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5

New Get Ahead

# ENGLISH

with Teaching Notes



Based on Revised Pakistan National Curriculum

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# Introduction

The Teaching Guides for *New Get Ahead English* series provide guidelines for the teacher in the classroom.

This Teaching Guide includes:

- an introduction on how to approach *New Get Ahead English* in class.
- suggestions for pre-reading tasks or warm-ups to the main lesson.
- suggestions for teaching strategies to facilitate teachers while they teach the main lesson.
- suggested answers to the exercises in the textbook.

## **How to Approach *New Get Ahead English***

To teach *New Get Ahead English* in a more constructive way, teachers are advised to make classrooms more student-centered. Students are to be given a more active role in the classroom, be encouraged to present their thoughts and ideas confidently, and be instructed to respect differing opinions. In order to achieve this, teachers are to facilitate students so that they can take more responsibility for their learning journeys. The following summarizes the methodology with which all units of *New Get Ahead English* are to be approached to make a classroom more student-centered:

- Students are to be given a chance to work independently and collaboratively, i.e., in groups. Real-life examples should be discussed by teachers and students.
- Students are to be given tasks where they share opinions with each other and with the teacher. They should be encouraged to give reasons for their opinions.
- Teacher is to role-model the ideals of respect, collaboration, and active learning in the classroom. During group discussions, all students are to be encouraged to work together.
- Teacher is to facilitate students only when directions are needed; most of the time, students are to work on their own while reading, writing, and discussing the lessons in the specific units.

# تعارف

نیوگیٹ ایبڈ انگلش سیریز کے لیے تیار کردہ یہ رہنمائے اساتذہ کمرہ جماعت میں استاد کی رہنمائی کرتی ہے۔  
یہ رہنمائے اساتذہ مندرجہ ذیل پر مشتمل ہے:

- تعارف کہ کمرہ جماعت میں نیوگیٹ ایبڈ انگلش کو مؤثر طور پر کیسے پڑھایا جائے۔
- پڑھائی (سبق) شروع کرنے سے پہلے کے کاموں یا مرکزی سبق کے لیے بچوں کو تیار کرنے والی سرگرمیوں کی تجاویز
- مرکزی سبق کی تدریس کے دوران اساتذہ کی اعانت کے لیے تدریسی حکمت عملیوں کی تجاویز
- نصابی کتاب میں دی گئی مشقوں کے مجوزہ جوابات

## نیوگیٹ ایبڈ انگلش کی تدریس کیسے کی جائے؟

نیوگیٹ ایبڈ انگلش کی بہتر تعمیری انداز میں تدریس کے لیے اساتذہ کو مشورہ دیا جاتا ہے کہ طالب علم کو کمرہ جماعت کا محور بنائیں۔ طلبا کو کمرہ جماعت میں زیادہ فعال کردار دیا جائے، ان کی حوصلہ افزائی کی جائے کہ اپنے خیالات اور تصورات کو اعتماد کے ساتھ پیش کر سکیں، نیز انہیں مخالف رائے کا احترام کرنا بھی سکھایا جائے۔ یہ تمام مقاصد حاصل کرنے کی غرض سے اساتذہ کے لیے ضروری ہے کہ طلبا کی معاونت کرتے ہوئے انہیں آسانیاں فراہم کریں تاکہ وہ زیادہ ذمے داری کے ساتھ اپنا سفر آموزش طے کر سکیں۔ مندرجہ ذیل سطور میں ان تدریسی طریقوں کا خلاصہ کیا گیا ہے جن سے کام لیتے ہوئے کمرہ جماعت کو زیادہ سے زیادہ طالب علم محور بنانے کے لیے نیوگیٹ ایبڈ انگلش کے تمام ابواب پڑھائے جائیں گے:

- طلبا کو آزادانہ اور اجتماعی طور پر یعنی گروپوں میں کام کرنے کا موقع فراہم کیا جائے۔ اساتذہ اور طلبا حقیقی زندگی سے مثالیں زیر بحث لائیں۔
- طلبا کو ایسے کام / ذمہ داریاں تفویض کی جائیں جنہیں انجام دیتے ہوئے وہ آپس میں، اور استاد کے ساتھ تبادلہ خیال کر سکیں۔
- طلبا کی حوصلہ افزائی کی جائے کہ وہ اپنی رائے یا خیالات کے پس پردہ وجوہ بیان کریں۔
- استاد کے لیے ضروری ہے کہ وہ کمرہ جماعت میں خود کو عزت و احترام، شرکت اور فعال آموزش کے بہترین نمونے یعنی آئیڈیل کے طور پر پیش کریں۔ گروپ کے مباحثوں کے دوران مل جل کر کام کرنے کے لیے طلبا کی حوصلہ افزائی کی جائے۔
- استاد کو طلبا کی معاونت صرف اس وقت کرنی ہے جب انہیں رہنمائی کی ضرورت ہو؛ پڑھتے، لکھتے اور مخصوص ابواب میں اسباق پر بحث کرتے ہوئے بیشتر وقت طلبا اپنے طور پر کام کریں گے۔

## Contents and Sequence of the Teaching Guide

The Teaching Guides for *New Get Ahead English* contain suggestions for starting a lesson and provide teaching strategies for each unit. The instructional model focuses on exploring background knowledge, where students are encouraged to participate actively.

### Recommended schedule for an active and student-centered classroom

<b>Exploring background knowledge</b>	5 minutes
<b>Discussion-based or activity-based learning</b>	25 minutes
<b>Reflection/assessment</b>	10 minutes

The first part of each unit contains basic suggestions for taking the lesson forward in a constructive manner. The second part of the lesson contains answers to all questions present in the book. Students are to be encouraged to come up with their own answers and teachers can use this document to assess students' understanding and knowledge.

## رہنمائے اساتذہ کے مشتملات اور ترتیب

رہنمائے اساتذہ برائے نیوگیٹ ایڈ انگلش سبق شروع کرنے کے لیے تجاویز پر مشتمل ہے اور ہر باب کے لیے تدریسی حکمت عملیاں بھی فراہم کرتی ہے۔ ہدایتی ماڈل کا مرکز و محور پس پردہ معلومات کو کھگانا ہے جس میں طلبا کی سرگرم شرکت کی حوصلہ افزائی کی جاتی ہے۔

ایک فعال اور طالب علم محور کمرہ جماعت کے لیے سفارش کردہ ترتیب کار (شیڈول)

پس پردہ معلومات کو کھگانا	5 منٹ
آموزش بذریعہ بات چیت یا سرگرمی	25 منٹ
نتیجہ/ماحصل	10 منٹ

ہر باب کا ابتدائی حصہ تعمیری انداز میں سبق کو آگے بڑھانے کے لیے بنیادی تجاویز پر مشتمل ہے۔ دوسرے حصے میں کتاب میں موجود تمام سوالات کے جوابات دیے گئے ہیں۔ طلبا کی حوصلہ افزائی کی جائے کہ وہ اپنے ذہن سے کام لیتے ہوئے جوابات دیں اور پھر استاد ان کی بنیاد پر طلبا کی تفہیم اور معلومات کی جانچ کر سکتے ہیں۔

## Section I: Teaching Strategies

# Getting to Know Each Other

### Unit overview

The unit introduces forms of greeting to be used when meeting new people.

### Part 1: Suggestions for teaching strategies

#### Exploring background knowledge

#### Exploring gestures of greeting

Students to be given the following examples and their responses to start a discussion.

#### Prompts:

- Why do we wave at people?
- Why do we shake hands?
- What is the meaning of the term ‘greetings’?
- Share examples of the greetings you use in your mother tongue.

#### While you are reading

Given below is a list of topics and recommended teaching strategies for teaching these topics.

**Think-pair-share:** Students to work in pairs to explore the following. The first example has been done for convenience.

Greetings	Usage
Good morning	Meeting and greeting someone in a formal setting in the early part of the day
Good afternoon	
Hello	
Goodbye	
How are you?	
How is it going?	
Nice to meet you.	

Discuss the responses of the students. Students to take notes of the discussion.

## ایک دوسرے سے متعارف ہونا

### باب کا مختصر جائزہ

باب میں مختلف اقسام کے تہنیتی و خیر مقدمی کلمات متعارف کروائے گئے ہیں جو لوگ ایک دوسرے سے ملتے ہوئے ادا کرتے ہیں۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

طلبا کی معلومات کا اندازہ کرنا

جسمانی خیر مقدمی اشاروں کو جاننا

گفتگو کا آغاز کرنے کے لیے طلبا کو مندرجہ ذیل مثالیں اور ان کے جوابات دے دیے جائیں۔

### اشارات

- ہم لوگوں کی طرف دیکھ کر ہاتھ کیوں ہلاتے ہیں؟
- ہم ہاتھ کیوں ملاتے ہیں؟
- ”آداب و تسلیما ت یا تہنیتی کلمات“ کے کیا معنی ہیں؟
- آپ اپنی مادری زبان میں استعمال کرنے والے خیر مقدمی کلمات کی مثالیں بیان کریں۔

### پڑھائی کے دوران

ذیل میں عنوانات اور ان عنوانات کی تدریس کے لیے سفارش کردہ تدریسی حکمت عملیوں کی فہرست دی گئی ہے۔  
سوچ بچار۔ جوڑی۔ اظہار: طلبا جوڑیاں بنا کر سوچ بچار کرتے ہوئے مندرجہ ذیل کا موقع استعمال بتائیں۔ ان کی آسانی کے لیے مثال دی گئی ہے۔

موقع استعمال	تہنیتی/خیر مقدمی کلمات
دن کے ابتدائی حصے میں دفتر وغیرہ میں کسی سے رسمی ملاقات کے موقع پر کیا جانے والا سلام	Good morning (صبح بخیر)
	Good afternoon (سہ پہر بخیر)
	Hello (ہیلو)
	Goodbye (خدا حافظ، گڈ بائے)
	آپ کیسے ہیں؟
	کیسی گزر رہی ہے؟ کیسا چل رہا ہے؟
	آپ سے مل کر خوشی ہوئی۔

طلبا کے جوابات پر بحث کیجیے۔ طلبا دوران گفتگو اہم باتیں لکھتے رہیں۔

**Role play:** Students to work in groups of four. They would imagine a situation (visiting a marketplace, visiting a park, etc.) and roles (in case of a market place: students would take roles of a shopkeeper, shopkeeper's assistant, a buyer, and a passerby). In the role play, students will converse as per the situation and will greet each other accordingly.

**Exploring author's message:**

The main message of the text to be explored with the student's understanding and tracking of textual details.

رول پلے: طلبا چار چار کے گروپ بنا کر کام کریں گے۔ وہ ایک فرضی صورت حال (بازار جانا، پارک کی سیر کے لیے جانا وغیرہ) اور کردار (بازار جانے کی صورت میں: طالب علم دکان دار، دکان دار کے ملازم، خریدار، اور راہ گیر کے کردار ادا کریں گے) متصور کریں گے۔ رول پلے میں طلبا صورت حال کے مطابق بات چیت کریں گے اور اسی کے مطابق ایک دوسرے کو خوش آمدید کہیں گے۔

## مصنف کا پیغام تلاش کرنا

سبق کا مرکزی پیغام طلبا کی تفہیم مصنف کا پیغام تلاش کرنا: طلبا کی تفہیم اور متنی تفصیلات پر توجہ سے متن یا سبق کا مرکزی پیغام تلاش کیا جائے۔

# Meeting Different People

## Unit overview

The unit describes different personalities like Ali Nawaz, the farmer.

## Part 1: Suggestions for teaching strategies

### Exploring background knowledge

#### Guided Group Discussion

Students to be given the following prompts for discussion. Students will discuss their experiences about each of the prompts. The teacher will take a round and see whether all students are participating in the discussion.

#### Prompts:

- Describe your best friend. Include details in your description.

#### While you are reading

Given below is a list of main topics and recommended teaching strategies for teaching these topics.

**Learning about descriptive writing:** Teacher to explain the concept of descriptive writing. The following to be explained: Descriptive writing includes details that appeal to the five senses: to hear, to see, to smell, to touch, and taste. For example: if you are writing a descriptive paragraph about your favourite fruit, you will be describing it with reference to your senses.

**Analyzing a descriptive paragraph:** When you are teaching or reading a description, it is good to question how good that description is. This table would be helpful.

Read the texts Meet Ali Nawaz, the Farmer, Making Friends, and Cooking Meals in the textbook and fill in the table on the next page which senses are used more in the descriptions. The table is to be used separately while teaching the texts.

# مختلف لوگوں سے ملنا / ملاقات کرنا

## باب کا مختصر جائزہ

اس باب میں مختلف شخصیات متعارف کروائی گئی ہیں جیسے کہ کسان علی نواز۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

طلبا کی معلومات کو جانچنا

منضبط گروہی بحث

طلبا کو بحث کے لیے مندرجہ ذیل اشارات دے دیے جائیں۔ طلبا ہر اشارے کے بارے میں اپنے اپنے تجربات بیان کریں گے۔ استاد کمرہ جماعت میں چکر لگا کر دیکھیں گے کہ آیا تمام طلبا بحث میں حصہ لے رہے ہیں۔

## اشارات

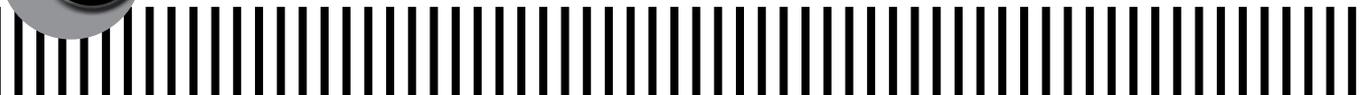
- اپنے بہترین دوست کے بارے میں بیان کریں۔ اپنے بیان میں تفصیلات بھی شامل کریں۔

## پڑھائی کے دوران

ذیل میں اہم موضوعات اور ان موضوعات کی تدریس کے لیے سفارش کردہ تدریسی حکمت عملیوں کی فہرست دی گئی ہے۔  
بیانیہ تحریر کے بارے میں جاننا: استاد بیانیہ تحریر کے تصور کی وضاحت کریں۔ مندرجہ ذیل وضاحت کی جائے: بیانیہ تحریر میں وہ تفصیلات شامل ہوتی ہیں جو پانچ انسانی حیات: سننا، دیکھنا، سونگھنا، چھونا اور ذائقہ سے تعلق رکھتی ہوں۔ مثال کے طور پر: اگر آپ اپنے پسندیدہ پھل کے بارے میں بیانیہ پیراگراف لکھ رہے ہیں تو پھر آپ اسے اپنی حیات کے حوالے سے تحریر کریں گے۔  
بیانیہ پیراگراف کا جائزہ لینا: کوئی بیانیہ پڑھتے یا اس کی تدریس کرتے ہوئے یہ سوال کرنا اہم ہے کہ بیانیہ کتنا اچھا ہے۔ اس سلسلے میں یہ جدول مددگار ثابت ہوگا۔

نصابی کتاب میں سے the Farmer, Meet Ali Nawaz (کسان علی نواز سے ملاقات)، Making Friends (دوست بنانا) اور Cooking Meals (کھانے پکانا) کا متن پڑھیں اور اگلے صفحے پر دیے گئے جدول میں پُر کریں کہ متن یا بیانیوں میں کون سی حیات کا زیادہ استعمال کیا گیا ہے۔ متن یا اسباق کی تدریس کے دوران جدول کا علیحدہ استعمال کیا جائے۔

Touch	Smell	Sound	Taste	Sight



چھونا	سوگھنا	سننا	چکھنا، ذائقہ	دیکھنا

# Past and Future

## Unit overview

In this unit, students will learn about tenses through three different lessons.

## Part 1: Suggestions for teaching strategies

### Class drill and practice

Begin by asking students some questions related to past events.

For example: 'What did you eat yesterday?'

Encourage students to reply using past tense, for example: 'I ate Potato *pulao*' or 'I ate curry with chapati'.

Explain that the words 'did' and 'ate' in the question and answer represent past tense.

Now, ask students 'Where do you live?'

Encourage students to respond to the question, 'I live in \_\_\_\_.'

Explain that the word 'live' indicates the use of present tense.

Encourage students to work in pairs and reply to the following questions using past and present tenses.

- What did you learn in the school yesterday?
- What are you learning in the school today?

### While you are reading

**Think-pair-share:** Request students to bring any old photos from home or library to the class. Students will pair up with each other. Ask students 'What is happening in your photo?' Encourage them to answer. They can use both present and past tense to describe their photos.

**Discussion:** Collect seven to eight photos or pictures from the students. Request students to repeat after you what was happening in those photos or pictures. For example: Sara is cooking or Ahmed is standing with his mother. All students will repeat the sentences after the teacher. After practicing seven to eight times request students to explain their photos again.

## ماضی اور مستقبل

### باب کا مختصر جائزہ

اس باب میں طلبا تین مختلف اسباق میں فعل کی حالتوں (tenses) کے بارے میں جانیں گے۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

### کلاس میں زبانی اور عملی مشق

طلبا سے ماضی کے واقعات سے متعلق کچھ سوالات پوچھتے ہوئے آغاز کیجیے۔

مثال کے طور پر: ”کل آپ نے کیا کھایا تھا؟“

طلبا کی حوصلہ افزائی کیجیے کہ وہ فعل ماضی کا استعمال کرتے ہوئے جواب دیں، مثلاً: I ate Potato Pulao. (میں نے آلو کا پلاؤ

کھایا تھا) یا I ate curry with chapati. (میں نے سالن کے ساتھ چپاتی کھائی تھی۔)

وضاحت کیجیے کہ سوال اور جواب میں did اور ate کے الفاظ فعل ماضی (past tense) کو ظاہر کرتے ہیں۔

اب طلبا سے پوچھیے where do you live (آپ کہاں رہتے ہیں؟)

طلبا کی حوصلہ افزائی کیجیے کہ وہ ان الفاظ میں سوال کا جواب دیں، I live in \_\_\_\_ (میں \_\_\_\_ میں رہتا ہوں۔)

واضح کیجیے کہ لفظ live فعل حال (present tense) کے استعمال کی نشان دہی کر رہا ہے۔

طلبا سے کہیے کہ جوڑیاں بنائیں اور فعل ماضی اور فعل حال کا استعمال کرتے ہوئے مندرجہ ذیل سوالوں کے جواب دیں۔

• کل آپ نے اسکول میں کیا سیکھا تھا؟

• آج آپ اسکول میں کیا سیکھ رہے ہیں؟

### پڑھائی کے دوران

سوچ بچار۔ جوڑی۔ اظہار: طلبا سے کہیے کہ گھر یا لائبریری سے کوئی بھی پرانی تصاویر کلاس میں لے کر آئیں۔ طلبا جوڑیاں بنالیں۔

اب ان سے پوچھیے، ”آپ کی تصویر میں کیا ہو رہا ہے؟“ طلبا کی حوصلہ افزائی کیجیے کہ سوال کا جواب دیں۔ وہ اپنی تصاویر کو بیان کرنے

کے لیے فعل ماضی اور فعل حال دونوں کا استعمال کر سکتے ہیں۔

گفتگو: طلبا سے سات آٹھ تصاویر جمع کر لیجیے۔ طلبا سے کہیے کہ وہ آپ کے ساتھ ساتھ دہرائیں کہ تصاویر میں کیا ہو رہا ہے۔ مثال کے طور

پر: سارہ کھانا پکا رہی ہے یا احمد اپنی امی کے ساتھ کھڑا ہے۔ تمام طالب علم استاد کے ساتھ ساتھ جملے دہرائیں۔ سات سے آٹھ بار مشق

کرنے کے بعد طلبا سے کہیے کہ اپنی اپنی تصویر کو دوبارہ بیان کریں۔

**Practice writing:** Encourage students to write five sentences on ‘how I celebrated my birthday last year’. Encourage students to write in past tense. For example, ‘Last year, I enjoyed....’ or ‘My last birthday was not good because...’. Encourage all students to write individually.

**Compare students’ writing with the text:** After you have taught the lesson Saleem’s birthday, ask students to compare their birthday with Saleem’s birthday.

لکھنے کی مشق: طلبا کی حوصلہ افزائی کیجیے کہ ”پچھلے سال میں نے اپنی سالگرہ کیسے منائی“ کے عنوان پر پانچ جملے لکھیں۔ ان سے کہیے کہ فعل ماضی میں لکھیں۔ مثال کے طور پر، ”پچھلے سال میں نے بہت لطف اٹھایا...“ یا ”میری پچھلی سالگرہ اچھی نہیں تھی کیوں کہ...“ ہر طالب علم سے کہیے کہ وہ انفرادی طور پر لکھے۔

طلبا کی تحریروں کا سبق سے موازنہ: جب آپ سبق Saleem's birthday ( سلیم کی سالگرہ ) پڑھا چلیں تو طلبا سے کہیے کہ اپنی سالگرہ کا موازنہ ”سلیم کی سالگرہ“ سے کریں۔

# Numbers and Time

## Unit overview

The unit focuses on a visit to a fair, description of months and four seasons.

## Part 1: Suggestions for teaching strategies

### Exploring background knowledge

#### Group discussion

Work in groups and bring a calendar for your group. Discuss:

- Why do we use a calendar?
- Why are certain days marked differently on the calendar?

Share answers with your teacher.

#### While you are reading

Given below is a list of main topics and recommended teaching strategies for teaching these topics.

**Reading fluency:** Students to read the text silently and summarise the key learnings. They can share their key points with each other and with the teacher.

**Vocabulary:** Teacher to introduce the following words. Repeat the words by using them differently each time.

Visit, weekend, weekday, enjoy, pack, unpack, luggage, picnic place, entertainment, excitement, happiness, tiredness

**Activity for students:** When students have learnt the above words, ask them to summarise the chapter they have read.

**Think-pair-share:** Students to be encouraged to imagine the following situation and share answers with the person sitting next to them:

You are planning a picnic on the seaside, a visit to the local library and a sports week for your school. All this has to be done in one month. Work in groups and bring a calendar for your group. On the calendar, mark the days you want these visits.

## اعداد اور وقت

### باب کا مختصر جائزہ

باب میں ایک میلے کی سیر، مہینوں اور چاروں موسموں کی تفصیلات کو موضوع بنایا گیا ہے۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

### منضبط گروہی بحث

گروپ بنا کر کام کریں اور اپنے گروپ کے لیے کیلنڈر لے کر آئیں۔ بحث کریں:

- ہم کیلنڈر کیوں استعمال کرتے ہیں؟
- کیلنڈر پر کچھ مخصوص دنوں کو نمایاں کیوں کیا جاتا ہے؟

اپنے جواب استاد کو سنائیں۔

### پڑھائی کے دوران

ذیل میں اہم موضوعات اور ان کی تدریس کے لیے سفارش کردہ تدریسی حکمت عملیوں کی تجاویز دی گئی ہیں۔

روانی سے پڑھنا: طلبا متن خاموشی سے پڑھیں اور اہم باتوں کا خلاصہ کر لیں۔ بعد ازاں وہ اپنے منتخب کردہ اہم نکات ساتھیوں اور استاد کو بتا سکتے ہیں۔

ذخیرہ الفاظ: استاد مندرجہ ذیل الفاظ متعارف کروائے۔ ہر بار الفاظ کو مختلف انداز سے استعمال کرتے ہوئے دہرائیں۔

Visit, weekend, weekday, enjoy, pack, unpack, luggage, picnic place, entertainment, excitement, happiness, tiredness

طلبا کے لیے سرگرمی: جب طلبا مندرجہ بالا الفاظ سیکھ جائیں تو پھر ان سے کہیے کہ جو باب انھوں نے پڑھا ہے اس کا خلاصہ کریں۔ سوچ بچار۔ جوڑی۔ اظہار: طلبا سے کہا جائے کہ وہ مندرجہ ذیل صورت حال کو متصور کریں اور پھر اپنے ساتھ بیٹھے ہوئے فرد کو اپنے جوابات سنائیں:

آپ ساحل سمندر کی سیر، مقامی لائبریری کے دورے، اور اسکول کے لیے ہفتہ کھیل کی منصوبہ بندی کر رہے ہیں۔ یہ سب کام ایک ماہ میں کرنا ہے۔ گروپ بنا کر کام کریں اور اپنے گروپ کے لیے ایک کیلنڈر لے آئیں۔ کیلنڈر پر ان دنوں کو نشان زدہ کریں جب آپ نے مذکورہ بالا کام کرنے ہیں۔

Discuss:

- Have we planned the picnic on a weekend?
- Have we planned the visit to a library on a school day?
- Why did we use a calendar?

## بحث:

- کیا ہم نے ہفتے کے اختتام پر سیر کی منصوبہ بندی کی ہے؟
- کیا ہم نے کسی اسکول والے دن لائبریری جانے کی منصوبہ بندی کی ہے؟
- ہم نے کیلنڈر کیوں استعمال کیا؟

# Different People and Places

## Unit overview

The unit introduces different cities, a child and his grandfather, and a hardworking person, Akbar.

## Part 1: Suggestion for teaching strategies

### Guided group discussion

Students will be divided into groups of four. They will discuss their thoughts about the following.

- Do you help your mother and father at home?
- Why do we help our parents at home?
- Do you help your teacher in the school?
- What does cooperation mean? Why do we cooperate with each other?

Students will share their responses with the entire class.

### While you are reading

**Group discussion:** Students to work in groups of four and list all chores they perform at home. Ask students to compare their lists and check who does the most work at home.

**Vocabulary:** Teacher to introduce the following conversation to the class.

Teacher: Is Karachi a busy and crowded city?

Students: \_\_\_\_\_

Teacher: Is Shikarpur a bustling city?

Students: \_\_\_\_\_

Teacher: Is Murree a serene and beautiful place?

Students: \_\_\_\_\_

Teacher: Is Multan a historical city?

Students: \_\_\_\_\_

Request students to take note of all the new words in the conversation and later on when they read the chapter. Encourage students to use these new words in their write-up about 'My favourite place'.

## مختلف لوگ، مختلف جگہیں

### باب کا مختصر جائزہ

یہ باب مختلف شہروں، ایک بچے اور اس کے دادا جان، اور ایک محنت کش آدمی اکبر کو متعارف کرواتا ہے۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

منضبط گروہی بحث

طلبا کو چار چار کے گروپوں میں تقسیم کر دیجیے۔ وہ مندرجہ ذیل کے بارے میں تبادلہ خیال کریں گے۔

- کیا آپ گھر پر اپنی امی اور ابو کا ہاتھ بٹاتے ہیں؟
  - ہم گھر پر اپنے والدین کا ہاتھ کیوں بٹاتے ہیں؟
  - کیا آپ اسکول میں اپنے استاد کی مدد کرتے ہیں؟
  - تعاون کے کیا معنی ہیں؟ ہم ایک دوسرے سے تعاون کیوں کرتے ہیں؟
- طلبا اپنے جوابات سے پوری کلاس کو آگاہ کریں گے۔

### پڑھائی کے دوران

گروہی بحث: طلبا چار چار کے گروپ بنا لیں اور ان تمام کاموں کی فہرست بنالیں جو وہ گھر پر انجام دیتے ہیں۔ طلبا سے کہیے کہ وہ

اپنی فہرستوں کا موازنہ کریں اور دیکھیں کہ گھر پر سب سے زیادہ کام کون کرتا ہے۔

ذخیرہ الفاظ: استاد کلاس میں مندرجہ ذیل بات چیت متعارف کرائیں۔

استاد: کیا کراچی ایک مصروف اور گنجان آباد شہر ہے؟

طلبا:

استاد: کیا شکارپور پُرشور شہر ہے؟

طلبا:

استاد: کیا مری پُرسکون اور دل کش جگہ ہے؟

طلبا:

استاد: کیا ملتان ایک تاریخی شہر ہے؟

طلبا:

طلبا سے کہیے کہ بات چیت میں دیے گئے تمام نئے الفاظ لکھ لیں، اسی طرح جب باب پڑھیں تو نئے الفاظ نوٹ کر لیں۔ طلبا کی حوصلہ

افزائی کیجیے کہ وہ My favourite place (میری پسندیدہ جگہ) پر مضمون لکھتے ہوئے ان نئے الفاظ کا استعمال کریں۔

**One minute write-up:** Students to read the passages 'Big Cities, Small Towns' and 'Doing Chores'. Ask students to note the use of present tense in the passage 'Big Cities, Small Towns'. Students to write a paragraph on the topic 'My Classroom'; the instruction of using simple present tense to be given to all students. Students to share their paragraphs with each other and with the teacher.

After reading the passage 'Doing Chores', ask students to note the use of past tense in the passage. Students to imagine that, like Akbar, they are on a holiday. All students would do a 'one minute write-up' to elaborate on what they would do on vacations. Ask students the following:

- What tense to be used in this write-up?
- When we plan for future, which tense do we use?
- Why is past tense used in the passage?

ایک منٹ کا مضمون: طلبا Big Cities, Small Towns (بڑے شہر، چھوٹے قصبے) اور Doing Chores (گھریلو کام کاج کرنا) کی عبارت پڑھیں۔ طلبا سے کہیے کہ Big Cities, Small Towns (بڑے شہر، چھوٹے قصبے) کی عبارت میں فعل حال کے استعمال پر غور کریں۔ طلبا My Classroom (میرا کمرہ جماعت) کے عنوان سے ایک پیراگراف لکھیں گے؛ انہیں سادہ فعل حال کے استعمال کی ہدایت کردی جائے۔ طلبا اپنے تحریر کردہ پیراگراف ایک دوسرے، اور استاد کو دکھائیں۔

Doing Chores (گھریلو کام کاج کرنا) کی عبارت پڑھنے کے بعد، طلبا سے کہیے کہ وہ اس عبارت میں فعل ماضی کے استعمال پر غور کریں۔ طلبا یہ تصور کریں گے، کہ اکبر کی طرح وہ بھی چھٹی منار ہے ہیں۔ تمام طلبا 'ایک منٹ کا مضمون' لکھیں گے اور اس میں یہ بیان کریں گے کہ چھٹیوں میں وہ کیا کریں گے۔ ان سے مندرجہ ذیل سوالات پوچھیے:

- اس مضمون میں فعل کی کون سی حالت استعمال کی جائے؟
- مستقبل کی منصوبہ بندی کرتے ہوئے ہم فعل کی کون سی حالت (tense) استعمال کرتے ہیں؟
- عبارت میں فعل ماضی کا استعمال کیوں کیا گیا ہے؟

# Taking Responsibility

## Unit overview

The unit focuses on how to learn new things, being responsible and helping others.

## Part 1: Suggestions for teaching strategies

### Exploring background knowledge

#### The 'What if' method

Students to be given an imaginary situation for discussion.

Imagine the following situation and share your answers with the person sitting next to you:

You are on your way to a playground and you found a friend in need of your help. Discuss:

- What will you do?
- Will you abandon your plans and help your friend?
- Why is it important to help others?

#### While you are reading

Given below is a list of main topics and recommended teaching strategies for teaching these topics.

#### Jigsaw reading:

Divide students into groups of four and ask students to read different parts of texts. Later on, they can discuss each part and make sense of the story together.

#### Story maps:

Discuss the main components of a story (beginning, middle, end). Students will work in pairs to identify the structure of the story, and share it with each other and the rest of the class.

#### Vocabulary:

Students to be asked to underline the unfamiliar words in the chapter. Students would share these words with each other and try to infer their meanings as per the context. Students making the most correct predictions will be given the title of Star Reader.

## ذمہ داری کا مظاہرہ

## باب کا مختصر جائزہ

باب میں ذمے دار بننے، دوسروں کی مدد کرنے اور اس امر پر توجہ مرکوز کی گئی ہے کہ نئی چیزیں کیسے سیکھی جائیں۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

طلبا کی معلومات جانچنا

What if کا طریقہ

طلبا کو بحث کے لیے ایک فرضی صورت حال دی جائے گی۔ مندرجہ ذیل صورت حال کو متصور کرتے ہوئے ساتھ بیٹھے ہوئے فرد کو اپنے جوابات بتائیں:

آپ کھیل کے میدان کی طرف جارہے ہیں، اسی دوران آپ کو ایک دوست ملتا ہے جسے آپ کی مدد کی ضرورت ہے۔ بحث کریں:

- آپ کیا کریں گے؟
- کیا آپ اپنا ارادہ ترک کر کے دوست کی مدد کریں گے؟
- دوسروں کی مدد کرنا کیوں اہم ہے؟

## پڑھائی کے دوران

ذیل میں اہم موضوعات اور ان موضوعات کی تدریس کے لیے سفارش کردہ تدریسی حکمت عملیوں کی فہرست دی گئی ہے۔

## تصویری معمرہ نما انداز سے پڑھائی:

چار چار طلبا کے گروپ بنا دیجیے اور طلبا سے کہیے کہ وہ متن یا سبق کے مختلف حصے پڑھیں۔ بعد ازاں وہ ہر حصے پر بحث کرتے ہوئے اور انھیں ساتھ جوڑ کر کہانی کا تاثر پیدا کر سکتے ہیں۔

## کہانی کے خاکے:

کہانی کے اہم اجزا پر بحث کریں (آغاز، درمیان، اختتام۔)

طلبا جوڑیاں بنا کر کہانی کی ساخت پہچانیں گے اور پھر اس سے ایک دوسرے اور باقی کلاس کو آگاہ کریں گے۔

## ذخیرہ الفاظ:

طلبا سے کہا جائے کہ باب میں موجود نامانوس الفاظ کو خط کشیدہ کریں۔

طلبا یہ الفاظ ایک دوسرے کو بتائیں گے اور سیاق و سباق کے لحاظ سے ان کے معانی اخذ کرنے کی کوشش کریں گے۔ سب سے زیادہ

درست معانی بوجھنے والے طلبا کو Star Reader کا خطاب دیا جائے گا۔

# Rules to Follow

## Unit overview

The unit focuses on the importance of following rules and how to ensure our safety.

## Part 1: Suggestions for teaching strategies

### Brainstorming

Ask students to discuss 'What rules do we have in our school'.

Students to make a list of rules they are supposed to follow in school. Share with the entire class.

### While you are reading

**Group work:** Ask students to form groups. There will be four students in a group. Students to describe the rules of their favourite game. For example: if students have chosen cricket, they may write the rules as 'there must be eleven players in a team' and 'there must be a batsman, bowlers, and one wicketkeeper'. Later on they can elaborate on specific rules as to how scoring happens, how turns are taken for batting and bowling, etc.

Ensure that every group has written at least five rules.

**Introduce sentence structure:** Teacher to explain that every sentence is to be written as:

- A team to have \_\_\_\_\_
- A team can \_\_\_\_\_
- Players to \_\_\_\_\_
- The captain would \_\_\_\_\_

**Discussion:** Ask students to analyse words like 'to, would, could, may, can'. Explain that these words are called modal verbs.

Discuss the purpose of these words.

Revise the rules that you follow in your school and include modal verbs to make the sentence structure more appropriate.

## قواعد و ضوابط پر عمل

### باب کا مختصر جائزہ

باب میں اصول و ضوابط پر عمل کرنے کی اہمیت اور اس بات پر توجہ مرکوز کی گئی ہے کہ اپنا تحفظ کیسے یقینی بنایا جائے۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

### مشترکہ غور و فکر

طلبا سے کہیے وہ اس بات کو زیر بحث لائیں کہ ہمارے اسکول میں کون سے قواعد و ضوابط ہیں۔

طلبا ان قواعد و ضوابط کی فہرست بنائیں اسکول میں وہ جن کی پاسداری کرنے کے پابند ہیں۔

پوری کلاس کو آگاہ کریں۔

### پڑھائی کے دوران

گروپ کا کام: طلبا سے کہیے کہ گروپ بنالیں۔ ہر گروپ میں چار طالب علم ہوں گے۔ طلبا اپنے پسندیدہ کھیل کے قواعد و ضوابط بیان کریں گے۔ مثال کے طور پر: اگر طلبا نے کرکٹ کا انتخاب کیا ہو تو وہ اس طرح اصول و ضوابط تحریر کر سکتے ہیں، ”ہر ٹیم میں گیارہ کھلاڑیوں کا ہونا ضروری ہے، اور ”بیٹسمین، باؤلر اور ایک وکٹ کیپر ہوگا۔“ بعد ازاں وہ مخصوص ضوابط بیان کر سکتے ہیں مثلاً یہ کہ رنز کیسے بنتے ہیں، بیٹنگ اور باؤلنگ کی باریاں کیسے لی جاتی ہیں، وغیرہ وغیرہ۔

اس بات کو یقینی بنائیے کہ ہر گروپ کم از کم پانچ اصول تحریر کرے۔

جملے کی ساخت متعارف کرانا: استاد یہ وضاحت کرے کہ ہر جملہ اس طرح لکھا جائے گا:

- A team to have \_\_\_\_\_
- A team can \_\_\_\_\_
- Players to \_\_\_\_\_
- The captain would \_\_\_\_\_

گفتگو: طلبا سے کہیے کہ وہ الفاظ جیسے to, would, could, may, can کا جائزہ لیں۔ واضح کیجیے کہ یہ الفاظ modal verbs (فعل معاون) کہلاتے ہیں۔ ان الفاظ کے مقصد پر بحث کیجیے۔

اسکول میں جن اصول و ضوابط پر عمل کیا جاتا ہے ان کا اعادہ کیجیے اور جملے کی ساخت کو موزوں تر بنانے کے لیے modal verbs کا استعمال کیجیے۔

# Doing the Right Thing

## Unit overview

The unit focuses on the importance of owning up to your mistakes, and how to celebrate occasions while still maintaining civic sense and caring for others.

## Part 1: Suggestions for teaching strategies

### Exploring background knowledge

#### Guided group discussion

Students will be given the following prompts for discussion. Students will discuss their experiences about each of the prompts. The teacher will take a round and see whether all students are participating in the discussion.

#### Prompts:

- Talk about a time where you made a mistake that you regret.
- Share the details of this experience with your partner.

#### While you are reading

Given below is a list of main topics and recommended teaching strategies for teaching these topics.

#### Looking for the key message:

Request students to work in pairs and underline or highlight key points or phrases in a text. Students to read the text individually with close attention to detail. They will highlight key words and phrases, or any event or a sentence which appears surprising. In this way, students will get engaged with texts closely.

#### Expressing feelings:

Students to pay special attention to the details of the text 'Being Honest' and produce a write-up on 'What would I do if I had committed a similar mistake'. Students will share responses with each other and with the teacher.

## صحیح کام کرنا / صحیح راستہ چننا

### باب کا مختصر جائزہ

باب میں اپنی غلطیوں کو تسلیم کرنے کی اہمیت، اور شہری شعور برقرار رکھتے ہوئے تقاریب / تہوار منانے اور دوسروں کا خیال رکھنے پر توجہ مرکوز کی گئی ہے۔

پہلا حصہ: تدریسی حکمت عملیوں کے لیے تجاویز

طلبا کی معلومات جانچنا

منضبط گروہی بحث

طلبا کو بحث کے لیے مندرجہ ذیل اشارات دیے جائیں گے۔ وہ ہر اشارے کے بارے میں اپنے تجربات سنائیں گے۔ استاد کلاس میں چکر لگاتے ہوئے بحث میں تمام طلبا کی شرکت یقینی بنائے۔

### اشارات

- اس وقت یا ان لمحات پر گفتگو کیجیے جب آپ نے غلطی کی اور اس پر آپ کو ندامت ہوئی ہو۔
- اس تجربے کی تفصیلات اپنے ساتھی کو بتائیے۔

### پڑھائی کے دوران

ذیل میں اہم عنوانات اور ان عنوانات کی تدریس کے لیے سفارش کردہ تدریسی حکمت عملیوں کی فہرست دی گئی ہے۔

### کلیدی پیغام کی تلاش:

طلبا سے کہیے کہ جوڑیاں بنا کر کام کرتے ہوئے متن کے کلیدی نکات یا فقروں کو خط کشیدہ کریں۔ طلبا انفرادی طور پر متن پڑھیں اور تفصیل پر خصوصی توجہ دیں۔ وہ کلیدی الفاظ یا فقروں، یا کسی واقعے یا جملے کو نمایاں کریں گے جو ان کے لیے تعجب خیز ہو۔ اس طرح طلبا متن پر خصوصی توجہ دے سکیں گے۔

### جذبات کا اظہار کرنا:

طلبا Being Honest کے متن کی تفصیلات پر خصوصی دیں اور what would I do if I had committed a similar اور mistake (اگر مجھ سے یہی غلطی ہوتی تو میں کیا کرتا / کرتی) کے عنوان سے ایک مختصر تحریر لکھیں۔ طلبا اپنی اپنی تحریر استاد اور ایک دوسرے کو دکھائیں۔

**Vocabulary:**

Teacher to introduce the following words and their meanings to the class.

honesty, bowl, suggestion, kitchen counter, sobbing, hug, courage

Request students to underline all the given words in the chapter and also underline all those words that they do not know. Teacher to introduce those words to the class and encourage students to use them in their write-up.

**Exploring author's message:**

The main message of the text to be explored with the student's understanding and tracking of textual details.

## ذخیرہ الفاظ:

استاد بچوں کو مندرجہ ذیل الفاظ اور ان کے معنی سے متعارف کروائیں۔ Honesty (دیانت داری)، bowl (پیالہ) suggestion (تجویز)، kitchen counter (بادرچی خانے کا تختہ یا تھڑا)، sobbing (سبکنا)، hug (گلے لگانا، بغل گیر ہونا)، courage (ہمت، حوصلہ)

طلبا سے کہیے کہ دیے گئے الفاظ کو باب میں خط کشیدہ کریں اور ان تمام الفاظ کو بھی خط کشیدہ کریں جن کے معانی انھیں معلوم نہیں۔ استاد یہ الفاظ کلاس میں متعارف کرائے اور طلبا کی حوصلہ افزائی کرے کہ وہ انھیں اپنی مختصر تحریر یا مضمون میں استعمال کریں۔

## مصنف کا پیغام تلاش کرنا:

متن کا مرکزی پیغام طلبا کی تفہیم اور متن کی تفصیلات پر ان کی توجہ سے تلاش کیا جائے۔

## Section II: Answer Keys

### Unit 1: Getting to Know Each Other

#### Part 2: Answer keys (Pages 3–11)

##### Comprehension

1.
  - a. Children were feeling excited on the first day of school.
  - b. Teacher wanted the students to get to know six new students in the class.
  - c. The name of the new student is Ahmed Ali. He belongs to the province of Punjab. He speaks Punjabi at home.  
He likes to eat maize or paratha with a glass of lassi.
  - d. Students will give their own answers. They could say they have made new friends and feel excited about having new friends.
2.
  - a. This is our first day in class five.
  - b. We are excited to be here.
  - c. It is an important day for us.
  - d. There are six new students in the class.
  - e. The class teacher's name is Miss Mona.

##### 3. In Circle (soft sound of c)

Pace

Cell

Rice

Lace

Lacy

##### In Cup (hard sound of c)

Cute

Cube

Camera

Car

Cub

4. **In giraffe (soft sound of g)**

Germ

Gentle

Giant

Huge

Danger

Cage

**In goat (hard sound of g)**

Goal

Gutter

Garden

Gap

Fog

Gum

5. Encourage students to write their own answers. Sentences to have is and isn't.

6. a. Were there many children at the mela?

b. Were the shops open yesterday?

c. Were there many books on the shelf?

d. Were there toys in her bedroom?

e. Were there any cold drinks at the wedding?

7. Encourage students to make their own sentences.

8. **Common nouns**

Boy

Ocean

Province

Continent

**Proper nouns**

Asad, Neelum

Pacific Ocean, Atlantic Ocean

Sindh, Punjab

Australia, Europe

9. Encourage students to make their own sentences. The words in the box will help you.
10. Children will write their own paragraphs. Encourage students to take help from the comprehension passage.
11.
  - a. Open your books – v
  - b. Stop talking – iii
  - c. Clean the board – ii
  - d. Start writing – vi
  - e. Close the door – iv
  - f. Switch off the fan – i
12. Encourage students to think about a few instructions their mothers give at home. For example:
  - Complete your homework quickly
  - Finish your food
  - Don't watch TV till late night
  - Help your younger brother/sister in doing his/her work.
13. Students will come up with their own answers.
14. Encourage students to make their own dialogues using the examples given in the textbook.
15. Students will practice role-playing and conversation.
16. Hi, are, well, thank you, is, this, to, to meet

## Unit 2: Meeting Different People

### Part 2: Answer key (Pages 12–25)

#### Comprehension

1.
  - a. Ali Nawaz works very hard in the fields. He ploughs them with a tractor. He grows different fruits, vegetables, and wheat.
  - b. By growing vegetables and fruits in the fields and selling them to us.
  - c. Students will give their own answers.
2.
  - a. village.
  - b. tractor

#### Making friends

#### Comprehension

3.
  - a. Teacher says they are good students.
  - b. Fahim wants to work in a big hospital and treat the sick. He is very kind to sick people.
  - c. Encourage students to give their own answers. Help students give reasons for their answers.
  - d. Encourage students to make their own sentences.

#### Celebrating birthdays

#### Comprehension

4.
  - a. It was written on Saturday, April 13 and it was addressed to Hamid.
  - b. Ali wrote the invitation. It was an invite to his birthday party.
  - c. The party will be at Ali's house.
  - d. Students will give their own answer. Sample answer could be: Yes, I have written an invitation. I invited my friend, Saad to my birthday. I wrote it last year. I ended it with my signature.

## Cooking meals

### Comprehension

5.
  - a. Rehana went to the kitchen to see what food items were in the house. She wanted to cook something special for her family.
  - b. There were some rice, pulses, tea, milk and vegetables. She went to the market to buy flour, potatoes, sugar, meat and cooking oil.
  - c. Encourage students to give their own answer. Sample answers can be: Rehana was cooking Biryani. Rehana was cooking Chicken Karhai.

## Clothes for weddings

### Comprehension

6.
  - a. Maha and Amna were talking about a friend's wedding that Maha went to.
  - b. The bride wore a red gharara suit, a beautiful dupatta, and plenty of jewelry.
  - c. Many wedding guests were walking around and talking to their friends. Some of them were sitting on chairs. Some were going to the stage to see the bride and bridegroom and greet them.
  - d. Students will give their own answers. Help them construct good sentences with correct grammar and spellings.
7. Students will make their own sentences. For example, I will use some of my favourite vegetables and any spices that are in the kitchen.
8.
  - a. How much does this book cost?
  - b. Can I have some sugar, please?
  - c. There are many spoons in the rack.
  - d. How many lions were there in the zoo?
  - e. Were there any children playing in the ground?
  - f. Do you have any bread left in the packet?
  - g. She takes too much sugar with tea.

9. Example: Was there any rice in Rehana's kitchen?

Ans. Yes, there was some rice.

a. Was there any flour?

Ans. No, there wasn't any flour.

b. Were there any potatoes?

Ans. No, there weren't any potatoes.

c. Was there any tea and sugar?

Ans. Yes, there was some tea, but there wasn't any sugar.

d. Was there some milk in the fridge?

Ans. Yes, there was some milk in the fridge.

e. Were there any vegetables?

Ans. Yes, there were some vegetables.

10. a. Ali is a student. He works hard to get good grades.

b. Sara wants to eat custard. She asks her mother to help her make it.

c. You are my best friend.

d. Farmers work hard day and night for us. They plough the field, sow the seeds and harvest the crops.

e. All of us are very happy today. We are going on a picnic together.

f. I do my homework daily. I read and revise regularly.

11. Encourage students to make their own sentences using pronouns.

For example, Ahmed teaches in a school. He loves his job.

12.

<b>Singular subjects</b>	<b>Singular verbs</b>	<b>Plural subjects</b>	<b>Plural verbs</b>
Fahim	Works	They	Work
Zahid	builds	Them	are

13. a. The Wonderful Wizard of Oz

b. The Wind in the Willows

c. Tales of Mother Goose

- d. The Legend of Sleepy Hollow
  - e. The Children of the New Forest
  - f. The King of the Golden River
14. Encourage students to write their own paragraphs about the pictures. There are no correct or incorrect answers. Accept all answers as long as they are in correct English grammar and sentence structures.
15. Five joining words are:  
and, but, but, but, and, but

Note for the teacher: Some joining words are repetitive because they have appeared many times in the comprehension passage. Also, this is to encourage students to make two sentences of the same joining word.

16. a. Early in the morning, I go to school in my school van. My friends are already in the van and I enjoy my journey to school.
- b. In the classroom, I study quietly. The teacher gives us classwork and we complete it with full concentration.
- c. In the school break, I play with my friends. We enjoy our break time very much, but we miss lunch.
- d. On holidays, I play with my friends in a near-by park and feel relaxed.
- e. In the evening, I watch television with my family. I don't like dramas but I like watching comedy shows.
17. Date: August 03, 2018

Dear Sana,

I would like to invite you to my birthday party. My birthday is on August 20, 2018.

There will be lots of games and many delicious food to eat. We will have a lot of fun.

Please do come. The birthday party is at my house. It will start at 4 o'clock and end at 8 o'clock.

Love/Best/Regards,

Students will write their names.

18. Encourage students to write replies choosing phrases given in the textbook. The invitation will have the same format as given in the textbook.
19. Encourage students to write sentences. Follow sample sentences given in Question 16.
20. Imran: Who is having a party?  
Irfan: Ali is having a party.  
Imran: When is the party?  
Irfan: It's on Saturday.  
Imran: What is the date?  
Irfan: It's 13 April, 2018  
Imran: What time is the party?  
Irfan: It's at 4 o'clock.
22. Encourage students to make questions as given in question 20.
23. Students will practise the given questions.

### **Extra activity**

24.
  - a. Man in shalwar, kameez, and waistcoat – Answer: Number 3
  - b. Girl in school uniform – Answer: 1
  - c. Boy in school uniform – Answer: 2
  - d. Man in shirt, pants, coat, and tie – Answer: 5
  - e. Lady in shalwar, kameez, and dupatta – Answer: 4
  - f. Boy in track suit – Answer: 8
  - g. Man in T-shirt and pants – Answer: 7
  - h. Girl in frock – Answer: 6

## Unit 3: Past and future

### Part 2: Answer keys (Pages 26–41)

#### What happened yesterday?

##### Comprehension

1.
  - a. The alarm rang at six o'clock.
  - b. Because he missed his school bus.
  - c. The teacher scolded because he was late for school.
  - d. Encourage students to give their own answers.

#### Saleem's birthday

##### Comprehension

2.
  - a. Saleem threw a party to celebrate his birthday.
  - b. He invited all of his friends to his birthday party.
  - c. Saleem wrote invitation cards for everybody.
  - d. His mother made delicious food for the party.

#### An accident

##### Comprehension

3.
  - a. Salma was sitting quietly in her room. She was looking out of the window. She was watching the people on the road.
  - b. A woman was buying vegetables from a shop.
  - c. People have accidents when they don't follow traffic rules and drive carelessly.
  - d. Encourage students to give their own answers. Sample answer could be: Yes, I think the driver would have gotten out to help the injured man and taken him to hospital. He would have done this because the man was injured.
  - e. I agree with the statement. People must follow traffic rules because this will ensure everyone's safety—the driver's, the passengers', and of those who are walking on the road.

## Good morning!

### Comprehension

4.
  - a. The alarm will ring tomorrow at six-thirty in the morning.
  - b. Ahmed will get ready to go to school.
  - c. He will eat cereal and drink a glass of milk.
  - d. Encourage students to give their own answers. Help them relate to this question. Ask them why they arrive on time. Then, help student derive answers from what they say.

## My dream holiday

### Comprehension

5.
  - a. Her father told her that they will go to Dubai in the summer holidays.
  - b. She will stay in a hotel.
  - c. Laila will go to the Dubai Shopping Festival. She will buy latest computer game from there. She will also go to the Dubai Funland, the underwater aquarium, and the zoo.
  - c. Encourage students to talk about their experiences in past tense. For example, 'Last year I went to my grandparents' home.'
  - d. Encourage students to do research on the places of Dubai they have learnt about in the chapter My Dream Holiday either in school or at home and help them write a paragraph on Dubai.
6.
  - a. False
  - b. True
  - c. False
  - d. False
  - e. False

## My visit to a farm

### Comprehension

7.
  - a. Aamir and his cousins were going to Uncle Saleem's farm.

- b. Uncle Saleem taught his children to ride a horse.
- c. Aamir will enjoy riding the horse.
- d. Sample answer: Yes, I think the visit cheered up Aamir as it was a lot of fun.

## Predictions

### Comprehension

- 8.
  - a. Pakistan will find oil in Balochistan.
  - b. 2020
  - c. All the countries in the world will be at peace.
  - d. Encourage students to give their own answers. Students can give any prediction that they want to, for example, I will be very rich in future.

## Professions

### Comprehension

- 9.
  - a. Ayesha wants to be a doctor when she grows up. Saba says that she will be a nurse when she grows up.
  - b. Ayesha saw many sick people when she visited her grandfather at the hospital. The patients were waiting to get help from the doctors and nurses. Most of the patients were poor. Many were in pain. When Ayesha saw all this, Ayesha decided to become a doctor.
  - c. Lubna want to build tall buildings, roads, and bridges. She wants to work in factories or outdoors. This is why she wants to become a civil engineer.
  - d. Khalid wants to become a teacher in the future.
  - e. Khalid wants to be a teacher because every day when he goes to school, he sees many poor children on the streets. Some are beggars and some sell newspapers or flowers. Some do nothing. He wants to teach all these children so they can become useful citizens of Pakistan.
- 10. Let students choose the adjectives on their own to describe the two girls.

## Vocabulary

11. a. A group of mango trees is called a mango **orchard**.
  - b. We like to go **boating** on the Jhelum River.
  - c. A small body of water is called a **pond**.
  - d. When I have nothing to do, I feel **bored**.
  - e. In the **countryside**, there are big fields and farms.
12. Students will come up with their own answers.
13. Arc - car  
Elbow - Below  
Cider - Cried  
Dusty - Study  
Night - Thing  
Inch - Chin  
Brag - Grab  
Cat - Act  
Bored - Robed  
Save - Vase  
Angel - Angle  
Stressed - Desserts

## Grammar and structure

- | 14. Column A | Column B |
|--------------|----------|
| Wake         | Woke     |
| Get          | Got      |
| Wear         | Wore     |
| Are          | Were     |
| Have         | Had      |
| Drink        | Drank    |
| Take         | Took     |

Sit	Sat
Ring	Rang
Fly	Flew
Make	Made
Write	Wrote
Come	Came
Run	Ran

15. a. I **listened** to the radio last night.  
 b. There **was** a storm in the village.  
 c. My friend **visited** me yesterday.  
 d. I **did** all my homework.  
 e. The class **finished** the maths exercise.
16. a. The school bell **rang** (ring) at eleven o'clock. It was break time. The children **went** (go) out into the schoolyard. Some of them **ate** (eat) snacks and **drank** (drink) water. They **enjoyed** (enjoy) for half an hour. They **came** (come) back to class at half past eleven and **sat** (sit) down at their desks.  
 b. Samina and her family did a lot of things yesterday. They **woke** (wake) up early in the morning and **had** (have) a nice breakfast. After that, they **went** (go) to Safari Park. There they **had** (have) a lot of fun. They **played** (play) on the swings. They **walked** (walk) around the pond and **fed** (feed) popcorn to the ducks. They **came** (come) back in the afternoon. They **were** (are) all very tired, so they **went** (go) to bed early.
17. a. It was a hot day yesterday. The sun was **shining** (shine) brightly. A lot of children were **playing** (play) in the park. An ice cream seller **was selling** (sell) ice cream and lollipops. Some children were **buying** (buy) ice cream from him. Children love ice cream.  
 b. It was a rainy day last Sunday. The wind was **blowing** (blow) very hard. It was **raining** (rain). The weather was dark and cloudy. Plastic bags and pieces of paper were **flying** (fly) on the road. People were **rushing** (rush) to go home. They were **holding** (hold) umbrellas over their heads.

18. At half past five in the evening, Sara will do her homework. She **will read** (read) her history book. Sara likes history. She **will write** (write) the answers to the questions in the book. At night, Sara **will watch** (watch) TV. Then, she **will have** (have) dinner with her family.
19. a. Aamir **will plant** (plant) vegetables in his garden.  
b. Aamir **will play** (play) cricket with his brothers.  
c. Aamir **will paint** (paint) with his new water colours.  
d. Aamir **will visit** (visit) his cousins.

### **Punctuation**

20. a. Where did Aamir go for the holidays?  
b. Aamir lives in Lahore.  
c. The sun rises in the East and sets in the West.  
d. Did you know that Aamir has three cousins?  
e. How many days did Aamir spend on the farm?  
f. We have a mango orchard.  
g. The brown horse is beautiful.  
h. Aamir loved Sohail's farm.  
i. Huma's farm is near the Jhelum river.

### **Writing**

21. Using the clustering technique, help your students write a comprehensive paragraph about their activities on Sunday.
22. Encourage students to write their own answers. Begin like this:  
Tomorrow at break time, I will sit under a tree.
23. Students will write their own answers. Encourage them to be imaginative. They can choose any one topic from the choices given.

## Activity

24. Students will write their own answers. Encourage them to be imaginative.
25. Students will write their own answers. Encourage students to use verbs to describe activities. While answering the second part of the question, encourage students to use adjectives.
26. and 27. Students will carry out the activities.

## Extra activity

28.
  - a. cow
  - b. horse
  - c. hen
  - d. dog
  - e. cat
  - f. goat

## Unit 4: Numbers and The Time

### Part 2: Answer key (Pages 43–55)

#### Comprehension

1.
  - a. The children were excited because there was a fair at the school.
  - b. There were food stalls, stationery stalls, game stalls, and jewellery stalls.
  - c. They celebrated by buying food for all of their friends from the food stalls. After eating, everyone went to the game stalls to play different games. They kept playing until it was time to go home.
  - d. The children played many games at the fair, they ate and kept enjoying until it was time to go home.

#### Which month is it?

#### Comprehension

2.
  - a. 31 days
  - b. No, there are 31 days
  - c. January, March, May, July, August, October, December
  - d. 30 days
  - e. February
3.
  - a. The first Sunday in January falls on 1.
  - b. The second Sunday in October falls on 14.
  - c. The third Sunday in February falls on 19.
  - d. The fourth Sunday in March falls on 25.

#### A business trip

4.
  - a. Gul Zaman had some business in Karachi.
  - b. On the first day, he met his business friend and completed all his work with him.
  - c.
    1. He went to interesting places.
    2. He went to a park.

3. He went to a restaurant.
4. He watched a movie.

### **The four seasons**

#### **Comprehension**

5. Encourage students to write a sentence or two regarding the picture. Ask them to think what they do in different seasons and then write their answers.
6. 

a. fresh flowers	<b>Spring</b>
b. light rain	<b>Spring</b>
c. cool and windy	<b>Autumn</b>
d. sunny	<b>Summer</b>
e. snowy	<b>Winter</b>
f. falling leaves	<b>Autumn</b>

#### **Comprehension**

7. Students will come up with their own answers.
8. Students to fill in the colours themselves.

#### **May night**

9.
  - a. Fresh and fearless
  - b. Spring
  - c. She sings.

#### **What time is it?**

#### **Comprehension**

10.
  - a. At 9 o'clock
  - b. Lunch
  - c. Abdul Raheed's boss is proud of him because Abdul Raheed is a good worker. He goes to work daily and doesn't like to be absent from work. He is very hardworking and completes all the tasks on time. He is also very honest and friendly with his co-workers.
  - d. Students will give their own answers.

## Vocabulary

11. Students to be able to un-jumble the words and guess the words correctly.
12. Irfan came to Peshawar with his parents. They came from a village in Abbottabad. This is his first day at the new school. He is sitting at his desk and is looking outside the window. The students are doing English exercises in their notebooks. They are answering the questions on the blackboard. It is before break time. At eleven o'clock, the bell will ring and the children will go out for thirty minutes. They will play or sit under the trees and eat their snacks.
13. a. Sheeza is **taller** than her friend. (tall)  
b. Abdullah bowls the **fastest** in the whole team. (fast)  
c. I think that the rose flower is **more beautiful** than the jasmine flower. (beautiful)  
d. It is very **dangerous** to play on the streets. (dangerous)  
e. Ali is the **most intelligent** student of our class. (intelligent)

## Writing

14. a. Done in the book.  
b. 12:15/quarter past 12  
c. 10:30/half past 10  
d. 9:15/quarter past 9  
e. 11:45/quarter to 12  
f. 12:30/half past 12
15. a. Done in the book.  
b. Done in the book.  
c. I attend the assembly  
d. My classes begin  
e. It is my break time  
f. My classes end.  
g. I reach home.  
h. I eat lunch.

16. a. Students to be able to write answers as given in question 15.
17. and 18. Students to practise the oral communication activities.

**Extra activity**

19. Take help from the calendar. Encourage students to read the current month's calendar and fill in the month's name, days, and dates. Then, hold a general discussion about the season and ask students to draw pictures depicting the current weather/season.
20. Students to be able to do this question on their own.
21. This question can be taken as a revision question.

# Unit 5: Different People and Places

## Part 2: Answer key (Pages 56–65)

### Big cities, small towns

#### Comprehension

1.
  - a. It is located along the coast of the Arabian Sea.
  - b. People from all over Pakistan move to Karachi to get better education or a better job.
  - c. In Murree, the weather is cool in summer and very cold and snowy in winter.
  - d. In the summer season, many people from all over the world visit Murree. It is a good place to spend summer holidays.
  - e. Students will give their own answers.

### A good play

#### Comprehension

2.
  - a. Pillows and chairs
  - b. Saw, nails, water in nursery pails, an apple and a slice of cake
  - c. He fell out and hurt his knee.
  - d. The main idea of the poem revolves around two boys playing at home. It shows the playfulness of children and how their imaginations run wild.

Help students to summarize this poem. First explain the poem to them, and then summarize it. You can even perform a role-play in class on this poem.

- e. Students will write their own responses.

### At the hospital

#### Comprehension

3.
  - a. He was admitted in the general ward of the hospital.
  - b. There were junior doctors in the ward, but there wasn't any specialist. Two nurses were standing care of patients in the ward.

- c. Many people were waiting outside the ward to meet their relatives.
  - d. Students will write their own experiences. Encourage them to describe the visit. For example: I saw many doctors and nurses wearing white coats.
- 4.
- a. iii
  - b. ii
  - c. iii

## **Unhealthy food**

### **Comprehension**

- 5.
- a. His mother says that Karim should do all his work on time. She also says that he should always eat healthy food.
  - b. Last week, he bought an ice lolly from a hawker.
  - c. He had a bad stomach ache and became very sick. He didn't go to school for a whole week.
  - d. He completed his school work within a week. He didn't play in the evening. He just did his homework all day long.

### **Doing chores**

- 6.
- a. Abdul cooks food, washes the dishes, and goes to the market to buy different things.
  - b. To the city
  - c. Encourage students to give an opinion and support it with at least one reason.

## **The annual function**

### **Comprehension**

- 7.
- a. On the first day of the function, there will be a sports day. There will also be an annual fair. There will be an art competition too; there will also be speeches, a stage drama, and a show for displaying of national dresses.
  - b. There won't be any classes next week so the students won't bring any books and stationery to school.

- c. No.
- d. Students will write their own answers.

### Vocabulary

- 8. Students will do this exercise themselves.
- 9.
  - a. students
  - b. different
  - c. annual
  - d. speeches
  - e. music

### Invitation to parent-teacher meeting

July 30th, 2018

Dear Parents,

Greetings of the season!

We are **pleased** (please) to tell you that our pupils have settled well into their new classes. The teachers have **introduced** (introduce) students to their new syllabi, classroom rules and have set the expectations for the upcoming year.

However, though we have **begun** (begin) the learning process, we would like to engage with you too. We believe that learning happens more at homes than in the school. We want to partner with you to embark on this learning journey. We wish to involve you actively in imparting quality and life education to our students.

To do that, the school has **organized** (organize) a Parent-Teacher Meeting on Saturday August 11, 2018 (8:00 a.m. to 12:00 p.m.) to be held at our school.

Thank you.

School Management

- 10.
  - a. strap
  - b. scrap
  - c. split
  - d. throat
  - e. spring
  - f. struck
  - g. trap
  - h. tenth
  - i. light
  - j. thirsty
  - k. trucks
  - l. tasty
  - m. catch
  - n. switch

11. a. At midnight tonight, we **will celebrate** (celebrate) his birthday.  
 b. This time next week we **will go** (go) to visit our aunt.  
 c. At six I **will watch** (watch) my favourite cartoons.  
 d. 'We **will cram up** (cram up) for the upcoming exams,' the boys said.  
 e. He **will play** (play) the match with his team next week.  
 f. The girls **will not play** (not / play) all afternoon in the sun.
12. a. Wasim Akram plays cricket/Aslam plays cricket/Yes.  
 Does Aslam **play cricket**?  
 Yes, **he does**.
- b. The Khan family have a garden/the Malik family have a garden/No.  
 Do the Malik family **have a garden**?  
 No, **they don't**.
- c. Tahir lives in Pakistan/You live in Pakistan/Yes.  
 Do you **live in Pakistan**?  
 Yes, **I do**.
13. The children (is, **are**) excited because they have a fair at school. Ali (**is**, are) happy. He (**doesn't**, don't) want the fair to end. Sara and Saba (is, **are**) preparing for their speeches. Some children who have taken part in the drama (is, **are**) practicing their dialogues in a corner. They (doesn't, **don't**) want anyone to hear their dialogues before the drama. Last year, the fair (**was**, were) enjoyed by everyone.

### Writing

14. Students will write answers on their own.
15. Students will read silently. Ask them to notice the features of scientific writing. They can be asked to explain another scientific process in a similar manner.

### Oral communication

- 16 and 17. Students will practise the given exercises.

## Unit 6: Taking Responsibility

### Part 2: Answer key (Pages 66–75)

#### Learning new things

##### Comprehension

1.
  - a. Ayesha and Sara. They are both sisters.
  - b. She was confused about the difference between revolution and rotation.
  - c. Sara asked Ayesha, 'Have you seen people walking around the Holy Ka'aba on television?' Ayesha answered quickly, 'Yes, I have.' 'That is an example of revolution,' said Sara.
  - d. Students will give their own answers as per their understanding of the two terms.
2. Ayesha is a good student. When she **does** not understand anything, she **asks** questions about it. When she **learns** something new, she **shares** it with her elder sister who **gives** her more information about it. She **explains** new words and also **helps** her **perform** activities to get a clear concept.

#### Responsible Hashir

##### Comprehension

3.
  - a. Hashir woke up early last Sunday because he had promised Father to help him wash the car.
  - b. He took detergent, towels, mugs, and a bucket.
  - c. Father patted Hashir on the back to appreciate him. Father said, 'You are a responsible boy.'
4.
  - a. A bucket of water was filled. 5
  - b. The car was covered with foam. 4
  - c. The car was dried with towels. 7
  - d. The detergent was rubbed with towels. 3
  - e. The detergent was spread on the car. 2

- f. The foam was washed away with water. 6  
g. Water was thrown on the car. 1

## Health and clean surroundings

### Comprehension

5. a. Ali was feeling sad when he came out of the doctor's room.  
b. She had malaria. She was already old and sick.  
c. Sara and Ali talked to their friends in the neighbourhood about how dirty surroundings cause different diseases.  
d. They all promised each other to keep their surroundings clean in future, so that no one would fall sick.  
e. Students will give their own answers.
6. Students to be able to classify the words on the Student's Book.
7. a. Hashir is a responsible boy who keeps his promises. His father has a red car. Hashir and his father washed the car last Sunday. They used a bucket of water to wash it. They did not use the hose. They did this to save water. They filled the bucket with water and used mugs to pour water on the car. They used a small quantity of detergent and towels to scrub the car.  
b. Ali and Sara are upset because their grandmother has malaria. Malaria is a disease caused by mosquitoes. The malaria patient to get plenty of rest. The patient to also take the medicines given to them by the doctor on time.
8. My name is Sam. I am eleven years old and study in grade five. Today, my family and I were stuck indoors because it was a rainy/wet (adjective) day. At first I was bored (adjective) because I thought we wouldn't have anything fun to do, but then my parent took out some papers (noun, plural) and some crayons (noun, plural) and we drew pictures of all of our favorite places and things. I drew pictures of castles and horses while my sister, Amna, drew pictures of dolls and houses. After we cleaned up, my sibling and I helped my parents cook chicken (noun) for dinner. We also watched Superman Show (TV show name) and then played a game of Ludo (noun). Our day turned out to be such a lovely (adjective) one!

9.
  - a. My pet cat, Mano, keeps herself clean.
  - b. Ali is very friendly himself, but the rest of his family isn't.
  - c. I planted the mango tree in my garden myself ten years ago.
  - d. Ayesha does all her homework herself.
  - e. We will carry our bags ourselves.
10.
  - a. The soup was served in 16-ounce bowls.
  - b. There is a six-storey building in front of our house.
  - c. The doctor advised her to take a two-week leave from school.
  - d. I bought a five-kg bag of rice.
  - e. The length of the room was four-metres.
  - f. It was a three-inch deep puddle.

### Writing

11. Students will complete the writing section themselves.
12. Students will write their own responses. Teacher to ensure that the dialogues are relevant to test situations.
13.
  - a. Ali, Sara, Grandmother, and doctor
  - b. Ali and Sara are siblings. Their grandmother is ill.
  - c. They took grandmother to a doctor.
  - d. Past tense
14. Students will write their own answers.
15. One day, I had an accident. I was going to school. My van could not stop. It hit a big tree. All the children started to cry. I did not cry. I am brave. I told what happened to my mother when I went home. She was very happy that I am safe. She cooked my favourite food in dinner.
16. Students will write their own responses.

### Oral communication

17. Students will practice spoken text in pairs.

# Unit 7: Rules to Follow

## Part 2: Answer key (Pages 77–83)

### Comprehension

1.
  - a. To school
  - b. He was irritated because Zafar Baba was honking at the cars continuously.
  - c. She reminded about the following rules:
    - come to school on time and in complete school uniform
    - bring the required books, notebooks, and stationary
    - not to bring fancy stationary items to school
  - d. Rules help us live an organized and safe life.
  - e. Students will give their own answers.

### Being safe

#### Comprehension

2.
  - a. Bina missed a step and rolled down the stairs.
  - b. Mother gave her a painkiller and called her father.
  - c. She made posters for her school. The posters had safety rules for the school ground and staircases. She did not want anyone else to get hurt.
3.
  - a. informed
    - i. told
  - b. up and about
    - ii. Sara didn't have to be in bed anymore.

### Zebra crossing

#### Comprehension

4.
  - a. A zebra crossing is for people who want to cross the road on foot.
  - b. People who walk on or beside the road are called pedestrians.

- c. We do so to ensure there is no traffic coming from either side while we are crossing the road.
- d. Students will make own individual posters and present in front of the class. Encourage students to give constructive feedback on the posters, and avoid criticizing unnecessarily.

### Vocabulary

- 5. Students will write their answers on the Student's Book.
- 6.
  - a. Ali **shouldn't** waste his time during tests.
  - b. I **can** write neatly but my hand is injured right now.
  - c. **Can't I** go to my friend's house?
  - d. **May** I go to drink water?
  - e. You **should** cross the road carefully.
  - f. Bina **can't** walk because she fell from the stairs.
- 7.
  - a. This is **my** scarf. That one is **yours**.
  - b. It was **my** fault, not **hers**.
  - c. Where is **their** house? Is that house **theirs**?
  - d. Where is **his** diary? Is that **yours**?

### Punctuation

- 8. Students will make their own sentences.
- 9.
  - a. Things in your pencil box: **stationery items**
  - b. The fruits you like to eat: **mango, pineapple, apple, bananas**
  - c. Your favourite picnic spots: **National Park, National Zoo**
  - d. Things your mother uses to make tea: **milk, sugar, tea, water**

## **Writing**

10. Students will write answers themselves.
11. Students will write answers themselves.
12. Students will write answers themselves.
13. Students will write answers themselves.

## **Oral communication**

14. Students will practice verbally.
15. Students will practice verbally.

## Unit 8: Doing The Right Thing

### Part 2: Answer key (Pages 85–90)

#### Being honest

##### Comprehension

1.
  - a. Because Mom's favourite vase broke.
  - b. They thought they could tell Mom that the cat broke the vase.
  - c. Mom was happy because the children hadn't told a lie. She was not angry.
  - d. Because the children were honest about the vase.
  - e. Students will give their own responses. Students to give an opinion (I agree or I disagree) followed by reasons.
  - f. Fun Activity: Students will perform their own role-play. Teacher to encourage dialogues between students.

##### Is this right?

2.
  - a. Quarrelling and calling names is not the right way to solve a fight.
  - b. We will never be able to find the truth. Quarrelling will not let us find the solutions to our problems.
  - c. Calling names and quarrelling.
  - d. might - fight, right - polite, night - right, plight - light.
3. Students will come up with their own answers.

##### Is this freedom?

##### Comprehension

4.
  - a. Some people were excited because they were celebrating Independence Day.
  - b. Saqib was upset because he was trying to prepare for his test and was not able to focus.
  - c. These people are important for our country because they provide services to the nation through their work.
  - d. Students will write their own answers.

## Vocabulary

5. a. I can **hear**/here a **cell**/sell phone ringing somewhere.
- b. The **rose**/rows plants were planted in straight rose/**rows**.
- c. We were not aloud/**allowed** to read **aloud**/allowed in class.
- d. The **one**/won and only game that I one/**won** was of chess.
- e. Jack and Jill went up the hill to fetch a **pail**/pale of water but Jack fell down and got hurt. His face turned really pail/**pale** due to pain.
- f. I was board/**bored** of copying answers from the **board**/bored.
- g. I **passed**/past an old building on my way to school. As I went passed/**past** it, I saw somebody coming out of it.

## Grammar and structure

### Revision

6. a. We must take care of **ourselves** and our things.
- b. Father made this bench all by **himself** when he was a little boy.
- c. Mother cooked all these dishes for the guests **herself**.
- d. I tried to solve it **myself** but I couldn't.
- e. They will have to clean this mess **themselves**.
7. a. First of all, **cover** the shoes with cloth to **wipe** the dust. Then, **rub** the shoes with polish with the shoe polish brush. Next, **brush** the shoes with a clean **brush**. Finally, **wipe** with a piece of cloth. This will **make** your shoes shine.
- b. Ali **rubbed** the sole of his shoes on the doormat before entering the house. He did not **want** any dirt to enter his house. He always **kept** his house neat and tidy.
- c. 'Will you **write** the letter yourself?' asked Father. But she told him that she **wants** to do it herself. Father **smiled** and left the room. She **sat** at the desk and **started** to write the letter. After **writing** the letter, she **showed** it to Father. He became very happy when he **saw** that there were no errors.

8. The next day, **Saqib** went to school **tired** because he was not able to sleep the **whole** night. He was really worried about his test. The test was very important for him. He was upset that he could not prepare well for the test. Soon the science period started and the paper was in front of him. He wrote whatever he could remember. There were some questions that he could not answer, **however**, he did not try to look at other students' papers. He gave his paper to the teacher and went outside.

### **Writing**

9. Students will write their own answers.
10. Students will write their own answers.
11. Students will write their own answers.

