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Teaching Guides 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.

- **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 motivations 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.
کتب کو پہچانے نہیں میں اساتذہ کی معاونت کے لیے ترتیب ذیل گی یہ۔

"We Learn English" (8-1) اور "رتن" ان کتابوں کو استعمال کرنے کے لئے اساتذہ کے لئے ایسا انعقاد اختیار نہ ہونے دیا جائے ہیں کہ زبانیں دونوں میں معددہ کرنا ہے۔ انہوں نے اساتذہ کو دونوں زبانوں کی افزادہ عالم کرکے اس سے اساتذہ کو مدد کرنا ہے۔

اساتذہ کی اس کے لئے معاونت میں دس و چار رکھے گئے ہیں۔

• مقاصد اور ویژن

یہ ان تحریرات اور منابع کو یقینی طور پر مکمل رکھے گئے میں اساتذہ اور اساتذہ دونوں میں مدد کریں گے جو کہا جا سکے میں۔

• طریقۂ کار

اساتذہ کو اسی طرح کا کام لے جاتا ہے کہ اسی صورت میں اساتذہ کو دو زبانوں کا کام کرنا ہے۔

اطالعات کے لئے تحقیق کی ایک اور اس سے متعلق اور اساتذہ کا کام کرنا ہے کہ وہ ایسا کام کرنا ہے جو اس کے لئے

اس کے لئے کچھ کا کام لگا گیا ہے۔

• پیشہ ور

اس کی کام کا پیشہ ور کی جانب ہے۔

اس کا کام دوسرے کی جانب ہے۔

• اضافی دوسرے

اضافی دوسرے کہ با خیال کریں کہ اساتذہ کی افزادہ عالم میں مدد کرتے ہیں۔ بھرپور سے اسکول کے لئے میں ہو۔

• افزادہ عالم

افزادہ عالم کہ با خیال کریں کہ اساتذہ کی افزادہ عالم میں مدد کرتے ہیں۔ اور اس کا دوسرے کہ با خیال کریں کہ

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• افزادہ عالم
LESSON 1

OBJECTIVES

• To create awareness in students about the lives and special needs of people with disabilities, inculcating in them the spirit to share
• Understand that a lot can be achieved by perseverance and efforts in the right direction
• Comprehend/interpret text by reading critically and actively

LEARNING OUTCOMES

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

• understand that people with disabilities and impairments also have their own needs and goals, but that there usually are obstacles to these being accomplished;
• think about the lives and needs of a person with a disability and explore why everyday tasks can be very challenging, especially without the right support;
• comprehend/interpret text by reading critically and actively;
• answer questions in their own words;
• understand meanings of words in context.

RESOURCES REQUIRED (TEACHING AIDS)

• pictures of Albert Einstein, Thomas Edison, Franklin D. Roosevelt, Christopher Reeve, Stephen Hawkings
• for blindfold activity: a blindfold, box full of different objects (stationery, fruits, toys, etcetera.)

METHOD

• Introduction: Write the following questions on the board and discuss them briefly. Do you have any friends, relatives, or neighbours who have a disability? Have you seen any such individuals in any shopping centre lately? What kind(s)? How do they make up for their disability? This is a usual five minute discussion exercise.
منتصف:

- تلخيص محدد للمستوى المسؤول عن اختلافات الأسلوب.
- توضيح كيفية تأثير استخدام الأسلوب على نتائج العملية.
- مناقشة الأفكار والتفسيرات المتشابهة.

没收:

- توضيح الآثار المحتملة لأي استخدام خاص.
- المناقشة العامة في كيفية التفاعل بين الأفكار المختلفة.
- استعداد للنقاش العام.
- مناقشة الملاحظات المتعارضة.

دمج:

- الأفكار والمناقشات المختلفة يمكن أن تساعد في تحديد الأفكار الرئيسية.
- مناقشة الأفكار الإبداعية في تحليل القضايا.
- مناقشة الأفكار الإبداعية في تحليل القضايا.

توصيات:

- تقديم نصائح وتصورات ملموسة للتفاعل الإبداعي.
- مناقشة الأفكار الإبداعية في تحليل القضايا.
- مناقشة الأفكار الإبداعية في تحليل القضايا.

الختام:

- مناقشة الأفكار الإبداعية في تحليل القضايا.
- مناقشة الأفكار الإبداعية في تحليل القضايا.
- مناقشة الأفكار الإبداعية في تحليل القضايا.

الخاتمة:

- مناقشة الأفكار الإبداعية في تحليل القضايا.
- مناقشة الأفكار الإبداعية في تحليل القضايا.
- مناقشة الأفكار الإبداعية في تحليل القضايا.

النهاية:

- مناقشة الأفكار الإبداعية في تحليل القضايا.
- مناقشة الأفكار الإبداعية في تحليل القضايا.
- مناقشة الأفكار الإبداعية في تحليل القضايا.

الاستنتاج:

- مناقشة الأفكار الإبداعية في تحليل القضايا.
- مناقشة الأفكار الإبداعية في تحليل القضايا.
- مناقشة الأفكار الإبداعية في تحليل القضايا.

النتيجة:

- مناقشة الأفكار الإبداعية في تحليل القضايا.
- مناقشة الأفكار الإبداعية في تحليل القضايا.
- مناقشة الأفكار الإبداعية في تحليل القضايا.

المتغير:

- مناقشة الأفكار الإبداعية في تحليل القضايا.
- مناقشة الأفكار الإبداعية في تحليل القضايا.
- مناقشة الأفكار الإبداعية في تحليل القضايا.

الناتج:

- مناقشة الأفكار الإبداعية في تحليل القضايا.
- مناقشة الأفكار الإبداعية في تحليل القضايا.
- مناقشة الأفكار الإبداعية في تحليل القضايا.

النتيجة:

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Special people

Ask students to raise their hands if they understand what a disability is. Prompt them with questions to help them formulate their answers. Are people with disabilities unable to complete all daily activities in a certain way? Is disability always physical? Can a disability be invisible (you cannot see it just by looking at someone)? Then, discuss the kinds of disabilities people might suffer from. Now ask your students what they think a disabled person feels as he or she tries to go about his or her life and to try and imagine what it means to live with a disability.

- **Quiz on famous people:** Find and show pictures of the following famous people: Albert Einstein, Thomas Edison, Franklin Roosevelt, Christopher Reeve, and Stephen Hawking. Ask the student to identify and say what they know about each famous personality and then share the following information with them.

  - **Albert Einstein** was a world famous mathematician and physicist. He was brilliant but he had a learning disability. He did not speak until he was three years of age. Mathematics in school was quite challenging for him. It was also very hard for him to express himself through writing.

  - **Thomas Edison** is one of the greatest inventors in history. He possessed more than a 1,000 patents and his inventions are in use in our daily life. At a young age, it was believed he had a learning disability. He was unable to read till he was twelve years old. His first invention was a phonograph. He became famous for inventing the electric light bulb and the telegraph system.

  - **Franklin D. Roosevelt** a famous politician, first gained importance as the governor of New York State. He was then elected President of the United States for four terms. In 1921, Franklin Roosevelt contracted a near-fatal case of polio that left him disabled. Due to polio, Roosevelt used a wheelchair and stood with the aid of steel leg braces. He tried many treatments, but was never able to walk on his own again.

  - **Christopher Reeve** the man more popularly known as Superman, won the British Academy Award as best actor. Christopher Reeve was crippled after a horse-riding injury and was unable to move and even breathe without the help of a respirator. He was dedicated to increasing public awareness about spinal cord injury and to raising money for research for a cure. Reeve died at age 52 on October 10, 2004.

- **Reading time (Pages 1 and 2):** Tell the students that they will read about another famous personality who despite her physical disability was able to amaze the world by her achievements. Ask them if they have heard about Helen Keller before. After taking in their feedback, read the text on Helen Keller and discuss the information in the passage. Ask simple questions to check comprehension.

- **Writing time (Page 2):** Ask students to work in pairs to complete the writing task.
نظرے تک یہ ہوا ہو جاتا ہے کہ مفردی کا ہے تو پھیلنا ہے کر کے۔ ان سے سوالات کی چھوٹی پچھلی چاکور کرنا ہے تو اس کی توجہ کم کرتی ہے۔ کیا مفردی افراد کا فاس مسول ہے یا تیاری قابل ہے کہ وہ نئی فوری دوسرے سے کچھ کو نہ کیا جاتا ہے کہ مفردی کا ہے تو پھیلنا ہے کر کے؟ مفردی جنوری کی بات کچھ تھی یہ کہ کچھ کس کو نہ کیا جاتا ہے کہ مفردی کا ہے تو پھیلنا ہے کر کے؟ مفردی کا ہے تو پھیلنا ہے کر کے؟ مفردی کا ہے تو پھیلنا ہے کر کے؟ مفردی کا ہے تو پھیلنا ہے کر کے؟ مفردی کا ہے تو پھیلنا ہے کر کے؟ مفردی کا ہے تو پھیلنا ہے کر کے?

مشورہ نہ ہیں، فرض کرویں، ہر اسی ایک دیکھنے کے چھوٹے بھی۔ اس سے نئی سوالات کی توجہ کم کرتی ہے۔ ان کی فریق دوسرے سے کچھ کو نہ کیا جاتا ہے کہ مفردی کا ہے تو پھیلنا ہے کر کے؟ مفردی کا ہے تو پھیلنا ہے کر کے؟ مفردی کا ہے تو پھیلنا ہے کر کے?

لیکن ایک وائی، ہم یہ ایک شاہر اور اسی ایک دیکھنے کے چھوٹے بھی۔ اس سے نئی سوالات کی توجہ کم کرتی ہے۔ ان کی فریق دوسرے سے کچھ کو نہ کیا جاتا ہے کہ مفردی کا ہے تو پھیلنا ہے کر کے؟ مفردی کا ہے تو پھیلنا ہے کر کے?

کر کرو مشورہ نہ ہیں، ایک شاہر اور اسی ایک دیکھنے کے چھوٹے بھی۔ اس سے نئی سوالات کی توجہ کم کرتی ہے۔ ان کی فریق دوسرے سے کچھ کو نہ کیا جاتا ہے کہ مفردی کا ہے تو پھیلنا ہے کر کے؟ مفردی کا ہے تو پھیلنا ہے کر کے?

المرد کی ایک اساطیر، کیا کسی خاص جنس کی شاعری؟ یہاں سے نئی ظکہ حاصل ہے۔ اس سے نئی سوالات کی توجہ کم کرتی ہے۔ ان کی فریق دوسرے سے کچھ کو نہ کیا جاتا ہے کہ مفردی کا ہے تو پھیلنا ہے کر کے؟ مفردی کا ہے تو پھیلنا ہے کر کے?

اس چوکانے کا تذکرہ ایک ہے۔ اس کی توجہ کم کرتی ہے۔ ان کی فریق دوسرے سے کچھ کو نہ کیا جاتا ہے کہ مفردی کا ہے تو پھیلنا ہے کر کے؟ مفردی کا ہے تو پھیلنا ہے کر کے?

تما سے جین میں بہت تفرقہ ہے۔ اس سے نئی سوالات کی توجہ کم کرتی ہے۔ ان کی فریق دوسرے سے کچھ کو نہ کیا جاتا ہے کہ مفردی کا ہے تو پھیلنا ہے کر کے؟ مفردی کا ہے تو پھیلنا ہے کر کے?

فرض کرویں، ہر اسی ایک دیکھنے کے چھوٹے بھی۔ اس سے نئی سوالات کی توجہ کم کرتی ہے۔ ان کی فریق دوسرے سے کچھ کو نہ کیا جاتا ہے کہ مفردی کا ہے تو پھیلنا ہے کر کے؟ مفردی کا ہے تو پھیلنا ہے کر کے؟

کر کرو مشورہ نہ ہیں، ایک شاہر اور اسی ایک دیکھنے کے چھوٹے بھی۔ اس سے نئی سوالات کی توجہ کم کرتی ہے۔ ان کی فریق دوسرے سے کچھ کو نہ کیا جاتا ہے کہ مفردی کا ہے تو پھیلنا ہے کر کے؟ مفردی کا ہے تو پھیلنا ہے کر کے?

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کر کرو مشورہ نہ ہیں، ایک شاہر اور اسی ایک دیکھنے کے چھوٹے بھی۔ اس سے نئی سوالات کی توجہ کم کرتی ہے۔ ان کی فریق دوسرے سے کچھ کو نہ کیا جاتا ہے کہ مفردی کا ہے تو پھیلنا ہے کر کے؟ مفردی کا ہے تو پھیلنا ہے کر کے?

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کر کرو مشورہ نہ ہیں، ایک شاہر اور اسی ایک دیکھنے کے چھوٹے بھی۔ اس سے نئی سوالات کی توجہ کم کرتی ہے۔ ان کی فریق دوسرے سے کچھ کو نہ کیا جاتا ہے کہ مفردی کا ہے تو پھیلنا ہے کر کے؟ مفردی کا ہے تو پھیلنا ہے کر کے?

کر کرو مشورہ نہ ہیں، ایک شاہر اور اسی ایک دیکھنے کے چھوٹے بھی۔ اس سے نئی سوالات کی توجہ کم کرتی ہے۔ ان کی فریق دوسرے سے کچھ کو نہ کیا جاتا ہے کہ مفردی کا ہے تو پھیلنا ہے کر کے؟ مفردی کا ہے تو پھیلنا ہے کر کے?
• **Activity time (Page 3):** Ask students what it might feel like to be unable to see or hear or speak. Will they be able to use other senses effectively to carry out their daily activities? Take two volunteers from the classroom; blindfold them and place a box full of different objects in front of them. The box might contain anything: stationery, fruits, play dough, plastic bags, etc. Ask the volunteers to feel and identify these objects. Count the number of objects they were able to successfully identify and also ask them how difficult it was to identify these.

• **Reading time (Page 3):** Help increase students comprehension by asking them to practice an active reading strategy. An active reading strategy helps students to monitor their reading and understanding of the text. Introduce students to the cross and check method. Ask them to read the passage on Wilma Rudolph slowly. At the end of each line they must use a pencil either to mark a tick (√) if they feel they have completely understood or a cross (x) if they do not understand anything in the line. Let students read actively in this way. Next, ask those who have placed some crosses on their text to raise their hands. Discuss the lines which they found difficult to understand.

• **Writing time (Pages 3 and 4):** Ask students to complete exercise D independently. This will help re-inforce and check their comprehension of the passage just read. Next tackle exercises E and F as a whole class, eliciting students’ responses and summarizing them on the board.

• **Activity time (Page 4):** Divide the class into groups and ask each group to research and answer the given questions. Allow each group to share their findings with the rest of the class the next day.

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

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction:</strong> Students discuss briefly a few questions about people with disabilities.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>Quiz:</strong> Students take a short quiz and learn more about famous people with disabilities.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>3.</td>
<td><strong>Reading time:</strong> Students listen to and read the passage on Helen Keller. (pages 1 and 2)</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td><strong>Writing time:</strong> Students work in pairs to complete exercises A, B, and C on page 2.</td>
<td>20 min</td>
</tr>
<tr>
<td>3</td>
<td>5.</td>
<td><strong>Activity time:</strong> Students volunteer to blindfold themselves and take part in an activity to identify different objects.</td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td>6.</td>
<td><strong>Reading time:</strong> Students use the cross and check method to actively read the passage on Wilma Rudolph.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>7.</td>
<td><strong>Writing time:</strong> Students work independently and complete exercises D, E, and F on page 4.</td>
<td>15 min</td>
</tr>
</tbody>
</table>
### String Theory

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 1    | Basic Concepts of String Theory | -
| 2    | String Theory and Quantum Gravity | -
| 3    | String Theory and Particle Physics | -
| 4    | String Theory and Black Holes | -
| 5    | String Theory and Cosmology | -
| 6    | String Theory and Quantum Field Theory | -
| 7    | Advanced Topics in String Theory | -

**Resources:**
- String Theory for Beginners
- String Theory: An Introduction
- String Theory and Its Applications

**Assignments:**
- Week 1: Introduction to String Theory
- Week 2: String Theory and Quantum Gravity
- Week 3: String Theory and Particle Physics
- Week 4: String Theory and Black Holes
- Week 5: String Theory and Cosmology
- Week 6: String Theory and Quantum Field Theory
- Week 7: Advanced Topics in String Theory

**Exams:**
- Midterm Exam: Topics 1 to 4
- Final Exam: Topics 5 to 7
EXTENDED ACTIVITY

- **Awareness Campaign:** Students try to raise awareness about contributions of people with disabilities. Divide students into groups. Ask each group to create posters about a famous personality with a disability and who has achieved a lot. They may choose:
  - Albert Einstein (learning disabilities)
  - Thomas Edison (hearing impairment)
  - Helen Keller (vision and hearing impairment)
  - Ray Charles (vision impairment)
  - Christopher Reeve (spinal cord injury)
  - Michael J. Fox (Parkinson's disease)

LESSON 2

OBJECTIVES

- Review verb forms and illustrate use of regular and irregular verbs
- Learn how to form the simple present and past tense of verbs
- Understand the function and use of modal verbs and adverbs

LEARNING OUTCOMES

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

- understand the difference between the past and present tense;
- understand the use of regular, irregular, and modal verbs;
- understand the use of adverbs.

RESOURCES REQUIRED (TEACHING AIDS)

- action verbs written on folded slips of paper and placed in a box
- copies of worksheet 1

METHOD

- **Verbs and tenses:** Explain to the students that verbs are ‘action words’ that tell us what someone ‘is’, ‘was’, or ‘will be’ doing and that verbs are different from other parts of speech because they change their form according to the time of the action. The time part of the form a verb takes is called its tense. Verbs used in sentences about things:
  1. that are happening now are in the present tense.
  2. that happened in the past are in the past tense.
اضافات جرفي:

- مادة بروتاميس: تذكر أن المادة بروتاميس تحتوي على تفاح تذكاري للحمراء، وعندما تجفف فإنها تتحول إلى رماد. في حالة وجود كمية كبيرة من المادة بروتاميس، فإنها قد تسبب نزيفًا وتشكل علامات على الوجه.

- مادة موزدمة: قد تكون موزدمة موزدة عالية، ولكنها يمكن أن تصبح أقل فاعلية إذا كانت موزدمة نادرة. في بعض الأحيان، قد يكون من الصعب تحديد مصدر المادة الموزدمة.

- مادة داكنة: قد تكون مادة داكنة قوية، ولكنها قد تؤدي إلى نزيف شديد في الاماكن المتحركة. في بعض الأحيان، قد تكون مادة داكنة حساسة للضغط.

- مادة سالبة: قد تكون مادة سالبة القوة، ولكنها قد تكون قوية بما فيه الكفاية للتحكم في النزيف. في بعض الأحيان، قد تكون مادة سالبة حساسة للضغط.

- مادة مزدوجة: قد تكون مادة مزدوجة قوية، ولكنها قد تكون أقل فاعلية إذا كانت موزدمة نادرة. في بعض الأحيان، قد يكون من الصعب تحديد مصدر المادة الموزدمة.
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. Look at the list of verbs and discuss their differences.

- Draw two columns on the board. Label them ‘past’ and ‘present.’ Brainstorm with your class various events, personal, and historical: cricket world cup, their birthday, a famous person’s birthday, holidays, current news, etc. List these events in the appropriate column labeled ‘past’ and ‘present.’

- Next, ask the students to choose one event from each column and write two sentences about that event. After they write their sentences, they must identify whether it is in past or present tense. Ask volunteers to read their sentences. List the verbs they are using on the board in the appropriate columns and provide feedback helping students to understand whether the correct tenses were used in their sentences.

By now students should have an idea of how to use verbs to describe events in the past and present tense. Explain that both the texts, Helen Keller and Wilma Rudolph are written in the past tense. They must now select any five verbs written in the past tense from each passage and write them in the present tense.

- **The simple present tense:** Explain that the simple present tense expresses a habit or often a repeated action.
  
  Example: She goes to work every day., I always wake up at 6 a.m., etc.

- Ask the students to write a brief paragraph about their daily routine and underline all the verbs in the simple present tense. Volunteers can now share their paragraphs with the class.

- Explain that this tense also expresses general truths or facts that are timeless.
  
  Example: The Sun rises in the east. Water boils at 100 degrees Celsius. Ahmed works in a toy factory.

- Ask the students to write at least two sentences that show general truths or facts and share them with the rest of the class.

- Now explain that we add –s or –es to a verb when we use it with he, she, it, and singular nouns.

  E.g. He likes to paint.
  
  She cooks very well.
  
  The car runs on petrol.
  
  Ahmed works in a chocolate factory.
  
  My teacher goes home by bus.
She goes to work every day. I always wake up at 6 a.m.

Ahmed works in a toy factory.

The Sun rises in the east. Water boils at 100 degrees Celsius.

He likes to paint.

She cooks very well.

The car runs on petrol.

Ahmed works in a chocolate factory.

My teacher goes home by bus.
We use plural verbs (without s or es) with they, we, I, you, and plural nouns.
E.g. They meet in the park on Thursdays.
We play football in the park.
I clean my room before sleeping.
Do you feel happy when it’s a holiday?
Sara and Sonya practise playing basketball every Friday.

Practice drill: Write the following sentences on the board asking students to choose the correct form of the verb:
1. He (want, wants) to eat pasta for lunch today.
2. His brother (run, runs) faster than anyone else in school.
3. Ahmed (washes, wash) the old car everyday and (wax, waxes) it beautifully.
4. Dreams can never (causes, cause) harm; they just inspire us.
5. The winding staircase (rises, rise) up to the second floor.

Writing time (Page 5): Students work in pairs to read the information box on past and present tense and complete exercise G.

The simple past tense: To introduce the topic ask simple questions about things that happened in the past. (1) What did you do after school yesterday? (2) Did you play cricket over the weekend? (3) What was the weather like yesterday? (4) Did you complete your homework? Take the student’s responses and note them down on the board, marking the form of the verbs so that students will observe the ‘-ed’ added to form the past tense.
(1) I played a video game. (2) Yes, I played cricket over the weekend. (3) It rained yesterday. (4) Yes, I completed my homework.

Activity time: Write a few action verbs on slips of paper, fold and place the paper slips in a box. Ask students to choose a slip of paper and act out the verb written on it. The rest of the class needs to then describe what they saw in a single sentence. For example, a student selects a slip which has ‘dance’ written on it. He performs a few simple dance steps. Next, ask the class what the student did. They need to describe his action using the past tense. The correct response would be: He danced. Allow the students to perform verbs in this way a few times. Then point out that the past tense is used to describe actions completed at a certain point of time in the past. Example: He danced. She walked. He talked. They screamed. He cooked. They cleaned. etc.
Explain that we usually add ‘-ed’ to form the simple past tense. Write down the following sentences on the board, asking students to change the verb in the bracket to the simple past tense.
1. Sameer ____________ in the yard (play)
2. We ____________ to go to the cinema. (decide)
3. Sara ____________ the biology lesson. (miss)
4. They ____________ the jewellery store. (rob)
We play football in the park.
I clean my room before sleeping.
Do you feel happy when it's a holiday?
Sara and Sonya practise playing basketball every Friday.

1. He (want, wants) to eat pasta for lunch today.
2. His brother (run, runs) faster than anyone else in school.
3. Ahmed (washes, wash) the old car everyday and (wax, waxes) it beautifully.
4. Dreams can never (causes, cause) harm; they just inspire us.
5. The winding staircase (rises, rise) up to the second floor.

(1) I played a video game. (2) Yes, I played cricket over the weekend.
(3) It rained yesterday. (4) Yes, I completed my homework.

He danced. She walked. They screamed. He cooked. They cleaned.

Example: He played football.

1. Sameer ____________ in the yard (play)
2. We ____________ to go to the cinema. (decide)
3. Sara ____________ the biology lesson. (miss)
4. They ____________ the jewellery store. (rob)
Give a list of verbs and ask students to construct five sentences in the present tense and five sentences in the past tense.

- **Irregular verbs**: Explain that so far all the verbs that have been studied can be changed to the past tense by adding *ed*. However, not all verbs follow this pattern. There are many verbs which do not take an *ed* to form the past tense. These are called irregular verbs.

- **Practice drill**: Use the following list to revise irregular verbs. Read aloud the base form of the verb and ask the students to give the simple past tense of that verb.

<table>
<thead>
<tr>
<th>Base form</th>
<th>Simple past tense</th>
<th>Base form</th>
<th>Simple past tense</th>
<th>Base form</th>
<th>Simple past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>awake</td>
<td>awoke</td>
<td>fight</td>
<td>fought</td>
<td>put</td>
<td>put</td>
</tr>
<tr>
<td>be</td>
<td>was, were</td>
<td>find</td>
<td>found</td>
<td>read</td>
<td>read</td>
</tr>
<tr>
<td>beat</td>
<td>beat</td>
<td>fly</td>
<td>flew</td>
<td>ring</td>
<td>rang</td>
</tr>
<tr>
<td>become</td>
<td>became</td>
<td>forget</td>
<td>forgot</td>
<td>rise</td>
<td>rose</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>forgive</td>
<td>forgave</td>
<td>run</td>
<td>ran</td>
</tr>
<tr>
<td>bite</td>
<td>bit</td>
<td>freeze</td>
<td>froze</td>
<td>say</td>
<td>said</td>
</tr>
<tr>
<td>blow</td>
<td>blew</td>
<td>get</td>
<td>got</td>
<td>see</td>
<td>saw</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>give</td>
<td>gave</td>
<td>sell</td>
<td>sold</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>go</td>
<td>went</td>
<td>sing</td>
<td>sang</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>have</td>
<td>had</td>
<td>sit</td>
<td>sat</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>hear</td>
<td>heard</td>
<td>sleep</td>
<td>slept</td>
</tr>
<tr>
<td>choose</td>
<td>chose</td>
<td>hide</td>
<td>hid</td>
<td>speak</td>
<td>spoke</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>hit</td>
<td>hit</td>
<td>swim</td>
<td>swam</td>
</tr>
<tr>
<td>cost</td>
<td>cost</td>
<td>hold</td>
<td>held</td>
<td>take</td>
<td>took</td>
</tr>
<tr>
<td>cut</td>
<td>cut</td>
<td>hurt</td>
<td>hurt</td>
<td>teach</td>
<td>taught</td>
</tr>
<tr>
<td>dig</td>
<td>dug</td>
<td>keep</td>
<td>kept</td>
<td>tell</td>
<td>told</td>
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<tr>
<td>do</td>
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<td>know</td>
<td>knew</td>
<td>think</td>
<td>thought</td>
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<tr>
<td>draw</td>
<td>drew</td>
<td>leave</td>
<td>left</td>
<td>throw</td>
<td>threw</td>
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<td>drink</td>
<td>drank</td>
<td>lose</td>
<td>lost</td>
<td>wake</td>
<td>woke</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>make</td>
<td>made</td>
<td>wear</td>
<td>wore</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
<td>meet</td>
<td>met</td>
<td>win</td>
<td>won</td>
</tr>
<tr>
<td>feel</td>
<td>felt</td>
<td>pay</td>
<td>paid</td>
<td>write</td>
<td>wrote</td>
</tr>
</tbody>
</table>

- **Writing time (Page 5)**: Ask the students to place a single line under regular verbs and a double line under irregular ones.

1. Saba drew a beautiful portrait.
2. The new girl opened the door.
3. They came late to the concert.
4. Maria played volleyball with the girls.

Now ask students to work in pairs to complete exercise H on page 5.
### Base form | Simple past tense | Base form | Simple past tense | Base form | Simple past tense
---|---|---|---|---|---
awake | awoke | fight | fought | put | put
be | was, were | find | found | read | read
beat | beat | fly | flew | ring | rang
become | became | forget | forgot | rise | rose
begin | began | forgive | forgave | run | ran
bite | bit | get | froze | say | said
blow | blew | give | sang | see | saw
break | broke | go | went | sell | sold
bring | brought | have | had | sing | sang
buy | bought | hear | heard | sit | sat
catch | caught | hide | slept | sleep | slept
choose | chose | hit | spoke | speak | spoke
come | came | hold | held | swim | swam
cost | cost | hurt | hurt | take | took
cut | cut | keep | kept | taught | taught
dig | dug | know | knew | told | told
do | did | leave | left | thought | thought
draw | drew | lose | lost | throw | threw
drink | drank | make | made | wake | woke
eat | ate | meet | met | wear | wore
fall | fell | pay | paid | win | won
feel | felt | | | write | wrote

### Grammar Lesson 5 (Page 5)
- **Simple past tense**: Words ending in **ed** can be used with the past tense.

1. Saba drew a beautiful portrait.
2. The new girl broke the vase.
3. They came late to the concert.
4. Maria played volleyball with the girls.
• **Types of verbs**: Divide the board into three columns. Label each column with the following headings: *Action verbs*, *Saying verbs*, and *Thinking or feeling verbs*. Tell the students that they will be studying three types of verbs today. Explain that ‘Action verbs’ tell us what happens or what characters do, ‘Saying verbs’ tell us what characters say, and ‘Thinking or feeling verbs’ tell us what characters think or feel. Ask them to draw three columns in their journals and then read out the following list slowly. Instruct students to listen carefully and then write the verbs in the appropriate column.

felt - changed - told - recovered - called - went - fell - shouted - sent - screamed - thought - placed - tried - travelled - suffered - ordered - broke - threw - cried - decided

• **Writing time (Page 6)**: Students can work in pairs to complete exercises I and J.

• **Modal verbs**: Explain that a modal verb is an extra verb, which is used before the main verb and it gives more information about the main verb. Examples include: can, could, may, might, must, shall, will, would, and should. Have to, have got to, and need are also used as modal verbs. To practice using modal verbs conduct the following activity. Write the following words on the board:

**Probable**

Call out different sentences illustrating how they change depending on whether a situation is probable or definite.

He plays tonight. Point to probable and change this to ‘He might play tonight.’ Then point to Definite and change this to ‘He will play tonight.’

Give the following sentences to your class and ask them to modify them to show both probable or definite situations.

1. We go to the shopping mall.  4. She has coffee.
2. I have a cold drink.     5. We work tonight.
3. He sings tonight.

• **Writing time (Page 7)**: Ask students to complete exercises K and L. Remind them that adverbs are used to describe verbs.

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

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Verbs and tenses</strong>: Students take part in an activity to understand the difference between the past and present tense.</td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>The simple present tense</strong>: Students understand the function and use of the simple present tense.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td><strong>Practice drill</strong>: Students complete sentences using the correct form of the verb.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td><strong>Writing time</strong>: Students complete exercise G on page 5.</td>
<td>5 min</td>
</tr>
</tbody>
</table>
Thinking or or feeling verbs: "He might play tonight.

Saying verbs: "He plays tonight."

Action verbs: 1. We go to the shopping mall. 2. I have a cold drink. 3. He sings tonight.

Feeling verbs: 4. She has coffee. 5. We work tonight.

Probable

Definite

Saying verbs

Adverb: (3) 3.

Object as Case: 4. He is

Subject as Case: 5. We do

Prepositional Phrase: 6. We work to

Sentence as Case: 7. He plays in

Verb Phrase: 8. I have a

Adjective: (4) 9.

Adverbs: (5) 10.

Suffix: (6) 11.

Verb: (7) 12.

Object: (8) 13.

Adjective: (9) 14.

Adverbs: (10) 15.

Verb Phrase: (11) 16.

Subject: (12) 17.

Object as Case: (13) 18.

Object as Case: (14) 19.

Subject as Case: (15) 20.

Adjective: (16) 21.

Adverbs: (17) 22.

Verb Phrase: (18) 23.

Adjective: (19) 24.

Adverbs: (20) 25.

Verb: (21) 26.

Object: (22) 27.

Adjective: (23) 28.

Adverbs: (24) 29.


Subject: (26) 31.

Object as Case: (27) 32.

Object as Case: (28) 33.

Subject as Case: (29) 34.

Adjective: (30) 35.

Adverbs: (31) 36.

Verb Phrase: (32) 37.

Adjective: (33) 38.

Adverbs: (34) 39.

Verb: (35) 40.

Object: (36) 41.

Adjective: (37) 42.

Adverbs: (38) 43.

Verb Phrase: (39) 44.

Subject: (40) 45.

Object as Case: (41) 46.

Object as Case: (42) 47.

Subject as Case: (43) 48.

Adjective: (44) 49.

Adverbs: (45) 50.

Verb Phrase: (46) 51.

Adjective: (47) 52.

Adverbs: (48) 53.

Verb: (49) 54.

Object: (50) 55.

Adjective: (51) 56.

Adverbs: (52) 57.

Verb Phrase: (53) 58.

Subject: (54) 59.

Object as Case: (55) 60.

Object as Case: (56) 61.

Subject as Case: (57) 62.

Adjective: (58) 63.

Adverbs: (59) 64.

Verb Phrase: (60) 65.

Adjective: (61) 66.

Adverbs: (62) 67.

Verb: (63) 68.

Object: (64) 69.

Adjective: (65) 70.

Adverbs: (66) 71.

Verb Phrase: (67) 72.

Subject: (68) 73.

Object as Case: (69) 74.

Object as Case: (70) 75.

Subject as Case: (71) 76.

Adjective: (72) 77.

Adverbs: (73) 78.

Verb Phrase: (74) 79.

Adjective: (75) 80.

Adverbs: (76) 81.

Verb: (77) 82.

Object: (78) 83.

Adjective: (79) 84.

Adverbs: (80) 85.

Verb Phrase: (81) 86.

Subject: (82) 87.

Object as Case: (83) 88.

Object as Case: (84) 89.

Subject as Case: (85) 90.

Adjective: (86) 91.

Adverbs: (87) 92.

Verb Phrase: (88) 93.

Adjective: (89) 94.

Adverbs: (90) 95.

Verb: (91) 96.

Object: (92) 97.

Adjective: (93) 98.

Adverbs: (94) 99.

Verb Phrase: (95) 100.

Subject: (96) 101.

Object as Case: (97) 102.

Object as Case: (98) 103.

Subject as Case: (99) 104.

Adjective: (100) 105.

Adverbs: (101) 106.

Verb Phrase: (102) 107.

Adjective: (103) 108.

Adverbs: (104) 109.

Verb: (105) 110.
The simple past tense: Students learn the function and formation of the simple past tense through a short introduction.  

Activity time: Students practise forming the simple past tense using a fun activity. Next, they make sentences in the present and past tenses.

Irregular verbs: Students understand the function of irregular verbs and learn how to form irregular verbs through an oral practice drill.

Writing time: Students distinguish between regular and irregular verbs in sample sentences and complete exercise H on page 5 for further practice with irregular verbs.

Types of verbs: Students learn to distinguish between action verbs, saying verbs, and thinking and feeling verbs.

Writing time: Students work in pairs to complete exercises I and J on page 6.

Modal Verbs: Students understand and practice the use of modal verbs through an activity.

Writing time: Students complete exercise K on page 7 to practice using modal verbs and exercise L on page 7 to review adverbs.

EXTENDED ACTIVITIES

- **Writing activity:** Think of a time when you were late for any event, class, or activity. Write why you were late and what happened as a result. Use the past tense to write your paragraph.

- **Creating stories:** Each group will work together to write a story using the simple past tense. Give each group a topic. For example, the topic may be ‘The best birthday ever.’ Student A begins the story with the first sentence: I can never forget my 12th birthday. Student B may continue: I wanted my own computer for my birthday. Student C can continue by adding another sentence. Each group will in this way create their own short story.

- **Creating Rules:** Students can practice using modal verbs by framing some rules. Ask students to work in groups. Each group may be given a place for example library, school, bus, shopping mall, amusement park, etc. Ask them to write rules that need to be followed at these places (using: must, mustn’t, have to, and don’t have to). Each group may then read out its set of rules to the rest of the class and others can guess the place they relate to.

- Ask students to complete Worksheet 1.

LESSON 3

OBJECTIVES

- Read and express opinion about poems
I wanted my own computer for my birthday. The best birthday ever.

I knew I had to have a computer for my birthday. I had to have a computer for my birthday.

I never forget my 12th birthday.

I must have a computer for my birthday.
LEARNING OUTCOMES

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

• understand the poet’s message;
• form and express their own opinion about a poem.

RESOURCES REQUIRED (TEACHING AIDS)

• pictures depicting loneliness

METHOD

• Introduction: Find a few pictures depicting loneliness. Show each picture to the students and ask them to describe what the situation of the person in the picture may be and how might he or she be feeling. Elicit responses which may state that the person seems to be lonely, miserable, depressed, dejected, isolated, unhappy, wretched, poor, left out, etc. Then, ask why the person in the picture might be feeling this way. Are his friends or peers responsible in making him feel this way? Should someone try to help him or her out?

• Reading time (Page 8): Now focus on the picture in the textbook on page 8. Ask the students to think about the girl in the wheelchair. What might she be feeling? Why might she be feeling this way? Can anything be done to help her? Next, read the title of the poem Alone. Ask the students if the title seems appropriate. Ask them to explain why. Recite the poem and discuss key words and phrases in the poem: alone, glare, I wish I could quickly sprint, lonely, friendless, and day by day. Ask your students why the girl seems to feel alone. Why does she sit and ‘glare’? What does she wish for? What is the effect of the last line?

• Discussion time: Ask students to discuss the given questions with a classmate. After allowing students enough time to discuss, let each pair share their views with the rest of the class.
(I Wish) (could)

A single day (day by day)

An epidemic (frenzied)

An age (alone)

A planet (lonely)

A sprint (quickly)

A story (told)

A journey (begun)

A river (flowed)

A cycle (revolved)

A secret (told)

A mystery (solved)

A dream (achieved)

A fortress (bombed)

A war (ended)

A peace (achieved)

A dream (fulfilled)

A future (begun)

A road (traveled)

A sky (crossed)

A heart (broke)

A love (lost)

A friendship (ended)

A memory (forgotten)

A past (forgotten)

A story (told)

A journey (begun)

A river (flowed)

A cycle (revolved)

A secret (told)

A mystery (solved)

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A future (begun)

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A love (lost)

A friendship (ended)

A memory (forgotten)

A past (forgotten)

A story (told)

A journey (begun)

A river (flowed)

A cycle (revolved)

A secret (told)

A mystery (solved)

A dream (achieved)
### SUGGESTED LESSON OUTLINE (1 class period)

<table>
<thead>
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<th>TASK</th>
<th>TIME</th>
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<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction</strong>: Students take part in an activity and try to empathize with the characters depicted in pictures.</td>
<td>10 min</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Reading time</strong>: Students focus on the picture on page 8 and read and discuss the poem ‘Alone’.</td>
<td>20 min</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td><strong>Discussion time</strong>: Students discuss the questions on page 8 to form and express their opinion about the poem.</td>
<td>10 min</td>
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</table>

### EXTENDED ACTIVITY

- **Creating Poems**: Ask students to work together to create their own poem titled, ‘Alone’ describing the feelings of a child who does not have friends.
تقریب: ظالا کوئی سرگرمی جنہاں نے اوراق نویسی میں دو ہیں اور اس نے اپنے کردار کا احکام نہ کیا کوئی ہی۔

<table>
<thead>
<tr>
<th>وقت (د)</th>
<th>کام</th>
<th>سفرریز</th>
<th>جدیدہ</th>
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<tbody>
<tr>
<td>10 دن</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>پہلی جنگ 9 دی: دو بار پھر کریں اور اس پر اور اس پر اکثر کریں।</td>
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<td>20 دن</td>
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<td>پہلی جنگ 8 دی 9 دی اور اس پر ان کے احکام کریں۔</td>
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<td>10 دن</td>
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<tr>
<td>پہلی جنگ 8 دی 8 دی اور اس کا احکام کریں کے لیے صرف 8 دی کی ہے۔</td>
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</table>

اضافی سرگرمی:

ظالا ایک وحشی کے لیے کوئی دو ہیں کہا ہے ( Alone) کے ذریعہ سے اپنے احکام کریں۔ تلگ اسے اس کا سیرت نہیں۔

جس کا کوئی روست نہ ہو۔
LESSON 1

OBJECTIVES

• Read and understand text, and answer questions
• Use the dictionary to find the meaning of words
• Write a composition following conventions of essay writing

LEARNING OUTCOMES

By the end of this lesson, students will be able to:
• comprehend the text independently and answer questions;
• guess meanings using context and use a dictionary to find the meaning of vocabulary words;
• brainstorm for ideas and write essays on any given topics.

RESOURCES REQUIRED (TEACHING AIDS)

• chart papers (for poster activity)
• poster depicting your own strange invention
• few pictures showing strange machines
• access to the library which has encyclopedias to browse for information

METHOD

• Introduction: Write the word ‘technology’ on the board. Ask the students what this word means to them. They might come up with answers like: computers, phones, internet, email, etc. Now ask them when they think technology began. They will most probably give answers which refer to recent years, a few decades ago, or the beginning of the century. Explain that the word technology refers to any invention, including tools, machines, materials, and sources of power, that makes people’s work easier. Next, ask students to think again when technology began. Lead them to realize that if technology refers to any invention which makes people’s work easier, then the first time any human being used a rock or stick as a tool, it will be considered as the use of technology. The ability to create fire, plant crops, and use simple machines like a lever or a wheel for transport will also be considered technology. Point out how ancient the use of technology actually is.
Section 1

Main Points:

- Context and narrative of the technological advancement.
- The impact of technology on various aspects of life.
- The role of technology in shaping global communication.
- The future of technology and its potential implications.

Collection:

- Gathering information from different sources.
- Organizing the data for analysis.
- Presenting the findings in a clear and concise manner.

Requirements:

- Access to relevant resources.
- Strong analytical skills.
- Effective communication skills.
• **Poster activity:** Ask the students what might be the most important technological discoveries in human history. Divide the class into groups of five students. Each group must brainstorm for the ten most important discoveries in human history, thinking of reasons why these discoveries are so important for mankind. Ask each group to create a poster illustrating these inventions and explaining their importance. When all the groups have completed their posters, allow each group to present and explain their work to the rest of the class. The posters may then be displayed on the class soft board.

• **Reading time (Page 9):** Tell the students that they will be reading about the most important technological discovery in human history. Ask them to guess what it might be. After considering their suggestions ask the students to open their textbooks to page 9 and read the passage. As different students continue reading, ask them to pause at the following words: technology, limited, revolutionary, access, and economical and guess the meanings of these words keeping in mind the way they are used in the passage. Draw three columns on the board titled: words, guessed meanings, and dictionary meanings. Note down the words and guessed meanings as reading progresses.

• **Writing time (Pages 10 and 11):** Ask students to work in pairs to complete exercises A, B, and C. Next, ask each student to share a sentence he or she wrote using a word or phrase in exercises B and C.

• **Strange inventions:** Tell the class that you are an inventor. You have thought of an amazing machine with tremendous powers. Tell them you thought long and hard last night and finally came up with a grand design of your own marvellous machine which you are about to show them. Reveal a poster which has a strange design on it. Explain the title and use of your machine to the class. Be imaginative when deciding your invention. Think of fun and creative ideas: a washer-drier which supposedly checks test books, a bicycle which floats over the clouds, shoes which make you grow taller, etc. You can also think of an entertaining, imaginative name for your machine. Next, tell the students they will be inventing their own machines. Ask them to complete exercise D. They must now think of a machine they would like to invent and write a paragraph describing what it looks like and what it does and also draw a picture to illustrate their machine. Afterwards ask volunteers to read their descriptions and show their inventions to the rest of the class.

• **Reading time (Page 12):** Tell the students to read the passage titled, ‘The Flying Machine’. After reading, ask each pair to raise their hands and discuss the lines which they could not understand and then proceed to the writing activity.

• **Writing time (Pages 13 and 14):** Allow students to work in pairs to complete exercise F. Next, review the definition of a noun and adjective with them. Give them random nouns: boy, girl, sky, car, flower and then ask them to think of at least five adjectives describing each. When you are sure they understand the definition and function of a noun and adjective, ask them to complete exercise G.
پوپ کی مرحلہ: طالب لے پچھی کہ تاریخ انسانی میں لحاظ و سنتی عالمی کے لحاظ سے ایک ترک دوئی ہونے کی پہلی بھی طالب ہوا ہے۔ اس طرح کے پچھی کہ تاریخ میں "غلط" کی ہوئی ہے۔

معلومہ کریں۔ گریجوانت انسانی تاریخ کی دو اہم ترکیبات چپڑھتے ہی اور کئی اہم فنون انسانی کے لحاظ سے نظر آنے کے لئے ان کے چوہاتے کے ہیں جن میں انسانی اور ان حالیات کے لئے پہلی بھی طالب ہوئے ہے۔

جامعہ نگر کے دوائی میں کچھ پودے اور چپڑھتے ہیں۔

پرائمنی کی دھار: طالب لے پچھی کہ اعداد و شمار، قواعد و میانہ، معلومات و تحقیق کے لئے پہلی بھی طالب ہوئے ہے۔

یہ جذبہ ہے، ان کے حوالے سے تحقیق کے لئے ان کے مطالعہ کے ساتھ پڑھائی میں کی جا کریں۔

پرائمنی کا وقت (صحیح 9): طالب لے پچھی کہ، ان کے حوالے سے تحقیق کے لئے ان کے مطالعہ کے ساتھ پڑھائی میں کی جا کریں۔

این لئے ان کے حوالے سے تحقیق کے لئے ان کے مطالعہ کے ساتھ پڑھائی میں کی جا کریں۔

کے بات قیم کے کہ پچھی کہ اپنے پہلے کے وسط سے پہلے بھی طالب ہوئے ہے۔

کیسے کریں۔ ان پرائمنی کے بعد بزرگ ہوئے۔

کے بات قیم کے کہ پچھی کہ اپنے پہلے کے وسط سے پہلے بھی طالب ہوئے ہے۔

کے بات قیم کے کہ پچھی کہ اپنے پہلے کے وسط سے پہلے بھی طالب ہوئے ہے۔

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

<table>
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<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction:</strong> Students discuss what technology means to them and when it might have begun.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>Poster and group activity:</strong> Students create a poster depicting the ten most important technological discoveries in human history.</td>
<td>30 min</td>
</tr>
<tr>
<td>2</td>
<td>3.</td>
<td><strong>Reading time:</strong> Students read a passage titled, ‘The machine that changed the world’ and try to guess the meanings of difficult words using context clues.</td>
<td>20 min</td>
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<tr>
<td></td>
<td>4.</td>
<td><strong>Writing time:</strong> Students work in pairs to complete exercises A, B, and C.</td>
<td>20 min</td>
</tr>
<tr>
<td>3</td>
<td>5.</td>
<td><strong>Strange inventions:</strong> Students see pictures of and discuss fun, strange inventions. Then they write an essay and create an illustration depicting their own amazing invention.</td>
<td>40 min</td>
</tr>
<tr>
<td>4</td>
<td>6.</td>
<td><strong>Reading time:</strong> Students read the passage titled, ‘The Flying Machine’.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>7.</td>
<td><strong>Writing time:</strong> Students work in pairs to complete exercises F and G.</td>
<td>20 min</td>
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</table>

**EXTENDED ACTIVITY**

- Share the story of the invention of Sticky notes. Show students a sticky note explaining that it is self-sticking note paper which gets easily detached without damaging paper. Many people use these post-it or sticky notes but their discovery was an accident. It so happened that a man named Spencer Silver was working in his laboratory trying to create a strong adhesive. Unfortunately, the adhesive he developed was even weaker than what was already being manufactured by his company. It stuck to objects, but could easily be lifted off. It was really weak rather than strong. Although no one could use it, Silver refused to discard it.

Four years later, another scientist named Arthur Fry was singing in the church’s choir. He tried using markers to record his place in the hymnal, but they kept falling out. Then inspiration struck him. He recalled the weak adhesive used by Silver. Fry used some to coat his markers. Using Silver’s weak adhesive the markers stayed in place, but still lifted off without damaging the pages. Nowadays these small sticky notes are one of the most popular office products available.’
A sticky note (or a comment) in the margin: The machine that changed the world (The Flying Machine).
LESSON 2

OBJECTIVES

• Identify active and passive voice in simple sentences
• Classify, use, and make declarative, interrogative, exclamatory, and imperative sentences

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

• understand the function and use of active and passive voice;
• identify and use declarative, interrogative, exclamatory, and imperative sentences.

RESOURCES REQUIRED (TEACHING AIDS)

• copies of Worksheet 2

METHOD

• Introduction: Ask the following questions:
  What language do the people in China speak?
  Who wrote Macbeth?
  Take their responses and note them down on the board.
  People speak Chinese in China.
  Shakespeare wrote Macbeth.
  Tell the students that these answers are written in the active voice. There is another way to write them.
  Rewrite the two sentences as:
  Chinese is spoken in China.
  Macbeth was written by Shakespeare.
  The passive voice is thus introduced.

• Active and passive voice: Explain that some sentences are written so that the subject does the action. Example: The bully hit Ahmed. To reinforce these concepts ask: What is the subject of the sentence? What did the subject do? Sentences written in this way are said to use the active voice.
What language do the people in China speak?

People speak Chinese in China.

Who wrote Macbeth?

Shakespeare wrote Macbeth.

Chinese is spoken in China.

Macbeth was written by Shakespeare.
Now explain that the same sentence could be re-written as, ‘Ahmed was hit by the bully’. Now the subject does not do the action. Now ask your class: What is the subject of the sentence this time? What happened to the subject? Explain that this is known as the passive voice. The action happened to the subject – so the subject was passive.

Now write the following sentences on the board allowing students to identify whether they are written in active or passive voice.

1. Shahid likes to play cricket.
2. English is spoken in Britain.
3. They are working on the project.
4. She lost her bag yesterday.
5. He often reads novels.
6. This furniture is produced in China.
7. A lot of lives were lost.
8. Cricket is played in Pakistan.

- Explain that sentences using active voice are direct and much easier to read. Therefore it is often advised that one must use the active voice whenever possible.

For example:

Sania employed two expert cooks.
Two expert cooks were employed by Sania.

However, when the performer of the action is unknown, then use the passive voice:

The movie was produced ten years ago.
A wonderful opportunity has been presented.

Passive voice can also be used if one does not want to name the subject. Here, the action, not who did it, is stressed:

The information was revealed.

- Writing time (Pages 14 and 15): Ask students to complete exercises H and I.

- Types of sentences: Explain the four different types of sentences: declarative, interrogative, exclamatory, and imperative.

Ask the class what they think a declarative sentence is. After listening to their responses, explain that a declarative sentence tells us something. It always ends with a full stop. Write several examples of declarative sentences on the board and then ask the children to give more examples. Remind the students that declarative statements start with a capital letter.

1. The rain fell softly.
2. The house was old and deserted.
3. We left the car in the parking lot.
4. My dress is extremely pretty.
5. The clear, blue sky greeted us.

- Next, ask the class, ‘What is an interrogative sentence?’ After eliciting answers from them explain that an interrogative sentence asks something. An interrogative sentence or a question mostly begins with who, what, where, when, how, is, are, etc. A question begins with a capital letter and ends with a question mark. Ask the students to think of different interrogative sentences and write them on the board. Point out that when asking a question we use a different intonation. Read out the questions to show that questions are asked in a different tone.
Shahid likes to play cricket.
5. He often reads novels.

English is spoken in Britain.
6. This furniture is produced in China.

They are working on the project.
7. A lot of lives were lost.

She lost her bag yesterday.
8. Cricket is played in Pakistan.

Sania employed two expert cooks.
Two expert cooks were employed by Sania.

The movie was produced ten years ago.
A wonderful opportunity has been presented.

The rain fell softly.
4. My dress is extremely pretty.

The house was old and deserted.
5. The clear, blue sky greeted us.

We left the car in the parking lot.

Abdul was hit by the bully.
• Point to a student and say, ‘Stand up.’ After the student stands up point out that the sentence ‘stand up’ is an imperative sentence or a command. An imperative sentence is a type of sentence that gives direction or an order to do something. Ask the students to think of some imperative sentences they might have heard.
  
  For example:
  1. Walk in a line.  
  3. Danger!  
  4. Fragile. Do not touch.

• Loudly exclaim, ‘Oh no!’ After students express surprise at your exclamation. Write ‘Oh no!’ on the board and explain that it is an exclamatory sentence, and is used to express strong emotions. It may be surprise, shock, horror, amazement, or any strong emotion. Ask them to provide examples and note these on the board.
  1. No way!  
  2. Stop!  
  3. Go away!

  Point out that exclamatory sentences begin with the capital letter and end with an exclamation mark.

• **Activity time:** Read out different kinds of sentences to your class. Ask them to identify them as—declarative, interrogative, imperative, or exclamatory sentences.

• **Writing time (Page 15):** Ask the students to work in pairs and complete exercise J.

### SUGGESTED LESSON OUTLINE (2 class periods)

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</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td><strong>Introduction:</strong> Introduce the active and passive voice.</td>
<td>10 min</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td><strong>Active and passive voice:</strong> Students learn to distinguish between the active and passive voice through a short exercise.</td>
<td>15 min</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td><strong>Writing time:</strong> Students work in pairs to complete exercises H and I.</td>
<td>15 min</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td><strong>Types of sentences:</strong> Students learn to distinguish between the four different types of sentences: declarative, exclamatory, interrogative and imperative.</td>
<td>20 min</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td><strong>Activity time:</strong> Students take part in a fun activity learning to distinguish between different types of sentences.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

### EXTENDED ACTIVITIES

- Write any simple recipe on the board. The instructions need to be in the active voice. Then, ask the students to rewrite the sentences in the passive voice.
- Ask students to complete Worksheet 2.
• Fill the space with a name author is writing in.

'Stand up.' -Jump up, throw empty water bottles. Stand up. Go awake. Eat...

1. Walk in a line.
3. Danger!
4. Fragile. Do not touch.

1. No way!
2. Stop!
3. Go away!

The table in the document suggests a timed activity involving a series of actions that should be performed in a specific order and manner:

<table>
<thead>
<tr>
<th>Time</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Fill the glass with water in the cup.</td>
<td>Check the water level in the cup.</td>
<td>Keep the cup on the table.</td>
<td>Leave the room</td>
</tr>
<tr>
<td>15 min</td>
<td>Check the water level in the cup.</td>
<td>Keep the cup on the table.</td>
<td>Leave the room</td>
<td></td>
</tr>
<tr>
<td>20 min</td>
<td>Leave the room</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional notes:

- Before completing the task, fill the cup with water.
- Keep the cup on the table when not in use.
- Leave the room after completing the task.

Extra note:

- Before completing the task, fill the cup with water.
- Keep the cup on the table when not in use.
- Leave the room after completing the task.
LESSON 1

OBJECTIVES

• Predict the content of the text from topic by using prior knowledge
• Use dictionary to choose appropriate word definition/meaning
• Answer a variety of questions related to the text

LEARNING OUTCOMES

By the end of this lesson, students will be able to:
• apply different reading strategies to comprehend the text;
• use a dictionary to find the meanings of difficult words and phrases;
• answer questions related to the text.

METHOD

• Draw the following diagram on the board:

![Diagram of Reading Strategies]

• Tell the students that these are three important reading strategies that they must learn: predicting, clarifying, and questioning.
سیاق 1
مقدمہ:
ساتھی معلومات کی بنیاد پر متن کے عناوین سے اس کے مضامین کی فہمی گوئی کرنا ایم اندوز ہے کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کہا اتھنا کے
Sara gets spectacles

- **Predicting:** Ask the students what the word ‘predict’ means. Expected replies may include: foretell or guess. Explain that weather forecasters look carefully at signs in the sky and then predict what the weather will be like in the future. They do not just guess but use their knowledge of weather patterns, levels of humidity in the atmosphere, etcetera to carefully find out what the weather might be like in the future.

Now point out that just like the weather forecasters we can use our prior knowledge and the information that has already been presented to us, while reading, to predict what will happen next and it will helps us become more aware readers.

Ask students to open their textbooks to page 16. Point to the title: ‘Sara gets spectacles’, and ask them to predict what the story might be about. Let volunteers share their predictions with the rest of the class.

- **Clarifying:** Now ask the students to read the story. Ask them what they normally do when they are confused about the information in the text. Tell them that they must pause and think carefully about what they have just read. They can even underline the words or phrases they do not understand and look for their meanings in a dictionary. This process is called clarifying.

Let students read the story slowly; giving them enough time to re-read and clarify. Ask them to underline difficult words or phrases and discuss them in class.

- **Questioning:** Now after reading they must learn to ask questions about what they have just read. This has two benefits. Firstly, asking questions would help them judge whether they have really understood the text or not and secondly it would help them identify the most important points in the story. Ask the given questions and discuss the answers.

- **Writing time (Page 18):** Ask students to work in pairs to complete exercises A, B, and C.

SUGGESTED LESSON OUTLINE (1 class period)

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td>Introduction: Students are introduced to different reading strategies.</td>
<td>5 min</td>
</tr>
<tr>
<td>2.</td>
<td>Predicting: Students read the title to predict what the story will be about.</td>
<td>5 min</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Clarifying: Students read the passage slowly trying to clarify difficult words and phrases.</td>
<td>5 min</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Questioning: Students ask questions to test their understanding of the story.</td>
<td>10 min</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Writing time: Students work in pairs to complete exercises A, B, and C on page 18.</td>
<td>15 min</td>
<td></td>
</tr>
</tbody>
</table>
Sara gets spectacles

<table>
<thead>
<tr>
<th>Question</th>
<th>Option A</th>
<th>Option B</th>
<th>Option C</th>
<th>Option D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What does Sara get?</td>
<td>Spectacles</td>
<td>Glasses</td>
<td>Contacts</td>
<td>None</td>
</tr>
</tbody>
</table>

**Explanation:**
- Sara gets spectacles, as stated in the text "Sara gets spectacles."
LESSON 2

OBJECTIVES

- Identify function of direct speech in simple text
- Recognize and apply rules of direct speech punctuation in their own writing
- Write short text in speech bubbles

LEARNING OUTCOMES

By the end of this lesson, students will be able to:
- differentiate between direct and indirect speech;
- understand the rules of punctuation for direct speech and use them in their own writing;
- create dialogue between any two given characters.

RESOURCES REQUIRED (TEACHING AIDS)

- poster with the punctuation rules written on it
- comic strip poster with speech bubbles without any dialogue in it

METHOD

- **Introduction:** Call two volunteers to the front of the class. Ask the first volunteer to tell the class five things about himself or herself. As he or she speaks, note these down on the board. The volunteer might say:
  1. I like apples.
  2. I read every night before I go to sleep.
  3. I have completed my homework.
  4. I can swim quite fast.
  5. I hate washing the dishes.

Now ask the second volunteer to report to the rest of the class what was said by volunteer 1. You may report the first statement yourself to provide the second volunteer with an example.

  1. He/she said he/she likes apples.
  2. He/she said he/she reads every night before going to sleep.
  3. He/she said he/she has completed his/her homework.
  4. He/she said he/she could swim quite fast.
  5. He/she said he/she hates washing dishes.

Write down the second volunteers responses on the board.

Now point out that the first list consists of direct speech. Direct speech is used to write the exact words spoken by a person. These words are separated by placing speech marks (‘...’) around the spoken words.

Example: ‘Did you clean your room?’ asked my mother.
‘Did you clean your room?’ asked my mother.

1. He/she said he/she likes apples.
2. He/she said he/she reads every night before going to sleep.
3. He/she said he/she has completed his/her homework.
4. He/she said he/she could swim quite fast.
5. He/she said he/she hates washing dishes.

I like apples.  
I can swim quite fast.  
I have completed my homework.  
I read every night before I go to sleep.  
I hate washing the dishes.
Indirect speech is used to report what a person said, without using his or her actual words and the speech marks are not used.
Example: My mother asked whether I had cleaned my room.

- **Practice drill:** Write the following sentences on the board asking students to identify whether they are examples of direct or indirect speech.
  1. Maria said that she was sure it would not rain tomorrow.
  2. ‘Did you enjoy your vacations?’ Ali asked us.
  3. Sumera yelled, ‘Look out, there’s a bull behind you!’
  4. The children said they had a lot of fun at the amusement park.
  5. Mrs. Ahmed explained that she did not like careless people.
  6. ‘I will not be late again,’ promised the poor gardener.

- **Punctuating direct speech:** Create a poster writing the following basic rules on it. Speech marks (‘…’) are used to enclose actual spoken words. This is called direct speech.

  **The Rules:**
  1. Only the words actually spoken go inside the speech marks.
     Example: The witch said, ‘I will turn you into a toad.’
  2. The first word spoken is always written in a capital letter.
     ‘Please buy an ice cream for me,’ pleaded the little girl.
     The little girl said to her mother, ‘Please buy an ice cream for me.’
  3. Place any other punctuation marks inside the speech marks.
     ‘Where are you going?’ he asked.
     ‘She is here now,’ said Sara.
     Maria said, ‘Wait for me.’
  4. Always begin a new line for a new speaker.
     ‘You have huge teeth grandma,’ exclaimed Little Red Riding Hood.
     ‘All the better to eat you with dear!’ shouted the wolf.

Go over the rules slowly with your class. Ask them to take notes and copy down the examples.

- **Punctuating direct speech:** Tell the class that there are three ways of writing direct speech.
  1. Spoken words come at the beginning of sentences.
     ‘Who is it?’ asked Danial.
  2. Spoken words appear at the end of the sentence.
     Danial asked, ‘Who is it?’

Ask students to note that the question mark lies inside the speech mark and there is a full stop at the end of the sentence. Tell students to think of sentences with spoken words at the beginning. Ask a few volunteers to write these examples on the board.
My mother asked whether I had cleaned my room.

1. Maria said that she was sure it would not rain tomorrow.
2. ‘Did you enjoy your vacations?’ Ali asked us.
3. Sumera yelled, ‘Look out, there’s a bull behind you!’
4. The children said they had a lot of fun at the amusement park.
5. Mrs. Ahmed explained that she did not like careless people.
6. ‘I will not be late again,’ promised the poor gardener.

The witch said, ‘I will turn you into a toad.’

‘Please buy an ice cream for me,’ pleaded the little girl.

The little girl said to her mother, ‘Please buy an ice cream for me.’

‘Where are you going?’ he asked.

‘She is here now,’ said Sara.

Maria said, ‘Wait for me.’

‘You have huge teeth grandma,’ exclaimed Little Red Riding Hood.

‘All the better to eat you with dear!’ shouted the wolf.

‘Who is it?’ asked Danial.

Danial asked, ‘Who is it?’
Sara gets spectacles

Ask students to note that the comma separates the actual words spoken from the introductory words. Tell students to think of sentences with spoken words at the end. Ask a few volunteers to write these examples on the board.

3. Spoken words are interrupted.
   ‘Who,’ asked Danial, ‘is knocking at the door?’

Ask students to note the commas that separate the actual spoken words from the saying words (asked Danial).

- **Practice drill**: Write the following sentences on the board and ask students to punctuate them.
  1. would you like another brownie asked Mrs. Ahmed.
  2. these cakes are stale complained Sara
  3. can you please tell me where the seventh street is located asked the old woman
  4. look out shouted the man
  5. I am the best swimmer in school boasted Samina
  6. Sana cried we have missed our flight
  7. she asked the guard what was the time
  8. his teacher asked where is your journal

- **Writing time (Pages 19 and 20)**: Ask students to complete exercises D, E, and F.
- **Activity time (Page 20)**: Ask students to complete this task in pairs.

SUGGESTED LESSON OUTLINE (3 class periods)

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td>Introduction: Students learn to distinguish between direct and indirect speech.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>2.</td>
<td>Practice drill: Students practice distinguishing between direct and indirect speech.</td>
<td>20 min</td>
</tr>
<tr>
<td>3</td>
<td>3.</td>
<td>Punctuating direct speech: Students learn the main rules for punctuating direct speech.</td>
<td>20 min</td>
</tr>
<tr>
<td>4</td>
<td>4.</td>
<td>Practice drill: Students practice punctuating direct speech.</td>
<td>20 min</td>
</tr>
<tr>
<td>5</td>
<td>5.</td>
<td>Writing time: Students work in pairs to complete exercises D, E, and F on pages 19 and 20.</td>
<td>10 min</td>
</tr>
<tr>
<td>6</td>
<td>6.</td>
<td>Activity time: Students work in pairs and take part in the role play.</td>
<td>30 min</td>
</tr>
</tbody>
</table>

LESSON 3

OBJECTIVES

- Extract salient points and develop a mind map to summarize a text
1. would you like another brownie asked Mrs. Ahmed.
2. these cakes are stale complained Sara
3. can you please tell me where the seventh street is located asked the old woman
4. look out shouted the man
5. I am the best swimmer in school boasted Samina
6. Sana cried we have missed our flight
7. she asked the guard what was the time
8. his teacher asked where is your journal
9. his teacher asked where is your journal asked Danial
10. Who,' asked Danial, 'is knocking at the door?'

### Table of Events

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Event Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Stalled by a vehicle ahead E-D was forced to stop, then continued on the other side</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>Stalled by a vehicle ahead E-D was forced to stop, then continued on the other side</td>
<td>2</td>
</tr>
<tr>
<td>20</td>
<td>Stalled by a vehicle ahead E-D was forced to stop, then continued on the other side</td>
<td>3</td>
</tr>
<tr>
<td>20</td>
<td>Stalled by a vehicle ahead E-D was forced to stop, then continued on the other side</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>Stalled by a vehicle ahead E-D was forced to stop, then continued on the other side</td>
<td>5</td>
</tr>
<tr>
<td>30</td>
<td>Stalled by a vehicle ahead E-D was forced to stop, then continued on the other side</td>
<td>6</td>
</tr>
</tbody>
</table>

**Sequence 3**

**Synopsis:**

- Stalled by a vehicle ahead E-D was forced to stop, then continued on the other side.

*Notes:*
LEARNING OUTCOMES
By the end of this lesson, students will be able to:
• understand the function and usefulness of creating mind maps;
• create mind maps for any topic assigned to them;
• use mind maps to write a structured response.

RESOURCES REQUIRED (TEACHING AIDS)
• pictures of farms
• chart papers to create posters
• copies of Worksheet 3

METHOD
• Activity - Old Mac Donald had a Farm: Ask the students to bring in pictures of any farm. Remind them of the nursery rhyme ‘Old Mac Donald had a Farm’. Sing the nursery rhyme along with the students to make the lesson fun and exciting. Divide the class into groups of six and give each group a chart paper. Ask them to write the word farm on the chart paper in the middle in big, bold letters. Then, ask students to think of all the things they might find on a farm. They might suggest buildings, people, animals, crops, machinery, etc. Cluster these ideas around the original word creating a web diagram.

![Mind Map Diagram]

- animals
- crops
- buildings
- people
- machinery

farm
animals

farm

buildings

machinery

people

crops

Old Mac Donald Had a Farm

Mr. Gregory's answer: Old Mac Donald had a Farm.

Miscellaneous: 

- Old Mac Donald had a Farm

Diagram:

- Animals
- Crops
- Buildings
- Machinery
- People
Now ask these questions and note down their responses in the web.

1. What animals would you see on a farm?
2. What kind of buildings would you find on a farm?
3. What kind of machinery is used on the farm?
4. Name the crops a farmer grows.
5. Who works on a farm?

Let them think and arrange their ideas using more branches around each heading. For example the animal sub-heading may have branches pointing to cows, bulls, horses, dogs, sheep, and chicken.

Ask students to cut and paste pictures of different farm animals, machinery, people, buildings, and crops around the branches in each circle. After their posters are complete, display these posters in the classroom.

Next, ask the students to use the ideas, they have listed on their posters, to write a short essay titled, ‘Farm Life’.

Ask whether the information on the posters helped them in writing the essay. Was it easier to write this essay because they had thought about the topic and organized the points?
1. What animals would you see on a farm?
2. What kind of buildings would you find on a farm?
3. What kind of machinery is used on the farm?
4. Name the crops a farmer grows.
5. Who works on a farm?

Anna: 49
Sara gets spectacles

- **Mind maps**: Tell the students what they have created is called a mind map. Having an organised display of information before they begin writing their essay would help them write a structured, well-developed response.
  
  Give them another topic for example, ‘Myself’. Write this topic in the centre of the board. Encourage the students to think carefully about the topic for a minute or two, in silence. Then, they can note down their ideas. Next, allow them to work in pairs to compare their ideas and discuss them. Finally, create a collective mind map on the board, using their ideas.

- **Writing time (Page 21)**: Read the mind map given on page 21 of the textbook. Next, ask students to work in pairs to complete exercise G.

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

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td><strong>Activity - Old Mac Donald had a Farm</strong>: Students work in groups to create a mind map on the topic, ‘Farms’.</td>
<td>40 min</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td><strong>Mind map</strong>: Students learn what mind maps are and work in pairs to create a mind map on a given topic.</td>
<td>20 min</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td><strong>Writing time</strong>: Students work in pairs to complete exercise G on page 21.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITY**

- Ask students to complete Worksheet 3.
ساردے کے تعلقات گول گھنٹے

- ذاتی خاکہ: طالب علم نے کہا کہ اس کا نیشنل ٹیم کایا ہو ڈیجنی ناک کلیٹن کے ساتھ پوسٹ ایم فیشن کے چار مضمون میں مضمونی شروع کر گئے۔ طالب علم کو ٹیم کے جب جہاں کہ کوئی اور عوام دیکھا گیا تا لیکن اس پر فور کر پی اور برلن کی اس اورہا ہے۔

- اب طالب علم اپنے پی ایشیا میں لحاظ میں ہے۔ میں کے طور پر پی ایشیا تحقیق کی "Myself" (میری ذات) کا عوام دے کے لیے کیا جا رہا ہے۔ اب عوام نے پہلے

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
<th>ضرورت</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 مین</td>
<td>&quot;Farms&quot; طالب علم کے تعلقات گول گھنٹے کر نے کے لیے Old Mac Donald had a Farm.</td>
<td>1-1</td>
</tr>
<tr>
<td>20 مین</td>
<td>فیشن ناک کے ساتھ پومیس کے ساتھ اور عوام سے &quot;Farms&quot; کا عوام دے کے لیے کہا جا رہا ہے۔</td>
<td>2-2</td>
</tr>
<tr>
<td>20 مین</td>
<td>&quot;Farms&quot; کا وقت: طالب علم 21 پر دی کی مضمون کو دیکھنے کے لیے کہا جا ہے۔</td>
<td>3-3</td>
</tr>
</tbody>
</table>

اضافی سرمایہ:

- طالب علم کے ساتھ پی ایشیا میں 3 کم کرین۔
LESSON 1

OBJECTIVES

• Read and understand text and answer questions
• Use a simple thesaurus to locate synonyms
• Identify the story elements and use the same to write a new story

LEARNING OUTCOMES

By the end of this lesson, students will be able to:
• read and understand a fictional text, answering questions related to it;
• use a thesaurus to find synonyms;
• identify the story elements and use them to construct their own stories.

RESOURCES REQUIRED (TEACHING AIDS)

• coloured paper
• pictures showing different settings of different stories (May be found online or cut from different magazines and newspapers)
• copies of Resource sheet 1
• copies of Resource sheet 2

METHOD

• Introduction: Before class begins, arrange all desks in a circle. Ask the students whether they enjoy reading and writing stories? Tell them they will now write stories as a class through a fun activity. Next provide students with sheets of coloured paper and ask each student to write the first line of a story on the coloured sheet. Tell them to make this line as interesting as they can. For example, they may begin: ‘The cold wind blew around him as he hid shivering in the corner’.
The cold wind blew around him as he hid shivering in the corner.
Now they must wait until everyone has finished writing their sentences and then pass their paper to the person on the right. Continue passing the papers on the right and ask them to add just a single sentence whenever they receive it. Let this process continue until each person receives his/her initial paper with his/her beginning sentence. After they have received their own paper, ask them to read the story and then write one concluding sentence. Allow each student to share his/her story with the rest of the class. As each student reads his/her story discuss some of the characters, settings, and endings.

**Elements of a short story:** Tell the class that they will now be reading a short story and after reading the story they will attempt to analyse it. To analyse a short story they must be familiar with the basic elements of a short story.

**Characters:** Characters are people or other animals, objects, etc. that the author treats as the main subject in a story. Ask students to think of five words that describe themselves and jot them down. Next ask them to write four words that describe a friend. Ask some volunteers to share their descriptive words. Explain that authors describe their characters in a similar manner. Tell the students that active readers think carefully about the characters while reading a story because it helps them to know the character well and increases their understanding of the story.
کہوادار کا انسان نے میڈیا کے سایہ پس پر گروپ دیکھا، جو کہا کہ کسی بھی کتاب کے سامنے ایک حیرت انگیز کا شکار ہے۔ چھوٹے سے کہ کہا کہ کسی بھی کتاب کے سامنے ایک حیرت انگیز کا شکار ہے۔
**Setting**: Setting is the place and time in which the story takes place. Ask students to describe their room. Help the students to understand the concept of settings by explaining that if they and their family were characters in a story, then their house would be the setting. It is where their story would take place. The setting can be location, weather, or time. Find pictures of different settings and show these to the students asking them to describe each in a few sentences.

**Events**: Explain that a story is made up of a sequence of events (beginning, middle, and end) that involves the characters. Ask students to think about their last vacation and describe what they did during their summer vacation. Allow a few volunteers to share their experiences with the rest of the class. Explain that the events in the description had to take place in a certain order. They had to describe how their vacations began, then move on to what happened in the middle, and finally conclude with how their vacation ended. Point out that the order of events in a story is important for the story to make sense. The writer usually uses the beginning of the story to introduce the characters and setting and present the problem. More events are added to the middle of the story. At the end of the story, finally, the problem is solved.

**Ending**: Explain that the events at the end of the story that relate how the characters solved the problem are called the ending. First, tell your students a fairy tale, for example, Hansel and Gretel. Stop right after you introduce the problem. Now ask your students to identify the problem in the story. Continue telling them the story till you reach the end. At the end, ask students how was the problem solved, and give them time to answer. Tell students that they should try to think about the problem and solution as they read a story because it helps them to understand the story well.

**Theme**: Theme is the central idea or belief in a short story. Ask the students to think of some fairy tales they have read. Let them come up with suggestions like Cinderella, Rapunzel, Goldilocks and the Three Bears, Little Red Riding Hood, etc. Next, ask them to think of the main theme in each of these stories. Was the author trying to teach them anything through the story? Discuss these themes and tell them they will now be reading a short story and as they read, they must think of its characters, setting, events, theme, and ending.

- **Pre-reading discussion (Page 22)**: Ask students to read and discuss the given questions.
- **Reading time (Page 22)**: Ask students to read the story titled ‘The stone soup’ aloud. As reading progresses ask simple questions to test students’ comprehension.
- **Writing time (Page 24)**: Explain that a synonym is a word that has the same or nearly the same meaning as another word. Point out that rather than calling something they admire, ‘good’ or ‘nice’ they may use: excellent, superior, above par, fine, rare, priceless, unparalleled, superfine, prime, tip-top, first-class, capital, matchless, fair, fresh, unspoiled. If necessary review and practice the rules required to arrange words in alphabetical order. Ask students to complete exercises A, B, C, and D.
EXAMINATION: Excelled in Chinese with a score of 90 out of 100. He is currently studying Chinese at the University of Beijing.

Questions:

1. What is the capital of China?

2. What is the weather like in Beijing?

3. What is the Chinese New Year?

4. What is the Chinese language?

5. What is the Chinese alphabet?

Answers:

1. Beijing

2. It is sunny and warm.

3. The Chinese New Year is a traditional holiday celebrated in China.

4. The Chinese language is the most widely spoken language in the world.

5. The Chinese alphabet is known as the Han script or Hanzi.

D. C. B. A
• **Story elements (Page 28):** Discuss the story elements of ‘The Stone Soup’. Ask who were the main characters in the story. Next ask them to describe these characters and outline the main events in the story. Tell them to relate the beginning, middle, and the ending. Can they pick out any words or phrases from the story which describe the setting? Next focus on the theme. What is the central idea of the story? Finally ask how the story ended. Was the problem solved at the end? Did they like the ending? Why? Next, ask students to complete Resource sheet 1.

• **Story writing:** Now tell the students to write their own story on any topic. Tell them to use Resource sheet 2 to plan their story elements. At the end of class, ask a few volunteers to share their stories with the rest of the class.

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

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction:</strong> Students take part in a fun collaborative writing activity.</td>
<td>15 min</td>
</tr>
<tr>
<td>2</td>
<td>2.</td>
<td><strong>Elements of a story:</strong> Students learn to identify and distinguish between various elements of a story through discussions and activities.</td>
<td>25 min</td>
</tr>
<tr>
<td>2</td>
<td>3.</td>
<td><strong>Pre-reading discussion:</strong> Students discuss a few questions before reading the story ‘The Stone Soup’.</td>
<td>5 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td><strong>Reading time:</strong> Students read the story ‘The Stone Soup’.</td>
<td>15 min</td>
</tr>
<tr>
<td>2</td>
<td>5.</td>
<td><strong>Writing time:</strong> Students work in pairs to complete exercises A, B, C, and D on page 24.</td>
<td>20 min</td>
</tr>
<tr>
<td>3</td>
<td>6.</td>
<td><strong>Story element:</strong> Students complete Resource sheet 1.</td>
<td>10 min</td>
</tr>
<tr>
<td>3</td>
<td>7.</td>
<td><strong>Story writing:</strong> Students use Resource sheet 2 to plan and write their own story.</td>
<td>30 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES**

- Ask students to bring in any short story that they like. After reading the story they must answer the following questions:
  1. Describe any two main characters briefly.
  2. What was the setting of this story? Describe the setting briefly.
  3. What is the problem faced by the characters and how is it solved in the story?
  4. Summarize the plot (beginning, middle, and end) of the story briefly.
  5. What is the theme of the story?
کیفیتی عناصر (سطر 28): ظلا سے کیفیتی "نیپنگ کا سوپ" کے عناصر پی بات میں کیے جاتے ہیں۔ پھرہوں کا اس کے مکمل کرنے کا تیار کیا ہو۔

- یہ ان کوکیوں کا ہماری براعظم کے لیے کیے جاتے ہیں۔ کیفیتی عناصر ہمارے سے ہی متحاق ہے۔

- اگر کوکیوں کی تعداد کے لیے کیے جاتے ہیں۔ کیفیتی عناصر تعداد کے لیے کیے جاتے ہیں۔

- اگر کوکیوں کے لیے کیے جاتے ہیں۔ کیفیتی عناصر کے لیے کیے جاتے ہیں۔

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
<th>شمارش</th>
<th>تعداد</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 مینٹ</td>
<td>ظلا کے کھانے کی دوپہرہ غذائیں بھیجیں</td>
<td>1-1</td>
<td>1</td>
</tr>
<tr>
<td>25 مینٹ</td>
<td>کیفیتی کھانے کی غذائیں بھیجیں کے ذریعے ہماری کے کھائی لئے عناصر کی شناخت اور ان کی فرق کرتے ہیں</td>
<td>2-2</td>
<td>2</td>
</tr>
<tr>
<td>5 مینٹ</td>
<td>پھرہوں سے پھل کی بات بیان کرنے کی کیفیتی &quot;نیپنگ کا سوپ&quot; سے پہلے نہیں سے پہلے نہیں سے پہلے نہیں سے پہلے نہیں</td>
<td>3-3</td>
<td>3</td>
</tr>
<tr>
<td>15 مینٹ</td>
<td>پھرہوں سے کیفیتی &quot;نیپنگ کا سوپ&quot; پہنچائیں</td>
<td>4-4</td>
<td>4</td>
</tr>
<tr>
<td>20 مینٹ</td>
<td>ظلا کا وقت: ظلا غذائیں بھیجیں 24 پہلے نہیں بھیجیں کے ذریعے ہماری کے کھائی لئے عناصر کی شناخت اور ان کی فرق کرتے ہیں</td>
<td>5-5</td>
<td>5</td>
</tr>
<tr>
<td>10 مینٹ</td>
<td>کیفیتی کھانے کی غذائیں بھیجیں کے ذریعے ہماری کے کھائی لئے عناصر کی شناخت اور ان کی فرق کرتے ہیں</td>
<td>6-6</td>
<td>6</td>
</tr>
<tr>
<td>30 مینٹ</td>
<td>کیفیتی کھانے کی غذائیں بھیجیں کے ذریعے ہماری کے کھائی لئے عناصر کی شناخت اور ان کی فرق کرتے ہیں</td>
<td>7-7</td>
<td>7</td>
</tr>
</tbody>
</table>

اضافی سرگرمیاں:

ظلا سے کیے کے تین پی بات میں کیے جاتے ہیں۔ کیفیتی "نیپنگ کا سوپ" سے پہلے نہیں سے پہلے نہیں سے پہلے نہیں سے پہلے نہیں سے پہلے نہیں

1- ظلا سے دو مکمل کر کے 24 دوومین کر کے
2- ظلا کا ذریعے ہماری کے 24 دوومین کر کے
3- کوکیوں کے لیے کیے جاتے ہیں۔
4- ظلا کا ذریعے ہماری کے 24 دوومین کر کے
5- کوکیوں کا ذریعے ہماری کے 24 دوومین کر کے
6- ظلا کا ذریعے ہماری کے 24 دوومین کر کے
7- کوکیوں کا ذریعے ہماری کے 24 دوومین کر کے
8- ظلا کا ذریعے ہماری کے 24 دوومین کر کے
9- کوکیوں کا ذریعے ہماری کے 24 دوومین کر کے
10- ظلا کا ذریعے ہماری کے 24 دوومین کر کے

Oxford University Press
Resource Sheet 1

Story elements

Characters

Setting

‘The stone soup’

Ending

Theme

Events
Resource Sheet 2

**Title of the story**

<table>
<thead>
<tr>
<th>Events:</th>
<th>Ending:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Theme:**
LESSON 2

OBJECTIVES
- Identify function of indirect speech
- Recognize the rules of, and change the narration of simple statements

LEARNING OUTCOMES
By the end of this lesson, students will be able to:
- distinguish between direct and indirect speech;
- apply rules successfully to change direct speech to indirect speech and vice versa

METHOD
- **Introduction:** Ask students to raise their hands and give any simple statement. Change the students’ statement into reported speech. For example if a student says, ‘I like playing cricket.’, change this sentence to, ‘He said that he likes playing cricket.’ Now give different students a simple statement and ask them to change it to reported speech. You may have to help the students to form the sentences if required. For example choose a student and then say, ‘I am going for a walk.’ Help the student convert this to, ‘She said that she was going for a walk.’ Continue this activity till each student has had a turn and they understand the concept of indirect speech.

- **Indirect speech (Pages 25, 26, and 27):** Explain to the students that ‘Indirect speech’ or ‘reported speech’ is used to tell what someone else said, but without using the exact words and quotation marks. When we use indirect speech, we are usually talking about the past (because the person who spoke originally spoke in the past). For example:

  **Direct speech:** He said, ‘I am going to Lahore.’

  **Indirect speech:** He said that he was going to Lahore.

- Tell students that there are rules for converting direct speech into indirect speech. Read and discuss the rules given on pages 25, 26, and 27. Divide the board into four sections. Give the headings ‘changing pronouns’, ‘changing directions’, ‘changing timing’, and ‘changing the tense’. In each section, write the following sentences and ask the students to change them to indirect speech.
Section 2

Introduction:

- Pamela S. Balaful (indirect speech) (1983) 
- Balaful, Pamela S. (2005) 

Section 3:

- Section 3.1: Pamela S. Balaful (direct and indirect speech) (1983) 
- Balaful, Pamela S. (2005) 

Excerpts:

"He said he likes playing cricket." "I am going for a walk." "I am going to Lahore."

Example 1:

"I am going to Lahore." (Balaful, Pamela S. (2005) "A Grammar of Balaful" 27) 

Example 2:

"He said he likes playing cricket." (Balaful, Pamela S. (2005) "A Grammar of Balaful" 27) 

Example 3:

"I am going for a walk." (Balaful, Pamela S. (2005) "A Grammar of Balaful" 27) 

Example 4:

"He said he likes playing cricket." (Balaful, Pamela S. (2005) "A Grammar of Balaful" 27)
The stone soup

Changing pronouns:
1. He asked, ‘Can I bring my cousin with me to the party?’
2. Ahmed said, ‘My wife went with me for shopping.’
3. She inquired, ‘Do you want to come with me?’
4. Daud asked, ‘Where did you go last weekend?’
5. She said, ‘We will give the money to them.’

Changing directions:
1. Sara said, ‘It is very crowded here.’
2. Ahmed inquired, ‘Can you come here?’
3. Laiba said, ‘I'll meet you there.’
4. She asked me, ‘Will you be here next weekend?’
5. ‘I'll drive them there,’ he assured us.

Changing timing:
1. ‘Where did you go for your vacations last year?’ she asked me.
2. She informed us, ‘I saw her at the market this morning.’
3. He complained, ‘I really do not feel well these days.’
4. Sana said, ‘We went to Jakarta a month ago.’
5. Saba assured him, ‘I will email you tomorrow.’

Changing tense:
1. He exclaimed, ‘It is so cold!’
2. She said, ‘I am cooking.’
3. Hamid said, ‘I have cleaned the car.’
4. Huma replied, ‘I have been studying quite hard for this test.’
5. Alia said, ‘I saw you yesterday at the market.’
6. Sana complained, ‘I had already done the cleaning.’
7. Taha told Ali, ‘I will see you there.’
8. Mother suggested, ‘We can go shopping later.’
9. He promised, ‘I will finish all my assignments today.’
10. He asked, ‘What shall I do to solve this problem?’

Activity time: Divide the board into three columns. Label the first column ‘Scenario’, label the second one ‘Direct Speech’, and the third one ‘Indirect Speech’. Write the following scenarios in the first column.
1. A teacher reporting a student’s performance at the parent teacher meeting
2. A parent praising a child
3. Two friends worried about an up-coming test
4. A policeman questioning a thief
1. He asked, ‘Can I bring my cousin with me to the party?.’
2. Ahmed said, ‘My wife went with me for shopping.’
3. She inquired, ‘Do you want to come with me?’
4. Daud asked, ‘Where did you go last weekend?’
5. She said, ‘We will give the money to them.’

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2. Ahmed inquired, ‘Can you come here?’
3. Laiba said, ‘I’ll meet you there.’
4. She asked me, ‘Will you be here next weekend?’
5. ‘I’ll drive them there,’ he assured us.

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2. She informed us, ‘I saw her at the market this morning.’
3. He complained, ‘I really do not feel well these days.’
4. Sana said, ‘We went to Jakarta a month ago.’
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2. She said, ‘I am cooking.’
3. Hamid said, ‘I have cleaned the car.’
4. Huma replied, ‘I have been studying quite hard for this test.’
5. Aila said, ‘I saw you yesterday at the market.’
6. Sana complained, ‘I had already done the cleaning.’
7. Taha told Ali, ‘I will see you there.’
8. Mother suggested, ‘We can go shopping later.’
9. He promised, ‘I will finish all my assignments today.’
10. He asked, ‘What shall I do to solve this problem?’

A teacher reporting a student’s performance at the parent teacher meeting
A parent praising a child
Two friends worried about an up-coming test
A policeman questioning a thief
Ask students to think of possible lines each of the characters might say in the first scenario. They may suggest sentences like:

- The teacher said, ‘He is now taking part in all class activities and gaining confidence.’
- The teacher said, ‘She needs to practice her sums daily.’
- The teacher said, ‘He loves to help his classmates.’

Write these suggestions in the direct speech column. Next they must change these sentences into indirect speech. For example:

- The teacher said that he was now taking part in all class activities and gaining confidence.
- The teacher said that she needed to practice her sums every day.
- The teacher said that he loves to help his classmates.

Ask the students to repeat the same exercise for the next four scenarios. Let volunteers share their direct and indirect sentences.

- **Writing time (Pages 27 and 28):** Ask students to work in pairs and complete exercises E, F, G, and H.
- **Reporting verbs:** Tell students they often use ‘said’ and ‘told’ when reporting speech. However, there are many more verbs that can state precisely the manner in which words were spoken.
  
  These include: advise, encourage, invite, remind, warn, agree, decide, promise, refuse, threaten, accuse, blame, congratulate, apologize.
  
  And: admit, deny, explain, insist, recommend, suggest (used with that)

  - Now ask students to use at least ten of these words in sentences of their own.

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

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction:</strong> Students practice reporting simple statements given by the teacher.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>Indirect speech:</strong> Students learn to distinguish between direct and indirect speech and change direct speech to indirect speech through guided practice.</td>
<td>30 min</td>
</tr>
<tr>
<td>2</td>
<td>3.</td>
<td><strong>Activity time:</strong> Students think of dialogues that might be said in certain scenarios and change them to indirect speech.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td><strong>Writing time:</strong> Students work in pairs to complete exercises E, F, G, and H on pages 27 and 28.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td><strong>Reporting verbs:</strong> Students practice creating statements with different reporting verbs.</td>
<td>10 min</td>
</tr>
</tbody>
</table>
The teacher said, 'He is now taking part in all class activities and gaining confidence.'
The teacher said, 'She needs to practice her sums daily.'
The teacher said, 'He loves to help his classmates.'
The teacher said that he was now taking part in all class activities and gaining confidence.
The teacher said that she needed to practice her sums every day.
The teacher said that he loves to help his classmates.

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<thead>
<tr>
<th>Time</th>
<th>Task</th>
<th>Frame</th>
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<tbody>
<tr>
<td>10m</td>
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<td>1</td>
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<td>30m</td>
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<td>20m</td>
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<td>10m</td>
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<td>10m</td>
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</tbody>
</table>
EXTENDED ACTIVITIES

- **Interview:** Tell your students they will now work in pairs to complete this activity. They must ask their partner the given questions and take notes as their partner replies. Next, they will change all his/her answers into reported speech and share it with the rest of the class.
  1. What is your favorite sport? Why do you enjoy this sport so much?
  2. Do you have a best friend? Can you briefly describe him/her?
  3. What career path have you chosen for yourself? Why have you chosen this career?
  4. Can you tell me what did you do last weekend?

LESSON 3

OBJECTIVES

- Discuss the importance of helping others
- Read a poem and write the main idea

LEARNING OUTCOMES

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

- understand and appreciate the importance that giving and helping others has in our lives;
- understand what is meant by the main idea of a poem.

RESOURCES REQUIRED (TEACHING AIDS)

- copies of Worksheet 4

METHOD

- **Introductory activity:** Ask students if they have ever helped someone. If so, how did they feel afterwards?
  Then, ask students to think of some famous people who have helped others. Answers may include Mother Teresa, Florence Nightingale, Elizabeth Fry, Abdul Sattar Edhi, Bilquis Edhi, Dr. Adeeb Rizvi, etc. Ask students to think of ways in which these people have helped others. Have the students ever helped someone? How? Does helping others also help us?
  Next, ask students to share their ideas with the rest of the class and list them on the board in the form of a mind map. (These may include running errands for old people, saving pocket money to give to the poor, giving old clothes to a charity organization, etc.) Then ask students to jot down very briefly how helping others would also help them.
What is your favorite sport? Why do you enjoy this sport so much?
Do you have a best friend? Can you give a brief description of him/her?
What career path have you chosen for yourself? Why have you chosen this career?
Can you tell me what you did last weekend?
• **Reading time (Page 29):** Read the poem along with the students using correct intonation and expressions. Give the students a chance to read and discuss what they think the poem is about.

• Explain what is meant by the central idea of a poem with your class. Tell the students the name of your favourite book. Briefly explain what your favourite book is about. Ask them to share with the class their favourite book and explain what it is about. Point out that what you have just discussed is the main idea behind the story. Just like stories all poems also have a main idea behind them. After explaining the meaning of the term central idea, ask the students to identify the central idea of the poem, ‘Let Me Give.’

• Tell the students to read and think carefully about the title. What does it tell them about the poem? Then, they should read the poem slowly and look for who or what the poem is about. Next, they should look for information about what happens in the poems or the actions of the subject of the poem. Finally, they must use the information about the subject and the actions to draw a conclusion about the poem’s main idea.

• Give them some time to think, and after eliciting some responses explain the central idea of the poem. The poem is a prayer. The poet wants to be given a chance to help others. He believes that only by helping and giving to others can we live meaningful lives. Discuss how the poet wants to help others.

• **Writing time (Page 29):** Ask students to work in pairs to complete exercises J, K, L, M, and N.

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

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction:</strong> Students think of ways in which people help others. They brainstorm for ways in which they themselves can help others and discuss how helping others helps them.</td>
<td>10 min</td>
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<td>2.</td>
<td><strong>Reading time:</strong> Students listen to and read the poem ‘Let Me Give’ on page 29 and try to identify its main idea.</td>
<td>10 min</td>
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<td></td>
<td>3.</td>
<td><strong>Writing time:</strong> Students work in pairs to complete exercises J, K, L, M, and N on page 29.</td>
<td>20 min</td>
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</table>

**EXTENDED ACTIVITIES**

• **Writing assignment:** Ask students to work in pairs and briefly explain how a simple act of kindness can create a huge change.

• Ask students to choose a poem that they like and discuss its main idea briefly.

• Ask students to complete Worksheet 4.
سیاق کی ندارنا کہ چوہصور خاکر (1 اڈیا)

<table>
<thead>
<tr>
<th>تاریخ کا وقت (صفحہ 29)</th>
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<td>“Let Me Give”</td>
<td>ظاہر 29 ڈیجیٹل ٹیم</td>
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<td>شمار 2</td>
<td>20</td>
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<tr>
<td>اضافي سرگرمیاں</td>
<td>ظاہر 29 ڈیجیٹل ٹیم</td>
<td>“Let Me Give”</td>
<td>ظاہر 29 ڈیجیٹل ٹیم</td>
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اطالا کا وقت (صفحہ 29) | ظاہر 29 ڈیجیٹل ٹیم | “Let Me Give” | ظاہر 29 ڈیجیٹل ٹیم |
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LESSON 1

OBJECTIVES

- Familiarize students with different sections of a newspaper discussing its functions
- Try to comprehend text and identify and select relevant information
- Analyze information from a variety of text e.g. forms, tables, charts, graphs, etc.
- Distinguish fact from opinion

LEARNING OUTCOMES

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

- read and comprehend text to retrieve relevant information;
- locate different sections of a newspaper and become familiar with its layout and the different functions of a newspaper;
- differentiate between facts and opinions.

RESOURCES REQUIRED (TEACHING AIDS)

- a copy of a newspaper (each student should be asked to bring one)
- a box full of different items (toys, stationery, fruits, etc.)
- flash cards with a mixture of facts and opinions written on them

METHOD

- Introduction: Start the class with a discussion on the different means of communication.
  Ask the students what they would do if they needed to communicate with:
  1. a family member living in the same house (call out to them/chat)
  2. a friend at school (meet and chat during recess/call using a phone/email)
  3. a friend living abroad (call/email/skype)
  4. the community at large or with people in other cities or countries (write in newspapers or magazines/create blogs/create websites)

Point out the importance of communication and how newspapers are powerful tools that are used to reach the wider community.
Session 1:

Subjects:

- Informal conversations
- Casual chats in various settings
- Informal meetings
- Daily conversations
- Simple interactions
- Casual exchanges
- Informal discussions
- Informal settings
- Informal contexts

Tasks:

- Conduct an informal survey among family members
- Collect data from casual conversations
- Gather information from daily interactions
- Compile data from simple exchanges
- Compile data from casual interactions
- Compile data from informal settings
- Compile data from informal contexts

Materials:

- Informal data collection tools
- Informal survey instruments
- Informal interview guides
- Informal data analysis tools
- Informal data compilation tools
- Informal data presentation tools

Preparations:

- Informal data collection
- Informal survey administration
- Informal interview preparation
- Informal data analysis
- Informal data compilation
- Informal data presentation

Tips:

- Informal data collection
- Informal survey administration
- Informal interview preparation
- Informal data analysis
- Informal data compilation
- Informal data presentation

Questions:

1. A family member living in the same house (call out to them/chat)
2. A friend at school (meet and chat during recess/call using a phone/e-mail)
3. A friend living abroad (call/e-mail/skype)
4. The community at large or with people in other cities or countries (write in newspapers or magazines/create blogs/create websites)
Why read newspapers?: Ask students to briefly respond to the following questions:
List the newspapers that your family reads.
Who usually reads the newspaper in your family?
What do you like about newspapers?
What do you dislike about newspapers?
Which section of the newspaper do you like the most and why?
Let volunteers share their responses with the rest of the class. Then brainstorm with the class to create a list of reasons why people read newspapers.

Exploring a newspaper: Ask each student to bring a newspaper to the class. Ask them to look at their newspaper carefully. Discuss the different parts and functions of the newspaper. Ask them to look closely at the front page of the newspaper. What does the front page look like? Tell them to think about the layout and how different sections and articles are placed together within the page. Tell them to look at the font used. What do headlines aim to do? How are they made more eye-catching? Discuss the use of pictures, captions, headlines, colours, layout, and font to attract attention and convey information.

Reading the newspaper: Ask students to choose a partner. Next, they must go through their newspaper and select interesting headlines and read and explain what they found interesting and why. Let a few volunteers share the articles they have chosen with the rest of the class.

Sections of a newspaper (Pages 30 and 31): Tell the students they will now study the different sections of a newspaper. Ask them to read the text on the newspaper. Ask simple questions related to the sections of the newspaper so that they can understand the given details. Next, ask students to identify and mark these sections (some sections might be missing in some newspapers) in their own newspaper copy.

Scavenger hunt: Keep this as a timed activity. Tell students that they have 10 minutes to locate and note down the following from their newspapers:
1. the score from a sporting event
2. the price of a piece of land
3. a dialogue from a comic strip
4. the name of the movie playing at a local cinema
5. information about a cultural event
6. the name of the editor of the newspaper
7. the title of a story which occurred in your city
8. the title of a story that contains the name of a country other than Pakistan
9. the price of the newspaper
10. the price of any car for sale
11. a job that is available
12. the weather conditions
13. the current conversion rate of the dollar to the rupee
List the newspapers that your family reads.
Who usually reads the newspaper in your family?
What do you like about newspapers?
What do you dislike about newspapers?
Which section of the newspaper do you like the most and why?

The score from a sporting event
the price of a piece of land
a dialogue from a comic strip
the name of the movie playing at a local cinema
information about a cultural event
the name of the editor of the newspaper
the title of a story which occurred in your city

the title of a story that contains the name of a country other than Pakistan
the price of the newspaper
the price of any car for sale
a job that is available
the weather conditions
the current conversion rate of the dollar to the rupee
• **Writing time (Pages 32 and 33):** Ask students to work in pairs and complete exercises A, B, and C.

• **Functions of a newspaper:** Ask students to think about the different functions of a newspaper. Elicit students’ responses to finalize the following three functions on the board:
  1. to inform
  2. to entertain
  3. to convince

• Ask the student to draw three columns with the headings ‘inform’, ‘entertain’, and ‘convince’ and list the following parts of the newspaper in their appropriate column.
  1. news reports
  2. letters to the editor
  3. feature articles
  4. crossword
  5. editorial cartoon
  6. editorial
  7. display ads
  8. sport reports
  9. horoscopes
  10. classified ads
  11. weather
  12. comics

Ask each group to share their list with the class.

• **Fact or opinion (Page 34):** Explain that a fact is anything that is done or happens; anything that actually exists; any statement that can be proved.
  Three examples of facts that are concrete and that could be documented include:
  1. The Museum was opened officially on June 5, 1974.
  2. Today is Monday.
  3. My daughter had fever this morning.

Next, explain that an opinion is a personal belief or point of view. Opinions usually begin with ‘It is thought that’, ‘I think’, ‘I believe’, etc. Examples of opinion include:
  1. The Museum failed to attract any major public interest.
  2. Today is a sunny day but it is rather cold and we should wear warm clothes.
  3. I like to play with my daughter.

• Bring in a box full of different things. It may include toys, stationery, fruits, or anything else. Take out the objects one by one from the box and ask the students to write one fact and one opinion related to that object. For example if you take out a ball from the box, a fact about it might be, ‘Its colour is red.’ and an opinion about it might be, ‘It is fun playing with a ball.’

• Now tell the students that they will practice distinguishing between facts and opinions through a fun game. Create flash cards with different sentences written on them that are both facts and opinions. Divide the class into two groups. Ask a member from the first group to take a card from the stack, copy the sentence on the board and then mark it as fact or opinion. If s/he is correct, his/her team would gain 5 points. Next a member from the second group would take a turn. Continue this game till each student has had a turn and then total the points.
The Museum was opened officially on June 5, 1974.

Today is Monday.

My daughter had fever this morning.

The Museum failed to attract any major public interest.

Today is a sunny day but it is rather cold and we should wear warm clothes.

I like to play with my daughter.

It is thought that, 'I think', 'I believe', 'I suppose' etc.
Sample sentences for the game:

1. Mr. Ahmed has two sons and a daughter.
2. Her dress is really beautiful.
3. He is the kindest person I have ever met.
4. Shakespeare wrote Macbeth.
5. The story of Macbeth is gripping yet horrifying at the same time.
6. Two and two makes four.
7. Pakistan has a better cricket team than India.
8. Our treatment of the homeless is horrible.
9. Poetry and politics just don’t mix.
10. Between 1945 and 1960, the number of cars in the country increased by 133 percent.
11. The core of the earth has a temperature of nearly 5000 degrees centigrade.

- Writing time (Page 34): Ask students to complete exercise D.
- Newspaper terms (Pages 34 and 35): Write the following terms on the board: flag, column, banner, dateline, cutline or caption, byline, and headline. Ask students to read the definitions and explain these terms to the rest of the class and then complete exercises E and F.

SUGGESTED LESSON OUTLINE (4 class periods)

<table>
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<th>Period</th>
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<th>TASK</th>
<th>TIME</th>
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<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction</strong>: Students would be introduced to newspapers as tools of communication to reach a wider community.</td>
<td>10 min</td>
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<td></td>
<td>2.</td>
<td><strong>Why read newspapers?</strong> Students complete a personal response and then brainstorm for reasons why people read newspapers.</td>
<td>15 min</td>
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<td></td>
<td>3.</td>
<td><strong>Exploring a newspaper</strong>: Students explore different sections of the newspaper studying its layout and functions.</td>
<td>15 min</td>
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<td>2</td>
<td>4.</td>
<td><strong>Reading a newspaper</strong>: Students select an interesting article to read and share its content with a partner.</td>
<td>20 min</td>
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<td>5.</td>
<td><strong>Sections of a newspaper</strong>: Students read about the different sections of a newspaper on pages 30 and 31 and identify them in their copy of the newspaper.</td>
<td>20 min</td>
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<tr>
<td>3</td>
<td>6.</td>
<td><strong>Scavenger hunt</strong>: Students take part in a fun scavenger hunt.</td>
<td>15 min</td>
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<td>7.</td>
<td><strong>Writing time</strong>: Students work in pairs to complete exercises A, B, and C, on pages 32 and 33.</td>
<td>15 min</td>
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<td>8.</td>
<td><strong>Functions of a newspaper</strong>: Students understand the different functions of a newspaper and complete a short activity on it.</td>
<td>10 min</td>
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<td>4</td>
<td>9.</td>
<td><strong>Fact or opinion</strong>: Students learn to distinguish between facts and opinions through fun activities.</td>
<td>10 min</td>
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<td>10.</td>
<td><strong>Writing time</strong>: Students complete exercise D on page 34.</td>
<td>10 min</td>
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<td>11.</td>
<td><strong>Newspaper terms</strong>: Students learn more newspaper terms and complete exercises E and F on page 35.</td>
<td>20 min</td>
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</tbody>
</table>
1. Mr. Ahmed has two sons and a daughter.
2. Her dress is really beautiful.
3. He is the kindest person I have ever met.
4. Shakespeare wrote Macbeth.
5. The story of Macbeth is gripping yet horrifying at the same time.
6. Two and two makes four.
7. Pakistan has a better cricket team than India.
8. Our treatment of the homeless is horrible.
9. Poetry and politics just don’t mix.
10. Between 1945 and 1960, the number of cars in the country increased by 133 percent.
11. The core of the earth has a temperature of nearly 5000 degrees centigrade.

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<th>Question</th>
<th>Answer</th>
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<td>1. Mr. Ahmed has two sons and a daughter.</td>
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<td>2. Her dress is really beautiful.</td>
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<td>5. The story of Macbeth is gripping yet horrifying at the same time.</td>
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<tr>
<td>10. Between 1945 and 1960, the number of cars in the country increased by 133 percent.</td>
<td>C</td>
</tr>
<tr>
<td>11. The core of the earth has a temperature of nearly 5000 degrees centigrade.</td>
<td>C</td>
</tr>
<tr>
<td>12. In 1969, Apollo 11 landed on the moon.</td>
<td>C</td>
</tr>
</tbody>
</table>

Oxford University Press
LESSON 2

OBJECTIVES
• Use correct punctuation marks (full stop, question mark, exclamation mark, comma, colon, hyphen, dash, parenthesis)
• Recognize and rectify faulty punctuation in given passages and in their own work

LEARNING OUTCOMES
By the end of this lesson, students should be able to:
• punctuate given passages accurately;
• recognize and rectify any punctuation errors in their own work.

RESOURCES REQUIRED (TEACHING AIDS)
• poster showing the punctuation marks.

METHOD
• Introduction: Draw two stick figures one marked as A and other marked B. Make a speech bubble above each stick figure. Write within the speech bubble for A: ‘Don’t! Go away!’ Write within the speech bubble for B: ‘Don’t go away.’
Ask whether figure A and B mean to say the same thing. Point out that although they say the same words they mean something completely different. Maybe one of A’s friends is annoying him and he wants him to stop and go away. That is why he says, ‘Don’t! Go away!’ Maybe one of B’s friends is leaving and he does not want him or her to go away, that is why he tells him or her, ‘Don’t go away.’ Explain that the sign ‘!’ and ‘.’ are called punctuation marks. They help to give meaning to our writing.
• Punctuation marks: Create a punctuation poster and display it on the board.

Start off with the simplest punctuation marks. Ask students to identify them. They will identify them as a full stop, question mark, and comma. Draw three columns on the board labelled ‘Punctuation mark’, ‘Name’, and ‘Function.’
Fill these columns with the appropriate answers elicited from the students for the first three punctuation marks.
Statement 2

Conclusions:
- No agreement on rules of conduct. Complex, controversial, legal principles, procedural, and political issues.

- The agreement is subject to several conditions.

- Various reasons, including economic, political, and social factors.

- The agreement is subject to further negotiations and ratification.

- The agreement is subject to implementation and enforcement.

- Various agreements on rules of conduct are needed.

- The agreement is subject to detailed implementation and enforcement.

- Various agreements on rules of conduct need to be made.

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<table>
<thead>
<tr>
<th>Punctuation mark</th>
<th>Name</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. .</td>
<td>Full Stop</td>
<td>A full stop is used to end a complete sentence.</td>
</tr>
<tr>
<td>2. ?</td>
<td>Question mark</td>
<td>A question mark is used at the end of a question.</td>
</tr>
<tr>
<td>3. ,</td>
<td>Comma</td>
<td>A comma (,) is used to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• separate a list of three or more items, last two of which are joined</td>
</tr>
<tr>
<td></td>
<td></td>
<td>by: and, or.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• introduce or interrupt direct quotations shorter than three lines.</td>
</tr>
</tbody>
</table>

- **Practice drill (full stop, question mark, comma):** Write the following sentences on the board and ask volunteers to punctuate them appropriately:
  1. ‘Look at this’ he whispered
  2. As the sun began to sink Ali got ready to go to sleep
  3. We go to Murree to see the beautiful landscape not the weather
  4. ‘I advise you’ said Mrs. Kasim ‘to complete your homework on time’
  5. Sameer his head still spinning walked out of the hospital for the last time
  6. My favourite countries are Switzerland Malaysia Canada and Sweden
  7. Once the weather improved we decided to go for a walk
  8. Javeria a talented sportswoman has decided to take part in the Olympics next year
  9. We used to live in a shabby old house
  10. ‘Are you okay’ he asked

**The colon:** Explain that a colon consists of two dots, one above the other (::). A colon is used to introduce a list. Tell students that they must not capitalize the first word of the list unless it is a proper noun or the list is a set of sentences.

Examples: You may need to bring many items: pots, pans, rice, oil, salt.

I want the following things: cloth, a pair of scissors, glue.

Now write down the name of the punctuation mark and the rule in the appropriate column on the board,

| 4. : | Colon          | Use a colon after a complete sentence to introduce a list of items.     |

- **Practice drill (colon):** Write the following sentences on the board and ask volunteers to insert colons at the appropriate place:
  1. I love a huge breakfast cheese omelet, brown toast, orange juice, and a pot of coffee.
  2. I like a new house to be all of the following elegant, airy, and lavish.
  3. We have to stop doing these harmful things throwing garbage around, wasting energy, and polluting our sea.
  4. These are a few of my favourite things chocolate, books, and coffee.
  5. Mankind has only one choice left stop wars and think of peace.
1. ‘Look at this’ he whispered
2. As the sun began to sink Ali got ready to go to sleep
3. We go to Murree to see the beautiful landscape not the weather
4. ‘I advise you’ said Mrs. Kasim ‘to complete your homework on time’
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8. Javeria a talented sportswoman has decided to take part in the Olympics next year
9. We used to live in an shabby old house of the hospital for the last time
10. ‘Are you okay’ he asked

You may need to bring many items: pots, pans, rice, oil, salt. I want the following things: cloth, a pair of scissors, glue.

Ab dorh ya hamast waqf kama or kamy ka ehtimam ka qada u marhala kama yam hay bharat meri roxi.

Kam

1. I love a huge breakfast cheese omelet, brown toast, orange juice, and a pot of coffee.
2. I like a new house to be all of the following elegant, airy, and lavish.
3. We have to stop doing these harmful things throwing garbage around, wasting energy, and polluting our sea.
4. These are a few of my favourite things chocolate, books, and coffee.
5. Mankind has only one choice left stop wars and think of peace.
• **Hyphen, parenthesis, and dashes:** Explain that a hyphen is used with compound numbers from twenty-one to ninety-nine, compound words, and some prefixes.
Example: twenty-seven students, forty-nine boxes, sight-seeing, ex-student.

A dash is used to indicate an abrupt break in thought or speech or an unfinished statement or question.

That design – if I can call it that – is too loud.

Loud noises – how I hate them – were heard through the door.

Next, discuss parenthesis. Explain that they can use parentheses to enclose material that is added to a sentence but is not considered of major importance.

Example:

During the Civil War (from 1861 to 1865), many lives were lost.

Aunty T (no one knows her real first name) will be a hundred years old this Eid.

Write the names and functions of these punctuation marks in the table on the board.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Introduction:</strong> Students learn to appreciate the importance of punctuation.</td>
<td>5 min</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Punctuation Marks:</strong> Students learn how to use a full stop, question mark, comma, colon, hyphen, parenthesis and dash accurately through practice drills. (divided over two classes)</td>
<td>35 min</td>
</tr>
</tbody>
</table>

SUGGESTED LESSON OUTLINE (2 class periods)
1. Ninety two people have been selected for the final interview.
2. Ironing not my favorite pastime can be quite tiring.
3. Ghazals, soft rock, and Trance these are all types of music she really likes.
4. Gaining the highest grade is quite easy all you have to do is think clearly.

During the Civil War (from 1861 to 1865), many lives were lost.

Aunty T (no one knows her real first name) will be a hundred years old this Eid.

ان علامات وظيفه کے قلم اور طرف کے نمبر پر جدول میں درج کر دیا گیا -

<table>
<thead>
<tr>
<th>وقت</th>
<th>کم</th>
<th>نمبر</th>
<th>جواب</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 منٹ</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35 منٹ</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EMERGENCY TELEPHONE NUMBERS

1. No one and I mean no one should be permitted to break the law.
2. Here's what mother needs from the grocery store milk, flour, sugar, and butter.
3. Ghazals, soft rock, and Trance these are all types of music she really likes.
4. Gaining the highest grade is quite easy all you have to do is think clearly.

اب بودھ پے درج زیں تخلیت کی اور طالبہ سے کہ کہ قبالتی نہایت نوشت خود رابطہ اور طرف سے اگاہ کیا گیا -

1. Ninety two people have been selected for the final interview.
2. Ironing not my favorite pastime can be quite tiring.
3. The president elect of our company the son of a business tycoon is an outstanding achiever who excels in every field.
4. Students at least the ones who want to pass this test should read the text carefully.
EXTENDED ACTIVITY

- Read aloud, ‘The Stone Soup’ in Unit 4 again. Ask students to give particular attention to punctuation marks. They should note each punctuation mark, how it is used in the passage, and how it clarifies the meaning of the passage.

LESSON 3

OBJECTIVES

- To learn how to revise, redraft, and improve own writing

LEARNING OUTCOMES

By the end of this lesson, students should be able to:
- brainstorm, collect, and organize information;
- use the information to create the first draft of an imaginary news article;
- revise and redraft text after proof-reading carefully.

RESOURCES REQUIRED (TEACHING AIDS)

- copies of Worksheet 5

METHOD

- Initial brainstorming session: Write in big, bold letters on the board:
  Principal disappears mysteriously
  Divide the class into groups of four. Ask each group to think carefully what might have caused the principal to disappear. Tell them to think of details that answer the questions what, when, where, and how.

- Writing a news report: After brainstorming, students must use the details collected to write a news story on the given headline.
اضافی سرگرمی:

باب 4 مین دی گی گلم "چتر کا نوش" بدر اواز دے پہنچی۔ طالبا سے کہیا کہ اس دو جمعرات اوقاف پر نغمات زدہرزد دیے۔ وہ یہ فوت کر یک کر خر دے

قسم 3

متواضع:

یک کیمیا کے اعادوی کیا جانئے کیا سامنا کیا جانئے اور تقریبی کے۔

ناراگ:

قسم کے اخلاق کی اپنی کل کے جانئے کہا جانئے کہا جانئے کہ

مل ہل کر معلومات پر فور ترک، معلومات نہ ترک سکین اور افسران زرتیب سکین;

معلومات کی بجائے پر اپنی تصورات جہتی محصول کی ابتدا پر فور ترک سکین?

اطفال سے دبک ہیں، اپنی دوبارہ بیشتر احساس ملن کو کہنی اور پہلو خون اور کہنی?

تحریک کی لیے وکرالیا:

رُنگ یہاں کی نقل

طرزیکار:

مل ہل کر پر سیاک راک کا ابتدا سکین۔ بورز پر ملہ حروف میں گئے

پیچکر پر کیا پر آتا ہوئے

طلا کی چوار پر کے پر پس ہم نقش کر دیتے۔ بر گرد چہ سے کہیا کہ اس کو ابتدا پر فور ترکی بننی ہو جو

این سے تک وہ کہے ہو ان تحقیقات پر پہلے پر ابتدا ہو ان سوالوں کا۔ کہا کہ بیاں اور یہ کا جہاب دیتا ہوے?

شرکتیاں: مل ہل کر ہو کر نے کے بعد طلا جعلی کرو معلومات کو دی گی سرچ پر اپنی تخبر کے لیے استعمال کریں।
Suggest that they may use the following order:

1. Headline
2. General information about the crime
3. More details about what happened
4. A description of any suspect
5. How is the police helping in this case?

- **Proof-reading:** Once the students have written their reports, ask them to exchange it with a partner. They should read their partner’s report and check it using the following checklist:
  1. Is the information organized into logical paragraphs?
  2. Are the paragraphs in a logical order?
  3. Is there any irrelevant information?
  4. Is any important information missing?
  5. Are there any grammatical mistakes?
  6. Is the punctuation correct?
  7. Have all the words been spelt correctly?

Now they must give the checked report back to the original writer who will then make any corrections or changes and produce a final draft.

- **Activity time:** Ask students to create a news story about themselves according to the instructions on page 37 of their textbooks.

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

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
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<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction:</strong> Students work in groups to brainstorm for details of the news report.</td>
<td>10 min</td>
</tr>
<tr>
<td>1</td>
<td>2.</td>
<td><strong>Writing the news report:</strong> Students use the information they have to produce a complete, logically organized news report.</td>
<td>20 min</td>
</tr>
<tr>
<td>1</td>
<td>3.</td>
<td><strong>Proof-reading:</strong> Students exchange and check each other’s news reports making recommendation. Finally they work on their own news report to produce a final draft.</td>
<td>10 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td><strong>Activity time:</strong> Students complete the task given on page 37.</td>
<td></td>
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</tbody>
</table>

**EXTENDED ACTIVITIES**

- Ask students to look for news articles from the local newspaper and compare them with their own news report. They must pay attention to:
  1. The way the author has arranged information (the number of paragraphs used, the main idea of each paragraph)
  2. The tenses used (present perfect, simple present, and active or passive voice)
  3. How the writer had made the article interesting (precise vocabulary used, exciting details)
- Ask students to complete Worksheet 5.
1. Headline
2. General information about the crime
3. More details about what happened
4. A description of any suspects
5. How is the police helping in this case?

* Note: The text appears to be a list of prompts or questions regarding a crime report's structure and content.
LESSON 1

OBJECTIVES

• Understand the value of preserving historical buildings and discuss the reasons why communities would want to preserve them
• Research historic places, such as buildings, parks, statues, or memorials
• Read and understand text and answer questions
• Generate questions to understand text
• Use appropriate vocabulary and tense to discuss a given topic

LEARNING OUTCOMES

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

• understand and discuss the importance of preserving historical buildings;
• comprehend text and answer questions related to it;
• create questions to understand the text;
• use appropriate vocabulary and tense to discuss a topic.

RESOURCES REQUIRED (TEACHING AIDS)

• pictures of some important historical monuments of Pakistan

METHOD

• **Introduction:** Ask students to discuss why it is important to preserve old, historic buildings. What is the advantage of trying to restore an old building rather than tearing it down? Why might some people want to just demolish old buildings and build new ones?

• **Preserving the past:** Explain that these old buildings are important because they are a part of our history and culture. These historical buildings help us to know about the past. Show pictures of some important historical buildings of Pakistan, and share their history.
قسم 1

مقدار:

• تاریخی مدارس کے تحت کوئی ایک کمیٹی اپنے اس لیے سربراہ کو مرتبہ بند کرنا کا کام کرنا تاکہ اس کا کام انجام ہو سکے?
• تاریخی مدارس کے تحت کمیٹی، یارک، ججوال اور یاگری، پنجاب کی?
• ملنے کا یہ کہ کوئی اور سوالونہ کے جواب دینا?
• ملنے کے کرنا کے لیے سوالات کی?
• پیچیدہ موضوع پر پاتے کرنے کے لیے مناسبت انتظام اور افراد کی مزدوری؟

نتائج:

قسم کے اختیار کتب طبال حسین خان جہاں جا پیسے کی?

• تاریخی مدارس کو کوئی اور سے ان کی تبدیل کے ممکن اور اس پر کانگر کی?
• ملنے کو یہ کہ کسی کسان کا پچاسکی اور اس سے منتعال سوالات کے جواب دیا گی?
• ملنے کے کرنا لیے سوال کی?
• پیچیدہ موضوع پر پاتے کرنے کے لیے مناسبت انتظام اور افراد کی مزدوری؟

لئے لیے انگریزی اشیاء:

• یہ خاتمہ کرنا کے تاریخی مدارس کی تصدیق

طریقۂ کار:

• خاتمہ: خاتمہ کے لئے بات کرنا کے کام کی?
• تاریخی مدارس کو کسی اور سے ان کے کام سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے؟ جو کہ قریب مدارس کو کسی اور سے?:
Minar-e-Pakistan is a tall minaret in Iqbal Park Lahore. It is located on the ground where the famous Lahore or Pakistan resolution was passed which demanded a separate state for the Muslims. It was completed in eight years.

The Pakistan Monument represents the four provinces of Pakistan. Situated in a park in Islamabad, the Monument attracts many visitors who are amazed by its architecture.

Quaid’s Residency
Quaid-e-Azam Mohammad Ali Jinnah spent his last days resting in the beautiful hill station Ziarat in this magnificent wooden structure which is now called Quaid’s Residency.

Iqbal’s Tomb is a significant national monument. Built with beautiful sandstone, it is located in the Hazari Bagh between the Lahore Fort and Badshahi Mosque.

- Pre-reading discussion (Page 40): Ask students if they have visited any historical sites. Which sites have they visited and where? Let them describe their experiences.
- Reading time (Pages 40, 41, and 42): Tell students they will now read a travelogue. Ask them to explain what they understand by the word ‘travelogue’. Let them make suggestions before explaining that a travelogue is a piece of writing about any travel. Ask them if they have read other travelogues. Explain that they will be reading about a young boy’s travel experiences in Lahore. Let volunteers read the text. Ask simple questions to check comprehension.
- Discussion time (Page 42): Ask students to work in pairs to find the meanings of the given words and then create sentences. Ask volunteers to share their sentences with the rest of the class.
- Writing time (Pages 43 and 44): Ask the students to complete exercises A, B, and C.
جہان پاکستان
جہان پاکستان ایک پبلک گارڈن ہے جہاں میں ایک کیف و بالا چند سے۔ یہ ایک پاکستان کے سردار محمد حیدر جنگ کی طرف سے تعمیر کیا گیا ہے۔ اسلام آباد میں واقع ہے۔ میڈیا میں دوچار ہے جب اس پر پریس کا نیوز رپورٹ کیا جاتا ہے۔ بطور کلیدی کی قیمتوں کا مرکز بنیا ہے۔ اس بجائے ایک نئی فن اور تاریخی کردار کا اس کا کردار بنیا ہے۔

لتیکو کے پابندی کا رائج
لتیکو کے پابندی کا رائج ہے جس کی تاریخ ایک ایک کی یاد ہے۔ اقدامات کے بعد یہ تاریخ بھی ہے۔ اس کا اثر ایک بھی ہے۔ اس کے ساتھ معنوی کے حساب سے بھی ہے۔ پیشکھانہ کے خواہش کے حساب سے بھی ہے۔ ایک سے بعد اور پہچان کے حساب سے بھی ہے۔

• پیشکھانہ کا وقت (صفحہ 40): یہاں سے پچھلے کا کیا اچھا نہیں؟ کیا کا تاریخی کے جریان کا کہا ہے؟ کیا کا تاریخی کا کہا ہے؟

• پیشکھانہ کا وقت (صفحہ 41 اور 42): یہاں سے پچھلے کا کہا ہے؟ کیا کا تاریخی کے جریان کا کہا ہے؟ کیا کا تاریخی کا کہا ہے؟

• پیشکھانہ کا وقت (صفحہ 43 اور 44): یہاں سے پچھلے کا کہا ہے؟ کیا کا تاریخی کے جریان کا کہا ہے؟

• پیشکھانہ کا وقت (صفحہ 44): یہاں سے پچھلے کا کہا ہے؟ کیا کا تاریخی کے جریان کا کہا ہے؟
Qasim’s trip to Lahore

- **Activity time:** Divide students into groups of five. Tell each group to choose an important historical building in their city and find out more about it. They can use the internet or the library; or even consult their parents or grandparents. Tell them to keep these points in mind when working on the task.
  1. The name of the site
  2. The place where it is located
  3. When was it built
  4. By whom was it built
  5. What is significant about this place? Would they recommend it to a visitor? Why?
- **Presentation time:** Students can then present their findings in class.

SUGGESTED LESSON OUTLINE (4 class periods)

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction:</strong> Students discuss the importance of preserving the past.</td>
<td>10 min</td>
</tr>
<tr>
<td>1</td>
<td>2.</td>
<td><strong>Preserving the past:</strong> Students learn about some important historical buildings in Pakistan.</td>
<td>30 min</td>
</tr>
<tr>
<td>2</td>
<td>3.</td>
<td><strong>Pre-reading discussion:</strong> Students discuss and describe their own personal visits to historical sites.</td>
<td>10 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td><strong>Reading time:</strong> Students read the text on pages 40, 41, and 42.</td>
<td>15 min</td>
</tr>
<tr>
<td>2</td>
<td>5.</td>
<td><strong>Discussion time:</strong> Students work in pairs to find the meanings of the words on page 42 and create sentences using them.</td>
<td>15 min</td>
</tr>
<tr>
<td>3 and 4</td>
<td>6.</td>
<td><strong>Writing time:</strong> Students complete exercises A, B, and C on pages 43 and 44.</td>
<td>20 min</td>
</tr>
<tr>
<td>3 and 4</td>
<td>7.</td>
<td><strong>Activity time:</strong> Students work in groups to find out more about a chosen historical site in Pakistan.</td>
<td>30 min</td>
</tr>
<tr>
<td>3 and 4</td>
<td>8.</td>
<td><strong>Presentation time:</strong> Students present their findings in class.</td>
<td>30 min</td>
</tr>
</tbody>
</table>

LESSON 2

OBJECTIVES
- Recognize and use personal and possessive pronouns
- Read a poem and write the main idea

LEARNING OUTCOMES

By the end of this lesson, students will be able to:
- identify pronouns and understand their purpose;
1. The name of the site
2. The place where it is located
3. When was it built
4. By whom was it built
5. What is significant about this place? Would they recommend it to a visitor and why?

The table below lists the activities that can be done at the site:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Visit the main temple and view the surrounding area</td>
</tr>
<tr>
<td>30 min</td>
<td>Explore the historical artifacts and paintings displayed in the museum</td>
</tr>
<tr>
<td>10 min</td>
<td>Experience a traditional dance and music performance</td>
</tr>
<tr>
<td>15 min</td>
<td>Take a guided tour of the local historical sites and landmarks</td>
</tr>
<tr>
<td>15 min</td>
<td>Visit the nearby market and sample local cuisine</td>
</tr>
<tr>
<td>20 min</td>
<td>Attend a local festival or cultural event</td>
</tr>
<tr>
<td>30 min</td>
<td>Participate in the weekly community discussions and workshops</td>
</tr>
</tbody>
</table>

The place is recommended to visitors for its historical significance and cultural heritage.
Qasim’s trip to Lahore

- explore the use of subject, object, and possessive pronouns;
- match pronouns with their antecedents;
- read poems and discuss the central ideas.

RESOURCES REQUIRED (TEACHING AIDS)
- a book, some answer scripts, a ball, an apple or any other fruit, and a dog collar
- some coloured sheets of paper to create poetry postcards
- copies of worksheet 6

METHOD

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

  Point towards yourself as you say *I*. Tell the students ‘*I*’ can be used to replace your name and is called a pronoun. Next you may point to a boy Ahmed. First say, ‘Ahmed is happy.’ Then repeat by pointing to Ahmed and saying, ‘He is happy.’ Tell the students ‘he’ is used to replace the noun Ahmed. Do the same for all the other pronouns.

  Form simple sentences: ‘He is happy. She is happy. We are happy. They are happy.’ Point to the appropriate gender and number and ask students to repeat each sentence with appropriate gestures.

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

  Point towards yourself as you say *me*. Tell the students ‘*me*’ can be used to replace your name and is called an object pronoun. Next you may point to a boy Fahad. First say, ‘The Principal was talking to Fahad.’ Then repeat by pointing to Fahad and saying, ‘The Principal was talking to him.’ Tell the students that, ‘him’ is the used to replace the noun Fahad. Do the same for all the other pronouns.

  Form simple sentences: ‘The Principal was talking to him. The Principal was talking to her. The Principal was talking to us. The Principal was talking to them.’ Point to the appropriate gender and number as you speak each sentence. Ask the students to repeat each sentence with the appropriate gestures.
• یہ دکھایا جائے کہ خاندان میں صرف یہ سچی اور غیر مفقود کا استعمال کیا جا رہا ہے؟
• خاندان کے مخصوص (دو امیم جہاں کی طرف گئی ہے اور شاہر کے) سے ماں کی?
• اگر پانہ کمری کے مکمل نیال پر تھا تھا کریم کہنے?

تودہ کے چاھے کے لئے وکار اپنی?
• اپنے کتاب کے جنی میں کہیا ہے بکیا کہ یہ اور جیل، کہ کا؟
• شاہر کے پہلے کارڈز بنائے گئے لیے لوٹکر تن کافی کے کچھ شیشین?
• درک شیش 6 کی انقلاب?

طرزیت کار:
• خاندانی ٹلا کو خاندانی کے تودہ کے عرف کو ہیں اپنے اپنے. ان سے ایک دوسرے کے جنگ جنگ اور ناکہ?

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

I am happy.

میں کبھی بھی ہو گا اپنے خاپ امہا اپنے کہ ہیلا کہ ہیلا کہ 'Ahmed is happy.' اپنے خاپ امہا اپنے کہ ہیلا کہ 'He is happy.' ہیلا کہ 'He is happy. She is happy. We are happy. They are happy.'

میں کبھی بھی ہو گا اپنے خاپ امہا اپنے کہ ہیلا کہ 'He is happy. She is happy. We are happy. They are happy.'

The Principle was talking to Miss ______________. (خالدہ کہنے میں نام کی)

The Principle was talking to me.  

میں کبھی بھی ہو گا اپنے خاپ امہا اپنے کہ ہیلا کہ 'The Principal was talking to Fahad. اپنے خاپ امہا اپنے کہ ہیلا کہ 'The Principal was talking to him.'

کیا جا رہے ہیں؟ دکھایا جائے کہ خاندانی کا استعمال کیا جا رہا ہے?

'The Principal was talking to him. The Principal was talking to her.'

خاندانی کا استعمال کیا ہے؟
• **Personal pronouns drill:** Write all the subject pronouns on the board. Select students randomly and provide them with simple sentences using nouns. Ask the selected students to change the sentence by replacing the nouns with one of the subject pronouns on the board.

   Examples:
   Teacher: Sana cooked dinner for the whole family.
   Student: She cooked dinner for the whole family.

   Teacher: The roof needs to be repaired.
   Student: It needs to be repaired.

   Repeat the above process with object pronouns. Write all the object pronouns on the board. Provide sentences to selected students and ask them to replace the nouns in the sentences with object pronouns given on the board.

   Examples:
   Teacher: She played football with Sara and Ahmed.
   Student: She played football with them.

   Teacher: She should have asked Neha first.
   Student: She should have asked her first.

• **Pronoun antecedent agreement:** Review again that a pronoun is a word that takes the place of a noun. The antecedent is the word that the pronoun has replaced in the sentence.

   Father made Ali complete his homework. He was quite strict about it.

   The pronoun in this sentence refers to the antecedent, Father. Since father is one person, the third-person singular pronoun ‘he’ was used instead of ‘she or they’, so that there is agreement in gender, number, and person between the antecedent and its pronoun. Pronoun antecedent agreement is very important.

   For example:
   Sara did the laundry. She was helping her sister with the housework. They planned to make dinner afterwards as some guests were coming to their house.

   Sara is a female, so the only appropriate pronoun would be she, not he, we, or I.

• Repeat again that a pronoun must agree with its antecedent in number, gender, and person. A singular pronoun must correspond to a singular antecedent.

   The woodcutter cut down 25% more trees this winter. He worked quite hard.

   A plural pronoun must refer to a plural antecedent.

   The wood cutters cut down 25% more trees this winter. They worked quite hard.

• **Practice drill:** Write the following sentences on the board and ask students to correct them.

   1. Soha wrote a letter and posted them.
   2. Everybody wanted to know his own marks.
   3. Sameer and Daud will bring his tools.
   4. One of the cats lost most of their fur.
   5. The boy scouts are setting up its camp.
   6. Hiba opened his presents.
   7. Each of the boys got on her bicycle.
Teacher: She cooked dinner for the whole family.
Student: She made dinner for the whole family.
Teacher: The roof needs to be repaired.
Student: It needs to be repaired.

Teacher: She played football with Sara and Ahmed.
Student: She played football with them.
Teacher: She should have asked Neha first.
Student: She should have asked her first.

Father made Ali complete his homework. He was quite strict about it.

Sara did the laundry. She was helping her sister with the housework. They planned to make dinner afterwards as some guests were coming to their house.

The wood cutter cut down 25% more trees this winter. He worked quite hard.

The wood cutters cut down 25% more trees this winter. They worked quite hard.

- Soha wrote a letter and posted them.
- Everybody wanted to know his own marks.
- Sameer and Daud will bring his tools.
- One of the cats lost most of their fur.

1. The boy scouts are setting up its camp.
2. Hiba opened his presents.
3. Each of the boys got on her bicycle.
Qasim’s trip to Lahore

- **Writing time (Page 45):** Ask students to complete exercises D and E.
- **Possessive pronouns:** Bring in a book, some answer scripts, a ball, an apple or any other fruit, and a dog collar to class.

  To demonstrate the use of possessive pronouns, point to the book and say, ‘I have a book. This book is mine.’

  Next point to some answer scripts and say, ‘You may take these scripts. These scripts are yours.’

  Next point to the ball and say, ‘He has a ball. This ball is his.’

  Next point to the apple and say, ‘She has an apple. This apple is hers.’

  Now move on to the collar and say, ‘I have a dog. This is its collar.’

  Finally write the words, ‘mine, yours, his, hers, and its’ on the board and explain that these are possessive pronouns, a possessive pronoun tells us who or what owns something.

- **Activity time:** Write the following possessive pronouns on the board: mine, yours, his, hers, ours, theirs, its. Ask students to use each one in at least five sentences of their own. Ask volunteers to share their sentences with the rest of the class. Correct and explain if there are any mistakes.

- **Writing time (Page 46):** Ask students to complete exercises F and G. If necessary revise the use of articles before asking them to attempt exercise G.

- **Travel (Page 47):** Read the poem Travel, paying particular attention to intonation and expression. Ask some students to read the poem and then discuss it. Ask them what they understand from the title. How is the title significant? Does it tell them anything about the poem? Tell them to highlight words and phrases which they think are important in the poem. Ask volunteers to share their selections. Discuss the meanings of the selected words. Why are these words important? What do they tell the reader?

- **Poetry postcards:** Ask students to create postcards for the poem Travel. They must use a small piece of paper, the size of a postcard. On one side of the postcard, they can draw a picture or illustration which depicts the poem. On the other side they can write what they believe the poem is about, its main idea along with their own personal opinion about the poem.

- **Writing time (Page 47):** Ask students to work in pairs to complete exercise H.
I have a book. This book is mine.

You may take these scripts. These scripts are yours.

He has a ball. This ball is his.

She has an apple. This apple is hers.

I have a dog. This is its collar.
### SUGGESTED LESSON OUTLINE (4 class periods)

<table>
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<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction:</strong> Students are introduced to personal pronouns through an activity.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>Personal pronoun drill:</strong> Students understand the use of personal pronouns further through an oral drill.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>3.</td>
<td><strong>Pronoun antecedent agreement:</strong> Students learn what is meant by pronoun-antecedent agreement.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td><strong>Practice drill:</strong> More practise correcting sentences with pronoun antecedent errors.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td><strong>Writing time:</strong> Students complete exercises D and E on page 45.</td>
<td>10 min</td>
</tr>
<tr>
<td>3</td>
<td>6.</td>
<td><strong>Possessive pronouns:</strong> Students learn the use of possessive pronouns.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>7.</td>
<td><strong>Activity time:</strong> Students use possessive pronouns in sentences.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>8.</td>
<td><strong>Writing time:</strong> Students complete exercises F and G on page 46.</td>
<td>10 min</td>
</tr>
<tr>
<td>4</td>
<td>9.</td>
<td><strong>Travel:</strong> Students read and discuss the poem on page 47.</td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td>10.</td>
<td><strong>Poetry postcards:</strong> Students create poetry postcards.</td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td>11.</td>
<td><strong>Writing time:</strong> Students complete exercise H on page 47.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

### EXTENDED ACTIVITIES

- Label any three boxes: subject pronouns, object pronouns, and possessive pronouns. Write some subject pronouns, object pronouns, and possessive pronouns on small slips of paper and put these slips in the boxes. Divide the class into groups of three. Ask each group to choose three subject pronouns, three object pronouns, and three possessive pronouns from these boxes. Then they should use their chosen pronouns in a story of their own. Ask them to circle their pronouns. They can even draw some illustrations for their story. Ask different groups to share their stories with the rest of the class.
- Ask students to complete Worksheet 6
## سبک کی تدریس کا ہوتا ہے؟ (4 بی ریز)

<table>
<thead>
<tr>
<th>وقت (منٹ)</th>
<th>کام</th>
<th>تفصیل</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>1</td>
<td>قادریہ: اوک سیزی کے دو قسم، ایک سیزی کے دو قسم کے متعلق معلومات سے متعلق کا فیصلہ کیا جائے۔</td>
</tr>
<tr>
<td>20</td>
<td>2</td>
<td>ضروری مطلب کے سمت میں ایک سیزی کے دو قسم کے متعلق معلومات سے متعلق کا فیصلہ کیا جائے۔</td>
</tr>
<tr>
<td>20</td>
<td>3</td>
<td>ضروری مطلب سے اصل: ایک مطلب کے سمت میں ایک مطلب سے متعلق کا فیصلہ کیا ہو۔</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>مطلب: یہ مطلب کو درست کرنا تھا کہ مطلب کی جانیئے کہ مطلب کی جانیئے کی طرف محفوظ ہو۔</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>کامیابی کا رات: مطلب 45 درجہ کی مضمون F اور E کے کر کر یہ۔</td>
</tr>
<tr>
<td>20</td>
<td>6</td>
<td>حجتی نقل: طالب نقل کا استعمال کیا جائے۔</td>
</tr>
<tr>
<td>10</td>
<td>7</td>
<td>سرگرمی: طالب نقل کمپنی میں استعمال کیا جائے۔</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td>کامیابی کا رات: مطلب 46 درجہ کی مضمون G اور F کے کر کر یہ۔</td>
</tr>
<tr>
<td>15</td>
<td>9</td>
<td>سرور مطلب 47 درجہ کی مضمون کی افتیام کا پتھر اور سے نزدیک ہو گیا ان کا لفن۔</td>
</tr>
<tr>
<td>15</td>
<td>10</td>
<td>شاعری کے پتھر کاروائی: طالب شاعری کے پتھر کاروائی نہیں ہو۔</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>کامیابی کا رات: مطلب 47 درجہ کی مضمون H کے کر کر یہ۔</td>
</tr>
</tbody>
</table>

### اضافی سرگرمیان

- تمام ذہین کو ہی سامنے ہو: ذہین قابلیت، ذہین محقق، ذہین مشتاقی، اور ذہین محقق - ذہین مشتاقی، ذہین محقق، اور ذہین مشتاقی کے مصروف کے تحقیق کے تحصیل کے میں یہ بھی ہو گیا کہ ذہین کے محقق، ذہین مشتاقی، ذہین محقق - ذہین مشتاقی، ذہین محقق، اور ذہین مشتاقی کے مصروف کے تحقیق کے تحصیل کے میں یہ بھی ہو گیا کہ ذہین کے محقق، ذہین مشتاقی، ذہین محقق - ذہین مشتاقی، ذہین محقق، اور ذہین مشتاقی کے مصروف کے تحقیق کے تحصیل کے میں یہ بھی ہو گیا کہ ذہین کے محقق، ذہین مشتاقی، ذہین محقق - ذہین مشتاقی، ذہین محقق، اور ذہین مشتاقی کے مصروف کے تحقیق کے تحصیل کے میں یہ بھی ہو گیا کہ ذہین کے محقق، ذہین مشتاقی، ذہین محقق - ذہین مشتاقی، ذہین محقق، اور ذہین مشتاقی کے مصروف کے تحقیق کے تحصیل کے میں یہ بھی ہو گیا کہ ذہین کے محقق، ذہین مشتاقی، ذہین محقق - ذہین مشتاقی، ذہین محقق، اور ذہین مشتاقی کے مصروف کے تحقیق کے تحصیل کے میں یہ بھی ہو گیا کہ ذہین کے محقق، ذہین مشتاقی، ذہین محقق - ذہین مشتاقی، ذہین محقق، اور ذہین مشتاقی کے مصروف کے تحقیق کے تحصیل کے میں یہ بھی ہو گیا کہ ذہین کے محقق، ذہین مشتاقی، ذہین محقق - ذہین مشتاقی، ذہین محقق، اور ذہین مشتاقی کے مصروف کے تحقیق کے تحصیل کے میں یہ بھی ہو گیا کہ ذہین کے محقق، ذہین مشتاقی، ذہین محقق - ذہین مشتاقی، ذہین محقق، اور ذہین مشتاقی کے مصروف کے تحقیق کے تحصیل کے میں یہ بھی ہو گیا کہ ذہین کے محقق، ذہین مشتاقی، ذہین محقق - ذہین مشتاقی، ذہین محقق، اور ذہین مشتاقی کے مصروف کے تحقیق کے تحصیل کے میں یہ بھی ہو گیا کہ ذہین کے محقق، ذہین مشتاقی، ذہین محقق - ذہین مشتاقی، ذہین محقق، اور ذہین مشتاقی کے مصروف کے تحقیق کے تحصیل کے میں یہ بھی ہو گیا کہ ذہین کے محقق، ذہین مشتاقی، ذہین محقق - ذہین مشتاقی، ذہین محقق، اور ذہین مشتاقی کے مصروف کے تحقیق کے تحصیل کے میں یہ بھی ہو گیا کہ ذہین کے محقق، ذہین مشتاقی، ذہین محقق - ذہین مشتاقی، ذہین محقق، اور ذہین مشتاقی کے مصروف کے تحقیق کے تحصیل کے میں یہ بھی ہو گیا کہ ذہین کے محقق، ذہین مشتاقی، ذہین محقق - ذہین مشتاقی، ذہین محقق، اور ذہین مشتاقی کے مصروف کے تحقیق کے تحصیل کے میں یہ بھی ہو گیا کہ ذہین کے محقق، ذہین مشتاقی، ذہین محقق - ذہین مشتاقی، ذہین محقق، اور ذہین مشتاقی کے مصروف کے تحقیق کے تحصیل کے میں یہ بھی ہو گیا کہ ذہین کے محقق، ذہین مشتاقی، ذہین محقق - ذہین مشتاقی، ذہین محقق، اور ذہین مشتاقی کے مصروف کے تحقیق کے تحصیل کے میں یہ بھی ہو گیا کہ ذہین کے محقق، ذہین مشتاقی، ذہین محقق - ذہین مشتاقی، ذہ

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*Note: The text is in Urdu, a language used in Pakistan and other parts of South Asia. It seems to be a lesson plan or instructional notes for a course. The table provides information on different segments of the course, including the time allocated for each section and the specific tasks or topics covered. The additional activities listed involve a range of mental exercises and thought experiments.*
LESSON 1

OBJECTIVES

• Read and understand the layout and parts of a letter

LEARNING OUTCOMES

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

• write a coherent, well-organized informal letter using appropriate format and tone.

RESOURCES REQUIRED (TEACHING AIDS)

• create a mailbox for your class. You may use an ordinary shoe box, wrap it with gift paper, and create a slit to slip in the letters
• some sample letters, both formal and informal, to show layout and style of writing
• sheets of paper for the game: Guess Who?

METHOD

• Introduction: Ask the students if they have a pen pal and if they know who a ‘pen pal’ is. Explain that a pen pal is a friend who lives far away (usually another country) and corresponds with you through letters. Ask them why people might correspond with pen pals. What are the advantages of writing letters? Let them brainstorm for a few minutes and then write their answers in the form of a list on the board:
  1. It is fun and challenging.
  2. It helps improve their writing skills.
  3. Provides information about lifestyle and the social settings in other countries.
  4. Helps them to learn more about culture, history, and languages of other countries.

• Show them the sample letters and discuss the style and layout of these letters. Tell them that letters also provide an insight into the daily life and character of the writer.

• Reading time (Pages 48 and 49): Explain that they will now read a letter written by Kazuki, a young boy from Japan. Ask them what they already know about Japan. Create a mind map on the board with the word ‘Japan’ in the middle. List down their ideas in the form of a mind map around it. Next, ask volunteers to read Kazuki’s letter and then ask students what more have they learned about Japan through Kazuki’s letter. Add their ideas to the mind map.

• Writing time (Pages 50, 51, and 52): Ask students to work in pairs to complete exercises A and B. After students have completed their work, discuss their answers and give feedback and advice for improvement.
1. It is fun and challenging.
2. It helps improve their writing skills.
3. Provides information about lifestyle and the social settings in other countries.
4. Helps them to learn more about culture, history, and languages of other countries.
• **Format of an informal letter:** Ask your students if they remember how to write an informal letter to a friend. Is there a specific format they should follow? Do they notice anything about the layout and language of Kazuki’s letter? After eliciting their ideas, review and revise the format of a friendly letter. Copy the following format on the board, explaining all the parts to your students. Next, copy down the sample letter, pointing to the different components of a letter and labelling the name, address, date, greeting, introduction, body, closing, and signature.

• **Layout of an informal letter**

<table>
<thead>
<tr>
<th>Student’s address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Greetings or salutation</td>
</tr>
<tr>
<td>Opening paragraph</td>
</tr>
<tr>
<td>Body of the letter</td>
</tr>
<tr>
<td>Concluding paragraph</td>
</tr>
<tr>
<td>Closing (Sincerely...),</td>
</tr>
<tr>
<td>Name and signature</td>
</tr>
</tbody>
</table>

• **Sample letter**

```
45-C, Street 19,
Khayaban-e-Muhafiz,
Phase 7, D.H.A,
Karachi.
24 December, 2010

Dear Bilal,

I received your invitation. Thank you for inviting me to your birthday party.

I have been looking forward to it for a while now and am definitely planning to come. I have bought a brown costume to match the theme of your party and I have also bought a very special gift for you. No, I cannot tell you what it is, now. It has to be surprise.

Well then, my friend, I am looking forward to meeting you soon. I am sure we will have lots of fun.

Regards,

Ahmed.
```
45-C, Street 19,
Khayaban-e-Muhafiz,
Phase 7, D.H.A,
Karachi.
24 December, 2010

Dear Bilal,

I received your invitation. Thank you for inviting me to your birthday party.

I have been looking forward to it for a while now and am definitely planning to come. I have bought a brown costume to match the theme of your party and I have also bought a very special gift for you. No, I cannot tell you what it is, now. It has to be surprise.

Well then, my friend, I am looking forward to meeting you soon. I am sure we will have lots of fun.

Regards,

Ahmed.
• **Writing an Informal Letter:** Now tell the students that they will write their own letter in reply to Kazuki. Ask them to think what they will include in their letters. Let them brainstorm and note their ideas on the board.

**Letter to Kazuki**

**Introduction:** Introduce yourself by giving basic information about yourself, your name, age, gender, and family.

**Body:** Try to answer Kazuki’s questions. Describe a typical day in your own life, your likes and dislikes, your interests and hobbies, etc.

**Conclusion:** Finally conclude with any questions you might have for Kazuki.

Allow students to write their letters. After the students have written their first draft, ask them to exchange their letter with a partner and allow him/her to read and make corrections as well as give suggestions for improvement. Now ask students to write a final draft of their letter and place it in the class mailbox.

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

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction:</strong> Students think about the advantages of writing to a pen pal and listen to an old letter from Anne Frank.</td>
<td>15 min</td>
</tr>
<tr>
<td>2</td>
<td>2.</td>
<td><strong>Reading time:</strong> Students read a letter from Kazuki, a boy from Japan.</td>
<td>15 min</td>
</tr>
<tr>
<td>3</td>
<td>3.</td>
<td><strong>Writing time:</strong> Students complete exercises A and B on pages 50, 51, and 52.</td>
<td>10 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td><strong>Format of an informal letter:</strong> Students revise and review the format of an informal letter.</td>
<td>20 min</td>
</tr>
<tr>
<td>5</td>
<td>5.</td>
<td><strong>Writing an informal letter:</strong> Students plan and write an informal letter as a reply to Kazuki.</td>
<td>20 min</td>
</tr>
</tbody>
</table>
Letter to Kazuki

Introduction: Introduce yourself by giving basic information about yourself, your name, age, gender, and family.

Body: Try to answer Kazuki’s questions. Describe a typical day in your own life, your likes and dislikes, your interests and hobbies, etc.

Conclusion: Finally conclude with any questions you might have for Kazuki.

<table>
<thead>
<tr>
<th>Week</th>
<th>Task</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduce yourself: Tell Kazuki your name, age, gender, and family.</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>Write a letter to Kazuki: Include basic information about yourself.</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>Describe a typical day in your life: Include your likes and dislikes, interests, and hobbies.</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Answer Kazuki’s questions: Be prepared to answer any questions he might have.</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Conclude with any questions you might have for Kazuki.</td>
<td>5</td>
</tr>
</tbody>
</table>
EXTENDED ACTIVITY

- **Letter to a Martian**: Tell the students to imagine that they have a pen pal who lives on Mars. They have to write an informal letter to their Martian pen pal describing life on Earth. Tell them to start off by brainstorming what aspects of the planet would they like to tell their alien friend about. Ask them to create a mind map to organize their ideas. They must also follow the format of an informal letter and finally proof-read and edit their letter before sending it through the class mailbox.

LESSON 2

OBJECTIVES

- Recognize and use reflexive, interrogative, and indefinite pronouns
- Demonstrate use of pronoun-antecedent agreement and recognize their relationship
- Demonstrate use of question words
- Use few indefinite pronouns

LEARNING OUTCOMES

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

- identify, distinguish, and use reflexive, interrogative, and indefinite pronouns accurately;
- learn what is meant by pronoun – antecedent agreement and be able to use the correct pronouns in any sentence.

RESOURCES REQUIRED (TEACHING AIDS)

- invitation cards for Abeer’s party with questions at the back
- poem ‘I am a Nobody’ by Emily Dickinson written on a poster
- copies of Worksheet 7

METHOD

- **Introduction (Page 52)**: Revise the concept of pronouns. Explain that a pronoun takes the place of a noun. Personal pronouns refer to a person. Example: *I, he, she, it, you, him, and her.* Possessive pronouns show possession. Example: *yours, his, hers, mine, theirs,* etc. Tell them to read the letter by Kazuki again and underline all the personal and possessive pronouns.
اضافی سرگزشت:

مرز کے درمیان کے تمام آبید خاتم: ظاہر ہے کہ ہمہ وہ پہلے گزر کر ہیں کہ ان کا آبید قبیلہ دوست ہے اور جو مرزی حوائج سے متاثر ہے۔ اس کے اپنے مرزی حوائج دوست کو پہلے گزر کر ہیں کہ ان کے زیر نظر پر ہم باقی میں پر ابتدائی گزر کر ہیں۔ ان کے ساتھیوں کا اثر عامہ این سن عالمی دوست کو بنا تنا جانے گے۔ اس کے ساتھی کے ابتدائی خیالات کو مرجع کر کے یہ دوست ہمارے کے کے خاطر کی بنیاد سے قائم میں کی جاتی ہے۔

طبقہ 2

منظرے:

برتنی، سوالیہ اور اغراض اور افراد ضمن اس سے متعلق ترکیب کی مرکزی نشانی کے تمام سوالوں میں ایک اختیار کا مضمون ور ہے۔

ضروری مقام اور سوالوں کے اختیار کا مضمون کے ور مسائلی تعلق کو نہیں نہیں

چند مرحلات اس سے مرکزِ اختیار کی

ذکر کے قانون میں اپنے کٹار کی تعلق کو دو نہیں میں:

دس مرازو پر ذیلی، اغراض اور افراد ضمن اس سے متعلق سوالوں میں تعلق کے اختیار کے لیے

یہ پیش کیجے جاں بھی مرزی اصول سے کام میں آتے ہیں اور جو کہ قانونی متعلقہ مقرر میں دوست خصوصاً اختیار کی

تحریر کے لیے جاری رہیا:

میری کتاب کی بنا پر کہ یہ دوست فعل سے متعلق ہے اور کہ یہ وہ نہیں

ایک پر محسوس پر محسوس کی افکار "I am a Nobody" دوچرخہ

در ہزار 7 کی نقل

طریقہ کار:

قرار (شمار 52): ظاہر ہے کہ مسائل کے اختیار کا مضمون ور سے مرکزی حوائج کی بنا پر ایک چھتیس کا امکان ہے۔

خاندانی: کفری کا چھتیس کے اختیار کے قانون اور قانونی حوائج کے

مزیدموجود: کا کمبود کے اختیار کے قانون اور قانونی حوائج کے

ان کے ساتھی کے دو رشیوں کے اختیار کے قانون اور قانونی حوائج کے
**Pen pals**

- **Reflexive pronouns:** Explain that reflexive pronouns refer back to the subject of the sentence or clause. They end in self or selves. Example: myself, himself, herself, itself, yourself, themselves, ourselves, yourselves, etc.

- **Practice drill:** Write the following sentences on the board and ask students to fill in the blanks with reflexive pronouns.
  1. There are donuts on the dining table. Please help _________________.
  2. The cat scratched _________________ lazily.
  3. My cell phone turns _________________ off.
  4. Ashna loves _________________.
  5. Ali congratulated _________________ on his quick thinking.
  6. They bought _________________ a new house.
  7. Ramsha made _________________ drink the bitter medicine.
  8. Let’s not deceive _________________. He has very few days left to live.
  9. God helps those who help _________________.
  10. I burned _________________ while boiling the water.

- **Writing time (Pages 52 and 53):** Ask students to complete exercise C.

- **Interrogative pronouns:** Distribute the following invitation amongst the students. You may write an invite on a small sheet of paper and make copies of it.

  YOU ARE INVITED
  To Abeer’s Birthday Party!
  On 21st January, 2011 at 5 pm in the evening
  At Abeer’s House, Karachi.
  Hoping to see you at the party!

After giving them the card, ask the students to answer these questions.
  1. What is this?
  2. Whose party is it?
  3. What is the occasion?
  4. Where is the party?
  5. When is the party being held?
  6. Why is Abeer having a party?

Let them answer these simple questions. Underline the words, what, whose, where, when, and why. Explain that these are interrogative pronouns that are used to ask questions.

- **Explain with further examples.
  1. Who ate my pizza?
  2. What are you doing with that document?
  3. Which horse do you think will win the race?
  4. Who did what to whom?
  5. Whose pen fell off the table?
1. There are donuts on the dining table. Please help __________________.
2. The cat scratched __________________ lazily.
3. My cell phone turns __________________ off.
4. Ashna loves __________________.
5. Ali congratulated __________________ on his quick thinking.
6. They bought __________________ a new house.
7. Ramsha made __________________ drink the bitter medicine.
8. Let’s not deceive __________________. He has very few days left to live.
9. God helps those who help __________________.
10. I burned __________________ while boiling the water.

YOU ARE INVITED
To Abeer’s Birthday Party!
On January, 21st 2011 at 5 pm in the evening
At Abeer’s House, Karachi.
Hoping to see you at the party!

1. What is this?
2. Whose party is it?
3. What is the occasion?
4. Where is the party?
5. When is the party being held?
6. Why is Abeer having a party?

Aimet An Asian souldats ke jogar dehde ko Marqat ki kampi kale. ki k, ki, kalan, ke, dehde ke jogar souldat ko yar. kampi kale. ki k, kalan, ke, dehde ke jogar souldat ko yar. kampi kale. ki k, kalan, ke, dehde ke jogar souldat ko yar.

1. Who ate my pizza?
2. What are you doing with that document?
3. Which horse do you think will win the race?
4. Who did what to whom?
5. Whose pen fell off the table?
Pen pals

Ask the students to use each interrogative pronoun in sentences and share these with the rest of the class.

- **Who or whom:** Point out that there is often a confusion between two interrogative pronouns: who and whom. In order to avoid confusion, they must remember a very simple rule.

  Who is a subject pronoun. It is used as the subject of the sentence.

  Who left the door open last night? Who is used as a subject.

  Whom, on the other hand, is an object pronoun.

  Whom did you invite to the party? Whom is the object.

  For whom did you make the cake?

**Practice drill:** Ask students to insert the correct interrogative pronoun in the following sentences:

1. The lady __________ helped me is Ashna’s sister.
2. __________ did he invite to the party?
3. My nephew __________ likes to dance, taught me these steps.
4. To __________ will you teach scrabble?
5. ______ are you late again?
6. ______ is your assignment?
7. ______ is the old lady in the black cardigan?
8. ______ bag is that?
9. ______ do you have in your bag?
10. ______ is your driver today?
11. ______ are your plans for tomorrow?
12. ______ time does the concert begin?

- **Writing time (Page 53):** Ask students to complete exercise D.
- **Indefinite pronouns:** Write the poem ‘I am a Nobody’ by Emily Dickinson on a piece of chart paper.

```
I am a Nobody by Emily Dickinson

I’m nobody! Who are you?
Are you nobody, too?
Then there’s a pair of us — don’t tell!
They’d banish us, you know.
How dreary to be somebody!
How public, like a frog
To tell your name the live long day
To an admiring bog!
```
The lady ____________ helped me is Ashna’s sister.

__________ did he invite to the party?

My nephew ____________ likes to dance, taught me these steps.

To ____________ will you teach scrabble?

__________ are you late again?

__________ is your assignment?

__________ is the old lady in the black cardigan?

__________ bag is that?

__________ do you have in your bag?

__________ is your driver today?

__________ are your plans for tomorrow?

__________ time does the concert begin?

---

I am a Nobody by Emily Dickinson

I’m nobody! Who are you?
Are you nobody, too?
Then there’s a pair of us — don’t tell!
They’d banish us, you know.
How dreary to be somebody!
How public, like a frog
To tell your name the live long day
To an admiring bog!
Underline the words nobody and somebody in the poem. Ask students to think what these words mean. Who do these words refer to? Do they refer to someone specific? Explain that these words are indefinite pronouns. Indefinite pronouns are used for unknown or unnamed people or things. Indefinite pronouns take the place of a noun and can serve as the subject of a sentence. Examples of indefinite pronouns: all, another, any, anybody/anyone, anything, each, everybody/everyone, everything, few, many, nobody, none, one, several, some, somebody/someone.

Ask students to use at least five indefinite pronouns in sentences of their own. Allow a few volunteers to share their sentences with the rest of the class.

Point out that indefinite pronouns can also be used as adjectives. They are used to describe a noun. Some examples of adjectival pronouns include: all, any, few, both, someone, etc.

One way to determine if a word is being used as an indefinite pronoun or an adjective is to identify the noun. If a noun comes after the pronoun, it is being used as an adjective. If a noun does not follow a pronoun, it is being used as an indefinite pronoun.

For example: Everyone told Sarah to be more punctual.

**Everyone** is used here as an **indefinite pronoun**.

**Some** girl told Sarah to be more punctual.

In this sentence, **some** is being used as an **adjective**. It modifies the noun **girl**.

**Fun with indefinite pronouns**: Share the following jokes with your class, asking them to identify the indefinite pronoun in each.

1. Which vegetable has eyes but can’t see anything? (a potato)
2. Where does an 800-pound gorilla sit? (Anywhere it wants to!)
3. Why do fences often surround cemeteries? (because everybody is dying to get in)
4. Girl A: Guess who I saw yesterday! Girl B: (Everyone you looked at.)
5. How does a rooster keep his feathers so nicely groomed? (He carries his comb everywhere he goes.)
6. What’s the most elusive thing in the world? (A shadow. No one has ever caught one.)

Write the following sentences on the board and ask students to fill in the blanks with indefinite pronouns:

1. Why does a surgeon wear a mask during operations?
   Answer: So if a___________ goes wrong, n__________ can identify the surgeon.
2. If an apple a day keeps the doctor away, what does garlic do?
   Answer: It keeps e__________ away!
3. What can you lose and n__________ else can find for you?
   Answer: Your temper.
4. What has n__________ left but a nose when it loses an eye?
   Answer: The word noise.
All, any, any, anybody/anyone, anything, each, everybody/everyone, everything, few, many, nobody, none, one, several, some, somebody/someone.

Everyone told Sarah to be more punctual.

Some girl told Sarah to be more punctual.
5. How are banks and trees alike?
Answer: They have branches e_____________.

6. What did one eye say to the other?
Answer: Between you and me, s______________ smells.

7. Which moves faster, heat or cold?
Answer: Heat. A______________ can catch a cold.

Extension: Ask the students to underline the interrogative pronouns in the above sentences.

- **Writing time (Page 54):** Ask students to complete exercise E on indefinite pronouns.
- **Pronoun-antecedent agreement (Page 54):**

Write the following sentences along with the word bank on the board and ask the students to complete the sentences.

```
my   its   their  his   he   she   we
```

1. The members of the band lost _____________ voices two days before the concert.
2. Tony, Ali’s dog was hit by a car last week and broke _____________ leg.
3. The workers went on strike to get a raise in _____________ wages.
4. Ahmed went for _____________ practice last weekend.
5. _____________ is the only boy in class who got an 89%.
6. _____________ lost her keys yesterday.
7. _____________ have not completed our homework.
8. I have to complete _____________ Math assignment.

Review pronoun – antecedent agreement rules with your class. Tell them that pronoun – antecedent is quite important and it depends on two major factors:

**Gender**

Explain that when the pronoun refers to a male, ‘he’ or ‘him’ should be used and if the pronoun refers to a female, then ‘she’ or ‘her’ should be used. If the antecedent is an object that has no gender, then ‘it’ should be used.

Example

Sajad is working very hard for his exams. **He** only sleeps for two hours.
Salma is working very hard for her exams. **She** only sleeps for two hours.
I am looking for a dictionary. **It** should be light enough to be carried in my bag.

**Number**

If the antecedent is singular, the pronoun must be singular and if the antecedent is plural, the pronoun must be plural.

Example

My sister has just entered the house. **She** had gone to the market.
All my friends are in the hall. **They** are there to celebrate the victory.
5. How are banks and trees alike?  
Answer: They have branches e.

6. What did one eye say to the other? 
Answer: Between you and me, s smells.

7. Which moves faster, heat or cold?  
Answer: Heat. A can catch a cold.

<table>
<thead>
<tr>
<th>my</th>
<th>its</th>
<th>their</th>
<th>his</th>
<th>he</th>
<th>she</th>
<th>we</th>
</tr>
</thead>
</table>

1. The members of the band lost voices two days before the concert.
2. Tony, Ali’s dog was hit by a car last week and broke leg.
3. The workers went on strike to get a raise in wages.
4. Ahmed went for practice last weekend.
5. is the only boy in class who got an 89%.
6. lost her keys yesterday.
7. have not completed our homework.
8. I have to complete Math assignment.

Sajad is working very hard for his exams. He only sleeps for two hours.
Salma is working very hard for her exams. She only sleeps for two hours.
I am looking for a dictionary. It should be light enough to be carried in my bag.

My sister has just entered the house. She had gone to the market.
All my friends are in the hall. They are there to celebrate the victory.
• **Writing time (Page 54):** Ask students to complete exercise F.

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

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td>Introduction: Students review the concept of personal and possessive pronouns.</td>
<td>10 min</td>
</tr>
<tr>
<td>2</td>
<td>2.</td>
<td>Reflexive pronouns: Students learn to identify and use reflexive pronouns. They complete a practice exercise for reflexive pronouns as a class and then complete exercise C on pages 52 and 53.</td>
<td>30 min</td>
</tr>
<tr>
<td>2</td>
<td>3.</td>
<td>Interrogative pronouns: Students learn to identify and use interrogative pronouns, especially focusing on who and whom. They complete a practice exercise as a class and then complete exercise D on page 53.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td>Indefinite pronouns: Students learn to identify and use indefinite pronouns through a poem and jokes. They complete exercise E on page 53.</td>
<td>20 min</td>
</tr>
<tr>
<td>3</td>
<td>5.</td>
<td>Pronoun-antecedent agreement: Students learn what is meant by pronoun-antecedent agreement. They practice choosing the correct pronouns by completing exercise F on page 54.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES**

- Ask students to complete Worksheet 7
- Pronoun antecedent quiz: Fill in the blank to gain five points.
  1. During rehearsals, a performer may forget ________________ lines.
  2. The other football team was cheating; ________________ tried to break every rule in the book.
  3. You should brush ________________ teeth at least twice a day.
  4. All the partners put ________________ signatures on the agreement.
  5. If any one of the girls needs a ride, ________________ can call him.
  6. Some of the furniture has lost ________________ lustre and hence must be polished.
1. During rehearsals, a performer may forget __________ lines.
2. The other football team was cheating; __________ tried to break every rule in the book.
3. You should brush __________ teeth at least twice a day.
4. All the partners put __________ signatures on the agreement.
5. If any one of the girls needs a ride, __________ can call him.
6. Some of the furniture has lost __________ lustre and hence must be polished.
LESSON 1

OBJECTIVES

- Study traffic rules and signs and discuss their importance
- Discuss road safety measures
- Scan text and answer questions
- Deduce meaning of words from context
- Ask and answer simple questions

LEARNING OUTCOMES

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

- acknowledge the need and importance of traffic rules and signs;
- discuss the do’s and don’ts of safety on the road;
- scan text to answer simple questions;
- discuss and deduce the meanings of words from context;
- prepare posters, presentations, and booklets to showcase the salient points of their discussions.

RESOURCES REQUIRED (TEACHING AIDS)

- posters of different traffic signs
- coloured badges for role play activity

METHOD

- Introduction: Discuss with the students that many lives are lost everyday due to traffic accidents. Careless behaviour, driving over the speed limits, and not following traffic rules and regulations are some of the major factors that cause accidents. Tell them they would learn more about traffic signs and rules and also discuss some safety measures that need to be taken in order to prevent accidents.
طقس 1

متقارنہ:

تھریف کے اصول اور عناوین کا مطابق کرنا اور ان کی احتیاط کو زیادہ بھی کرنا،
روز ہر تھریف کی ضرورت کو قومی بنانے کے لئے لے جائیں۔ دراہم بیقراری ان عناوین کو زیادہ بھی کرنا۔
ہمارہ پہچانا اور سوالون کے جواب دینا,
سیاسی وسائٹ سے اطلاعات کے سہ ذکر کرنا,
ہمارہ سوال پہچانا اور ان کے جواب دینا

نتیجہ:

طقس کے اختیار کے طبقے کو ان کی قانون دوجائی جانے کے لئے:

تھریف کے قواعد اور عناوین کا مطابق کرنا اور این کو کر کر کم کرنا;
ان پہچان کی کوئی ناکامی نہ ہو، میں پہچانا اور اکثر سے تھریف کی ضرورت کو پھانا رہنے کے لئے ضروری ہو،
آسان سوالوں کے جواب دینے کے لئے مضمون میں کی بھی پہچانا پڑھنی ہوئیں;
سیاسی وسائٹ سے اطلاعات کے سہ ذکر کرنا اور پہچانا نہ ہویں;
سیاسی وسائٹ کے اخبارات کو کام کر کے لئے پہچانا پہچانا نہ ہویں۔

تدریس کے لئے وکارنا اٹھا:

تھریف کے مختلف عناوین کے پہچنا,
اواکاری کی مرحلے کے لئے ضروری ہوئے۔

طریقہ کار:

 حقوق: انسانی حقوق کننی ہے کہ تھریف کے مختلف عناوین کی ہوئے ہوں، بھی دوسرے سے دیکھیں۔
تھریف کے مختلف عناوین کے قواعد وسائٹ سے پہچانا ہوئے ہوں، بھی دوسرے سے دیکھیں۔
تھریف کے مختلف عناوین کے بارے میں حکمت صفت ہوئے ہوں، بھی دوسرے سے دیکھیں۔
تھریف کے مختلف عناوین کے سمت میں ہوئے ہوں، بھی دوسرے سے دیکھیں۔
Knowing traffic signs and rules

- On the board draw and label two columns as shown below.

<table>
<thead>
<tr>
<th>Safety on the roads</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do</strong></td>
</tr>
</tbody>
</table>

Ask students to think and give points related to driving and walking on the road. Write their answers in the appropriate column. Some points are given below as examples.

<table>
<thead>
<tr>
<th>Safety on the roads</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do</strong></td>
</tr>
<tr>
<td>always wear your seat belts</td>
</tr>
<tr>
<td>obey traffic laws and rules</td>
</tr>
<tr>
<td>drive within the speed limit</td>
</tr>
<tr>
<td>reduce speed at night, in bad weather, and in heavy traffic</td>
</tr>
<tr>
<td>stop, look, and listen before you cross the road</td>
</tr>
<tr>
<td>find the safest place to cross</td>
</tr>
</tbody>
</table>

- **Crossing safely:** Ask the students how do they cross the road. Are they always with somebody older class while crossing a road? If not, do they know how to cross the roads safely? Tell them they must follow these three steps every time they cross a road
  1. **Stop:** They must find the safest place to cross.
  2. **Look:** They must have a good look all around. They should try to make sure they can see if any vehicle is coming and drivers can see them.
  3. **Listen:** They must listen carefully because sometimes one can hear traffic before one can see it. They must never try to cross the road while talking to people, listening to music, or talking on the mobile phone.

- Discuss the importance of following laws and rules. Ask the students why it is important to have traffic rules and the role traffic signs play in helping people.

- **Reading time (Pages 55, 56, and 57):** Ask volunteers to read the text and then ask simple questions to check comprehension. Make sure that students realize the difference between mandatory, prohibitory, warning, and information signs. Ask students to look closely at the signs printed in the textbook and guess what each indicates.

- **Activity time:** This is an optional activity. Ask students to draw some signs which are given in the textbook. Place these signs on the walls around the class. Students can be asked to explain any one sign.

- **Discussion time (Page 57):** Divide the class into groups of four and conduct the discussion activity.
### Safety on the roads

<table>
<thead>
<tr>
<th><strong>Do</strong></th>
<th><strong>Don’t</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Always wear your seat belts</td>
<td>drive fast</td>
</tr>
<tr>
<td>Obey traffic laws and rules</td>
<td>drive through a red light</td>
</tr>
<tr>
<td>Drive within the speed limit</td>
<td>Overtake a car from the wrong side</td>
</tr>
<tr>
<td>Reduce speed at night, in bad weather, and drive within the speed limit</td>
<td>Drive if you are sleepy</td>
</tr>
<tr>
<td>Drive through a red light</td>
<td>Cross at a blind corner</td>
</tr>
<tr>
<td>Drive if you are sleepy</td>
<td>Cross from between two parked cars; it is difficult for drivers to see you</td>
</tr>
<tr>
<td>Overtake a car from the wrong side</td>
<td></td>
</tr>
<tr>
<td>Drive through a red light</td>
<td></td>
</tr>
</tbody>
</table>

- **Tips:**
  1. Stay alert and watch for pedestrians, cyclists, and other vehicles.
  2. Keep your headlights on during inclement weather.
  3. Use your turn signals to indicate your intentions.

- **Referee**
  1. Keep a safe distance from the vehicle in front of you.
  2. Check your mirrors and blind spots before making a move.

- **courtesy**
  1. Be patient and understanding of others, especially during rush hour.
  2. Avoid road rage.

---

*Note: The text is in English, but it appears to be a translation or a commentary on traffic safety rules.*
Knowing traffic signs and rules

- **Writing time (Pages 57 and 58):** Ask students to complete the writing task.
- **Activity time (Page 59):** Divide the class into groups of five and ask each group to create a poster, design a booklet, and prepare a talk as outlined in their textbook.

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

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction:</strong> Students discuss road safety practices and the Do’s and Don’ts of road safety.</td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>Reading time:</strong> Students read about safety signals and signs on pages 55, 56, and 57.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td><strong>Activity time:</strong> Students take part in a role-play in which they show their understanding of correct safety procedures on the road.</td>
<td>15 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td><strong>Discussion time:</strong> Students discuss and try to deduce meanings of words from context.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td><strong>Writing time:</strong> Students answer simple questions based on the text.</td>
<td>20 min</td>
</tr>
<tr>
<td>3</td>
<td>6.</td>
<td><strong>Activity time:</strong> Students work in groups to prepare a poster, a booklet, and a presentation on road safety.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES**

- **Research Work:** Divide students into four groups. Tell each group to research and find out more about the importance of any one of the following:
  1. Using seat belts
  2. Driving within the speed limits
  3. Following the traffic rules and laws
- Ask each group to prepare a public service message and present it in class. It can be in the form of a poster or a television/newspaper advertisement. Then also discuss what needs to be done to create more awareness about these issues?

**LESSON 2**

**OBJECTIVES**

- Illustrate use of prepositions of position, prepositions of time, and prepositions of movement and direction

**LEARNING OUTCOMES**

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

- understand and use prepositions of position, time, movement, and direction.
• Following the traffic rules and laws

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>15m</td>
<td>1. Traffic: Traffic signal a, traffic signal b, traffic signal c.</td>
</tr>
<tr>
<td>10m</td>
<td>2. Traffic: Traffic signal d, traffic signal e.</td>
</tr>
<tr>
<td>15m</td>
<td>3. Traffic: Traffic signal f, traffic signal g.</td>
</tr>
<tr>
<td>20m</td>
<td>5. Event: Event b.</td>
</tr>
<tr>
<td>40m</td>
<td>6. Event: Event c.</td>
</tr>
</tbody>
</table>

Addition 3:

- Using seat belts
- Driving within the speed limits
- Following the traffic rules and laws

2.

2.

2.

2.

2.

2.

2.

2.

2.

2.
RESOURCES REQUIRED (TEACHING AIDS)

- copies of Worksheet 8

METHOD

- **Introduction:** Explain the use of prepositions. Draw a picture of a house on the board. Draw a simple square house with a triangular roof, some windows, a door, and a chimney. Ask students to copy the picture in their own books. Then, write a preposition on the board. You may choose the preposition above for example. Ask students to draw something above their house. As an example, draw clouds above your own picture. Students may choose to draw a sun, some birds, or even a plane above their own house. Continue this activity by giving five more prepositions and asking them to draw something in the position indicated by the given preposition. You may choose from the following list: against, around, on, behind, beside, near, over, under, outside, inside, around, etc.

Now explain that prepositions show relationships between nouns, pronouns, and other words in a sentence. Usually they come before a noun. They never change their form, regardless of the case, gender, etc. of the word they are referring to.

Ask your students to write some simple sentences describing their drawing. For example they may write:

1. A bright sun shines **above** the house.
2. A ladder leans **against** the front wall.
3. There is a swing **inside** the fence.

Point out that above, against, and inside show the relationship between the nouns in the sentence. Tell the students that they will be learning about three types of prepositions.

- **Prepositions of position:** Draw a box and a ball on the board. Ask the students to think how many different places can they place the ball in relation to the box. For example, the ball can be above/below/beside/behind/in front of/near the box. Explain that all these words are prepositions of position. Prepositions of position help to describe where and how something is placed or positioned in relation to other things in the surroundings.

Write the following list of prepositions on the board: on, by, under, behind, between, below, next to, by, beside, above.

Ask the students to write a short paragraph describing their room. Explain that they must focus on using prepositions to show the position of different objects in their room. For example there may be a table near their bed or a book shelf besides it.

- **Prepositions of time:** Write the following paragraph on the board:

  I was born **in** Sialkot, Pakistan **on** the 12th of March **in** 1991. Sialkot is in the province of Punjab in Pakistan. That was many years ago. Now, I live in Beijing in China. I work in a big factory. During the weekends, I go to watch a movie. I meet my friends at the movie theatre **at** 8 o’clock or later. In the summers, usually **in** August, I go home to visit my family in Pakistan. My family and I go to the beach and relax **in** the morning and **in** the afternoon! **In** the evening, we often eat at a restaurant with our friends.
1. A bright sun shines above the house.
2. A ladder leans against the front wall.
3. There is a swing inside the fence.

I was born in Sialkot, Pakistan on the 12th of March in 1991. Sialkot is in the province of Punjab in Pakistan. That was many years ago. Now, I live in Beijing in China. I work in a big factory. During the weekends, I go to watch a movie. I meet my friends at the movie theatre at 8 o’clock or later. In the summers, usually in August, I go home to visit my family in Pakistan. My family and I go to the beach and relax in the morning and in the afternoon! In the evening, we often eat at a restaurant with our friends.
Underline the prepositions of time: **on**, **in** and **at** on the board. Point out that prepositions of time are used to mention when things happen.

*In* is used with months (in May), with seasons (in summer), or with times of the day (in the morning, afternoon, or evening). However we use **at** with night (at night).

*On* is used with specific days (on Friday, on New Year’s Day, on April the 19th).

**At** is used with specific times (at 7 o'clock, at 6.15, at night, etc.).

- **Prepositions of movement and direction:** Write the following prepositions on the board: towards, through, into, across, over. Using mime and gestures try to demonstrate the use of these prepositions to your class.
  1. **towards** – walk towards a student; ‘I’m walking towards Ali.’
  2. **through** – walk through the door; ‘I’m walking through the door.’
  3. **into** – reach into your bag; ‘I’m putting my hand into my bag.’
  4. **across** – mime that you are looking both ways, then crossing a busy street; ‘I’m walking across the street.’
  5. **over** – make a chopping motion above your head; ‘It went over my head.’

- **Writing time (Pages 59 and 60):** Ask students to work in pairs to complete exercises C, D, and E for further practice on prepositions.

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

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction:</strong> Students review the use of prepositions through a simple drawing activity.</td>
<td>10 min</td>
</tr>
<tr>
<td>1</td>
<td>2.</td>
<td><strong>Prepositions of position:</strong> Students learn to identify and use prepositions of position and then construct a short paragraph describing their room.</td>
<td>30 min</td>
</tr>
<tr>
<td>2</td>
<td>3.</td>
<td><strong>Prepositions of time:</strong> Students learn to identify and use prepositions of time.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td><strong>Prepositions of movement and direction:</strong> Students learn to use prepositions of movement and direction.</td>
<td>20 min</td>
</tr>
<tr>
<td>3</td>
<td>5.</td>
<td><strong>Writing time:</strong> Students work in pairs to complete exercises C, D, and E on pages 59 and 60.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITY**

- Ask students to complete Worksheet 8
In is used with months (in May), with seasons (in summer), or with times of the day (in the morning, afternoon, or evening). However we use at with night (at night).

On is used with specific days (on Friday, on New Year’s Day, on April the 19th).

At is used with specific times (at 7 o’clock, at 6.15, at night, etc.).

- towards – walk towards a student; ‘I’m walking towards Ali.’
- through – walk through the door; ‘I’m walking through the door.’
- into – reach into your bag; ‘I’m putting my hand into my bag.’
- across – mime that you are looking both ways, then crossing a busy street; ‘I’m walking across the street.’
- over – make a chopping motion above your head; ‘It went over my head.’

<table>
<thead>
<tr>
<th>کلاسی کا وقت (سخن 59 اور 60)</th>
<th>کام</th>
<th>رقمیہ</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 منٹ</td>
<td>1-</td>
<td>1</td>
</tr>
<tr>
<td>30 منٹ</td>
<td>2-</td>
<td>2</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>3-</td>
<td>3</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>4-</td>
<td>4</td>
</tr>
<tr>
<td>40 منٹ</td>
<td>5-</td>
<td>5</td>
</tr>
</tbody>
</table>

اضافی سفارش: 
- الگا سے درک شو 8 کمل کرنے کے لیے کیے جا سکتے ہیں.
LESSON 1

OBJECTIVES

- Understand what is meant by the term endangered
- Brainstorm for ways and means by which endangered animals can be saved
- Read and understand text and answer questions
- Understand and use pronouns
- Work in groups to report on a given topic

LEARNING OUTCOMES

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

- understand what is meant by the term endangered and identify animals that are endangered;
- work in groups to prepare a report and presentation on endangered animals;
- read and comprehend text and answer questions;
- review the use of pronouns.

METHOD

- **Introduction:** Ask the students, what do living things need to survive. Lead them on to answer that all living things need food, water, and shelter to survive. Ask students if all living things can easily get these things, and what will happen if they do not get these things. Let them conclude that without food, water, and shelter, living things would eventually die.
- **Discussion time (Page 61):** Read the discussion questions and encourage students to talk about their own pets.
- **Endangered animals:** Write the word *endangered* on the board and ask students to define this word. Help them define endangered as, anything that is in danger of dying out.
- Next, ask them to explain the meanings of the words extinct, basic needs, and habitat. After listening to their responses, explain the meanings.
  - extinct: a species that has died out and none of its kind is living anywhere on Earth
  - basic needs: food, water, and shelter
  - habitat: the environment that is best suited to an animal or plant because it provides them with their basic needs.
فہرست 9

سیرت 1

متونہ:

یہ چھپتا کر خطرہ کے ساتھ وجوہات کی اصطلاح جس کا مراد ہے انہوں نے اور اہمیت پر خاص توجہ کی، حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خاص توجہ کی حاصل کرنا جس کا مراد ہے، انہوں نے اور اہمیت پر خص
Endangered animals

- Ask students to think what might happen to an animal whose habitat is destroyed. After listening to their suggestions, conclude that animals can only survive if they live in a habitat where their basic needs are met.
- Animals that are in the danger of dying are called endangered animals. Ask students if they know of any animal that can be called endangered. They may come up with suggestions like the panda, the green sea turtles, and the tiger.
- Ask students to think of reasons why some animals are endangered. Let them come up with ideas such as cutting down trees, hunting, destroying an animal’s home or habitat for further development, pollution, etc.
- Tell students to discuss what can be done to protect endangered animals and list five different ways of helping endangered animals and present their ideas to the rest of the class.
- **Reading time (Pages 61 and 62):** Tell the students they will be reading about endangered animals and the reasons why these animals are threatened with extinction. Ask some students to read the passage and then ask simple questions and discuss the read information.
- **Writing time (Pages 62, 63, and 64):** Ask students to work in pairs to complete exercises A, B, C, D, and E.
- **Activity time (Page 65):** Ask students to find out more about the endangered animals of Pakistan. They must find out the names of the endangered animals and look for pictures and facts about them. They can use these pictures and facts to create a poster on the endangered animals of Pakistan.

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

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction:</strong> Students discuss what living things require to survive.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>Discussion time:</strong> Students take part in a discussion on wild animals and their own pets.</td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td><strong>Endangered animals:</strong> Students define the term endangered and identify various endangered animals. They brainstorm various ways of helping endangered animals.</td>
<td>15 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td><strong>Reading time:</strong> Students read about endangered animals on pages 61 and 62.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td><strong>Writing time:</strong> Students work in pairs to complete exercises A, B, C, D, and E on pages 62, 63, and 64.</td>
<td>30 min</td>
</tr>
<tr>
<td>3</td>
<td>6.</td>
<td><strong>Activity time:</strong> Students work in groups to prepare a poster on the endangered animals of Pakistan.</td>
<td>40 min</td>
</tr>
</tbody>
</table>
خطرے سے دوبارہ جاں بہور

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
<th>بینجہر</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 منٹ</td>
<td>ظالہ عباس پر فوڑ کرنے کے لیے چکی کے نگر میں جاں بہور کا پناہ چWaiting for safety in the city.</td>
<td></td>
</tr>
<tr>
<td>15 منٹ</td>
<td>ظالہ عباس پر فوڑ کرنے کے لیے چکی کے نگر میں جاں بہور کا پناہ چWaiting for safety in the city.</td>
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<tr>
<td>15 منٹ</td>
<td>ظالہ عباس پر فوڑ کرنے کے لیے چکی کے نگر میں جاں بہور کا پناہ چWaiting for safety in the city.</td>
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</tr>
<tr>
<td>30 منٹ</td>
<td>ظالہ عباس پر فوڑ کرنے کے لیے چکی کے نگر میں جاں بہور کا پناہ چWaiting for safety in the city.</td>
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</tr>
<tr>
<td>40 منٹ</td>
<td>ظالہ عباس پر فوڑ کرنے کے لیے چکی کے نگر میں جاں بہور کا پناہ چWaiting for safety in the city.</td>
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</tr>
</tbody>
</table>

کئی کمپنی عظیم کا نگر پر زیادہ تر سفر کرتی ہے۔
EXTENDED ACTIVITY

- **We love animals**: Tell the students to imagine that they are members of an organization called We Love Animals. The aim of this organization is to spread awareness among people about the rights of animals. Each of them must choose any one endangered animal from the following list and complete the table. They must then present their findings in class.

<table>
<thead>
<tr>
<th>Endangered animal</th>
<th>Describe this animal</th>
<th>What is this animal endangered?</th>
<th>What is being done to save this animal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Indus River Dolphin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. African Elephant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Snow Leopard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Blue Whale</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Baluchistan Bear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Gorilla</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Giant Panda</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Green Turtle</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LESSON 2

OBJECTIVES

- Recognize and use absolute adjectives
- Read and understand poems

LEARNING OUTCOMES

By the end of this lesson, students will be able to:
- define and identify absolute adjectives;
- read and understand poems and also write their own poems.
## Endangered Animal

1. **Indus River Dolphin**
2. **African Elephant**
3. **Snow Leopard**
4. **Blue Whale**
5. **Baluchistan Bear**
6. **Gorilla**
7. **Giant Panda**
8. **Green Turtle**

<table>
<thead>
<tr>
<th>Endangered Animal</th>
<th>Describe this animal</th>
<th>What is this animal endangered?</th>
<th>What is being done to save this animal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Indus River Dolphin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. African Elephant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Snow Leopard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Blue Whale</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Baluchistan Bear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Gorilla</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Giant Panda</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Green Turtle</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RESOURCES REQUIRED (TEACHING AIDS)

- any picture or photograph of children or people showing different expressions. For example: angry, bored, excited, etc.
- copies of Worksheet 9

METHOD

- **Introduction:** Find some interesting pictures from newspapers or magazines. Show these to the students and ask them to come up with words to describe them. They may suggest words like: bored, tired, happy, energetic, excited, amused, sleepy, drained, uninterested, over-worked, worn-out, exhausted, etc. Create a list and explain that these words are called adjectives; they tell us more about the characters in the pictures.

- **Absolute adjectives:** Draw a vertical line on the board. Write the word ‘hot’ at the bottom of it. Explain that hot is an adjective, it has comparative and superlative degrees and can be measured. Something can be fairly hot, quite hot, very hot, extremely hot, etc. Write these example on the board as the line goes up. Let students think of other adjectives which might have degrees; write them down on the board. Examples may include: big, tall, poor, etc.

  Next write the word BOILING on the board. Ask students if boiling also has degrees. Explain that boiling is an absolute adjective as it does not have any degrees. You cannot have different degrees of boiling as it is already at the top end of the hot line. This is an absolute adjective. Other absolute adjectives include: furious, terrified, overjoyed, dead, correct, etc.

- **Writing time (Pages 64 and 65):** Ask students to read and revise absolute adjectives by reading the information given on this page and then complete exercises F and G.

- **The Captive (Page 66):** Show some pictures of caged animals. Ask the students what they think the animals in these pictures might be feeling. Is this their natural home? Can they be happy in such a small place? Should animals be treated in this way?

  - Read the poem, ‘The Captive’. Discuss the feelings of the snow leopard in the poem. You can ask the following questions: How does he move in the cage? How does he look at the people around him? What is he feeling right now? What does he wish for? What can be done for this animal?

- **Writing time (Page 66):** After the discussion ask students to complete exercises H, I, and J.
The concept of power is crucial in understanding the dynamics of various societies. It is a complex phenomenon that intertwines with cultural, political, and economic factors. In modern societies, power is often concentrated in the hands of a few individuals or groups, who use it to influence decision-making and control resources.

In the context of literature, power dynamics are often explored through themes such as addiction and its consequences. For instance, the novel "The Captive" by Nadezhda Mandelstam provides a compelling account of a woman's struggle to maintain her identity and freedom in a hostile environment. The protagonist, Marina, is a writer who becomes a captive of the regime and must navigate the complexities of power and influence in a society devoid of freedom.

This novel, along with others, serves as a testament to the human struggle against oppression and the quest for freedom. It highlights the importance of literature in shedding light on the darker aspects of society and inspiring change.

In conclusion, the concept of power is multifaceted and its exploration in both real life and literature provides valuable insights into the complexities of human interactions. As we continue to navigate the challenges of the modern world, it is essential to remain vigilant and advocates for freedom and justice for all.
SUGGESTED LESSON OUTLINE (2 class periods)

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction</strong>: Students revise and review adjectives through a fun introductory activity.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>Absolute adjectives</strong>: Students learn to define and identify absolute adjectives.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td><strong>Writing time</strong>: Students complete exercises F and G on pages 64 and 65.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td><strong>The Captive</strong>: Students read and discuss the poem.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td><strong>Writing time</strong>: Students complete the writing exercises on page 66.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES

- Ask students to complete Worksheet 9.
- **Absolute adjectives drill**: Read the following sentences and then ask students to fill in the blanks with absolute adjectives given in the box.
  
<table>
<thead>
<tr>
<th>terrifying</th>
<th>furious</th>
<th>famished</th>
<th>exhausted</th>
<th>enormous</th>
<th>freezing</th>
</tr>
</thead>
</table>

1. I heard Neha’s new apartment is quite big.
   Big? It’s absolutely ________________ !

2. Was it frightening, riding on the new roller coaster?
   Frightening? It was absolutely ________________ !

3. It must have been cold in Murree.
   Cold? It was absolutely ________________ !

4. Was your mother angry with you for failing in Maths?
   Angry? She was absolutely ________________ !

5. You must be tired after your long journey.
   Tired? I’m absolutely ________________ !

6. If you have not had breakfast, you must be hungry.
   Hungry? I’m absolutely ________________ !
1. I heard Neha’s new apartment is quite big.
   Big? It’s absolutely ________________!

2. Was it frightening, riding on the new roller coaster?
   Frightening? It was absolutely ________________!

3. It must have been cold in Murree.
   Cold? It was absolutely ________________!

4. Was your mother angry with you for failing in Maths?
   Angry? She was absolutely ________________!

5. You must be tired after your long journey.
   Tired? I’m absolutely ________________!

6. If you have not had breakfast, you must be hungry.
   Hungry? I’m absolutely ________________!

اضافية سرگرمیان:

- طالب سے 9 کمل کرنے کے لیے کییا ۔
- مطلوبہ اسے مفت کی جگہ: دو جینگل پائی ۔ اور جیسا اسے مفت اور مفت کو دو ہی گہمیں مفت اسے مفت تک کریں۔

- terrifying furious famished exhausted enormous freezing
LESLSSON 1

OBJECTIVES
- Read about and appreciate the culture of Sindh
- Read and understand text and answer questions

LEARNING OUTCOMES
By the end of this lesson, students will be able to:
- learn more about the culture of Sindh and appreciate it;
- read and comprehend text to answer simple questions.

RESOURCES REQUIRED (TEACHING AIDS)
- pictures of different handicrafts
- pictures of traditional ralli designs
- chart papers for group work

METHOD
- **Introduction:** Discuss with the students that Pakistan has a rich and diverse culture and the handicrafts made here are extremely varied and beautiful. Every area of Pakistan has its own style of handicrafts ranging from fabric making and embroidery work to jewellery, carving, mirror work, and other special items. Every handicraft has its own colour, style, and design showing the culture of that particular region and their skills.

- Tell the students that the handicrafts of Pakistan are famous throughout the world. There are about eighty different kinds of handicrafts produced in Pakistan, the main ones are: leather goods, brass, copperware, tableware, onyx and marble products, wood crafts, block printed fabrics, embroideries, glass beads, traditional and contemporary jewellery, pottery, hand-knotted carpets and rugs, dolls, etc.

- Show some handicrafts to the students if they are available, otherwise show pictures of handicrafts taken from newspapers and magazines. Point out the unique design, style, and colours used in each handicraft.
صفحہ 1
متصلد:

- سندھی تحقیق کے بارے میں پہچانا اور اس سے رابطہ میں پہچانا، جمہوری اور سوالان کے جواب دینا

نتیجہ:

- سندھی تحقیق کے بارے میں مزید جاانے اور اس سے مراٹیئن
- آسان سوالات کے جوابات دینے کے لئے متعلق پہچانا اور کچھ دینا

تفریح کے لئے وکار اشیا:

- متعلقہ وکار ان کی تصاویر
- روایتی ریلی کی تصاویر
- گروپ کے صورت میں کام کرنے کے لئے لیبالٹی جھڑی

طرز عکاس:

- تصویر کے لئے ممکنہ عناصر کی تحقیق اور دوبن کے لوگوں کی تجربات کو فتح کرتا ہے۔
- طلبہ کبوتر کے لئے پاکستانی وکار کا اندازہ، مقامی جریروں کے لئے پاکستانی وکار کا آنترنی بین. یہ پاکستان میں ممکنہ کم 80 دیکھیں تاکہ کافی عدد کوہا ہو سکے۔ یہ 80 فیصد کا پاکستانی سیارہ کی حیات کو ہیں۔ اسے ممکنہ کم ہی نہ ہوا۔
- تصویر کی ممکنہ عناصر کی تحقیق، تصویر سے ممکنہ عناصر کا اندازہ، یہ پریشان، یہ پسندیدہ، اور اسے ممکنہ، اور بہت باہر ممکنہ کے حاضر پہچانے، اسے ممکنہ کے مولنی، اور بہت باہر ممکنہ کے حاضر پہچانے، اور بہت باہر ممکنہ کے حاضر پہچانے
- تصویر کا تحقیق اور دوبن کے لوگوں کی تجربات کو فتح کرتا ہے۔
Examples of handicrafts:

- Teacher can ask students to bring any handicrafts that they might have at home to participate in a show and tell activity in the classroom.
- **Discussion time (Page 67):** Ask the students what they understand by the term ‘handicraft’. Next, let them think and name some handicrafts of their own province.
- **Reading time (Pages 67 and 68):** Ask students to read the passage titled ‘Ajrak-making’ and discuss the information given in the passage. Ask a few students to recap the process of ajrak-making to assess their understanding of the text. If possible bring in an ajrak to the classroom to show its unique design and colours.
- **Writing time (Pages 68 and 69):** Ask students to complete exercises A, B, C, D, and E.
- **Activity time (Page 69):** Ask students to create their own ajrak designs and colour them using the traditional ajrak shades.
- **Reading time (Page 70):** Ask students to read the passage titled ‘Pottery from Hala’.
- **Writing time (Page 70):** Tell the students to complete exercises F and G.
- **Activity time (Page 71):** Students can now design geometric patterns of their own and colour them.
- **Patchwork collage:** Divide the class into groups of four. Provide each group with a chart paper and three to four different coloured wrapping papers. Show pictures of the Sindhi Ralli quilt. Ask them to cut their wrapping paper into different geometric patterns and paste them on their chart papers to create a ralli design. Ask each group to make their quilts as colourful and creative as possible. Afterwards display the students’ work on the soft board.
دوست کاپیلا کے معاشرہ:

آپ بھی میں سے کسی پر چھپیں کا گاؤں ان کے گھروں میں کوئی دوست کاپیلا موجود ہے جو دوسرے دوست کاپیلا میں سڑک کر گئے۔ لیے ماہ حتمیًا لی آئیں۔ یہ آپ کے

پتھر کا وقت (صفحہ 67): طالب جسے پوپھری کا دوست کاپیلا کو اسٹاٹ کرے۔ دوست کاپیلا یہاں اسی منظوری سے دوبارہ دوست کاپیلا کو اسٹاٹ کرے。

پنچالی کا وقت (صفحہ 68): طالب جسے پوپھری کے دوست کاپیلا کو اسٹاٹ کرے۔ دوست کاپیلا یہاں اسی منظوری سے دوبارہ دوست کاپیلا کو اسٹاٹ کرے。

پنچالی کا وقت (صفحہ 69): طالب جسے پوپھری کے دوست کاپیلا کو اسٹاٹ کرے۔ دوست کاپیلا یہاں اسی منظوری سے دوبارہ دوست کاپیلا کو اسٹاٹ کرے。

پنچالی کا وقت (صفحہ 70): طالب جسے پوپھری کے دوست کاپیلا کو اسٹاٹ کرے۔ دوست کاپیلا یہاں اسی منظوری سے دوبارہ دوست کاپیلا کو اسٹاٹ کرے。

پنچالی کا وقت (صفحہ 71): طالب جسے پوپھری کے دوست کاپیلا کو اسٹاٹ کرے۔ دوست کاپیلا یہاں اسی منظوری سے دوبارہ دوست کاپیلا کو اسٹاٹ کرے。

پنچالی کا وقت (صفحہ 72): طالب جسے پوپھری کے دوست کاپیلا کو اسٹاٹ کرے۔ دوست کاپیلا یہاں اسی منظوری سے دوبارہ دوست کاپیلا کو اسٹاٹ کرے。

پنچالی کا وقت (صفحہ 73): طالب جسے پوپھری کے دوست کاپیلا کو اسٹاٹ کرے۔ دوست کاپیلا یہاں اسی منظوری سے دوبارہ دوست کاپیلا کو اسٹاٹ کرے。

پنچالی کا وقت (صفحہ 74): طالب جسے پوپھری کے دوست کاپیلا کو اسٹاٹ کرے۔ دوست کاپیلا یہاں اسی منظوری سے دوبارہ دوست کاپیلا کو اسٹاٹ کرے。

پنچالی کا وقت (صفحہ 75): طالب جسے پوپھری کے دوست کاپیلا کو اسٹاٹ کرے۔ دوست کاپیلا یہاں اسی منظوری سے دوبارہ دوست کاپیلا کو اسٹاٹ کرے。

پنچالی کا وقت (صفحہ 76): طالب جسے پوپھری کے دوست کاپیلا کو اسٹاٹ کرے۔ دوست کاپیلا یہاں اسی منظوری سے دوبارہ دوست کاپیلا کو اسٹاٹ کرے。

پنچالی کا وقت (صفحہ 77): طالب جسے پوپھری کے دوست کاپیلا کو اسٹاٹ کرے۔ دوست کاپیلا یہاں اسی منظوری سے دوبارہ دوست کاپیلا کو اسٹاٹ کرے。

پنچالی کا وقت (صفحہ 78): طالب جسے پوپھری کے دوست کاپیلا کو اسٹاٹ کرے۔ دوست کاپیلا یہاں اسی منظوری سے دوبارہ دوست کاپیلا کو اسٹاٹ کرے۔
SUGGESTED LESSON OUTLINE (5 class periods)

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction</strong>: Students learn more about the handicrafts of Pakistan. They look at designs of different handicrafts and learn to appreciate the style and craftsmanship involved.</td>
<td>20 min</td>
</tr>
<tr>
<td>1</td>
<td>2.</td>
<td><strong>Discussion time</strong>: Students take part in a discussion and share information about the handicrafts of their own province.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>3.</td>
<td><strong>Reading time</strong>: Students read the passage titled ‘ajrak-making’ on pages 67 and 68.</td>
<td>10 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td><strong>Writing time</strong>: Students work in pairs to complete exercises A, B, C, D, and E on pages 68 and 69.</td>
<td>30 min</td>
</tr>
<tr>
<td>3</td>
<td>5.</td>
<td><strong>Activity time</strong>: Students create their own ajrak designs and colour them using the traditional ajrak shades.</td>
<td>40 min</td>
</tr>
<tr>
<td>4</td>
<td>6.</td>
<td><strong>Reading time</strong>: Students read the passage on page 70.</td>
<td>20 min</td>
</tr>
<tr>
<td>4</td>
<td>7.</td>
<td><strong>Writing time</strong>: Students work independently to complete exercises F and G on page 70.</td>
<td>10 min</td>
</tr>
<tr>
<td>4</td>
<td>8.</td>
<td><strong>Activity time</strong>: Students design geometric patterns of their own on page 71 and colour them.</td>
<td>10 min</td>
</tr>
<tr>
<td>5</td>
<td>9.</td>
<td><strong>Patchwork collage</strong>: Students work in groups of four to create their own Sindhi Ralli quilt.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

LESSON 2

OBJECTIVES

- Analyze various paragraphs to recognize that a paragraph comprises a group of sentences that develop a single idea
- Identify that the main idea in a paragraph is carried in a sentence, called a topic sentence and the other sentences in the paragraph support the topic sentence

LEARNING OUTCOMES

By the end of this lesson, students will be able to:
- understand the construction of a paragraph and create logical, well-organized paragraphs consisting of a topic sentence, a minimum of three supporting sentences that are relevant to the topic, and a concluding sentence that summarizes the entire paragraph.

RESOURCES REQUIRED (TEACHING AIDS)

- poster of an article without any paragraphing; another poster of the same article with the original paragraphing
- magazines and newspapers (each student may be asked to bring one)
<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:20</td>
<td>Prepare ajrak for 20 minutes.</td>
</tr>
<tr>
<td>00:40</td>
<td>Cut the fabric into 2 pieces.</td>
</tr>
<tr>
<td>00:50</td>
<td>Fold the fabric and stitch it.</td>
</tr>
<tr>
<td>10:00</td>
<td>Iron the fabric.</td>
</tr>
<tr>
<td>10:10</td>
<td>Fold the fabric and stitch it again.</td>
</tr>
<tr>
<td>10:20</td>
<td>Iron the fabric.</td>
</tr>
<tr>
<td>10:30</td>
<td>Fold the fabric and stitch it a third time.</td>
</tr>
<tr>
<td>10:40</td>
<td>Iron the fabric.</td>
</tr>
<tr>
<td>10:50</td>
<td>Pack the fabric and deliver it.</td>
</tr>
</tbody>
</table>

Notes:
- The length of each task should be adjusted according to the fabric and the skill level of the person doing the task.
- Ensure that the fabric is ironed before folding and stitching to prevent wrinkles.
- The fabric should be folded and stitched in a way that minimizes the risk of stretching.
- The fabric should be ironed after each fold and stitch to improve its appearance.

References:
Culture of Sindh

- sheets of paper
- copies of Worksheet 10

METHOD

- **Introduction**: Draw students’ attention to any text and ask them to notice that it is written in paragraphs. Ask them why longer texts are divided in paragraphs. After listening to their suggestions, explain that a paragraph is a group of sentences written about one main idea. Paragraphs are used to organize ideas; to keep the reader interested; to show a change of time, setting, or action; to show a change of speaker in dialogue writing, etc.

- **Activity time**: Select an article which has been written in paragraphs and rewrite it without any paragraphing (in one continuous paragraph) on a poster. Display the poster on the board for the students to read. Then ask the students to indicate where they believe a new paragraph should start and why. Now show the original article and compare its paragraphing and organization to the students paragraphing choices.

- Next, ask students to choose an interesting article from a magazine or newspaper and study the way it is paragraphed. Tell them to think of reasons why the writer might have chosen to start a new paragraph at certain points.

- **Writing in paragraphs**: Tell the students that a paragraph has a topic sentence, which is usually written at the beginning of a paragraph and contains the main idea. This is followed by supporting sentences which provide more information about the main idea or the topic sentence and finally the concluding sentence which concludes the paragraph.

- **Writing time (Pages 72 and 73)**: Ask students to complete exercises H, I, J, K, and L.

SUGGESTED LESSON OUTLINE (2 class periods)

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction</strong>: Students discuss the importance of writing in paragraphs and understand the structure of a paragraph.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>2.</td>
<td><strong>Activity time</strong>: Students study and analyze different paragraphs.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>3.</td>
<td><strong>Writing in paragraphs</strong>: Students are introduced to different parts of a paragraph.</td>
<td>20 min</td>
</tr>
<tr>
<td>4</td>
<td>4.</td>
<td><strong>Writing time</strong>: Students work in pairs to complete exercises H, I, J, K, and L on pages 72 and 73.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITY

- Ask students to complete Worksheet 10
### تدريبات قراءة

<table>
<thead>
<tr>
<th>الوقت</th>
<th>تمارين</th>
<th>توضيح</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 دقيقة</td>
<td>1</td>
<td>1- غالبًا ما يكون المعلم في مواقف مثل هذه في المدارس، حيث يكون بحاجة إلى توضيح مفاهيم معقدة.</td>
</tr>
<tr>
<td>20 دقيقة</td>
<td>2</td>
<td>2- يعتمد على التدريس للطلاب على الوقت المحدد.</td>
</tr>
<tr>
<td>20 دقيقة</td>
<td>3</td>
<td>3- يجب على الطلاب متابعة الهياكل وصيغة المدرسة.</td>
</tr>
<tr>
<td>20 دقيقة</td>
<td>4</td>
<td>4- كأعمال كود أو اختبارات.</td>
</tr>
</tbody>
</table>

### الهدف من الدراسة

تهدف هذه الدراسة إلى تعليم الطلاب كيفية قراءة النصوص بشكل صحيح وفهمها بشكل أفضل.

### التحسينات المطلوبة

يجب على الطلاب العمل على تحسين قراءتهم وفهمهم للنصوص بشكل أكثر تفصيلًا ودقة.

### مجموعة الإجابات

<table>
<thead>
<tr>
<th>السرعة</th>
<th>القدرة على فهم النص</th>
</tr>
</thead>
<tbody>
<tr>
<td>149</td>
<td>454</td>
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</table>

### ملاحظات

- يجب على الطلاب العمل على تحسين قراءتهم وفهمهم للنصوص بشكل أكثر تفصيلًا ودقة.
- يجب على المعلمون العمل على تحسين طريقة تدريسهم وتفاعلهم مع الطلاب.

### الانتهاء من الدراسة

يجب على الطلاب الانتهاء من الدراسة وتقديم أي أسئلة أو تعليقات.

### إعداد الدراسة التالية

يجب على الطلاب الاستعداد للدراسة التالية وتعلم النصوص المطلوبة.

---

**المؤلفون:**

- Doctoral Press

**العديد من الكتب:**

- کاشف شایع

**ملاحظات:**

- گرید کردن 10 کلمه روزی، ژرمی گردن.

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**المجلة:**

- OXFORD UNIVERSITY PRESS

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**اللغة الأساسية:**

- العربية
OBJECTIVES

• Learn about different types of natural disasters
• Read and understand text and answer questions
• Write sentences using correct capitalization, punctuation, and spellings
• Demonstrate use of common and proper nouns
• Create compound words
• Recognize literary techniques in poems and write own poems

LEARNING OUTCOMES

By the end of this lesson, students will be able to:
• understand the causes and effects of natural disasters and what may be done to help those who are struck by natural disasters;
• read text and analyze information;
• learn how to use speech marks;
• identify and differentiate between common and proper nouns;
• define and use compound words;
• create rhyming poems.

RESOURCES REQUIRED (TEACHING AIDS)

• pictures showing the damages caused by 2010 floods in Pakistan (can be taken from old newspapers and magazines)
• news reports and pictures of natural disasters (to be brought in by students)
• pictures of different people (can be taken from newspapers and magazines, for the activity on speech marks)
• copies of Worksheet 11

METHOD

• Introduction: Write the word ‘Disaster’ on the board and ask students to think of words and phrases related to this word. Create a mind map on the board grouping similar ideas together.

For example:
1. types of disasters - volcanoes, hurricanes, tornados, floods, etc.
2. how people feel - terrified, alone, trapped, doomed, etc.
1. types of disasters - volcanoes, hurricanes, tornados, floods, etc.
2. how people feel - terrified, alone, trapped, doomed, etc.
Explain that disasters are sudden events that cause great damage and loss of lives. Then, discuss the following questions:
1. Can disasters be predicted?
2. Do disasters always involve loss of life?

- **Natural disasters:** Ask the students why some people might have to leave their homes and move to other places. Could it be due to any natural disaster? Can they think of natural disasters which have occurred in Pakistan? Ask them if they remember the details of the 2010 floods. Can anyone state the causes of the floods? What was the extent of the damage? How were the people affected and what was done to help them?
- Show some pictures of the damages caused by the floods and ask them to describe what they see in the pictures.
- Ask students what they understand by the word ‘rehabilitation’. After eliciting their ideas, explain that rehabilitation means to restore something to its original or similar to original condition. Next, tell students to think about ways in which flood victims can be rehabilitated to their original condition. Use their ideas to create a mind map on the board.
- **Reading time (Page 76):** Tell the students they will now be reading a passage about the floods. Ask them to open their textbooks and read the story of those affected by the floods.
Types of disasters:
- Volcanic eruptions
- Floods
- Hurricanes
- Tornadoes
- Earthquakes
- Accidents
- Plan crashes

Feeling of people:
- Terrified
- Alone
- Trapped
- Doomed

Consequences:
- Damage to property
- Loss of lives
- Loss of livestock
- Loss of corps

1. Can disasters be predicted?
2. Do disasters always involve loss of life?

Disasters can affect feelings of people and have consequences such as damage to property, loss of lives, loss of livestock, and loss of corps. Understanding the types of disasters and the consequences they can have is important for planning and preparedness.
When the floods came...

- **Discussion time (Page 77):** Ask the students to discuss any natural disaster that they have heard about and how floods are caused.
- **Writing time (Page 77):** Ask students to work in pairs to complete exercise A.
- **Activity time (Page 77):** Divide the class into groups of four. Ask each group to research and find out more about natural disasters. They can bring in news items, reports, and pictures from newspapers and magazines to create a poster and display it on the soft board.
- **Speech marks:** Show a few pictures of different people performing different actions. Ask the students what they think each of these characters might be saying. Note the dialogues that they suggest on the board.
  Examples of pictures that you can use:
  1. a guide speaking to some tourists
  2. a sports person
  3. a nurse talking to a doctor
  4. a librarian talking to some students
  Next, explain that speech marks go around all the words that someone actually speaks. Place speech marks around the dialogues you have written on the board.
  Write the following sentences on the board and ask some students to place speech marks around the spoken words.
  1. My father said, You must get ready for school now.
  2. The old lady asked, Do you know the way to the super market?
  3. My teacher said, I like your painting. You have worked really hard on it.
  4. Do not forget to bring your test copies, said the teacher.
  5. The boy shouted, Help! Quick! I am drowning!
  Now point out to the students that sometimes more than one set of speech marks is required in a single sentence. For example:
  ‘There are three different brands of butter available,’ said the shopkeeper, ‘which would you like?’
- **Writing time (Page 78):** Ask students to complete exercise B.
- **Common and proper nouns:** Explain that common nouns are general names for a person, place, thing, or idea. They do not begin with a capital letter unless they come at the beginning of a sentence.
  Next, point out that proper nouns are names of a particular person, place, thing, or idea. Proper nouns are always capitalized.
  Draw three columns on the board, with the headings: person, place, and thing. Ask students to first think of some common nouns for each column. For example: boy, girl, woman, house, boat, school, bike, shoe, book, etc. Then ask them to think of some proper nouns for each column. For example: Sarah, Abeer, Ali, The School, Karachi, Tariq Road, The Diary of Anne Frank, etc.
1. a guide speaking to some tourists
2. a sports person
3. a nurse talking to a doctor
4. a librarian talking to some students

My father said, You must get ready for school now.

The old lady asked, Do you know the way to the super market?

My teacher said, I like your painting. You have worked really hard on it.

Do not forget to bring your test copies, said the teacher.

The boy shouted, Help! Quick! I am drowning!

‘There are three different brands of butter available,’ said the shopkeeper, ‘which would you like?’
• **Activity on common and proper nouns:** Divide the class into groups of four. Ask each group to list as many common nouns as they can related to each of the following topics:
  1. items in a toy store  
  2. grocery store  
  3. fruits

Next, they must list proper nouns for the following:
  1. famous people  
  2. countries  
  3. restaurants

• **Writing time (Page 78):** Ask the students to complete exercises C and D.

• **Compound words:** Start with very simple words. Ask students what is the meaning of the word dragon. Let them answer. Next, ask if a dragon is a wild, ferocious animal. Are they afraid of a dragon? Next, ask your students if they have ever seen a fly. A fly is a tiny insect which most of them may not be afraid of. Ask them if they have ever seen a dragonfly? Point out that the words dragon and fly mean two different things as compared to the word dragonfly. Point out that a dragonfly is a compound word. It is made up of two words which when joined together give another word.

  • Ask students to give you more compound words. Note these down on the board. Some expected answers could be: bookshelf, textbook, classroom, staffroom, ballpoint, wallpaper, football, everyone, etc.

  • Write the following sentences on the board. Tell the students that half of the compound word is given, add another word and complete the compound words.

    1. Watching too much television gave me a **head** ____________.
    2. The police found his **foot** ____________s in the sand.
    3. I like walking ____________ **foot** on the beach.
    4. She always keeps a ____________ **book** in her bag.
    5. I think we should buy a **dish** ____________ for the kitchen.
    6. It is dangerous to walk on the road. One should always walk on the **foot** ____________.
    7. I locked your jewellery in the **cup** ____________.
    8. We gave her a surprise **birth** ____________ party.


  • Now ask the students to use at least five of the following compound words in sentences of their own: snowflake, birdhouse, baseball, backyard, farmhouse, driveway, watermelon, doghouse, cookbook, railroad, candlestick, sidewalk, storybook

• **Writing time (Page 78):** For further practice ask students to complete exercise E.

• **The Storm:** Ask the students if they have ever been caught in a storm. Write the word storm on the board and ask students to think of all that they might see, hear, and feel if they were caught in a storm. Some expected responses: flashes of lightning, steel blue lines across the sky, loud, roaring thunder, the crashing wind, feel terrified, trapped, scared, etc.
1. items in a toy store  2. grocery store  3. fruits

1. famous people   2. countries   3. restaurants

Оқушыларга ұсынылатын қызметтер: қазақ дінінің мәңгілік тақырыптың бір-бірін тұжырымдау қуаттары.

1. Watching too much television gave me a head ___________________.
2. The police found his foot __________________ in the sand.
3. I like walking __________________foot on the beach.
4. She always keeps a _______________book in her bag.
5. I think we should buy a dish _______________ for the kitchen.
6. It is dangerous to walk on the road. One should always walk on the foot ________________.
7. I locked your jewellery in the cup ________________.
8. We gave her a surprise birth ________________ party.

(Answers: 1. headache 2. footprints 3. barefoot 4. textbook, notebook 5. dishwasher
6. footprint 7. cupboard 8. birthday)

апе ешқаш ес болғанда, ол қазақ жырларының жағынан арқылы дайын болады. ак/comments

这本书的插图 (第78页)：一场暴风雨，天空如铁，云层密布，道路被风雨打湿。天空是深蓝色的，风吹得树木摇曳。

(к) Также важно отметить, что в книге есть примеры использования других языков в разговорной практике.

(к) Также важно отметить, что в книге есть примеры использования других языков в разговорной практике.
When the floods came...

- Read the poem ‘The Storm’ and discuss how the poet describes the storm.
- **Writing time (Page 79):** Ask the students to complete exercise F.
- **Rhyming words (Page 79):** Ask students to underline all the rhyming words in the poem, ‘The Storm’
- Point out that rhyming words end with the same sound. Play a rhyme game with your class. Give a simple word like ‘ball’ and ask each student to think of words rhyming with ‘ball’.
- Ask students to complete exercises G, H, and I.
- **My own poem:** Students can then write their own short poem on the given topics. Ask the students to copy their final poem very neatly on any paper and display it on the class board.

**SUGGESTED LESSON OUTLINE (7 class periods)**

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction and discussion on natural disasters:</strong> Students define the word disaster and discuss natural disasters and rehabilitation efforts in their own country.</td>
<td>25 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>Reading time:</strong> Students read a passage about floods on pages 76 and 77.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td><strong>Discussion time:</strong> Students recount an account of a natural disaster they might have heard of and discuss the causes of the floods.</td>
<td>10 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td><strong>Writing time:</strong> Students work in pairs to complete exercises A on page 77.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td><strong>Activity time:</strong> Students work in groups to create a poster on natural disasters.</td>
<td>20 min</td>
</tr>
<tr>
<td>3</td>
<td>6.</td>
<td><strong>Speech marks:</strong> Students learn how to use speech marks and then complete exercise B on page 78.</td>
<td>40 min</td>
</tr>
<tr>
<td>4</td>
<td>7.</td>
<td><strong>Common and proper nouns:</strong> Students learn to differentiate between common and proper nouns. They take part in a fun activity and then complete exercises C and D on page 78.</td>
<td>40 min</td>
</tr>
<tr>
<td>5</td>
<td>8.</td>
<td><strong>Compound words:</strong> Students learn to identify and use compound words and then complete exercise E on page 78.</td>
<td>40 min</td>
</tr>
<tr>
<td>6</td>
<td>9.</td>
<td><strong>The Storm:</strong> Students read the poem ‘The Storm’ and discuss it. They complete exercise F on page 79.</td>
<td>30 min</td>
</tr>
<tr>
<td></td>
<td>10.</td>
<td><strong>Rhyming words:</strong> Students identify the rhymes in the poem and have fun rhyming with random words.</td>
<td>10 min</td>
</tr>
<tr>
<td>7</td>
<td>11.</td>
<td><strong>My own poem:</strong> Students write and display their own poem.</td>
<td>40 min</td>
</tr>
</tbody>
</table>
The Storm

Table

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:00</td>
<td>The Storm begins</td>
<td></td>
</tr>
<tr>
<td>05:30</td>
<td>Scene 1: The Storm begins</td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>Scene 2: The Storm continues</td>
<td></td>
</tr>
<tr>
<td>15:00</td>
<td>Scene 3: The Storm deepens</td>
<td></td>
</tr>
</tbody>
</table>

Summary:
The Storm begins with a description of the setting. The storm is then depicted as intensifying, with a focus on the effects on the characters. The storm continues to build, reaching a climax where the characters are overwhelmed by the force of nature.

By the end of the table, the storm has reached its peak, and the characters are left struggling to survive in the face of the relentless force of the elements.
EXTENDED ACTIVITIES

• Ask students to complete Worksheet 11
• **Research on natural disasters**: Divide the class into groups of five. Ask students to recall any thing they might already know about the Tsunami. Tell them to research and find out more information about the Tsunami. Each group must summarise and report the key events and the causes of the disaster and the effect the disaster had on the environment and the people.

• **Common and proper noun hunt**: Ask students to bring in a magazine or newspaper. They must use two different coloured pens to highlight and identify common and proper nouns in their copy of the magazine or newspaper.

• **Compound words**: Tell students that the same word is missing from each pair of the following compound words. They must fill in the blanks with the word that completes both the compnd words: (The first one is done for you)

1. saucepan ______
   pancake
   __________
2. news ________
   ________ back
3. sun ________
   ________ house
4. pea ________
   ________ pit
5. cart ________
   ________ barrow
6. post ________
   ________ board
7. whirl ________
   ________ screen
8. snow ________
   ________ point

**Answer key:**

2. paper  3. light  4. cock  5. wheel
6. card  7. wind  8. ball
اضافی سرگرمیان:

- ظالیے کے کیپ کو پکڑ کر 11 ہمل کریں۔
- گریپ کے اسٹیک: ظالیے کے کیپ یا پانچ کے گورمیں چھوڑ کر، ظالیے کے کیپ کو ہو سوختے کے بارے میں مزید معلومات حاصل کریں۔ گریپ کے اسٹیک کے اسباب،
- ہاول اور اندازی پر پچھنا دو اور اساتد واقعات کی خاص پر ہدائی کریں۔
- اگر گرین اور اس کے کچھ متعلقات بجانا بیٹھیں، ان سے ظالیے کے کیپ ہو سوختے کے بارے میں مزید معلومات حاصل کریں۔ گریپ کے اسٹیک کے اسباب،
- ہاول اور اندازی پر پچھنا دو اور اساتد واقعات کی خاص پر ہدائی کریں۔
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1. saucepan
   pancake
2. news
   back
3. sun
   house
4. pea
   pit
5. cart
   barrow
6. post
   board
7. whirl
   screen
8. snow
   point

دوسری کوئی کثافت کے ساتھ ہے:

- paper
- light
- cock
- wheel
- card
- wind
- ball
OBJECTIVES

• Read and understand text and answer questions
• Identify story elements and use the same to write a new story
• Identify active and passive voice in simple sentences
• Demonstrate use of countable and uncountable nouns
• Recognize literary techniques in poems and write own poems

LEARNING OUTCOMES

By the end of this lesson, students will be able to:
• understand the different features of a fable;
• review the different elements of a story and use them to create own story;
• identify and distinguish between active and passive voice and write sentences as instructed;
• understand the difference between countable and uncountable nouns;
• write poems.

RESOURCES REQUIRED (TEACHING AIDS)

• any object, for e.g. a duster, a toy, a pen, etc.
• chart papers
• coloured papers
• Resource sheet 1
• copies of Worksheet 12

METHOD

• Introduction: Begin the lesson by discussing the meanings of the following words: fable, folktale, myth, legend, moral.
  Then, explain the meanings as given below:
  1. fable: a short story usually having animals as characters, which teaches a lesson
  2. folk tale: a very old traditional story from a particular place that is spread by word of mouth
 intéressant  اور فاکٹنی


سکن 1

متنی مقصد:

متن پر مشتمل کئے جانے والے انداز کے لیے اور فاکٹنی کے انجام

کہانی کے عنصر کو اور سوالات کے لیے اس کے ساتھ کہانی کے

ساده بھی مقبول کھاد معرف اور فلک مقبول کی شاخص کرو

تقسیم شروع کرنا ہے اور یہ ماہار ہے کہ اور فاکٹنی

کہانیوں میں اس کے سیموں کو آپ کہانی اور یہ اور فاکٹنی کہ

نیال:

اس کے کے انجام کے لیے کہانی میں قبولیت جاہیں ہے کہ دو:

کہانی میں اور فاکٹنی کی مختلف خصوصیات کے ساتھ:

کہانی کے مختلف عنصر کی دوبارہ جارہیں لے لیں اور ان کے

استعمال سے آپ کہانی کے تخلیق کریں:

فلم معرف اور فلک مقبول کے دریں اور فاکٹنی کے اور دیگر کھانے

جدہ جو پر اور فاکٹنی سے متعلق خصوصیات کے میانہ فنکار کرو:

تقسیم تخلیق کریں:

تعریفات کے لیے ورکار اشاعر:

کوئی لزئین، شاہا ایک حجراں، آٹھ محلہ، آٹھ مقام و گھرود۔

جہان چھڑیز

میں کی کاٹ

رویہ گزر

ورک شیش 12 کی انت قیمر

طریقہ کار:

1. fable: a short story usually having animals as characters and which teaches a lesson
2. folk tale: a very old traditional story from a particular place that is spread by word of mouth
The ant and the dove

3. myth: a story from ancient times, especially one that explains natural events or describes the early history of people
4. legend: a story from the past about people and events, that may or may not be true
5. moral: a message given or lesson learned from a story or event.

- **Reading time (Page 80):** Ask the students to read and discuss the story. Ask what happened in the story. Who or what is the story about? What is the moral of the story?
- **Writing time (Pages 80 and 81):** Ask the students to work in pairs and complete exercises A and B.
- **Story elements:** Discuss the story elements. Student can name and describe the main characters and outline the main events in the story. Tell them to relate the beginning, middle, and ending of the story. Ask them where the story occurs. Can they pick out any words or phrases from the story which describe the setting? Next, focus on the theme. What is the moral of the story? What is the author trying to teach us? Finally, ask them how the story ends. Was the problem solved at the end? Did they like the ending? Why? Then ask the students to complete Resource sheet 1.
- **My own fable (Page 81):** Ask the students to complete exercise C. They must plan it first thinking carefully about the different characters, the setting of their story, the main events, the theme, the moral or message conveyed by their story, and the ending. They can use the following steps to plan their own fable:
  - **Step 1:** What moral would they like to teach? Together as a class you can list some ideas. For example: look before you leap; do not think of any creature as small or useless; always treat others fairly; you reap what you sow, etc.
  - **Step 2:** What animals will be used as characters? How will they convey the moral of the story? Remind students that fables usually use animals to show human qualities. They must try to use at least two animals who could represent opposite qualities; this helps in setting up the problem.
  - **Step 3:** What problem will be faced by their characters?
  - **Step 4:** How will the fable end? What will be the solution to the problems faced by the characters? Emphasize that at least one of their characters must learn the moral or lesson of their story.
- **Active and passive voice:** Take any object, for example, a duster and throw it on the floor. Now ask the students to tell you what you just did and to begin the sentence with your name. They will most probably respond with, ‘The teacher threw the duster on the floor.’ Write this sentence on the board.
  - Ask the students to identify the subject of the sentence. Remind them that the subject performs the action in the sentence or is the main part of the sentence. The students will respond with your name. Next, ask them to identify the verb in the sentence. Let them identify the verb as ‘threw’.
3. myth: a story from ancient times, especially one that explains natural events or describes the early history of people
4. legend: a story from the past about people and events, that may or may not be true
5. moral: a message given or lesson learned from a story or event.

pterodactyl, a flying dinosaur, gave rise to birds. This theory suggests that birds evolved from pterodactyl-like creatures.
• Now pick up the duster and ask them to create another sentence telling what happened, but this time they must begin their sentence with, ‘the duster’. Expected reply might be, ‘The duster was thrown on the floor by the teacher.’ Write this sentence on the board. Point out that now the subject of the sentence is the duster. Ask them to identify the verb in the sentence. Give them several chances to reply till they respond with ‘was thrown.’

• Point out the difference between the two sentences written on the board:
  1. The teacher threw the duster on the floor.
  2. The duster was thrown on the floor by the teacher.

In the first sentence the teacher is the subject (underline the subject once) performing the verb or action (underline the verb twice). Now ask if the subject in the first sentence is actively performing a task. Let them respond in a ‘yes’. State that the first sentence is written in the active voice. For the second sentence ask if the subject of the sentence ‘the duster’ (underline it once) did something. They will respond negatively. Point out that the subject was passive; it just sat there passively letting someone else do the action ‘was thrown’ (underline the verb twice). State that the second sentence is written in the passive voice.

• **Active and passive voice continued:** Write the following sentences on the board and ask the students to change them to the passive voice.
  1. The teacher taught her students how to write poems.
  2. The children planted a tree.
  3. The clerk wrote the letter.
  4. My mother praised my work.
  5. The workers build a tree-house in the large oak tree.

Write the following sentences on the board and ask the students to change them to the active voice.
  1. The children were fed by their nurse.
  2. Songs were sung by the choir.
  3. The roads were badly damaged by the storm.
  4. The people on the boat were trapped by the tide.
  5. The lengthy assignment was completed by only half of the class.

• **Writing time (Page 81):** Ask students to complete exercise D.

• **Countable and uncountable nouns:** Ask students if they have ever bought anything for their mothers from the grocery store. Tell them to create an imaginary shopping list which you can write on the board.

  **Shopping list**
  1. butter  4. cereal  7. milk  10. orange juice
  2. cheese  5. oranges  8. pineapple  11. eggs
  3. ketchup  6. apples  9. bananas  12. bread

Tell the students that all the things mentioned in the list are nouns. Now ask them whether they are countable or uncountable nouns. Explain that things that can be counted are countable nouns. e.g. bus, brother, ant, glass, teacher, etc. Things that cannot be divided or counted are uncountable nouns. e.g. water, furniture, advice, sugar, etc. Let students classify the nouns as countable or uncountable.
The teacher threw the duster on the floor.

The duster was thrown on the floor by the teacher.

The children planted a tree.

The clerk wrote the letter.

My mother praised my work.

The workers build a tree-house in the large oak tree.

The people on the boat were trapped by the tide.

The lengthy assignment was completed by only half of the class.

b. What's the weather like today? (Section 69): It's sunny.

d. The poem was written by Shakespeare.

e. What do you think about this book? (Section 56): I think it's very interesting.

f. What do you want for breakfast? (Section 60):

1. butter
2. cheese
3. ketchup

4. cereal
5. oranges
6. apples

7. milk
8. pineapple
9. bananas

10. orange juice
11. eggs
12. bread

13. butter
14. cheese
15. ketchup

16. cereal
17. milk
18. orange juice

19. eggs
20. bread

21. butter
22. cheese
23. ketchup

24. cereal
25. milk
26. orange juice

27. eggs
28. bread
• **Countable and uncountable nouns continued**: Read the following sentences. Write whether the underline words are countable or uncountable.
  1. We saw a car at the showroom.
  2. He does not like to eat meat.
  3. Do you like to play golf?
  4. We waited for twenty minutes before leaving.
  5. Just tell me one thing.
  6. We should not waste energy.
  7. I’m taking a photo.
  8. Would you like to eat a mango?

• **Writing time (Pages 81 and 82)**: Ask students to complete exercises E, F, and G.

• **Discussion time (Page 82)**: Ask students to work in pairs and think of a story in which a big animal helps a smaller animal. Let them write and share their story with the rest of the class.

• **Activity time (Page 82)**: Ask students to work in groups to collect information about ants. They can display their information and paste pictures on a chart and talk about it in class.

• **Ants galore (Page 83)**: Ask students if they have seen ants. What kind of a life do these tiny insects lead? Ask students to imagine what kind of a life they might lead if they were ants. Would they be hard working and organized? Would they be brave? Would it be an exciting or a dull life? Would it be filled with adventure everyday as they explore new territory in search of food? Encourage responses by holding a lively class discussion before reading aloud the poem, ‘Ants Galore.’

• **Writing time (Page 83)**: Ask students to work in pairs and complete exercises H, I, and J.

**SUGGESTED LESSON OUTLINE (7 class periods)**

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction</strong>: Students discuss what is a fable, a folk tale, a</td>
<td>10 min</td>
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<tr>
<td></td>
<td></td>
<td>myth, and a legend.</td>
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<td></td>
<td>2.</td>
<td><strong>Reading time</strong>: Students read the story, <em>The ant and the dove</em>, on</td>
<td>20 min</td>
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<tr>
<td></td>
<td></td>
<td>page 80 and discuss it.</td>
<td></td>
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<td></td>
<td>3.</td>
<td><strong>Writing time</strong>: Students work in pairs to complete exercises A and</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B on pages 80 and 81.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td><strong>Story elements</strong>: Students discuss the story elements and then</td>
<td>20 min</td>
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<tr>
<td></td>
<td></td>
<td>complete the Resource Sheet.</td>
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<td></td>
<td>5.</td>
<td><strong>My own fable</strong>: Students follow some simple steps and write their</td>
<td>20 min</td>
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<tr>
<td></td>
<td></td>
<td>own fable.</td>
<td></td>
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<tr>
<td>3</td>
<td>6.</td>
<td><strong>Active and passive voice</strong>: Students learn to distinguish between</td>
<td>40 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>active and passive voice and complete exercise D on page 81.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>7.</td>
<td><strong>Countable and uncountable nouns</strong>: Students learn to differentiate</td>
<td>40 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>between countable and uncountable nouns and then complete exercises</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E, F, and G on page 82.</td>
<td></td>
</tr>
</tbody>
</table>
1. We saw a car at the showroom.
2. He does not like to eat meat.
3. Do you like to play golf?
4. We waited for twenty minutes before leaving.
5. Just tell me one thing.
6. We should not waste energy.
7. I’m taking a photo.
8. Would you like to eat a mango?

### Ants Galore (Chapter 82)
- We waited for twenty minutes before leaving.
- Just tell me one thing.
- We should not waste energy.
- I’m taking a photo.
- Would you like to eat a mango?

### Chapter 83
- A whole colony of ants swarmed into the room.
- Some ants climbed onto our furniture.
- Others diced meat on the table.
- The ants were everywhere.
- We waited for twenty minutes before leaving.

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### Table: Ants Galore (Chapter 83)

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>9:00</td>
<td>We waited for twenty minutes before leaving.</td>
</tr>
<tr>
<td>2</td>
<td>9:30</td>
<td>Just tell me one thing.</td>
</tr>
<tr>
<td>3</td>
<td>10:00</td>
<td>We should not waste energy.</td>
</tr>
<tr>
<td>4</td>
<td>10:30</td>
<td>I’m taking a photo.</td>
</tr>
<tr>
<td>5</td>
<td>11:00</td>
<td>Would you like to eat a mango?</td>
</tr>
</tbody>
</table>

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Oxford University Press
The ant and the dove

<table>
<thead>
<tr>
<th>5</th>
<th>8. <strong>Discussion time:</strong> Students work in pairs to create and share their own stories.</th>
<th>40 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>9. <strong>Activity time:</strong> Students collect information on ants and complete the task given on page 82.</td>
<td>40 min</td>
</tr>
<tr>
<td>7</td>
<td>10. <strong>Ant galore:</strong> Students read and discuss the poem.</td>
<td>20 min</td>
</tr>
<tr>
<td>11. <strong>Writing time:</strong> Students complete exercises H, I, and J on page 83.</td>
<td>20 min</td>
<td></td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES**

- Ask students to complete Worksheet 12
- **Fables:** This task can be done in groups of four. Select some interesting fables. Give any two fables to each group. Ask the students to read these fables and then compare them. What is similar about them? What is different? Which story did they like best? Why? After they have finished discussing ask each group to make a presentation about their discussion in front of the class.

**Resource sheet 1**

**The ant and the dove**

<table>
<thead>
<tr>
<th>Events:</th>
<th>Ending:</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Characters:</th>
<th>Setting:</th>
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</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Moral:</th>
<th></th>
</tr>
</thead>
</table>
Resource sheet 1

The ant and the dove

Events:  

Ending:  

Characters:  

Setting:  

Moral:
Unit 13

Festivals

OBJECTIVES

• Learn about different festivals around the world
• Read and understand text and answer questions
• Change the number of regular and irregular nouns
• Write a simple paragraph on any given topic
• Use transitional devices in speech and writing

LEARNING OUTCOMES

By the end of this lesson, students will be able to:
• realize the importance of festivals in any culture;
• revise concept of opposite words;
• change singular nouns to plural and vice versa;
• use transitional devices to link and organize their ideas in a simple paragraph.

RESOURCES REQUIRED (TEACHING AIDS)

• pictures cut from newspapers and magazines showing some important festivals and celebrations around the world
• copies of Worksheet 13

METHOD

• **Introduction:** Begin the lesson with a discussion on festivals. What are some of the festivals that the students celebrate? Use students’ responses to create a list of festivals on the board. (Ramadan, Eid-ul-Fitr, Eid-ul-Azha, Eid-e-Milad-un-Nabi, Independence Day, Defence Day, Basant, Shab-e-Barat, etc.) Discuss how they celebrate these festivals. Let them talk about the rituals observed, the clothes they prefer to wear on these days, and the food they eat. Next, discuss why people celebrate these festivals.
• Ask students to think of different festivals that are celebrated in other countries and what they have in common with our festivals. Point out that some festivals honour religious beliefs, while others celebrate cultural beliefs. Every festival has its own tradition and rituals.
سقّن 1

مقاوم: 

- دویا میر حسین مناگی جانیان و دنیا مشغول تجوّارون کے بارے میں جاننا
- ممتن پچیشنا کا ایک کساتا اور سواؤال کے بارے میں دنیا
- پچیشنا اور سواؤال اسی کے تحریک پر
- کئی بھی ڈے جو موضوع پر ساحتے خبر راجا افغان
- تحریک اور تحریکوں کے آئے تختی کا استعمال رکا

تاریخ: 

اس سقت کے اوسمان کو ظاہر کیا ہوئے ہیں جس سے ہے کہ: 

- کسی بھی تختات میں تجوّارون کی ایک کساتا اور سواؤال کے بارے میں
- قصے کی کیفیت کے تحریک پر کساتا کے ایک کساتا او سواؤال کے بارے میں
- وہ ہمیشہ سے جمع اور مشہور کو وہ اپنے کے تختی کے
- ایک ساحتے خبر راجا کی مناسب خوااب کو محض اور محض کر کے گلے لیے آئے تختی کا استعمال کرکے

تفریح کے لیے: 

دویا میر حسین مناگی جانیان و دنیا مشغول تجوّارون کے باختیار کساتا اور سواؤال کے

دسرہ: 

دوسرا سواؤال کے 13 کی انتظار

طریقہ کار: 

تروری: 

سقت کا آئین نظام کے ساتھ متعلق تجوّارون پر بات ہے نہیں ہے کہ ہم ہم ہم؟ ہم ہم تحقیق ہے، اس کا ان سے پیچھے: 

- ہم ہم کھط چکاروں کے سے رحم کہا ہے ہم ہم؟ ہم ہم تحقیق ہے، اس کا ان سے پیچھے: 
- ہم ہم کھط چکاروں کے سے رحم کہا ہے ہم ہم؟ ہم ہم تحقیق ہے، اس کا ان سے پیچھے: 
- ہم ہم کھط چکاروں کے سے رحم کہا ہے ہم ہم؟ ہم ہم تحقیق ہے، اس کا ان سے پیچھے: 
- ہم ہم کھط چکاروں کے سے رحم کہا ہے ہم ہم؟ ہم ہم تحقیق ہے، اس کا ان سے پیچھے:
Festivals

- **Reading time (Page 84):** Tell the students they would now read about festivals celebrated in China. Select volunteers to read the text and then ask simple questions related to the passage.

- **Writing time (Pages 85 and 86):** Ask students to complete exercises A and B.

- **Opposites (Page 84):** Tell students they are going to write a paragraph describing two girls, Amy and Joan. Explain that Amy and Joan are sisters. However, they are completely opposite of each other. Write a short paragraph on the board describing Amy. Then ask the students to write a paragraph describing Joan.

  **Amy:** Amy is a young student who is hard-working and polite. She achieves high grades and does well in her studies. She has dark eyes and short hair. She is thin and tall for her age. She loves wearing brightly coloured clothes. Her cheerful voice rings out loud when she sings her favourite songs. She has many friends.

  Then, with the help of the students describe Joan.

  Ask the students to give the opposites of these words - old, right, far, black, cold, buy, clean, small, begin, full, fat, short, hard, light.

- **Writing time (Page 86):** Ask students to complete exercise C.

- **Singular and plural nouns:** Review the concept of nouns, explaining that singular nouns name one thing and plural nouns name more than one thing. There are rules for changing singular nouns to plural nouns and vice versa.

  Ask students to name some objects found in the classroom. They may suggest, board, book, pencil, bag, student etc. Next ask them to change these to plural nouns. Ask them to point out the rules used to change singular to plural nouns.

- **Some basic rules:**
  1. Most nouns can be changed into the plural form simply by adding ‘s’ at the end. For example: books, boards, teachers, pens, pencils, etc.
  2. For words that end in –ch, -sh, -s, -x, and –z, add ‘-es’ at the end. For example matches, wishes, gases, boxes, etc.
  3. For words that end in –f and –fe, delete the f and add –ves. For example: knife – knives, loaf – loaves, wife – wives, etc.
  4. For word that end in -o, add –es. For example: heroes, tomatoes, potatoes, etc. However, there are some words that do not follow this rule, such as pianos and kangaroos.
  5. For words that end in a vowel followed by a -y, add an –s at the end of the noun to make it plural, as in boys, jays, keys, etc. If a noun ends in a consonant and -y, drop the y, and add -ies, as in butterfly/butterflies, cry/cries, etc.
potatoes, tomatoes, heroes, cakes, keys, leavens, boards, books, pencils, pens, knives, first, fourth, second, third, glasses, wishes, matches, boys, wives, loaf, leaves, knives, money
Festivals

6. Some nouns do not change when they become plural, as in moose, deer, sheep, etc.
7. Some nouns do not follow any rules. For example: goose/geese, mouse/mice, child/children, man/men, cactus/cacti, etc.
- Go through these rules more than once asking students to give different examples for each rule.
- For further reinforcement write these words on the board and ask students to write the correct singular or plural form.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. strawberry</td>
<td>strawberries</td>
<td>15. fly</td>
<td>flies</td>
</tr>
<tr>
<td>2. handkerchief</td>
<td>handkerchiefs</td>
<td>16. branch</td>
<td>branches</td>
</tr>
<tr>
<td>3. day</td>
<td>days</td>
<td>17. loaf</td>
<td>loaves</td>
</tr>
<tr>
<td>4. child</td>
<td>children</td>
<td>18. volcano</td>
<td>volcanoes</td>
</tr>
<tr>
<td>5. kilo</td>
<td>kilos</td>
<td>19. daisy</td>
<td>daisies</td>
</tr>
<tr>
<td>6. wish</td>
<td>wishes</td>
<td>20. life</td>
<td>lives</td>
</tr>
<tr>
<td>7. logo</td>
<td>logos</td>
<td>21. wife</td>
<td>wives</td>
</tr>
<tr>
<td>8. mouse</td>
<td>mice</td>
<td>22. goose</td>
<td>geese</td>
</tr>
<tr>
<td>9. ox</td>
<td>oxen</td>
<td>23. trolley</td>
<td>trolleys</td>
</tr>
<tr>
<td>10. club</td>
<td>clubs</td>
<td>24. tornado</td>
<td>tornadoes</td>
</tr>
<tr>
<td>11. bush</td>
<td>bushes</td>
<td>25. fax</td>
<td>faxes</td>
</tr>
<tr>
<td>12. ball</td>
<td>balls</td>
<td>26. echo</td>
<td>echoes</td>
</tr>
<tr>
<td>13. hero</td>
<td>heroes</td>
<td>27. puppy</td>
<td>puppies</td>
</tr>
<tr>
<td>14. dish</td>
<td>dishes</td>
<td>28. match</td>
<td>matches</td>
</tr>
</tbody>
</table>

- **Writing time (Page 86):** Ask students to complete exercises D and E.
- **Activity time (Page 86):** Tell the students about these festivals that are celebrated around the world. If available, show some pictures related to these festivals.

**Christmas:** Christmas is a Christian festival celebrated on 25th December, to mark the birth of Jesus Christ. Children enthusiastically keep their socks near the fireplace hoping to receive presents in them, the next morning. People decorate real or artificial fir trees with ornaments and lights.

**Diwali:** Diwali, also called the Festival of Light, is one of the most important festivals celebrated in the Hindu religion. Clay diyas are lit throughout the house. The streets of India and countries where Hindu communities live, come alive with parades, lights, and food stands.

**May Day:** Each year, the children in England celebrate the arrival of spring on May 1st. A huge, striped maypole is decorated with flowers and streamers. Children hold the streamers as they dance around the pole. A group of dancers arrange themselves in two lines and wave handkerchiefs or sticks as they dance by each other and a May Queen presides over the celebration. May Day has been celebrated since ancient times, when Romans honored Flora, the goddess of spring.
<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
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<tbody>
<tr>
<td>strawberry</td>
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<tr>
<td>handkerchief</td>
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</tr>
<tr>
<td>dish</td>
<td>dishes</td>
<td>match</td>
<td>matches</td>
</tr>
</tbody>
</table>

- In the singular form, words like sheep, deer, and moose are pronounced in the long /iː/ sound.
- In the plural form, words like man, men, child, and children are pronounced in the short /ɛn/ sound.
- In the singular form, words like mouse, ox, and club are pronounced in the short /ʌ/ sound.
- In the plural form, words like goose, geese, and daisy, daisies are pronounced in the short /ɛz/ sound.
- In the singular form, words like hero and dish are pronounced in the short /ər/ sound.
- In the plural form, words like matches and cell are pronounced in the short /es/ sound.
- The word cactus is pronounced in the /ˈkæktəs/ sound, while cacti is pronounced in the /ˈkækti/ sound.

The list includes 28 words, with each word paired with its singular and plural form. The document contains a reference to page 86 and page 88, and mentions the Oxford University Press logo.
Festivals

Show a few pictures of these festivals. Next, divide students into groups of four and ask them to choose a festival and find out more about it. They can find out about the background of the festival, how and why it is celebrated, the clothes, rituals, and foods involved, and then present this information in class.

- **Paper chains (Pages 87 and 88):** Tell the students that they will learn how to make paper chains to decorate their classroom. Ask them to bring in some coloured or white paper sheets, glue, scissors, and ruler. Ask any student to read and explain the instructions and then allow students to create their own paper chains and use them to decorate their classroom.

- **Writing time (Page 88):** Ask students to complete exercises F and G.

- **Transitional devices:** Write the word ‘Transitional devices’ on the board and explain that transition refers to a word, phrase, sentence, or series of sentences that connect the ideas in a paragraph. Tell the students that they will be learning how to organize and connect ideas using transitional words and phrases.

  **Write the following paragraph on the board:**

  Saba wished her stuffed pony was real. She uttered some magic words. A fluffy, white coat grew on her pony. Then it shook its long, silky tail and danced impatiently on its hoofs. Then it trotted around the room as if showing off its silky white hair.

  - Read the story and mark the places where transitional words could clarify the order of time. Rewrite using some transition words to show the order of events. You might have to add or delete words and combine ideas.
  - Give the following transitional words:
    before, after, now, previously, last, first, when, immediately, later, formerly, initially, presently, meanwhile, ultimately.
  - Allow students to re-write and read their paragraph, connecting the ideas within it and improving its organization. Let some students share their passage with other students in the class.

  Saba wished her stuffed pony was real and the moment Saba uttered the magic words she had learned, her stuffed pony transformed into a real one. First, a fluffy, white coat sprung on her pony. Then, the pony shook its silky, white tail, danced impatiently on its hoofs, and trotted around the room showing off its silky, white hair.

- **Writing time (Page 88):** Ask students to work in pairs to complete exercise H.
Saba wished her stuffed pony was real. She uttered some magic words. A fluffy, white coat grew on her pony. Then it shook its long, silky tail and danced impatiently on its hoofs. Then it trotted around the room as if showing off its silky white hair.
### SUGGESTED LESSON OUTLINE (6 class periods)

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td>Introduction: Students discuss different festivals.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>Reading time: Students find out more about the festivals celebrated in China by reading pages 84 and 85.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>Writing time: Students complete exercises A and B on pages 85 and 86.</td>
<td>10 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td>Opposites: Students learn more about opposites. They practice using opposites by writing a descriptive passage. They complete exercise C on page 86.</td>
<td>40 min</td>
</tr>
<tr>
<td>3</td>
<td>5.</td>
<td>Singular and plural nouns: Students review the rules for changing singular nouns to plural and vice versa. For further practice they complete exercises D and E on page 86.</td>
<td>40 min</td>
</tr>
<tr>
<td>4</td>
<td>6.</td>
<td>Activity time: Students work in groups to find out more about the festivals celebrated around the world.</td>
<td>40 min</td>
</tr>
<tr>
<td>5</td>
<td>7.</td>
<td>Paper chains: Students learn how to make paper chains by following the instructions given on pages 87 and 88.</td>
<td>25 min</td>
</tr>
<tr>
<td></td>
<td>8.</td>
<td>Writing time: Students work in pairs to complete exercises F and G on page 88.</td>
<td>15 min</td>
</tr>
<tr>
<td>6</td>
<td>9.</td>
<td>Transitional devices: Students learn how to use transitional words and phrases to link and organize their ideas.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>10.</td>
<td>Writing time: Students work in pairs to complete exercise H on page 88.</td>
<td>20 min</td>
</tr>
</tbody>
</table>
## سیکل کی ترتیب کا تجویز خاکر (6 پہFDزے)

<table>
<thead>
<tr>
<th>کام</th>
<th>وقت</th>
<th>جمعہ</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>10 منٹ</td>
<td>معروف: قطاع میں تبدیلیوں نے چلاتے ہیں جو کتاب کریں۔</td>
</tr>
<tr>
<td>2.</td>
<td>20 منٹ</td>
<td>معروف: قطاع میں تبدیلیوں نے چلاتے ہیں جو کتاب کریں۔</td>
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<tr>
<td>3.</td>
<td>10 منٹ</td>
<td>کمالی کا وقت: قطاع میں تبدیلیوں نے چلاتے ہیں جو کتاب کریں۔</td>
</tr>
<tr>
<td>4.</td>
<td>40 منٹ</td>
<td>قطاع میں تبدیلیوں نے چلاتے ہیں جو کتاب کریں۔</td>
</tr>
<tr>
<td>5.</td>
<td>40 منٹ</td>
<td>اخبار اور اخبارے کا قطاع میں تبدیلیوں نے چلاتے ہیں جو کتاب کریں۔</td>
</tr>
<tr>
<td>6.</td>
<td>40 منٹ</td>
<td>سرگرمی کا وقت: قطاع میں تبدیلیوں نے چلاتے ہیں جو کتاب کریں۔</td>
</tr>
<tr>
<td>7.</td>
<td>25 منٹ</td>
<td>کمالی کا وقت: قطاع میں تبدیلیوں نے چلاتے ہیں جو کتاب کریں۔</td>
</tr>
<tr>
<td>8.</td>
<td>15 منٹ</td>
<td>کمالی کا وقت: قطاع میں تبدیلیوں نے چلاتے ہیں جو کتاب کریں۔</td>
</tr>
<tr>
<td>9.</td>
<td>20 منٹ</td>
<td>قطاع میں تبدیلیوں نے چلاتے ہیں جو کتاب کریں۔</td>
</tr>
<tr>
<td>10.</td>
<td>20 منٹ</td>
<td>کمالی کا وقت: قطاع میں تبدیلیوں نے چلاتے ہیں جو کتاب کریں۔</td>
</tr>
</tbody>
</table>
OBJECTIVES

• Read and understand text and answer questions
• Understand and use adjectives
• Use compound prepositions
• Comprehend the role of compound words in vocabulary building, and create compound words

LEARNING OUTCOMES

By the end of this lesson, students will be able to:
• analyze text and read and answer questions;
• define and use adjectives;
• identify and use compound prepositions;
• create and use compound words.

RESOURCES REQUIRED (TEACHING AIDS)

• graph and table showing growth of human population over the past 500 years

METHOD

• Introduction (Page 89): Read and discuss the first two paragraphs. Then, ask the students how many family members live in their house. What would happen if ten more people came to live in their house? Next, ask students to work in pairs and discuss the meanings of the following words: population, overpopulation, immigration, birth rate, worry, strain on resources, public services. As a whole class activity, ask each pair to explain the meaning of any one word and use it in a sentence. Next, discuss how the world population has changed over time and show the given table and graph, that show the increase in world population over the years.
Chapter 14: Apartheid in South Africa

Introduction:

- The history of South Africa dates back to the establishment of the European presence.
- The apartheid system was established in the late 1940s and lasted until the early 1990s.
- The system was characterized by racial segregation and discrimination.

History:

- The apartheid system was supported by various laws, including the Population Registration Act.
- The system was based on the concept of “Bantu homelands”.
- The homelands were controlled by the homelands administration.

Trends:

- The population of South Africa is divided into various racial groups.
- The majority of the population is African.
- The population is growing rapidly due to high birth rates.

Recent Events:

- The end of apartheid was marked by the election of Nelson Mandela as the first black president.
- The country has made significant progress in terms of economic development.

References:

The story of population

<table>
<thead>
<tr>
<th>Year (A.D.)</th>
<th>Population (Billions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1500</td>
<td>500,000,000</td>
</tr>
<tr>
<td>1600</td>
<td>545,000,000</td>
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<tr>
<td>1700</td>
<td>610,000,000</td>
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<tr>
<td>1800</td>
<td>1,000,000,000</td>
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<tr>
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<td>1,600,000,000</td>
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<tr>
<td>1930</td>
<td>2,000,000,000</td>
</tr>
<tr>
<td>1960</td>
<td>3,000,000,000</td>
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<tr>
<td>1975</td>
<td>4,000,000,000</td>
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<tr>
<td>1987</td>
<td>5,000,000,000</td>
</tr>
<tr>
<td>1999</td>
<td>6,000,000,000</td>
</tr>
<tr>
<td>2011</td>
<td>7,000,000,000</td>
</tr>
</tbody>
</table>

• **Reading time (Pages 89 and 90):** Select students to read the text and then discuss the read information. Ask students to once again describe how the population has changed in the past and present and how it might change in the future. Next, tell them to discuss the reasons why they believe the population has increased so drastically over the past few decades.

• **Writing time (Page 90):** Ask students to work in pairs and complete exercises A and B.

• **Adjectives:** Review that adjectives are describing words, they give more information about nouns and pronouns. Write the following sentences on the board, asking students to spot the adjectives.
<table>
<thead>
<tr>
<th>Year (A.D.)</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1500</td>
<td>500,000,000</td>
</tr>
<tr>
<td>1600</td>
<td>545,000,000</td>
</tr>
<tr>
<td>1700</td>
<td>610,000,000</td>
</tr>
<tr>
<td>1800</td>
<td>1,000,000,000</td>
</tr>
<tr>
<td>1900</td>
<td>1,600,000,000</td>
</tr>
<tr>
<td>1930</td>
<td>2,000,000,000</td>
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<tr>
<td>1960</td>
<td>3,000,000,000</td>
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<tr>
<td>1975</td>
<td>4,000,000,000</td>
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<tr>
<td>1987</td>
<td>5,000,000,000</td>
</tr>
<tr>
<td>1999</td>
<td>6,000,000,000</td>
</tr>
<tr>
<td>2011</td>
<td>7,000,000,000</td>
</tr>
</tbody>
</table>

---

- [Diagram](#) of human population growth from 1500 to 2011 A.D. with milestones highlighted.

---

- [Paragraph text](#) discussing the historical context of population growth and its implications. (Note: The paragraph text is not transcribed as it is in another language.)
The story of population

1. The bell-shaped balloon floated over our heads.
2. Mrs. Salman covered her drawing room walls with beautiful wall paper.
3. The small boat sailed on the dark sea.
4. The coal mines are dangerous and deep.
5. Many stores have begun to play loud and annoying music.
6. An old radio box sat on the dark mahogany table.
7. The store room was filled with old, yellowed newspapers.

- Writing time (Page 91): Ask students to complete exercises C and D.
- Reading time (Pages 91 and 92): Ask volunteers to read the text, 'The story of population'. As reading progresses discuss the given information. Ask why has population increased even further after World War I and World War II. Why is there a difference in population growth between the rich and poor countries?. How does the increasing population affect the economy of the country? How will it affect the standard of living of the people? Will it cause more pollution? Will there be less food available?
- Discussion time (Page 92): Ask students to discuss the reasons for high and low population growth.
- Writing time (Pages 92 and 93): Ask students to complete exercises E, F, and G.
- Compound prepositions: Ask the students to define prepositions. Remind them that a preposition is a word that connects a noun or pronoun to the other words in the sentence. Prepositions show four things:
- With the help of the students list some prepositions on the board. (at, on, from, in, by, to, for, of, with, etc).
- Ask students to make sentences using these prepositions and share their sentences with the rest of the class.
- Now explain that compound prepositions are made up of two or more words that are used exactly like a single preposition. For example: according to, in case of, along with, out of, except for, because of, up to, apart from, due to, in agreement with, etc.
1. The **bell-shaped** balloon floated over our heads.
2. Mrs. Salman covered her **drawing room** walls with beautiful wall paper.
3. The **small** boat sailed on the **dark** sea.
4. The coal mines are dangerous and deep.
5. Many stores have begun to play loud and annoying music.
6. An old **radio** box sat on the **dark mahogany** table.
7. The store room was filled with **old, yellowed** newspapers.
The story of population

Write the following sentences on the board and ask the students to underline the compound prepositions in each sentence.
1. According to our history teacher, this is an inaccurate answer.
2. The little puppy jumped out of the litter box.
3. According to the history text book, the great Mughal emperor Aurangzeb was born on the 4th of November 1618.
4. ‘What is that kitten up to?’ exclaimed Sara.
5. Jasmine’s geography book fell out of her backpack.
6. Everyone was present at the picnic except for Samina and Alia.
7. Because of the stormy weather, our flight was delayed.
8. Our cousins came along with us to the beach.
9. When Kiran opened the cupboard, a little lizard scurried out of the shelf.

- Ask the the students to write their own sentences using any five compound prepositions.

**Writing time (Page 93):** Ask students to complete exercise H.

**Compound words:** Review the use of compound words explaining that compound words are made up of two smaller words that join together to create a completely new word. Ask students to give compound words using the following root words.

<table>
<thead>
<tr>
<th>Root word</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>sun</td>
<td>sunshine</td>
</tr>
<tr>
<td>camp</td>
<td>campfire</td>
</tr>
<tr>
<td>back</td>
<td>backpack</td>
</tr>
<tr>
<td>base</td>
<td>baseball</td>
</tr>
<tr>
<td>horse</td>
<td>horseback</td>
</tr>
<tr>
<td>skate</td>
<td>skateboard</td>
</tr>
<tr>
<td>butter</td>
<td>butterfly</td>
</tr>
<tr>
<td>foot</td>
<td>footsteps</td>
</tr>
<tr>
<td>water</td>
<td>watermelon</td>
</tr>
<tr>
<td>blue</td>
<td>blueberry</td>
</tr>
</tbody>
</table>

Ask the students to use any five compound words in sentences.

- **Writing time (Page 93):** Ask students to complete exercises I and J.
1. According to our history teacher, this is an inaccurate answer.
2. The little puppy jumped out of the litter box.
3. According to the history textbook, the great Mughal emperor Aurangzeb was born on the 4th of November 1618.
4. ‘What is that kitten up to?’ exclaimed Sara.
5. Jasmine’s geography book fell out of her backpack.
6. Everyone was present at the picnic except for Samina and Alia.
7. Because of the stormy weather, our flight was delayed.
8. Our cousins came along with us to the beach.
9. When Kiran opened the cupboard, a little lizard scurried out of the shelf.

Root word | Answer
--- | ---
1. sun | sunshine
2. camp | campfire
3. back | backpack
4. base | baseball
5. horse | horseback
6. skate | skateboard
7. butter | butterfly
8. foot | footprints
9. water | watermelon
10. blue | blueberry
The story of population

SUGGESTED LESSON OUTLINE (5 class periods)

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction</strong>: Discuss causes and effects of population growth and over-population.</td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>Reading time</strong>: Students read the text on pages 89 and 90 and discuss it.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td><strong>Writing time</strong>: Students complete exercises A and B on page 90.</td>
<td>15 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td><strong>Adjectives</strong>: Students review adjectives and identify them. They practice using adjectives by completing exercises C and D on page 91.</td>
<td>40 min</td>
</tr>
<tr>
<td>3</td>
<td>5.</td>
<td><strong>Reading time</strong>: Students read the text on pages 91 and 92.</td>
<td>30 min</td>
</tr>
<tr>
<td></td>
<td>6.</td>
<td><strong>Discussion time</strong>: Students discuss the reasons for high and low population.</td>
<td>10 min</td>
</tr>
<tr>
<td>4</td>
<td>7.</td>
<td><strong>Writing time</strong>: Students complete exercises E, F, and G on pages 92 and 93.</td>
<td>40 min</td>
</tr>
<tr>
<td></td>
<td>8.</td>
<td><strong>Compound prepositions</strong>: Students learn how to use compound prepositions. They make sentences and then complete exercise H on page 93.</td>
<td>20 min</td>
</tr>
<tr>
<td>5</td>
<td>9.</td>
<td><strong>Compound Words</strong>: Students make a list of compound words and use them in sentences of their own. Next, they complete exercises I and J on page 93.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITY

- Looking ahead: Predictions state that by 2050 the world population will reach the 9-10 billion mark. Think about the changes that might occur. How would life change when the population grows to be 9 or 10 billion? Share your thoughts with other students.
<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
<th>جزئیات</th>
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</thead>
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<td>100</td>
<td>1</td>
</tr>
<tr>
<td>10 بج</td>
<td>150</td>
<td>2</td>
</tr>
<tr>
<td>15 بج</td>
<td>200</td>
<td>3</td>
</tr>
<tr>
<td>25 بج</td>
<td>250</td>
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<td>8</td>
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<tr>
<td>80 بج</td>
<td>800</td>
<td>9</td>
</tr>
</tbody>
</table>

اضلاع سرکی: 

- مرتضی ایلی که می‌گوید: جیب آبادی 9 یا 10 ارگ هیچ‌گاه گیتو زنگی کس طرح بالا یا پیج؟ این وظایف سه گی؟
Worksheet 1

Verbs

A. Underline the action word in each sentence. Then on the line next to it, state whether the verb is in the past, present, or future tense.

Ali played cricket yesterday. past tense
He plays cricket everyday. present tense
We will go to watch the next match. future tense

1. Sara will choose a new dress for herself. ________________
2. He takes the award. ________________
3. The batsman hit the ball towards the boundary line. ________________
4. Ali will work in the evening. ________________
5. The crowd applauded loudly. ________________
6. We usually visit this park in the evening. ________________
7. All of us love to play cricket. ________________
8. Danial will be the captain of the team. ________________
9. The lady screamed in horror. ________________
10. His teammates encouraged him. ________________

B. Write each of the following verbs in the correct column.

<table>
<thead>
<tr>
<th>stamp</th>
<th>visited</th>
<th>stay</th>
<th>cleaned</th>
<th>danced</th>
<th>laughed</th>
<th>ask</th>
<th>need</th>
<th>wash</th>
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<tbody>
<tr>
<td>rained</td>
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<td>learn</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Past tense</th>
<th>Present tense</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
C. Choose the correct answer from the brackets for each of the following sentences.

1. You (needn’t/don’t need) to worry about picking me up today.
2. (Could/Were you able to) find the key that you misplaced?
3. I (didn’t have to/mustn’t have to) show my identity card to enter the exam hall.
4. Had I been ready, they (would/may be) have given me a ride.
5. (May/Can) you tell me where the library is?
6. The vase you gave me is beautiful but you (needn’t have worried/didn’t need to worry)!
7. If you see a sign saying ‘No Talking’, you (mustn’t/needn’t) talk.
8. He (can’t/may) be our new teacher. I am not sure though.
9. Try calling the booking agent. There (can/might) be some tickets left.
10. (Should/Would) we invite more people to the wedding?
Worksheet 2

Active and passive voice

A. State whether each of the following sentences are in active or passive voice.
1. Wheat is grown in Sindh. __________________________
2. The deer was killed by the tiger. __________________________
3. The party began very early. __________________________
4. The car slowed down. __________________________
5. The deadline has been extended. __________________________
6. The police didn’t find the thief. __________________________
7. The first restaurants were opened in the city in 1939. __________________________
8. The flight is late again. __________________________
9. The search will be continued. __________________________
10. I look forward to seeing you. __________________________

B. Change the form of these sentences from passive to active voice.
1. The cat was fed by Sarah. __________________________
2. The theatre will be built by us in six months. __________________________
3. The match was won by the green team. __________________________
4. The fire was extinguished by the fire fighters. __________________________
C. Change the form of these sentences from active to passive voice.

1. Sarah answered the question.
   
2. We learned the song well.
   
3. Sana wrote the letter.
   
4. Saad cleaned the car.

D. Write one sentence using the active voice, and one using the passive voice.

Active: __________________________

Passive: __________________________
Worksheet 3

Direct speech

A. These sentences do not have speech marks. Re-write them using speech marks around the exact words that have been spoken.

2. This bread is not fresh, complained the customer.
3. Is this the way to the bookshop? asked Zara.
4. Look out! shouted the worker.
5. I am the best player in the team, boasted Ali.
6. What is the time? asked mother.
7. His grandmother asked, Where is your bag?
8. My friend exclaimed, What a nice car!
9. The little girl cried, I have hurt my foot!
10. The carpenter asked, Have you seen my tools?

B. After each sentence, write whether it is written in direct or indirect speech.

1. ‘Where is your assignment?’ asked the teacher. ____________
2. The doctor said that the little girl had injured her toe. ____________
3. Mr. Mustafa noted that it was a good day to go fishing. ____________
4. ‘Please help me clean the kitchen,’ requested Mrs. Kasim. ____________
5. ‘Send for the ambulance!’ the man cried out. ____________
6. Shazia said that she will not be able to come to the meeting. ____________
7. Alia said, ‘I will wait for you.’ ____________
8. ‘It’s too hot today,’ complained Farah. ____________
C. Write at least eight words that can be used instead of the reporting word ‘said’.  

D. Rewrite the following sentences in direct speech.

1. The nurse told them to wait for their turn.

2. Sara asked whether she could go shopping with Kiran.

3. Eman said that she had already done her homework.

4. Sana apologised for being rude the other day.

5. The policeman requested them to show their identity cards.

E. Write a short dialogue using direct speech on any one of the following situations. Make sure that you use the punctuation marks accurately.

- Two friends discussing their favourite movie star.
- A person interested in buying a car/dress from a salesman.
Worksheet 4

Indirect speech

A. Change the following sentences from direct to indirect speech.

1. ‘When did you finish your assignment?’ asked Alina.

2. The interviewer asked him, ‘Do you plan to act in any new films this year?’

3. ‘Did you like the cake I baked?’ asked my friend.

4. ‘Have you cut your hair?’ inquired Tania.

5. ‘Pink is my favourite colour,’ said Nilofer.

6. Saima told us, ‘Karachi is a wonderful city.’

7. My mother inquired, ‘Are you going to the grocery store?’

8. Anne told her friends, ‘I have a collection of rare stamps at home.’

9. ‘Can you play badminton?’ asked the sports teacher.

10. Sameer said, ‘I am looking forward to the party tomorrow.’

B. Discuss the following questions in pairs.

1. How important is it to save money?
2. In which three professions can a person earn the most money? Why?
3. Which profession do you plan to choose? Why?
C. Report back to the class your friend’s responses using indirect speech for each of the questions from exercise B. Begin as follows:

My partner believes that ____________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________
Worksheet 5

Punctuation marks

A. Add the correct punctuation mark at the end of the following sentences. (full stop, exclamation mark, or question mark)

1. When you go to the grocery store, please buy some flour for me
2. How do you turn this machine on
3. Don’t speak so loudly
4. Stop
5. I will not be coming today
6. Please wait
7. Can Sarah go with us
8. The jar is on the bottom shelf
9. I’ll have a brownie please
10. Where are you going

B. Add commas where necessary, in the following sentences.

1. Ms. Alina the new teacher said you have all performed quite well in the last test.
2. ‘I think we should leave now’ said Junaid.
3. Naima has a dog two cats six fish and a cute little pony.
4. Leena asked ‘When will they arrive?’
5. We brought some eggs milk butter flour and sugar for the doughnuts.

C. Add a colon where required, in the following sentences.

1. Ingredients for Chocolate Biscuits 250 grams butter, 2 eggs, 5 tablespoons sugar, some ground cumin, some chopped walnuts, 1 cup self-raising flour, melted chocolate.
2. The grocery store has stocked new items, juice, biscuits, chocolate ice cream, and sweets.
D. Place parenthesis where appropriate, in the following sentences.

1. The car a brand new model drove away after the accident.
2. The new park previously a lonely marshland was crowded for the first time.
3. Laiba extremely tired dragged herself to the bed and collapsed.
4. Atif a tall, strong man had been working as a security guard for the past three years.
5. Kiran 5, Romana 6, and Jehanara 4 all were on the same team.

E. Add hyphens to the following words.

sister-in-law thirty-two heavy-handed
anti-crime non-profit self-employed

F. Add dashes where appropriate.

1. ‘I can hear a noise, wait did you hear that?’
2. The owner of the car a woman in her early thirties was standing next to the car.
Worksheet 6

Personal and possessive pronouns

A. Identify the subject, object, and possessive pronouns in each of the following sentences. The first one has been done for you.

Example: I need my bag. Can you please give it back to me?
I — subject pronoun
you — subject pronoun
it — object pronoun
me — object pronoun

1. When will she be arriving with my assignments? She will be arriving with them tomorrow.

2. The Khursheed family bought a new dog whose name is Happy. They are very excited to have him. It has gray eyes and its hair is brown.

B. Fill in the blanks with the correct subject pronoun. (I, you, we, they, it, she, or he)

1. My sister and her friend went shopping. _____________ went shopping.
2. Khurram is not feeling well. _____________ is not feeling well.
3. Does your mother know you failed the test? Does _____________ know you failed the test?
4. The cupboard is locked. _____________ is locked.
5. My friend Leena and I are going for a walk. _____________ are going for a walk.
C. Fill in the blanks with the correct object pronouns. (her, them, him, me, it, you)

1. My sister Sana loves to read books. This book is for ____________.
2. My friends like to watch movies. The video is for ____________.
3. My cousin Mansoor collects rare stamps. These stamps are for ____________.
4. My parents like sweets. The cake is for ____________.
5. I like new clothes. This dress is for ____________.
6. My niece likes dolls. This doll is for ____________.

D. Fill in the blanks with the correct possessive pronoun.

Example: That book belongs to me. That book is mine.
1. That car belongs to them. That car is ________________.
2. That box belongs to me. That box is ________________.
3. This cat belongs to us. This cat is ________________.
4. This bag belongs to him. This bag is ________________.
5. This bike belongs to me and my cousin. This bike is ________________.
6. That house belongs to that man. That house is ________________.
7. These assignments belong to those students. These assignments are ________________.
8. This necklace belongs to you. This necklace is ________________.
9. This painting belongs to my aunt. This painting is ________________.
10. These hats belong to those boys. These hats are ________________.
Worksheet 7

Interrogative and indefinite pronouns

A. Fill in the blanks with the correct interrogative pronoun.

1. ____________ one of you has been selected as the captain of the basketball team?
2. ____________ is the caretaker here?
3. ____________ is the history of cricket?
4. ____________ have you been?
5. ____________ are you talking about?

B. Write five sentences using any five interrogative pronouns.

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________

C. Fill in the blanks with an indefinite pronoun. Do not repeat the indefinite pronouns.

1. ______________________ knew the correct answer.
2. Has ______________________ seen my sweater?
3. ______________________ lives next door.
4. ______________________ went back.
5. I felt ______________________ on my skin.
Worksheet 8

Prepositions

A. Circle the preposition in each sentence.
   1. Danial walked across the street.
   2. Ali wandered into the pet store.
   3. Maliha left before I could say anything.
   4. Jamal’s office is over here.
   5. Anila fell asleep during class.
   6. Ali drove around the city looking for an apartment.
   8. Sameer sat on his new sofa.

B. Fill in the blanks with the correct preposition from the box.

<table>
<thead>
<tr>
<th>to</th>
<th>towards</th>
<th>on</th>
<th>up</th>
<th>across</th>
<th>along</th>
</tr>
</thead>
</table>

1. The little mouse crept ____________ the cheese.
2. The girl read the book ____________ her friend.
3. The boat sailed ____________ the river.
4. Ali ran ____________ the stairs.
5. Sana walked ____________ the beach.
6. The boy ran ____________ the ice cream man.
7. The car drove ____________ the road.
8. The train travelled ____________ the tracks.

C. Now make your own sentences using the prepositions given in the box above.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
Worksheet 9

Absolute adjectives

A. Circle the absolute adjectives.

<table>
<thead>
<tr>
<th>alive</th>
<th>ridiculous</th>
<th>weak</th>
<th>superb</th>
<th>high</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>young</td>
<td>warm</td>
<td>tall</td>
<td>unknown</td>
</tr>
<tr>
<td>black</td>
<td>huge</td>
<td>furious</td>
<td>rich</td>
<td>long</td>
</tr>
<tr>
<td>correct</td>
<td>deep</td>
<td>impossible</td>
<td>terrible</td>
<td>whole</td>
</tr>
<tr>
<td>cold</td>
<td>fast</td>
<td>unique</td>
<td>busy</td>
<td>excellent</td>
</tr>
<tr>
<td>dead</td>
<td>gigantic</td>
<td>good</td>
<td>ridiculous</td>
<td>strong</td>
</tr>
<tr>
<td>happy</td>
<td>perfect</td>
<td>terrified</td>
<td>boiling</td>
<td>important</td>
</tr>
<tr>
<td>enormous</td>
<td>hot</td>
<td>important</td>
<td>friendly</td>
<td>white</td>
</tr>
</tbody>
</table>

B. Fill in the blanks with an appropriate absolute adjective.

1. ______________ crowd
2. ______________ insect
3. ______________ experience
4. ______________ customer
5. ______________ meal
Worksheet 10

Paragraph Writing

A. Write a paragraph using the following steps:

Step 1: Topic - School

Step 2: Brainstorming — Think of the main idea, a topic sentence, and three or four supporting details.

Step 3: Write a paragraph using the details you have written above. Do not forget to use correct capitalization and punctuation. Give a title to your paragraph and end it with a concluding sentence.
Worksheet 11

Compound words

Use the words given below to create as many compound words as you can and then illustrate the compound words you have made.

ccoat, ball, water, tree, air, paper, foot, box, rain, living, sand, hall, house, plane, news, room, flower, sun, melon, way

Compound words
Worksheet 12

Countable and uncountable nouns

A. Write countable or uncountable besides each noun.

1. water
2. flour
3. coconut
4. bread
5. meat
6. ball
7. dress
8. glasses
8. pen
9. milk
10. chair
11. gasoline
12. table
13. cream
14. money
15. oil
16. insect
17. sofa
18. yogurt
19. school
20. bus
21. food
22. chocolate
23. ship
Answer key

Unit 1

Pages 2, 3, and 4: Writing time

A. 1. false   3. true   5. true
   2. true   4. false

B. 1. answer   3. student   5. surprising
   2. display of anger   4. made known

C. 1. Helen was nineteen months old when she fell ill.
2. Helen screamed and smashed dishes and toys when she was bad-tempered.
3. The friend advised the family to ask a school for the blind for help.
4. Anne placed Helen’s hand under the water and on her hand she spelled the word ‘Water’.

D. 1. Wilma was only four pounds when she was born.
2. She suffered from polio when she was four.
3. She was taken to a doctor for treatment.
4. When she was eight she wore special shoes to move around.
5. She joined the baseball and basketball teams in school.
6. She learnt to sprint faster than her competitors.
7. She won three gold medals!

E. 1. Helen Keller was a healthy baby but when she was nineteen months old she fell ill with fever.
2. The illness had left the little girl blind and deaf.
3. In her early childhood, she proved to be a very difficult child.
4. Then Anne was appointed as Helen’s companion and teacher.
5. Helen’s progress was slow in the beginning and her behavior got worse.
6. However, with time Anne gained Helen’s trust and affection.
7. One day Anne placed Helen’s hand under water and she traced the word WATER on her other hand.
8. Helen finally understood what Anne was trying to teach her.
9. After this Helen progressed well and learned to read braille and type.
10. One 28th June 1904, Helen became the first deaf and blind person to earn a Bachelor of Arts degree.

F. 

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pneumonia</td>
<td>a serious illness affecting the lungs</td>
</tr>
<tr>
<td>2. refused</td>
<td>say no to something</td>
</tr>
<tr>
<td>3. damaged</td>
<td>injured</td>
</tr>
<tr>
<td>4. treatment</td>
<td>medical care</td>
</tr>
</tbody>
</table>
5. courage      bravery
6. sprint      to run a short distance very fast
7. polio      a disease that results in inability to move
8. track      races run on a field

Page 4: Activity time
1. Naseem Hameed emerged as the fastest woman of South Asia by clocking 11.81 seconds in the 100 meter sprint at the South Asian Games at the Bangabandhu National Stadium in Dhaka in 2010. She is the first Pakistani woman athlete to have achieved a gold medal in the 26 year long history of the South Asian Games. Naseem, a 23 year old, achieved this amazing feat, despite considerable adversity.
3. The Summer Olympics will be held in London, England in 2012. The Winter Olympics will be held in 2014, in Sochi, Russia.

Pages 5, 6, and 7: Writing time
G. 1. washes      3. teaches      5. causes      7. flies
    2. walk      4. opens      6. fall      8. like
H. 1. Salman threw the ball.
    2. Sara refused to answer.
    3. Mr. Ali taught Geography.
    4. They put the books on the table.
    5. Sheila looked everywhere for her lost earring.
I. 1. change      6. place      11. tell      16. order
    2. recover      7. try      12. scream      17. suffer
    3. go      8. travel      13. call      18. decide
    4. fall      9. break      14. cry      19. feel
    5. send      10. throw      15. shout      20. think
J. Noreen woke up one morning and found the sky dark outside. She got up, changed her clothes, had her breakfast, and hurried to school. She took an umbrella with her. On the way she met her friend Durriya. It started to rain heavily and they stood under a tree, shivering in the cold wind. Suddenly, they heard a sound and saw four kittens moving in the bushes.
(Students can give their own ending to the narrative. Check that it is written in the past tense.)
L. 1. carefully      4. soon      7. usually      10. loudly
    2. yesterday      5. nicely      8. neatly
    3. angrily      6. patiently      9. happily
Page 8: Discussion time

1. The girl cannot run around, play, and have fun like all the other children. She seems quite lonely, sitting in her wheelchair, and it is difficult for her to make friends.

2. The other children can try to be more attentive towards her. They can try to converse with her and involve her in their play so that she does not feel lonely and friendless anymore.

Unit 2

Pages 10 and 11: Writing time

A. 1. In olden times books were written by hand.
   2. Since books were rare and valuable, they were only available to priests. The common man could not dream of accessing them. Therefore people had to depend on priests for knowledge.
   3. The priests said that the Earth was the centre of the universe and the Sun and all the other planets revolved around it.
   4. The printing press was invented by a German inventor named Johann Gutenberg.
   5. The word Renaissance means re-birth of learning.

B. 1. technology the use of scientific knowledge to design new machines
   2. limited restricted in size, amount, or extent; a few, small, or short
   3. revolutionary causing a drastic change or revolution
   4. access to get at, make use of
   5. economical using the minimum required; not wasteful of time, effort, or resources

D. 1. scanner
   2. food processor
   3. typewriter
   4. refrigerator
   5. vehicle
   6. air conditioner

Pages 13, 14, and 15: Writing time

F. 1. The Wright brothers earned their living by opening a small bicycle manufacturing shop.
   2. They both dreamt of building a flying machine capable of carrying people.
   3. The key to building a successful machine was to make sure that the pilot had some degree of control over his craft.
   4. The first Wright Flyer, a small bi-plane, was a fabric-covered wooden frame driven by a small engine connected to two rotating propellers by means of belts.
   5. The first successful flight was made on 17th December, 1903.

G. 1. attractive offer
   2. glorious achievement
   3. successful experiment
   4. laborious effort
   5. efficient transportation
   6. hilly peninsula

H. 1. passive
   2. active
   3. passive
   4. active
   5. passive
I. 1. The farmer’s fields were ploughed by a tractor.
2. The scientist conducted a successful experiment.
3. The carriages in the train were pulled by a steam engine.
4. Electrical power can be produced by generators.
5. Musicians use an amplifier to make sounds louder.

J. 1. An incinerator is used to burn the trash. Statement
2. Why have you left the refrigerator door open? Question
3. Use a shovel to dig up the soil. Command
4. Leave your mobile phones outside. Command
5. What an amazing discovery! Exclamation
6. Don’t you find the noise of the generator irritating? Question
7. The telescope helps us to explore the wonders of space. Statement
8. Can you tell me how to connect these wires? Question
9. It is incredible! Exclamation
10. The printing press led to widespread distribution of knowledge. Statement

Unit 3

Pages 18 and 19: Writing time

A. 1. squint to look at someone or something with one or both eyes partly closed in an attempt to see more clearly
2. fuzzy unclear
3. pretend to behave in a manner so as to make other people believe that something is not true
4. spectacles eyeglasses
5. complimented praised politely
6. suspicious feeling that somebody has done something wrong
7. apprehensive worried that something bad or unpleasant may happen
8. miserable very unhappy or uncomfortable

B. 1. Sara had to squint or sit closer to the blackboard in order to see clearly.
2. Sara’s mother took her to an eye specialist to get her eyesight checked.
3. Doctor Asifa checked Sara’s eyesight with a vision test. She asked Sara to read, with both eyes, each line on a chart across the room. Then she instructed her to cover one eye with a card and read each line again. After Sara had finished reading the alphabet chart the doctor asked her to look through different lenses and the doctor kept on changing the lenses until Sara told the doctor which lenses made her read the letters clearly.
4. The doctor advised Sara to take care of her eyes and wear her spectacles all the time.
5. Sara’s friends complimented her and told her the spectacles looked great on her.
C. 1. Dr. Asifa diagnosed Sara’s problem by doing a vision test.
   2. Sara’s friends appreciated her eyeglasses.
   3. She worries about other people’s opinion.

D. 1. ‘I am sorry I cannot join the parade,’ said Mr Ali.
   2. ‘Did you buy it at the discount sale?’ asked mother.
   3. ‘The girl told us, ‘I cannot come today.’
   4. ‘Excellent result!’ exclaimed the teacher.
   5. ‘The school will be closed for two days,’ announced the Principal.
   6. ‘I have lost my pen,’ says Sheeba.
   7. I said, ‘I want a cup of coffee.’
   8. ‘What are you doing?’ asked the teacher.

Page 21: Writing time

G.

ways to keep healthy

- exercise three to four times a week
- exercising pumps blood around your body
- do not eat junk food
- eat a balanced diet
- eat a bit of
- dairy products
- vegetables
- fruits
- carbohydrates
- fats
- proteins
- Sleep well at night for at least six to seven hours
- Keep your self clean
- Drink lots of water

Unit 4

Page 24: Writing time

A. alphabetical order: arrived, famine, response, spare, starving
   arrived   reach a place at the end of a journey or a place in a journey
   famine   shortage of food
   response   a written or spoken answer
   spare   extra
   starving   suffer severely due to hunger

B. 1. capital, choicest, finest, first-class, first-rate, foremost, greatest, highest, incomparable, leading, matchless, outstanding, perfect, super, supreme, terrific, unequaled, unparalleled, unrivaled, unsurpassed
Answer key

2. debatable, disputable, doubtable, dubious, fishy, questionable, shady, shaky, suspect
3. bliss, blissfulness, gladness, joy
4. allot, apportion, designate, give, set aside
5. flavorful, flavorsome, mouthwatering, scrumptious, tasteful, tasty, yummy

C. 1. The people of the village had less food because of the famine.
2. The soldiers taught the villagers to share with each other.
3. The stone soup made the villagers happy.

D. 1. The villagers were suspicious of the soldiers and did not want to share their food with them.
2. The soldiers put salt, pepper, carrots, cabbage, some meat, potatoes, rice, onions, tomatoes, barley, and some milk to make the stone soup.
3. The soldiers slept in the village chief’s house.
4. The author wants to deliver the message that by working together and sharing a greater good can be achieved.

Pages 27 and 28: Writing time

E. 2. She complained that she was unwell.
3. I said that I would be late.
4. He told me I had to go with him.
5. She suggested that I could try again.
6. He replied that she is a good girl.
7. She explained that they had invited them.
8. They said that he would complete the task.
9. Ahmed asked me if I would be going.
10. Sara apologized that she could not do it.

F. Reporting verbs: thought, said, replied, asked, lied, called out, added

H. 1. My friend asked, ‘Are you coming?’
3. He asked, ‘Is it cold outside?’
4. He asked, ‘Are they in Lahore?’
5. Ahmed asked, ‘Is the milk fresh?’

I. Characters
Villagers—They are ordinary people who have suffered due to a famine and thus grown suspicious and selfish. They do not seem to be very generous or hospitable at the beginning of the story. Some of them even resort to lying and rudeness to get rid of the three soldiers.

Soldiers—They are ordinary travelers in search of food and shelter. They are hungry and desperate for help at the beginning of the story. They then, use the idea of making stone soup to trick the villagers into providing them food and shelter, and to teach them a lesson.
Setting
A small village in the countryside

Events
- Once three soldiers were travelling through a country.
- There was a great famine and people were starving, therefore they had started hoarding up food for themselves.
- The soldiers reached a small village. They were tired and hungry and so they asked the villagers for help.
- Everyone refused to help the soldiers.
- The soldiers thought of a plan. They said that they were going to make some delicious stone soup and share it with everyone in the village.
- They asked for a big iron pot, water to fill it, and a fire to heat it. Then the soldiers dropped three big stones into the pot.
- They asked for some salt, pepper, carrots, cabbage, meat, potatoes, rice, onions, tomatoes, barley, and some milk from the villagers. Everyone brought something or the other to add to the stone soup.
- Everyone enjoyed the stone soup and the happy villagers gave the soldiers the best beds in the village.
- The next morning the villagers thanked the soldiers for teaching them the secret of making such delicious stone soup.
- The soldiers told them that there were no magic stones and that only by sharing can they prosper.
- The soldiers then continued on with their journey.

Theme
By working together and sharing, a greater good can be achieved.

Ending
The villagers learn that they can prosper only by sharing things with others. The soldiers leave after teaching them a lesson.

Page 29: Writing time
J. 1. nod lower or raise the head to greet someone
   2. deed a noble act
   3. vain useless
   4. fellow person
   5. weary very tired

K. Those who help others never live in vain.

L. The poet wants to comfort others through a smile, a nod, kind words or deeds.
M. The poet wants to help others. He/She wants to comfort others in whatever way he/she can. He/She wants to make things easier for other people, cheer them up, and change their frowns to smiles.

Unit 5

Pages 32, 33, 34, 35, 36, and 37: Writing time

A. 1. remind to help somebody to remember someone or something
2. massive large
3. rise move from a lower position to a higher one
4. delighted feeling or showing great pleasure
5. inform give someone facts or information about something
6. interpret explain the meaning of information, words, or actions
7. advertisement a notice or announcement telling others about a product, service, or event or publicizing a job vacancy
8. import to bring goods or services into a country from another country
9. export to send goods or services to another country
10. commodities raw material or any product that can be bought and sold

B. 1. delighted
2. remind
3. exports
4. interprets
5. massive

C. 1. The four main functions of a newspaper are: to inform, to interpret, to provide service, and to entertain.
2. Students can select any three sections from page 31 and explain them in their own words.
3. • Classified advertisements
• Entertainment
• General news
• Sports
• City news
• City news
• Entertainment/Leisure
• Editorial page

D. The cricket match was held in Karachi. Fact
Karachi is the most exciting place to visit. Opinion
Ali stood first in the exams. Fact
Ahmed is a great friend. Opinion
This rope is five metres long. Fact
Gulliver’s Travels is an interesting book. Opinion
I have two brothers and one sister. Fact
I like to get up early in the morning. Opinion

E. 1. headline
2. byline
3. nameplate
4. cutline
Answer key

G. 1. Does Jim like to play games? / Jim does like to play games.
2. Do I have to practice guitar?
3. Disney is our favourite show.
4. Swimming in the pool was fun.
5. My friend won the dance contest.

H. 1. Glass, clay, metal, and paper butterflies were sold at the handicraft shop.
2. My mother sent two cakes, ice cream, milk, biscuits, and fruit to her sister.
3. Esha, Tuba, or Saba will paint, draw, and participate in an art competition.
4. This year Asim will visit Lahore, Karachi, Murree, or Islamabad.
5. Paper clips, pins, and erasers are useful but simple inventions.
6. Anum said, ‘It’s hot.’
7. Ali said, ‘I have done my homework.’
8. My teacher said, ‘I will give you a book.’

I. 1. Sara plans on bringing several items to the picnic: cold drinks, napkins, plates, and forks.
2. The reporter interviewed the following people: students, teachers, head teachers, and the principal.
3. You will need all these ingredients: milk, sugar, flour, and eggs.
4. I have invited some friends to my party: Kiran, Anum, and Kaleem.
5. During summer vacations I visited several cities: Lahore, Karachi, and Hyderabad.
6. My mother bought many things from the store: stationery, chocolates, and dresses.

Review Test 1

A. 1. They complained that they would not allow that.
2. We explained that we needed to buy some clothes.
3. She said to him that he could go.
4. They said that he did not have the necessary qualifications.
5. I said that I would go with him/her to the market.

B. 1. He replied that he is living in London.
2. Sara exclaimed that she bought a car.
3. Taha said that he was walking along the street.
4. Asad replied that he hadn’t seen Ahmed.
5. The student answered that he had taken English lessons previously.
6. Father said that he would see me later.
7. The servant said that he would be helping me.
C. 1. Ali asked me when would I complete the work.
   2. Sara inquired if the dinner was ready.
   3. He asked if he could come with me.
   4. He asked if it was raining outside.
   5. Mother queried when I had to pay the fees.

D. 1. We planted flowers in the garden.
   2. When did you play at the park?
   3. We are going to the market./ Are we going to the market?
   4. What is your favourite game?
   5. Who is coming to see us?
   6. This flower is very beautiful.

E. 1. A glass of milk, a cup of tea, or a mug of coffee will be fine for me.
   2. The boy asked, ‘Where do you live?’
   3. You can buy some stamps, envelopes, or some paper.
   4. Amir asked, ‘Do you like chocolates?’
   5. The teacher told us, ‘Do not shout!’
   6. Eating too many potato chips, candies, and drinking sodas all make us fat.
   7. Ali said, ‘I have sixty-four, blue marbles and Taha has thirty-six, red marbles.’
   8. The cricket game has been popular for years.
   9. Mr. Kamal, who owns the circus, gave us free tickets.
   10. The clock on my table, a gift from my mother, is shaped like a leaf.

F. 1. The ball was kicked by the player.
   2. Alexander Graham Bell invented the telephone.
   3. The servant did the work.
   4. The door was left open by Tom.
   5. The room was decorated by the students.
   6. Some milk was given to me by Mr. Kamal.
   7. The ticket was bought by the driver.
   8. Samra closed the door.
   9. The cake was baked by Hina.
   10. The book was torn by the small boy.

Unit 6

Page 42 : Discussion time

1. travelogue    a movie, book, or any writing about any travel experiences
                 encountered by a traveler

2. humid     moist, marked by a relatively high level of water vapor in the atmosphere
Answer key

3. construction    the process of building something like roads, buildings, bridges, etc.
4. accommodate    to provide lodging or space
5. remained        continued to exist
6. considered      think carefully about (something) especially before making a decision
7. surrounded      to be all around someone or something
8. architecture    the art or practice of designing and constructing buildings; the style of a building with regard to a specific period, place, or culture
9. destination     the place to which someone or something is going or being sent
10. terrace        a level paved area or platform next to a building

Pages 43, 44, 45, and 46: Writing time

A. 1. The Badshahi Masjid was built in 1673.
   2. The Badshahi Masjid was built by the sixth Mughal emperor, Aurangzeb Alamgir.
   3. The mosque was built opposite the Lahore Fort.
   4. The Badshahi Masjid can accommodate over 55,000 worshippers at one time.
   5. Each minaret of the Badshahi Masjid is 54 metres high and has a circumference of 20 metres.
   6. The Shalimar Gardens were built by the Mughal emperor Shah Jahan.
   7. Shalimar Gardens are located near Baghbanpura.
   8. The construction of these gardens started in 1641 and was completed in one year.

B. 1. The walls and roofs of the Badshahi Mosque are decorated with Islamic calligraphy and traditional Persian tile work. Marble is mainly used in the construction of the mosque.
   2. The relics of Hazrat Muhammad (PBUH) and his daughter Hazrat Fatima Zahra (RA) are kept in the museum of the Badshahi masjid.
   4. A water cascade is a kind of waterfall in which water falls in steps.

D. 1. we    2. he    3. she    4. it    5. they
E. 1. She   2. They  3. them  4. her   5. It    6. We    7. Their  8. us
F. 1. his   3. ours  5. yours  7. hers  9. theirs
   2. theirs  4. mine  6. his   8. yours 10. ours

G. 1. We went to the shop to buy an atlas.
   2. Saima will bake a cake for the party.
   3. I lived in a/the new house for two years.
   4. Maha reads the newspaper every day.
   5. They may go to Lahore during the holidays.
   6. We all watched the match on a/the sports channel.
   7. 14th August 1947 is an important day in our history.
8. Will you do your homework in the afternoon?
9. Sana walked into the room after an hour.
10. We saw a swan and an ostrich at the zoo

**Page 47: Writing time**

H. 1. The poem is an optimistic little song. The poet seems to be very hopeful about traveling on towards a bright, new day.
   2. The poet sees mountains, valleys, rivers, seas, green fields, and trees below him.
4. a. above c. dark e. old
   b. warm d. dusk

**Unit 7**

**Pages 50, 51, 52, 53, and 54: Writing time**

**A.**
1. traditional with tradition
2. carnival a festival
3. emperor king
4. immediately without delay
5. nutritious providing nourishment
6. meal the food served and eaten in one sitting
7. bow to bend downward
8. spot to find or to locate

2. i. The capital of Japan is Tokyo.
   ii. Japan is also called Nippon.
   iii. School in Japanese is called gakkou.
   v. The traditional Japanese dress is called kimono.

3.

<table>
<thead>
<tr>
<th>Archery is a game of shooting arrows with the help of a bow.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judo is a sport and method of physical training similar to wrestling in which players grip and try to throw each other down.</td>
</tr>
<tr>
<td>Karate is Japanese self-defence training in which blows and kicks are used.</td>
</tr>
<tr>
<td>Kendo is the method of sword fighting used by the Japanese soldiers in old times.</td>
</tr>
</tbody>
</table>

**B.**
1. The Japanese usually eat their traditional breakfast which is mainly rice and seafood.
3. Kazuki’s favourite festival is Boy’s Day which is on the 5th of May.
4. A carp kite is a kite shaped like a carp fish and it symbolizes strength, energy, and long life.

C. 1. Kashif and Mustafa did the project all by themselves.
2. I wondered about that myself.
3. Ahmed hurt himself playing hockey.
4. The calculator will turn itself off when it is not being used.
5. Make sure you clean yourself up before the party starts.
6. Aliya cleaned the plates herself.
7. You and I have to ask ourselves that question.
8. Do you boys think you can handle this yourselves?

D. 1. Who wants to go to the park?
2. Whom did you invite to your birthday party?
3. She asked what do I like, tea or coffee?
4. About whom are you speaking?
5. Who stood first in the exams?
6. What do you want to do?
7. Which bag should I take?
8. I don’t know who said these words.
9. Which of these books will you take?
10. What did he come here for?

E. 1. Would someone help me move this table to the centre of the room?
2. Each of the cakes is labelled with a student’s name.
3. Somebody told me that there are ghosts in that old house.
4. Is everyone ready to see the next game?
5. The others have already gone home to eat.
6. Many have a habit of chewing gum while working.
7. They belong to a rare breed of horses.
8. Everybody has arrived here.
9. Does anyone know where my bag is?
10. Is everything ready for the party?

F. 1. Each of the boys takes care of his own room.
2. Anyone can join our group if he is really interested.
3. The team can’t play their best when it’s too hot.
4. Everyone should do his best work on the project.

Unit 8

Page 57: Discussion time

- regulatory  serving or intended to control something
• warning a statement or event that talks about possible danger, problem, or other unpleasant situation
• mandatory compulsory
• prohibitory to stop something from being done
• hazard a danger or risk
• restrictive imposing restrictions or limitations on someone’s activities or freedom

Pages 57, 58, 59, and 60: Writing time

A. **Yellow**: When the signal light turns yellow, cars should slow down and prepare to stop.
   **Green**: When the signal light turns green, cars can go.
   **Red**: When the signal light turns red, cars have to stop.

B. 1.

<table>
<thead>
<tr>
<th>Signs</th>
<th>Regulatory</th>
<th>Warning</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shape</strong></td>
<td>Circular</td>
<td>equilateral triangle</td>
<td>They can be in a square, or rectangle, or as an arrow.</td>
</tr>
<tr>
<td><strong>Colour</strong></td>
<td>may use blue symbols on a white background with blue border or black symbols on a white background with a red border</td>
<td>a white background and a thick red border.</td>
<td>These signs can be in blue, yellow, and green or sometimes, in other colours.</td>
</tr>
<tr>
<td><strong>Write any one message for this sign</strong> STOP/ No U turn/ Right turn not allowed</td>
<td>Zebra crossing ahead/ Road bends</td>
<td>Lahore 145 km/ Parking area</td>
<td></td>
</tr>
</tbody>
</table>

2.

![Prohibitive](image1.png)   ![Warning](image2.png)   ![Mandatory](image3.png)   ![Warning](image4.png)
D. 1. The toy shop is at the end of the street.
   2. When will you arrive at the office?
   3. Do you work in an office?
   4. Jupiter is a planet in the Solar System.
   5. The author’s name is on the cover of the book.
   6. I parked my bike between two motorbikes.
   7. My house is situated near/on/behind the hill.
   8. I placed the plants closer to the door.
   9. People are sitting by the river.
   10. I’m going to the museum on Monday.
   11. The meeting is on the third of June.
   12. The course starts in autumn.
   13. I’m going away after/before Eid.
   15. She was born in 2002

E. **Direction:** to, at, along, through, over, around
   **Position:** around, under, near, beside, in, along, over
   **Time:** on, after

**Unit 9**

**Pages 62, 63, and 64: Writing time**

A. 1. The dodo bird is extinct because all the dodo birds were caught and eaten by people who came to the island of Mauritius and settled there.
   2. Animals that are on the endangered list: Asian lion, markhor, green sea turtle, giant panda, cheetah, red wolf, and the blue whale.
   3. Endangered animals are in danger of becoming extinct because:
      i. forests are being cut down and the land is being used for farming or building –this affects animal populations as they have nowhere to live and nothing to eat.
      ii. pollution in lakes, rivers, and seas destroys marine life and also reduces wild life.
iii. birds and animals are captured and sold to shops and zoos all over the world.
iv. many animals are killed for their skins and furs. The skins of snakes and crocodiles are used in the making of shoes, purses, belts, etc.
v. some animals are killed for their tusks, horns, or teeth. Elephant tusks are used for making jewellery and ornaments.

4. There are various societies and organizations like the WWF (World Wide Fund for Nature which was previously known as World Wildlife Fund), Turtle Foundation, Wildlife Action Group, White Leopard Trust, and many others that are playing an important role in protecting the endangered species.

5. Marine Turtle Conservation Project: The Sindh Wildlife Department started this project in 1980 to protect the turtles that come to nest on Karachi’s beaches. The staff regularly collects turtle eggs from the beaches and shifts them into secure enclosures. The hatchlings are then counted, weighed and measured, and released into the sea. The project has managed to release 430,000 hatchlings into the sea and tagged 2000 mother turtles.

B. 1. There are about 3200 tigers left in the wild.
2. The tigers of Bali and Java in Indonesia are extinct.
4. The largest animal that has ever lived on Earth is the blue whale.

C. 1. domestic to do with home or family
2. endangered will soon be extinct
3. forbidding not giving permission
4. ornaments decorative items
5. extinct plants and animals that do not exist anymore
6. pollution the process of making air, water, soil dirty
7. wildlife untamed birds and animals found in forests
8. sport activity done for pleasure, needing effort or skill
9. environment the natural world in which people, animals, plants live
10. capture to catch an animal and keep in a cage

D. 1. It 2. she 3. they 4. he 5. We, we, them
E. 1. an 2. a 3. an 4. a 5. an
F. 1. huge 2. big 3. little 4. beautiful 5. dark
G. 5. totally 6. nearly 7. delicious 8. humiliating 9. impossible
10. unique 11. terrified 12. boiling 13. astonished 15. freezing

Page 66: Writing time

H. 1. freedom the state of being able to do what you want to do
2. stare to look fixedly at somebody or something for a long time
3. lonely cut off from others; alone
Answer key

4. valley  an area of low land between hills or mountains
5. captive  taken and held as a prisoner
6. peaks  the pointed tops of a hills or mountains
7. stream  a small narrow river
8. roam  to walk or wander slowly

I. 1. The snow leopard is helpless as he is being held captive in a small cage where he is locked up and forgotten.
2. The snow leopard wants to be free.
3. The snow leopard lives in the snow capped mountains, filled with valleys of rocks and trees, flowing with beautiful streams and rivulets.

Unit 10

Pages 68 and 69: Writing time

A. 1. occasion  a special event or ceremony; celebration
2. ancient  very old; having existed for many years
3. process  a series of things that are done or followed to get an end product
4. civilization  the culture and characteristic of a particular time or place
5. excavate  to find something by digging in the ground

B. ancient, civilization, excavate, occasion, process

C. 1. The ajrak is part of the dress of both men and women and is worn by people from all sections of society, rich or poor, in everyday life as well as on festive occasions like weddings and Eid. Men use it as a turban or as a chadar; women wear it as a dupatta or a shawl and sometimes use it as a swing for little babies. Ajrak can also be used as a bed sheet or a tablecloth, as a cover for a bullock carts, and in the making of the traditional patchwork quilt.
2. The art of ajrak is very old and can be traced back to the ancient civilization of the Indus Valley around 2500 BC–1500 BC.
3. The centers of ajrak-making in Sindh are Hala, Bhit Shah, Sukkur, and Hyderabad.
4. Wooden blocks are used in the printing process.
5. The paste for printing is made of rice, acacia gum, and lime.

D. 1. The printer dips his block in the paste.
2. The statue of the king priest was excavated at Moen-jo-Daro.
3. The colours in the ajrak are indigo, red, black, and white.
4. The material is washed in the river.

E. Rhymes with BLACK: back, clack, crack, hack, jack, knack, lack, pack, quack, rack, sack, shack slack, smack, snack, stack, track, whack
Rhymes with PINK: blink, brink, chink, clink, drink, ink, link, mink, shrink, sink, slink, stink, think, wink
Page 70: Writing time

F. 1. kiln  a large oven or a furnace that is used for baking clay and bricks
2. ancient  very old; having had an existence of many years
3. decorative serving to decorate, especially to make things attractive
4. artisan  a worker who practices a trade or handicraft; craftsperson
5. ceramics  a pot or any object made from a non-metallic mineral (e.g. clay) by firing at a high temperature

G. 1. All over the world pottery making follows the same basic technique starting with preparing the raw clay to the finished product. First, the clay is prepared by kneading it and then it is shaped by various techniques, such as hand shaping, potter’s wheel, moulds, etc. Once it is shaped, it is dried and glaze-fired in a kiln at a very high temperature. Pottery may be decorated before or after it has been glazed.
2. Hala in Sindh is famous for pottery making.
3. Besides pottery, Hala’s artisans manufacture fine wooden handicrafts, textiles, paintings, handmade paper products, etc.

Pages 72 and 73: Writing time

H. 1. TS—Last Saturday I went to the fun fair.
   SD—I won a stuffed toy at one of the stalls.
2. SD—Now he can make chicken roast, tomato sauce, and rice.
   TS—Salman’s mother is teaching him how to cook.
3. SD—First, make sure that you are wearing comfortable shoes.
   TS—Going on a hike can be fun if you are prepared.
4. TS—Books tell us all kinds of interesting things.
   SD—Some of them describe how people live in other lands.
5. SD—In fact, they are dry and smooth.
   TS—Snakes are not slimy creatures.
6. TS—I was so excited when Mom bought me a new sewing machine.
   SD—The first thing I’m going to make is a blouse.
7. SD—I can do the back stroke, the butterfly stroke, and the Australian crawl.
   TS—After years of lessons, I can finally swim very well.

I. 2. Hawaii: Hawaii is in the Pacific Ocean.
3. Hovercrafts: Hovercrafts are kind of machines that can travel on both water and land.
4. Bananas: Bananas are nutritious and can be prepared in many delicious ways.
5. Bees: There are about ten thousand kinds of bees.

K. **Topic Sentence:** Birthdays are important events at my house.
   **Topic:** Birthdays
   Sentence that does not belong in the paragraph: Eid-ul-Fitr is fun too.

L. Sleep/Sleeping/Sleeping places
Review Test 2

A. 1. We  3. us  5. They  7. their  9. It  
   2. Their  4. him  6. them  8. She  10. We  

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

C. 1. who  3. whom  5. Which  
   2. What  4. whom  6. Which  

D. 1. everybody  4. nobody  7. somebody  10. anyone  
   2. anybody  5. few  8. few  
   3. both, others  6. many  9. anything  

E. 1. on  4. over  7. besides  10. during  
   2. on  5. near/behind  8. by  
   3. between  6. to  9. on  

F. Direction: to, in, out, at  
   Position: near, in, on, near  
   Time: on, after, for  

Unit 11  
Pages 77: Writing time  

A. 1. People are living in a relief camp because their homes have been washed away by the floods.  
   2. Kausar and Shazia were rescued by an army boat.  
   3. Kulsoom teaches in the camp school. She wants to study in a college and have her own school one day.  
   4. Patchwork quilts, bed sheets, and tablecloths with beautiful embroidered patterns, and crochet laces for shawls and dresses are made in the craft center. They are sold to a center in Multan at a good price.  

B. 1. ‘I miss my pet goat,’ says Kausar.  
   2. ‘There was water everywhere. I was very scared,’ said Sakina.  
   3. ‘I am so happy that at least I have my family,’ says Sharifan.  
   4. ‘We have no land nor any crops,’ said Amina Bibi.  
   5. ‘We all will be happy again one day,’ says Kulsoom.  

C. Proper nouns: Amina Bibi, Sharifan, Allan Ditta, Sakina, Kausar  
   Common nouns: school, books, villages, women, girl, water, college, cloth, town, student, quilt, etc.
E. 1. everywhere  2. hardship  3. classroom  4. patchwork  5. themselves

F. 1. The storm in the poem seems quite frightening. There is thunder and lightning, the rain is pouring down, and the wind is blowing loudly. Trees fall and crash and it gets quite dark even during the day.
   2. The person in the poem wants to hide as he/she is scared of the storm.
   3. The person wants to block his/her ears so that he can’t hear the noise of the storm.
   4. The person is asking God to stop the storm and send only the rain.

G. 1. bright  2. fight  3. height  4. light  5. might

H. sight, right

I. ride: tide, glide, side, wide, lied, hide, slide, side, mind, bide, tide, wide, cried, died, fried, guide, hide, pride

Unit 12

Pages 80, 81, and 82: Writing time

A. 1. The ants were busy gathering food. They had found some biscuits in the meadow that had been left there by a family who had come for a picnic. The ants marched in a long line to the picnic spot. Each of them in turn broke off a tiny piece of the biscuits and carried it back to their nest. They worked hard for many hours.
   2. Tan was not working as he was not feeling well.
   3. His aunt told him to go and sit near the stream where the fresh water and sunshine would revive him.
   4. Tan saw a twig and thought that the twig looked like a spring, he climbed on it and bounced up and down on it. Tan climbed up the twig, and the twig began to bend. It bent closer and closer to the water. It swung up and down, and from side to side.
      Then suddenly the twig broke, and Tan fell into the running water of the stream.
   5. A large dove helped Tan.

D. 1. The children ate the biscuits.
   2. The grass was dropped by the dove.
   3. The maid washed the clothes.
   4. Some books were bought by Ali.
   5. Tan was helped by the dove.

E. Countable nouns: stream, meadow, ant, brothers, sisters, biscuits, picnic, nest, hours, day, home, aunt, twig, dove
   Uncountable nouns: air, sunshine, advice, water, sky, bank, grass, reeds

F. 1. Characters: Tan: a hardworking ant who was not feeling well. Like all other young ants, Tan is a bit adventurous and mischievous. He loves to have fun and explore the environment around him.
Aunt Anny: A large and kindly black aunt who advices Tan to rest near the stream in the sunshine.

Dove: A large, white dove who rescues Tan from the stream.

Tan’s brothers and sisters: Hardworking ants, who are busy gathering food.

Setting: The story takes place one bright, sunny morning near a stream that flowed through a green meadow.

Events: A young ant falls into a stream while playing and is rescued by a large, white dove.

Theme: We must always help those in need.

Ending: Tan was rescued by a white dove. He climbed on to a grass blade dropped by the dove and reached safely on to the bank of the stream.

G. 1. countable  5. uncountable  9. countable
2. uncountable  6. countable  10. uncountable
3. countable  7. uncountable
4. countable  8. countable

Page 83: Writing time

H. 1. Ants like to eat cakes.
3. Ants stock food for wintry months.
4. We learn that we should be hard working and organized.

J. rhymes with ant: pant, rant, scant,
rhymes with cake: bake, fake, lake, make, rake, take, sake, wake
rhymes with away: bay, hay, jay, lay, array, say, pay, day, may, ray, stay, slay, sway,
way, clay, play

Unit 13
Pages 85, 86, and 88: Writing time

A. 1. The Chinese New Year begins on the first day of the first month of the Chinese calendar and lasts for fifteen days.
2. Children receive red envelopes filled with money and sweets from their parents and grandparents.
3. Children carry paper lanterns to school to light their way to a bright and happy future.
4. The Chang Er legend says that long, long ago the goddess Chang Er, flew to the moon, where she has lived ever since and can be seen dancing on the moon, during the Moon Festival.
5. In the egg balancing custom people try to stand an egg on its end at exactly 12:00 noon. It is believed that the next year will be a lucky one for the person who is able to balance the egg.
6. The Chinese Moon Festival is celebrated on the fifteenth of the eighth month of the Chinese calendar; it is also known as the Mid-Autumn Festival. The Moon Festival is full of legendary stories. The Chang Er legend is the story behind the moon festival.
B. 1. Spring Festival or the Lunar New Year  4. Dragon Boat Festival
2. red colour         5. evil, diseases
3. Lantern Festival
C. 1. happy – sad  3. light – dark  5. lucky – unlucky
  2. day – night  4. forward – backward
D. 1. The boats raced to the finish line.
  2. Mei Lin ate moon cakes and sang moon poems.
  3. Malls, parks, shops, homes, and offices were decorated with lanterns.
  4. He ate boiled eggs for breakfast.
  5. Maha likes to read evening newspapers.
E. 1. A festival is a happy occasion.  4. She drinks fresh fruit juice.
  2. Chu Chin hung a lantern on the door.  5. The child ran to the classroom.
  3. The boat is shaped like a dragon.
G. chain: brain, cane, drain, gain, grain, main, obtain, pain, rain, train, etc.

Unit 14

Pages 90, 91, 92, and 93: Writing time

A. 1. Some suggested questions:
   • How many males and females are there in the family?
   • The health problems if any faced by different family members.
   • The total income of the family.
  2. The first census in the world was held in China 3000 years ago.
  3. The most densely populated countries in the world are India and China. The current population of India is estimated to be 1.22 billion. The population of China is more than 1.3 billion.
  4. In the twentieth century there was better health care and cures for many diseases had been discovered; therefore more children survived and did not die as quickly. Many of them grew up and had families of their own, so population grew faster. People became healthier and the death rate also decreased.
B. 1. frequently  5. fast-moving
  2. announce  6. imagine
  3. demographers, questionnaires  7. progress
  4. twinkling of an eye  8. pleasant
C. nouns: money; questionnaire; population; China; diseases; children; people; Government.
   adjectives: exhausted; pleasant; comfortable; horrified; advanced; rich; healthy.
E. 1. defeat to lose in sports or war
  2. advanced made progress
  3. explosion sudden loud noise like a bomb
Answer key

4. illiterate  not educated
5. support  give help

F. poor, different, advanced, other, developed, rich, these

H. 1. in front of  3. in front of  5. along with
2. next to  4. far from

I. 2. footprint  4. teapot  6. backbone  8. mailman
3. newspaper  5. birthday  7. raincoat

Review Test 3

A. 1. countable  3. countable  5. uncountable  7. countable
2. uncountable  4. countable  6. countable  8. uncountable

B. 1. about  3. by  5. of
2. on, off  4. from  6. by

C. 1. grandmother  4. earthquake  7. butterfly  10. upstairs
2. passport  5. football  8. postman
3. moonlight  6. daylight  9. sunshine

D. 1. They said that they would not go to the market.
2. Ali complained that it was very hot that day.
3. Huma told Alia that she could go with her to the market.
4. The teacher exclaimed that he had done very well.
5. I said that I would eat my dinner at eight o’clock.

E. 1. The oil was spilled by the maid on the floor.
2. The villagers made the soup.
3. The banana was eaten by the monkey.
4. The cart was pulled by the donkey.
5. Graham Bell invented the telephone.
6. The seeds were sowed by the gardener.
7. Talha opened the door.
8. The meal has been cooked by someone.
9. Rehan bought the toy.
10. The book was read by Alia.
Worksheet 1

Verbs

A. Underline the action word in each sentence. Then on the line next to it, state whether the verb is in the past, present, or future tense.

1. Sara will choose a new dress for herself. Future tense
2. He takes the award. Present tense
3. The batsman hit the ball towards the boundary line. Past tense
4. Ali will work in the evening. Future tense
5. The crowd applauded loudly. Past tense
6. We usually visit this park in the evening. Present tense
7. All of us love to play cricket. Present tense
8. Danial will be the captain of the team. Future tense
9. The lady screamed in horror. Past tense
10. His teammates encouraged him. Past tense

B. Write each of the following verbs in the correct column.

<table>
<thead>
<tr>
<th>Past tense</th>
<th>Present tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>visited</td>
<td>stamp</td>
</tr>
<tr>
<td>cleaned</td>
<td>stay</td>
</tr>
<tr>
<td>danced</td>
<td>ask</td>
</tr>
<tr>
<td>laughed</td>
<td>need</td>
</tr>
<tr>
<td>rained</td>
<td>wash</td>
</tr>
<tr>
<td>painted</td>
<td>learn</td>
</tr>
</tbody>
</table>

C. Choose the correct answer from the brackets for each of the following sentences.

1. You don’t need to worry about picking me up today.
2. Were you able to find the key that you misplaced?
3. I didn’t have to show my identity card to enter the exam hall.
4. Had I been ready, they would have given me a ride.
5. Can you tell me where the library is?
6. The vase you gave me is beautiful but you needn’t have worried!
7. If you see a sign saying ‘No Talking’, you mustn't talk.
8. He may be our new teacher. I am not sure though.
9. Try calling the booking agent. There might be some tickets left.
10. Should we invite more people to the wedding?
Worksheet 2

Active and passive voice

A. State whether each of the following sentences are in active or passive voice:

B. Change the form of these sentences from passive to active voice.
   1. Sarah fed the cat.
   2. We will build the theatre in six months.
   3. The green team won the match.
   4. The fire fighters extinguished the fire.

C. Change the form of these sentences from active to passive voice.
   1. The question was answered by Sarah.
   2. The song was learned well by us.
   3. The letter was written by Sana.
   4. The car was cleaned by Saad.

Worksheet 3

Direct speech

A. These sentences do not have speech marks. Re-write them using speech marks
   around the exact words that have been spoken.
   1. ‘Would you like another brownie?’ asked Mrs. Hasan.
   2. ‘This bread is not fresh,’ complained the customer.
   3. ‘Is this the way to the bookshop?’ asked Zara.
   4. ‘Look out!’ shouted the worker.
   5. ‘I am the best player in the team,’ boasted Ali.
   6. ‘What is the time?’ asked mother.
   7. His grandmother asked, ‘Where is your bag?’
   8. My friend exclaimed, ‘What a nice car!’
   9. The little girl cried, ‘I have hurt my foot!’
   10. The carpenter asked, ‘Have you seen my tools?’

B. After each sentence, write whether it is written in direct or indirect speech.
   1. Direct speech  4. Direct speech  7. Direct speech
   2. Indirect speech  5. Direct speech  8. Direct Speech
   3. Indirect speech  6. Indirect speech
C. Write at least eight words that can be used instead of the reporting word ‘said’.
- accused
- pointed out
- acknowledged
- snapped
- added
- commanded
- praised
- commented
- hinted
- prayed
- complained
- advised
- promised
- concluded
- proposed
- agreed
- confessed
- protested
- answered
- congratulated
- approved
- continued
- informed
- argued
- convinced
- inquired
- spoke
- asked
- corrected
- insisted
- questioned
- assured
- cried
- interrupted
- joked
- suggested
- declared

D. Rewrite the following sentences in direct speech.
1. The nurse told them, ‘Wait for your turn.’
2. Sara asked, ‘Can I go shopping with Kiran?’
3. Eman said, ‘I have already done my homework.’
4. Sana apologized, ‘I am sorry for being rude the other day.’
5. The policeman requested, ‘Please, show me your identity cards.’

Worksheet 4

Indirect speech

A. Change the following sentences from direct to indirect speech.
1. Alina asked me when had I finished my assignment.
2. The interviewer asked him whether he planned to act in any new films this year.
3. My friend wanted to know whether I liked the cake she had baked.
4. Tania asked if I had cut my hair.
5. Nilofer said that pink is her favourite colour.
6. Saima told us that Karachi is a wonderful city.
7. My mother inquired whether I was going to the grocery store.
8. Anne told her friends that she had a collection of rare stamps at home.
9. The sports teacher asked me if I could play badminton.
10. Sameer said that he was looking forward to the party the next day.

Worksheet 5

Punctuation marks

A. Add the correct punctuation mark at the end of the following sentences. (full stop, exclamation mark, or question mark)
1. When you go to the grocery store, please buy some flour for me.
2. How do you turn this machine on?
3. Don’t speak so loudly!
4. Stop!
5. I will not be coming today.
6. Please wait.
7. Can Sarah go with us?
8. The jar is on the bottom shelf.
9. I’ll have a brownie please.
10. Where are you going?

B. **Add commas where necessary, in the following sentences.**

1. Ms. Alina, the new teacher, said we have all performed quite well in the last test.
2. ‘I think we should leave now,’ said Junaid.
3. Naima has a dog, two cats, six fish, and a cute little pony.
4. Leena asked, ‘When will they arrive?’
5. We brought some eggs, milk, butter, flour, and sugar for the doughnuts.

C. **Add colons where required, in the following sentences.**

1. **Ingredients for Chocolate Biscuits:** 250 grams butter, 2 eggs, 5 tablespoons sugar, some ground cumin, some chopped walnuts, 1 cup self-raising flour, melted chocolate.
2. The grocery store has stocked new items: juice, biscuits, chocolate ice cream, and sweets.

D. **Place parenthesis where appropriate, in the following sentences.**

1. The car (a brand new model) drove away after the accident.
2. The new park (previously a lonely marshland) was crowded for the first time.
3. Laiba (extremely tired) dragged herself to the bed and collapsed.
4. Atif (a tall, strong man) had been working as a security guard for the past three years.
5. Kiran (5), Romana (6), and Jehanara (4) all were on the same team.

E. **Add hyphens to the following words.**

sister-in-law thirty-two heavy-handed
anti-crime non-profit self-employed

F. **Add dashes where appropriate.**

1. ‘I can hear a noise, wait—did you hear that?’
2. The owner of the car—a woman in her early thirties—was standing next to the car.

Worksheet 6

**Personal and possessive pronouns**

A. **Identify the subject, object, and possessive pronouns in each of the following sentences. The first one has been done for you.**

1. When will she be arriving with my assignments? **She** will be arriving with **them** tomorrow.
   - she – subject pronoun
   - them – object pronoun
2. The Khursheed family bought a new dog whose name is Happy. They are very excited to have **him**. **He** has gray eyes and **his** hair is brown.
They – subject pronoun
him – object pronoun
he – subject pronoun
his – possessive pronoun

B. Fill in the blanks with the correct subject pronoun. (I, you, we, they, it, she, or he)
1. They
2. He
3. she
4. It
5. We

C. Fill in the blanks with the correct object pronouns. (her, them, him, me, it, you)
1. her
2. them
3. him
4. them
5. me
6. her

D. Fill in the blanks with the correct possessive pronoun.
1. theirs
2. mine
3. yours
4. ours
5. hers
6. his
7. theirs
8. yours
9. hers
10. theirs

Worksheet 7
Interrogative and indefinite pronouns

A. Fill in the blanks with the correct interrogative pronoun.
1. Which
2. Who
3. What
4. Where
5. Whom/What

C. Fill in the blanks with an indefinite pronoun. Do not repeat the indefinite pronouns.
1. Nobody
2. anyone
3. Somebody
4. Everybody
5. something

Worksheet 8
Prepositions

A. Circle the preposition in each sentence.
1. across
2. into
3. before
4. over
5. during
6. around
7. under
8. on

B. Fill in the blanks with the correct preposition.
1. The little mouse crept towards the cheese.
2. The girl read the book to her friend.
3. The boat sailed across the river.
4. Ali ran up the stairs.
Answer key

5. Sana walked along the beach.
6. The boy ran towards the ice cream man.
7. The car drove across to the road.
8. The train travelled on the tracks.

Worksheet 9

Absolute adjectives

A. Circle the absolute adjectives.
   alive, ridiculous, superb, unknown, black, huge, furious, correct, impossible, terrible,
   whole, unique, excellent, dead, gigantic, ridiculous, perfect, terrified, boiling, enormous,
   friendly, white

B. Fill in the blanks with an appropriate absolute adjective.
   1. huge    2. tiny    3. terrible    4. furious    5. delicious

Worksheet 11

Suggested compound words:
   airplane, newspaper, football, sunflower, rainwater, watermelon, hallway, coatroom,
   ballroom, newsroom, livingroom, treehouse, waterway, sandbox

Worksheet 12

Countable and uncountable nouns

A. Identify countable and uncountable nouns in the following list:

1. uncountable               13. countable
2. uncountable               14. uncountable
3. countable                 15. uncountable
4. uncountable               16. uncountable
5. uncountable               17. countable
6. countable                 18. countable
7. countable                 19. uncountable
8. countable                 20. countable
9. countable                 21. countable
10. uncountable              22. uncountable
11. countable                23. uncountable
12. uncountable              24. countable