WE LEARN
ENGLISH
Bilingual Teaching Guide
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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.
ریاضے اسادہ 11 "وی آر انٹرین"، (We Learn English) کی ایک درجہ کتاب کو پڑھنے میں اسادہ کی معاونت کے لیے ترتیب دی گئی ہے۔ اس ریاضے اسادہ کا نام جدید مشق اسادہ کے نام سے لیا اہم اور ایک نئی اساتذہ کے لیے ایک بہترین ذکر ہے۔ اس ریاضے اسادہ میں تدریس کے افرادی طریقے کے مطابق اس کی بنیادی چارلز کے ساتھ کئی سے کم، مثالی طریقی اور تربیتی پروشکشاں کی تربیت کے ذریعے کھلا کھلا کی ہو جاتی ہے۔

ریاضے اسادہ میں شامل ہیں:

• متاح اور منظم

یہ ریاضے اسادہ ان تحریرات اور مہارونڈ کٹھا کے کرکٹر رکن میں اسادہ اوگاٹ اور ان کے مدد سے کوئی مقبولیت اور فتح کے لیے ہے۔

• فلک پہچان کا آغاز ہندو-اخلاقی کار

اسادہ کو اس وقت پہچانے کے لیے طریقوں کی آسان ادا کشی مین دمایت کی گاہ ہے۔ انہا معرفت ہے کہ وہ مراعت کرتے ہیں کہ ہمیشہ کو باقی طریقہ پر اسد گاہ کو اس وقت کے حاضر کرکے تحریر کے کہانی اور پڑھنے کی کئی مطالعات کی تربیتی فضائل کے ہے۔ سکلت پہچان کے کرکٹر اور ہنری کی ایک اسادہ پر مندرج کیا ہے۔ اس کے نام سے کئی اور شاہ قطبی کرکے اور اور کروٹر طریق کا ان کے حوصلہ افزائی کرکے اس کے خواہش میں پر ہے۔

• سب سے چترال گانے، قروچ کا گلوڑ

کلکس کا مزدورو جماک

کلکس کا مزدورو نکار کھیری اور آسان مراد سے اینمی کرتا ہے۔ ہر متعلقی کھیل کے لیے مکمل دیکھنے کے بھی۔

• تعریفوں سے متعلق

تعریفوں کی کتاب و نو ہسپن کا جمع، کتاباں، گیت، اگراکی، بینالیاں اور سوالات جواب کے کتاباں کی ترتیب رکھنے کے لیے اس کے متعلق نہایت معلومات ہے۔

• اضافی وکل ذاتی

اضافی وکل ذاتی میں کھیل کے مخصوص نچلی کے سامنے اور تربیت میں اف潮ی خاص طریقی سے گرمی سے ہمیشہ کر کھیل سے ہمیشہ کو پڑھنے کے لیے اس کے متعلق نہایت معلومات ہیں۔ ایک مخصوص کرکے کہے ہمیشہ میں اسے اپنی ایکہ اور مخصوص کرکے ہمیشہ میں اسے مراعا ت کر کھیل سے ہمیشہ کو پڑھنے کے لیے اس کے متعلق نہایت معلومات ہیں۔
LESSON 1

OBJECTIVES:
• Locate specific information to answer questions
• Use alphabetical order to locate words in a dictionary
• Recognize that sentences join to make paragraphs and sentences join to make sense in relation to each other
• Identify paragraphs as larger meaningful units of expression and understand that topic sentence carries the main idea

LEARNING OUTCOMES:
By the end of this lesson, students should be able to:
• find information from text and answer simple questions.
• locate words in a dictionary using alphabetical order.
• organize writing in paragraphs using topic and supporting sentences.
• write dialogues using correct punctuation.

RESOURCES REQUIRED (TEACHING AIDS):
• Chart papers
• Copies of Worksheet 1

METHOD:
• Introduction: For this lesson take the students to the library. Ask them if any rules should be followed in the library. Based on their response compile a list of library rules. Possible rules may include:
  ▪ Walk in quietly into the library.
  ▪ Do not run around.
  ▪ Do not disturb others.
  ▪ Read silently.
  ▪ Replace the books in to the correct shelves.
  ▪ Handle books with care.
After this provide each pair of students with pieces of chart paper and ask them to write down any one rule. Display these signs at different places in the library.

• Reading (Page 1): Ask students to read about Umer and Asad’s visit to the library. Then ask them to explain what is meant by alphabetical order. You can divide the students in groups and give each group a set of words which they can arrange in alphabetical order.
قرن في 3مفت

المقدمة:

1. مقدمة:

السلاسل الجبرية والدالة الخطية.

الرسالة في الاستعمالات التطبيقية الفرقاء.

النماذج الجبرية في الدراسة التطبيقية.

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النماذج الجبرية في الدراسة التطبيقية.

النماذج الجبرية في الدراس
• **Activity time (Pages 2 and 3):** Ask students to arrange the given words in alphabetical order and try to guess their meanings. Then, define the term syllable. Explain that a syllable is a chunk of sound. All words have at least one syllable. Syllables can be just one letter or a group of letters but it is the sound that matters. Ask students to read aloud the words and note the number of syllables in each word. It would be beneficial to tell the students to concentrate on the chunks of sound in each word. Ask students to define each of the following basic parts of speech: noun, adjective, verb, adverb, preposition, and pronoun. Ask students to complete Exercises A, B, and C.

• **Looking up for information (Pages 4 and 5):** Ask students what resources do they access if they want to research on any topic. Elicit different ideas like books, magazines, the internet, etc. Next, ask if they have ever tried to research for a topic from books in the library. Do they know the difference between fiction and non-fiction? Tell students they would now read how Asad and Umer took help from the books in the library. After reading the passage ask the following questions:
  What did Umer and Asad want to find out about?
  Who did they ask for help and why?
  What does the word tsunami mean?
  What is the difference between fiction and non-fiction?
  Afterwards ask students to find out some information about their favourite author. They can also take the help from the school librarian if required.

• **Writing time (Page 4):** Ask students to complete Exercise A. This will help them understand the difference between fiction and non-fiction. Then review contractions. Explain that contractions are words that have been written in the short form with the use of apostrophe. Explain that words like *we* and *will* can be joined to make one word. Write the words *we* and *will* on the board. Write the word *we’ll* next to the words. Tell students that the word *we’ll* means the same thing as the two words *we will*. Tell them that words like *we’ll* are called contractions. Therefore contractions are made by joining two words together by leaving out some of the letters. Make sure that you point out the apostrophe in the word *we’ll*. Tell students that the apostrophe is used to show the place where the letters have been left out. Now write the word *haven’t* on the board. Ask a volunteer to come to the board and write the two words that go together to make this word. Ask which letter has been left out. Ask another student to point to the mark that tells where the letter was. Remind them that the mark is called an apostrophe. Continue with other words:
  - shouldn’t
  - wasn’t
  - it’s
  - couldn’t
  - they’ll
  - weren’t
  - wouldn’t
  - there’s

After practicing contractions on the board, ask students to complete Exercise B.
and the next two sentences are: 

- shouldn't
- wasn't
- it's
- couldn't
- they'll
- weren't
- wouldn't
- there's
**Presentations:** Ask students if they have ever given presentations before or seen anyone giving a presentation. What are the things they should be careful about while giving any presentation? Allow students to brainstorm and note their ideas on the board. Possible answers might be:

- Stand with the correct posture.
- Speak loudly and clearly so that everyone can hear.
- Be prepared with the material that you want to present.
- Make eye contact with the listeners.

**The presentation (Pages 5 to 7):** Ask students to read Asad and Umer’s presentation on natural disasters and then complete Exercises C and D. They can share the questions with their classmates and discuss the answers.

**Topic sentence (Page 7):** Review with your students what a paragraph is. A paragraph is a group of related sentences. Explain that every paragraph has a topic sentence and a group of sentences supporting the topic sentence. A topic sentence tells the reader what the paragraph is about and is usually the first sentence of the paragraph. The supporting sentences expand the idea presented in the topic sentence.

Give them the following topic sentences and ask them to construct simple paragraphs.

- I had a lot of fun during my winter vacations.
- My favourite sport is ____________.
- I have an interesting hobby.

After this you can read out simple paragraphs without the topic sentences, and ask your students to suggest a topic sentence.

Now ask students to read the passage on natural disasters again. The topic sentence of the first paragraph has been underlined for them. They must read the other paragraphs given and identify the topic sentences for each. Next, they can complete Exercise F. Encourage children to share their written work with the rest of the class.

**Speech Marks:** Explain to your students that speech marks are used to show what a person has said. Write the following sentence on the board:

‘I like to eat chicken biryani,’ said Atif. Explain that the speech marks show us what Atif said. Explain that speech marks always come in pairs. They must always use two speech marks when writing dialogues. Point out that speech marks only enclose the words spoken by the speaker, not other words like he said or she said.

To practice using speech marks, write the following sentences on the board and ask volunteers to place the missing speech marks.

1. ‘I just love to shop, said Neha.
2. Oh, it is so much fun,’ Sundus exclaimed.
3. ‘I wish I had a lot of money, then I could go shopping every day, sighed Neha.'
- I had a lot of fun during my winter vacations.
- My favourite sport is ____________.
- I have an interesting hobby.

As the leaves fell, the mood of the village was gloomy. The cold winter days had brought with them a sense of melancholy. The air was thick with the scent of fallen leaves and the sound of the wind whistling through the bare trees. The village was quiet, and the silence only made the cold feel more intense.

I like to eat chicken biryani," said Atif. "I love the aroma of the spices, the deliciously cooked meat. It's a perfect comfort food for such days." He smiled, his eyes sparkling with joy.

"Oh, it is so much fun," Sundus exclaimed. "But I wish I had a lot of money, then I could go shopping every day," sighed Neha.
Natural disasters

4. ‘I know what you mean, Sundus said sympathetically. ‘I always spend all my pocket money at the beginning of the month.’
5. ‘You know we should be more careful. After all, you have to work hard to earn money, said Neha.

• Read aloud the conversation between Asad, Umer, and their library teacher. Pause and point out the punctuation marks used in the conversation.

• To practice using speech marks further ask students to complete Exercise G on page 8.

SUGGESTED LESSON OUTLINE (4 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
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<tbody>
<tr>
<td>1. Introduction: Students compile a list of library rules and design posters for their library.</td>
<td>20 min</td>
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<tr>
<td>2. Reading: Students read the passage on page 1 and arrange given sets of words in alphabetical order.</td>
<td>10 min</td>
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<tr>
<td>3. Activity time: Students complete Exercises A, B, and C on page 2. They learn how to arrange words in alphabetical order, count syllables, and identify different parts of speech.</td>
<td>20 min</td>
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<td>4. Looking up for Information: Students discuss how to search for information, read the passage on page 3, and complete their own research project in the library.</td>
<td>20 min</td>
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<tr>
<td>5. Writing time: Students complete Exercises A and B on page 4 of their textbook. They learn to distinguish between fiction and non-fiction and learn more about contractions.</td>
<td>10 min</td>
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<tr>
<td>6. Presentations: Students learn how to prepare for and deliver effective presentations.</td>
<td>10 min</td>
</tr>
<tr>
<td>7. Writing time: Students read the information on pages 5 and 6 of their textbooks to complete Exercises C and D on page 7.</td>
<td>20 min</td>
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<tr>
<td>8. Topic sentences: Students define and identify topic sentences and practice using topic sentences at the beginning of their paragraphs. They complete Exercises E and F.</td>
<td>30 min</td>
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<tr>
<td>9. Speech marks: Students learn the use of speech marks and then complete Exercise G.</td>
<td>20 min</td>
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EXTENDED ACTIVITIES:

• Students complete Worksheet 1.
4. ‘I know what you mean, Sundus said sympathetically. ‘I always spend all my pocket money at the beginning of the month.’

5. ‘You know we should be more careful. After all you have to work hard to earn money, said Neha

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معلومات کے حذف: ٹالی صفر 3 دو پریشان کھلا کر کے تیز بات کریں کے معلومات کے طرح

ملوفی کی حذف: ٹالی صفر 6 دو پریشان کھلا کر کے تیز بات کریں کے معلومات کے طرح

ہر کی اضافہ اور اضافہ کے ساتھ تیز بات کریں کے معلومات کے طرح

9. ٹالی صفر 1 کھلا کریں.
LESSON 2

OBJECTIVES:
• Read poems and express opinions about them

LEARNING OUTCOMES:
By the end of this lesson, students should be able to:
• discuss words related to different sounds.
• read and recite poems with expression and discuss them.

METHOD:
• Sounds: Ask students to close their eyes and concentrate on the sounds they hear around them and list them in their exercise books. Then build a list of all the sounds heard in the classroom.
Next, ask your students to imagine that they are in the cafeteria.
Ask them what would be the noise or sound heard when:
  ▪ a food tray falls down. (crash, clang, bang)
  ▪ a plastic bag is opened. (rip)
  ▪ a student eats chips. (munch, crunch)
  ▪ students share secrets. (whisper)
Elicit the sound words as you ask the questions.

• The Storm (Page 9): Ask a volunteer to read aloud the poem, ‘The Storm’. Ask students to underline all the sounds in the poem. Next, ask students to work in pairs and complete Exercise A.

• Activity time: Ask students to think of fear. What is fear? Why are people afraid? Build a list of possible things that people might be afraid of:
  ▪ darkness
  ▪ getting lost
  ▪ insects
  ▪ ghosts
  ▪ closed spaces
  ▪ monsters
ستقبلنا

منتصف پرده این که باره می رسد که افکار کارکرده یا

نگاهی

اس ستون که افکار کارکرده یا قلمونی بوده یا نبوده:

- مختلف آوازدون و یا الافاگزی پر کردن.
- نقطه پر کردن ابزار، زمان و طرح‌ها و ساختار کلی که.

طریقه‌کار

آوازدون: طاقلاً ستون که یکی از کلی‌ها یا جوهر که انتظار را می‌گیرد. کلمه‌ای یا کلمه‌ای که

فرست بدست آمده. اس ستون بحث‌کرکه زمانی می‌شود. کلمه‌ای که آوازдон در فرست طاقلاً که مدت سه

فهرست نباشد. این ستون بحث‌کرکه زمانی می‌شود دو نیم کلمه یا کلمه که.

ان ستون بحث‌کرکه زمانی می‌شود دو نیم کلمه یا کلمه که:

(krack, clang, bang)

(rip)

(munch, crunch)

(whisper)

طوقان (تصویر 9): طاقلاً ستون که یکی از کلمه‌ای که آوازدون و الافاگزی کرد در کنار کلمه کردنی. فهرست

در نزدیکی معنی هر کلمه A کردنی که شاید که.

مرگی اکنون زمان دوکلمه و هر خوف که باره می‌گویند. خوف کیا می‌باشد؟ لطف کدویان درست یا زن؟ این کلمه مایه است که فرست می‌باشد.

من ستون لطف کدویان که:

امیدوارام

کمیت

بحث

دیو
Ask students to think what else might people be afraid of? Being rejected, becoming poor, loneliness, growing old, disappointing someone, losing a friend, failing, etc. Ask them to use these ideas and write about three things that they are afraid of.

Additionally divide the class into groups of four. Assign each group any one place in the school, e.g. library, playground, kitchen, etc. Ask them to very quietly, stand there for at least 10 minutes. They will hear many sounds, such as the sound of children talking, of cooking, glasses, cups, etc. They must make a note of these sounds and then share the sounds they have heard.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sounds: Students learn about sounds through fun activities. For further practice they complete Exercises A and C on page 9.</td>
<td>15 min</td>
</tr>
<tr>
<td>2. The Storm: Students read and discuss the poem</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Activity time: Students discuss their deepest fears and complete Exercises A, B, and C.</td>
<td>15 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

- **Sound words:** Ask students to imagine they are at a certain place, for example, a park, playground, or cafeteria, or doing a certain task, for example, fixing a tyre or making breakfast. Tell them to think of as many sound words as they can related to that place or activity. They can then use the sound words to create a sound poem.
کسائل کا جگوز ناہک (جماعت کا 1 بھری پر)

<table>
<thead>
<tr>
<th>دوران</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 مین</td>
<td>آوازیز: طالب آپ کو پیش کرگئے جو دریائے آزادی کے پرائیم ہیں ۔ عبردیتہ کے طور اُپر کرگئے حقیقی سامنا میں 10 مین کا کام کریں ۔ 08 52 عیسوی (کالک) کریں ۔</td>
</tr>
<tr>
<td>10 مین</td>
<td>ظاہریض: طالب آپ کو پیش کرگئے جو دریائے آزادی کے پرائیم ہیں ۔ عبردیتہ کے طور اُپر کرگئے حقیقی سامنا میں 10 مین کا کام کریں ۔ 08 52 عیسوی (کالک) کریں ۔</td>
</tr>
<tr>
<td>15 مین</td>
<td>طوفان: طالب آپ کو پیش کرگئے جو دریائے آزادی کے پرائیم ہیں ۔ عبردیتہ کے طور اُپر کرگئے حقیقی سامنا میں 10 مین کا کام کریں ۔ 08 52 عیسوی (کالک) کریں ۔</td>
</tr>
</tbody>
</table>

لگنے والی ضرورتیں:

- سمندری حروف: طالب آپ کو پیش کرگئے جو دریائے آزادی کے پرائیم ہیں ۔ عبردیتہ کے طور اُپر کرگئے حقیقی سامنا میں 10 مین کا کام کریں ۔ 08 52 عیسوی (کالک) کریں ۔
LESSON 1

OBJECTIVES:
• Guess meaning of difficult words in text using context clues

LEARNING OUTCOMES:
By the end of this lesson, students will be able to:
• understand meaning of new words using context clues.
• read text and answer questions.

Resources Required:
• Copies of Worksheet 2

METHOD:
• Introduction: Ask the students what do they do if they come across a word they do not understand while reading any text. Most of them will reply that they stop reading to check the meaning of the word in a dictionary or ask their teacher. Explain that when they have to stop reading to ask the teacher for the meaning; the flow of reading is interrupted and sometimes lost. They must try to understand the meaning by reading around that word, so that they are able to comprehend what they are reading.

Context clues are hints that help readers discover the meaning of unfamiliar words by reading words that come before or after the new word and help the reader to understand the new word.

• Reading (Pages 10 and 11): Now tell the students they are going to read a story and understand the meanings of any difficult words in the story using context clues. Ask for volunteers from the class to read aloud the text with correct expression and intonation.

• Discussion and writing time (Pages 11 and 12): After reading the story, ask students to discuss and complete the discussion task. After guessing the meanings, they may check for the correct meaning in a dictionary and note it down in their exercise books. Then ask 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. Introduction: Students are introduced to the concept of context clues.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. Reading: Students read aloud a story on pages 10 and 11 of their textbooks.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Discussion and writing time: They complete the given tasks and then check their answers with the help of the dictionary.</td>
<td>20 min</td>
</tr>
</tbody>
</table>
سیلیقی ک (بیمارت ک 3 بیماری ک):
EXTENDED ACTIVITIES:

• Word detectives: Ask students to choose an article from any magazine. They must read the article carefully and underline five unknown words in it. They must next try to use context clues to guess the meanings of the words. After noting their guesses, they must find the actual meanings from the dictionary to check if they were able to guess correctly and make any corrections if necessary.

• Students complete Worksheet 2.

LESSON 2

OBJECTIVES:

• Classify nouns into masculine and feminine and recognize common gender used for both male and female
• Illustrate use of tenses previously learnt
• Identify story elements and use the same to write a new story
• To practice poetry writing

LEARNING OUTCOMES:

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

• define nouns, distinguish between masculine, feminine, common, and neuter nouns.
• define verbs and use them in the past, present, and future tense.
• define and identify different story elements and predict the ending of a story.
• follow instructions to create own poems.

METHOD:

• Nouns; masculine and feminine (Pages 12 and 13): Revise the concept of nouns with your students. Ask them to define the term noun. They will point out that a noun is a name of a person, place, animal, or thing. Afterwards play a noun game with your students to help revise nouns. Select random volunteers and assign them different letters of the alphabet. For example, you might say, ‘Think of a noun that begins with H.’ They may reply with ‘hat’ or ‘hair’. Make sure that all the students have at least one turn to practice this. Now move on to the concept of gender nouns. Explain that a noun may be masculine, feminine, common, or neuter.

Now draw four columns on the board. Give the following headings to each column: Masculine, Feminine, Common, and Neuter.

Explain that a noun may be of masculine gender if it refers to males, e.g. man, lion, hero, boy, king, horse, etc.

Then explain that a noun is said to be of feminine gender if it refers to females, e.g. woman, lioness, heroine, girl, mare, niece, empress, cow, etc.
توظیحات مرحلہ نمبر 2

مندرجہ ذیل ہے 

 Expense کے لئے اخذ کیا جانے والا ریز کی مثال 

 کیجے کہ اگر اورہما کا کمی کرنا ہو تو یہ کام مستحکم ہوتا ہے۔ اگر اورہما کا کمی کرنا نہ ہو تو یہ کام تنقیح نہیں ہوتا۔

 فلسفہ آپ کے لئے اخذ کیا جانے والا ریز کی مثال 

 درک، مؤلفہ انا کی شناخت اور نسبت مخصوص انا کی شناخت ہے جب مذکر اور مؤلفہ زیر کے لئے استعمال کی جاتی ہے۔

 کیجے کہ اگر اورہما کا کمی کرنا ہو تو یہ کام مستحکم ہوتا ہے۔ اگر اورہما کا کمی کرنا نہ ہو تو یہ کام تنقیح نہیں ہوتا۔

 نتیجہ 

 اس سے اخذ کے لئے مثال کاہا کا تعلق ہو جاتا ہے: 

 ایسی کی جماعت، درک، مؤلفہ، متغیر، اور غیرہ اس کا ذاتی اثر کرنا۔

 کیجے کہ اگر اورہما کا کمی کرنا ہو تو یہ کام مستحکم ہوتا ہے۔ اگر اورہما کا کمی کرنا نہ ہو تو یہ کام تنقیح نہیں ہوتا۔

 طریقہ کار:

 نظر کریں اور مثال کاہا (صفحہ 12 اور 13): اس کے لئے تصور کا اعداد کیہے ہیں: ظالما سے کہیں کو ہو اس کی اقتصاد کی وضاحت کریں۔ دو جنگیں کے لئے اس کی وضاحت کی۔

 Masculine, Feminine, Common, Neuter: 

 Masculine “man, lion, hero, boy, king, horse”

 Feminine “woman, lioness, heroine, girl, mare”

 Common “common”

 Neuter “common”
Next explain that a noun is said to be of common gender if it can be used for both male and female, e.g. child, student, friend, applicant, candidate, servant, member, parliamentarian, actor, leader, etc.

After this explain that a noun is said to be of the neuter gender if it refers to an object that is neither a male nor a female, e.g. chair, table, tree, star, mountain, street, book, car, school, paper, pencil, computer, etc.

Now select random students and give them a noun from the following list. They must place the given noun in the correct column.

<table>
<thead>
<tr>
<th>Woman</th>
<th>Brother</th>
<th>Bridegroom</th>
<th>Emperor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospital</td>
<td>Cave</td>
<td>Stick</td>
<td>Hostess</td>
</tr>
<tr>
<td>Father</td>
<td>Artist</td>
<td>Grandfather</td>
<td>Reporter</td>
</tr>
<tr>
<td>Teacher</td>
<td>Floor</td>
<td>Nephew</td>
<td>Grandmother</td>
</tr>
<tr>
<td>School</td>
<td>Sister</td>
<td>Baby</td>
<td>Singer</td>
</tr>
<tr>
<td>Engineer</td>
<td>Dancer</td>
<td>Bride</td>
<td>Lawyer</td>
</tr>
<tr>
<td>Knife</td>
<td>Boy</td>
<td>Student</td>
<td>Tigress</td>
</tr>
<tr>
<td>Girl</td>
<td>Fire</td>
<td>Parent</td>
<td>Mother</td>
</tr>
<tr>
<td>Chair</td>
<td>Pen</td>
<td>Phone</td>
<td>Lion</td>
</tr>
</tbody>
</table>

Ask students to then complete Exercise C.

- **Verbs and tenses (Pages 13 and 14):** Explain to the students that verbs are ‘Action Words.’ Verbs tell us what someone ‘is’, ‘was’, or ‘will be’ doing. Help students to distinguish between verbs and nouns by playing a simple game. Ask the class to stand up. Explain the definition of a noun, (a person, place, thing, or emotion) and a verb, (something that can be acted out.) Tell the students to freeze when they hear a noun and act out the verb when they hear that word. Call out a few nouns and verbs in random order until you are sure that most of the students understand the difference.

  Explain to the students that verbs change their form according to the time of the action. Verbs which tell about things that are happening now are in the present tense. Verbs which tell about things that happened in the past are in past tense. Verbs which tell about things that will happen in the future are in the future tense.

  To further illustrate this you may talk about events of the present day and write down the verbs used. Next ask students to talk about the events of yesterday, and make a list of those verbs. Then ask for volunteers to say what might take place tomorrow, listing out those verbs. Look at the lists of verbs and discuss their forms.

- **Past, Present, and Future:** Draw three columns on the board. Label them ‘past’, ‘present’ and ‘future.’ Brainstorm with your class various events, personal and historical: cricket world cup, their birthday, a famous person’s birthday, holidays, current news, and any other event they can think of. List these events in the appropriate columns.
<table>
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<tr>
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<td>artist</td>
<td>grandfather</td>
<td>reporter</td>
</tr>
<tr>
<td>teacher</td>
<td>floor</td>
<td>nephew</td>
<td>grandmother</td>
</tr>
<tr>
<td>school</td>
<td>sister</td>
<td>baby</td>
<td>singer</td>
</tr>
<tr>
<td>engineer</td>
<td>dancer</td>
<td>bride</td>
<td>lawyer</td>
</tr>
<tr>
<td>knife</td>
<td>boy</td>
<td>student</td>
<td>tigress</td>
</tr>
<tr>
<td>girl</td>
<td>fire</td>
<td>parent</td>
<td>mother</td>
</tr>
<tr>
<td>chair</td>
<td>pen</td>
<td>phone</td>
<td>lion</td>
</tr>
</tbody>
</table>

Fill in the blanks to complete sentences.

1. A girl and a boy were playing in the garden. The girl was sitting on the grass, while the boy was running around. The girl said, "Look at that butterfly!" The boy replied, "It's beautiful." Then the girl asked, "Do you want to catch it?" The boy agreed and they tried to catch the butterfly, but it flew away.

2. The teacher asked the students to write a story about a day in the life of a pencil. The students were excited and started writing. One student wrote about how the pencil was sharpened, wrote on paper, and was eventually thrown away in the trash. Another student wrote about how the pencil was used to draw a picture, and how it felt when it broke. The teacher praised everyone for their creative stories and encouraged them to keep writing.

3. A group of friends went on a hiking trip. They started early in the morning and hiked through the mountains, enjoying the beautiful scenery. They took breaks to rest and have snacks, and eventually reached the top of the mountain. From the top, they could see the entire city below. They took a group photo and celebrated their successful hike. Later, they went to a nearby restaurant for a meal and enjoyed each other's company.

4. A student was writing a report for school. The teacher had asked them to research and write about the history of the computer. The student started with the early days of computing, mentioning the invention of the first electronic computer, and then went on to discuss the development of personal computers. The student also included information about the Internet and its impact on society. The teacher was impressed with the student's thorough research and the quality of the writing.

5. A woman was shopping for furniture for her new home. She went to a furniture store and was overwhelmed by the variety of choices. She decided to buy a sofa, a table, and a bookshelf. She also looked at some chairs and decided to buy one for her living room. The salesperson was helpful and gave her advice on choosing the right furniture. The woman was happy with her purchases and left the store with a big smile on her face.
Then ask your students to choose one event from each column and write two sentences about it using the correct tenses. Ask volunteers to read their sentences. List the verbs they have used on the board in the appropriate columns and provide feedback, helping students to understand the use of correct tenses.

By now students should have a good idea of how to use verbs to describe events in the past, present, and future. Ask them to work independently to complete Exercises D and E.

- **Story elements (Page 14):** Ask your students if they like reading stories. Tell them to think of their favourite story. Choose several volunteers from the class to narrate their favourite story to their classmates. After the narrations, explain that every story has some common elements. Each story has a beginning, middle, and end. The beginning tells us about the characters and setting. The middle tells us about a problem. In the end we see how the problem is solved. Divide the board into five sections. Write the headings title, characters, setting, beginning, middle, and end on the board. Define each story element for your students. Now read any simple fairy tale like ‘Little Red Riding Hood’ to your class. Discuss the elements of ‘Little Red Riding Hood’ with the class and note them down on the board.

Ask students to open their exercise books and copy the sections given on the board in their exercise books. Ask students to work in pairs for this activity. They must first note down the title of their favourite story in their exercise books.

Explain that every story has characters. The characters can be adults, children, or even animals. Ask students to work in pairs and discuss the characters of their favourite story with their partners. Is there any good or bad character in the story? Who is the main character of the story? Ask them to list down the characters and describe any two main characters briefly. Time this activity and give them 10 minutes to do this.

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. Ask them to discuss the events in the beginning, middle, and end of their story and note these down in the appropriate column. They have another 10 minutes to do this.

Then 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. Ask them to discuss the setting of their story with their partner and note it down in their exercise books. They may be given another five minutes to complete this activity.

By this time, students must have understood what is meant by story elements. Ask them to read ‘The Yellow Brick Road’ again and complete Exercise F. They must predict the ending of this story themselves and note it down in their exercise books. Ask different volunteers to read their ending to the rest of the class.
• **Poetry writing (Page 15):** Announce to your students that they will have fun writing poems. Read aloud the fun poem on page 15 using the correct expression and intonation. Next, divide the class into groups of four. Ask each group to perform the poem. Each group must try to perform it in different ways. For example, a group may sing the poem, another may read it very slowly, and another may try to read it fast, another may read it fast but slow down for specific words. This will make the activity fun. Next, they must work in their groups to create a similar poem themselves following the given example. Ask them to create their own version and then role-play it in front of the class.

**SUGGESTED LESSON OUTLINE (4 class periods):**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Nouns; masculine and feminine:</strong> Students revise the concept of nouns and learn the different kinds of gender nouns through fun games. For further practice they complete Exercise C on pages 12 and 13.</td>
<td>40 min</td>
</tr>
<tr>
<td>2. <strong>Verbs and tenses:</strong> Students learn to distinguish between nouns and verbs, they learn to use the correct tense to discuss events in the past, present, and future. Students practice the tenses further by completing Exercises D and E on pages 13 and 14.</td>
<td>40 min</td>
</tr>
<tr>
<td>3. <strong>Story elements:</strong> Students discuss their favourite story, learn about story elements through a fun activity, and complete Exercise F.</td>
<td>40 min</td>
</tr>
<tr>
<td>4. <strong>Poetry writing:</strong> Students read a fun poem, create their own version of a similar tale, and role play it.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

• Ask students to work in groups of five, and create their own story entitled ‘My encounter with an alien’. They must brainstorm together for ideas and think of the plot (beginning, middle, and end), setting, and characters of their story. Ask them to use these story elements to write down a simple story and share it with the rest of the class.
سکیئ اک بہوزا حاکم (جمعاعت کے 4 میں یہاں):

<table>
<thead>
<tr>
<th>دورانی</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 مینٹ</td>
<td>جنگ اور موت کا افکار: قلم چھت کے دخترین کی کہانی جاں دل یا اس کی تزکیہ یا توضیح کا اخلاق کریں. مزید کہ یہ کیلا یا دو 13 پر 14 میں قلم C دو پر کریں.</td>
</tr>
<tr>
<td>40 مینٹ</td>
<td>12 یا 13 کی قلم فلک اور زمین کی کہانی یا کہانی فرق کیتا ہوئی. نما کریں. قلم کے اور کمیون میں وہ فدا بھی جو نہ وہ داکیا ہوئی اور دعائی یا دعیہ اور زمین کی کہانی کے لیے قلم D کے معاصر کیتا ہوئی.</td>
</tr>
<tr>
<td>40 مینٹ</td>
<td>کہاں کی کہانی: قلم کی معاصر کیتا ہوئی اور ایک کہاں کیتا ہوئی قلم E کے معاصر کیتا ہوئی.</td>
</tr>
<tr>
<td>40 مینٹ</td>
<td>قلم کی قلم کے دفاع پر قلم اور ایک کہاں پر اقتصادی بحث کریں اور اپنا کرکے.</td>
</tr>
</tbody>
</table>

توپی عربیکانہ:

"My encounter with an alien" 'میرا ملاقات کا عالم'۔ ہے۔ دو وکل کا کہانی کے پاہوڑے نہا کر ایک کہاں نے جس کا خواہاً

ظاہر ہے کہ قلم دو وکل کے پر اک کہاں کے دو 13 میں قلم C دو پر کریں. قلم 12 اور 13 کی قلم فلک اور زمین کی کہانی یا کہانی فرق کیتا ہوئی. نما کریں. قلم کے اور کمیون میں وہ فدا بھی جو نہ وہ داکیا ہوئی اور دعائی یا دعیہ اور زمین کی کہانی کے لیے قلم D کے معاصر کیتا ہوئی. 

کہاں کی کہانی: قلم کی معاصر کیتا ہوئی اور ایک کہاں پر اقتصادی بحث کریں اور اپنا کرکے. |
LESSON 1

OBJECTIVES:

• Scan simple text for specific information
• Use reading texts as models for their own writing
• Write short informal letters

LEARNING OUTCOMES:

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

• search for specific information from various sources.
• understand and use the correct format to write letters.
• write short informal letters.

METHOD:

• Introduction: Ask students if they have ever received or sent a letter before. If they have, who have they sent it to? Does anyone in their family receive letters? Are letters useful in any way? Are they fun to read?

• Reading time (Page 16): After a brief discussion about letters, tell your class that they will be reading a letter from Umair to his friend Asad. Read aloud the address first. Ask them to note how the house number, street number, area, and city are given on a separate line. Ask for volunteers from the class to write their addresses in a similar manner on right-hand side of the board. Correct any mistakes made by the students. After you believe they have had enough practice, write your own address in the correct format.

Now move on to the greeting. Explain we usually use ‘Dear ________’ when greeting someone in the letter. Ask them to note how Umair addresses Asad. He also uses the greeting, ‘Dear Asad,’

Next, read the body of the letter. After reading the body, ask simple questions to check comprehension. Why is Umair writing to Asad? Where is he writing from? What is he describing in his letter? How long was the flight to London? Which airport did Asad and his father land at? What did they do after landing? Who are they visiting in London? What do they plan to do there?

Now read the closing sentence, ‘Bye for now’ followed by the closing and the name. Tell your class they should always end their letters properly, asking their friend to write soon, or stating that they are hoping to hear from them soon, and then moving on to an appropriate closing and signing off with their name.
خط نویسی

سیر 1

متن

پیشنگی

• ۲۵ ساله که قابلیت زبان اسپانیول را کسب کرده است.

• شرکت‌های مختلف مانند کمپانی‌های فناوری و مدیریت,

• مهارت در زبان انگلیسی

نتایج

اس اس تیک از این منبع اطلاع کوس قائل است که با حاصل شدید با دو: 

• دانشجویانی که به وسیله سخت‌ترین اختیار‌ها می‌توانند این مطالعه را به انجام برسانند.

• شرکت‌های مختلف مطالعه را کسب کنند.

طرح‌کار

نظرات:

تاریخ ۱۵ دی ۱۳۹۴

بلافاصله حاضر حاضر

با توجه به گزارشی که کمی نوشته که برخی از پرداختگران که به این اجرای بررسی همگی که

• بحث که بدست آمده (۱۶ صفحه): خودکاری که بار می‌دهد برای خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها کمک می‌کند خودکاری که به اجرای مشتری‌ها क
Writing letters

- **Writing letters**: Write a similar body on the board. Tell your students that you are writing a letter to a friend about a trip to Lahore and they must help you. Ask how you might begin the letter. Ask: Should my opening sentence be used to ask my friend how he or she is doing? What should I write next? Should I tell her about my trip? Should I describe Lahore and what I saw there? Should I describe all the places I visited? While listening to their responses construct the body of the letter, using a few simple sentences about a trip to Lahore.

  Close your own letter with an appropriate closing sentence.

- **Interesting places in London (Page 17)**: Ask your students to read the information about some interesting places in London.

- **Activity time (Page 18)**: Then brainstorm with your students all the places tourists might be interested in visiting in Karachi. Possible choices might be: the beach, Quaid-e-Azam’s Mausoleum, Kemari, Mohatta Palace Museum, Wazir Mansion, Frere Hall, Park Towers, Clifton Beach, National Museum of Pakistan, Three Swords Monument, etc. Now ask students to work in pairs to find out more information about any four places and note them down in their exercise books. If the library has an internet connection, they may do it online or research for this information in a book. Ask them to specifically look for pictures as well and draw rough sketches of the above places in their exercise books. Next, they can fill in the landing card on the same page.

- **Letter writing (Pages 19 and 20)**: Ask students to practice writing the correct address and revise the format of the letter by completing Exercise C and D.

**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 discuss the purpose of writing letters.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Reading time</strong>: Students read the letter and discuss the format of a letter.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. <strong>Activity time</strong>: Students visit the library to read and research about some interesting places in their city.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. <strong>Letter writing</strong>: Students practice writing the correct address and revise the format of the letter and write a letter to a friend.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

- Write a letter to a friend outside Pakistan. Invite them to visit your city. Describe at least three places of interest in your city and persuade them to visit soon.
لطفاً این متن را به فارسی بیان کنید.
LESSON 2

OBJECTIVES:
- Recognize and apply capitalization where required
- Apply rules for use of \textit{a} or \textit{an} before words that start with mute consonant letters and vowel sounds
- Identify and use definite article \textit{the}
- Write a simple poems using a poem as a model
- Articulate hard and soft sounds of \textit{c} and \textit{g}

LEARNING OUTCOMES:
By the end of this lesson, students should be able to:
- recognize and apply capitalization properly.
- understand the use of the articles \textit{a}, \textit{an}, and \textit{the}.
- write simple shape poems.
- pronounce correctly words which have hard and soft sounds of \textit{c} and \textit{g}.

RESOURCES REQUIRED:
- Chart papers

METHOD:
- \textbf{Capital letters (Page 21)}: Ask students to read the information about London on pages 17 and 18 and underline all the capital letters. Next ask them to look at the underlined letters carefully and think why capital letters have been used. Ask them to note that capital letters have been used:
  - at the beginning of sentences
  - for the names given to people and places
  - and finally for the names of books.
Students must practice these rules with the help of examples. Write down a few sample sentences on the board and ask for volunteers to capitalize them.

  For example:
  omair went to tariq road on saturday.
  quetta is quite cold in december.
  ahmed and i read the book together.

Now ask students to complete Exercise A.
omair went to tariq road on saturday.
quetta is quite cold in december.
ahmed and i read the book together.

طاہر مشقہ کے حوالے سے کتاب اُڑانے لگے ہیں۔
Writing letters

- **Articles; a, an, the (Pages 21 and 22):** Write ‘A’, ‘AN’, and ‘THE’ in bold letters on the board. Explain that these three little words are called articles and play a very important role in sentences.

  - **The:** Explain that *the* is used with singular as well as plural nouns. Remind the class that a singular noun refers to one person, place, thing, or animal while a plural noun refers to more than one person, place, thing, or animal. Re-inforce this concept with the help of examples:
    - The girl did her homework.
    - The girls did their homework.
    - Explain that we use *the* when the person, animal, place, or thing is mentioned a second time.
    - e.g. We called a taxi to take us to school. The taxi came in time.
    - Explain that we also use *the* before a person, place, or thing that is familiar.
    - e.g. The gardener is cutting the flowers. (familiar person)
    - The aeroplane is late. (the aeroplane that the person is waiting for)
    - Also we use *the* when it is very clear which person, place, or thing we are talking about.
    - e.g. I spoke to the new student in my class.

  - **A and An:** Explain *a* and *an* are only used with singular nouns. They must remember that *a* is used before words that begin with a consonant while *an* is used before words that begin with vowels — a, e, i, o, or u or words that begin with a vowel sound. Re-inforce this concept with the help of examples:
    - A girl played on the street.
    - An apple is good for health.
    - Also point out that we use *a* or *an* when we speak of a person, a thing, a place, or an animal for the first time.
    - e.g. We called a taxi to take us to school. The taxi came in time.

Practice using articles. Write simple sentences on the board and ask for volunteers to spot the article. Examples:

1. The boy loved riding his bike.
2. Nasir and Neha found a shell at the beach.
3. ‘We rode an elephant at the zoo,’ said Ali.
4. An apple a day keeps the doctor away.
5. Alina watched the movie, ‘The Lost World,’ with her family.
6. ‘Have you bought a new dress?’ Sara asked.
7. We have a large swing in our garden.

- **Now ask students to complete Exercise B on page 22.**
The girl did her homework.
The girls did their homework.

We called a taxi to take us to school. The taxi came in time.

The gardener is cutting the flowers.
The aeroplane is late.

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

1. The boy loved riding his bike.
2. Nasir and Neha found a shell at the beach.
3. "We rode an elephant at the zoo," Ali said.
4. An apple a day keeps the doctor away.
5. Alina watched the movie, The Lost World, with her family.
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7. We have a large swing in our garden.
Writing letters

- **Shape poems (Page 23):** Explain to the students that shape poems are written in different shapes. In a shape poem shapes and spaces are used along with words to create a mental picture of a particular topic. Ask students to look at the shape poems on page 23 of their textbook. Ask students what is special about these poems. Ask them how the shape poems are alike. Ask them to think of some simple animals (like a cat or a dog) or objects (like a football or a hat) which they can draw and write easily about. Tell them to brainstorm descriptive words for their chosen object, follow the given instructions, and create their own shape poem. Tell them to draw the shape on a piece of chart paper and copy their poem down. Display the shape poems on the class board.

- **Hard and soft sounds of c and g (Page 24):** Write the following on the board:
  A soft ‘c’ is pronounced as ‘s’ in cell, city, distance, juice, etc.
  A hard ‘c’ is pronounced as ‘k’ in call, class, correct, cup, etc.
  A soft ‘g’ is pronounced as ‘j’ in gentle, giant, large, etc.
  A hard ‘g’ is pronounced as ‘g’ in gate, great, gum, etc.
  Explain that some words have both hard and soft sounds of the letters c and g. For example: success, circulate, clearance, bicycle, vacancy, garage, gauge, geography, gigantic, gorgeous, etc. Read the words aloud clearly laying emphasis on the hard and soft sound and ask students to repeat after you.
  Now ask students to complete the given exercise.

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Capital Letters:</strong> Students understand the use of capital letters. They complete Exercise A on page 21 to practice using capital letters.</td>
<td>20 min</td>
</tr>
<tr>
<td>2. <strong>Articles; a, an, the:</strong> Students understand the use of articles and complete Exercise B on page 22.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. <strong>Shape poems:</strong> Students read the shape poems and create their own shape poems.</td>
<td>30 min</td>
</tr>
<tr>
<td>4. <strong>Hard and soft sounds of c and g:</strong> Students understand the use of hard and soft sounds c and g. They practice further by completing the writing task.</td>
<td>10 min</td>
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</tbody>
</table>

**EXTENDED ACTIVITIES:**

- Shape poems: Ask students to give poems as gifts. Encourage them to write a shape poem in honor of someone who’s having a birthday soon or as a gift for an upcoming holiday. Ask them to consider which shape the recipient would like best. Tell them to create their shape poem on colourful paper, decorate it, and present it to their friend or relative as a gift.
شکل لوزی (Shape Poems)

شکل لوزی (Shape Poems) یک نوع شعر است که اشعاری را می‌سازد که شکل خاصی دارند. این شکل شعرها می‌توانند شکل گل، فلک، سرگرمی، پنکه، چاه، روزنامه، جنگل و غیره داشته باشند. با استفاده از اشعار، شاعر می‌تواند شکل خاصی را بسازد و به روزشاتوری، هنر، سرگرمی و غیره اختصاص دهد.

<table>
<thead>
<tr>
<th>شکل لوزی</th>
<th>کلمات</th>
</tr>
</thead>
<tbody>
<tr>
<td>شکل گل</td>
<td>fower</td>
</tr>
<tr>
<td>شکل فلک</td>
<td>sky</td>
</tr>
<tr>
<td>شکل سرگرمی</td>
<td>entertainment</td>
</tr>
<tr>
<td>شکل پنکه</td>
<td>fence</td>
</tr>
<tr>
<td>شکل چاه</td>
<td>well</td>
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<tr>
<td>شکل جنگل</td>
<td>forest</td>
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<tr>
<td>شکل روزنامه</td>
<td>newspaper</td>
</tr>
<tr>
<td>شکل جنگل</td>
<td>jungle</td>
</tr>
<tr>
<td>شکل مکان</td>
<td>place</td>
</tr>
<tr>
<td>شکل زبان</td>
<td>language</td>
</tr>
</tbody>
</table>

توجه سرگرمیان:

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LESSON 1

OBJECTIVES:
- Answer questions related to text
- Relate their reading to their own feelings and experiences
- Understand and use subject, verb, object patterns in simple sentences
- Recognize, find out, create, and use rhyming words and write simple poems

LEARNING OUTCOMES:
By the end of this lesson, students should be able to:
- answer simple questions related to a text.
- understand and use subject, verb, object pattern to construct simple sentences.
- recognize, find out, create, and use rhyming words to write simple poems.

RESOURCES REQUIRED (TEACHING AIDS):
- Pictures showing people helping each other
- Chart papers
- Copies of Worksheet 3

METHOD:
- **Introduction:** Collect pictures that show people helping each other. You can cut them out from magazines or newspapers. Show these pictures to your students. Ask students to explain how the various people in the pictures are being helpful or showing their friendship. List some of these qualities on the board. Using the list that the students have just made, ask them to list ways in which they can help in the classroom. Why are the things they have listed helpful? What would happen if the things listed were not done? Each student should be able to tell why the task is helpful to the classroom (whatever they suggest).

- **Reading time — Helping others (Pages 28 to 30):** Ask students to read the given text. Assign volunteers to read and role-play the dialogues of Nasir, Neha, Zahir, Nasir and Neha’s mother, and Zahir’s mother. Take the part of the narrator and, along with your volunteers read aloud the text. Pause at places and ask simple questions to check comprehension.

- **Discussion and activity time (page 30):** Ask students to think about each of the following questions carefully first.
  - What five qualities should a good friend have?
القسم الأول

урсونال مود

مقدمة

القصة الفنية

من علقة للعالم كأسطورة مبدع

فصول الفصول كوني عالم احترافي

 לעليم النظام كوني رجل احترافي

نتيجة

من نسج الفنون كوني رجل احترافي

تاتو: أفصحت مولد انظر بديعة كوني رجل احترافي

خادم

وخب

 театр الفني

السفر

من نسج الفنون كوني رجل احترافي

تاتو: أفصحت مولد انظر بديعة كوني رجل احترافي

خادم

وخب

 театр الفني
Helping others

- Has any of your friends helped you in a big or small way? Tell others who helped you and how.
- Do you think Nasir and Neha could have helped Zahir in some other way also? What could they have done?

Now ask them to discuss their answers with a partner. Next they must share their answers with the rest of the class.

Then divide the class into groups of five. Provide each group with chart paper and explain the task. The students must discuss all the tasks that need to be done to clean their street and how they would divide all the duties. What else can they all do to try and win the reward? Tell them to share their ideas in class.

Next, ask them to think about how they can help in keeping their class and school clean? After this they can design a poster telling how to keep their school clean.

- **Writing time (Page 30):** Ask students to work independently to complete Exercise A.
- **Subject and predicate (Pages 31 and 32):** Explain to your students that a sentence is a group of words that expresses a complete thought. Write the following on the board and ask students whether they are sentences:
  - Ammar plays in the park.
  - Maryam went shopping with a friend.
  - a kite

After eliciting students’ responses explain that both (1) and (2) are sentences, but (3) is not a sentence as it does not express a complete thought. However, we can make a complete sentence by adding a few words to this sentence.

- Nasir and his friend bought a kite.

Now explain that every sentence has a subject and a predicate. Point out that the subject usually contains the main noun, and the predicate tells what the subject is doing, which contains the verb of the sentence. Ask students to look at the three sentences on the board again. Now underline the subjects first. The subjects would be ‘Ammar’, ‘Maryam’ and ‘Nasir and his friend’. Next circle the predicates. The predicates would be ‘plays in the park’, ‘went shopping with a friend’ and ‘bought a kite’.

For further practice ask students to write their own sentences on the board, and then identify the subject and predicate in each sentence.

- **Subject-Predicate game:** Divide the class into two groups. Ask each member of the first group to think of an interesting subject and write it down on a sheet of paper. Ask each member of the second group to think of really interesting predicates. Now ask the two groups to mingle. Each member of the subject group must pair up with a member of the predicate group. Ask each pair to read their sentences.
- Ammar plays in the park.
- Maryam went shopping with a friend.
- a kite.

Você deve ter cometido um erro na sua sentença anterior. Isso parece que está faltando um elemento.
Helping others

• **Writing time (Page 31):** To further practice subjects and predicates ask students to complete **Exercises B and C.**

• **Subject-Verb-Object:** Divide the board into three sections. Recap that a sentence is made up of a subject and a predicate. Tell your students that a predicate must contain a verb and may also contain an object. Explain that in every simple sentence we find a verb and verbs are doing words. The subject of a sentence is a noun, usually the person or thing that performs the action for example in the sentences ‘the girl jumps’, or ‘the dolphins jump’, girl and dolphins are the subjects. They perform the action. ‘The footballer catches’ is a sentence but one might ask ‘what does he catch?’ This part of the sentence is called the object. The object comes after the verb. What does a monkey eat? A monkey eats bananas. What does the singer play? The singer plays a guitar. ‘Bananas’ and ‘a guitar’ are the objects. Write the definition of a subject, verb and object on the board.

  - The **subject** of the sentence tells us who or what the sentence is about. It may be a noun or a pronoun.
  - The **verb** is the action word and tells us the action being performed by the subject.
  - The **object** tells what or who is the action is done to or for. The object represents to whom or for whom the action takes place.

Explain that they may create sentences using the subject-verb-object pattern. Ask for volunteers to come to the board and write sentences using the subject, verb, object pattern. Other volunteers may practice identifying the subject, verb, and object in these sentences. Continue this practice till you are sure that everybody understands the concept.

• **Writing time (Page 32):** To practice sentence construction further ask students to complete **Exercises D and E.**

• **Friends (Page 33):** Ask students to think about their best friend. What are the qualities that their best friend possesses? What is their best friend like? What are his or her likes and dislikes? Ask them to write a short paragraph describing their best friend. They can also draw a picture of their best friend. Then ask them to read the poem ‘Friends’ and complete the given tasks.
What does a monkey eat? A monkey eats bananas. What does the singer play? The singer plays a guitar.

Subject of the sentence tells us who or what the sentence is about. It may be a noun or a pronoun.

The verb is the action word and tells us the action being performed by the subject.

The object tells what or who is the action is done to or for. The object represents to whom or for whom the action takes place.
Helping others

SUGGESTED LESSON OUTLINE (4 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Discuss the importance of helping others.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. Reading time — Helping others: Students read how Nasir and Neha</td>
<td>10 min</td>
</tr>
<tr>
<td>help their friend.</td>
<td></td>
</tr>
<tr>
<td>3. Discussion and activity time: Students work in pairs to discuss</td>
<td>25 min</td>
</tr>
<tr>
<td>the qualities of a good friend and ways in which they can help a</td>
<td></td>
</tr>
<tr>
<td>friend in need. Next, they make a poster.</td>
<td></td>
</tr>
<tr>
<td>4. Writing time: Students work independently to complete Exercise A.</td>
<td>10 min</td>
</tr>
<tr>
<td>5. Subject and predicate: Students learn to define and identify</td>
<td>20 min</td>
</tr>
<tr>
<td>subject and predicate in a sentence with the help of examples.</td>
<td></td>
</tr>
<tr>
<td>6. Subject-Predicate game: Students practice forming sentences using</td>
<td>20 min</td>
</tr>
<tr>
<td>different subjects and predicates.</td>
<td></td>
</tr>
<tr>
<td>7. Writing time: To further practice subject and predicates, students</td>
<td>15 min</td>
</tr>
<tr>
<td>complete Exercises B and C on page 31.</td>
<td></td>
</tr>
<tr>
<td>8. Subject-Verb-Object: Students define subject, verbs, and object</td>
<td>20 min</td>
</tr>
<tr>
<td>and practice forming sentences using the subject, verb, and object</td>
<td></td>
</tr>
<tr>
<td>pattern.</td>
<td></td>
</tr>
<tr>
<td>9. Writing time: Students complete Exercises D and E.</td>
<td>10 min</td>
</tr>
<tr>
<td>10. Friends: Students talk about their best friend. Identify and use</td>
<td>20 min</td>
</tr>
<tr>
<td>rhyming words to create a simple poem and share it with the rest of</td>
<td></td>
</tr>
<tr>
<td>the class.</td>
<td></td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES:
- Students complete Worksheet 3 for further practice of subject, verb, object pattern.
# سفينة كا محوزة خاكر (بجماعت 4 ليرة)

<table>
<thead>
<tr>
<th>دورات من</th>
<th>كام</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 منف</td>
<td>1</td>
</tr>
<tr>
<td>10 منف</td>
<td>2</td>
</tr>
<tr>
<td>25 منف</td>
<td>3</td>
</tr>
<tr>
<td>10 منف</td>
<td>4</td>
</tr>
<tr>
<td>20 منف</td>
<td>5</td>
</tr>
<tr>
<td>20 منف</td>
<td>6</td>
</tr>
<tr>
<td>15 منف</td>
<td>7</td>
</tr>
<tr>
<td>20 منف</td>
<td>8</td>
</tr>
<tr>
<td>10 منف</td>
<td>9</td>
</tr>
<tr>
<td>20 منف</td>
<td>10</td>
</tr>
</tbody>
</table>

**توقيت سروريان**

- ظلاله في اسرع درجة في اسرع درجة في اسرع درجة للي بالغ بغر مئة گا گلم کری گا.
LESSON 1

OBJECTIVES:

- Write guided paragraphs
- Use joining words *and*, *or*, and *but* to show addition, alternative, and contrast, and *because* to express reason
- Pronounce minimal pair words

LEARNING OUTCOMES:

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

- independently write brief descriptive paragraphs on any given topic.
- write different kinds of sentences using the present and past continuous tenses.
- understand the use of conjunctions and use them in sentences of their own.

RESOURCES REQUIRED (TEACHING AIDS):

- Pictures of modern trains

METHOD:

- **Introduction:** Begin your lesson by asking students if they have ever travelled in a train. Ask several students to describe their experience. What was the station like? Was the train compartment comfortable? What did they see from the window after the train started moving? After a brief discussion, tell your students they will be learning more about railways. You can ask the students to research and find out interesting facts about the railway system.

- **Reading time (Pages 34 and 35):** Ask your students to read the text on railways and note what Zahir noticed at the railway station: (The platform is very crowded with passengers and their friends and relatives. The porters in red uniforms carried the luggage; they sometimes carry heavy trunks on their heads. There are small shops selling magazines, food, and other spicy snacks.) Ask students to imagine themselves at a platform. What are the things they would see and notice there?

- **Discussion time (Page 35):** Ask students to think carefully about the questions in the discussion activity and share their views with a partner. Give them some time for this and then ask different pairs to discuss their opinions with the rest of the class. After discussing what the trains of the future would be like, ask students to draw the train of the future on sheets of loose paper. Display their work on the class board.
سقت 1

متن صدر:

- روحو، کبیرگا نامن، آنما
- اضافه کمال کن که لی لی خروج را با
- اور، or، and
- کم سک کن نیزی دلخواهی ادا کن

نتیجه:

اس سقت کے اخلاق کی طبیعی کور قابلی ہو جاتا چاہیے کہ ہو
- دو گرو جمعیت محدودیت وسائٹ پر کاغذ آزاد کر
- تماشا کے اور اور کے ساتھ اور
- خروج عفونت کو کھیرے اور اور
- پر چھوٹی ملکیہ اور اور

قابل سکتے ہیں دکور اور اور اور

جدید رنگ کا فلک کی تصاویر

طرفی کار

تغییرات:

- سمت کا انداز مطلقا ہے یہ سوال کر کے کبھی کبھی اخلاقی نہیں۔ چاہئے سے پر کاغذ کے ساتھ اور
- پر علقوں کے متعلق
- مخصوص اور مخصوص
- اور اور

روشنی کے اخلاق کے ساتھ کبھی کبھی اور

پنچاوا وقت (تمام 35 اور)
- مطلبا سے ہی کہ ہوں دباؤ ہی کے ساتھ کبھی کبھی

پر کاغذ کا ویڈیو (پنچاوا 35):
- پر کبھی کبھی
- مخصوص اور مخصوص
- اور اور

بیٹ جیت کا وقت (تمام 35):
- مطلبا سے ہی کہ ہوں دباؤ ہی کے ساتھ کبھی کبھی

بیٹ جیت کا وقت (تمام 35):
- مطلبا سے ہی کہ ہوں دباؤ ہی کے ساتھ کبھی کبھی

کو گاڑی کا
- سے ہی کہ ہوں دباؤ ہی کے ساتھ

کو گاڑی کا
- سے ہی کہ ہوں دباؤ ہی کے ساتھ

کو گاڑی کا
- سے ہی کہ ہوں دباؤ ہی کے ساتھ

کو گاڑی کا
- سے ہی کہ ہوں دباؤ ہی کے ساتھ

کو گاڑی کا
- سے ہی کہ ہوں دباؤ ہی کے ساتھ

کو گاڑی کا
- سے ہی کہ ہوں دباؤ ہی کے ساتھ

کو گاڑی کا
- سے ہی کہ ہوں دباؤ ہی کے ساتھ

کو گاڑی کا
- سے ہی کہ ہوں دباؤ ہی کے ساتھ

کو گاڑی کا
- سے ہی کہ ہوں دباؤ ہی کے سات
• **Writing time (Pages 35, 36, and 37):** Ask students to read the text again underlining the words given in Exercise A. They can try to guess the meanings of the words using context clues. Finally ask them to check the meanings of the words from the dictionary and use them in sentences of their own.

Next, tell your students they will be writing a descriptive paragraph. Help them by asking them to imagine they are at a bus stop or an airport. Ask them to think what they would see, hear, or smell and then note down these points. Using these points students can then complete Exercise B.

• **Research work:** Divide the class into groups of four. Ask each group to research and prepare a presentation on aeroplanes focusing on the invention and history of aeroplanes. They may even include ideas about what the planes of the future might look like. Ask them to share their presentation with the rest of the class.

• **The present continuous tense:** Draw two columns on the board. Give the headings ‘The Present Continuous Tense’ and ‘The Past Continuous Tense’. Explain that we use the present continuous to talk about something that is happening at the time of speaking. The action has not finished. For example, ‘He is speaking to Nasir.’ ‘The students are working hard to complete their assignment.’ The past continuous tense is used to say that an action was in progress at a particular time in the past. The action had already started at this time, but had not finished. For example, ‘He was speaking to Nasir.’ ‘The students were working hard to complete their assignment.

Write the following sentences in the present continuous tense on the board and ask your students to change them into the past continuous tense.

- The train is leaving the platform.
- I am trying to understand the present continuous tense.
- Sara is cooking the food.
- The bell is ringing.
- Mr Ahmed is giving the medicine to the patient.

Write the following sentences in the past continuous tense and ask your students to convert them to the present continuous tense.

- My friends were playing football.
- We were sleeping at our grandmother’s house.
- Sana and I were shopping yesterday.
- Mariam was waiting for me.
- I was running, as I was late for school.

After sufficient practice, ask your students to complete Exercise D.

Now move on to the three main forms of the present continuous tense: the **affirmative**, the **negative**, and **questions**. Divide the board into three columns. Give each column the following headings: Affirmative, Negative, and Questions. Now in the first column write affirmative statements in the present continuous tense. First change these
The Past Continuous Tense'

The students are working hard to complete their assignment.

He was speaking to Nasir.

The present continuous tense.

He is speaking to Nasir.

The students are working hard to complete their assignment.

The train is leaving the platform.

I am trying to understand the present continuous tense.

Sara is cooking the food.

The bell is ringing.

Mr. Ahmed is giving the medicine to the patient.

My friends were playing football.

We were sleeping at our grandmother's house.

Sana and I were shopping yesterday.

Mariam was waiting for me.

I was running, as I was late for school.
statements into negatives and questions yourself and then ask volunteers to do so on the board. Continue this practice till you are sure your students are comfortable with writing all kinds of statements in the present continuous tense. You may repeat the same activity with the past continuous tense.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am playing.</td>
<td>I am not playing.</td>
<td>Am I playing?</td>
</tr>
<tr>
<td>You are playing.</td>
<td>You are not playing.</td>
<td>Are you playing?</td>
</tr>
<tr>
<td>He/She/It is playing.</td>
<td>He/She/It is not playing.</td>
<td>Is he/she/it playing?</td>
</tr>
<tr>
<td>We are playing.</td>
<td>We are not playing.</td>
<td>Are we playing?</td>
</tr>
<tr>
<td>You are playing (plural).</td>
<td>You are not playing.</td>
<td>Are you playing?</td>
</tr>
<tr>
<td>They are playing</td>
<td>They are not playing.</td>
<td>Are they playing?</td>
</tr>
</tbody>
</table>

Ask students to complete Exercises E, F, and G.

- **Conjunctions:** Revise conjunctions by explaining that a simple sentence has one subject and one verb. In order to make our writing more interesting, we can use two or more short, independent, simple sentences joined by conjunctions, which are also called joining words. For example, ‘I do not like pizza.’ is a simple sentence and ‘I like biryani.’ is also a simple sentence. We can join these together to make one, longer and more interesting sentence with the help of a conjunction:–

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

Reinforce this concept with more examples.

Tell your students that they must use conjunctions 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 took an umbrella. It was raining.
- I took an umbrella and it was raining.
- I took an umbrella as it was raining.
- I took an umbrella but it was raining.
- I took an umbrella so it was raining.

Some of the sentences given above do not make sense. Therefore, not all conjunctions can be used in a sentence indiscriminately. We must pay careful attention while choosing conjunctions.
<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am playing.</td>
<td>I am not playing.</td>
<td>Am I playing?</td>
</tr>
<tr>
<td>You are playing.</td>
<td>You are not playing.</td>
<td>Are you playing?</td>
</tr>
<tr>
<td>He/She/It is playing.</td>
<td>He/She/It is not playing.</td>
<td>Is he/she/it playing?</td>
</tr>
<tr>
<td>We are playing.</td>
<td>We are not playing.</td>
<td>Are we playing?</td>
</tr>
<tr>
<td>You are playing (plural).</td>
<td>You are not playing.</td>
<td>Are you playing?</td>
</tr>
<tr>
<td>They are playing.</td>
<td>They are not playing.</td>
<td>Are they playing?</td>
</tr>
</tbody>
</table>

```
G E F

 알아차린 것들

• 바른 표현: I am playing (or I was playing) vs. I was played (or I was being played).
• 바른 표현: I am not playing (or I was not playing) vs. I was not played (or I was not being played).
```

```
'I do not like pizza.'

\( \text{I do not like pizza' + but + 'I like biryani' = 'I do not like pizza, but I like biryani.'} \)

• 예를 들면, 문장 

\( \text{I took an umbrella. It was raining.} \)
\( \text{I took an umbrella and it was raining.} \)
\( \text{I took an umbrella as it was raining.} \)
\( \text{I took an umbrella but it was raining.} \)
\( \text{I took an umbrella so it was raining.} \)

\( \text{만약 문장 'I took an umbrella. It was raining.'이 틀이면, 'I took an umbrella and it was raining.'도 틀이야. 하지만 'I took an umbrella as it was raining.'는 옳은 표현이야. 'I took an umbrella but it was raining.'는 틀리고, 'I took an umbrella so it was raining.'도 틀리게 된다.} \)
```
• **Writing time (Page 37):** Write the following conjunctions on the board: where, before, after, until, since, when, whenever, while, although, though, whether, as, so. Ask your students to use these conjunctions to join the sentences given below.
  - The road was clear. She drove away.
  - It was extremely dark. The lights were switched off.
  - I cannot be sure. We may change our plans if the weather is bad.
  - The boys were eating pizzas. We saw them at dinner.
  - I thought that she was the culprit. I cannot be sure.
  - They have been much happier. They came back from their vacation last year.

Ask your students now to further practice conjunctions by completing **Exercise H**.

• **From a Railway Carriage (Page 38):** Read aloud the poem. Ask your students if they have ever been on a train journey. Have they ever enjoyed the view out of a train window? What did they see? Did they see fields, animals, plants, huts, houses, people, etc.? Discuss all the things that the poet sees. Ask students to complete the writing task.

**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 modern trains through pictures and discussion.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. Reading time: Students look closely at a descriptive paragraph and read the passage on pages 34 and 35.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. Discussion time: Students share their views about the future of trains and try to draw their concept of the train of the future.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. Writing time: Students complete Exercises A and B.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. Research work: Students complete a research assignment on aeroplanes. They also design the plane of the future.</td>
<td>30 min</td>
</tr>
<tr>
<td>6. The present continuous tense: Students learn to form different types of sentences in the present continuous tense and the past continuous tense. They complete exercises D, E, F, and G.</td>
<td>20 min</td>
</tr>
<tr>
<td>7. Conjunctions: Students learn how to join simple sentences using conjunctions. They complete Exercise H on page 37.</td>
<td>20 min</td>
</tr>
<tr>
<td>8. From a Railway Carriage: Students read the poem and complete the given tasks.</td>
<td>30 min</td>
</tr>
</tbody>
</table>
where, before, after, until, since, when, whenever, while.

-constants (Example 37): use of punctuation
  - although, though, whether, as, so.
  - The road was clear. She drove away.
  - It was extremely dark. The lights were switched off.
  - I cannot be sure. We may change our plans if the weather is bad.
  - The boys were eating pizzas. We saw them at dinner.
  - I thought that she was the culprit. I cannot be sure.
  - They have been much happier. They came back from their vacation last year.

"From a Railway Carriage" (Example 38): a" example in a (...)

Table: Ka Amal Ka (in groups of 4)

<table>
<thead>
<tr>
<th>Duration (minutes)</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>A. Last minute to two or three</td>
</tr>
<tr>
<td>20</td>
<td>B. Read out a poem from a book</td>
</tr>
<tr>
<td>10</td>
<td>C. List the types of coffee you have tried</td>
</tr>
<tr>
<td>20</td>
<td>D. G.</td>
</tr>
<tr>
<td>30</td>
<td>E. D.</td>
</tr>
<tr>
<td>20</td>
<td>F.</td>
</tr>
<tr>
<td>30</td>
<td>G.</td>
</tr>
</tbody>
</table>

Note: The original text contains a sequence of instructions and examples, possibly related to language usage or reading comprehension. The table provided seems to be a summary of activities or tasks that might be part of this sequence.
LESSON 1

OBJECTIVES:
- Understand and use personal and reflexive pronouns
- Write the central idea of a poem in simple language
- Demonstrate use of subject verb agreement

LEARNING OUTCOMES:
By the end of this unit students should be able to:
- understand and use different kinds of pronouns.
- demonstrate their understanding of subject-verb agreement.
- write the central idea of a poem.

RESOURCES REQUIRED (TEACHING AIDS):
- A map of America and pictures of the American flag, a rose, and the bald eagle
- Chart papers
- Copies of Worksheet 4

METHOD:
- Introduction: Ask your students to name the seven continents: Asia, Africa, North America, South America, Europe, Australia, and Antarctica. Explain that America is a continent which has been discovered only recently. Show your students the map of America and the American flag.
  Share the following basic facts about America:
  - The United States of America gained independence on July 4, 1776.
  - Its capital is Washington, District of Columbia (Washington, D.C.)
  - National Bird: Bald Eagle
  - National Flower: Rose
  - National Anthem: Star-Spangled Banner
ایک نئے بر مظالم کی ورایت

سہولت 1

مقامات:

• ہندوستان میں اکثر بھگوان کا مکک بچا اور استعمال کریں
• آسٹریا میں اکثر بھگوان کا مرکزی ڈین فنکا
• گفتگو کے طبقہ کا استعمال دکھانا

نتیجہ:

اک سہولت کے انتظامات کے لیے قابل قبول جو باہمی ہیں، یہ ہے:

• غیرمصنفی کے طبقہ کا استعمال کیا گیا ہے
• گفتگو کے طبقہ کا اپنی ممتیز کونسرٹ کی ترقی ہو گیا ہے
• بھگوان کا مرکزی ڈین فنکا

زمرے کے لیے ہی دو کارنامہ اشارے:

• خاص میں امریکا کا نقش اور امریکی جنگجو، گاہ بیوگرافی
• چارٹ نمبر
• ورک شیفت 4 کی نقل

طریقہ کار:

• یہ ہے کہ گاہ کو وسعت بھر پر تسلیم کے لیے کام لیے جا گیا ہے: انتیوی (North America)، افریقہ (Africa)، امریکہ (Asia)، اور آنتارکٹیکا (Antarctica)، اور اورآسٹرالیا (Australia)، اور اور اور اور اور اور اور اور
• ایک بھگوانی کے ساتھ خاک میں فی الحال چوہ دمن ورک شیفت 4 کی نقل
• گفتگو کا امریکا کا بارے میں وہ ذیل میں تھا کہ یہ ہے:
• ریاستہائے متحدہ کا آئرلند، 7 جولائی 1776 کو،
• اس کا ورک شیفت 4 کا 8 مارچ کا 2019 کا پہلا ہے۔
• قومی پرچم: گلابی گنبد
• قومی پرچم: گلابی

Star-Spangled Banner

• گفتگو کہا ہے: "آخری گروپ، "
• قومی پرچم: "آخری گروپ، "
• قومی پرچم: "آخری گروپ، "
• قومی پرچم: "آخری گروپ، "
• قومی پرچم: "آخری گروپ، "
• **National Heroes**: George Washington, Thomas Jefferson, James Madison, Abraham Lincoln (Presidents), Benjamin Franklin, Patrick Henry, Paul Revere, Samuel Adams (Patriots), Martin Luther King Jr. (Civil Rights Leader), Rev. Billy Graham (Evangelist).

• **Reading time (Pages 39 and 40)**: Tell your students that now they will read about Christopher Columbus. Read the passage pausing at intervals to ask simple questions.
  For example:
  - Where was Christopher Columbus from?
  - What did Columbus’s father do?
  - Why was it difficult for Europeans to reach India and China in those days?
  - Where did Columbus originally want to go?
  - What did the king and queen of Spain give Columbus?

• **Discussion time (Page 40)**: Take your students to the library. Divide the class into groups of 4 or 5 and ask them to use the atlases and encyclopedias in the library to complete the discussion activity. After the students have researched and noted their responses, ask them to discuss these with each other. Next, let different groups share their findings with the rest of the class.

• **Writing time (Pages 40 and 41)**: Ask students to complete the writing exercises.

• **Activity time (Page 41)**: Divide the class into groups again. Ask each group to find out information on any one personality. Provide each group with chart papers so that they can design a poster for display.

• **Pronouns (Page 42)**: Ask your students to define pronouns. Review that a pronoun is a word that is used instead of a noun. Tell your students they will be learning four types of pronouns: **Subjective**, **Objective**, **Possessive**, and **Reflexive** pronouns. Divide the board into four columns:
  
  **Subjective pronouns**: Give the first column the heading subjective pronouns. Explain that subjective pronouns take the place of the subject in a sentence. *I, you, he, she, it, we, you, they* function as the subject of a sentence:
  - I live in Karachi.
  - Do you like playing football?
  - He does not want to eat bananas.
  - She works in Lahore.
  - It was raining yesterday.
  - We are studying pronouns in class.
  - You went to London last year.
  - They bought a new house last month.

Write the above examples on the board and identify the subjective pronoun in each example. Now use a verbal drill to practice subjective pronouns. Tell your students they will be playing ‘the pronoun game’ with you. Use a small ball for this game. Tell your students that you will randomly throw this ball to them and say aloud a subjective
Where was Christopher Columbus from?
What did Columbus's father do?
Why was it difficult for Europeans to reach India and China in those days?
Where did Columbus originally want to go?
What did the king and queen of Spain give Columbus?

Subjective Pronouns

1. I live in Karachi.
2. Do you like playing football?
3. He does not want to eat bananas.
4. She works in Lahore.
5. It was raining yesterday.
6. We are studying pronouns in class.
7. You went to London last year.
8. They bought a new house last month.
pronoun. Once they catch the ball they have to make a sentence using the subjective pronoun you gave them. They will throw the ball back and the game will continue. Give different subjective pronouns to different students until you are sure your students understand the use of subjective pronouns.

**Objective pronouns** – Give the second column the heading objective pronouns. Explain that objective pronouns take the place of the object in a sentence. *Me, you, him, her, it, us, you, them* serve as the object of a verb.

- Give me the salt.
- He told you to complete your homework.
- She asked him to close the door.
- They visited her in London.
- She bought it only yesterday.
- He picked us up at the airport.
- The teacher asked you to finish your homework.
- I invited them to lunch.

Write the above examples on the board and identify the objective pronoun in each sentence. Then play a similar game as outlined above, but this time give them an objective pronoun to make sentences with. Give different objective pronouns to different students till you are sure your students understand the use of objective pronouns.

**Possessive pronouns:** Give the third column the heading possessive pronouns. Explain that possessive pronouns function as a possessor and are used to show ownership or relationship. *Mine, yours, his, hers, its, ours, yours, theirs* show that something belongs to someone. Note that the possessive pronouns are similar to possessive adjectives (my, his, her). The difference is that the object follows the possessive adjective but does not follow the possessive pronoun.

For example:

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

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

- That bag is mine.
- This bag is yours.
- I’m sorry, that bag is his.
- Those books are hers.
- Those shelves are ours.
- Look over there, those bags are yours.

Write the above examples on the board and identify the possessive pronoun in each example. Then play the game to practice possessive pronouns. Give different possessive pronouns to different students till you are sure your students understand the use of possessive pronouns.
Give me the salt.
He told you to complete your homework.
She asked him to close the door.
They visited her in London.
She bought it only yesterday.
He picked us up at the airport.
The teacher asked you to finish your homework.
I invited them to lunch.

Possessive Adjective: That is my book.
Possessive Pronoun:
- That book is mine.
- That bag is mine.
- This bag is yours.
- I’m sorry, that bag is his.
- Those books are hers.
- Those shelves are ours.
- Look over there, those bags are yours.

Me, you, him, her, it, us, you, them"
Reflexive pronouns: Finally give the fourth column the heading reflexive pronouns. Explain to your students that reflexive pronouns are used as the object in a sentence to show that the subject and the object are the same person or thing. *Myself, himself, herself, themselves, ourselves, yourself, yourselves* are all reflexive pronouns.

- I cooked a meal myself.
- He hated himself for his carelessness.
- She did not want to do the work herself.
- They said they would bring the supplies themselves.
- We were told to take care of our things ourselves.
- You must clean your room yourself.
- You all must clean your class yourselves.

Write the above examples on the board and identify the reflexive pronoun in each example. Then you can play the same game to teach reflexive pronouns.

- **Writing time (Page 43):** Ask your students to read silently the explanations and examples and complete Exercises A and B.

- **Subject-verb agreement:** Write on the board, ‘What are verbs and subjects?’ Elicit answers from the students until you are able to establish that verbs are action words, e.g. eat, sleep, talk, walk, do, buy, etc. On the other hand, a subject is the person or thing doing the action, e.g.

  I eat.
  The dog sleeps.
  George talks.
  They walk in the garden.

Then go on to explain that the subject of a sentence can be singular (one) or plural (many). E.g. This car is old. (singular) or These cars are old. (plural)

Emphasize that the verb form changes depending on whether the subject is singular or plural. E.g. The shopping mall (singular subject) was (verb) crowded. or The shopping malls (plural subject) were (verb) crowded.

Explain that in the given examples each of the verbs agrees with its subject.

**Practice drill:** Write simple sentences on the board and ask volunteers to select the correct verb or subject.

- I like/likes apples.
- We hate/hates waiting.
- You love/loves bananas.
- He / she / it like/likes pizza.
- They dislike/dislikes pears.
- She work/works at a hospital.
- We recommend/recommends swimming.
Reflexive pronouns: 'Myself, himself, herself, ourselves, yourselves'

- I cooked a meal myself.
- He hated himself for his carelessness.
- She did not want to do the work herself.
- They said they would bring the supplies themselves.
- We were told to take care of our things ourselves.
- You must clean your room yourself.
- You all must clean your class yourselves.

Example sentence: "What are verbs and subjects?" (They are "eat, sleep, talk, walk, do, buy" and others.)

Example sentence: "I eat. The dog sleeps. George talks. They walk in the garden."

Example sentence: "This car is old. These cars are old."

Example sentence: "The shopping mall (singular subject) was (verb) crowded, or The shopping malls (plural subject) were (verb) crowded."

Example sentence: "I like/likes apples. We hate/hates waiting. You love/loves bananas. He / she / it like/likes pizza. They dislike/dislikes pears. She work/works at a hospital. We recommend/recommends swimming."
The discovery of a new continent

- The sun rises/rise in the east.
- The dog chases/chase the cat.
- The dogs chases/chase the cat.
- Roses are/is red.
- Practice is/are important.

Tell your students to remember that ‘s’ is added to the third person singular (he, she, it). This is the way most regular verbs in the present tense work.

Next, explain that not all verbs work in a regular way. Some of the most common verbs are irregular, e.g. be, go, do, have. Write on the board:

‘to do’ = I do - he / she / it does
‘to have’ = I have - he / she / it has
‘to go’ = I go - he / she / it goes

Give the following examples:

I do. We do. You do. They do. He/she/it does.
I have. We have. You have. They have. He/she/it has.
I go. We go. They go. You go. He/she/it goes.

**Practice drill:** Ask students to choose the correct verb:

She do / does not like swimming.
They does / do a lot of work.
It has / have an old room.
They has / have a lot of money.
She go/goes to visit her relatives every month.
I go/goes to play football every week.

**Writing time (Page 44):** Ask students to complete Exercises C and D.

**Poem (Page 45):** Ask your students to identify the main idea behind any story they might have read. Discuss the story, ‘The Little Red Riding Hood’. Explain that the main idea behind it was that we must always listen to our elders. Now explain that just like stories, poems also have a main idea. Ask students to read the poem. Discuss the meaning of the verses. Now ask your students to think about the main idea of the poem. Tell them to ask themselves, ‘What is this poem about? What is the poet trying to say?’

Draw students’ attention to the words in the poem. Emphasize on the underlined words.

*I’ve reached the end* of this great history
And all *the land will talk of me:*
I shall not die; these seeds I have sown will save
*My name and reputation from the grave.*
The sun rises/raise the sun.
The dog chases/chase the cat.
The dogs chases/chase the cat.
Roses are/is red.
Practice is/are important.

The sun rises/raise the sun.
The dog chases/chase the cat.
The dogs chases/chase the cat.
Roses are/is red.
Practice is/are important.

The sun rises/raise the sun.
The dog chases/chase the cat.
The dogs chases/chase the cat.
Roses are/is red.
Practice is/are important.

'to do' = I do - he / she / it does
'to have' = I have - he / she / it has
'to go' = I go - he / she / it goes

Give the following examples:
I do. We do. You do. They do. He/she/it does.
I have. We have. You have. They have. He/she/it has.
I go. We go. They go. You go. He/she/it goes.

She do/does not like swimming.
They does/do a lot of work.
It has/have an old room.
They has/have a lot of money.
She go/goes to visit her relatives every month.
I go/goes to play football every week.

I've reached the end of this great history
And all the land will talk of me;
I shall not die; these seeds I have sown will save
My name and reputation from the grave.
The discovery of a new continent

And men of sense and wisdom will proclaim

*When I have gone, my praises and my fame.*

Explain that the poet is drawing our attention to what will happen after his death. He says everyone will talk of him or remember him, (the land will talk of me) as his good work will save him from being forgotten (these seeds I have sown will save. My name and reputation from the grave). All people who truly understand goodness would therefore praise him after his death. Let students now draw the main idea of the poem themselves. Ask them what the poet says will happen after his death and why.

Summarize the main idea of the poem on the board: ‘The poet believes that men are remembered for their good deeds long after they are dead a gone.’ Let students now complete the discussion activity on page 45.

**SUGGESTED LESSON OUTLINE (5 class periods):**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
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<tbody>
<tr>
<td>1. Introduction: Discuss facts about America.</td>
<td>20 min</td>
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<tr>
<td>2. Reading time: Students read the text on pages 39 and 40.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. Discussion time: Students complete the activity given on page 40 by using the resources in their library.</td>
<td>20 min</td>
</tr>
<tr>
<td>4. Writing time: Students complete the exercises on pages 40 and 41.</td>
<td>20 min</td>
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<tr>
<td>5. Activity time: Students complete a research activity and design posters on their chosen personality.</td>
<td>30 min</td>
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<tr>
<td>6. Pronouns: Students learn the use of different types of pronouns.</td>
<td>20 min</td>
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<tr>
<td>7. Writing time: Students complete Exercises A and B on page 43.</td>
<td>10 min</td>
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<tr>
<td>8. Subject-verb agreement: Students learn about subject verb agreement through examples.</td>
<td>20 min</td>
</tr>
<tr>
<td>9. Writing time: Students complete Exercises C and D.</td>
<td>10 min</td>
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<tr>
<td>10. Poem: Students understand the main idea in a poem.</td>
<td>40 min</td>
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</tbody>
</table>

**EXTENDED ACTIVITIES:**

- Ask students to complete *Worksheet 4* to practice the use of pronouns and subject/verb agreement.
And men of sense and wisdom will **proclaim**

*When I have gone, my praises and my fame*

(These seeds I have sown)

(These seeds I have sown)

(Yad rakta gaya)

(The land will talk of me)

Will save My name and reputation from the grave.

'The poet believes that men are remembered after their deaths due to their good deeds.'

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**Table of Contents**

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<th>Duration</th>
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**Summary of Contents:**

- 45 points awarded for completing 1-10
- 20, 10, 20, 10, 20, 10, 40, 20, 10, 40

**Rules:**

- Completion of each section is rewarded accordingly.
- The maximum score is 100 points.
- The table represents a structured approach to the content.
LESSON 1

OBJECTIVES:
• Use appropriate vocabulary and tense to write simple descriptive paragraphs
• Use reading text as models for own writing
• Illustrate use of tenses in speech and writing
• Demonstrate use of words showing position, time and movement, and direction

LEARNING OUTCOMES:
By the end of this lesson, students should be able to:
• write short descriptive paragraphs.
• understand and use the future tense in their own writing.
• understand the use of prepositions.

RESOURCES REQUIRED:
• Pictures of modern day inventions
• Copies of Worksheet 5

METHOD:
• Introduction: Show pictures of some famous inventions: light bulb, printing press, computer, bicycle, airplane, telephone, automobile, steam engine, etc. As you show each picture, share some basic information about these invention with your students. Ask your students to share what they believe is the importance of these inventions.

  • The light bulb
    Thomas Edison invented the light bulb. He made a filament that could last for 1200 hours.
  
  • The printing press
    The printing press was invented by Johannes Gutenberg in the 15th Century. For the first time books were made widely available through the printing press.
  
  • The computer
    Many people have worked hard to invent the modern computer. Even in the 17th century, scientists were building machines that could do basic mathematical equations. Today’s computers can do everything from sending us to space to beating us at games. Computers and computerized appliances have become a necessity of modern life.
سطح 1

متن اصلی:

سادہ وضاحت ویژوالوں کے لیے اسملون ممن مناسب اغوا کا استعمال

اپنی تجربے کے لیے مٹورے نے کے طور پر مۓ پاڑنا

تحریر اور تصاویر میں معہدہ بین کے لیے اپنے کا استعمال

مقاوم، دفتر، تحریر اور سمیت دکھائے گئے لیے الاغوا کا استعمال

دنیا کا اعتمال کر کے

اس سے پہلے بل کے طریقے کو اس قطانہ اہمیت پہچانے کا کہو تھا

مضامین وضاحتیں اور پروپاگنڈا کی تعریف

دریافت میں کوئی کسی خود کر کے اور کہتے ہیں استعمال کر کے

بیرون میں دیر بھی میرا استعمال کے کاک کھا

تقریبات کے لیے جنگ کے اہمیت:

جدید دوری کی انجادات کے نئے

وک برہنہ 6 کی انٹلیجنس

طریقت کی کار

تاریخی روشنائی، انجادات کی تاریخ اور کہنے سب سے نئی، لیے بمب، چہپاہ فنین، کپن، باکسکل، سطح، سم موار،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،،，
The bicycle
Bicycles are the most energy efficient mode of transportation. Almost a billion bicycles are used today as children’s toys, exercise equipment, and means of travel.

The airplane
The Wright brothers were the first to build a working airplane in 1903.

The telephone
The telephone was invented by Alexander Graham Bell.

The automobile
In 1885 the first practical automobile was invented by Karl Benz. The French were the first to manufacture a complete motor vehicle with engine and chassis, but when Henry Ford streamlined the car manufacturing process in 1913 car ownership became affordable for many people.

The steam engine
The steam engine was the most important invention of the industrial revolution.

Ask your students to choose any one of these modern inventions and find more information about it. Tell them to create a poster showing five most important things they found out about this invention. Ask students to share this information with their classmates.

• Reading and discussion time (Pages 49, 50, and 51): Tell your class they would be reading the story of an amazing invention. Assign any five students the roles of Asad, Salman, Rizz, Professor Zaki, and the narrator. Ask these students to read their parts. After reading, discuss the questions with your class. Let different students share their views.

• Writing time (Page 51): Introduce the students to the concept of descriptive writing. Ask them to read the description of Professor Zaki again and underline all the words and phrases that describe him or his things. After giving them some time to do so ask them to share their findings with the rest of the class. They must have some or all of the following phrases:
  - a short man with long, curly hair
  - an equally long mustache
  - small, round glasses
  - a bright red scarf

Now write these phrases on the board and underline the words, short, long, curly, small, round, bright, red. Point out to your students that these words are called adjectives. They are describing words and help the reader form a picture of the object or person being described in his or her mind. Now tell them that they are going to use describing words to describe a person and a place. The person is an older relative of theirs. Ask them to imagine an older relative and suggest adjectives to describe him or her. List these adjectives on the board.
a short man with long, curly hair
an equally long mustache
small, round glasses
a bright red scarf
A relative

Facial expression: kind, amused, sour, gentle, severe  
Face: round, oblong, square  
Skin: smooth, wrinkled, soft  
Hair: long, short, curly, wavy, grey, blond, brown, straight, balding  
Physique: tall, stately, rotund, short, chubby, round  
Clothes: immaculate, well-dressed, brightly coloured, loud, garish, elegant, tasteful, stylish, classy, expensive  
Particular features of speech or behavior may also be mentioned.

Then ask them to imagine the world as it might be in 2060. Ask them to think of all the words that may be used to describe their future world.

Our world in 2060

Roads: clean, metallic, shiny, dusty, broken, forgotten, spotless, dirt free  
Buildings: tall, gleaming, shiny, sleek, polished, luminous, lustrous, grand  
People: indifferent, detached, severe, mechanical, cold, uncaring  
General: bare, empty, unattractive, sparkles, spiritless, depressing, gloomy, dismal

Ask students to complete these tasks. They must write their descriptions using some of the adjectives brainstormed in class. Next, distribute loose sheets of paper amongst your students. Ask them to imagine an amazing invention of their own. They must make a drawing of it on paper and write a sentence or two explaining what it does.

• Activity time (Page 52): Discuss with your students what can be done to save the planet. Discuss what sort of harm humans have done to their environment and then ask what can be done to save the environment. Elicit different responses. Some of them might be:
  ▪ We can plant trees.  
  ▪ We can use reusable bags.  
  ▪ We can recycle products.  
  ▪ We can donate to charities.  
  ▪ We can save water.  
  ▪ We can save energy.

Now ask your students to design a poster entitled ‘Save the Planet’. Discuss: What would they draw? What slogans might they use to put across their message?
### A relative

- **Facial expression:** kind, amused, sour, gentle, severe
- **Face:** round, oblong, square
- **Skin:** smooth, wrinkled, soft
- **Hair:** long, short, curly, wavy, grey, blond, brown, straight, balding
- **Physique:** tall, stately, rotund, short, chubby, round
- **Clothes:** immaculate, well-dressed, brightly coloured, loud, garish, elegant, tasteful, stylish, classy, expensive

### Our world in 2060

- **Roads:** clean, metallic, shiny, dusty, broken, forgotten, spotless, dirt free
- **Buildings:** tall, gleaming, shiny, sleek, polished, luminous, lustrous, grand
- **People:** indifferent, detached, severe, mechanical, cold, uncaring
- **General:** bare, empty, unattractive, sparkles, spiritless, depressing, gloomy, dismal

---

We can plant trees.
- We can use reusable bags.
- We can recycle products.
- We can donate to charities.
- We can save water.
- We can save energy.

### A question

What is the 'Save the Planet' campaign all about?
• **Future tense (Page 53):** Ask your students if they remember the different parts of speech. Remind them that the most important ones are nouns, verbs, adjectives, and adverbs. Recap that verbs are action or doing words. Unlike other parts of speech, verbs change their form, depending upon when the action takes place. We call this the tense of the verb.

Explain that if the action is taking place in the present we use the present tense; if the action took place in the past, we use the past tense, and if the action is going to happen, we use the future tense.

Now tell your students that you will talk about the simple future tense. Repeat the last two sentences again. The verbs happen and talk have been used in the simple future tense.

Explain that at first, you used going to happen, and then you used will talk.

Explain that going to and will both refer to something in the future. We usually use going to when we are planning to do something. We use will more often to offer or promise to do something. Now explain with the help of more examples:

- I am going to leave for school.
- I will study hard from now on.
- It looks like it will rain tomorrow.

To form the negative of the verb we add not after will:

- I will not go to school today.
- I am not going to the movie.

Write the following sentences on the board. Explain to your students that some of the actions are in the past and some are in the present. Ask them to change these sentences to the simple future tense.

- Yesterday I went swimming at the club.
- Tomorrow ______________________
- Now the boy appears on stage.
- Later __________________________
- I do not get enough sleep.
- In future _________________________
- Last Monday I left work early.
- Next Monday ______________________
- She did her homework.
- Tomorrow afternoon ______________
- Every morning she exercises.
- This afternoon _________________

• **Writing time:** For further practice ask students to complete Exercises A and B.
I am going to leave for school.
I will study hard from now on.
It looks like it will rain tomorrow.

I will not go to school today.
I am not going to the movie.

Yesterday I went swimming at the club.
Tomorrow __________________________
Now the boy appears on stage.
Later __________________________
I do not get enough sleep.
In future __________________________
Last Monday I left work early.
Next Monday __________________________
She did her homework.
Tomorrow afternoon __________________________
Every morning she exercises.
This afternoon __________________________

I would love to visit you tomorrow.

I need to look after my brother.

I will work hard at school.

I will not go to the party.
• **Prepositions (Page 54):** Explain that prepositions help us to tell the position of a noun. Use yourself and a small chair as a model. Stand in front of the chair and say, ‘I am in front of the chair.’ Stand beside the chair and say, ‘I am beside the chair.’ Stand on the chair and say, ‘I am on the chair.’ Stand next to, behind, in front of, raise the chair over your head and repeat your positions.

Now stand in different positions again and ask the students, ‘Where am I?’ They must reply with the appropriate position. For example, ‘You are in front of the chair.’

Point out that *on, behind, beside, next to, under, over* are **prepositions of place** and they tell us where somebody or something is.

Next, give the following examples: Walk *along* the park until you come to the gate. Turn left *into* the street. The Earth moves *around* the Sun. *Along, into,* and *around* are **prepositions of direction**.

Then explain that prepositions are also used to show time. Write the following examples on the board:

*On* is used with days. Example, We will be there on Monday. Our test is scheduled on Saturday. Ask students to give examples.

Next Explain that *at* is used with noon, night, midnight, afternoon, or with the time of day. Example, Their train leaves at noon. I will arrive tomorrow at 6 p.m.

Explain *in* is used with other parts of the day, with months, with years, and with seasons. Example. 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*

- He has been gone since two days. (*He left two days ago and has not returned.*)
- I will be attending a workshop in Karachi for the next two weeks. (*I will spend two weeks there.*)
- My vacations will be from May to July. (*Beginning in May and ending in July.*)
- The collection will be on display from spring until fall. (*Beginning in spring and ending in fall.*)
- I take a nap during the afternoon. (*For some period of time in the afternoon.*)
- We must complete all our preparations within a month. (*Not longer than a month.*)
Walk along the park until you come to the gate. Turn left into the street. The Earth moves around the Sun. On Monday, we will be there. Our test is scheduled for Saturday.

Their train leaves at noon. I will arrive tomorrow at 6 p.m.

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.

- He has been gone since two days. *(He left two days ago and has not returned.)*
- I will be attending a workshop in Karachi for the next two weeks. *(I will spend two weeks there.)*
- My vacations will be from May to July. *(Beginning in May and ending in July.)*
- The collection will be on display from spring until fall. *(Beginning in spring and ending in fall.)*
- I take a nap during the afternoon. *(For some period of time in the afternoon.)*
- We must complete all our preparations within a month. *(Not longer than a month.)*
Write the following sentences on the board and ask your students to provide prepositions of time to fill in the blanks.

1. They are leaving for France __________ Monday __________ 7 o’clock __________ the morning.

2. Exactly __________ noon the break bell rang.

3. The party will be __________ Saturday __________ eight __________ the evening.

4. The festival will begin __________ August 21 and end __________ 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.

**Writing time:** Ask students to complete Exercise C to practice prepositions.

**Blurb (Page 55):** Explain that a blurb is a short description of the book given on the back cover. It usually is a summary that aims to get the reader interested. Ask the class if they know why blurbs are written for book covers.

- They give the reader an idea of what a book is about.
- They motivate the reader to read the book.

Ask them again what they believe are the features of a good blurb.

- They are concise.
- They use interesting words and phrases to draw the readers’ attention.
- They often leave the reader curious to find out more about the book.

**Activity Time (Page 55):** Take the class to the library and ask them to read a few blurbs. Discuss the layout design and text of the blurbs. Next, ask the class to work in pairs and write a brief blurb. Each should be no more than fifty words in length.
They are leaving for France _______ Monday ________ 7 o’clock ________ the morning.

2. Exactly ________ noon the break bell rang.

3. The party will be ________ Saturday ________ eight ________ the evening.

4. The festival will begin ________ August 21 and end ________ 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.
SUGGESTED LESSON OUTLINE (7 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: Students discuss some famous inventions and create a poster on their chosen invention.</td>
<td>40 min</td>
</tr>
<tr>
<td>2. Reading and discussion time: Students read the passage on pages 49, 50 and 51 of their textbook and discuss the questions that follow.</td>
<td>40 min</td>
</tr>
<tr>
<td>3. Writing time: Students complete the writing task.</td>
<td>40 min</td>
</tr>
<tr>
<td>4. Activity time: Students discuss what they can do to save the environment and make a poster showing their ideas.</td>
<td>40 min</td>
</tr>
<tr>
<td>5. Future tense: Students understand the use of simple future tense.</td>
<td>20 min</td>
</tr>
<tr>
<td>6. Writing time: Students complete Exercises A and B.</td>
<td>20 min</td>
</tr>
<tr>
<td>7. Prepositions: Students learn how to use prepositions of place, direction, and time.</td>
<td>20 min</td>
</tr>
<tr>
<td>8. Writing time: Students complete Exercise C.</td>
<td>20 min</td>
</tr>
<tr>
<td>9. Blurb: Students read different blurbs and understand the features of a good blurb.</td>
<td>20 min</td>
</tr>
<tr>
<td>10. Activity time: Students write a blurb for their favourite book.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES:

- **Future Tense**: Tell your students what you plan to do after school that day. After sharing this with them, ask your students what they will do after school. Ask students to begin with, ‘I will …’ or ‘I am going to …’ as this is the future tense. After this activity recap the use of the future tense.
  
  Next, ask your students to write a paragraph about their future plans. They may begin with:
  
  ‘When I grow up, I am going to …’

- To practice descriptive writing further, ask students to complete **Worksheet 5**.
<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Book 1: Implementation of design in software development.</td>
</tr>
<tr>
<td>40</td>
<td>Article 2: Analysis of the impact of artificial intelligence on society.</td>
</tr>
<tr>
<td>40</td>
<td>Article 3: Comparative study of renewable energy sources.</td>
</tr>
<tr>
<td>40</td>
<td>Article 4: Exploring the potential of quantum computing in cryptography.</td>
</tr>
<tr>
<td>20</td>
<td>Article 5: Understanding the fundamental principles of quantum mechanics.</td>
</tr>
<tr>
<td>20</td>
<td>Article 6: The role of nanotechnology in drug delivery.</td>
</tr>
<tr>
<td>20</td>
<td>Article 7: Investigating the use of AI in medical diagnostics.</td>
</tr>
<tr>
<td>20</td>
<td>Article 8: Examining the effectiveness of AI in predictive maintenance.</td>
</tr>
<tr>
<td>20</td>
<td>Article 9: Assessing the impact of AI on job market dynamics.</td>
</tr>
<tr>
<td>20</td>
<td>Article 10: Exploring the ethical implications of AI in education.</td>
</tr>
</tbody>
</table>

For the final selection, the following criteria were considered:

- Implementation: The best way to implement the idea.
- Analysis: The impact on society.
- Renewable Energy: Comparative study of sources.
- Cryptography: Potential of quantum computing.
- Quantum Mechanics: Fundamental principles.
- Nanotechnology: Drug delivery.
- Medical Diagnostics: AI effectiveness.
- Predictive Maintenance: AI impact.
- Job Market: Impact of AI.
- Education: Ethical implications.

In conclusion, 'I am going to...' and 'When I grow up, I am going to...'
LESSON 1

OBJECTIVES:
- Write simple descriptive paragraphs in the form of diary entry
- Classify adjectives of quantity, quality, size, shape, colour, and origin
- Understand use of question words
- Write poems

LEARNING OUTCOMES:
By the end of this lesson, students should be able to:
- write a diary entry.
- use adjectives in the correct order.
- understand and use question words appropriately.
- understand the format of a Haiku poem.

METHOD:
- **Reading and discussion time (Pages 56, 57, and 58):** Start the lesson by discussing diary writing. Ask your students, why do people use diaries? What do people write in a diary? After reading, discuss the questions with your class.

- **Writing a diary (Page 58):** Tell your students they will be keeping a diary themselves. Discuss the listed features of a diary entry and ask them to write diary entries daily for a week.

  Tell your students to remember to:
  - write in the correct order. They must start with events that happened early in the day, and end with events that took place later.
  - write their entries in the first person.
  - add suitable descriptive details.
  - write about events that involved them or their close friends.
  - describe their feelings and emotions.

- **Adjectives (Page 59):** 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.
س٢: ماذا ي-feira ويَعنى؟

1. لا يِعرف ماذا يِعناية ويَعنى.
2. عدد النوبات يِعملي مع السائل العالم.
3. أداة الواقف ثقاتاً فذنًا نفسيًا.
4. طيف الواح الراكز يَعنى.

5. ذاكرة أداة الواقف ثقاتاً.

6. دراسة ترتيب صفات النوبات.

7. ذاكرة أداة الواقف ثقاتاً.

8. ذاكرة أداة الواقف ثقاتاً.

9. ذاكرة أداة الواقف ثقاتاً.

10. ذاكرة أداة الواقف ثقاتاً.

أداة الواقف ثقاتاً: انواع النوبات للس憶.

- ذاكرة أداة الواقف ثقاتاً.
- ذاكرة أداة الواقف ثقاتاً.
- ذاكرة أداة الواقف ثقاتاً.
- ذاكرة أداة الواقف ثقاتاً.
- ذاكرة أداة الواقف ثقاتاً.

صفات (صفحات 59): ذاكرة أداة الواقف ثقاتاً.

- ذاكرة أداة الواقف ثقاتاً.
- ذاكرة أداة الواقف ثقاتاً.
- ذاكرة أداة الواقف ثقاتاً.

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- ذاكرة أداة الواقف ثقاتاً.
- ذاكرة أداة الواقف ثقاتاً.
Dear diary

• **Opinion or quality:** Explain that an opinion adjective tells others what we think about a certain object or describes a quality of a certain object. Examples include silly, beautiful, horrible, difficult etc. Ask students to brainstorm other examples and note them in the first ‘quality or opinion adjective’ column.

**Size:** Explain that a size adjective tells us how big or small a thing is. Examples include large, tiny, enormous, little, etc. Ask students to give other examples and note their responses.

**Age:** Explain that this adjective tells us how young or old an object or person is. Examples include ancient, new, old, young, etc.

**Shape:** State that a shape adjective describes the shape of an object. Examples include square, round, flat, rectangular, irregular, etc.

**Colour:** State that this adjectives states the colour of the object.

**Nationality or origin:** Explain that this adjective describes where something comes from. Examples include French, American, Pakistani, Greek, Latin, etc.

**Material:** Explain that this adjective tells what an object is made from. Examples would include, wooden, cotton, paper, silk, etc.

Students may use the mnemonic ‘OSAShCOM’ to remember the order.

O – Opinion or quality
S – Size
A – Age
Sh – Shape
C – Colour
O – Origin
M – Material

For practice write each of the following phrases on the board and ask students to arrange them in the correct order.

- French, thin, old woman
- steel, new, sharp knife
- black, beautiful, metal bed
- square, wooden, old table
- red, plastic, big bottle

• **Writing time (Pages 59 and 60):** For further practice with adjectives, ask students to complete Exercises B and C.

• **Question words:** Revise that the listed question words are used to obtain certain information.

  **Who:** to identify a person.
  **When:** to ask for general or specific time
  **Where:** to ask about places.
O - Opinion or quality
S - Size
A - Age
Sh- Shape
C - Colour
O - Origin
M - Material

- French, thin, old woman
- steel, new, sharp knife
- black, beautiful, metal bed
- square, wooden, old table
- red, plastic, big bottle
Dear diary

Why: to ask for the reason.
What: to ask for general information.

After your explanation ask students to phrase questions using these question words.

- Writing time (Pages 60 and 61): Ask students to complete Exercises D and E.
- Haiku poems (Page 62): First explain to the students, what are syllables. Tell them that syllable is a part of a word pronounced as a unit. Say the word Haiku and point out that the word ‘Haiku’ has two syllables, meaning it has two units of sound: Hai-ku; similarly the word ‘similarly’ has four syllables: si-mi-lar-ly.

Then explain that a ‘Haiku’ is a traditional form of Japanese poetry. Haiku poems consist of 3 lines. The first line has 5 syllables, the middle line has 7 syllables, and the last line has 5 syllables again. The lines usually do not rhyme.

Haikus can be written on any topic. Read the two poems and discuss them. Point out that the first line has 5 syllables, the second 7, and the third 5 again.

- Activity Time (Page 62): Ask students to complete the given activity tasks.

SUGGESTED LESSON OUTLINE (4 class periods):

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading and discussion time: Students read the passage and discuss the questions.</td>
<td>20 min</td>
</tr>
<tr>
<td>2. Activity time: Students learn how to write a diary entry and keep a diary for a week.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. Adjectives: Students learn how to use adjectives in the correct order.</td>
<td>20 min</td>
</tr>
<tr>
<td>4. Adjectives: Students practice placing adjectives in the correct order.</td>
<td>10 min</td>
</tr>
<tr>
<td>5. Writing time: For further practice with adjectives, students complete Exercise B, C and D on pages 59 and 60.</td>
<td>10 min</td>
</tr>
<tr>
<td>6. Question words: Students learn how to use question words appropriately.</td>
<td>20 min</td>
</tr>
<tr>
<td>7. Writing time: To practice using question words students complete Exercises D and E.</td>
<td>20 min</td>
</tr>
<tr>
<td>8. Haiku poems: Students read and understand Haiku poems.</td>
<td>20 min</td>
</tr>
<tr>
<td>9. Activity Time: Students have fun with Haikus by completing the activity on page 62.</td>
<td>20 min</td>
</tr>
</tbody>
</table>
كيلو (Why): يكون برناؤا كيلو لابقة بوجبا جوانا سوا.
كيلو (What): يمكن معلومات مسألة كيلو لابقة بوجبا جوانا سوا.
سويلي الفنون والفنون كيلو لابقة بوجبا جوانا سوا.

- كلمي (صفحه 61 و 62): نظا دة مخاطر D: وار E

- كيلي (صفحه 62): نظا دة مخاطر D: وار E

- هايكي (Hai-ku): "بأي حال، يا بابا، كيلو لابقة بوجبا جوانا سوا.

- مركزي (صفحه 62): نظا دة مخاطر D: وار E

- ساقي (بما 4 صفحه):
LESSON 1

OBJECTIVES:

- Use pre-reading strategies to predict content, vocabulary, what will happen next, etc. in text from pictures, titles, etc. and by using prior knowledge
- Identify and use adverb of manner, time, place, and frequency
- Understand use of collective nouns
- Classify nouns into different categories
- Write paragraphs using ideas gathered through various strategies

LEARNING OUTCOMES:

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

- use clues in a story to predict what will happen next.
- define and use adverbs of manner, time, place, and frequency.
- understand and use collective nouns and classify nouns into different categories.
- write brief paragraphs on any given topic.

RESOURCES REQUIRED (TEACHING AIDS):

- Copies of Worksheet 6

METHOD:

- **Introduction:** Start the class with a discussion on pets. Ask your students if they have ever owned a pet. Let a few students talk about their pets. Ask them how they take care of their pets. Emphasize that owning pets is a big responsibility. Ask your class what a responsible pet owner should do. Ask them how they should take care of their pets.

- **Reading and discussion time (Pages 63, 64, and 65):** Tell your students they are now going to read about some very old pets. Ask them to open their textbooks and read the story. Ask them to predict whether the four friends would ever reach the city and become musicians. After hearing the students’ predictions, ask them to read further and then discuss the given questions.

- **Writing time (Page 65):** Ask students to think of another ending to the story and write it down.
منحة:

- قيام شخصي له في غموض، يحاول التعرف، لكنه يفشل في تقبل معلومات استعمال تطبيق كم عدد في الجلسة.
- اتخاذ نصيحة استعمال دعماً للمستخدم.
- تقبل زراعة من اساسي دوام بندق كريم.
- تقبل إنترنت ميمون كي دروس تعلم كيفية خيات كريم كريم كريم قيد وارف كريم.

المحتوى:

1: اس تقبل كأي النافذة كأم قابل مجاناً مجاناً ك遴 ود:
- كحالي من تكل في نشاط الامور في كل مكان لم��ك كم كأ كلا كهود.
- اتخاذ نصيحة استعمال دعماً للمستخدم.
- اتخاذ نصيحة استعمال دعماً للمستخدم.
- اتخاذ نصيحة استعمال دعماً للمستخدم.
- اتخاذ نصيحة استعمال دعماً للمستخدم.

وقت فاصل بين النافذة كأي النافذة كأم قابل مجاناً مجاناً ك遴 ود:
- تقبل زراعة من اساسي دوام بندق كريم.
- تقبل إنترنت ميمون كي دروس تعلم كيفية خيات كريم كريم كريم قيد وارف كريم.

نورتين كي لي وي ركز دافعي اشياء:

- دروس بحث 6 كن تون.

طريقه كار:

- تقبل فيش كأي النافذة كأي النافذة كأم قابل مجاناً مجاناً ك遴 ود.
- تقبل زراعة من اساسي دوام بندق كريم.
- تقبل إنترنت ميمون كي دروس تعلم كيفية خيات كريم كريم كريم قيد وارف كريم.

نص تقبل كأي النافذة كأم قابل مجاناً مجاناً ك遴 ود:
- تقبل زراعة من اساسي دوام بندق كريم.
- تقبل إنترنت ميمون كي دروس تعلم كيفية خيات كريم كريم كريم قيد وارف كريم.

- تقبل فيش كأي النافذة كأي النافذة كأم قابل مجاناً مجاناً ك遴 ود.
- تقبل زراعة من اساسي دوام بندق كريم.
- تقبل إنترنت ميمون كي دروس تعلم كيفية خيات كريم كريم كريم قيد وارف كريم.
- تقبل فيش كأي النافذة كأي النافذة كأم قابل مجاناً مجاناً ك遴 ود.
- تقبل زراعة من اساسي دوام بندق كريم.
- تقبل إنترنت ميمون كي دروس تعلم كيفية خيات كريم كريم كريم قيد وارف كريم.
- **Adverbs (Pages 66 and 67):** Explain the definition of adverbs as given in the textbook. Then write the following list of words on the board:

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Adverb</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>very</td>
<td>amazingly</td>
<td>soon</td>
</tr>
<tr>
<td>run</td>
<td>strongly</td>
<td>never</td>
</tr>
<tr>
<td>swiftly</td>
<td>neatly</td>
<td>close</td>
</tr>
<tr>
<td>today</td>
<td>cry</td>
<td>far</td>
</tr>
<tr>
<td>jump</td>
<td>shout</td>
<td>gracefully</td>
</tr>
<tr>
<td>so</td>
<td>wash</td>
<td>finally</td>
</tr>
<tr>
<td>quite</td>
<td>yesterday</td>
<td>too</td>
</tr>
<tr>
<td>quickly</td>
<td>somewhat</td>
<td>now</td>
</tr>
<tr>
<td>gently</td>
<td>tonight</td>
<td>kindly</td>
</tr>
<tr>
<td>write</td>
<td>carefully</td>
<td>inside</td>
</tr>
<tr>
<td>chew</td>
<td>outside</td>
<td>immediately</td>
</tr>
<tr>
<td>everywhere</td>
<td>there</td>
<td>quite</td>
</tr>
<tr>
<td>here</td>
<td>sleepily</td>
<td>tomorrow</td>
</tr>
</tbody>
</table>

Ask your students to categorize these words as adverbs of manner, place, time, and frequency. Then discuss their answers to see if they have understood. Also explain that an adverb is a word that modifies a verb, adjective, or another adverb by telling how something is done (the ‘ly’ words), when something is done, where something is done, and how often something is done.

Write the following sentences on the board:

- The cat ran into the house.
- They will go shopping.
- I love to jog.
- I listen to music.

Ask the student to select an adverb for the first sentence that would tell how the cat ran into the house. For the second sentence, an adverb that tells when they will go shopping.

For the third sentence, an adverb that tells where. For the fourth, an adverb that tells how often.

After this explain the kinds of adverbs.

*An adverb of manner* tells us how something is done. e.g. She left the room quickly. The dog barked furiously.

*An adverb of place* tells us where someone or something is, e.g. Bob is going upstairs. The girls are playing outside.

*An adverb of time* tells us when something takes place. It can be the definite time or indefinite time, e.g. (Definite time): We will go to the party tonight. Yesterday we went to the fair. (Indefinite time): The student came late. They recently bought a new car.
• The cat ran into the house.
• They will go shopping.
• I love to jog.
• I listen to music.

She left the room quickly. The dog barked furiously.

Bob is going upstairs. The girls are playing outside.

We will go to the party tonight. Yesterday we went to the fair.
An adverb of frequency tells us how often something happens, e.g. We often play tennis. She usually eats rice.

- **Writing time (Pages 66 and 67):** Ask students to complete Exercises A and B.
- **Collective nouns (Page 67):** Explain that collective nouns refer to a group of people, animals, or things. For example, the *gang* of thieves was scared by the animals. The *group* of friends lived happily together. Ask your students to share other collective nouns that they can think of. Responses might include; army, audience, band, bunch, cabinet, cast, class, committee, congregation, crowd, department, faculty, family, group, jury, navy, party, school, senate, society, staff, team, troupe, etc. Tell your students collective nouns may also refer to a group of animals. Focus on the following frequently used collective nouns:
  - **Herd:** Group of grazing animals: cows, antelope, bison.
  - **Pack:** Group of social carnivores that hunt together: wolves, dogs, coyotes
  - **Flock:** A group of birds (sheep being an exception): geese, seagulls, sheep.
  - **Pod:** A group of large marine mammals in the ocean: whales, dolphins, seals (in the water).
  - **Colony:** A group that has established itself at a particular location: seals, bats, ants.
  - **Troop:** Gorillas, monkeys, baboons.
  - **Swarm:** A mass of insects: Bees, ants, flies, locusts.
  - **Litter:** Group of newborn animals: puppies, kittens.
  - **Team:** A group of animals used by people for pulling: oxen
  - **School/Shoal:** A group of fish. Herring, mackerel, tuna

- **Writing time (Pages 67 and 68):** Ask students to complete Exercises C, D, E, and F.
- **Endangered species:** Discuss the terms endangered and conservation. Ask your students to find the meanings from a dictionary and share with the rest of the class. Tell your children that the following is a list of endangered animals. You can ask the students to find out more about these animals and how they can be helped.
  - White-backed vulture
  - Snow leopard
  - Common Leopard
  - Gavial
  - Green turtle
  - Olive Ridley turtle
  - Rough tooth dolphin
  - Indus river dolphin
We often play tennis. She usually eats rice.

The gang of thieves was scared by the animals. The group of friends lived happily together.

- **Herd**: Group of grazing animals: cows, antelope, bison.
- **Pack**: Group of social carnivores that hunt together: wolves, dogs, coyotes.
- **Flock**: A group of birds (sheep being an exception): geese, seagulls, sheep.
- **Pod**: A group of large marine mammals in the ocean: whales, dolphins, seals (in the water).
- **Colony**: A group that has established itself at a particular location: seals, bats, ants.
- **Troop**: Gorillas, monkeys, baboons.
- **Swarm**: A mass of insects: Bees, ants, flies, locusts.
- **Litter**: Group of newborn animals: puppies, kittens.
- **Team**: A group of animals used by people for pulling: oxen.
- **School/Shoal**: A group of fish. **Herring, mackerel, tuna.**
The four friends

- **Activity time (Page 69):** Discuss the animals that are in danger of extinction. Then ask your students to think carefully and write in their textbooks why they are endangered and how they could be saved. After this, ask them to write a paragraph on ‘My pet’.

**SUGGESTED LESSON OUTLINE (4 class periods):**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Introduction:</strong> Discussion on pets and how to take care of them.</td>
<td>20 min</td>
</tr>
<tr>
<td>2. <strong>Reading and discussion time:</strong> Students read the story and try to predict the ending. Discuss questions related to the story.</td>
<td>20 min</td>
</tr>
<tr>
<td>3. <strong>Writing time:</strong> Students complete Exercise A.</td>
<td>10 min</td>
</tr>
<tr>
<td>4. <strong>Adverbs:</strong> Students define and identify different types of adverbs.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. <strong>Writing time:</strong> Students complete Exercises A and B.</td>
<td>10 min</td>
</tr>
<tr>
<td>6. <strong>Collective nouns:</strong> Students learn about collective nouns.</td>
<td>20 min</td>
</tr>
<tr>
<td>7. <strong>Writing time:</strong> Students complete Exercises C, D, E, and F.</td>
<td>20 min</td>
</tr>
<tr>
<td>8. <strong>Endangered species:</strong> Discussion on endangered animals.</td>
<td>20 min</td>
</tr>
<tr>
<td>9. <strong>Activity time:</strong> Students complete writing activities on page 69.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

- **Fun with adverb Charade:** Use index cards for this activity. Write different adverbs on index cards. Place these cards in a bag. Ask volunteers to take out a card from the bag. They must then act out the adverb on their card. If the class guesses correctly allow them to continue the activity, otherwise let others try.

- Make copies of **Worksheet 6** for further practice on adverbs and collective nouns.
مرکزیہ کا وقت (صفحہ 69) محدود کے شرطے سے دو پچ اناوارد کے بارے میں بات یقین کیئے گئے، لیکن یہ کہ دو ہے ایک بارے میں فوکرس یا ایک شرطی کتاب سے اپنے ایک کہانی نہیں یا اناوارد کی لمحہ محدود کے شرطے سے دو پچ اناوارد کے بارے میں یہ بات کہ کہا ہے کہ، اس کے بعد، اسے 'My pet' کا موضوع پر آپ بے گراف کہتے ہیں لیکن کہا

سکیا کا تجربہ مغنا کا (بماعت کے 4 بیرندے):

<table>
<thead>
<tr>
<th>دواماتہ</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 منٹ</td>
<td>تحقیق، پاک اناوارد کے بارے میں بات یقین کے لئے دو پچ اناوارد کے بارے میں تحقیق کریں۔</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>پاک اناوارد کے بارے میں تحقیق کریں۔</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>کیا بات ہے کہ تحقیق پر پاک اناوارد کے بارے میں تحقیق کریں۔</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>کہا ہے کہ تحقیق پر پاک اناوارد کے بارے میں تحقیق کریں۔</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>کہا ہے کہ تحقیق پر پاک اناوارد کے بارے میں تحقیق کریں۔</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>کہا ہے کہ تحقیق پر پاک اناوارد کے بارے میں تحقیق کریں۔</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>اکھڑی ایکا: تحقیق کے بارے میں تحقیق کریں۔</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>اکھڑی ایکا: تحقیق کے بارے میں تحقیق کریں۔</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>محدود کے شرطے سے دو پچ اناوارد کے بارے میں بات یقین کی۔</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>محدود کے شرطے سے دو پچ اناوارد کے بارے میں بات یقین کی۔</td>
</tr>
<tr>
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<td>محدود کے شرطے سے دو پچ اناوارد کے بارے میں بات یقین کی۔</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>محدود کے شرطے سے دو پچ اناوارد کے بارے میں بات یقین کی۔</td>
</tr>
</tbody>
</table>

توپی یو سرگرمیان:

- محدود کے شرطے سے دو پچ اناوارد کے بارے میں بات یقین کی۔
LESSON 1

OBJECTIVES:
• Read and compare information given in charts
• Use appropriate vocabulary to write simple paragraphs
• Respond to and ask questions
• Locate specific information on a calendar
• Write sentences using correct capitalization, punctuation, and spellings

LEARNING OUTCOMES:
By the end of this lesson students should be able to:
• read and compare information in charts.
• use appropriate vocabulary and correct punctuation to write paragraphs on any given topic.
• ask and answer questions.
• locate specific information on a calendar.

RESOURCES REQUIRED (TEACHING AIDS):
• Copies of popular children/teenage magazines
• Two charts showing a passage without punctuation and a correctly punctuated passage
• Copies of Worksheet 7

METHOD:
• **Introduction:** Bring a few popular magazines to class. Ask your class which magazines they like to read. Ask them what they like about the magazine of their choice. Discuss the different features of a magazine. Draw attention to the title, the cover page, the cover story, the different articles, letters to the editor, short stories, poems, recipes, jokes, drawings, reviews, etc.

• **Reading time (Pages 70 and 71):** Tell your students that now they will read how Naila, Bilal, and Amber’s class worked on their class magazines. Assign different students the different characters and read aloud with them as the narrator. Discuss the questions the children asked their principal. They asked the principal mainly about her childhood, her academic career, her skills as a sportsperson, and finally for some advice.

• **The questionnaire (Page 72):** Tell your class that the children of Class Five have decided to conduct a poll to find out more about what the students in their school like to do. Ask them to read the questionnaire and suggest two more questions they would like to add to this questionnaire.
 gratis پی دی فلیٹ معلومات کو ویب پاڼے اور سو اوالز کرنا
سازوں بھی کرف گنت کنر کی لیے مناسب ذیلی الافتا کا استعمال
ایک فن سائنس اور اربومن کرنا
کیونکہ بہت مشترک املاک جس کرنا
درست بہت زریں گنت کنر اور سپہ استعمال کرے جو سنج سپہ کی江门

داستہ:

اس سبک کے الافتا کنر طلایی کا اس قابل ہو جانے پر چاہے کہ ہے:
• جاہز بہت میں دی معلومات پہلی کم اور سو اووالز کریں
• مناسب ذیلی الافتا اور درست اوقاف استعمال کرے جو سنج سپہ کی江门 میں پر اور افراطی کریں
• بھجہ بہت میں دی املاک اور سو اوالز کریں
• کیونکہ بہت مشترک املاک جس کریں

دز پرائس کے لیے ہو گیا اداکار اسیا:

• پابند کا معرف دی ہو راک ہو گیا پاکی ہے
• وہ اخبار جس میں اوقاف کے لیے ہو گیا اور درست استعمال کے سائز ایک مسی مینز درج ہو
• ورک شیفت 7 کی ٹیلی

طریقہ کار:

• تعلق دووسروں کے ہو راک ہو گیا پاکی ہے
• میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں نہیں میں N
The school magazine

- **Activity time**: Now ask the students to conduct a poll in their class using the same questionnaire.

- **The result (Page 73)**: Ask your students to read the graphs that show the results and answer the questions.

- **The Recipe (Page 74)**: Ask your students if they have ever tried cooking anything. What is their favourite dish? Do they know the recipe of their favourite dish? If so ask your students to share the recipe of their favourite dish with the rest of the class. Now read the prize-winning recipe and discuss the questions. Let students discuss what their school magazine might include, what would be the ideal name of their magazine and then interview you.

- **Activity time (Page 75)**: Ask students if they have ever made a personal planner. Explain that their personal planner would include the important events they have to attend or the things they have to do, along with the scheduled dates and discuss the advantage of keeping a personal planner. Tell your class to read Naila’s personal planner and complete the given activity. Next, ask them to create their own personal planner for the current month, using Naila’s personal planner as an example.

- **Punctuation marks (Page 76)**: Take a large chart paper and write the following passage on it.

```
there was a great deal of activity in Class Five it was nearly the end of the school year and the students had decided to take out a school magazine we have to think of a name for our magazine and make it so interesting that everyone in the school would want to buy it and read it said Naila who was going to be the editor of the magazine the magazine should not be too expensive said Bilal but we must make enough money to buy more books for the school library we also have to send letters to all the parents in case some people want to advertise their things in the magazine said Amber
```

Show the chart to your class. Ask volunteers from the class to read aloud the passage and try to explain what it means. There will be a lot of confusion as students will find it difficult to understand the passage without the punctuation marks. Ask your students what is missing from the passage. Ask them what they need to add in order to understand the passage. Most of them will answer punctuation marks. Now tell your class to re-write the above passage in their exercise books with the correct punctuation marks. Ask the students to check whether they have punctuated the passage correctly by comparing it with text given on page 70.

Ask students to point out the different punctuation marks used in the passage and discuss their function. As students respond, explain each punctuation mark.
there was a great deal of activity in Class Five it was nearly the end of the school year and the students had decided to take out a school magazine we have to think of a name for our magazine and make it so interesting that everyone in the school would want to buy it and read it said Naila who was going to be the editor of the magazine the magazine should not be too expensive said Bilal but we must make enough money to buy more books for the school library we also have to send letters to all the parents in case some people want to advertise their things in the magazine said Amber
Capital letters:

- Every sentence starts with a capital letter so there should always be a capital letter after a full stop, question mark, or exclamation mark.
  E.g.: Neha went shopping. She came back with a bag of chips. Did she go? She did.
- Use a capital letter for the word ‘I’ and for names of people, places, things (days, months, films, TV shows, song titles, etc.)
  E.g.: Sana, Karachi, Pakistan, Sunday, November, Independence day, etc.

Full stop:

- Used at the end of a statement.
  E.g.: She came back yesterday. The house is empty.

Speech marks:

- Used to show the exact words spoken by anybody.
  The prime minister said, ‘We will win the election.’
  ‘I can come today,’ she said, ‘but I cannot come tomorrow.’

Comma:

- Used to separate words or phrases, e.g. We bought pens, pencils, and erasers for ourselves. Mrs Ahmed, the librarian, is on leave.

Colon:

- Used to introduce a list in a sentence or a quote, and to separate two major parts of a sentence.
  They brought four things for the party: candles, sweets, cake, and juice.
  I want to ask you a question: When will you come back?
  There are three things you need to buy today: milk, sugar, and teabags.
  The children had a great time at the zoo. They saw the following animals: goats, cows, rabbits, and lambs.

Semicolon:

- Used to separate major parts of a compound sentence.
  Bilal has measles; his brother is sick too.
  The hotel is well known; its service is very good.
  Asad spends his time playing cricket and football; watching television; and collecting coins.

Hyphen:

- Used to join or to separate words, e.g. merry-go-round, twenty-four, re-entry, great-grandmother, banana-flavoured.
Neha went shopping. She came back with a bag of chips. Did she go? She did.

Independence day, November, Sunday, Pakistan, Karachi, Sana.

She came back yesterday. The house is empty.

The prime minister said, 'We will win the election.'
'I can come today,' she said, 'but I cannot come tomorrow.'

We bought pens, pencils, and erasers for ourselves. Mrs Ahmed, the librarian, is on leave.

They brought four things for the party: candles, sweets, cake, and juice.
I want to ask you a question: When will you come back?
There are three things you need to buy today: milk, sugar, and teabags.
The children had a great time at the zoo. They saw the following animals: goats, cows, rabbits, and lambs.

Bilal has measles; his brother is sick too.
The hotel is well known; its service is very good.
Asad spends his time playing cricket and football; watching television; and collecting coins.

merry-go-round, twenty-four, re-entry, great-grandmother, banana-flavoured.
Then write the following sentences on the board and ask students to add punctuation marks where necessary.

**Comma:**

1. I need some new shows socks gloves and trouser before I start work.
2. Tomorrow I need to wash the car clean my room and mow the garden.
3. In the morning I cleaned the kitchen washed all the clothes dusted the furniture and left the clothes to dry.
4. Are you someone who hates to run or even walk fast?
5. Runners have less chances of illnesses such as strokes or diabetes than people who do not take exercise.

**Colon:**

1. Swimming is something my whole family loves we are all very good at it.
2. Here is what I want you to do grab my bag, warm up the car, and take me to the station.
3. When you go to the exam, take these items paper, pencil, and an eraser.
4. Make sure to bring the following a sleeping bag, mosquito repellent, and some snacks.
5. There is someone I would never part with my cat Filly.
6. In the words of Oscar Wilde ‘I can resist everything except temptation.’
7. I’ll tell you what I’m going to do I’m going to quit!

**Semi colon:**

1. I would like to introduce Mr Khan, our principal Mrs Shewani, our vice-principal and Mrs Haque our head of department.
2. It is getting dark now we should be getting back.
3. Some people have the ability to write well others don’t.
4. Losing our luggage was bad enough to find ourselves in the wrong hotel was intolerable.
5. Chips are bad for health I eat them anyway.
6. The dispute included Rudolf, the dog Blister, the cat and Roller, the hamster.

**Hyphen:**

1. mother in law
2. twenty nine
3. anti smoking
4. chocolate flavoured
5. hard earned
6. forty year old
7. great grandfather
Comma
1. I need some new shows socks gloves and trouser before I start work.
2. Tomorrow I need to wash the car clean my room and mow the garden.
3. In the morning I cleaned the kitchen washed all the clothes dusted the furniture and left the clothes to dry.
4. Are you someone who hates to run or even walk fast?
5. Runners have less chances of illnesses such as strokes or diabetes than people who do not take exercise.

Colon
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Hyphen
1. mother in law
2. twenty nine
3. anti smoking
4. chocolate flavoured
5. hard earned
6. forty year old
7. great grandfather
• **Writing time (Pages 76 and 77):** Ask students to complete **Exercises A, B, C, and D.**

• **Activity time (Page 77):** Divide the class into groups of four and ask them to complete the given activities. Allocate some time to each group to present their work. Display the magazine covers of each group on the class board.

**SUGGESTED LESSON OUTLINE (5 class periods):**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Introduction:</strong> Students have a look at some popular children/teenage magazines and discuss their features.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Reading time:</strong> Students read and discuss the text.</td>
<td>15 min</td>
</tr>
<tr>
<td>3. <strong>The questionnaire:</strong> Students read and discuss the questionnaire and suggest more questions for the questionnaire.</td>
<td>15 min</td>
</tr>
<tr>
<td>4. <strong>Activity time:</strong> Students conduct a poll in their class and publish the results.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. <strong>The result:</strong> Students look at the poll results for class five on <strong>page 73</strong> and answer the questions.</td>
<td>20 min</td>
</tr>
<tr>
<td>6. <strong>The Recipe:</strong> Students share their favourite recipe with the class, read the recipe on <strong>page 74,</strong> and complete the discussion task.</td>
<td>20 min</td>
</tr>
<tr>
<td>7. <strong>Activity time:</strong> Students discuss the importance of planning, read Naila’s personal planner, and complete the given task.</td>
<td>20 min</td>
</tr>
<tr>
<td>8. <strong>Punctuation marks:</strong> Students understand the importance of using punctuation. They define and understand the function of the comma, colon, semicolon, and hyphen.</td>
<td>30 min</td>
</tr>
<tr>
<td>9. <strong>Writing time:</strong> Students complete <strong>Exercises A, B, C, and D.</strong></td>
<td>10 min</td>
</tr>
<tr>
<td>10. <strong>Activity time:</strong> Students work in groups to carry out the activity on <strong>page 77.</strong></td>
<td>40 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES:**

- Students complete **Worksheet 7.**
<table>
<thead>
<tr>
<th>دورات</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 منٹ</td>
<td>قطار : طالبہ کو سوات کے سر برائے پنجاب اور ان کی اچھی سمتیات پہ کھلا دیا جائے گریک.</td>
</tr>
<tr>
<td>15 منٹ</td>
<td>پہلی کالم : طالبہ کو پنجاب اور پنجاب فاصلے کے مختلف طریقے سے تعلیم .</td>
</tr>
<tr>
<td>15 منٹ</td>
<td>سوال نمبر : طالبہ کا مطلب سوئے کریں اور پنجاب اور پنجاب کے مختلف طریقے سے تعلیم .</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>سرگرمی کا وقت : طالبہ کچھ کہنے سوئے کریں اور پنجاب اور پنجاب کے مختلف طریقے سے تعلیم .</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>تحقیق : طالبہ کا وقت سوئے کریں اور پنجاب اور پنجاب کے مختلف طریقے سے تعلیم .</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>کامیابی کی کہانی : طالبہ کا کہنے سوئے کریں اور پنجاب اور پنجاب کے مختلف طریقے سے تعلیم .</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>دو گرو سوئے کریں اور پنجاب اور پنجاب کے مختلف طریقے سے تعلیم .</td>
</tr>
<tr>
<td>30 منٹ</td>
<td>اواقffeیات : طالبہ کا وقت سوئے کریں اور پنجاب اور پنجاب کے مختلف طریقے سے تعلیم .</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>کامیابی کی کہانی : طالبہ کا وقت سوئے کریں اور پنجاب اور پنجاب کے مختلف طریقے سے تعلیم .</td>
</tr>
</tbody>
</table>

لکھی تحقیق سرگرمیان:

طالبہ ورک شیفت 7 کامل کریں.
LESSON 1

OBJECTIVES:
• Apply critical thinking to respond to text
• Relate what is read to their own feelings and experiences
• Use simple pairs of homophones in sentences
• Demonstrate use of helping verbs

LEARNING OUTCOMES:
By the end of this lesson, students should be able to:
• read text and answer questions.
• relate what they are reading to their own feelings and experiences and write simple paragraphs.
• use homophones in sentences.
• understand and use helping verbs.

RESOURCES REQUIRED (TEACHING AIDS):
• Chart papers

METHOD:
• Introduction: Ask your students how they had spent their summer vacations. Did they go to another town or city? Did they enjoy the experience? Ask them to write a paragraph describing any memorable and interesting trip or holiday.
• Summers in Murree (Pages 78 and 79): Show some pictures of Murree, these can be taken from newspapers or magazines. Ask students to describe the pictures. Then, ask them to read the text.
• Discussion time (Page 80): Discuss the questions with your students.
  A. The writer says that Murree is more crowded now. What could be the reason for this?
     Points for Discussion: Which city do they all live in? Is it crowded? Are people migrating from villages and small towns to cities? Is this causing the population to grow? Why do they think people migrate? What problems might it cause?
  B. If more people visit hill stations, this could be both an advantage and a disadvantage. In groups, list four advantages and four disadvantages, and then share your answers in class.
     Advantages: Good for business, tourism industry flourishes, more development, improvement in the lifestyle of local people, etc.
     Disadvantages: Overcrowding, lack of resources to accommodate so many, loss of natural resources, pollution, etc.
لهكذا، فإن التعريفات والبيانات التفصيلية المذكورة في مقالة الأصل الأتراكية تعبر عن مجموعة من المتغيرات والخصائص التي تحدد سياسة واستراتيجيات شركات الاتصالات في هذه الصناعة. وهكذا، فإن الثقة ببيانات الشركات وتحليلات التحليلات المالية والأسواق والمحاسبة والاقتصادية تساهم في رفع مستوى الكفاءة في إدارة الأعمال وتحقيق النجاح. من خلال هذا، فإن شركات الاتصالات تتمكن من الاستفادة من الفرص المتاحة في السوق وتقليل المخاطر المحتملة. 

بشكل عام، فإن تحليل البيانات والتحديدات الإستراتيجية تعزز القوة الجمالية للشركات وتعزز مكانها في السوق، حيث تتميز بمستوى عالية من الكفاءة والشفافية. وهكذا، فإن شركات الاتصالات تتمكن من تحقيق نمو مستدام ونجاح مستقبلي قوي، مما يحقق تأثير إيجابي على الاقتصاد ككل. 

من خلال ذلك، فإن الشركات تتعلم من ثوابتها وخطاها وتعزز استراتيجياتها التكميلية لتحقيق نجاح مستدام وبناء على الأساسات الاستراتيجية الصحيحة. وهكذا، فإن شركات الاتصالات تتمكن من تحقيق نمو مستدام ونجاح مستقبلي قوي، مما يحقق تأثير إيجابي على الاقتصاد ككل.
C. The panther was killed by the police. This action was highly criticized. Why?

**Points for discussion:** Was killing the panther necessary? Why do you think the police might have reacted the way they did? What would have been a better way to handle the situation?

D. In the other incident, the snow leopard was sedated with darts. How was this helpful?

**Points for discussion:** Did sedating save the life of the snow leopard? Would it have been better to kill the leopard? What would that have achieved? Why is it important to protect wild animals? Do human beings normally protect animals?

E. People are now appreciating the importance of preserving wildlife. However, some animals like the blue whale, giant panda, snow leopard, and tiger are endangered and might become extinct. Discuss what you as a student can do to help these animals.

**Possible suggestions:** Join organizations that work for the welfare of endangered animals. Give donations to organizations that help preserve these endangered animals. Boycott products that are made from the skin, fur, tusks, or other parts of animals. Spread awareness about animal rights.

- **Activity time (Page 80):** Discuss the impacts of deforestation by asking the following questions.
  - What is the meaning of the term ‘deforestation’?
  - What are the causes of deforestation?
  - What is Deforestation?

Deforestation refers to the destruction of forests and trees by natural or human means.

- Why are trees cut down?
  - Trees are cut down:
    - to get wood for buildings and cooking purposes.
    - to clear land to provide houses to people.
    - to clear land for planting crops.
    - to clear land for mining, exploration, etc.
    - to clear land to build roads.

- What are the effects of deforestation?
  - Loss of food products as trees produce nuts or fruits which are an important source of food for local people.
  - Loss of plants and animals as many plant and animal species live in the forest.
  - Without the protected cover of the forest trees, plants, and animals may die.
  - Erosion and flooding.
  - Less fresh air and increase in pollution as trees release oxygen and remove carbon dioxide from the air. Without trees and other plants humans will not have fresh oxygen to breath.

After the above discussion divide the class into groups. Ask each group to design two posters.
لا يوجد نص يمكن قراءته بشكل طبيعي من الصورة المقدمة.
1. One telling about the effects of deforestation e.g. landslides, floods, loss of wild life habitat, etc.

2. In the second poster suggest what can be done to remedy this situation.

- **Writing time (Page 81):** Ask students to complete Exercises A and B.
- **Homophones (Pages 81 and 82):** Define the term homophones. Explain that homophones are words that sound the same but have different spellings and meanings, e.g. bored/board, peak/peak, seize/sees, here/hear, ring/wring.

Go through the list of given homophones, explain the meanings, and providing sample sentences. Ask students to complete Exercise A and B.

- **Helping verbs (Pages 82 and 83):** Explain that helping verbs join the subject to the rest of the sentence. They also help the main verb in a sentence by extending the meaning of the verb and by adding detail.

Some helping verbs are *is, are, was, were, be, do, does, have, has, had, will, may, should, could*, etc.

Go on to explain that we can also use helping verbs to make negative sentences or questions.

E.g.

<table>
<thead>
<tr>
<th>He plays football.</th>
<th>He does not play football.</th>
<th>Does he play football?</th>
</tr>
</thead>
<tbody>
<tr>
<td>They like ice cream.</td>
<td>They do not like ice cream.</td>
<td>Do they like ice cream?</td>
</tr>
<tr>
<td>He will go tomorrow?</td>
<td>He will not go tomorrow.</td>
<td>Will he go tomorrow?</td>
</tr>
</tbody>
</table>

List the following helping words on the board: *is, are, was, were, be, do, does, have, has, had, will, may, should, could*. Ask students to make a positive statement, a negative statement and a question using each helping verb.

Ask students to complete Exercises C, D, E, and F.

**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 discuss and write about their holidays.</td>
<td>10 min</td>
</tr>
<tr>
<td>2. <strong>Summers in Murree:</strong> Students read and discuss the text on pages 78 and 79.</td>
<td>10 min</td>
</tr>
<tr>
<td>3. <strong>Discussion time:</strong> Discussion on issues relating to deforestation, tourism, overcrowding, and preservation of wildlife.</td>
<td>20 min</td>
</tr>
<tr>
<td>4. <strong>Activity time:</strong> Students participate in a guided discussion about deforestation and then work in groups to create posters.</td>
<td>20 min</td>
</tr>
<tr>
<td>5. <strong>Writing time:</strong> Students complete Exercises A and B.</td>
<td>20 min</td>
</tr>
<tr>
<td>6. <strong>Homophones:</strong> Students understand what is meant by homophones and complete Exercises A and B.</td>
<td>20 min</td>
</tr>
<tr>
<td>7. <strong>Helping verbs:</strong> Students learn about helping verbs and complete Exercises C, D, E, and F on pages 83 and 84.</td>
<td>20 min</td>
</tr>
</tbody>
</table>
1. جملات كن تأتي إلى النتيجة: فهمت السؤال، نزلة بقوه، مقال، ساقي.
2. تصرف: ناهز الامام، ناهض من الكرسي، ناهز الامام، ناهض من الكرسي.
3. كلمات سؤال: ماعلي، ماعلي، ماعلي، ماعلي.

### ضم صوت الفاظ أخاء (صفر 82 أور 83):
- 1. bored/board, peek/peak, seize/sees, here/hear, ring/wring.
- 2. would, would, would, would, would.
- 3. could, should, may, will, had, has, have, does, do, be, were, was, are, is.

### ضم صوت الفؤس في وقت عام (صفر 83 أور 83):
- 1. He plays football. He does not play football. Does he play football?
- 2. They like ice cream. They do not like ice cream. Do they like ice cream?
- 3. He will go tomorrow. He will not go tomorrow. Will he go tomorrow?

### ضم حقيل الفؤس في وقت عام كأيmk (جمعة ك3 خيرية)

<table>
<thead>
<tr>
<th>الوقت</th>
<th>الكلمات</th>
<th>توضيح</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 من</td>
<td>10</td>
<td>1. Qa'af: تلقيت الالاف، كأيmk responded to the call. 2. مركزي الفؤوس:مدخل 78 و 9 من مركزي الفؤوس للمام التي. 3. الطلب الفؤوس: dạغناة الطلبية، صرنم الطلبية. 4. ماكر كأيmk الوقت: دائماً الوقت، دائماً الوقت. 5. B A الفؤوس كأيmk.</td>
</tr>
<tr>
<td>10 من</td>
<td>10</td>
<td>1. Qa'af: تلقيت الالاف، كأيmk responded to the call. 2. مركزي الفؤوس:مدخل 78 و 9 من مركزي الفؤوس للمام التي. 3. الطلب الفؤوس: dạغناة الطلبية، صرنم الطلبية. 4. ماكر كأيmk الوقت: دائماً الوقت، دائماً الوقت. 5. B A الفؤوس كأيmk.</td>
</tr>
<tr>
<td>20 من</td>
<td>20</td>
<td>1. Qa'af: تلقيت الالاف، كأيmk responded to the call. 2. مركزي الفؤوس:مدخل 78 و 9 من مركزي الفؤوس للمام التي. 3. الطلب الفؤوس: dạغناة الطلبية، صرنم الطلبية. 4. ماكر كأيmk الوقت: دائماً الوقت، دائماً الوقت. 5. B A الفؤوس كأيmk.</td>
</tr>
<tr>
<td>20 من</td>
<td>20</td>
<td>1. Qa'af: تلقيت الالاف، كأيmk responded to the call. 2. مركزي الفؤوس:مدخل 78 و 9 من مركزي الفؤوس للمام التي. 3. الطلب الفؤوس: dạغناة الطلبية، صرنم الطلبية. 4. ماكر كأيmk الوقت: دائماً الوقت، دائماً الوقت. 5. B A الفؤوس كأيmk.</td>
</tr>
<tr>
<td>20 من</td>
<td>20</td>
<td>1. Qa'af: تلقيت الالاف، كأيmk responded to the call. 2. مركزي الفؤوس:مدخل 78 و 9 من مركزي الفؤوس للمام التي. 3. الطلب الفؤوس: dạغناة الطلبية، صرنم الطلبية. 4. ماكر كأيmk الوقت: دائماً الوقت، دائماً الوقت. 5. B A الفؤوس كأيmk.</td>
</tr>
</tbody>
</table>
Worksheet 1

**Paragraph writing**

A paragraph is a group of sentences dealing with one main idea.

- **Topic sentence** - the first sentence of a paragraph that tells the reader what the paragraph is about.
- **Supporting sentences** - these sentences add more information to the topic sentence.
- **Ending sentence** - this concludes or closes the paragraph.

Write short paragraphs using the points given below. Start by introducing your topic. Add a few supporting details and then end with a conclusive sentence.

1. **Introduce your best friend.**
   - **Topic:** My Best Friend
   - **Describe what he/she looks like.**
   - **Describe the qualities/habits you like most about him/her.**
   - **Conclude with how much you value his/her friendship.**

2. **Describe where you went in your summer holidays.**
   - **Topic:** Holidays
   - **Describe what you did there.**
   - **Describe what you saw there.**
   - **Your plans for your next holidays.**
Worksheet 2

Context Clues

A. Read the following story and decide what the underlined words mean using context clues. Deduce the meaning yourself first and then use a dictionary to find the actual meaning.

Sara’s Kitty

Sara had always desired to have a kitten. She had wanted a kitten since she was five years old. Then one bright morning her mother announced that she would buy Sara a kitten if Sara achieved good marks in her Maths test. Sara was determined to get her new kitten. She was ready to try anything, even asking her elder brother for help. Sara studied regularly, paid attention in class, and revised her Math exercises daily. Finally, the big day arrived. It was her Math test. Previously Sara had always struggled to complete her test on time, but now she was able to complete it in time. She received very good marks. She was very happy and wanted to show her test paper to her mother. When mother saw Sara’s result she told Sara that she was proud of her. Sara was elated when her mother took her to buy a new kitten. She was so excited that it was difficult for her to sit still in the car. She chose out the cutest kitten she had ever seen!

<table>
<thead>
<tr>
<th>Underlined word</th>
<th>Guessed meaning using context clues</th>
<th>Meaning given in the dictionary</th>
</tr>
</thead>
<tbody>
<tr>
<td>desired</td>
<td></td>
<td></td>
</tr>
<tr>
<td>announced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>determined</td>
<td></td>
<td></td>
</tr>
<tr>
<td>struggled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>elated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Match the underlined word with their meanings.

1. The people running that company are a bunch of amateurs.
   - fill with delight

2. One cannot be expected to subsist on vegetables alone.
   - asked to leave

3. She was expelled from school for her bad behavior.
   - remain alive

4. Her melodious voice enraptured the audience.
   - average

5. We were not impressed by her mediocre performance.
   - lacking in experience
Worksheet 3

Subjects and Predicates

The **subject** of a sentence tells us who or what the sentence is about. The **predicate** of a sentence tells us what the subject does or is.

A. **For each of the following sentences, circle the subject and underline the predicate.**

1. The huge dog barked ferociously.
2. The little children rushed through the park.
3. Neha invited her friends to the party.
4. We went for a picnic.
5. The car crashed into the tree.
6. The abandoned, old house seemed haunted.
7. The little kitten was quite playful.
8. The sun shone cheerfully.
9. The apple pie was delicious.
10. Neha, Nasir, and Javed all play football.

B. **The subjects below need predicates. Add a predicate and complete each sentence.**

1. The little puppy ____________________.
2. The pretty swan ____________________.
3. The supple acrobat ____________________.
4. The nice man next-door ____________________.
5. The old car ____________________.
C. The predicates below need subjects. Add a subject and complete each sentence.

1. ____________ were all watching television.
2. ____________________ walked to the park.
3. ____________________ leapt into the flames.
4. ______________________ floated high.
5. ______________________ began to decay.

D. Read the following sentences and underline the verbs. Find the subject of the verb and note it in the subject box. Find the object and write it in the object box.

<table>
<thead>
<tr>
<th>Subjects:</th>
<th>Objects:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The moon was shining brightly.</td>
<td></td>
</tr>
<tr>
<td>2. Javeria ate an apple pie.</td>
<td></td>
</tr>
<tr>
<td>3. She gave me the diary.</td>
<td></td>
</tr>
<tr>
<td>4. I played football last week.</td>
<td></td>
</tr>
<tr>
<td>5. The old man was laughing.</td>
<td></td>
</tr>
</tbody>
</table>
Worksheet 4

Pronouns and Subject-Verb Agreement

A. Use any of the following personal pronouns to fill in the blanks in the letter below.

Subject pronouns: I - you - he - she - it - we - they

Object Pronouns: me - you - him - her - it - us - them

Dear Natasha,

__________ are having a wonderful time. Saba and __________ have fun all day long. __________ spend most of our day at the beach, building sandcastles, or reading lazily. Ahmed and Raheel have taken up water sports. Can __________ believe it? __________ are actually surfing. After a long, tiring, and fun-filled day, Mother treats us to her brownies. __________ are as scrumptious as ever. Father wanted to go sightseeing but was having trouble with the car. It took __________ a while to fix __________. Finally, __________ were able to go driving to the countryside. I wanted to drive. Unfortunately, __________ drove the car into the mud. Father told me to keep to reading and building sandcastles from now on. Wish __________ were here.

Lots of Love,
Neha.

B. Fill in the blanks with possessive pronouns.

1. I bought a toy car. It is __________.

2. The bag belongs to Danial. The bag is __________.

3. The books belong to Layla and Shabana. The books are ____________.

4. The cell phone belongs to Sara. It is ____________.

5. We study in this classroom. The classroom is ____________.
C. Fill in the blanks with the correct reflexive pronoun.
1. No thank you - I must complete the project ________________.
2. This is not your responsibility. Tell her she must do it ________________.
3. He says he saw them doing the work ________________.
4. We need help. We cannot complete this ________________.
5. Are you going for a walk by ________________? (clue: alone)

D. Choose the right verb form in each of the following sentences, making sure each verb agrees with its subject.
1. There was/were many people at the stadium.
2. The shops was/were closed all day yesterday.
3. The shirt has/have so many stains that it need/needs to be replaced.
4. Mr and Mrs Ahmed have/has just moved next door.
5. He use/uses the computer to write reports for his manager.
Worksheet 5

My best friend (A descriptive writing task)

Who is your best friend? What does your best friend look like? Use the space below to draw a rough sketch of your best friend.

Is your best friend tall or short, chubby, or thin and has brown eyes or blue eyes? Write a few phrases to describe the physical appearance of your best friend.

________________________________________________________________________

________________________________________________________________________

What qualities does your best friend possess? What is his/her personality like? Is he/she kind, polite, encouraging, caring, aggressive, smart, etc. Brainstorm a few phrases describing your best friend's personality.

________________________________________________________________________

________________________________________________________________________

What does your best friend enjoy doing? What are his/her hobbies? Describe them briefly.

________________________________________________________________________

________________________________________________________________________

What do you enjoy doing with your best friend? What do you like most about him/her?

________________________________________________________________________

________________________________________________________________________

Now use all the information you have written above to write a descriptive paragraph entitled, My Best Friend.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Worksheet 6

Adverbs and Collective Nouns

An adverb tells us more about the verbs. An adverb tells us when, where, and how, an action happens.

A. Fill in the blanks with an adverb which best fits the sentences given. Choose from the adverbs given below.

playfully - carefully - sincerely - slowly - happily - quickly – patiently
loudly - quietly - safely - outside - soon - angrily - later

1. Sana skipped ____________down the street to the new park.
2. The children played ______________ the house.
3. The teacher told the students to read ________________.
4. The little kitten ran after the ball ________________.
5. I will go to visit him ________________.
6. The old man walked ____________.
7. Shazia completed her test ________________ making sure she was accurate.
8. Maria left the house ________________.
9. The mother will be here ________________.
10. We sing the national anthem ________________ because we love our country.

B. Match the animals with their collective nouns.

1. fish   flock  
2. ants   school
3. hounds colony
4. birds  herd  
5. cows   pack
C. Fill in the blanks with the correct collective noun. Choose from the list given below.

<table>
<thead>
<tr>
<th>pod</th>
<th>pride</th>
<th>pack</th>
<th>flock</th>
<th>shoal</th>
</tr>
</thead>
</table>

1. We saw a _____________ of herrings swimming in the shallow waters.
2. A _____________ of sheep was being driven forward by an old shepherd.
3. They shivered when they heard a _____________ of wolves howling.
4. We enjoyed watching a _____________ of dolphins swimming happily in the sea.
5. The _____________ of lions roam around in the African Savannahs.
Worksheet 7

Punctuation marks

A. Re-write the following sentences using commas in the correct places.
1. I might read watch television and then later go to sleep.
2. Sara Sana Shazia and Shabana practice playing the piano every Saturday.
3. For dinner we had soup pizza soft drinks and chocolate brownies.
4. We are going to the grocery store to buy cake salt bread and eggs.
5. Mother told her to empty the trash vacuum the carpet and wash the windows.

B. Re-write the following sentences using semi-colons where necessary.
1. Kasim wants to play football Kaleem wants to play basketball.
2. She is feeling cold because her hair is very wet she just washed it.
3. I went to the basketball court I was told it was closed for cleaning.
4. I wish I had a bicycle I have always liked riding.
5. You should talk to Ali otherwise, he will continue to misunderstand what happened.

C. Re-write the following sentences using colons where necessary.
1. I always set my alarm clock for 5:45 AM.
2. If you go to the store, please bring these items sweet oranges, some margarine, a pack of mozzarella cheese, corn soup, and potatoes.
3. I have four hobbies soccer, music, reading, and hiking.
4. I love reading all types of books mystery, horror, suspense, and biographies.
5. We learned in biology about the four parts of a plant are roots, stem, leaves, and flower.

D. Use a dictionary to define each of the following hyphenated words.
1. even-tempered
2. tight-lipped
3. wide-eyed
4. heavy-handed
5. hard-hearted
Answer key

Unit 1

Pages 2 and 3: Activity time
A. earthquake – flood – hurricane – tornado – tsunami
B. flood – 1 syllable
   earthquake – 2 syllables
   hurricane – 3 syllables
   tornado – 3 syllables
   tsunami – 3 syllables
C. convulsion (noun): a violent disturbance
   disaster (noun): a sudden event bringing great damage, loss, or destruction; a sudden or great misfortune or failure
   harbour (noun): a place of security and comfort; refuge; a part of a body of water protected and deep enough to provide with port facilities
   severe (adjective): strict in judgment, discipline, or government; of a strict or stern bearing or manner; austere
   volcano (noun): a vent in the crust of the earth or another planet or a moon from which usually molten or hot rock and steam issue; a hill or mountain composed wholly or in part of the ejected material

Pages 4, 7, and 8: Writing time
A. Fiction - Ali Baba and the 40 Thieves, The Lion and the Mouse, Sindbad the Sailor, The Giant and the Prince
B. Short form — Long form
   doesn’t — does not
   can’t — cannot
   it’s — it is
   that’s — that is
   we’ll — we will
   let’s — let us
   here’s — here is
   what’s — what is
C. 1. Most natural disasters are related to weather.
   2. Scientists use the Richter scale to measure earthquakes.
   3. A tsunami is a series of huge waves which are the result of an earthquake or volcanic eruption.
   4. Floods are caused due to heavy rainfall, overflowing of rivers, very fast melting of snow, or when dams break.
5. Tornado winds can sometimes reach a speed of 300 miles per hour.
6. Hurricanes gather heat and energy through contact with warm ocean waters.

E. Paragraph 2: Earthquakes are caused by the shaking, rolling, or sudden shift of the Earth's surface.

Paragraph 3: A tsunami is a series of huge waves which are the result of an earthquake or volcanic eruption.

Paragraph 4: Floods are caused because of heavy rains, when rivers overflow, when snow melts.

Paragraph 5: Hurricanes are severe tropical storms.

G. Neha asked, 'May I please have a glass of water?'
Babar exclaimed, 'Hurray! We won the game!'
'Please give me your book,' requested Saba.

Page 9: Activity time
A. 1. splash, 2. clink, 3. rustle, 4. whistle, 5. blares 6. roars

Unit 2

Page 11: Discussion time
A. 1. rotating: to turn about an axis or a center; revolve; to move in such a way that all particles follow circles around a common axis
2. coward: one who shows disgraceful fear or timidity
3. courage: mental or moral strength to venture, persevere, and withstand danger, fear, or difficulty
4. intelligent: revealing or reflecting good judgment or sound thought

Page 12, 13, and 14: Writing time
A. 1. The Good Witch of the West told Dorothy to follow the yellow brick road.
2. The lion was a coward and got scared of the smallest animals.
3. A Scarecrow scares away birds and saves the crops.
4. The Tin Man could not feel any emotions as he did not have a heart.

B. Dorothy and Toto were taken to another land by a huge tornado.
The Good Witch of the West tells Dorothy to go to the Land of Oz.
On the way they meet a lion who is scared of everybody.
The scarecrow wants the Wizard of Oz to give him a brain.
The third person they meet is a Tin Man who cannot feel any emotion.
Dorothy and Toto, and all the friends who they meet, go to the Land of Oz.

C. Masculine: wizard, nephew, uncle, widower, prince
Feminine: niece, aunt, princess, widow, witch

D. was — is
lived — lives
became — becomes
could — can
picked — picks
seemed — seems
came — comes
met — meets
told — tells
would — is

E. 1. Change to present tense: The Scarecrow leads Dorothy through the forest and they finally reach the cottage. They go inside and find a bed. Dorothy lays down on the bed and is soon fast asleep but the Scarecrow is not tired: he stands in a corner and waits patiently.

2. Change to past tense: The merchant took Aladdin to the mountain side cave. He handed him a ring and told him to wear it. Aladdin did not want to wear it but could not say, ‘No’. He wore the ring. Then they both moved the rock and Aladdin entered the cave. He started walking and soon he saw a beautiful garden. In the garden there were trees with jewels on them. Aladdin filled his pockets with these jewels.

3. Change to future tense: The next morning after breakfast the shoemaker will go into his workshop. He will see a pair of shoes on the bench and will be surprised. He will call his wife to have a look. They will admire the shoes and will be very happy. They will place the shoes in the shop. They will hope that someone would buy the shoes.

F. Setting: A small town in America; The Land of Oz
Characters: Dorothy, Toto, Lion, and Scarecrow
Beginning: Dorothy was a little girl who lived in a small town in America with her aunt and uncle. One day she was playing outside with her dog, Toto, when a tornado hit her town. The tornado took Dorothy and her dog Toto to a strange land.
Middle: Dorothy saw a yellow brick road and began to follow the road. On the way she met a Lion, a Scarecrow, and a Tin Man who decided to accompany her to the Land of Oz to meet the Wizard of Oz.

Unit 3
Pages 21 and 22: Writing time

A. 1. Shahjahan built the Taj Mahal and the Shalimar gardens.
2. Mr. Babar lives on Jinnah Road in Peshawar.
3. The story ‘Sindbad the Sailor’ is very exciting.
4. I would love to spend summer in Quetta and winter in Karachi.
5. The River Indus is the main river in Pakistan.
6. My sister studies at the University of Karachi.
7. My birthday is on Monday.
8. February is the second month of the year.
9. Jupiter is the largest planet.
10. Asad and Umer are friends.

B. 1. An octopus has eight legs. When an octopus feels danger, it produces a substance which stops possible attackers from seeing the octopus.
2. The student eating ice cream is Bilal. The boy next to him is Kamran.
3. We thanked the man who showed us the way to the airport.
Page 24:

soft ‘c’ - cell, distance, recent, cereal
hard ‘c’ - cabin, cake, cucumber, fact, public
soft ‘g’ - gem, general, change, energy, gym
hard ‘g’ - get, geese, glass, golf, grow, girl

REVIEW TEST 1

1. Male: grandfather, uncle, wizard
   Female: niece, widow, aunt
   Either male or female: scientist, teacher, doctor

2. a. The River Thames in London is very famous.
   b. How long will Alison stay at the Shalimar Hotel?
   c. He lives on 24, Mall Road in Quetta.
   d. The Wizard of Oz is my favourite book.
   e. Have you read the new storybook?

3. a. The money on the table is yours.
   b. He is an obedient boy.
   c. The train is late again.
   d. Biryani is a Pakistani dish.
   e. My mother wants an airtight jar.
   f. Javed went for an interview today.
   g. The girl next door is very friendly.
   h. I want to buy a melon and some peaches.

4. a. taught
   b. came
   c. happened
   d. read
   e. took
   f. blew
   g. stayed
   h. caught

5. ‘Have you read Charlie and the Chocolate Factory?’ Zainab asked Mariam.
   ‘No I haven’t,’ said Mariam. ‘What is it about?’
   ‘It’s a book about a small boy who wins a ticket to visit a chocolate factory,’ said
   Zainab. ‘You must read it.’
   ‘Who has written it?’ asked Mariam.
   ‘A writer called Roald Dahl,’ said Zainab.
Unit 4

Page 30: Writing time
A. 1. Nasir and Neha wanted to buy some nice games that they could play together. Neha wanted to buy a badminton net and racquets so that they could play in the yard behind their house. Nasir wanted to buy a bicycle.
2. Zahir is unhappy because his mother is unwell and he is worried about her.
3. Nasir and Neha plan to help Zahir give his mother a great welcome when she returns from the hospital.
4. Nasir buys two cans of paint and asks Mr Babar, their next-door neighbour, for help. Nasir and Mr Babar paint the walls and the gate. A few more friends get together and clean the garden. They borrow a lawnmower and also cut the grass. Neha and her friends clean the house from inside. They put some flowers on the table and clean everything. The children’s mother bakes some biscuits and a big chocolate cake for them.
5. Zahir’s mother told Zahir that he had wonderful friends and he must also help them when they need his help.

Page 31: Writing time
B. 1. Monkeys love bananas.
2. Sheila is a teacher.
3. Mr Salim is going home.
4. The crocodile is a dangerous animal.
5. The boys are in the class.

Page 32: Writing time
D. 1. S: The boys V: are playing O: football
2. S: Saira V: is eating O: ice cream
3. S: Nasir V: painted O: the wall
4. S: Taha V: gave O: the ball
5. S: My brother V: bought O: car

E. 1. cart
2. English
3. toys
4. homework
5. coat

Page 33: Activity time
1. A friend is for sharing, (6 syllables)
   For giving and caring. (6 syllables)
   To cheer you when you’re sad, (6 syllables)
   To tell you when you’re bad. (6 syllables)
   Someone reliable, (5 syllables)
Someone dependable, (6 syllables)
Who is there tomorrow, (6 syllables)
In happiness and sorrow. (7 syllables)

Unit 5
Pages 35 and 36: Writing time
A. 1. porter: a person whose job is to carry peoples’ bags and other loads, especially at railway stations, airports, or in hotels.
2. invention: something invented: as (1) : a product of the imagination; (2) : a device or process originated after study and experiment
3. popular: of or relating to the general public
4. trunks: (1) : a large rigid piece of luggage used usually for transporting clothing and personal effects (2) : the luggage compartment of an automobile
5. tracks: the parallel rails of a railroad
D. 1. The train was chugging out of the station.
2. The passengers were sitting on their seats.
3. Their friends were waving goodbye.
4. The guard was waving a green flag.
5. Zahir was going back home.
E. 1. The train is not chugging out of the station.
2. The passengers are not sitting on their seats.
3. Their friends are not waving goodbye.
4. The guard is not waving a green flag.
5. Zahir is not going back home.
F. 1. Is the train chugging out of the station?
2. Are the passengers sitting on their seats?
3. Are their friends waving goodbye?
4. Is the guard waving a green flag?
5. Is Zahir going back home?
G. 1. The train chugged out of the station.
2. The passengers sat on their seats.
3. Their friends waved goodbye.
4. The guard waved a green flag.
5. Zahir went back home.

Page 38: Writing time
A. Rhyming words:
witches bridges ditches
houses hedges
battle cattle
plain rain
eye by
scrambles brambles
road load
river forever.
B. 1. ditches: a long narrow excavation dug in the earth 
2. meadows: land that is covered or mostly covered with grass; especially : a tract of moist low-lying usually level grassland 
3. scrambles: to move or climb hastily on all fours 
4. brambles: any of a genus (Rubus) of usually prickly shrubs of the rose family including the raspberries and blackberries; also : the fruit of a bramble 
5. tramp: one who has no established residence and wanders idly from place to place without lawful or visible means of support 
6. glimpse: to get a brief look at 

C. Bridges, houses, hedges, ditches, meadows, horses, cattle, hill, plain, painted stations, child, brambles, tramp, daisies, cart runaway in the road, load, mill, river.

Unit 6

Pages 40 and 41: Writing time

A. 1. Christopher Columbus was a navigator and an explorer. 
2. He was from Genoa in Italy. 
3. The king and queen of Spain gave Christopher Columbus three ships, men, and supplies to reach Asia. 
4. His men were terrified that they would be lost at sea. 
5. They named the island Hispanolia. The island is now the location of Haiti, and the Dominican Republic. 
6. Columbus did not realize that he had arrived in a new part of the world. He thought he was in India and therefore called the natives who lived on these islands, the Indians. 

B. navigate: to sail a ship 
explore: to find something new; to travel to or around an area in order to learn about it; to examine something completely or carefully in order to find out more about it 
terrified: scared 
native: a person who has always lived in a place; a person born in a particular place 
voyage: a journey

Pages 43 and 44: Writing Time

A. he (subjective) 
his (possessive) 
it (subjective) 
they (subjective) 

B. 1. Jameel pinched himself to make sure he was not dreaming. 
2. They blamed themselves for causing the accident. 
3. We cleaned the whole garden ourselves. 
4. Ahmed made the science project himself. 
5. The boys enjoyed themselves at the party.
C. 1. Computers (is/are) very useful.
2. She (swim/swims) very well.
3. The passengers (was/were) tired.
4. The car tyre (is/are) punctured.
5. A group of students (want/wants) to meet the principal.
6. We (hope/hopes) the storm will be over soon.
7. Physics (is/are) a difficult subject.
8. Neha (is/are) helping her mother.

D. 1. Cats make nice pets.
2. The swimming pool has clean water.
3. The office workers prefer to bring their own lunch.
4. Mrs Basheer cooks delicious food.
5. Geography is the study of the Earth.
6. No money was sent to the charity.
7. Bilal doesn’t eat meat.
8. The band doesn’t have an electric guitar.
9. Neha likes to eat fruit.
10. The teachers read a story.

Page 45: Discussion time

A. The poet would be remembered after his death because of his good work

B. 1. wisdom: the ability to make sensible decisions or give good advice
2. proclaim: to declare publicly
3. reputation: a place in public esteem or regard; good name; what people say about a person or thing
4. fame: being known or talked about
5. save: maintain; preserve; keep safe; free a person or thing from danger or harm
REVIEW TEST 2

Answer key

1. peculiar — strange
   permit — allow
   gleaming — shining
   popular — well liked
   route — way
   tramp — homeless person

2. a. Mr Javed (s) teaches (v) Class Five (o).
    b. The stray dog (s) bit (v) the child (o).
    c. The children (s) tied (v) their shoelaces (o).
    d. Mr and Mrs Bashir (s) cleaned (v) the garbage (o).
    e. The angry farmer (s) chased (v) the fox (o).

4. a. Were the boats sailing in the sea?
    b. Was the Arabian horse racing at a great speed?
    c. Is she laughing because the jokes are funny?
    d. Are the stars are shining in the sky?
    e. Were the teachers having a meeting with the principal?

5. a. The globe belongs to our class. (we – us – our)
    b. They forgot their keys. (they – their – theirs)
    c. Jawad completed the whole project himself. (myself – himself – ourselves)
    d. This dictionary is not mine. (him – mine – our)
    e. Did you do this work yourself? (himself – myself – yourself)

7. a. Sara does not like to read storybooks.
    b. The teacher did not give the book to Sara.
    c. Mother is not cooking dinner.
    d. They are not playing in the garden.
    e. The boy is not smiling.

8. a. The dogs bark at the stranger./ The dog barks at the stranger.
    b. The bed is made of iron.
    c. The trees have fruit on them./ The tree has fruit on them.
    d. The student wants to go out./ The students want to go out.
    e. Sara and Sana have a pet cat.
Unit 7
Pages 53 and 54: Writing time
A. 1. The students will do the homework on time.
2. Sara is going to the post office. She will post the letters for you.
3. Bilal will go to Lahore next month.
4. My mother will bake a cake for my birthday.
5. Mr Ahmed will write a letter to all the students.

B. 1. When will they leave?
2. What did he wear?
3. Which numbers did he push?
4. What did Asad and Salman feel?
5. Where were they?
6. Who did Salman stop?

C. 1. She lives on Mall Road.
2. I haven’t seen her since 2009.
3. The school is near the park.
4. The play begins at 6 p.m.
5. The meeting for parents is between 9 a.m and 11 a.m.

Unit 8
Pages 59, 60, and 61: Writing time
C. 1. My grandfather gave me an expensive, antique, rectangular mirror.
2. That thin, young, Pakistani man is a cricketer.
3. This company sells small, modern, Japanese laptops.
4. I have a wonderful, old, Pakistani clock in my sitting room.
5. I ate a delicious, ripe, green apple.
6. The big, square, blue box is on the table.
7. My father bought a large, black, woolen suit.
8. There was an ugly, big, wooden desk in the old office.
9. My sister has long, curly, black hair.
10. I want to buy a beautiful, new, red bicycle.

D. 1. Who did the teacher give the prize to?
2. When are you going to do your homework?
3. What will Sara give her sister for her birthday?
4. When will you send the invitation to Talha?
5. Where are the books kept?
6. Who is responsible for switching off the lights?
7. Where do people go if they want to swim?
8. When can you come to my house?
9. Why is your room dirty?
10. Where do you live?
11. What is your father’s name?
12. Why are you angry?
E. 1. The Principal wants to appoint Mr. Javed.
2. Being late makes my teacher angry.
3. Some money is missing from the office.
4. Sheila resembles her grandmother.
5. I left out question five.

Unit 9

Pages 66, 67, and 68: Writing time

A. 1. The student is going abroad.
2. The baby is sleeping peacefully.
3. Jameel has already completed his work.
4. He never tells a lie.
5. You must clean your room today.

B. 1. The lion roared ferociously.
2. The soldier fought bravely.
3. The rude man pushed me harshly.
4. She opened her presents excitedly.
5. He drives very carelessly.

C. 1. A herd of cows grazed in the field.
2. Sara presented a bouquet of flowers to her teacher.
3. A pride of lions roamed in the jungle.
4. A pack of wolves attacked the small animals.
5. Talha made a house with a pack of cards.
6. A crowd of spectators watched the match.
7. An army of soldiers fought the battle.
8. Hamza saw a gaggle of geese near the lake.

D. 1. A troop of monkeys
2. A colony of rats
3. A network of computers
4. A handful of children
5. A herd of elephants
6. A string of pearls
7. A ring of keys
8. A crush of shoppers
9. A team of players
10. A cast of actors

E. 1. Did Mrs Babar go abroad?
2. Does the farmer get up before dawn?
3. Do the footballers practise at 4 p.m.?
4. Is a storm coming?
5. Were the students late?

F. Animals: deer, hippopotamus, panther, cow
Vegetables: turnip, cauliflower, aubergine, spinach
Birds: sparrow, parrot, pigeon, eagle
Unit 10

Page 73: Discussion time
1. Hockey is the most popular game.
2. Pears and bananas are the least popular fruit.
3. Computer Studies is liked by most students.
4. Most children study Urdu or Computer Studies in their spare time.

Pages 76 and 77: Writing time
A. 1. I ordered chairs, tables, and cupboards for my new office.
   3. Naila, the magazine editor, is absent today.
B. 1. Please buy me these fruits: mangoes, apples, and peaches.
   2. The teacher said: I will take you all for a picnic.
C. 1. Taimur is from Lebanon; his teacher is from the same place.
   2. Their team won the match; the captain made a century.
D. 1. My great-grandmother is very old.
   2. I want a strawberry-flavoured milkshake.
   3. They would like thirty-five balloons.
   4. He has a four-year-old granddaughter.
   5. The guests were seated in a semicircle. (hyphen not required)
   6. Their son-in-law is coming to visit.
   7. Thirty-one students voted for Sara.

Unit 11

Page 81: Writing time
A. eager – keen
deforestation – cutting down trees
   crafty – cunning
   condemned – said it was wrong
   sedative – drug that causes sleepiness
   exotic – unusual, attractive
B. 1. Summer in the plains was very hot and dusty, while the summer in Murree was cooler with bright, crystal-clear climate.
   2. The hills in Murree were “magical” as they were filled with wildlife: monkeys, jackals, foxes, and hundreds of exotic birds.
   3. Murree is more crowded now than it was in the 1960’s.
   4. Murree has lost its trees and this has resulted in landslides. Trees might have been cut down to clear space to create roads and buildings due to overcrowding.
   5. The incident in Islamabad drew public attention towards the unnecessary cruelty towards the animal and therefore when another animal entered someone’s house in Chitral people acted with caution and care and took steps to save the animals life. The incident in Islamabad thus helped create awareness.
Pages 83 and 84: Writing time

D. 1. We have to buy some sugar.
   2. Has anyone done the work?
   3. Does anyone know the answer to this question?
   4. You can always ask me for help.
   5. You have to finish the work on time.
   6. My mother is cooking for me.
   7. You will be late if you don’t hurry.
   8. The children are playing happily in the garden.
   9. The child was crying because it was hurt.
  10. They are asking us to play with them.

E. 2. Question: Is Eid your favourite holiday?
    Statement: Eid is your favourite holiday.
   3. Question: Is there a cat in the garden?
    Statement: There is a cat in the garden.
   4. Question: Are these biscuits ready to eat?
    Statement: These biscuits are ready to eat.
   5. Question: Have you finished your work?
    Statement: You have finished your work.

F. 1. Are you feeling well today? Question
   2. Hurray! Our team has won the game! Exclamation
   3. Do you know my friend Ali? Question
   4. It rained very heavily today. Statement
   5. I want to eat some rice. Statement
   6. When is your birthday? Question
   7. Can you come to my birthday party? Question
   8. That is a tame dog. Statement
REVIEW TEST 3

1. a. The lion is a very ferocious animal.
   b. The muscular man lifted the heavy stones.
   c. The brave, young lady caught the cunning thief.
   d. The cute, little puppy was shivering in the cold rain.
   e. The talented singer joined a new band.

2. a. Jamal never talks about his work.
   b. Nadir’s father has just been promoted.
   c. It rained continuously so we had to take our umbrella.
   d. Zoya usually goes to sleep at 10 p.m. (usually)
   e. Mr Qureshi seldom watches television. (seldom)

3. Shahid wanted to see all the important buildings in Lahore: the Shalimar Gardens, Badshahi Mosque, and Minar-e-Pakistan.
   “Where do you want to go first?” asked his uncle.
   Shahid could not decide as the four-hour trip to Lahore had already tired him out.

4. | Noun   | Adjective | Pronoun | Verb  | Adverb | Preposition |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bread</td>
<td>Bright</td>
<td>Mine</td>
<td>Jumped</td>
<td>Slowly</td>
<td>At</td>
</tr>
<tr>
<td>Money</td>
<td>Intelligent</td>
<td>Himself</td>
<td>Flew</td>
<td>Always</td>
<td>Under</td>
</tr>
<tr>
<td>Bench</td>
<td>Lazy</td>
<td>Her</td>
<td>Cooking</td>
<td>Never</td>
<td>Upon</td>
</tr>
</tbody>
</table>

5. break – brake – brick
   hole – hall – whole
   soon – sun – son
   dear – deer – die
   know – no – now
   soil – soul – sole
   father – farther – further
   met – meet – meat
   sweet – suite – suit
   hire – here – hear
   see – saw – sea
   weak – wick – week

6. a. You’re not allowed to play music in your room after eleven at night.
    b. Wheat is ground into flour for making bread.
    c. It’s very late to go all that way, why don’t you sleep over at our house?
    d. My sight is not as sharp as it used to be.
    e. The little boy threw the ball in the air.
7. a. can, may, say, must
   b. is, am, are, where
   c. were, at, being, be
   d. been, what, am, should
   e. do, did, shall, done

8. a. Someone has broken into the house.
   b. He was driving much too fast.
   c. I am waiting for my sister.
   d. Have you met my brother?
   e. Can/Will you help me?
   f. It will be later than you think.
   g. If he will read better, he will learn more.
   h. Mr Ahmed could not be persuaded to change.
Worksheet 2

Context Clues

A. Underlined word | Guessed meaning using context clues | Meaning given in the dictionary
--- | --- | ---
desired | | To express a wish for
announced | | make something known especially by saying it publicly
determined | | having reached a firm decision
struggled | | to proceed with difficulty or with great effort
elated | | marked by high spirits

B. Match the underlined word with their meanings.

1. lacking in experience
2. remain alive
3. asked to leave
4. fill with delight
5. average
Worksheet 3

Subjects and Predicates

A. For each of the following sentences, circle the subject and underline the predicate.

1. The huge dog *barked ferociously.*
2. The little children *rushed through the park.*
3. Neha *invited her friends to the party.*
4. We *went for a picnic.*
5. The car *crashed into the tree.*
6. The abandoned, old house *seemed haunted.*
7. The little kitten *was quite playful.*
8. The sun *shone cheerfully.*
9. The apple pie *was delicious.*
10. Neha, Nasir, and Javed *all play football.*

D. Read the following sentences and underline the verbs. Find the subject of the verb and note it in the subject box. Find the object and write it in the object box.

<table>
<thead>
<tr>
<th>Subjects:</th>
<th>Objects:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The moon</td>
<td>apple pie</td>
</tr>
<tr>
<td>Javeria</td>
<td>diary</td>
</tr>
<tr>
<td>She</td>
<td>football</td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>The old man</td>
<td></td>
</tr>
</tbody>
</table>

1. The moon was shining brightly.
2. Javeria ate an apple pie.
3. She gave me the diary.
4. I played football last week.
5. The old man was laughing.
Worksheet 4

Pronouns and Subject-Verb Agreement

A. Use any of the following personal pronouns to fill in the blanks in the letter below.

Dear Natasha,

We are having a wonderful time. Saba and I have fun all day long. We spend most of our day at the beach, building sandcastles, or reading lazily. Ahmed and Raheel have taken up water sports. Can You believe it? They are actually surfing. After a long, tiring, and fun-filled day, Mother treats us to her brownies. They are as scrumptious as ever. Father wanted to go sightseeing but was having trouble with the car. It took him a while to fix it. Finally, We were able to go driving to the countryside. I wanted to drive. Unfortunately, I drove the car into the mud. Father told me to keep to reading and building sandcastles from now on.

Wish you were here.

Lots of Love,

Neha.

B. Fill in the blanks with possessive pronouns.

1. mine  
2. his  
3. theirs  
4. hers  
5. ours

C. Fill in the blanks with the correct reflexive pronoun.

1. myself  
2. herself  
3. themselves  
4. ourselves  
5. yourself

D. Choose the right verb form in each of the following sentences, making sure each verb agrees with its subject.

1. were  
2. were  
3. has; needs  
4. have  
5. uses
Worksheet 6

Adverbs and Collective Nouns

A. Fill in the blanks with an adverb which best fits the sentences given. Choose from the adverbs given below.

1. happily
2. outside
3. quietly
4. playfully
5. later
6. slowly
7. carefully
8. angrily
9. soon
10. sincerely

B. Match the animals with their collective nouns.

1. fish school
2. ants colony
3. hounds pack
4. birds flock
5. cows herd

C. Fill in the blanks with the correct collective noun. Choose from the list given below.

1. shoal
2. flock
3. pack
4. school
5. pride
Worksheet 7

Punctuation marks

A. Re-write the following sentences using commas in the correct places.
1. I might read, watch, television, and then later go to sleep.
2. Sara, Sana, Shazia, and Shabana practice playing the piano every Saturday.
3. For dinner, we had soup, pizza, soft drinks, and chocolate brownies.
4. We are going to the grocery store to buy cake, salt, bread, and eggs.
5. Mother told her to empty the trash, vacuum the carpet, and wash the windows.

B. Re-write the following sentences using semi-colons where necessary.
1. Kasim wants to play football; Kaleem wants to play basketball.
2. She is feeling cold because her hair is very wet; she just washed it.
3. I went to the basketball court; I was told it was closed for cleaning.
4. I wish I had a bicycle; I have always liked riding.
5. You should talk to Ali; otherwise, he will continue to misunderstand what happened.

C. Re-write the following sentences using colons where necessary.
1. I always set my alarm clock for 5:45 AM.
2. If you go to the store, please bring these items: sweet oranges some margarine a pack of mozzarella cheese corn soup and potatoes.
3. I have four hobbies: soccer, music, reading and hiking.
4. I love reading all types of books: mystery, horror, suspense, and biographies.
5. We learned in biology about the four parts of a plant: roots, stem, leaves, and flower.

D. Use a dictionary to define each of the following hyphenated words.
1. even-tempered not easily angered or excited
2. tight-lipped silent, loath to speak
3. wide-eyed innocent
4. heavy-handed clumsy, awkward, insensitive, overly forceful
5. hard-hearted unsympathetic, cruel, cold