میں بہت اگر صرف پہلے کے لیے مستقل کی ضرورت کی انتظار کرتے ہیں

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• مستقل کے بارے میں بہت اگر صرف پہلے کے لیے مستقل کی ضرورت کی انتظار کرتے ہیں
What will I be?

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.
     Will you visit me in July? Yes, I will.
     Will you throw trash in the street? No, I will not.
     I will study hard 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.
1. will + clean my room
2. will not + sleep late
3. will + remember to say prayers
4. will not + spoil my things
5. will + take care of younger brother

**Writing time (Pages 67 and 68):** Ask students to complete Exercise A for further practice. Now revise past, present, and future tense. Discuss that the past tense is used to write about things in the past, the present tense to comment on events that are happening or usually happen in the present and the future tense is used to predict what might happen in the future. To provide further practice with the tenses ask them to complete Exercise B.

**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 carefully consider different professions.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Reading time:</strong> Students read pages 66 and 67.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. <strong>Discussion time:</strong> Students think about the various professions and consider what profession they might want to join later in life. They discuss this with a partner.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. <strong>Future tense:</strong> Students understand how to use the future tense.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. <strong>Writing time:</strong> Students complete Exercises A and B on pages 67 and 68.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

- Ask students to imagine what their lives might be like 10 years in the future. Let them write a short paragraph describing it. They must use the future tense and talk about the changes they might experience physically (I will be taller. I will keep short hair. I will wear trendy clothes.), or in their circumstances or surroundings (I will own a car. I will buy a house. I will be in college.)
They will sing. We will play.

They will not sing. We will not play.

Will you visit me in July? Yes, I will.

Will you throw trash in the street? No, I will not.

I will study hard this term.

I will not lie again.

I will take a bus to school.

I will not be late.

<table>
<thead>
<tr>
<th>#</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>will + clean my room</td>
</tr>
<tr>
<td>2.</td>
<td>will not + sleep late</td>
</tr>
<tr>
<td>3.</td>
<td>will + remember to say prayers</td>
</tr>
<tr>
<td>4.</td>
<td>will not + spoil my things</td>
</tr>
<tr>
<td>5.</td>
<td>will + take care of younger brother</td>
</tr>
</tbody>
</table>

---

**Sentence Ka Jodhse Khakar (Jamaat Ke 2 Bihur) :**

<table>
<thead>
<tr>
<th>Duration</th>
<th>Kaam</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>1.</td>
</tr>
<tr>
<td>10 min</td>
<td>2.</td>
</tr>
<tr>
<td>10 min</td>
<td>3.</td>
</tr>
<tr>
<td>20 min</td>
<td>4.</td>
</tr>
<tr>
<td>20 min</td>
<td>5.</td>
</tr>
</tbody>
</table>

---

**Nasab-e Jamah :**

<table>
<thead>
<tr>
<th>Duration</th>
<th>Kaam</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>1.</td>
</tr>
<tr>
<td>10 min</td>
<td>2.</td>
</tr>
<tr>
<td>10 min</td>
<td>3.</td>
</tr>
<tr>
<td>20 min</td>
<td>4.</td>
</tr>
<tr>
<td>20 min</td>
<td>5.</td>
</tr>
</tbody>
</table>

---

**Hasb-e Aamrani**

They will sing. It will + verb (will) + infinitive form (sing).

They will not sing. It will + not + verb (sing).

Will you visit me in July? Yes, I will.

Will you throw trash in the street? No, I will not.

I will study hard this term.

I will not lie again.

I will take a bus to school.

I will not be late.
LESSON 2

OBJECTIVES:
- Understand and use contractions
- Write short informal invitations and write replies accepting or declining an invitation, giving reasons
- Use prepositions of time and place

LEARNING OUTCOMES:
By the end of this lesson students should be able to:
- understand the use of contractions.
- write short informal invitations and reply to invitations appropriately.
- understand and use prepositions of place and time.

METHOD:
- **Contractions (Page 68):** Explain that we use contractions to join two words together to make them shorter or smaller. We use an apostrophe in place of the missing letters.
  
  e.g.  
  I am – I’m  
  you are – you’re  
  I will – I’ll  
  He is – he’s  
  they are – they’re  
  he will – he’ll  
  
  Ask students to note the missing letter and the apostrophe in its place. To further practice contractions ask students to complete Exercise C.

- **Invitations (Page 70):** Ask your students if they have ever sent or received invitations. What sort of invitations do they receive? Bring in some sample invites to show to the class. They might be invitations to a birthday, a wedding, an open house, an opening or any other social event. Show these invitations to your class. Ask them what information should be included in an invitation. Is it important to include the date and the time, and also the location? What would happen if any of these details are forgotten or left out? Would their guests be able to reach the right place at the right time? Does the invitation also tell about the event you are being invited to? Ask them to look at the design and layout. Does it suit the event they are being invited to? Is it appealing?
  
  After discussing all the features ask students to read and discuss the three invitations.

- **Writing time (Page 70):** Ask students to answer the questions in Exercise A.

- **Replying to an invitation:** What should they do if they receive an invitation? They should respond with a reply. Ask them to look at the invitations on page 69 again. They will now be replying to each one of them. They will thank the host for his or her invitation and then state whether they will be able to attend or not. If they are unable to attend they must politely include the reason for that.
سہقی 2

متنامات:

الفاظ کے استعمال کے لئے اخلاق پر امتیاز کرنا

خاطر نظری دوست نہیں اور بجاہ میں دوست قبول یا مسترد کرنا اور اس کی وجوہات بیان کرنا

وقت اور مکام (زمرہ و مکان) کے ترویج دینے کے استعمال کرنا

مثال:

خیال (768) : دیکھ کر ہماری اخلاقیات لیے کے یہ اخلاقیات استعمال کرتے ہیں اور خوف شدہ ہوئے کہ چھہ ہوئی علیت "، لگنے لگانے

I am - I'm you are - you're I will - I'll
He is - he's they are - they're he will - he'll

ظاہر کیا ہے کہ وہ نازک شدہ خوف اور اس کی خانہ یا گھر یا خانہ یا باغ کر کے کسی ہماری اخلاقیات سے

خواہ شکر ہیں : اگر ہم وہاں ہے اور ہماری اخلاقیات سے بطور کہ خواہ شکر ہیں : اگر ہم وہاں ہے اور ہماری اخلاقیات سے بطور کہ خواہ شکر

خواہ شکر ہیں : اگر ہم وہاں ہے اور ہماری اخلاقیات سے بطور کہ خواہ شکر ہیں : اگر ہم وہاں ہے اور ہماری اخلاقیات سے بطور کہ خواہ شکر

خواہ شکر ہیں : اگر ہم وہاں ہے اور ہماری اخلاقیات سے بطور کہ خواہ شکر ہیں : اگر ہم وہاں ہے اور ہماری اخلاقیات سے بطور کہ خواہ شکر

خواہ شکر ہیں : اگر ہم وہاں ہے اور ہماری اخلاقیات سے بطور کہ خواہ شکر ہیں : اگر ہم وہاں ہے اور ہماری اخلاقیات سے بطور کہ خواہ شکر

ئور میاں کا دوبارہ دوبارہ ہے ؟ اگر انہیں میں سے کوئی اخلاقیات نہیں ہے تو ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہوں ہم ہو
- **Making an invitation card:** Tell students they will be making an invitation card themselves now. Provide them with colored paper and envelopes to create and decorate their invitations. Tell them they must first brainstorm the sort of event they are going to invite their friends to. It can be a birthday party, a wedding, an Eid Party, etc. Ask them to remember to include all the important information required and to decorate their invitation appropriately.

- **Prepositions (Page 70):** Explain that prepositions help us state 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 must reply with the correct preposition. Point out that on, behind, beside, next to, under, over are **prepositions of place** and they tell us where somebody or something is. Explain that prepositions are also used to designate time and these are called **prepositions of time**.

Write the following examples on the board:

- **On** is used with days.
  
e.g.  We will be there on Monday.  Our test is scheduled on Saturday.

- **At** is used to show the exact time.
  
e.g.  Their train leaves at noon.  I will arrive tomorrow at 6 p.m.

- **In** is used with months, with years, and with seasons.
  
e.g.  The leaves fall in autumn.  The book was published in 1985.

  I like to take a nap in the evening.  I am leaving in a minute.

To express a time duration or a longer interval of time other prepositions are used: **since, for, by, from—to, from—until, during, (with) in, etc.**

Write the following sentences on the board and ask your students to fill in the prepositions.

1. They are leaving for France __________ Monday __________ 7 o’clock __________ the morning.
2. Exactly __________ noon the bell rang.
3. The party will be __________ Saturday __________ eight __________ the evening.
4. Fall begins __________ August 21, and spring __________ March 21.
5. The last time I visited my hometown was __________ the summer of 1969.
6. The gala took place __________ September.
7. He last came to visit us __________ August 5, 1968.
8. He migrated to the USA __________ 1968.
10. He has not been himself __________ a while now, ever __________ the accident.

- **Discussion and writing time (Page 71):** Ask students to complete the given tasks.
We will be there on Monday.

Our test is scheduled on Saturday.

Their train leaves at noon.

I will arrive tomorrow at 6 p.m.

The leaves fall in autumn.

I like to take a nap in the evening.

The book was published in 1985.

1. They are leaving for France ___________ Monday ___________ 7 o'clock ___________ the morning.
2. Exactly ___________ noon the bell rang.
3. The party will be ___________ Saturday ___________ eight ___________ the evening.
4. Fall begins ___________ August 21, and spring ___________ March 21.
5. The last time I visited my hometown was ___________ the summer of 1969.
6. The gala took place ___________ September.
7. He last came to visit us ___________ August 5, 1968.
8. He migrated to the USA ___________ 1968.
10. He has not been himself ___________ a while now, ever ___________ the accident.
What will I be?

SUGGESTED LESSON OUTLINE (3 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contractions: Students are introduced to the concept of contractions using a rubber band.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. Writing time: Students practice using contractions by completing Exercise C on page 68.</td>
<td>15 min</td>
</tr>
<tr>
<td>3. Invitations: Students look at different invitations and discuss them.</td>
<td>20 min</td>
</tr>
<tr>
<td>4. Writing time: Students complete Exercises A, B, and C on page 70.</td>
<td>30 min</td>
</tr>
<tr>
<td>5. Prepositions: Students understand the use of prepositions of time and place through examples and activities.</td>
<td>20 min</td>
</tr>
<tr>
<td>6. Discussion and writing time: Students complete the given exercises.</td>
<td>25 min</td>
</tr>
</tbody>
</table>

LESSON 3

OBJECTIVES:

• Make simple sentences by using subject-verb object pattern
• Classify terms into different part of speech and use them

LEARNING OUTCOMES:

• By the end of this lesson students should be able to understand the basic parts of a sentence, subject, verb and object. They should also be able to define and identify the different parts of speech in a sentence.

METHOD:

• Introduction: Read the sentences and as you read each one ask your class whether it makes sense or not.
  1. I did know the answer. _______
  2. The tea is so cold. _______
  3. Because of the flood _______
  4. I did not go to the park this week. _______
  5. Complete my homework. _______
  6. I brush my teeth twice a day. _______
  7. By the fireman _______
  8. Will you come with me? _______
  9. Red stains all over the dress _______
  10. While you were at the market _______
Section A: Which one is correct (Choose from 1-6):

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A yes, B no, C yes</td>
</tr>
<tr>
<td>B</td>
<td>A yes, B yes, C yes</td>
</tr>
<tr>
<td>C</td>
<td>A yes, B no, C yes</td>
</tr>
<tr>
<td>D</td>
<td>A no, B no, C yes</td>
</tr>
<tr>
<td>E</td>
<td>A yes, B no, C no</td>
</tr>
<tr>
<td>F</td>
<td>A no, B yes, C yes</td>
</tr>
</tbody>
</table>

Section B:

Directions:
- First fill in the bubbles with your answers.
- Check your answers with the answer key at the end of the test.

Numbers:
1. I did know the answer. ____________
2. The tea is so cold. ____________
3. Because of the flood ____________
4. I did not go to the park this week. ____________
5. Complete my homework. ____________
6. I brush my teeth twice a day. ____________
7. By the fireman ____________
8. Will you come with me? ____________
9. Red stains all over the dress ____________
10. While you were at the market ____________
• **Parts of a sentence:** Explain to the class that a sentence is ‘a complete unit of thought.’ It makes sense on its own. It begins with a capital letter and ends with a full stop, question mark, or exclamation mark.

Now move on to the parts of sentences. Point out that the three basic parts of a sentence are the subject, the verb, and the object.

The **subject** is usually a noun—a word that names a person, place, or thing. The subject is what the sentence is about.

The **verb** follows the subject and identifies an action or a state of being.

- The eagle soars.
- My son is a teacher.
- The woman cried.
- The players are tired.

The **subjects** in the above sentences are the nouns: eagle, woman, son, players.

In the first two sentences, the **verbs** describe an action: soar and cried. In the last two sentences, the verbs give a state of being: is and are.

Now state that there may also be an **object** in the sentences. In a sentence, the subject usually performs the action and the object receives the action. Ask the students to carefully consider the sentences as you read them out loud and identify the objects in them.

- The protestors carried posters.
- The monkey ate a banana.
- I dropped the vase.

The objects—posters, banana, vase—all answer the question what: What was carried? What was eaten? What was dropped?

• **Writing time (Page 71):** Practice identifying the subject and the object with your students by completing Exercise B on page 71.

• **Parts of speech (Pages 72 and 73):** Revise the different parts of speech with your class by going through the given definitions and examples. Students can then complete Exercises C and D.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students try to understand the difference between a sentence and a fragment through examples.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Parts of a sentence:</strong> Students define and identify the different parts of a sentence.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. <strong>Writing time:</strong> Students practice identifying subject and object by completing exercise B on page 71.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. <strong>Parts of speech:</strong> Students revise the different parts of speech with the help of a chart on page 72.</td>
<td>10 min</td>
</tr>
</tbody>
</table>
The eagle soars.
The woman cried.
The players are tired.

The protesters carried posters.
The monkey ate a banana.
I dropped the vase.

Eagle, woman, son, player.

The nature of the document is not clear due to the nature of the content.
LESSON 1

OBJECTIVES:

• Recognize how specific information is presented in different forms
• Make anagrams from simple words
• Identify and differentiate between, and use simple homophones
• Locate, provide, connect, and use words similar and opposite in meaning
• Understand and use helping words
• Understand and locate compound words from various text sources and use them in speech and writing

LEARNING OUTCOMES:

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

• practise appropriate table etiquettes and should know how to order politely using a menu.
• use simple homophones, synonyms, and antonyms in their own writing.
• understand the function and use of helping verbs.
• define and identify compound words.

RESOURCES REQUIRED (TEACHING AIDS):

• Copies of Worksheet 6

METHOD:

• Introduction: Ask students if they have ever visited a restaurant. Tell them to describe their favourite restaurant and explain why they like it. Discuss the etiquettes of dining and eating out.

• Reading time (Pages 74 to 76): Tell students they will now be dining out with the Khan family. Ask them to read the text. You can also role-play the dialogue written there. Assign the following roles: narrator, waiter, Mr Khan, Mrs Khan, Mohsin, and Mishal. Ask students to read the dialogues assigned to him or her with the correct expression and intonation.

• Activity time (Page 76): After the role-play, ask students to discuss the questions in Exercise A with their partners. Then, divide the class into groups of four and ask each group to create a menu for their Eid Milan party, and then unscramble the words.
قسم 1

محتوا:

- پیشینان کہ بیٹھیں معلومہ اور مختلف صورتیں میں ثبوت کی جائیں ہے۔
  سادہ الفاظ کی تبدیلی سے ہے الفاظ بنا
- تم مصوبہ پر آمادہ الفاظ کے میں فرق تا لو سے مصوبہ الفاظ استعمال کرنا
  تم مصوبہ الفاظ اور مختلف صورتیں میں الفاظ شناخت اور میں کرنا، چونکہ الفاظ اور استعمال کرنا
  مراکز الفاظ کو گنتی میں مختلف صورتیں میں ان کے پیچھے کرنا اور آنے تک ہیں اور استعمال کرنا

تاریخ:

ایسے کے لیے اخلاق کے طبقے کا اسلام پر دعوت کی جاتی تھی کہ دو:  
- کہانی نے ہمارے کے آپ کو فنکا کرکے اسی کہانی کے ہر تحریر عناصر کا اندراج کیا ہے
- ایسے فرمائش میں آپ کو مصوبہ الفاظ میں متصادف الفاظ استعمال کرگئے
- معاون فعل (helping verbs) کے کام کو کہنے کے اور آنے استعمال کرگئے
- مراکز الفاظ کی پیچھے اور تہجی کرگئے

咖ہر 6 کے لیے وکار اعدادی اشیا:

- طریقہ کار:

قاعدہ: گنگا سے پیچھے کہ دو جمکر برستورن میں مگر گنگا ہے، ان سے سے کہی گئی کہ دو چنگ لیئے برستورن کے بارے میں مکمل اور دو چنگ گنگا کب ہے۔

- پیش قبلا وقت (صفر 74 567): گنگا سے کہی گئی کہ دو چنگ نہیں، کہا گیا کہ ایک عالمی کا لیے کہا گیا۔ ان سے سے سخت کا ممکن پہنچ کے لیے کہتا ہے پیش قبلا وقت.

- اپنے مغلبہ کھاترس کی بلیا پیش قبلا وقت اور کھاترس کا لیے کہا گیا۔ گنگا نہیں، ان کا سخت کا ممکن پہنچ کے لیے کہتا ہے اپنے مغلبہ کھاترس کی بلیا پیش قبلا وقت.

- میں مغلبہ کھاترس کی بلیا پیش قبلا وقت (روپ سے) کے بعد گنگا سے گنگا کی ہو پہنچ لیئے کہا گیا۔ اس کا سخت کا ممکن پہنچ کے لیے کہتا ہے میں مغلبہ کھاترس کی بلیا پیش قبلا وقت.

- میں مغلبہ کھاترس کی بلیا پیش قبلا وقت (روپ سے) کے بعد گنگا سے گنگا کی ہو پہنچ لیئے کہا گیا۔ اس کا سخت کا ممکن پہنچ کے لیے کہتا ہے میں مغلبہ کھاترس کی بلیا پیش قبلا وقت.
• **Discussion time (Pages 76):** Allow students to continue working in groups to complete the given tasks.

• **Homophones (Page 77):** Explain that homophones are words that sound the same but have different spellings and meanings.

  e.g. bored/board  peek/peak  seize/sees  here/hear  
  ring/wring  no/now  write/right  see/sea

Divide students into groups of four. Ask each group to brainstorm as many homophones as they can and give their meanings. After this ask students to complete Exercise A.

• **Synonyms and Antonyms:** Explain to your students that they already use synonyms and antonyms every day.

  Synonyms are words that have similar or same meanings.

  For example, a few synonyms for large are big, huge, enormous, or gigantic.

  Encourage students to think of other synonyms.

  Antonyms are words with the opposite meanings.

  For example, a few antonyms for excited are bored, jaded, wearied, or tired. Give students different words and ask them to think of their antonyms. For further practice with synonyms and antonyms ask students to complete Exercise B.

• **Helping verbs:** Explain that helping verbs help the main verb in a sentence and also tell about the time, e.g. is, are, am, was, were.

  Go on to explain that we can also use does or do to make negative sentences or questions in the present tense.

  Then, explain that we use has or have to make sentences in the present perfect tense.

  Use the examples given in the textbook.

  Students can then complete Exercise C.

• **Prepositions (Page 79):** Revise using prepositions with your class. Go through the list of prepositions and then ask students to use them in sentences by completing Exercise D.

  **Compound words (Page 80):** Explain that compound words are made by joining two words. Give some examples of compound words and let your students brainstorm for other words.

  doghouse  lunch  box  
  football  sidewalk  
  cupcake  bathtub  
  sunshine  soft board

  After brainstorming and sharing ask students to complete Exercises E and F.
bored/board  peek/peak  seize/sees  here/hear
ring/wring  no/know  write/right  see/sea

gigantic  enormous  huge  big  large

exhausted  exhausted  jaded  bored  excited

do  does  do  be  was  am  are  is

has  have

chop  chop  shout  shout

45  46  47  48  49  50  51

97
SUGGESTED LESSON OUTLINE (5 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Introduction:</strong> Students discuss the etiquettes of dining and eating out.</td>
<td>15 min</td>
</tr>
<tr>
<td><strong>2. Reading time:</strong> Students read and role-play the dialogue on <em>pages 74, 75</em> and <em>76.</em></td>
<td>25 min</td>
</tr>
<tr>
<td><strong>3. Activity and discussion time:</strong> Students work in groups to complete the tasks given on <em>page 76.</em></td>
<td>25 min</td>
</tr>
<tr>
<td><strong>4. Homophones:</strong> Students define, differentiate and practice using homophones properly.</td>
<td>20 min</td>
</tr>
<tr>
<td><strong>5. Synonyms and antonyms:</strong> Students discuss and give examples of synonyms and antonyms. They practice further by completing <em>Exercise B</em> on <em>page 77.</em></td>
<td>20 min</td>
</tr>
<tr>
<td><strong>6. Helping verbs:</strong> Students understand the use of helping words and complete <em>Exercise C.</em></td>
<td>40 min</td>
</tr>
<tr>
<td><strong>7. Prepositions:</strong> Students revise prepositions of time and place. They complete <em>Exercise D.</em></td>
<td>20 min</td>
</tr>
<tr>
<td><strong>8. Compound words:</strong> Students define compound words and complete <em>Exercises E</em> and <em>F.</em></td>
<td>20 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES:

- **Homophones:** Go through the following list of homophones with your class: bored/board—peek/peak—seize/sees—here/hear—ring/wring—knot/not—know/no—where/wear—allowed/aloud—sea/see—hear/here—red/read—past/passed—paste/paced—manner/manor—they’re/their/there.

- Ask students to complete *Worksheet 6* to practice using homophones, synonyms, and antonyms and compound words.
<table>
<thead>
<tr>
<th>دوروتی</th>
<th>کام</th>
<th>تعلیر</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td></td>
<td>تعریر: نظریات کمک کننده این کام را یاد بود چیزی کرد.</td>
<td>2</td>
</tr>
<tr>
<td>25</td>
<td></td>
<td>چیزی که می‌بینیم، نظریه ۷۴، ۵۷۶ و ۷۴۳ به نظر می‌رسد که اگر از این اکثریت کریم بوده، می‌توانسته ایم.</td>
<td>3</td>
</tr>
<tr>
<td>25</td>
<td></td>
<td>مرگری اور پریشت کا وقتی: نظریه ۷۴، ۵۷۶ و ۷۴۳ به نظر می‌رسد که اگر بوده، می‌توانسته ایم کام کریم.</td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>اور صوت الفاظ: نظریه ۷۴، ۵۷۶ و ۷۴۳ به نظر می‌رسد که اگر بوده، می‌توانسته ایم کام کریم.</td>
<td>5</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>مراوین اور ارنگی: نظریه ۷۴، ۵۷۶ و ۷۴۳ به نظر می‌رسد که اگر بوده، می‌توانسته ایم کام کریم.</td>
<td>6</td>
</tr>
<tr>
<td>40</td>
<td></td>
<td>مراوین الفاظ: نظریه ۷۴، ۵۷۶ و ۷۴۳ به نظر می‌رسد که اگر بوده، می‌توانسته ایم کام کریم.</td>
<td>7</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>د گرفتار: نظریه ۷۴، ۵۷۶ و ۷۴۳ به نظر می‌رسد که اگر بوده، می‌توانسته ایم کام کریم.</td>
<td>8</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>D اور کام کریم.</td>
<td>9</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>F اور کام کریم.</td>
<td>10</td>
</tr>
</tbody>
</table>

**بلاک ترجمه**

- bored/board - peek/peak - seize/sees - here/hear - ring/wring - knot/not - know/no -
- where/wear - allowed/aloud - sea/see - hear/here - red/read - past/passed - paste/paced -
- manner/manor - they're/their/there.

- نظریه، نظریات کمک کننده این کام را یاد بود چیزی کرد.
Worksheet 1

Simple Present Tense

A. Fill in the blanks with the correct form of the verbs given in the brackets.

1. Ali ____________ to school on his bike. (go / goes)
2. Sana ____________ up at 7 a.m. every morning. (wakes / woke)
3. Amir ____________ cricket every evening. (plays / playing)
4. I ____________ television for 1 hour every day. (watches / watch)
5. You cannot ____________ litter here. (throw / threw)
6. She likes to ____________ a horse. (ride / rode)
7. We ____________ to the park every day. (go / goes)
8. July ____________ after the month of June. (come / comes)
9. I ____________ my teeth twice a day. (brush / brushes)
10. I ____________ weight if I eat a lot of chocolates. (gaining / gain)

B. Change these sentences into negative sentences.

1. She eats chocolates.
   e.g. She does not eat chocolates.
2. He learns his lesson everyday.

3. She goes to the market

4. Ali rides a red bike
5. Sana eats cakes.

6. We go to school every day.

7. They play football.

8. I read magazines.

9. Do you help your mom?

10. She likes to learn new things.
Worksheet 2

Present Continuous Tense

A. Look around you, select and five people, and write what they are doing at present. Write your answers in the present continuous tense.

-------------------------------------------------------------------------------

-------------------------------------------------------------------------------

-------------------------------------------------------------------------------

-------------------------------------------------------------------------------

-------------------------------------------------------------------------------

B. Fill in the blanks with the correct helping verb: is or are.

1. She __________ riding a bike.
3. They __________ playing football.
4. She __________ meeting a girl.
5. He __________ talking to Amir.
6. We __________ going to school in a bus.
7. They __________ going for a picnic.
8. Sana __________ not feeling well today.
9. Fatima and Halima __________ are learning how to cook.
10. What __________ you doing?
Worksheet 3

**Past Tense**

A. Fill in the blanks with the correct form of the verbs given in the brackets.

1. Ali _________ for the test. (study / studying / studied)
2. Sana _________ her cake. (eat / eating / ate)
3. We all _________ the zoo yesterday. (visit / visiting / visited)
4. She _________ a dress for her doll. (sew / sewed / sewing)
5. I _________ Hamza yesterday. (saw / see / seen)
6. My mother and I _________ dinner yesterday. (cook / cooked / cooking)
7. She _________ to her grandmother’s house yesterday. (go / went / goes)
8. We _________ the party last week. (enjoy / enjoyed / enjoying)
9. We _________ to Murree last month. (went / go / going)
10. Ali _________ a wrist watch on his last birthday. (get / got / getting)

B. Rewrite the following sentences in the past tense.

1. We will go to the market.

   ____________________________________________

2. I will cook the dinner.

   ____________________________________________

3. I am going to have chicken for dinner.

   ____________________________________________
4. She sings a beautiful song.

5. I will write the letter today.

C. Write the verbs given below in the past tense.

1. call ______________
2. go ______________
3. eat ______________
4. walk ______________
5. dance ______________
6. spoil ______________
7. write ______________
8. laugh ______________
9. watch ______________
10. climb ______________
Worksheet 4

Past Continuous Tense

A. What were you doing yesterday at the times mentioned below? Write your answers in the past continuous tense.

8 a.m: ________________________________

______________________________

______________________________

9 a.m: ________________________________

______________________________

______________________________

12 noon: ________________________________

______________________________

______________________________

2 p.m: ________________________________

______________________________

______________________________

4 p.m: ________________________________

______________________________

______________________________

8 p.m: ________________________________

______________________________

______________________________
B. Rewrite the following sentences in the past continuous tense. The first one has been done for you.

1. Ali is riding a bike.
   Ali was riding a bike.

2. I am sweeping the floor.

3. We are baking a chocolate cake.

4. I am cleaning my room.

5. We are going to the party.
Worksheet 5

Writing a story

A. Given below are a few story elements. Use any combination to create a short story of your own. Make sure that your story has a clear beginning, middle, and end. Include descriptive details to make your story interesting. Pay particular attention to developing characters and setting.

<table>
<thead>
<tr>
<th>Title</th>
<th>The Stranger — Buried Treasure — Trapped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td>A forest — The school yard — An abandoned building</td>
</tr>
<tr>
<td>Time</td>
<td>Evening — Afternoon — Morning</td>
</tr>
<tr>
<td>Characters</td>
<td>You can choose any characters and give them names of your choice.</td>
</tr>
</tbody>
</table>

B. Use the table given below to plan and write a draft of your story.

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Characters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>End</th>
</tr>
</thead>
</table>
Worksheet 6

Homophones, Synonyms, Antonyms

A. Fill in the blanks with the correct words.
   1. Sana is short so she wears ____________. (heels / heals)
   2. She will ____________ with her ____________. hand. (right / write)
   3. Ali visited his grandmother an ____________. ago. (hour / our)
   4. The ____________ punished the mischievous students. (principle / principal)
   5. The ____________ of the plant dried as no one watered the plant. (roots / routes)

B. Write the synonyms of the following words.
   1. begin
   2. strong
   3. honest
   4. beautiful
   5. funny

C. Write the antonyms of the following words.
   1. happy
   2. big
   3. ugly
   4. peace
   5. wealthy
D. Construct sentences with the following words.

1. air: ______________________________________________________

2. heir: _____________________________________________________

3. check: __________________________________________________

4. cheque: __________________________________________________

5. brake: ___________________________________________________

6. break: ___________________________________________________
Answer Key

Unit 1

Page 3: Writing time

B. 1. Amber misses her old friends and teachers.
2. The teacher introduces Amber to the class.
3. Amber eats a sandwich during break time.
4. Sara offers Amber some biscuits.
5. Sara shows Amber the Library, the Art room, and the canteen.
6. Amber goes outside to play at 6 o’clock after doing her homework, and packing her school bag.

Pages 5 and 6: Writing time

A. 1. Ahmed likes to eat eggs for breakfast.
2. Anita and Sara run to school as they are late.
3. She tries very hard to work neatly.
4. The children play games when they are free.
5. We pay the rent every month.
6. He pays the rent every month.
7. Taha teaches science to the students.
8. The birds fly in the sky.
9. I pray regularly.
10. You draw very well.

B. 2. Father does not read a newspaper.
3. Ahmer does not play football.
4. The baby does not eat biscuits.
5. Mr Ahmed does not drive a red car.

C. 2. Do they jog in the morning? (walk)
No, they do not jog in the morning.
They walk in the morning.
3. Do the boys play netball? (football)
No, the boys do not play netball.
The boys play football.
4. Do the teachers sit outside? (inside)
No, the teachers do not sit outside.
The teachers sit inside.

Page 8: Writing time

B. 1. afraid - dark - night - shines - whispers
2. health - heat - paper - people - rainbow
Unit 2

Page 11: Writing time
B. 1. Adnan goes to the bank to open a student’s saving account.
2. He meets the bank manager Mr Qureshi.
3. You have to fill in an application form to open an account.

Page 13: Writing time
A. 1. barter – to exchange goods without using money
2. difficult – hard, requiring effort
3. strung – to hang something with a piece of string
4. method – way of doing something
5. deposit – put some money in the bank
B. 1. Long ago people used to exchange things they needed.
2. The system of exchanging things was known as barter.
3. Cowrie shells were small and oval shaped.
4. The first country to used coins and bank notes was China.
5. The first coins had holes in them so that they could be easily strung together.
C. It might have been difficult to agree on the essential value of different items in the barter system. For e.g., who would decide how much corn would be equivalent in value to one chicken or how many chickens would be equivalent in value to one cow etcetera. Also it must be difficult to barter so many different household items necessary for survival. For e.g. if a corn farmer required shoes he would approach a shoemaker, but what if the shoemaker is not interested in corn but wants wheat. All this must have made the barter system extremely difficult.

Page 14: Writing time
A. 1. Neha is riding a horse.
2. You are helping me.
3. Mother is cooking dinner.
4. I am buying fruit.
5. Ahsan is writing an essay.

Page 16: Writing time
A. jars – cars, boots – suits, cones – phones, honey – money, star – car
C. bright, twinkling – star
red, fast – cars
small, white – books
big, black – goats
brown, shing – boots
new, smart – suits
sweet – honey
Unit 3

Page 18: Discussion time
A. 1. There was a terrible storm and Sindbad's ship was destroyed near an island.
   2. Sindbad swam to the shore and fell asleep. When he woke up he saw a huge bird above him. He hid behind a rock and the bird landed near him. Sindbad tied himself to the bird's huge leg using his turban. The bird flew off with him and landed in a valley full of diamonds. He gathered the diamonds and tied himself to a dead animal. After while an eagle flew down to pick up the meat and carried Sindbad out of the valley.
   3. Sindbad sold the diamonds and became a rich man.
   4. The story begins in Baghdad, moves to an island which contains a valley full of diamonds, and ends in Baghdad again.
   5. Sindbad and the two birds
B. Beginning: Sindbad sails in a ship.
   Middle: He lands on an island and then in a valley.
   Ending: He sells the diamonds and becomes a rich man.
   Setting: An island and valley of diamonds.
   Characters: Sindbad and the birds.

Pages 19 and 20: Writing time
B. had — has, was – is, swam — swims, fell – falls, woke – wakes, saw – sees,
took – takes, flew – flies, could – can, became – becomes.
E. Sindbad was a sailor – tailor – ruler. He lived in Multan – Kabul - Baghdad. One day he sailed in a ship. There was a big flood – storm – rain. His ship was destroyed near an island. Sindbad swam to the shore and fell asleep as he was very tried. When he woke up he heard the flapping of wings. He saw a huge bird and hid behind a rock. The bird landed near him. He took off his watch – turban – shoes and tied himself to the bird's leg. The bird flew with him and landed in the valley of diamonds. He gathered as many diamonds as he could. Soon an eagle – crow – parrot carried him out of the valley. Sindbad sold the diamonds and became a proud – sad – rich man.

Page 21: Activity time
   shoe – do, bread – bed
Writing time

A. 1. The old woman lived in a shoe.
   2. She gave the children some soup without any bread.
   3. She sends them to bed.

B. There is an old woman, Who lives in a shoe
   She has so many children, She doesn’t know what to do.
   She gives them some soup, Without any bread.
   Then kisses them all kindly, And sends them to bed.

REVIEW TEST 1

Answer key

1. Mr Chowdhry is the Principal of a school. He gets (get) up early and reaches (reach) school on time. He meets (meet) the teachers before the morning assembly. He checks (check) the uniforms of the students. He praises (praise) students who are wearing a clean uniform. Everybody likes (like) him.

2. a. flies  b. fries  c. cries  d. tries  e. replies

3. a. The boys are playing with a ball. After playing they will go home and have lunch.
   b. Ali is drinking water. After drinking the water he will complete his work.
   c. Grandpa is reading the newspaper. After reading he will go for a walk.

4. a. The car mechanic is fixing the car.
   b. The teacher is drinking tea.
   c. The pilots are shaking hands.
   d. The artist is drawing pictures.
   e. The children are playing with a ball.
   f. The chef is cooking lunch.
   g. The elephants are moving in herds.

5. a. It rains hard. It rained hard.
   b. We think about hiding. We thought about hiding.
   c. People get wet. People got wet.
   d. The plane lands. The plane landed.
   e. The bird flies. The bird flew.
   f. The ship sails. The ship sailed

8. a. Ahsan did not get up at 7 o’clock.
   b. He does not get up at 8 o’clock on Sundays.
   c. His sister does not wake him every day.
   d. They do not eat breakfast together.
   e. He does not leave for school on time.
A. 1. Bilal is always friendly and cheerful.  
2. Bilal always wants to show off.  
3. He boasts about the things he can do and the things he possesses.  
4. Bilal’s father bought him a beautiful, red bike.  
5. Bilal started to show off with his bike by riding the bike without holding the handle bars. He looked up to see an aeroplane take off and did not notice the parked car. He crashed into the car and injured his arm.

B. 1. Bilal’s uncle lives in Dubai.  
2. His mother warns him not to boast.  
3. He rode his bike without holding the handle bars.  
4. He did not see the car.  
5. He stayed in bed for 30 days.

Pages 27, 28, and 29: Writing time

B. 1. The girl saw a dress.  
2. The lion was shot by a hunter.  
3. The kitten was mewing when a goat came and sat near her.  
4. The flowers in the garden were cut by the gardener.  
5. The giraffe was eating the leaves.

C. 1. The small girl saw a beautiful, pink dress.  
2. The ferocious lion was shot by a brave hunter.  
3. The cute kitten was mewing when a huge, black goat came and sat near her.  
4. The pretty, sweet-smelling flowers in the big garden were cut by the hard working gardener.  
5. The hungry giraffe was eating the fallen leaves.

D. 1. The brave, young soldier received a medal.  
2. Sheila’s father is an interesting, old, Pakistani army general.  
3. The doctor gave some round, green tablets for my fever.  
4. I don’t like paintings with large, square designs.  
5. She lives in a large, modern, white building.

E. 1. Hasan is cleverer than this boy.  
2. Asad is the thinnest boy in the class.  
3. Aneela is better in studies than her brother.  
4. Ahad is faster than Omer.

F. 1. This big chocolate is better than the small one.  
2. This is the worst storm I have ever seen.  
3. Mr Asad has less hair than my father.  
4. This bottle has more sweets than that one.  
5. There are fewer people on the road.
Page 30: Discussion time
A. kind, loving, obedient, tolerant, thankful

Page 31:
One syllable: kind, good, hurt, show
Two syllables: thankful, loving, human
Three syllables: different, everyone, obedient, tolerant, anyone

Unit 5
Page 33: Writing time
A. 1. Babloo was a small boy who lived near the sea.
   2. One day when he was swimming, he felt a cramp in his leg.
   3. He panicked because his leg was in pain and he could hardly move. Also nobody could hear his shouts for help.
   4. The dolphin swam under Babloo so that he could hold it by its tail. Then the dolphin pulled Babloo to the shore safely.
   5. He waved goodbye as the dolphin swam away.
B. a. coast - land near the sea
    b. cramp - muscular pain
    c. panic - to feel scared
    d. rescued - saved someone from danger
    e. strange - unusual

Pages 34 and 35: Writing time
A. 1. One Sunday afternoon Bilal was swimming near the coast.
   2. He could see that some boats were sailing far away.
   3. The water was covering his head.
   4. He was breathing very hard.
   5. The dolphin was jumping in the air.
C. midnight – mild – mimic – mingle – mist
D. maid - mail - main - maize

Page 36: Writing time
A. 1. Dolphins are closely related to crocodiles. - false
    2. They breathe through a blow hole on top of their head. - true
    3. They can hear better than humans. - true
    4. They have an excellent sense of smell. - false
    5. Their teeth are like an antenna. - true
B. Dolphins are among the most intelligent animals and very popular because they are friendly and playful.

Page 37: Writing time

A. 1. You may go out but you must return early.
2. His clothes were neat but his socks were torn.
3. The school is big and the teachers are excellent.
4. Don't play in the rain or you will become ill.
5. My sister washes the dishes while I dry them.
6. I want to buy mangoes and oranges.
7. He got good marks as he had studied very hard.
8. I want to buy this bag but I don't have enough money.
9. I did not go to the party because I was unwell.
10. Both father and mother love me.

B. 1. I did not go to the party because I was unwell.
2. Please hurry or you will be late for school.
3. My father came to the party but my uncle did not come.
4. Babloo was happy as the dolphin had saved him.

Unit 6

Pages 39 and 40: Writing time

A. 1. The petals of flowers fall in autumn.
2. The greedy boy finished the whole cake.
3. The golden statue in the museum was very beautiful.
4. The kitten had disappeared and nobody could find it.
5. The gardener sprinkled water on the dry plants.

B. 1. King Midas wished everything he touched would turn to gold.
2. All the things he touched turned to gold.
3. The king loved his daughter the most.
4. The man turned everything back to normal again, so the king got his daughter and possessions back.
5. King Midas learned never to be greedy again.

C. King Midas is very happy. He goes into the garden and touches many things and they all turn into gold. He feels hungry and begins to eat an apple, but that also turns into gold. Suddenly, his small daughter runs into the room and puts her arms around him. She also turns into a gold statue.

The King loves his daughter very much and begins to cry loudly. He does not want any more gold. He wants to eat and drink and talk to his daughter. Suddenly he looks up to see the man standing near the door. The man brings some water from the river and sprinkles it on the king's daughter and other things that the king had touched. Everything turns back to what it was before. The king is very happy. He has learnt his lesson. He is never greedy again.
Pages 43, 44 and 45: Writing time

A. 1. axes
    2. armies
    3. glasses
    4. deer
    5. villages
    6. leaves
    7. tables
    8. wives
    9. children
   10. teeth

B. 1. The boys were holding the torches.
    2. The children found the nests.
    3. My feet are cold.
    4. The monkeys climbed the trees.
    5. The birds flew out of the cages.

C. 1. I am staying in an air conditioned room.
    2. An elderly lady lost her purse.
    3. There is a life jacket under every seat in an aeroplane.
    5. They waited for some time, then she was admitted to a hospital after an hour.
    6. I am going to study in a university.
    7. He likes to eat an onion with his food.
    8. She took an umbrella as it was going to rain.

D. 1. How much money do you have?
    2. How many apples did you break?
    3. How many students are there in your class?
    4. How much furniture do you need?
    5. How much butter did you use for the cake?
    6. How many horses took part in the race?

Page 47: Pronunciation check

A. words with 2 syllables: deepest, mountain, highest, teacher, mother
   words with 3 syllables: banana, acrobat, hospital, disobey
   words with 4 syllables: overtaking, operation, astonishment

B. words pronounced with a soft c: dance, circle, sentence, cinema, celebrate, race,
   bicycle, centre, nice
   words pronounced with a hard c: circle, clock, cart, socks, school, cute, bicycle, cartoon, craft
REVIEW TEST 2

Answer key

1. a. This blue bag is cheaper than the red bag, but the brown bag is the cheapest.
   b. Mary is more beautiful than Sally, but Betty is the most beautiful.
   c. This lemon cake is sweeter than the pineapple cake, but the chocolate cake is the sweetest.
   d. This blue toy is better than the green one. (good)
   e. There are many children in Class Two, but Class Three has the most children.

2. a. one b. two c. two d. three e. three f. one

3. a. How much flour will she need?
   b. How many apples does she want?
   c. How many dishes will she use?
   d. How much sugar will she need?
   e. How much butter does she need?

4. a. Mrs Ahmed needs an egg to make a fruit cake.
   b. Give some money to your brother.
   c. There is a table in the room.
   d. Sadia will buy some fruit from the market.
   e. Ali wanted to eat some rice for lunch.

7. a. ate b. caught c. flew d. ran e. read
   f. grew g. sat h. taught i. stole j. laid

8. Characters: Babloo, dolphin
   Setting: sea, sea shore
   Beginning: Babloo a small boy who lived near the sea and loved to swim. One Sunday afternoon he was swimming happily when he felt a cramp in his leg.
   Middle: He looked around for help but nobody else was there, He began to drown. A dolphin rescued him.
   End: Babloo landed safely on the shore and waved goodbye to the dolphin.

Unit 7

Pages 52 and 53: Writing time

A. 1. ancient – very old
    2. roamed – walked, strolled
    3. terrible – horrible
    4. information – fact or news
    5. fossils – bones, etc. left in rocks
    6. vanished – disappeared

C. 1. Dinosaurs roamed on Earth for nearly 180 million years.  
   Dinosaurs are closely related to crocodiles.  
   Dinosaurs were present in every shape and size.  
   Like other birds and reptiles, baby dinosaurs hatched from eggs.  
   Dinosaur fossils have been found on every continent on Earth.
   2. Fossils are remains of ancient animals found on rocks.

Pages 54, 55, and 56: Writing time

A. Marie was born in Poland in 1867. In 1891 she moved to Paris. She met Pierre Curie and married him in 1895. She was a brilliant scientist and in 1903 she won the Nobel Prize for Physics. In 1906 she became Professor of Physics at the University of Paris. In 1911 she won another Nobel Prize for Chemistry.

   2. Lions belong to the cat family. D  
   3. How many tentacles does an octopus have? I  
   4. How many books do you need? I  
   5. Floods cause a lot of damage. D

C. 1. How much furniture do you need?  
   2. Karachi is a port city.  
   3. Tomatoes were first grown in America.  
   4. Did you go anywhere during the summer holidays?  
   5. Do you like ice cream?

D. 1. Meet me at six o’clock.  
   2. Please wait for me.  
   3. Turn on the lights.  
   4. What a fast car!  
   5. Oh no, I failed!

E. 1. The city of Karachi is in Pakistan.  
   2. Quaid-e-Azam was born in December.  
   3. Shah Faisal mosque is in Islamabad.  
   4. We went to Hanna Lake for a picnic.  
   5. Our school will open on Monday.  
   6. Jameel lives near Ayub Park in Rawalpindi.

G. FACTS:  
   Dinosaurs roamed on earth for nearly 180 million years.  
   They were present in every shape and size.  
   Baby dinosaurs hatched from eggs.  

   OPINIONS:  
   Scientists thought dinosaurs were slow-moving animals.  
   We always think of dinosaurs as huge monsters.  
   Scientists have found many facts about dinosaurs.
Unit 8

Pages 59, 60, 61, and 62: Writing time

A. 1. rich  
   2. expensive  
   3. robbers  
   4. at once  
   5. arrived  

B. 1. Mrs Choudhry bought some expensive rings and a bracelet.  
   2. She put her jewellery on a table near the window in her bedroom.  
   3. She phoned the police.  
   4. One of the policemen saw a black feather on the table. He opened the windows and saw a nest on the big tree outside. He climbed the tree and saw the rings and the bracelet in the nest. A big, black crow had taken the jewellery!

C. Salman was awarded a medal for bravery at city hall on Monday. He had rescued two children from a burning building. Mr Javed was badly hurt in a traffic accident on Mall Road yesterday morning. His car was trying to avoid a dog on the road.  

Who  
What?  
Where?  
When?  
Why?  

Salman  
a medal  
at city hall  
on Monday  
had saved two  
lives  
Mr. Javed  
hurt badly  
on Mall Road  
yesterday morning  
trying to avoid  
hurting a dog  

D. 1. Asad and I are going to Lahore.  
   2. She helped me with the project.  
   3. You and he got good marks.  
   4. Will you show us how to bake a cake?  
   5. I told him about the new teacher.  
   6. We thanked her and the Principal.

E. 1. his  
   2. its  
   3. our  
   4. yours?  
   5. Their
Page 64: Discussion time

B. 1. mischief – action that annoys or irritates
   2. ajar – slightly open
   3. damp – wet or moist
   4. mislaid – misplaced or lost
   5. cracked – broken
   6. scatters – to go in various directions
   7. soil – earth
   8. tosses - throws

Pages 64 and 65: Writing time

A. 1. as pretty as a rose
    2. as dark as the night
    3. as big as a tree
    4. as tiny as a mouse
    5. as light as a feather

    2. The little girl sang happily.
    3. The passengers waited outside.
    4. They often go to the library.
    5. The train will arrive soon.

Unit 9

Page 67 and 68: Writing time

A. 1. It is raining, I will not go out to play today.
    2. I am hungry, I will eat some salad.
    3. My shirt is dirty, I will wash it.
    4. I am feeling cold, I will wear a sweater.

B. Present Tense     Past Tense     Future Tense
   I cook          I cooked       I will cook
   I fly           I flew         I will fly
   I play          I played       I will play
   I climb         I climbed      I will climb
   I teach         I taught       I will teach
   I meet          I met          I will meet
   I run           I ran          I will run
   I smile         I smiled       I will smile
   I jump          I jumped       I will jump
   I swim          I swam         I swum
Answer Key

C. 1. don’t – do not
   2. I’m – I am
   3. it’s – it is
   4. we’re – we are
   5. won’t – will not
   6. I’ll – I will
   7. doesn’t – does not

Page 70: Writing time

A. 1. Sara and Omar are getting married.
   2. The Principal and the Staff are hosting the Eid Milan party.
   3. Hamza is having a party on 15th September, 2011.
   4. The wedding will be held at Central Hotel.
   5. The time for the Eid Milan party is from 10:30 to 12:30.

Page 71, 72, and 73: Writing time

A. Bilal’s party is on Sunday.
   It’s on 12th May.
   The party is at his house.
   It will start at 6:00 p.m.

B. 1. Subject: Shehla Object: school
   2. Subject: Basit Object: bag

D. Noun – lion, jungle, rabbits, cave
   Pronoun – him
   Verb – sleeping, went, woke, roared, ran, hid
   Adjective – two, small, fierce, dark
   Adverb – slowly, loudly, fast
   Preposition – in, past

Unit 10

Page 76: Activity time

A. 1. Mohsin ordered the most expensive food: Biryani.
   2. Mohsin also ordered the least expensive food: Prawn Crackers.
   3. Kulfi was liked by the whole family?

C. 1 biryani
   2 salad
   3 chops
   4 trifle
   5 kulfi
Page 77, 78, 79, and 80: Writing time

A. 1. **their:** of or relating to them
   **there:** in or at that place
2. **where:** at what place
   **wear:** to have something on your body; clothing, jewellery, shoes, etc.
3. **tire:** to become weary or tired
   **tyre:** a rubber ring that fits around a wheel
4. **serial:** relating to; consisting of; arranged in a series, rank, or row
   **cereal:** relating to grain or to the plants that produce it
5. **lose:** to miss from one’s possession
   **loose:** not rigidly fastened or attached

B. happy  glad  sad
big  huge  small
pretty  beautiful  ugly
tall  lofty  short
good  nice  bad
horrible  horrid  pleasant

C. 1. The bus was not late yesterday.
2. She’s not very busy right now.
3. We do not practice football every evening.
4. Mary does not walk to school.
5. He has not done the work.
6. They do not like to work on the project.
7. Ali and Taha are not playing in the garden.

E. 1. handball
2. outside
3. afternoon
4. rainfall
5. chairman
REVIEW TEST 3

Answer key

1. | Adjective | Comparative | Superlative |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>pretty</td>
<td>prettier</td>
<td>prettiest</td>
</tr>
<tr>
<td>old</td>
<td>older</td>
<td>oldest</td>
</tr>
<tr>
<td>fast</td>
<td>faster</td>
<td>fastest</td>
</tr>
<tr>
<td>intelligent</td>
<td>more intelligent</td>
<td>most intelligent</td>
</tr>
<tr>
<td>popular</td>
<td>more popular</td>
<td>most popular</td>
</tr>
</tbody>
</table>

2. | Short Form | Long Form |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>He’s</td>
<td>He is</td>
</tr>
<tr>
<td>You’re</td>
<td>You are</td>
</tr>
<tr>
<td>They’re</td>
<td>They are</td>
</tr>
<tr>
<td>We’ll</td>
<td>We will</td>
</tr>
<tr>
<td>We’re</td>
<td>We are</td>
</tr>
<tr>
<td>I’m</td>
<td>I am</td>
</tr>
<tr>
<td>Isn’t</td>
<td>Is not</td>
</tr>
<tr>
<td>Won’t</td>
<td>Will not</td>
</tr>
<tr>
<td>Don’t</td>
<td>Do not</td>
</tr>
</tbody>
</table>

4. a. are
b. was
c. likes
d. doesn’t
e. Were
f. was
g. has
h. plays
5. a. Today  
   b. fiercely  
   c. quietly  
   d. always  
   e. outside.

6. a. timetable  
    b. homework  
    c. schoolteacher  
    d. snowball  
    e. rainfall

7. a. The little girl ran hurriedly out of the haunted house.  
    b. The naughty children shouted loudly.  
    c. The fierce dog barked madly at the thief.

8. a. on  
    b. at  
    c. in  
    d. on  
    e. on

9. a. noun  
    b. verb  
    c. preposition  
    d. pronoun  
    e. adjective  
    f. adverb
Worksheet 1
Simple Present Tense
A. Fill in the blanks with the correct form of the verbs given in the brackets.
   1. goes       6. ride
   2. wakes      7. go
   3. plays      8. comes
   4. watch      9. brush
   5. throw      10. gain

B. Change these sentences into negative sentences.
   1. She does not eat chocolates.
   2. He does not learn his lesson everyday.
   3. She does not go to the market.
   4. Ali does not ride a red bike.
   5. Sana does not eat cakes.
   6. We do not go to school everyday.
   7. They do not play football.
   8. I do not read magazines.
   9. Do you not help your mom?
   10. She does not like to learn new things.

Worksheet 2
Present Continuous Tense
A. Fill in the blanks with the correct helping verb: is or are.
   1. is          6. are
   2. is          7. are
   3. are         8. is
   4. is          9. are
   5. is         10. are

Worksheet 3
Past Tense
A. Fill in the blanks with the correct form of the verbs given in the brackets.
   1. studied      6. cooked
   2. ate          7. went
   3. visited      8. enjoyed
   4. sewed        9. went
   5. saw          10. got
B. Rewrite the following sentences in the past tense.

1. We went to the market.
2. I cooked the dinner.
3. I had chicken for dinner.
4. She sang a beautiful song.
5. I wrote the letter today.

C. Write the verbs given below in the past tense.

1. called
2. went
3. ate
4. walked
5. danced
6. spoilt
7. wrote
8. laughed
9. watched
10. climbed

Worksheet 4

Past Continuous Tense

B. Rewrite the following sentences in the past continuous tense. The first one has been done for you.

1. Ali was riding a bike.
2. I was sweeping the floor.
3. We were baking a chocolate cake.
4. I was cleaning my room.
5. We were going to the party.

Worksheet 6

Homophones, Synonyms, Antonyms

A. Fill in the blanks with the correct words.

1. heels
2. write; right
3. hour
4. principal
5. roots

B. Write the synonyms of the following words.

1. start
2. sturdy; powerful
3. fair; truthful; ethical
4. lovely; attractive
5. humorous; comical

C. Write the antonyms of the following words.

1. sad
2. small; tiny
3. beautiful
4. war
5. poor